

EDUCATIONAL TECHNOLOGY IN CHINESE LANGUAGE INSTRUCTION

Edited by Dr. Lih-Ching Chen Wang 陳麗卿教授

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Cleveland State University**

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DEDICATION

I dedicate this book to the loving memory of those who have served as my mentors and teachers throughout my life: my father, Jin-Kuan Chen (陳錦寬); my mother, Show-Ying Chang Chen (陳張綉英); my father-in-law, Yong Wang (王勇); and my mother-in-law, Tsao-Shing Li Wang (王李草興). My deepest appreciation to all four for the guidance they have given me over the years.

ABOUT THE EDITOR

Dr. Lih-Ching Chen Wang holds a Master of Science degree in Instructional Systems Design from the University of Kentucky, and a Ph.D. in education with an emphasis in Instructional Technology from Kent State University.

She is a Fulbright Scholar and Professor of Education in the area of Educational Technology in the Department of Curriculum and Foundations within the College of Education and Human Services at Cleveland State University (CSU) in Cleveland, Ohio. Dr. Wang is the Founding Director of the Confucius Institute at CSU as well as the Founding Director of the “Master of Education in Curriculum and Instruction: PreK-12 Education in Chinese Language (Initial Licensure)” degree program at CSU.

In her current position, Dr. Wang teaches educational technology courses for both pre-service and in-service educators in face-to-face, Web-based, and interactive video distance learning settings. Her professional responsibilities center around helping classroom teachers learn how to better integrate many different technologies into their professional practice. In the past decade, she has played a key role in helping to design, create, and negotiate local and international joint academic programs and is involved in various collaborative projects among CSU, Northeast Ohio schools, and a variety of institutions in China and Taiwan. In recent times, she has focused heavily on CSU’s Chinese language teaching licensure master’s degree program.

Dr. Wang is passionate about helping Mandarin Chinese teachers integrate technology to maximum effectiveness within their respective classrooms and in their professional practice. She has worked intensively with the application of various technologies into Chinese language instruction, especially for non-native Chinese speakers. Her current research interests focus on technology integration in teacher education in a variety of instructional contexts, the use of technology for Chinese language instruction in both local and international settings, eLearning, online distance education, Web-based instruction, and the use of hypermedia/multimedia for instructional delivery and curriculum integration.

Dr. Wang has published a number of refereed journal articles and papers as well as books and book chapters. She has conducted numerous local, national, and international scholarly presentations, and received numerous grants and awards from both internal and external sources. She has received a number of honors in both local and international settings. Dr. Wang enjoys teaching, reading, writing, traveling, and living in Cleveland, Ohio.

WORDS FROM THE EDITOR

I'm a native Chinese speaker. I'm passionate about Chinese culture and Chinese language; anything related to these topics, I jump into intuitively. I'm fortunate to be at a stage in my life and my career when I can choose to do things that I enjoy, and that bring meaning to my life. I did not grow up in the United States, and I remember that when I moved here and became a citizen of the United States of America, at the end of the group ceremony of making a vow to become a U.S. citizen, a judge congratulated us and told us to remember and retain the merits of our original cultures even as we learned what it meant to be Americans. I realized that doing so gave me the advantage of looking at some things from the point of view of an outsider, and this book is a result of that awareness – as well as a contribution to both American and Chinese culture and language, created from a point of view that spans both.

There exist few materials currently available for teaching Chinese that were developed domestically in the United States of America. Most of the materials currently available for teaching Chinese were developed by individuals from China or Taiwan, some of whom may not have been familiar with the needs of an American audience (students, parents, and school personnel, not to mention American communities). I created this book to address a strong need for localization. These materials have been created locally at Cleveland State University (CSU), in Ohio, by teachers of Chinese working in United States schools with an American audience. The creation of new curricular materials is central to my role as a Professor in educational technology.

My discipline is educational technology, which means that I spend much of my professional time preparing teachers to integrate technology into their PreK-12 classrooms. Since 1998, I have taught technology skills to a wide variety of educators, including PreK-12 teachers, administrators, and international students preparing to be involved in education. A central question in this field is that of how best to integrate various technologies most effectively and efficiently into learning activities and school structures, and the rate of ongoing change in information technologies means that in-service teachers must continually update and enhance their technology skills in order to remain current and effective. I'm passionate about technology. I'm also the Founding Director of a master's degree program at CSU that teaches both in-service and pre-service Mandarin Chinese teachers how to use technology to teach Chinese to non-native Chinese speakers. I realize that many of these teachers who are my students have spent a lot of time in preparing their own teaching materials starting from the scratch. I also find that they have frequently created outstanding materials that employ a variety of techniques, and these good resource materials could share and benefit other Mandarin Chinese teachers worldwide.

I would like to bring these two components of my professional identity together, and create a resource book for teachers of Mandarin Chinese whose task is to teach Chinese to non-native Chinese speakers anywhere in the world. My hope is that this will save them much of the time and effort involved in creating all of their own materials, and also help them use technology in maximally effective ways in their classrooms.

This book is a resource book of materials provided by Mandarin Chinese teachers in the United States, focused on the use of technology in teaching Chinese to non-native Chinese speakers. It is a collection of the work of many outstanding Mandarin Chinese teachers currently working in PreK-16 schools in both public and private settings in the United States of America. Having said that, there are many exemplary ideas, techniques, and examples that are not included in this book; I make no claim to be comprehensive, and simply wish to present a variety of good examples.

In preparing this book, my one key goal is to provide a set of significant, practical, and effective teaching materials for the use of educational technology in Chinese language instruction that can save other Mandarin Chinese teachers' time and effort.

Each chapter is original, and was written specifically for this book. Most of the chapters were written employing a blend of English and Chinese, and we have tried hard to use terminology in both languages that can be readily understood by readers in both languages. We have also attempted to choose technology that is available free of charge (at least in the United States), since classroom teachers often operate on very limited budgets. While we have tried to employ the most current versions of these technologies, the rate of change in technology makes it inevitable that some versions and features may have changed by the time you read this.

This book was originally designed for helping Mandarin Chinese teachers (most of whom are very busy) in the United States teaching non-native Chinese speakers. Since there is a growing number of non-native Chinese speakers studying abroad in China, Taiwan, and other countries in Asia, this book is also appropriate for any teachers and educators whose levels of technology proficiency may range from beginner through seasoned expert, who are teaching and working with non-native Chinese speakers in their own settings in countries other than the United State of America. In addition, it is my hope that this book is useful to those who are just beginning their mastery of technology skills in Chinese language instruction. I would wish that they would be able to use this as a starting point to go forward and master whatever technological skills they may need to prosper and succeed in their Chinese language instruction.

