



## AATJ/JFLA Webinar

オンライン学習実践編: New Normalで迎える秋学期に向けて

July 7, 2020

**Presenter: Magara Maeda**  
**University of Wisconsin-River Falls**



Facilitator: Yoshiko Saito-Abbott  
AATJ PD Director, California State University, Monterey Bay



# Protocols

- Please mute your mic.
- Please turn off your camera.
- Please use the Chat Room for questions only.
- Feel free to respond to the question in Chat.
- There will be time for Q&A at the end.
- It's not necessary to say "thank you" in the Chat Room. It gets kind of crowded. 😊

# Reflection: Covid-19 Emergency Remote Teaching

**What have we learned from  
our students?**



**Any silver linings?**

## Outcomes:

- Become familiar with online learning pedagogy
- Identify strategies to rethink, reframe, prioritize, be flexible, be creative
- Brainstorm online activities/assessments

## Agenda:

- Online learning pedagogy
- Asynchronous activities
- Online assessments

# Poll: Fall 2020 in New Normalcy

Socially distanced classroom



Face to Face  
Learning



Synchronous  
e.g. Live Zoom class



Asynchronous

Online  
Learning

Blended  
Learning

Adapted from [The benefits of blended learning- A student-centered approach](#)

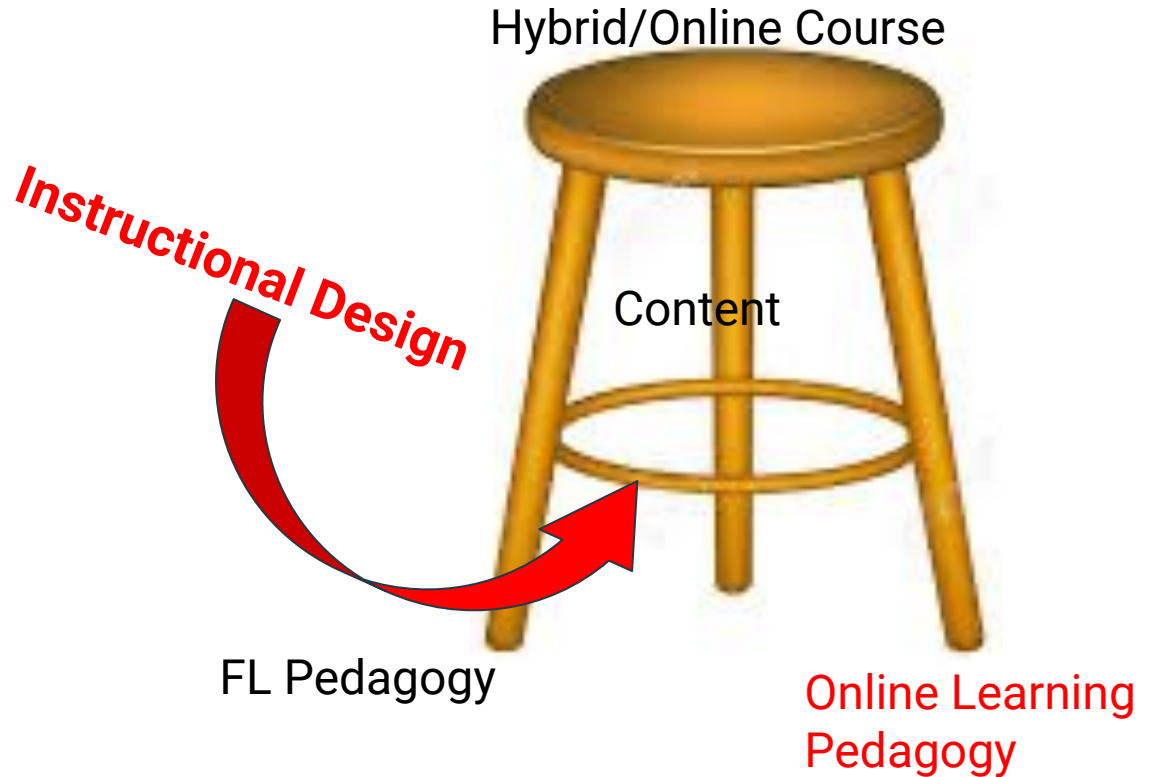
Resource: [Developing fluency & engagement in a hybrid setting](#)

