



Large TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Your Chinese Learning, Your Way		
Principal Investigator:	Qian Wang		
Report Submitted By:	Qian Wang		
Project Initiation Date:	August 2013	Project Completion Date:	Dec 2016

1.2. Project Summary

1.3. Team Members – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Chienju Lin	Lecturer/UBC Asian Studies	Design of online materials format and piloting
Xinxin Wu	Lecturer/UBC Asian Studies	Design of online material content and piloting
Yuchi Kuo	Visiting Lecturer/UBC Asian Studies	Design and development of online student videos and piloting
Min Zhu	Master student/UBC Asian Studies	Checking of developed materials and assisting with delivery in pilot
Nicolas Stember	Master student/UBC Asian Studies	Compiling materials for online delivery and assisting with student video development
Jiaqi Yao	Master student/UBC Asian Studies	Evaluation of the project and collecting informal student feedback

1.4. Student Impact – Please fill in the following table with past, current, and future courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
CHIN101	1, 2, 3, 4, 5, 6, 7, 8	2013-2014	Winter Term 1
CHIN101	9, 10	2013-2014	Winter Term 2
CHIN103	1, 3, 4, 5, 6, 7, 8	2013-2014	Winter Term 2
CHIN101	1, 2, 3, 4, 5, 6, 7, 8	2014-2015	Winter Term 1
CHIN101	9, 10	2014-2015	Winter Term 2



CHIN103	1, 4, 5, 6, 7, 8	2014-2015	Winter Term 2
CHIN234	951	2015-2016	Summer Term 2
CHIN131	1, 2, 3, 4, 5, 6, 7, 8	2016-2017	Winter Term 1
CHIN131	9, 10	2016-2017	Winter Term 2
CHIN133	1, 4, 5, 6, 7, 8	2016-2017	Winter Term 2
CHIN231	1, 2, 3	2016-2017	Winter Term 1
CHIN233	1, 2, 3	2016-2017	Winter Term 2
CHIN131	1, 2, 3, 4, 5, 6, 8	2017-2018	Winter Term 1
CHIN231	1, 2, 3	2017-2018	Winter Term 1

2. PRODUCTS & ACHIEVEMENTS

2.1. Products and Achievements – Please **update** project products and achievements as necessary. Indicate the current location of such products and provide an URL if applicable.

Product(s)/Achievement(s):	Location:
Integrated Chinese Level1 Part1 L1-5 online materials	Canvas: Integrated Chinese Level 1 Part 1: Lesson 1-5
Integrated Chinese Level1 Part1 L6-10 online materials	Connect: Integrated Chinese Level 1 Part 1: Lesson 6-10
Integrated Chinese Level1 Part2 L11-15 online materials	Canvas: Integrated Chinese Level 1 Part 2: Lesson 11-15
Integrated Chinese Level1 Part2 L16-20 online materials	Canvas: Integrated Chinese Level 1 Part 2: Lesson 16-20

2.2. Item(s) Not Met – Please list intended project products and achievements that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
<ul style="list-style-type: none"> Grammar: Instructor developed powerpoint slides and examples and videos. 	Although individual instructors have started to put their grammar notes online, we didn't find out the best way to present grammar explanation using videos. We will be in consultation with IT and work on realizing this in the next five years.

3. PROJECT EVALUATION

3.1. Project Outcomes – Please list the intended outcomes or benefits of the project for students, TAs and/or instructors.

The project has benefited students, TAs, as well as the instructors in the program. For both first year and second year Chinese language course students, the materials developed in the project are used daily in their learning. It provides students a flexible way practice Chinese outside their classroom at their own pace. They can choose to complete the exercises whenever they have time and for how many times they see necessary for their learning.



For TAs, the materials developed helped them to keep track of students’ learning and reduce the amount of time collecting homework and returning to students. This allows TAs to spend more time on meaningful tasks such as doing oral practice with students outside the classroom. The communication between TAs and Instructors is simplified with the online collection of exercises and grading.

For instructors, it reduces the amount of time and energy spend on marking objective and repetitive exercises. It also reduces the differences in student levels in the classroom as the online exercises help students to reach a certain minimum level before they come to the classroom. This allows the instructors to use the class time to do meaningful activities.

3.2. Findings – *Please describe the findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved? You are encouraged to include both graphical representations of data as well as scenarios or quotes to represent key themes.*

Two surveys were conducted, one in Dec 2013 and one in Dec 2016. The first survey is a survey intended to collect students’ feedback so that we can make changes in the second year of the project. The second survey was conducted in Dec 2016, a year after the intended project end date because of a Connect technical issue that have hindered the smooth delivery of the materials. In the first survey, 146 surveys were distributed electronically and a total of 104 responses were received. In terms of overall satisfaction, the rating is 3.98 on a scale of 1-5 with 1 being the least satisfied & 5 being very satisfied. We also asked students how willing they are to use similar online exercises for future Chinese courses or language courses, 1 being definitely not willing & 5 being definitely willing, and the result is at a very encouraging rate of 4.04. Some of the repeating themes emerge from student comments, such as the following.

- *“Good. Have the chance for multiple attempts. Get instant feedback rather than wait for instruction's grading.”*
- *“You have the ability to work on particular areas that you have difficulty with. Whereas in a classroom it progresses much quicker.”*
- *“It can be accessed at any time and can be done as many times as you feel necessary to understand.”*

A more detailed satisfaction rate and use frequency of each of the four category of exercises developed is listed below.