This book was originally designed for an American audience (as few Chinese materials are), and created by local teachers (as few books are). I hope that this book will be a seed planted in the fertile soil of U.S. culture, and will instigate the production of more curricular materials by local teachers for local teachers.

My hope is that this book will benefit both teachers of Chinese (who will be able to use the techniques and materials in the book) and myself, since in the process of creating, revising, and editing this book (and of speaking with teachers who use it) I gain a more in-depth understanding of the specific technological and pedagogical needs of Chinese teachers working in the U.S. This enriches my own teaching.

In closing, I would like to express my gratitude to all the teachers of Chinese who have contributed to this work, or who will do so in the future. Their efforts are a vital combination that spans cultures, language, and generations, and I am honored to be a part of what they accomplish.

ACKNOWLEDGMENTS

I would like to express my deep appreciation to the contributors of the chapters included in this book. The high quality of their work makes my job as editor much easier. My thanks go also to Dr. William Beasley at West Virginia University for his review, advice, and support of this book's publication.

I would especially like to thank Ms. Hsiao-Ching Wang for her knowledge in Chinese language as well as her varied forms of administrative assistance. Finally, I would like to thank my daughter, Justine; my son, Stan; and my husband, Ming-Chian (Ken) for their advice and support. Were it not for all of your contributions, this book would never have happened.

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Chapter 1

Photo Story III in Chinese Language Instruction Hui-Chun Chang

看「照片故事 III」學華語 張慧君

I. 簡介

什麼是“Photo Story III” 照片故事 III。“Photo Story III” 是微軟公司所提供的免費下載軟體。它的功能是用來以數位相片編輯故事。簡言之，它的功能有點類似

“Microsoft PowerPoint” 是以串連一張一張的數位相片或圖檔以幻燈片的方式呈現製作者想說的內容及故事。

這個軟體的特色和優點是 它是免費的，使用簡易，編輯上很靈活，功能上的設計如剪輯，配音，配樂，文字敘述，都非常容易可以讓使用者得到創作個人化的極致滿足。

II. 在中文教學上的應用

以個人的使用經驗來說，我覺得“Photo Story III” 在 中文 教學上的運用，有以下幾方面：

1. 文化課程內容的介紹。

比如說我們今天想要介紹中國的節慶，如端午節或中秋節，我們就可以收集相關的圖片，以文字和口語敘訴來整理這個文化概念，同時在配上適合這些節慶的背景音樂，就能呈現一個圖文並茂，聲色豐富的文化概念的介紹。

2. 語詞的介紹。

比如說我們今天想要介紹家族成員的稱謂。我們會想到製做一個家族表來說明家族成員之間的關係及中國家族稱位的說法。家族表的應用說明是用來幫助學生理解中國家族稱位之間的關係及說法。而“Photo Story III” 的使用則可用來強化學生對於中國家族稱位的記憶。我的做法是去找一些可愛的家族人形圖畫，一一的掃描成電子圖檔，然後在一一的上載到“Photo Story III” 的軟體上做文字，及口語敘

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述，剪輯和配樂去加強視覺和聽覺效果上的刺激。錄製時應要注意語調要輕鬆自然，活潑有精神，生動有創意才能吸引學生有想一看再看的動機以達到我們想要強化學生學習的目的。另外，在配樂上，需要注意配樂及特殊效果的應用都是配角。在比重及使用上須拿捏得當。

3. 口語及寫作練習。

比如說我們今天要學生把學習過的內容，以編寫情境對話或敘說故事來訓練學生在口語及寫作上的能力時，學生就能善用“Photo Story III”來以文字及口語敘述來整合，及應用他們所學的中文知識。同時，因為這個軟體的特性，也會讓學生在製作他們想要呈現的內容時，享受創作的樂趣。而觀賞者也能夠因為視覺及聽覺上的刺激，而可能能夠比較能專注學習與欣賞他人的作品，進而達到我們在團體學習上的互惠目的及效果。

4. 活動內容的紀錄。

比如說我們想要記錄中文班的學生活動花絮或者是作品錦集，“Photo Story III”就能讓我們為這些學習活動歷史及作品收集和收藏做出非常好的紀錄和說明。

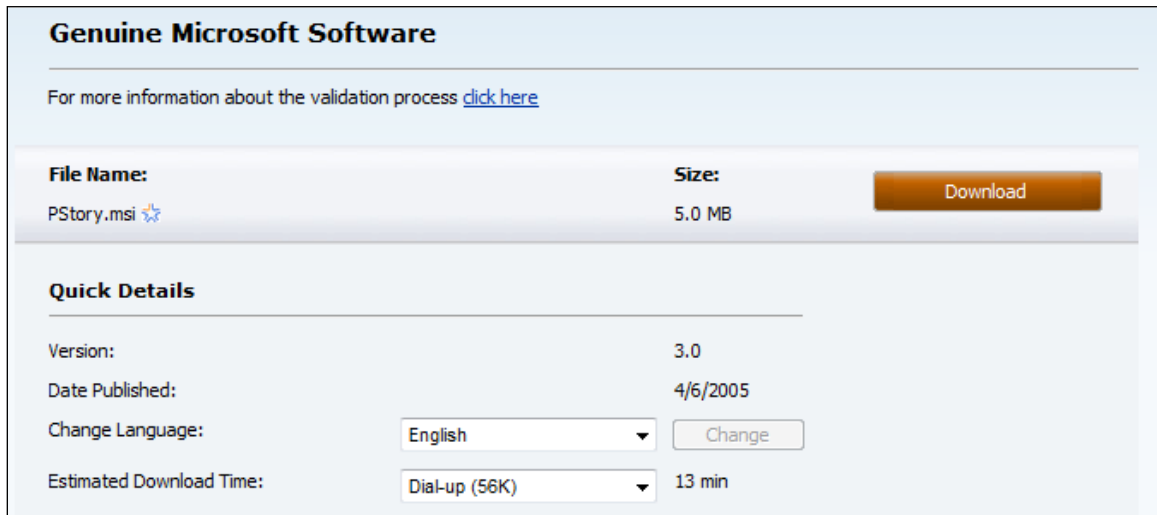
5. 目標語言之人文采風紀錄。

比如說我們回台灣或中國或其他華文地區時，我們可以將我們收集的家鄉或當地區的生活點滴用“Photo Story III”來說明記載更增加敘說的豐富性。

III. 使用步驟說明

1. 使用谷歌搜尋或其他搜尋器搜尋，在關鍵字欄位裡輸入“Photo Story III”的字樣，接著按輸入鍵，你就會看到一連串的“Photo Story III”的下載及說明網站。我建議直接選取微軟的網站下載這個由微軟公司所提供的免費軟體。在下載這個軟體前，你必須確認你的電腦是否有“微軟視窗媒體播放器 10 (i.e. Microsoft Window Media Player 10)”的裝置。
2. 按下微軟的網站後，你會來到以下你所看到的介面，在中間的地方，你會看到檔案名稱 File Name 旁邊有標示下載項目的大小 5.0 MB 的字樣 旁邊有橘色框標示繼續的字樣。按下繼續的標框，你就會跳到下一個介面。很容易得你會看到橘色框上出現 下載 (download) 的字樣。

