

The following summary narrative focuses on my achievements since my promotion to Associate SPF.

I. Teaching

From Fall 2010 to Fall 2018, I taught Chinese from the first- through the fourth-year level. I also developed and taught hybrid courses at the first- and fourth-year levels. My teaching excellence is reflected in CIF as well as in my receipt of the Rev. Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching in 2016. My excellence derives from my passion, innovativeness, responsiveness and reflectiveness, productive assessment, and my success in intellectually engaging students.

Passion

Passion is not a category on CIF and difficult to quantify, but it is vital for success in teaching and learning. To illustrate how my passion translates into enthusing and engaging students in active learning, I will quote from student comments in CIF: “This professor is a skilled and compelling instructor whose passion for the subject is infectious.” In the words of another student, “I love her passion for teaching her students and her enthusiasm for the Chinese language and culture. It really inspires me to learn more about it myself.”

Innovativeness

As an experienced teacher, I never settle in a fixed mold. I constantly innovate in terms of designing new courses, redesigning existing courses, and experimenting with different pedagogical approaches.

In line with the National Standards for Learning Language developed by American Council on the Teaching of Foreign Languages (ACTFL), I redesigned Third Year Chinese and adopted a new multimedia textbook in 2011. I introduced a variety of activities to help our students meet the learning goals newly articulated by the Department. The template that I set for Third Year Chinese remains in effect for the Chinese Program.

In 2015, with the support from various units on campus including the Department, the College, the Provost’s Office, the Kaneb Center for Teaching and Learning, and the Center for the Study of Languages and Cultures (CSLC), I designed hybrid First Year Chinese. This course combines traditional classroom instruction and online self-learning. Students learn grammar through vivid and feasible online tutorials and quizzes. Class time is optimized for intensive drill work and authentic communicative tasks. Consequently, there are increased opportunities for students to receive input and produce output. The success of this course led me to redesign in 2017 Fourth Year Chinese as a hybrid course by combining flipped classroom and mobile learning. This course, too, was well received by students. One of them wrote, “I absolutely loved this course and thought it was incredibly effective. It was the best Chinese class I have personally ever taken.” Another wrote, “this semester, the professor tried a new online learning

program to supplement our class. I thought that this program was incredibly successful. This Professor's way of integrating technology into the classroom was effective and practical.”

Another innovative practice of mine is to create a ubiquitous learning environment and foster a learning community outside the classroom. For example, I designed a microblogging project using Weibo for Third Year Chinese to encourage contextualized meaning making, cultural awareness, and vocabulary acquisition. I also used WeChat as a platform for activities for First and Fourth Year Chinese classes. The learning goals in using WeChat vary. For First Year Chinese, the focus is on pronunciation for regular students and writing for heritage students. For Fourth Year Chinese, I built a group chat where I post authentic current articles related to class materials. Students are required to read those articles, post their thoughts and comments and respond to the posting of their classmates. This project helps integrate in-class and outside-class activities to create a ubiquitous learning environment and promotes autonomous learning and authentic social interactions beyond the classroom. In Fall 2018, I created mobile tutoring project for Fourth Year Chinese students to enable them with their busy schedules to have tutorial sessions without meeting with the tutors face to face.

Since I started teaching Fourth Year Chinese in 2016, I have designed and implemented a different project for the course every year. For example, in response to the inadequate cultural competence among many of our students, I launched a semester-long interview project in 2017. Each student was partnered with a visiting scholar from China. Through interviewing native speakers, students use the target language to learn about the target culture and develop higher-order thinking in exploring the hidden meanings and significances embedded in L2 culture.

Reflectiveness and Responsiveness

I constantly reflect on my teaching for continuous improvement. I read carefully students feedback in CIF. I make extra efforts to encourage all my students to complete the CIF. As a result, most of my classes have a 100% response rate. And I also design my own course exit surveys so that I could get feedback on the items that are not included in regular CIF. I meet with every student in every class that I teach in every semester to collect feedback in a more relaxed setting. This practice is time consuming, but the benefit has been tremendous. I am able to learn better about the individual needs of the students and receive feedback that may otherwise be unavailable in CIF. I also write reflections on my teaching in my annual activity reports and set future goals.

Based on student feedback, I make necessary and feasible adjustments to my teaching. Students are highly appreciative of my efforts. As one of them wrote, “I appreciate how you take our feedback into consideration in shaping the course and each class session. We really feel heard.”