	Vocabulary	Listen -ing	Pinyin (pronunciation)	Grammar
Satisfaction: scale from 1-5 with 1 being the least satisfied & 5 being very satisfied.	4.25	4.19	4.02	3.02
Frequency of using: 1=Once; 2=a couple of times; 3=3 or more times	1.95	1.1	2.10	2.13



It can be seen that while Grammar exercises is the one that students attempted the most of the time, it is the one that students are least happy about. We used this information to guide our development in the second year of the project. The grammar section of the online materials was

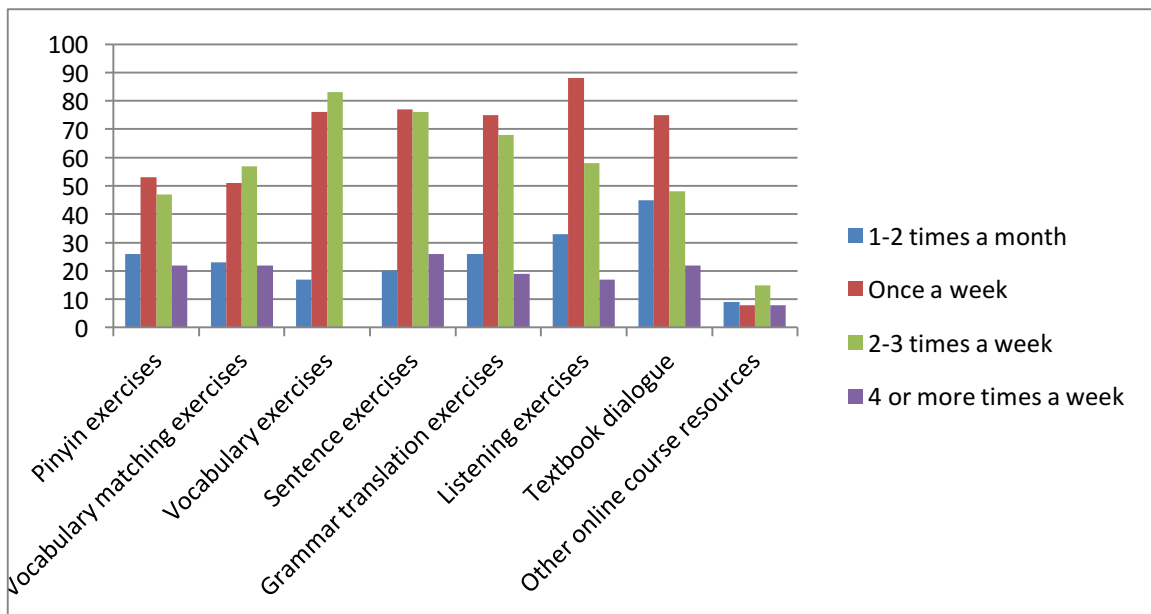
completed renovated. We followed a more flipped classroom model and used the online grammar exercises for students to do these exercise and use the classroom time to discuss the answers of those grammar exercises.

Another component of the project is the development of audio/video materials for student learning. Toward this goal, we developed 20 movie clips of student skits featuring our own student learners. With the help of Arts ISIT, these movies were recorded in a professional way and subtitles were added to provided different degrees of assistance for student understanding.

The second survey was conducted in Dec 2016 after the technical issue of Connect was fixed. Quantitative data show a positive general picture. I will include the entire data set in the attachment but I will highlight the important data here, in order to discuss in comparison with the result of the first survey. In this survey, we have distributed 224 surveys in both the first year and the second year Chinese courses and collected 210 responses.

The graph below shows how many students used the different types of exercises in a week. The Y axis plotted the number of answers while the X axis shows the different type of exercises. Similar to the first survey, it can be seen that most students only use Listening exercise and the Textbook dialogue listening passages once a week. For the rest of the exercise types, the numbers of students who have chosen to do the exercise once a week or 2-3 times a week are similar.

Question 1: How often did you use the following online exercises or materials in your Chinese learning this term?