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3. 按下下載鍵後，你會看到一個方框問你要運作 (Run) 這個軟體，還是要儲存 (Save) 這個軟體。你只要按下運作 (Run) 這個按鈕，下載的動作就可及便運行。

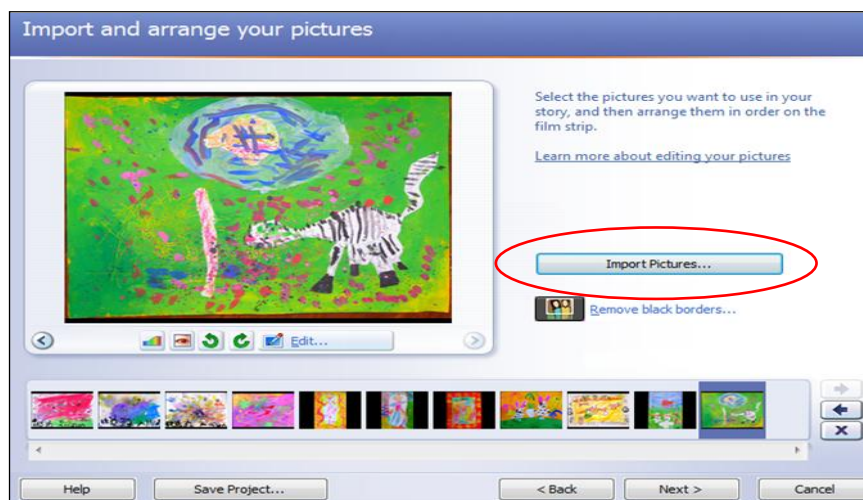


4. 在下載成功後，你會看到一個如下的介面。在這個介面上你會看到三種選擇：
- 製作新故事 (Begin a new story)。
 - 編輯既有的故事檔案 (Edit a project)。
 - 播放已完成的故事檔案 (Play a story)。

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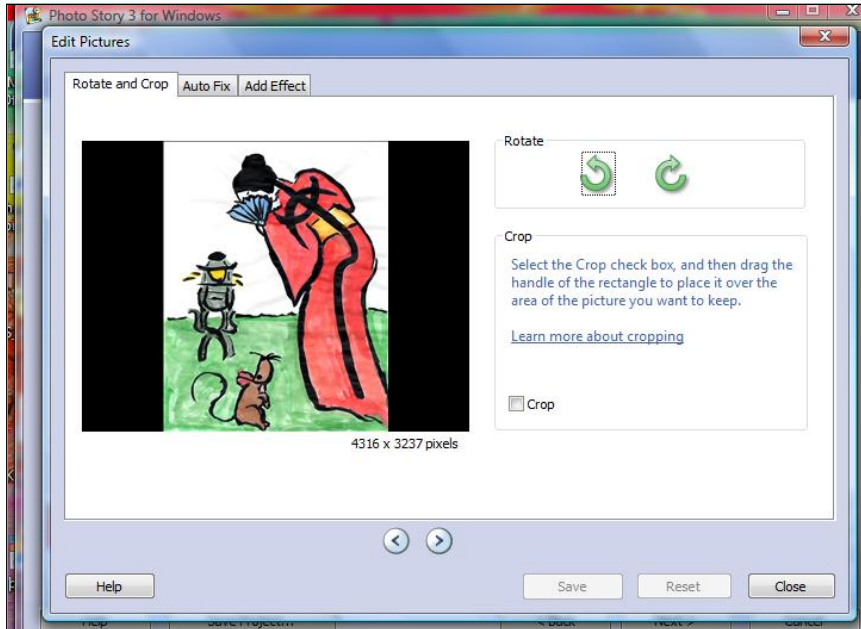


5. 接下來，我們就可以選擇製作新故事，開始我們的創作。按下下一頁 (Next) 的標框後，你會看到“下載及整理照片 (Import and arrange your pictures)”的標題。如下圖所示，按下下載相片的按鍵，開始上載你想要使用的數位相片或圖檔。下載照片或圖片時，儘管下載你想要使用的相片不用管順序。在順序上的調整很容易，你只要將滑鼠點在照片上，你就可以任意將照片或圖片拖曳到你想要放置編排的位置。接下來，你可以看到在你所選擇的圖片下方，有一個編輯 (Edit) 的按鍵。按下後，你會看到有許多編輯功能的介面。

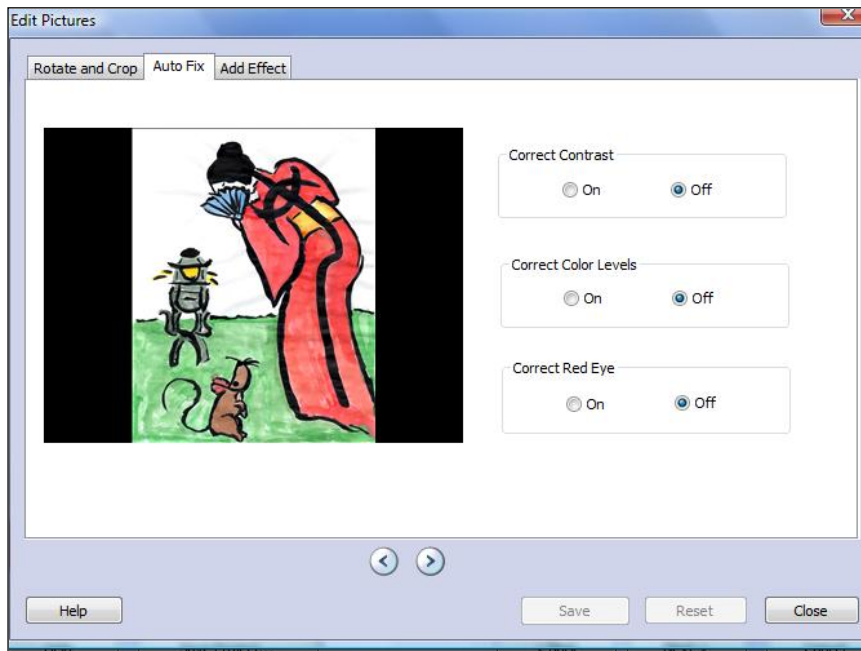


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6. 在以下的這個介面上，你可以看到三個標框，分別是方向旋轉及剪裁 (Rotate and Crop)，自動調整 (Auto Fix)，特效功能 (Add Effect)。在這個介面裡，你可以針對你個人的編輯需求去運用你所需要的功能。