# Online Learning Pedagogy

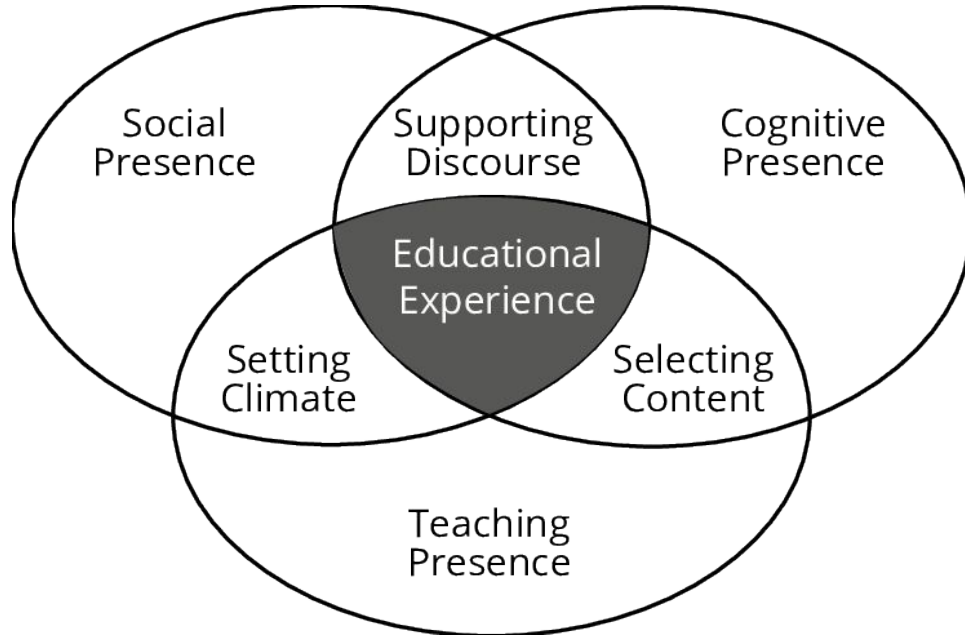
- [Hybrid Course Design](#)
- Leveraging LMS



- Community of Inquiry



# Community of Inquiry Model: Interaction & Presence

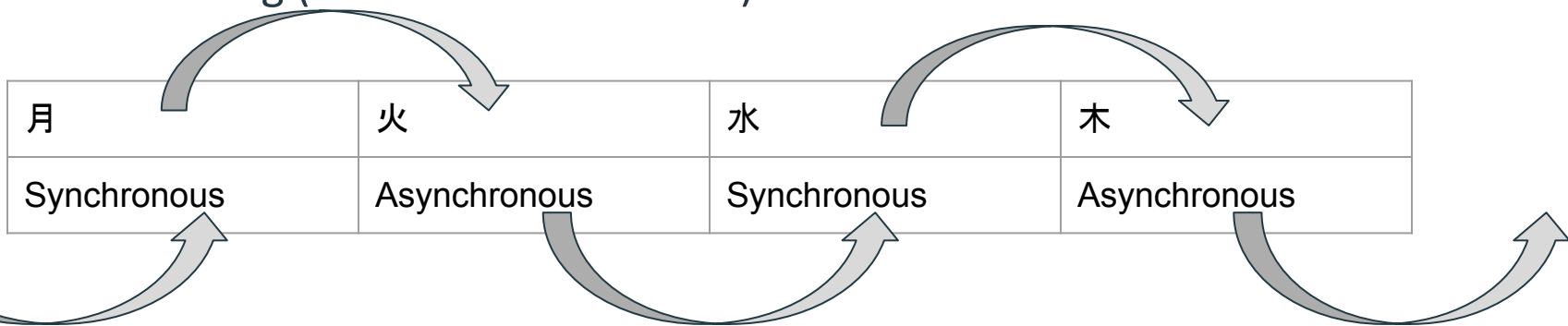


- Synchronous / Asynchronous
- [Virtual community building](#)