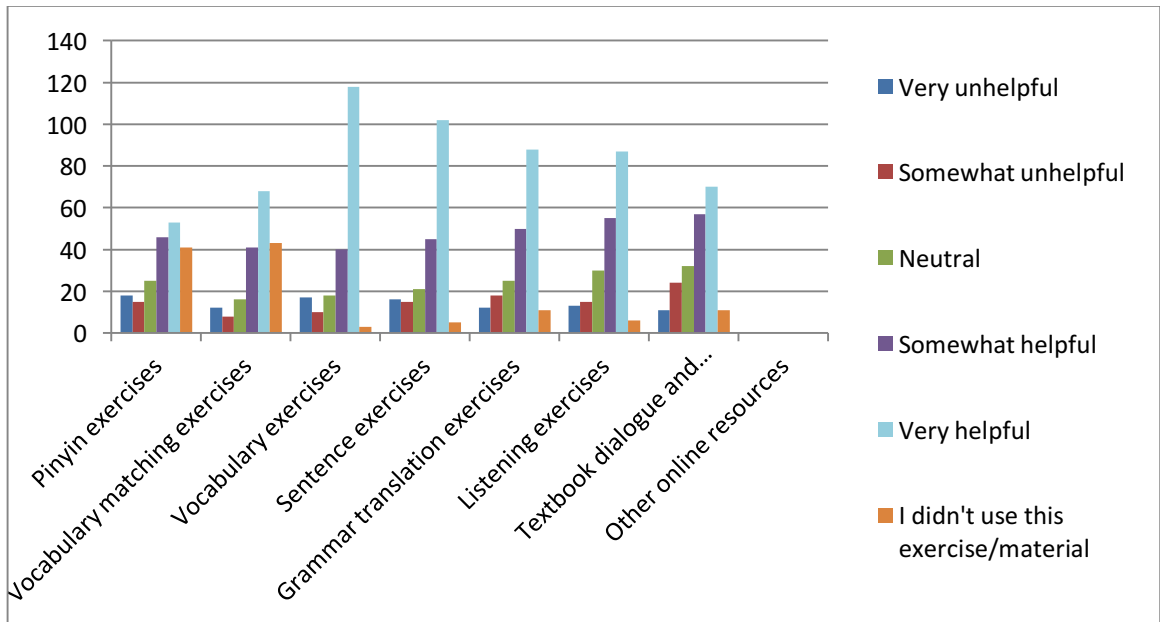




The graph below shows how useful students find each type of exercises. The fact that for each type of exercises, other than “Other online resources”, the light blue bar, which represents “Very helpful”, is consistently the most chosen answer. Among all different types of exercises,

the “Vocabulary exercises”, and “Sentence exercises” have the highest number of “Very helpful” answer. More importantly, the Grammar exercise was rated as the least helpful exercise in the first survey and after change was made to this exercise, close to half of the students who have used this exercise find it to be “Very helpful”.

Question 3: How unhelpful or helpful did you find the following online exercises or materials for your learning of Chinese?



The summary of the answers to the questions will be listed in the attachment. But I am listing the answer summary to the most general question here.

<p>Question 8: What else would you like to share with us about your experience using the online exercises and materials?</p>	<ul style="list-style-type: none"> • Excellent • Good class! • Very helpful • It helped me to preview and review • At first it was confusing to use, but otherwise it was helpful. Sometimes grading can be unfair if only one character is wrong • I would definitely recommend continuing this program • Rather than having multiple choice questions for grammar exercises, I would like to have more writing
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	<p>exercises for it</p> <ul style="list-style-type: none"> • Using the online exercises and materials were really something new to me, and I think it worked out great. Keep it up! • They were generally very helpful and made learning accessible and at times even fun
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3.3. Data Collection and Evaluation Methods – *Please describe the data collection strategies used, how the data was analyzed, and perceived limitations. **Note: Please attach copies of data collection tools (e.g. surveys and interview protocols) and any additional data or other relevant items.***

As have indicated above, two surveys were conducted, one in Dec 2013 and one in Dec 2016. Please see the two surveys as attachments. Dr. Sunah Cho, who was my project manager, helped me with the design of the first survey. Dr. Adriana Briseno-Garzon helped with the design of the second survey in 2016 and the collection of data. I myself analyze the first survey and Ms. Lyana Patrick helped with the data analysis for the second survey. Both surveys were conducted electronically in Qualtric. Both quantitative analysis and the qualitative analysis of students comment were conducted.

Only surveys were conducted in this project. It would give us a better understanding of student feedback if we have also conducted a focus-group interview with students. In addition, no formal data was collected regarding the instructors’ feedback of the use of the materials. It will be more helpful for future development and implementation if we have the instructors’ perspective, too.

3.4. Dissemination – *Please provide a list of **past** and **future** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have or intend to disseminate the outcomes of this project.*

1. Poster presentation at the Flexible Learning Open House poster session on June 10., 2014. See attached poster.
2. Apr, 2016 “Computerized output in beginning-level Chinese classes.” Invited keynote presentation at the 12th Canadian National Teaching Chinese as aSecond Language Symposium. Crofton House, Vancouver, Canada
3. Apr, 2016 “Encouraging Independent Learning Using Technology in Chinese Classes.” Invited presentation at the UBC symposium on Innovation in Language Teaching and Learning. UBC.
4. Showcased the project on Arts ISIT website.
<https://isit.arts.ubc.ca/student-produced-skits-as-a-source-of-learning/>
5. Sept 2016 “Exploring Flexible Learning in Chinese Language Teaching.” Harvard University 2nd International Conference on Chinese Pedagogy. Harvard University.
6. May, 2016 Teaching Innovations at UBC Chinese Language Program. Invited talk at the Department of Teaching Chinese as a Second Language, National Taiwan Normal University, Taipei, Taiwan



4. TEACHING PRACTICES – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

The most significant gain for myself is to the changes of my own teaching practices and that of the instructors in the Chinese Language Program. For myself, I started the project with only very limited understanding of blended learning and flexible learning. Because of the project, I started to read literature on the topic and took the CTLT Teaching in a Blended Learning Environment (T-BLE) course. With the support of the materials developed in this project, I started to understand the implement the theory of flexible learning in my classes.

For our Chinese language program, the use of online exercises developed in this project encourages instructors reflect on their teaching practice and make better use of their classroom time. They can also get a better understanding of students' learning by going through student learning data such as their number of attempts and the average time that they spend on each exercise. Not all instructors are fully convinced with the idea of flexible learning but at least they have started to implement this in their classrooms.

In terms of student learning, the program has developed more consistency in the teaching of parallel sessions in lower levels with the use of the online materials. This has significant impact in ensuring the learning outcome is met for the first year and second year teaching.

The project has also encouraged development of online materials for higher level courses and heritage stream courses in the Chinese program. Using the materials developed in this project as an example, more online learning materials have been developed for 300 and 400 level courses. Some of the learning materials developed has also been used for heritage stream courses.