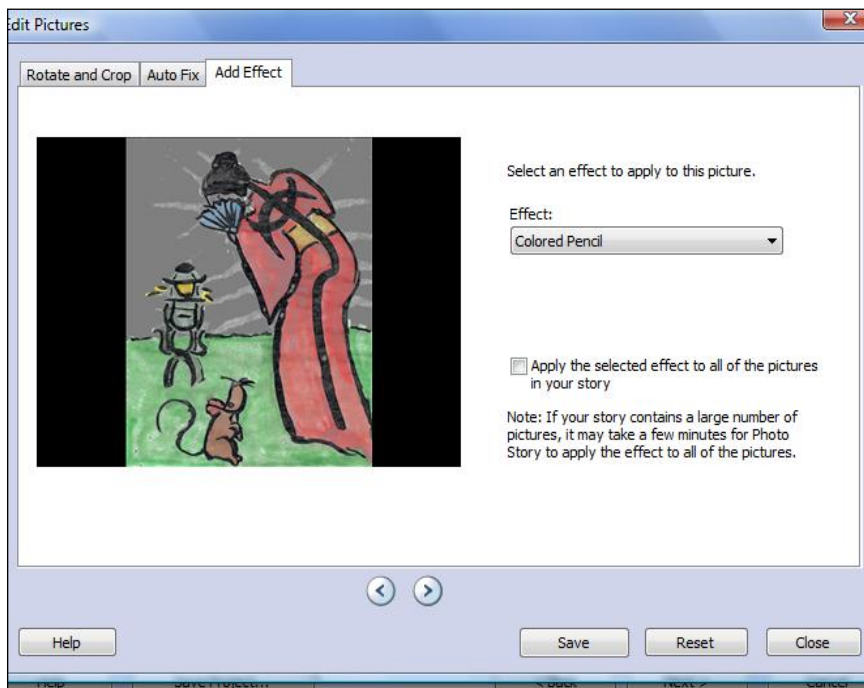


7. 按到自動調整 (Auto Fix) 功能鍵時，如下圖所示你可以調整顏色的對比 (Correct Contrast)，深淺 (Correct Color Levels)，及改善照片中的紅眼現象 (Correct Red Eye)。



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8. 按下特殊效果功能鍵，如下圖所示你可以按下在特殊效果 (Effect) 的欄位旁邊的箭頭看到多樣不同特殊效果的選擇。如果你已經編輯完成，可別忘了隨時按下儲存鍵 (Save)，才不會功虧一簣。

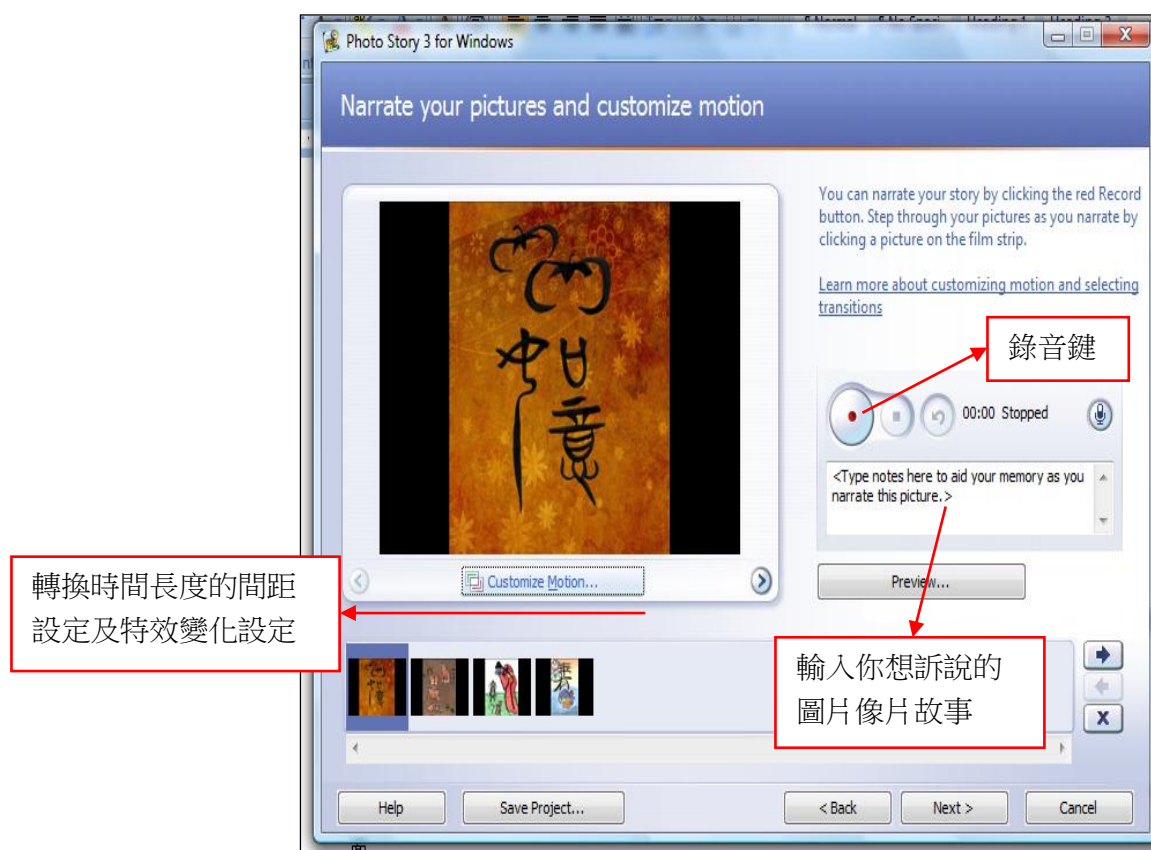


9. 在完成這頁的編輯後，你可以按下一步的功能鍵來到“加入相片名稱” (Add a title to your pictures)。在這個頁面裡，你可以在有文字提示的空白框裡輸入你的圖片名稱。輸入相片名稱後，再使用相片名稱框上面的功能鍵作文字字形，粗細，大小，及上下左右位置的編排。在已輸入的像片圖畫框下，你可以看到如前頁的畫面效果處理功能鍵，請依照你的設計需求選擇你需要的功能。

