**April 1, Friday**

**2:00-3:00**

***WP-01: (Room: Jimenez 0103, in the basement)*** ***(Limit: 30 people)***

**Technologies you can leverage to design and implement a flipped class**

*Ran Zhao, University of Virginia*

This workshop aims to help participants understand the pedagogies and technologies involved in flipping a class. It starts with introduction or review of the history and concept of "flipped classroom" and its application in our field and then move on to have some hands-on exercises to actually flip one lesson of a course you are/will be teaching. Participants will learn how to use various tools of creating online tutorials, training programs and assessments. Featured technologies include Comtasia for screencast, SpeakGoodChinese for training tones, Wordpress and Padlet for course portfolios.

**April 1, Friday**

**2:00-3:00**

***WP-02: (Room: Jimenez 1124) (Limit: 30 people)***

**Responsive Classroom: Classroom Interaction for active learning**

*Min-Min Liang, Massachusetts Institute of Technology*

Responsive Classroom Approach is a systematic way to help instructor to promote and maximize classroom interactions effectively among students.  It is a research- and evidence-based approach to US elementary education (K-8) and supported by scholars such as Sara Rimm-Kaufman.  However, the approach consists of practical strategies, such as effective modeling, scaffolding instruction, using declarative sentences and community building, that apply very well to teaching Chinese as a second language to both high school and college students and for both non-heritage and heritage learners.  The presenter will provide a live demonstration and hands-on experience for the participants

**April 1, Friday**

**2:00-3:00**

***WP-03: (Room: multipurpose room, St. Mary’s Hall) (Limit: 30 people)***

**Revamping teaching and assessment in advanced Chinese courses**

*Hsin-hsin Liang, The University of Virginia*

The organizer of this workshop intends to demonstrate how advanced Chinese courses can be designed and taught in innovative ways.  The presenter will approach the issue from three directions.  First, by redesigning the course and sharing the responsibility for creating the curriculum with the instructor, students can be transformed from passive to active learners.  Second, the instructor can maximize collaborative learning by effectively using technology.  Lastly, the instructor can design innovative tests to assess students’ proficiency.  Concrete samples and examples will be shared in the workshop to illustrate the organizer’s points.

**April 1, Friday**

**3:10-4:10**

***WP-05: (Room: multipurpose room, St. Mary’s Hall) (Limit: 30 people)***

**Learning Chinese Pronunciation: What makes it hard and how best to facilitate it**

*Cecilia Chang, Williams College*

What makes learning Chinese pronunciation difficult? What are some of the typical errors English-speaking learners of Chinese make in initials, finals and tones? What instructional strategies can we implement to help our students gain strong mastery of Chinese pronunciation? Join your colleagues in this workshop to gain insights into the cognitive, psychological and affective factors that influence students’ approach to learning Chinese pronunciation and to learn concrete and innovative strategies to facilitate the acquisition process.  Appropriate for all language educators who wish to explore ways to enhance their skills in teaching Chinese pronunciation.

**April 1, Friday**

**3:10-4:10**

***WP-06: (Room: Jimenez 1124) (Limit: 30 people)***

**Using text-focused rhymes to improve Chinese learning**

*Tianxu Zhou, University of Massachusetts Dartmouth*

This workshop is designed to explore the effectiveness of text-focused rhymes in Chinese teaching.  The presenter will model writing simple and effective rhymes using target vocabulary from each specific text.  Participants will also have an opportunity to work collaboratively on writing rhymes, and sharing ideas from standard Chinese textbooks. This will provide students a unique yet practical tool to study vocabulary in context, better understand the rhythmic pattern of modern Chinese language and perfect authentic pronunciation through rhyme structure.  Furthermore, through the chanting and memorization of the rhymes, students can break the barrier of overthinking in their speaking process.

**April 1, Friday**

**3:10-4:10**

***WP-07: (Room: Jimenez 0103, in the basement)***

**利用网络工具强化语言文化教学**

*Phyllis Ni Zhang*

*The George Washington University in Washington DC, U.S.A*

利用网络提供的各种免费资源，可使教师在学练活动和技能评估的设计上有更多选择。本培训班介绍几种“短频快”的常用工具，包括汉字动画，语音收件，线上布告栏，屏幕录像（制作MP4视频）。这些工具不仅适用于语言学练和能力评测活动，也可用于丰富文化知识。

**April 2, Saturday**

**7:00-8:00**

***WP-04: (Room: Margaret Brent 2112A) (Limit: 50 people)***

**Development of Reading Skills in Novice Learners without Preteaching of Characters**

*Terry Waltz, Albany Chinese and Spanish*

Much time and effort is typically spent in Chinese classrooms on pre-teaching and assessing recognition of individual characters prior to students reading connected texts. Our experiments over the past five years in classrooms with highly comprehensible input have shown that students are capable of reading previously unseen Chinese texts in characters without any pre-teaching of Pinyin or Hanzi, based on their acquisition of the vocabulary and structures in the passage. This workshop will demonstrate the method by which zero-Chinese beginners read and comprehend a text containing 29 unique Hanzi in under 2 hours of total instruction.

**April 2, Saturday**

**7:00-8:00**

***WP-08: (Room: Margaret Brent 2112B) (Limit: 50 people)***

**Where Sitting is the Exception: Transforming Classrooms to Move towards Proficiency**

*Darcy Rogers, Southern Oregon University & Organic World Language*

 Would you like to use more target language in class? See students produce consistent levels of proficiency? Have higher student engagement and incorporate more techniques that are student-centered? Come see how movement, play, and a cohesive community are key elements in creating a 90%+ environment where students are learning at their own level and being naturally pushed to the next level of acquisition. In this interactive and transformational session, participants will experience a sustainable and inspiring way to apply research to practice by individualizing learning and creating a student-generated curriculum.