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

The online materials, since its first implementation in Sept 2013, have undergone many changes but are still in active use. I believe that what we have developed in this project is sustainable. There are two major reasons for the success in sustaining the result of the project, 1. the support from different units at different stages 2. the flexibility of the project development and implementation. The project was initially designed to be 2 years and a separate development cost and maintenance cost have been both budgeted. With CTLT's help, the project was quickly initiated within a very short period of time and a large amount of materials developed. In the later stage of the project, Arts ISIT was involved in providing continuous support to the development and more importantly, the implementation of the materials. In terms of the flexibility of the project, I feel that the primary investigator has a lot of freedom in spending the budget and decide on the progress of the project.



For example, my project was supposed to end in August 2015. However, because of some Connect technical difficulties, the materials were at the edge of being discarded. With the flexibility in my project schedule, I was able to work on finding out the most sustainable way to keep using the materials in the Chinese language courses. Despite the delay in adapting the materials to the LMS environment, we are very successful in the delivery of the project materials.

Looking into the future, we have already adapted the materials for the new LMS, Canvas. With the help of Arts ISIT and the Department, all materials are running well in Canvas for 2017 Winter Term 1 courses. We are working in refining the materials for 2017 Winter Term 2 and at the same time, develop more materials based on students' feedback.

Although I didn't have this challenge, I could see that if we don't have the support from CTLT, Arts ISIT, and the Department, it is very hard to sustain the result of a large TLEF project like this.



Attachment I 2013 Survey in Qualtric

CHIN101 Connect Exercise and Materials Survey

Before the survey, you will be asked for your CHIN101 section number, your instructor's name, and your name in Chinese below. This information is ONLY collected so that your instructor can add 2 points to your CHIN101 final exam result. The feedback you provide in the following survey will NOT be linked to your name and will NOT affect your CHIN101 final grade negatively at all.

Q1

You are registered in CHIN101 Section ____?

- Section 1 Time: 10-10:50 MTThF (Wang Laoshi)
- Section 2 Time: 11-11:50 MTThF (Wang Laoshi)
- Section 3 Time: 13-13:50 MTThF (Chang Laoshi)
- Section 4 Time: 12-:12:50 MTThF (Lin Laoshi)
- Section 5 Time: 13-13:50 MTThF (Wu Laoshi)
- Section 6 Time: 14-14:50 MTThF (Lin Laoshi)
- Section 7 Time: 11-11:50 MTThF (Wu Laoshi)
- Section 8 Time: 17-19 TTh (Kuo Laoshi)

Your name in Chinese is _____ (LAST name FIRST name in Pinyin, for example, Li You). Please remember, we can't add points to your final exam if we don't know who you are.

Page Break

Dear CHIN 101 Students,

Thank you for your interests in learning Chinese. The Chinese Language Program at UBC has been working hard to provide you with the best possible learning experience. As a part this effort, we have initiated a Flexible Learning project for CHIN101/103. Most of the Connect exercises and materials for CHIN101 are a result of this project. Please help us improve by taking a couple of minutes to tell us what you think of



these exercises and materials. We appreciate your feedback and will make changes to meet your learning needs accordingly.

Please NOTE, we are NOT asking whether you are satisfied with the CONNECT system, how easy it is to use Connect system, or if you are satisfied with the connection speed of Connect system. Please answer the following question under that assumption that you have no problem logging into Connect.

Page Break

Have you been actively using the following exercises and materials in your CHIN101 Connect course?
Please choose all that applies.

- Pinyin exercises
- Vocabulary exercises (Character/English matching, Character/Pinyin matching, Pinyin(Audio)/English matching)
- Grammar exercises
- Listening exercises
- Textbook dialogue and vocabulary AUDIO/VIDEO materials
- Other CHIN101 Connect course resources

Display This Question:

If Have you been actively using the following exercises and materials in your CHIN101 Connect course? P... Other CHIN101 Connect course resources Is Selected Edit

You have chosen "Other CHIN101 Connect course resources". Please tell us what other resources on CHIN101 Connect courses you have been actively using?

Page Break



How helpful, on a scale from 1-5, do you find the following online Connect exercises/resources for your CHIN101 learning.

	Not helpful at all	Not very helpful	Somewhat helpful	Quite helpful	Very helpful
Pinyin exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook AUDIO/VIDEO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4

How many times do you usually work on a task under different categories.

	One time	A couple of times	3 or more times
A Pinyin exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A vocabulary exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A grammar exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Listening exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A textbook AUDIO/VIDEO clip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Compared to traditional paper-based exercises/materials, how will you rate the CHIN101 online Connect exercises/materials?

The online Connect exercises/materials are



- Much Worse
- Somewhat Worse
- About the Same
- Somewhat Better
- Much Better

Display This Question:

If Compared to traditional paper-based exercises/materials, how will you rate the CHIN101 online Connec... Much Worse Is Selected Edit

You have chosen "Much Worse". Please tell us in what aspects the online Connect exercises and materials are worse than traditional paper-based exercises and materials.

Display This Question:

If Compared to traditional paper-based exercises/materials, how will you rate the CHIN101 online Connec... Somewhat Worse Is Selected Edit

You have chosen "Somewhat Worse". Please tell us in what aspects the online Connect exercises and materials are worse than traditional paper-based exercises and materials.

Display This Question:

If Compared to traditional paper-based exercises/materials, how will you rate the CHIN101 online Connec... Somewhat Better Is Selected Edit

You have chosen "Somewhat Better". Please tell us in what aspects the online Connect exercises are better.



Display This Question:

If Compared to traditional paper-based exercises/materials, how will you rate the CHIN101 online Connec... Much Better Is Selected Edit

You have chosen "Much Better". Please tell us in what aspects the online Connect exercises are better.