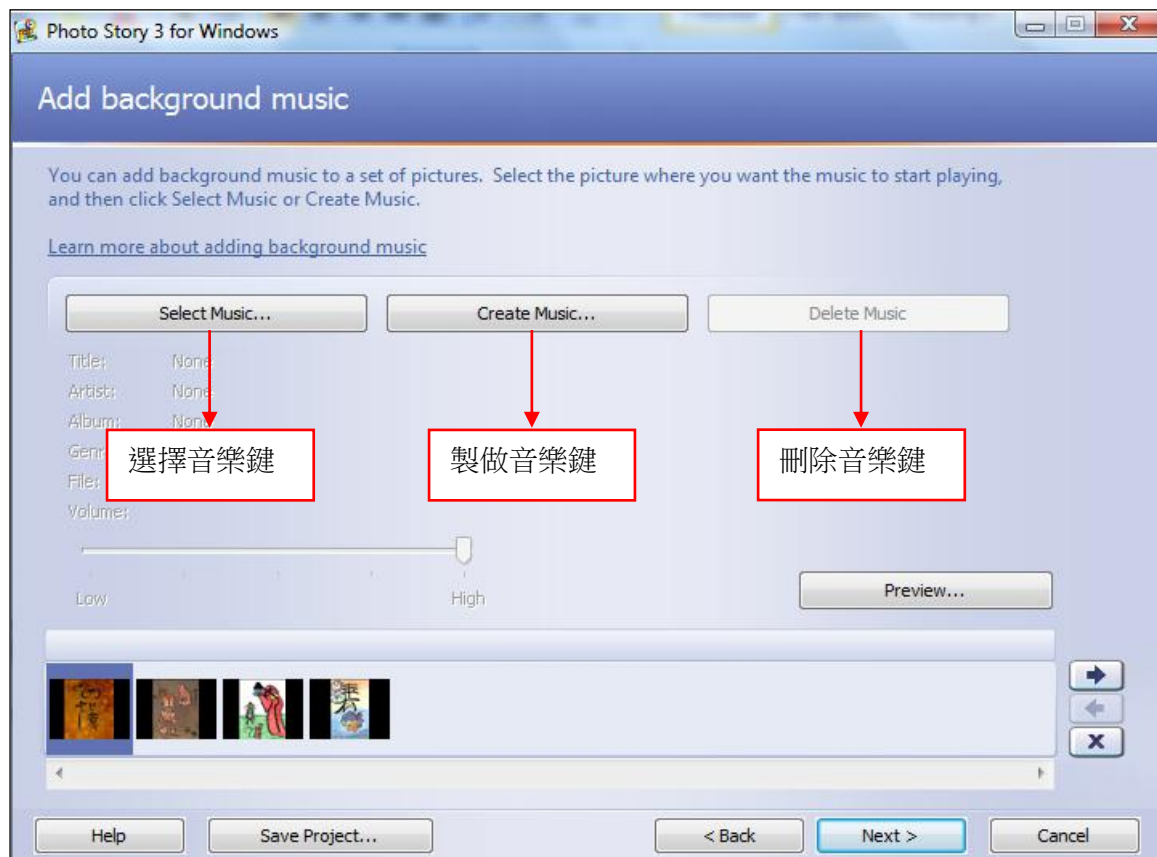
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10. 在完成上頁編輯後，按“下一步”(Next)的功能鍵來到“像片圖畫配音及圖畫像片轉換設置功能頁”(Narrate your pictures and customize motion”的介面。在這個使用介面裡。我會建議你先在有文字提示的空白框中輸入你想要敘述這張圖畫或照片的文字內容，然後在按下紅色的錄音鍵進行錄音。