Effective Assessment

Effective assessment of student work is another dimension of my overall effectiveness as a teacher. I use both formative and summative assessments. My goal is not just to give students fair grades but to provide them with feedback on their progress, help them to identify areas where improvement is needed, and suggest strategies for improvement. Therefore, I value

formative assessment more, which focuses on learning process and learning progress. My in-class strategies include higher-order questions and Think-Pair-Share. Outside the classroom, I provide instant feedback with the help of technology. For example, I get online with students simultaneously or provide feedback right after their online submission of homework. I return written homework to students the day after their submission when it is still fresh in their memory. Depending on the kind of mistakes students make in their homework, sometimes I do not correct them directly but instead provide comments and suggestions so that they can correct them on their own. These strategies have proven highly effective.

Intellectually Engaging Students

To challenge students intellectually, I introduce in class real life materials related to the assigned texts with discussion topics that stimulate students to think critically while expressing themselves in the target language. Outside the class, as mentioned above, students in my Fourth Year Chinese class are required to communicate with native speakers through the interview project and the mobile tutoring program. The success of my strategies are praised by my students: “what I enjoy the most is her ability to prompt us to delve deeper into the passages we read and understand the cultural implications. The professor facilitates very meaningful discussions that I have very much enjoyed being a part of.” “Her lesson plans both elucidate the text, but she is not bound to it, and is more than willing to explore the wider implications of a subject, and challenges her students to do the same.” “The professor always asks thought-provoking questions and makes the class more than just learning languages.”

II. Service

Service to Program and Department

I have served as the Point Person, the Coordinator, and Co-coordinator of the Chinese Program and played a crucial role in its development. In Fall 2011, I led the process of implementing team teaching in Chinese classes, which has since become our instructional modus operandi. I have initiated most of the co-curricular and extra-curricular activities in the program, including the Chinese Language Table, Chinese Movie Nights, and the Annual Celebration of the Chinese Moon Festival, Annual Chinese Speech Contest, and Chinese Peer Tutoring Program. I will use two examples to illustrate the impact of these activities: Chinese Peer Tutoring Program and Chinese Speech Contest.

I began experimenting with a peer-tutoring program as a way of enhancing the learning opportunities of our students. The program went so well that I took one step further and collaborated with Dr. Askildson, then Director of CSLC, in formally initiating the Chinese Peer Tutoring Pilot Program. The program has been such a success that it has served as a model for all language programs in the College of Arts and Letters. My article on “Fostering Personalized Student Learning outside the Classroom: Peer Tutoring for College Chinese Instruction” was based on the success of the program.

Launched eleven years ago, the Annual Chinese Speech Contest has become a signature event of the Chinese Program that stimulates, sustains, and enhances student interest in language

learning. It also attracted parents and family members of our students, faculty and students from Saint Mary's College, and students from Michiana Christian Chinese School. At the request of Dean John McGreevy, a presentation on the speech contest as a best practice in the College was given at the April meeting of deans and department chairs of Arts and Letters in 2017.

At the department level, I have served on various committees. I would like to highlight here my role in coordinating the Symposium on Linguistics and Chinese Pedagogy sponsored by the Department in October, 2018. The symposium brought to campus four well-known linguists together with four discussants. The presentations were well received by attendees from across the country. I coordinated all the logistical aspects of the symposium, including hotel reservation, dissemination of information about the event via social media, preparation of the promotional materials and program brochure. The symposium promoted scholarly exchange and professional networking and enhanced the nationwide reputation of the Department. I also helped coordinate in October 2017 the Third International Forum on Linguistics and Chinese Education on campus and ran a workshop for the attendees.

Service to College and University

My service to the University has been multi-faceted. For example, I served on the Campus Interview Committee for the Fulbright Program. I also gave a presentation on "Intercultural Competence: Advising International Students from China" for advisers of First Year of Studies; my presentation helped these advisers understand better Chinese culture and students from China so that they could better assist those students to succeed at Notre Dame.

One area of which I would like to make a special mention here is digital learning. As a three-time recipient of the Digital Learning Faculty Implementation Grant, I have worked closely with the Office of Digital Learning to promote digital learning on campus. For example, I presented "Hybrid First Year Chinese" during the Digital Week of 2015 and "Teaching in a Digitally Enhanced Classroom" on 2016 Digital Learning Day. At the invitation of Dr. Elliott Visconsi, Associate Provost and Chief Academic Digital Officer of Digital Learning Office, I met, for a Q&A session on digital learning at Notre Dame, with a faculty delegation from the College of the Holy Cross (Worcester, MA) in 2016.

As the Faculty Adviser for Chinese Culture Society, I connected the club with our language students. The resulting mutually beneficial relationship not only facilitates the accomplishment of the club's mission of promoting Chinese culture among Notre Dame undergraduate students but also provides a valuable opportunity for our language students to practice with members of the club who are native speakers. In Fall 2018, students of Chinese Culture Society joined our language students as a group for the first time for Moon Festival Celebration and food festival.

In the College, as a member of the CSLC Steering Committee, I have been actively involved in various projects such as the distribution of summer language grants, tutor training, and the selection and training of Fulbright TAs.