Page Break

Overall, how satisfied are you with the online CHIN101 Connect exercises and materials?

- Very Unsatisfied
- Unsatisfied
- Satisfied w/ Reservations
- Satisfied
- Very Satisfied

Will you be willing to use similar online Connect exercise for your future Chinese courses or other language courses?

- Definitely not willing to
- Probably not willing to
- Might or might not be willing to
- Probably willing to
- Definitely willing to

What else would you like to tell us about your experience with CHIN101 Connect exercises/resources? For example, what other online exercises or materials do you want to see in your CHIN101/103 course?

Page Break



Thank you for your time. Hope to see you again in CHIN103.

Chinese Language Program
Department of Asian Studies
University of British Columbia



Attachment II 2016 Survey

CHIN131/231 Post Survey

Dear Student

Thanks for your interests in our Chinese courses. The Chinese Language Program at UBC is interested in learning about your recent experiences with our online materials and resources. We appreciate your feedback as it will help us better meet your learning needs.

Please note that we are **<u>NOT </u>asking whether you are satisfied with the Connect system. Please answer the following questions with the online course materials in mind, rather than taking the technical difficulties of using Connect into consideration.**

Q1 How often did you use the following online exercises or materials in your Chinese learning this term?

	1-2 times a month	Once a week	2-3 times a week	4 or more times a week	Not applicable (I didn't have access to this exercise)
Pinyin exercises (only applicable to CHIN131 students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary matching exercises (e.g., Character/English matching, Character/Pinyin matching, Pinyin(Audio)/English matching) (only applicable to CHIN131 students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentence exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar translation/exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook dialogue and vocabulary AUDIO/VIDEO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other online course resources (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q2 During the term, what motivated you to use the following online exercises or materials? Choose all that apply.

	It counted towards my grade (mandatory)	It helped me with my own learning	I did not use this exercise/resource	Other motivation
Pinyin exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary matching exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentence exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar translation/exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook dialogue and vocabulary AUDIO/VIDEO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other online course resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you choose "Other motivation" above, please elaborate your answer:

Q3 <p>How unhelpful or helpful did you find the following online exercises or materials for your learning of Chinese?</p>

	Very unhelpful	Somewhat unhelpful	Neutral	Somewhat helpful	Very helpful	I didn't use this exercise/material
Pinyin exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary matching exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentence exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar translation/exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook dialogue and vocabulary AUDIO/VIDEO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other online resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q4 <p>On average, how many times did you repeat an individual task (e.g., L2 Dialogue I Sentence Exercise), within each of the following groupings of online exercise or materials?</p>

	None	One time	A couple of times	3 or more times	I didn't use this exercise/material
Pinyin exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary matching exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentence exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar translation/exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook dialogue and vocabulary AUDIO/VIDEO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other online resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4A What is your motivation for repeating a task? Choose all that apply.

- For more practice
- For better understanding
- To get a higher grade
- Technical problems
- Other motivation (please specify) _____

Q5 <p>What suggestions might you have for improving each of the following online exercises or materials?</p>

	Keep this grouping of exercises as is	Keep only some tasks in this grouping of exercises	Get rid of this grouping of exercises as a whole	Change the tasks in this grouping of exercises
Pinyin exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary matching exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentence exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar translation/exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook dialogue and vocabulary AUDIO/VIDEO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other online resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q5A Please indicate what changes should be made for the exercises and materials to meet your expectations:

Q6 Your feedback is important to help the program make an optimal use of online and paper-based exercises and materials. How might you describe the advantages or disadvantages of these two choices?

Q7 What other online exercises or materials would you like to see in your Chinese courses?

Q8 What else would you like to share with us about your experience using the online exercises and materials?

Thank you for your time!

We hope to see you again in our Term 2 courses.