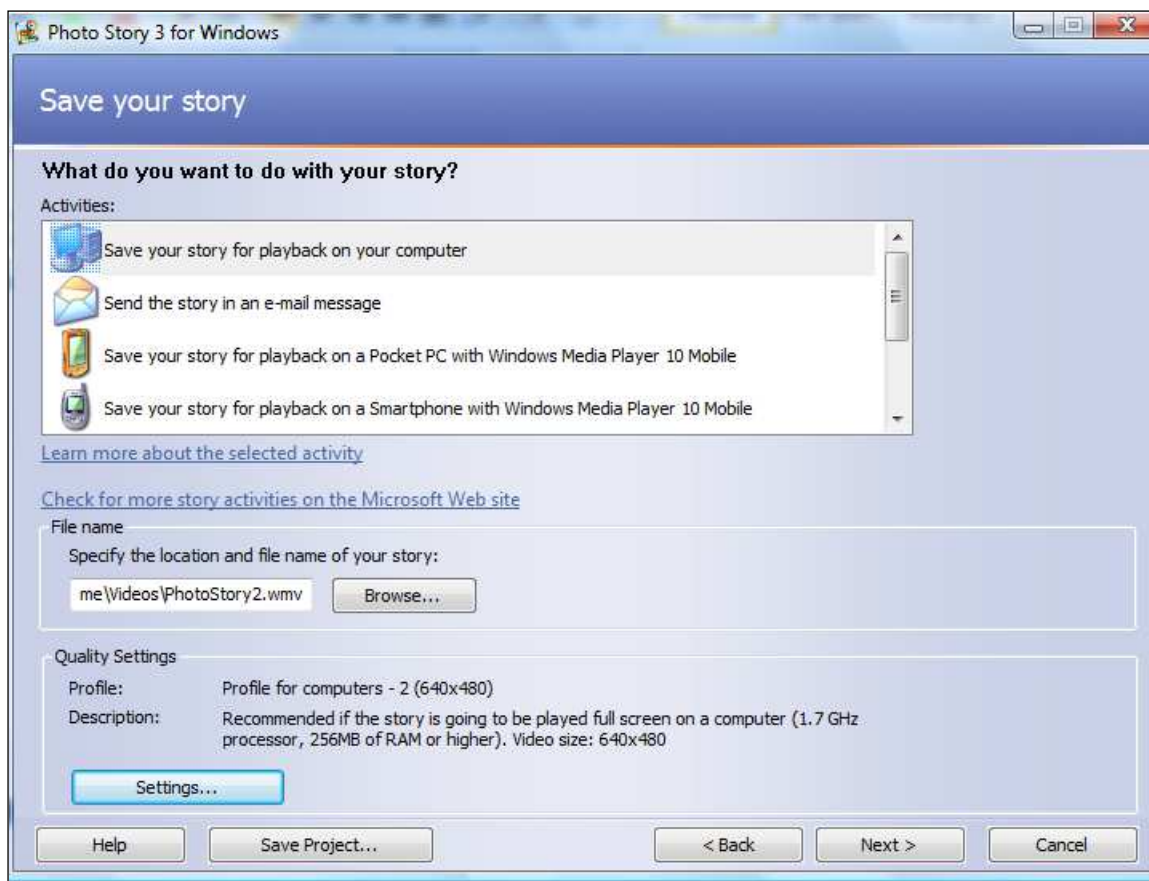


11. 接下來你可以點選已選圖片照片下面的轉換功能鍵做圖片相片轉換時間長度的間距設定及特效變化設定。在設定完畢後，按 下一步 (Next) 來到加入背景音樂的介面。
12. 來到加入背景音樂介面，你會看到三個功能鍵，第一個是選擇音樂 (Select Music)，第二個是製作音樂 (Create Music)，第三個是刪除音樂 (Delete Music)。按下選擇音樂 Select Music 鍵，可下載你預先儲存的音樂做為圖片像片故事的背景音樂。按下製作音樂，可選擇“照片故事 III – Photo Story III”這個軟體所提供的音樂製做選項做為圖片像片故事的背景音樂。在這個介面你也可以調整背景音樂的大小聲及快慢。建議背景音樂的音量不宜太大聲而蓋過你的故事敘說內容。在完成之後，記得按下儲存 Save Project 鍵。



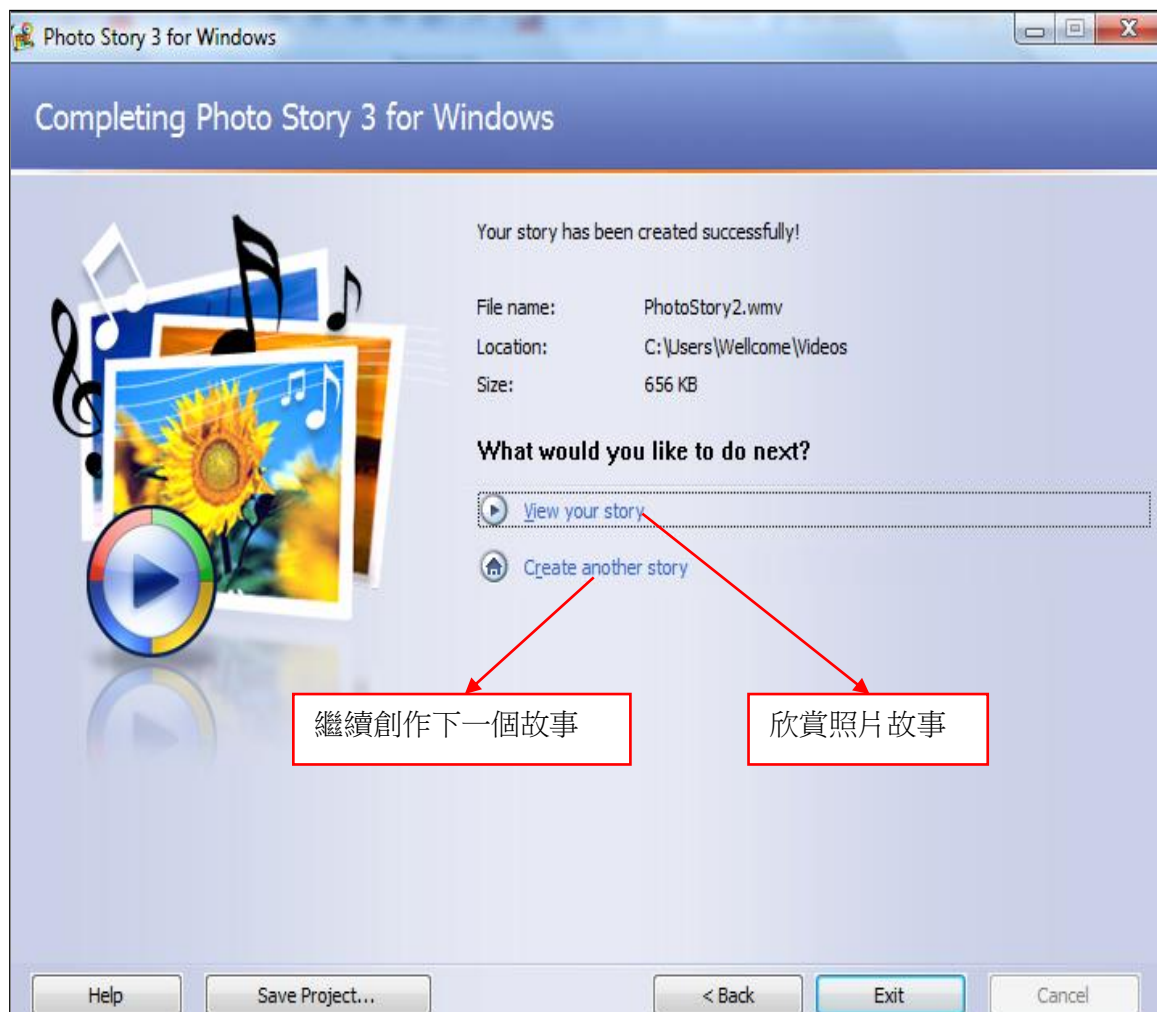
13. 在完成背景音樂配置後，按下下一步 (Next) 鍵來到儲存照片故事作品 (Save your story) 的介面。在這個介面，你可以選擇你想要把你的照片故事作品儲存在什麼地方。第一個選擇是儲存在你的電腦裡。第二個選擇是將你的照片故事以電子郵件的方式寄出。第三個選擇是儲存在裝有微軟視窗媒體播放器 10 (i.e. Windows Media Player 10) 的小型電腦裡。第四個選擇是儲存在裝有微軟視窗媒體播放器 10 (i.e. Windows Media Player 10) 的手機裡。你可依個人的需求選擇你想要的儲存方式。

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14. 最後一個介面我們可以在這裡欣賞我們前面所創作的照片故事 (View your story) 或是繼續創作下一個故事 (Create another story)。

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Chapter 2

Using the EDU2.0 Learning Management System for Chinese Language Instruction

Ning-Lun Chang

將 EDU2.0 運用於華語教學中
張寧倫

I. What is EDU 2.0?

EDU 2.0 is a free, Web-based online learning management system. Some say it is a simplified version of Moodle, Blackboard, etc. It allows you to create an online school. Through this system, you can create online lessons; give assignments and quizzes; and share blogs, wiki, and so on.