Service to Profession and Community:

Since my promotion to Associate SPF, I have organized panels at professional venues such as

the annual meetings of ACTFL and the Chinese Language Teachers Association. I have also reviewed manuscripts for two professional journals. I serve on the review panel of a journal. In a less formal capacity, I have advised colleagues across the country on designing hybrid Chinese courses. As a service to the community, I have served as Adviser for the Chinese Language School of Michiana Chinese Christian Church.

III. Professional Development

For my professional development since my promotion to Associate SPF, I will focus on my conference presentations and scholarship.

I have transitioned from regularly attending to regularly making presentations at professional conferences. Since 2012, I have made twenty-five presentations at regional, national, and international conferences, for which I received travel grants from ISLA, CSLC, and the Liu Institute for Asia and Asian Studies. My presentations deal with various aspects of language instruction. They have always generated spirited discussions. I often received email inquiries, text messages, and phone calls from colleagues wanting to have further conversations on my presentations. Many post-conference correspondences were about our hybrid language course, with a number of colleagues inspired to start their own projects on developing hybrid Chinese courses. My presentations showcasing the best work of our students also helped to enhance the visibility of our Chinese Program. For example, we received requests from colleagues to put the videos of the Chinese speech contest on YouTube to serve as an inspirational model for students at their institutions.

My research interests include Chinese language pedagogy, hybrid learning, computer-assisted language learning, mobile-assisted language learning, flipped classroom, intercultural competence, collaborative learning and project-based language learning, and the design and implementation of hybrid courses. Research on language teaching and learning often involves teamwork and collaboration. So far, my scholarly efforts and collaboration with colleagues both at and outside Notre Dame have led to five publications (three of which are co-authored). The following is a brief summary of the publications.

“Fostering Personalized Student Learning outside the Classroom: Peer Tutoring for College Chinese Instruction” addresses the issue of which format of peer tutoring is most effective for learning Chinese as a foreign/second language. Based on a study of the learning needs and expectations of peer-tutoring sessions among 143 students across four levels of Chinese courses at Notre Dame, the paper presents four components of a successful peer tutoring program: 1) the design of the duration and the frequency of tutoring sessions at each level, 2) the necessary resources and administrative support, 3) the selection of peer tutors, and 4) the training and ongoing supervision of the tutors.

“Flipping the Classroom in Teaching Chinese as a Foreign Language” offers a case study of the advantages and challenges in the application of the flipped learning approach in the instruction of Chinese as a foreign language at the beginning level. It analyzes quantitative and qualitative data collected from two first-year Chinese classes (one in traditional and the other in flipped format) to determine whether there are statistically significant differences in learning outcomes

and students' levels of satisfaction between the two classes.

“Learning Chinese Colloquialisms through Mobile Technology” studies the effectiveness of learning colloquialisms through the use of mobile technology. Based on an experiment in exposing participants to learning colloquialisms through mobile phones and printed materials, the article concludes that mobile-assisted language learning can be effective for L2 learners, regardless of their language proficiency levels. Learners can be engaged in learning new words even when they do not have positive attitudes toward the mobile-assisted approach, as long as the mobile-assisted learning activities connect with in-class instruction.

A presentation that I made on “The Design and Implementation of a Flipped CFL Class” was initially published in a conference proceedings in 2016. My latest (and sole authored) article on “Designing and Implementing a Hybrid First Year Chinese Course: Theoretical Frameworks and Instructional Practices” is an expanded and revised version. Based on insight gained from my instructional experience as well as research on scholarly literature, it presents an effective model for the design and implementation of a first-year hybrid Chinese course at college level. It introduces the components of my course design, the theoretical underpinnings of the design, and the implementation; it also makes practical recommendations for designing hybrid language courses. My article was so well received that I was invited (and agreed) to serve on the review panel for the journal in which the article was published.

Another indication of my professional development is my receipt of the inaugural Ursula Williams Fellowship from CSLC (2014–2015). During my tenure, I met and consulted regularly with colleagues from CSLC, the Kanab Center for Teaching and Learning, and the Office of Digital Learning. Consequently, I developed expertise in technology assisted language instruction, especially for the design and implementation of Hybrid First Year Chinese.

IV. Concluding Statement

With the support from the Department, the College, the Provost Office, and other units on campus as well as colleagues at Notre Dame and across the country, I have achieved tremendous accomplishments in teaching, service, and professional development since my promotion to Associate SPF in 2010. With these accomplishments, I am confident that I have met (and in many cases exceeded) the requirements for promotion to Full SPF in Chinese. Please kindly advise me if you have any questions or requests. Thank you for the opportunity to present my case. I look forward to the outcome of your deliberation.