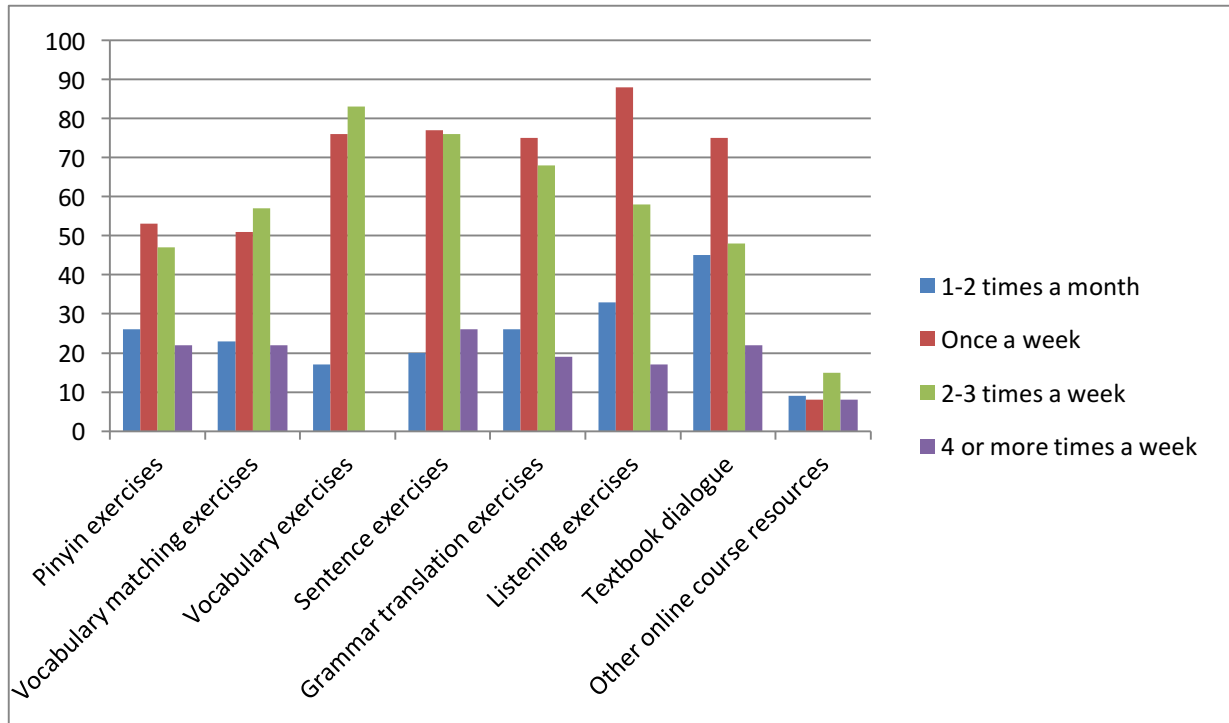
Chinese Language Program

Department of Asian Studies

University of British Columbia

Attachment III Response data for 2016 Survey

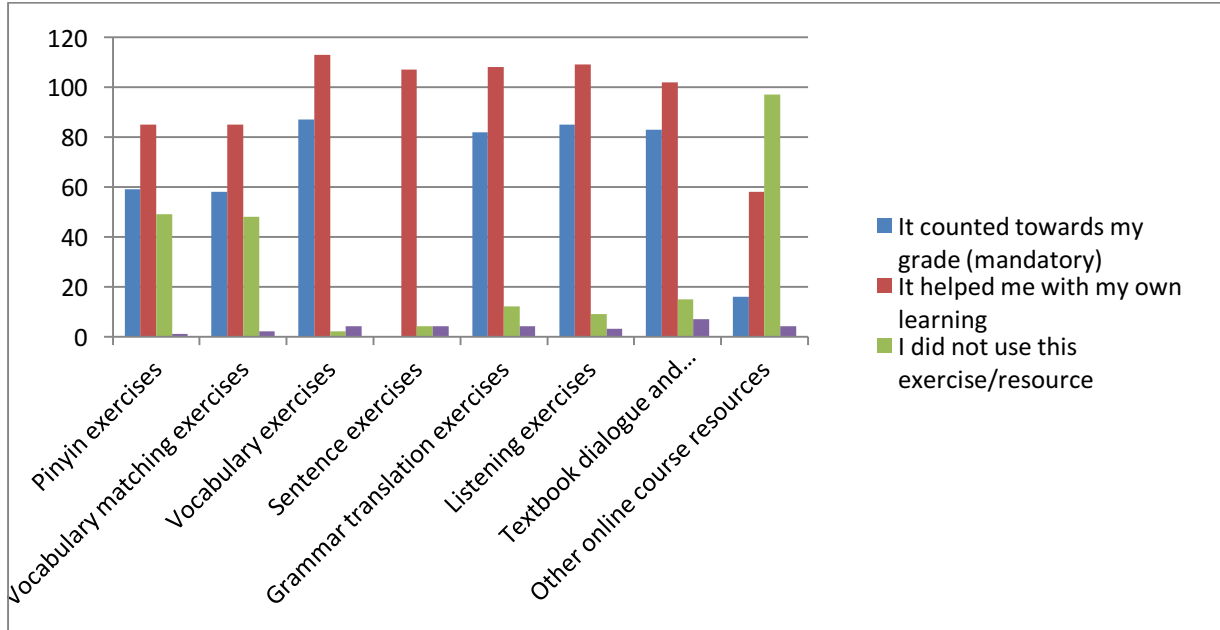
Question 1: How often did you use the following online exercises or materials in your Chinese learning this term?



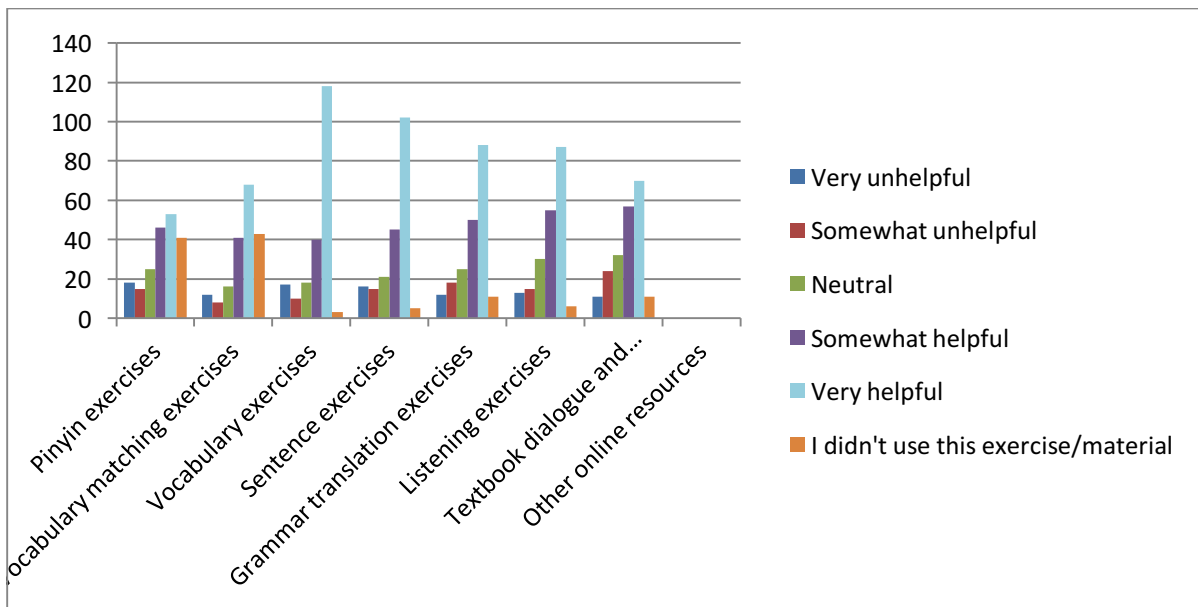
Other online resources (please specify) – responses:

