Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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Faculty, Course, & Delivery Format Information	
Faculty Name: Henny Chen Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): New Date of Initial Proposal Submission: 2/22/2017	Course: CHIN 1A, Beginning Chinese Units: 5 Contact Hours: 105 (87.5: lectures +17.5 lab) Delivery Method: Hybrid (partially taught online and partially taught in-person) (If Hybrid: 50% online) First Semester To Be Offered: Fall 2017

Need/Justification/Benefits to Students
What learning opportunities might be made possible by offering THIS particular course in online or hybrid delivery format? Online courses are increasing in popularity and attendance among college students, and world language hybrid/online courses are one of the many classes students are enrolling in. A few years after being discontinued, CHIN 1A has been re-introduced at Chabot. This course satisfies several requirements (CSU/GE; Area C; AA/AS) and the credits are UC and CSU transferable. The goal of this course is to enable students to master conventions of communication through the exploration of topics reflecting multiple aspects of Chinese society and culture. This course allows students to demonstrate their level of Chinese proficiency across the three communicative modes, 5 Cs, and the standards for foreign language learning in the 21st century. Instead of the traditional Chinese course, the hybrid course will provide greater flexibility and access for students to complete their language requirements or to transfer their language credits. Since several Hayward high schools fail to offer Chinese as a world language, this hybrid class will provide students, as well as all members in this community, to opportunity extend their experience to the global village without limitation of time. Students can access online world language courses at any time. Additionally, I will use 21st century tools to develop students' 21st century skills. In this course, I will use Canvas as the LMS

system. It also offers on-the-go mobile solutions, enabling students to complete coursework from anywhere, as their individual schedule permits, without having to travel.

To prepare today's students for success in an ever-shifting, technology-fueled society and workplace, we must enhance their learning to match their interests, aspirations, and needs. The evolution of a mixture of online and blended learning has introduced a more flexible concept of customized learning. For example, students can decide their orders to learn materials per their learning styles and preferences.

There are some essential benefits of learning a world language through hybrid online courses. Differentiation is a key part of supporting students' personalized learning. In hybrid learning environments, it is manageable that educator seeks to meet each student within their own zone of proximal development. Without personalization, there is a gap between the individual student, their learning, and the support they need to succeed in a way that makes sense to his/her interests. Through this hybrid course, I will offer a variety of lesson plans and multimedia tools to address reading, writing, listening, and speaking in Chinese. With the blended design, I can enhance my support in their personalized learning. This method of learning allows for students to pursue their own custom paths in learning Chinese, a system impractical in a traditional classroom.

Only few students pick up new world language lessons on the first attempt; thus, repetition will help students truly master another language. However, traditional class environments don't necessarily offer students the chance to repeat lessons on the spot without disrupting the teacher and the lesson. Not to mention, they also engage students throughout the learning process. Additionally, the hybrid course allows students to not only learn at their own pace,but also be able to meet with the teacher on campus to help clarify any problems they have. I believe that greater number students would have chance to start their Chinese sequence courses once the hybrid/online course has been offered. Through my four-step blended model design, published in 2016, the Interactive videos feature made online environments incorporating new ways to learn. Technology tools not only help students learn and stay connected.

Develop Proposal and Consult with Colleagues

Comments, feedback & recommendations provided by colleagues (NOTE: Do not leave this section blank. If the faculty you consulted did not provide any feedback or recommendations, please note that below):

The proposal looks good. Now, we have a question. Are you planning to have lab

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on-campus? Also, I would take the lab hours out of the contact hours chart since the 5 unit courses = 87.5 hours. I would add the 17.5 hours of lab in your rationale area. Also, if you can you should also submit the proposal for 1B.

(**REQUIRED**) Name(s) of faculty with whom you consulted: Cristina Moon and Caren Parrish

Course Content Delivery - Contact Hour or "In-Class" Activities

Contact hours are those segments of instructional time where the student is actively engaged in learning activities and would reflect the same type of instruction implemented in a traditional face-to-face classroom. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion and group activities. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at http://www.chabotcollege.edu/cool/contacthours/ and examples of proposals submitted by faculty can be viewed at http://www.chabotcollege.edu/cool/proposals/default.asp.

Delivery Mode	Activity and Description	Contact Hours
online	Interactive videos and vodcasts (recorded class lectures) will be linked to Canvas. There are 6-8 videos segments for each theme-based topic.	20 hours per semester
online	Reading, writing, listening and audio recording activities	9.5 hours per semester
online	Vocs quizzes, oral and writing assignments	10 hours per semester
online	Threaded class culture discussion and student-student feedback oral and writing activities (Canvas)	4 hours per semester
online lab		17.5 hours
in-person	Integrated performance assignment via authentic materials	22 hours per semester
in-person	Communication skills and interpersonal presentation skill practice	22 hours/semester
TOTAL CONTACT HOURS: (Total Contact Hours According to the Course Outline: 87.5)		87.5 hours

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Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities
(Note: These are NOT part of Contact Hours)
Outside reading of text and resources pertaining to linguistics and cultural content. Preparing for assessments based on study guides provided for each exam on Canvas. Preparing assignments by researching cultural topics assigned on forums of discussion.