# Redesigning f2f activities leveraging asynchronous environment

- Backward design: Learning outcomes
- Prioritize f2f activities
- Threading (see illustration below)



Resource:

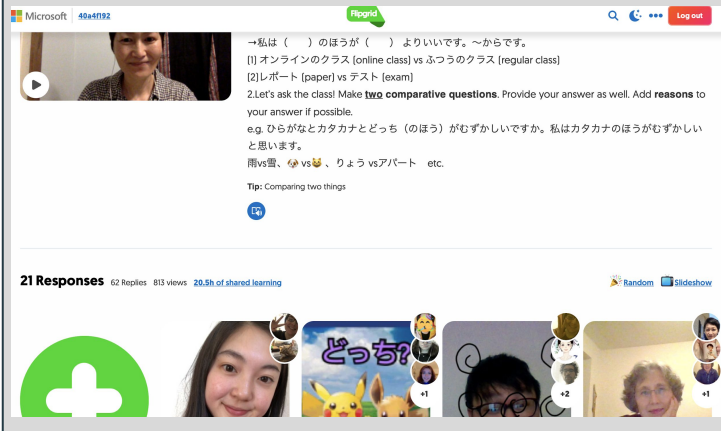
[Blended Learning Essentials for World Languages](#): High-Leverage Practices in Blended Language Teaching



# Designing Asynchronous Activities: 3 Modes of Communication



- Purposeful asynchronous communication: [Flipgrid](#), Discussion forum
- Outcome: Can-do statement
  - Can compare 2 things, and ask & answer questions.
  - Can express your preference with reasons.
- Threading??



## オススメWebinar:

[Are discussion forum really interactive? Ideas for purposeful asynchronous communication](#)

[Developing fluency & engagement in a hybrid setting](#)



# Rethink Assessments

## Online assessments

- Learning outcomes-assessments alignment
- [Performance assessment](#)
- Rubric
- Formative / Summative assessment
- Low stake / High stake

## オススメAATJ Webinar

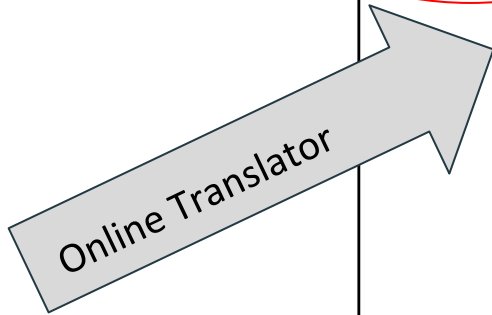
- [Pivoting to Remote Assessment](#)
- [Teaching Japanese Online 101](#)



# Online Assessmentsの例

- 単語クイズ
- 漢字クイズ
- レッスンテスト
- Flipgridひらがなクイズ
- Rubric: Presentational Performance Rubric

		query.			
	<b>My voice is my own</b>	<p>&gt;Your words are your own, not those of an online translator. If you did look up a few new words that your audience may not understand, you provided a definition in 日本語 (or a visual).</p> <p>&gt;Your classmates will be able to understand you.</p>	<p>&gt;Your words are mostly your own, not those of an online translator.</p> <p>&gt;You were reasonably diligent about providing definitions in 日本語 (or visuals) of the words you did look up.</p> <p>&gt;Your class will, for the most part, be able to understand you.</p>	<p>&gt;It's hard for me to tell where your own voice leaves off and where the online translator picks up.</p> <p>&gt;It would be hard for your audience (JAPN202 students) to understand you.</p>	<p>&gt;There is so much of some online translator in this that it would be extremely difficult for your audience to understand you; your words are not really your own.</p>