EDU 2.0 was created by Graham Glass in 2007. It provides a multi-language environment. Simplified Chinese is one of the languages you can choose.

II. Strengths of EDU 2.0

1. It is freeware. Anyone can sign up and create an account.
2. It is easy to access. Users can access the system by using any browser.
3. It provides multimedia instructional capabilities.
4. It allows students to learn at their own pace.
5. It extends learning outside of the classroom.

III. Weaknesses of EDU 2.0

1. It requires Web access. Some students might not be able to access Internet at home.
2. It requires extra planning time. Teachers need to upload teaching materials to this system.

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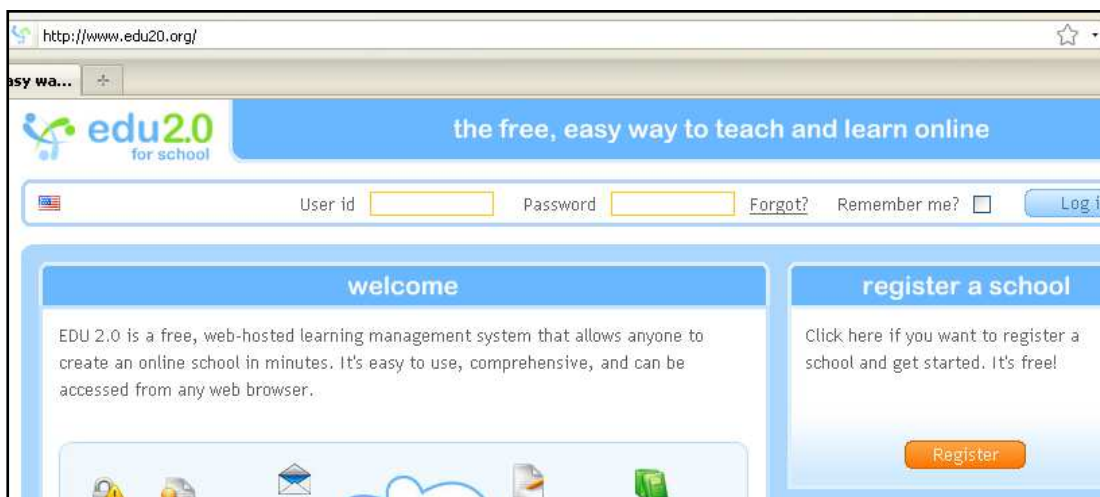
3. It cannot provide immediate feedback to students. Like most online learning tools students can't get direct assistance from their teachers.

IV. What Can EDU 2.0 Do in a Chinese Classroom?

EDU 2.0 allows teachers to incorporate different learning sources in one system. Chinese is a relatively new foreign language taught in schools. As a result, the teaching resources and materials are limited. Through EDU 2.0, teachers can manage their instructional resources and provide students a gateway to Chinese learning resources. Moreover, EDU 2.0 provides a differentiated learning environment which allows students to learn at their own pace.

V. Step-by-Step Instructions for Using EDU 2.0

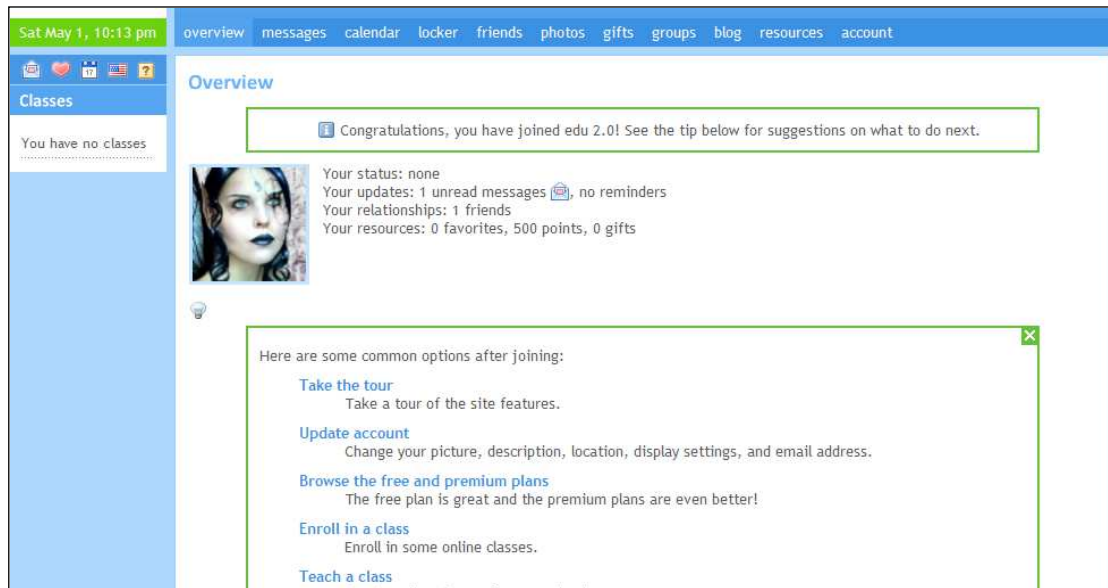
1. Get started — Create an EDU 2.0 account.
 - Step 1: Open an internet browser, such as Internet Explorer and type in <http://www.ed20.org> (i.e. <https://www.neolms.com/>).
 - Step 2: In the right column, select “register a school.”



(From <http://www.edu20.org>).