- Google translate
- Document uploaded on connect by the teacher
- Only used connect alot for quizzes and gongke
- Pinyin dictionary
- Chinese dictionary app
- Youtube
- Online Pinyin charts
- Compound finals and Pinyin
- Worksheets
- Yellowbridge
- Pinpin Chinese

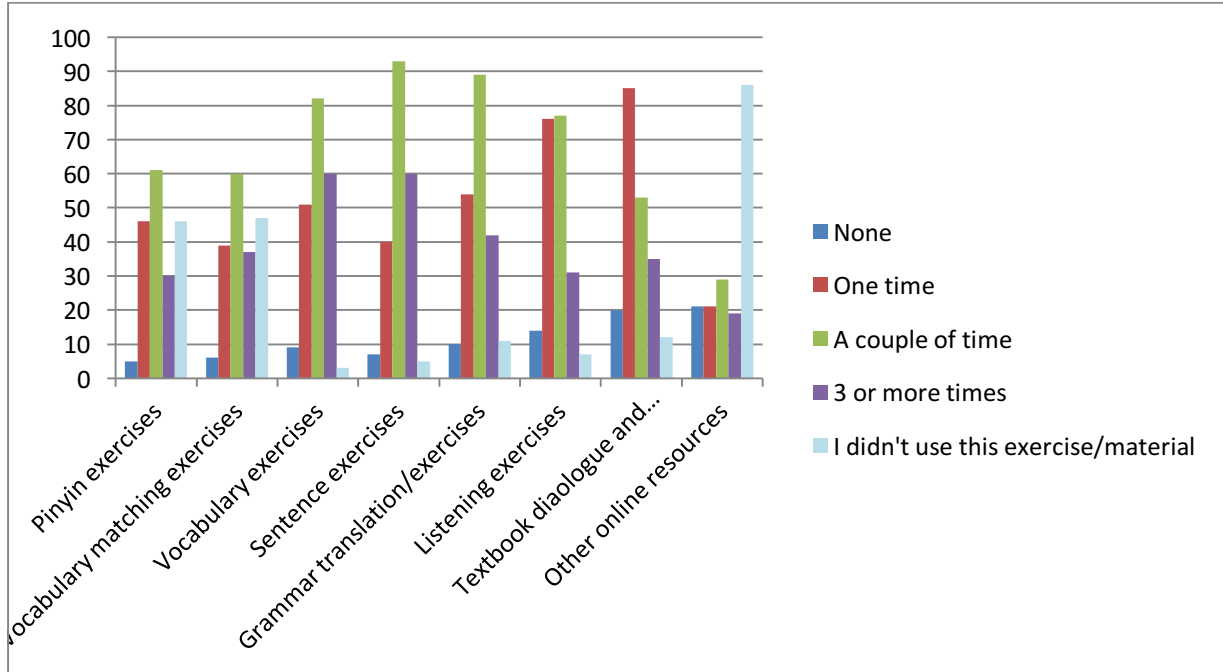
Question 2: During the term, what motivated you to use the following exercises or materials? Choose all that apply.



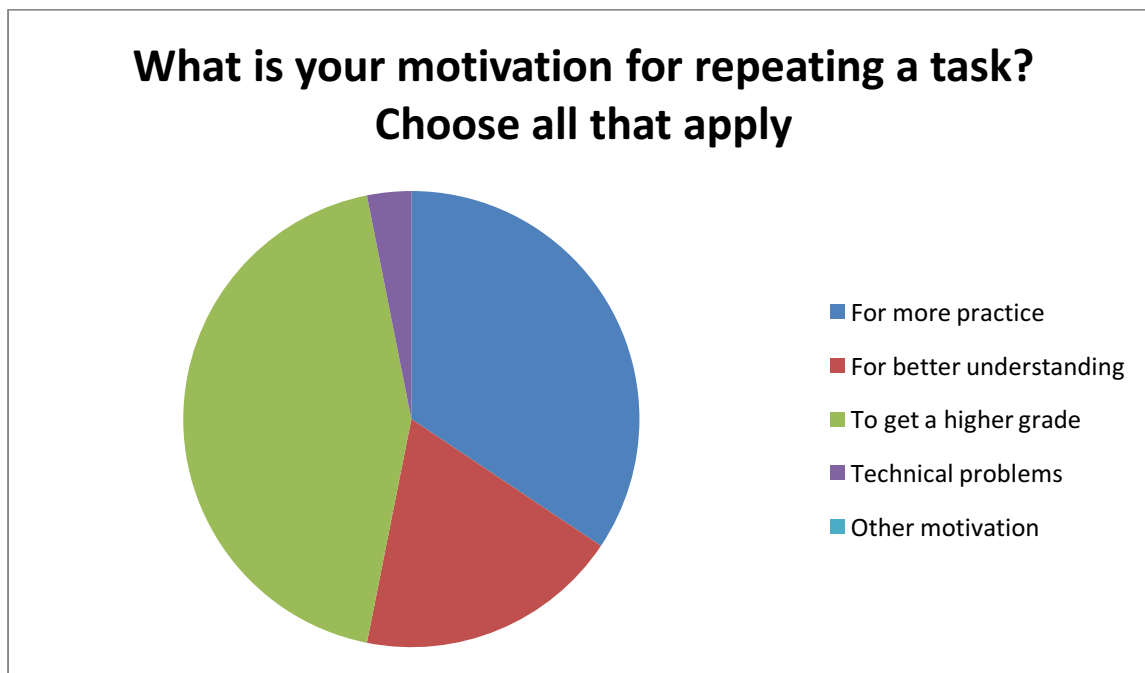
Question 3: How unhelpful or helpful did you find the following online exercises or materials for your learning of Chinese?