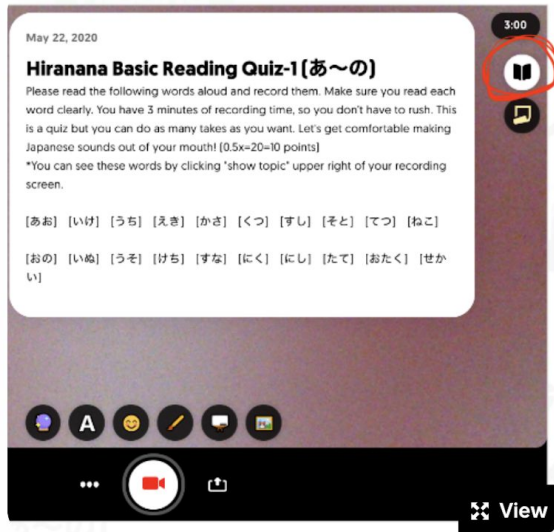
# Flipgridを使ったひらがなクイズの例

Flipgrid

## Hiranana Basic Reading Quiz-1 (あ〜の)

Jun 22, 2020

6 Topics ▼



Please read the following words aloud and record them. Make sure you read each word clearly. You have 3 minutes of recording time, so you don't have to rush. This is a quiz but you can do as many takes as you want. Let's become comfortable making Japanese sounds! (0.5x=20=10 points) **[Due: 11:59pm, May 27]**

\*You can see these words by clicking "show topic" upper right of your recording screen.

[あお] [いけ] [うち] [えき] [かさ] [くつ] [すし] [そと] [てつ] [ねこ]

[おの] [いぬ] [うそ] [けち] [すな] [にく] [にし] [たて] [おたく] [せかい]



# Canvas: ワークブック漢字の宿題の例 (iPad & stylus pen)

Canvas interface showing a student's handwritten Japanese homework on a worksheet. The worksheet is titled "第6課 2 Using Kanji" and contains five exercises. The student's answers are written in black ink, with red handwritten corrections and annotations.

Submitted: Feb 6 at 4:30pm  
Submitted Files: (click to load)  
[20200206\\_162918.jpg](#)

Assessment  
Grade out of 2  
2

Assignment Comments  
Add a Comment

Submit

[Download Submission Comments](#)

136 ▶▶▶ 読み書き編 クラス なまえ

第6課 2 Using Kanji

I Write the appropriate mixes of kanji and hiragana.

1. ~~東~~ = ~~時~~ ~~南~~ ~~北~~  
ひがし にし みなみ きた

2. 南口を出て、右へ五分行ってください。  
みなみぐち でて みぎ ごぶん

3. ~~右~~口を出て、左へ十分行ってください。  
にしがち でて ひだり じゅうぶん

4. 山下さんは ~~大~~ ~~学~~ ~~生~~ です。  
だいがくせい

5. ~~先~~ ~~生~~ はよく ~~外~~ ~~国~~ に行きます。  
せんせい がいこく

West not 2:00

西

West

# Takeaways:

- Rethink, reframe, prioritize, be flexible, be creative!
- Less is more, Less is better!
- Don't reinvent the wheel!
- Don't work harder, work smarter!
- Find your [online champions](#) & connect!

**Thank you!**

Magara Maeda  
University of Wisconsin-River Falls  
[magara.maeda@uwrf.edu](mailto:magara.maeda@uwrf.edu)



# Resources

## Course Design

- [Hybrid Course Design](#)
- [Blended Learning Essentials for World Languages](#)

## Building Online Community:

- <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching/building-online-community>
- [How to Establish a Strong Community in an Online Course](#)

**Strategies for Minimizing Cheating in both Residential and Online Courses:** <https://facdev.e-education.psu.edu/teach/preventingissues>

## 5 Tips for Moving from Remote Instruction to Quality Online Learning:

<https://er.educause.edu/blogs/2020/5/5-tips-for-moving-from-remote-instruction-to-quality-online-learning>

## Online Activities:

- IALLT Webinar: [Are discussion forum really interactive? Ideas for purposeful asynchronous communication](#)
- Extempore Webinar: [Developing fluency & engagement in a hybrid setting](#)

## AATJ Webinar:

- [Flying by the Seat of Your Pants: Crisis Teaching Without Sacrificing Proficiency](#)
- [Pivoting to Remote Assessment](#)
- [Teaching Japanese Online 101](#)