Nature and Frequency of Student-Instructor Interactions
Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.   Canvas offers tools that provide opportunities for students and instructor in a same loop on a daily basis (email, discussion boards, announcements, and online office hours). We will also have 2-3 hours face-to face time to interactive on campus every week. To insure students' success and intervene when necessary, the instructor will monitor students' progress through various means: 1)   Course statistics (page review, homework assignments submission, students login timeline will clearly indicate students' usage of the diverse components on Canvas) 2)   Students' participation in the feedback providing, discussion boards and/or submission of assignments via Canvas, Google apps and other tools) 3)   The instructor will provide every assignment with feedback and always remind students that: This hybrid course adheres to the standards (5C's) in Foreign Language Acquisition set by ACTFL (American Council on the Teaching of Foreign Languages); uses the ACTFL Proficiency Guidelines 2012 and Can-Do statements to design and to assess students' proficiency. The instructor will apply STARTALK-Endorsed Principles for Effective Teaching & Learning (https://startalk.umd.edu/public/principles). Therefore, if students feel falling behind, do not hesitate to come to us for help. Don't wait!! We are a learning community and we will always here for all students.

Nature and Frequency of Student-Student Interactions
Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

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Students will provide their feedback and comments to their classmates by using Chinese. This will be also through Canvas, google apps, and Flipgrid features:

-Oral practice and assignments

-Writing practice and assignments

-Culture Discussion board related to theme topics,

-Chat room and emails from Canvas

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Assessment of Student Learning & Academic Integrity
List and describe the methods of assessments you will use to assess learning in this course. Student progress will be evaluated as follow: •   On campus Attendance, Class work, Participation, and Contributions   15% •   Online Assignments, discussion boards online practice work   15% •   Can-do Checking, Quizzes and Presentations   40% •   Two Midterm Exams (listening, speaking, reading and writing)   20% •   Final Exam (listening, speaking, reading and writing)   10% * For each graded assignment, student will be provided with detailed directions, and will be evaluated on the quality and the completion of the assignment.
Describe the strategies you plan to use to promote academic integrity in your course. * Academic integrity is important in language courses in light of the rampant usage of online translation tools available. The following statement is included on my syllabus and will post to each discussion board and assignment for instance: Learning language is all about sharing your life by using another language. Since we could not copy others life, so all students are expected to follow the honor pledge: "I pledge on my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam." Your grade for this assignment depends on your ability to use the language functions to demonstrate your proficiency. DO NOT use an online translator without any teacher's permission. Otherwise, you will put you in a situation of breach of Academic integrity and its consequences (zero / F for the course). Consider yourself warned!"

Technology and Accessibility
Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.) Learning Management System (example: Blackboard, Canvas, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.), Web Conferencing (example: CCCConfer), Publisher Content (examples: Pearson, Cengage, etc.) For the technology tools you have listed above, please describe your plan for utilization in your course.

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Learning Management System (Canvas), Interactive videos (Example: playposit, Camtasia, etc.), Learning Tools (Quizlet, Google for edu apps, flipgrid, Padlet, and Thinklink), Audio/Video (Examples: authentic listening and YouTube videos, songs etc.), Web Conferencing (Example: CCCConfer), Online meeting room: https://cccconfer.zoom.us/my/chabotchinese, Publisher Content (examples: Cheng & Tsui, etc.)

Canvas:
This hybrid course will be managed via Canvas. This is the platform I currently use to train Chinese teachers teaching online (University of Virginia STARTALK program and UC Berkeley teacher credential enrichment program).
Students will be provided interactive contents videos (pre-recorded and submit to Vimeo personal videos platform) to immerse them with the target language. While watching the videos, students have to answer questions and take notes online to make sure that students are comprehensive.
Quizlet will be used to as vocabulary learning tool. Students have to choose 2-3 features to enhance their vocabulary knowledges.
Recording (via Canvas) and Oral presentation (via Flipgrid video) are daily lessons
Google documents, slides or other Google for edu apps, Padlet and Thinklink will be assigned for writing practice and assessments per language functions in lessons.
All class materials will be made by the instructor, however the learning objectives and structure will follow the books below:
Textbook: Integrated Chinese Level I Part I TEXT (ISBN: 9780887276385)
Workbook: Integrated Chinese Level I Part I WKBK (ISBN: 9780887276408)

Accessibility/Accommodations for Students with Disabilities: All materials must be accessible to students with disabilities. During the development of your course, please make sure that videos are closed-captioning or a transcript is provided, audio is accompanied with a transcript, images include alternative/alt tags, detailed visuals include text descriptions, and tables are formatted to include row and column headers. For information and support for ensuring accessibility for your students (including captioning), please contact the Chabot Disabled Students Resource Center (DSRC).

I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.

Record of Approval, Comments, & Feedback
A record of approval, & comments, & feedback will be automatically recorded directly below

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Timestamp	2/23/2017
Name	Marcia Corcoran
Division	Language Arts
Proposal reviewed	CHIN 1A by Henny Chen
Approval Selection	I approve this proposal as presented.
Comments (optional)	

Timestamp	4/18/2017 11:59:42 AM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	CHIN 1A by Henny Chen
Recommendations	
Suggestions	

Timestamp	4/18/2017 8:59:58 PM
Reviewer Role	COOL Review Team Member
Proposal Reviewed	CHIN 1A by Henny Chen
Recommendations	
Suggestions	

Timestamp	5/1/2017 4:28:28 PM
Reviewer Role	COOL Chair
Proposal Reviewed	CHIN 1A by Henny Chen