Question 4: On average, how many times did you repeat an individual task (e.g., L1 Dialogue I Sentence Exercise), within each of the following groupings of online exercise or materials?

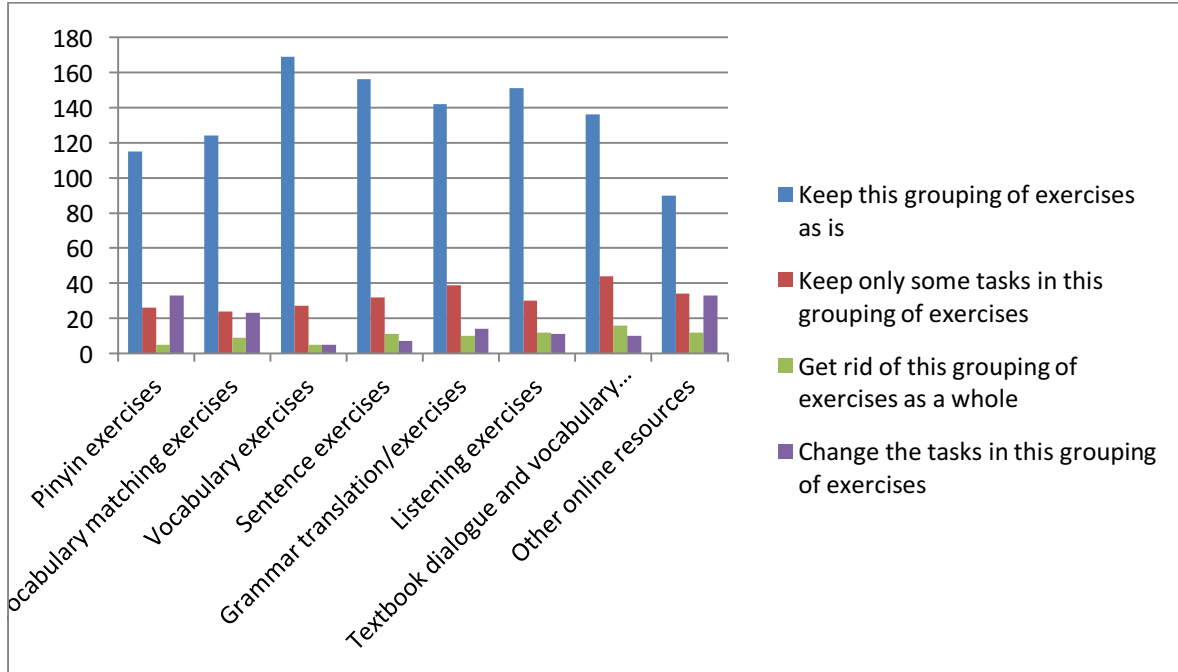


Question 4A: What is your motivation for repeating a task? Choose all that apply.



Other motivation (please specify): no responses

Question 5: What suggestions might you have for improving each of the following online exercises or materials?





Attachment IV 2016 Survey Qualitative Responses

CHIN131/231 Post Survey – Qualitative Responses Summary

	Main themes:
<p>Question 5A: Please indicate what changes should be made for the exercises and materials to meet your expectations</p>	<ul style="list-style-type: none"> • Different questions on each exercises • More interactive activities between students • More practices on how the vocab and grammar can be used • More commonly used phrases, or instances where we learn to read signs such as that we would find around Vancouver in Chinese • Please make a master list of exercises to be completed • All of the exercises met my expectations
<p>Question 6: Your feedback is important to help the program make an optimal use of online and paper-based exercises and materials. How might you describe the advantages or disadvantages of these two choices?</p>	<ul style="list-style-type: none"> • Online is convenient, easy, accessible, get work done faster, efficient • Paper helps with actually hand writing, and memorizing how to write the characters; helps you learn the language in the long run; helps you learn more deeply • The combination of both exercises is preferable
<p>Question 7: What other online exercises or materials would you like to see in your Chinese courses?</p>	<ul style="list-style-type: none"> • Audio/oral exercises • More pinyin • Help with grammar • Stories and videos (used for entertaining and learning); Youtube videos • More cultural material • Better practice tools similar to the vocabulary quizzes
<p>Question 8: What else would you like to share with us about your experience using the online exercises and materials?</p>	<ul style="list-style-type: none"> • Excellent • Good class! • Very helpful • It helped me to preview and review • At first it was confusing to use, but otherwise it was helpful. Sometimes grading can be unfair if only one character is wrong • I would definitely recommend continuing this program • Rather than having multiple choice questions for grammar exercises, I would like to have more writing exercises for it • Using the online exercises and materials were really something new to me, and I think it worked out great. Keep it up! • They were generally very helpful and made learning accessible and at times even fun