# The Japan Foundation, Los Angeles Resources!

Lena Kelly, Advocacy Coordinator  
The Japan Foundation, Los Angeles



# Resources for Students

# GETTING TO KNOW JAPANESE LANGUAGE & CULTURE THROUGH COMEDY DUO, JARU JARU!!

Check out this fun and new informative 8-part video learning series that are 10-11 minutes each ([YouTube Video Playlist](#)). The series was created by Yuko Kato (Austin Community College) and many other Japanese professors, in collaboration with The Japan Foundation.



First part is conversation skits.

Lesson 1: How do you do?

Lesson 2: What time is it?

Lesson 3: How much is it?

Lesson 4: What is that?

Lesson 5: Where is it?

Lesson 6: Adjectives

Lesson 7: Do you have a menu?

Lesson 8: Do you drink coffee often?

# GETTING TO KNOW JAPANESE LANGUAGE & CULTURE THROUGH COMEDY DUO, JARU JARU!!



Second Part is with Dr. Yuki Johnson, who guides the lessons and explains each conversation skit.

Lesson 1: Japanese sound system and introducing yourself.

Lesson 2: Japanese numbers and telling time.

Lesson 3: Price of items in store and large numbers.

Lesson 4: Demonstrative pronouns.

Lesson 5: Describing position of objects.

Lesson 6: Learning variety of Japanese adjectives.

Lesson 7: Difference between 'arimasu' and 'imasu'.

Lesson 8: Learning verbs and frequency of actions.

# GETTING TO KNOW JAPANESE LANGUAGE & CULTURE THROUGH COMEDY DUO, JARU JARU!!



From Lesson 1: てるてるぼうず (Teru Teru Bouzu)

Last component is cultural trivia! There are various Japanese trivia that gets introduced in the videos.

Lesson 1: Different Japanese Superstitions.

Lesson 2: Creatures in Japanese Fables.

Lesson 3: Gestures.

Lesson 4: Food and Dining.

Lesson 5: Japanese-made English.

Lesson 6: Idioms.

Lesson 7: Etiquette

Lesson 8: Laws.

Available Grants!

# COVID-19 Relief Grant



## **Purpose:**

To support Japanese courses which are financially impacted by COVID-19 outbreak during the 2020-21 academic year

## **Amount:**

Up to \$10,000

## **Application Period:**

Now through **9/30/2020** or **until funding is exhausted (whichever comes first)**

## **How to apply:**

Contact Mamiko Nakai ([language@jfalac.org](mailto:language@jfalac.org))

## **Further Information:**

You can find the details of application and other available grant programs at our website.

<https://www.jfalac.org/grants-jle>

# Advocacy Services

**-Lena Kelly** ([lana\\_kelly@jflalc.org](mailto:lana_kelly@jflalc.org))  
Advocacy Coordinator  
Survey Coordinator

As an Advocacy Coordinator:

-I listen to your concerns, we can think together, and seek for solutions whenever you need help from outside of your school.

-Our help could be, for example, advocacy goods, grants, and support letters to maintain your Japanese course.

-If you have not received our monthly newsletter, please email me anytime.



## Breakout room (25 minutes)

Survey and Evaluation for this Webinar

<https://forms.gle/NwYKn6TKydydaXFJ9>

- Board members may not be in your breakout room, then identify a facilitator in your room
- Please introduce each other (name and affiliation)
- Discussion topics can be:
  - Any successful tips/strategies of online activities/assessments
  - Any challenging experiences
  - Use of useful resources
  - Others
- Facilitators: Please write discussion summary on the padlet <https://bit.ly/2VSmNI9>
- Please return to the mainroom after your discussion.



## AATJ/JFLA Webinar

7/21/2020

Title: Deeper Engagement in Learning

Yo Azama, Salinas Union High School District

Description: How can we engage our students in both face-to-face and remote learning settings? What are key elements in igniting and sustaining students' motivation? This session will provide essential elements and practical strategies that promote deeper student engagement.