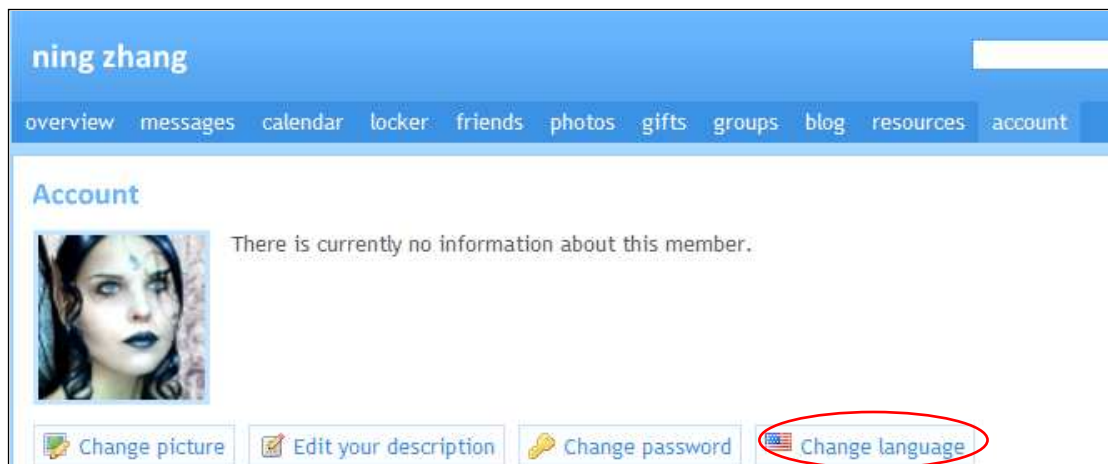
- Step 3: Register a school; fill out your school's name, school's URL, your name, email, user ID and password.
- Step 4: Congratulations! Now you have an EDU 2.0 school. You can start to create your lesson now.

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(From <http://www.edu20.org>).

- Step 5: Browse the site and find useful resources. You can tour the site; update your account (such as change the picture, description, location, etc.); browse the free plan; enroll in a class; and teach a class.
- Step 6: To change the language setting, click on “Change language.”



(From <http://www.edu20.org>).

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- Step 7: Select “简体中文” for Simplified Chinese.



(From <http://www.edu20.org>).

- Step 8: Save your selection. Now your EDU 2.0 displays Chinese.



(From <http://www.edu20.org>).

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2. Below are step-by-step instructions for creating an online lesson.

- Step 1: Click on “教授”. If your language setting is English, then this button will be “Teach.”



(From <http://www.edu20.org>)

- Step 2: Create a new class. Click on “加入课堂” (“add a class”).



(From <http://www.edu20.org>).

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- Step 3: Decide if this is a new class or a subclass under an existing class. If this is a new class, then choose “新” (New).

The screenshot shows a web interface with a top navigation bar containing links: 主页, 教授, 学习, 学校, 图书馆, 社区. Below this is a blue header with the text '教授'. Underneath, there are tabs for '班级' and '学生'. The main content area is titled '加入课堂' (Join Class). It prompts the user to '点击您想加入的课堂种类:' (Click the type of class you want to join:). There are two options: '新' (New) with a person icon, which is circled in red, and '现有' (Existing) with a person icon. Below these are the descriptions: '加入新课堂' (Join new class) and '加入一个现有课堂或课堂范例的副本' (Join an existing class or a copy of a class example). At the bottom left is a '取消' (Cancel) button with a red X icon.

(From <http://www.edu20.org>).

- Step 4: Class information: fill in class name, password, format, subject, start and end dates, time zone, and a class description. Also select function and resources. After filling in the information, click “save.”

The screenshot shows a form titled '加入新课堂' (Join New Class). It contains several input fields and selection options: 'Name' (edf560), '密码 (随机的, 6+ 字符)' (abcdef), '形式?' (Format) with radio buttons for '导师' (Mentor), '混合了' (Mixed), and '自订步调' (Self-paced), '主题' (Topic) dropdown (China), '等级' (Level) dropdown (K), and '至' (To) dropdown (Higher Education). Below these is a 'Description' text area containing 'this is a new lesson'. A section titled '特性-你可于任何时间变更选择' (Features - You can change your selection at any time) contains a grid of checkboxes for various features: 日历 (Calendar), 作业 (Assignment), 评分规范 (Grading criteria), 档案 (Portfolio), 出席记录 (Attendance record), 备注 (Remarks), 等级 (Level), 资料 (Resources), 聊天 (Chat), 维基 (Wiki), 老师课堂博客 (Teacher's classroom blog), 学生课堂博客 (Student's classroom blog), 组别 (Group), 课节 (Lesson), 资源键 (Resource key), and 学生键 (Student key). At the bottom, there are three text boxes for '学期 (随机的)' (Semester), '课程编码 (随机的)' (Course code), and '部份编码 (随机的)' (Partial code), followed by a '语言' (Language) dropdown (Simplified Chinese) and a '储存' (Save) button.

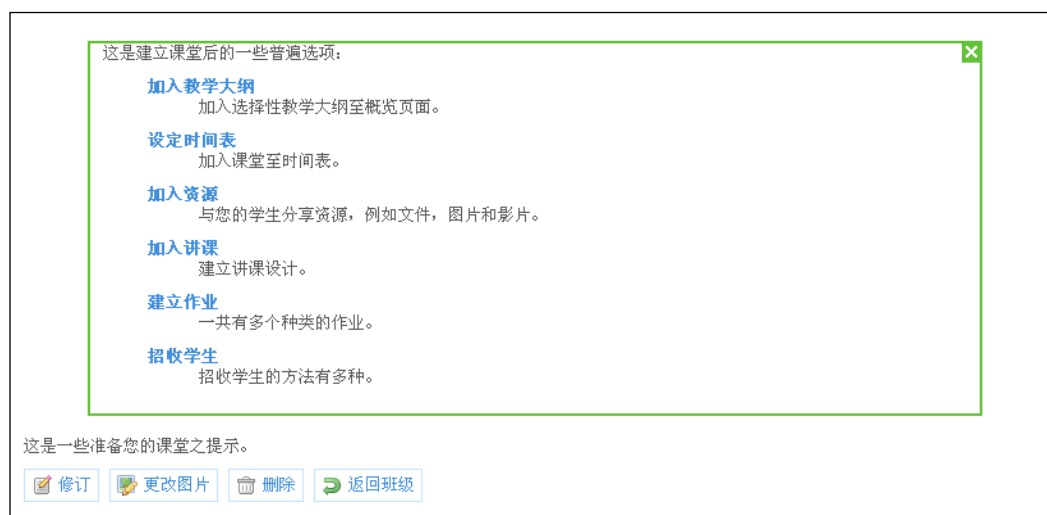
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- Step 5: Now you create a class. You can change pictures and class information.



(From <http://www.edu20.org>).

- Step 6: Manage your online class. You can add the calendar, syllabus, resources, lesson, assignments, and student information into your EDU 2.0 site.



(From <http://www.edu20.org>).

3. Below are step-by-step instructions for creating a student account. (Therefore, students can access the online class).
 - Step 1: Open an internet browser, such as Internet Explorer and type in <http://www.ed20.org> (i.e. <https://www.neolms.com/>).