

JTCLT Monograph Series: Volume 1
Online Chinese Teaching and Learning

Call for Papers

Instructional modes can be grouped into three categories: (1) Residential or Face to Face (F2F), including those technology-enhanced courses with online elements such as online assignments and virtual interactions outside of traditional classrooms; (2) Fully Online, including MOOCs open to any learners and formal online courses as part of K-16 curriculum that may or may not offer synchronous sessions; (3) Blended or Hybrid, which falls between and includes various types. Whereas there have been a few programs offering fully online Chinese language courses (Liu, 2018), prior to 2020 most Chinese language courses were taught onsite (at least some instructional sessions in physical classrooms). Due to the COVID-19 pandemic, nearly all courses worldwide including Chinese language classes at all levels were switched to the fully online mode subsequently in accordance with the social distancing guidelines in the spring semester/quarter of 2020. Some scholars (Hodges et al., 2020) proposed to use a specific term “emergency remote teaching” (ERT) to describe the temporary shift of delivery modes under pressing circumstances to differentiate it from normal online learning. Regardless of the label, instructors, students, administrators, and other involved stakeholders have gained valuable experience of the fully online instructional mode at a unprecedented global scale.

The first volume of the Monograph Series of JTCLT (<http://www.tclt.us/journal/index.php>) invites colleagues worldwide to share their experiences, reflections, and visions concerning teaching and learning Chinese as a second/foreign language online (not necessarily fully online and not limited to the pandemic period). Submitted papers will be peer-reviewed. The Review Committee consists of established researchers and experienced instructors from different countries. The monograph also receives supports from an Advisory Board including international leaders and experts in the field. Some of the suggested topics (not limited to) are as follows:

- **General discussions**, such as on characteristics of online teaching and learning, especially teaching and learning of the Chinese language online; issues regarding design and delivery of online courses including MOOCs; ERT in the case of teaching and learning of foreign languages including the Chinese language; impacts of the COVID-19 on international Chinese language education.
- **Program** introduction and strategies. Programs that have been offering Chinese language courses online can introduce their online course offerings, strategies, feedback from students and other stakeholders, and future plans. Programs that changed the delivery of courses to the fully online mode from other instructional modes due to the pandemic can discuss challenges, effective strategies, and other issues associated with the transition.
- **Course** level discussions. Instructors can share their experiences, reflections, strategies, and other observations in teaching Chinese language courses online. Student responses and perspectives are particularly recommended to be included.

- **Tools and Resources.** Analysis of tools and resources that can be used in online Chinese teaching and learning with suggested applications, tips, and cautions for instructors and students.
- **Empirical studies.** Any empirical studies regarding online Chinese teaching and learning, including those with preliminary findings.
- **Other** topics, such as review of relevant literature and metanalysis. The monograph also welcomes annotated bibliography and summaries of various series of online talks for its Appendix.

Deadline: August 15, 2020

Language: Body text: Chinese **or** English

Title, abstract, and author information: Chinese **and** English

Length: Within 15 pages (suggested), Letter size (8.5x11"), single spaced, 1" margins

Submission guidelines:

- Please refer to the English sample (for paper written in English) or Chinese sample (for paper written in Chinese) when formatting;
- Use "YourName_PaperTitle" (no quotation mark) as your file name and then submit both Microsoft Word version and PDF version;
- Email your article to Dr. Shijuan Liu SLiu@iup.edu

Contact: Dr. Shijuan Liu (SLiu@iup.edu), the Monograph Chief-Editor.

JTCLT 专辑系列：第一卷
《中文线上教学》
征稿启事

教学模式可以分为三大类：（1）在实体教室进行的面授教学，采用此模式教学的很多老师也常布置一些在网上完成的课前或课后作业，并利用社交软件等工具（如微信）与学生在线互动；（2）完全的线上教学，包括前些年兴起的大规模开放式在线学习的慕课课程 (MOOCs)，一些项目（如 STARTALK）提供的线上培训，以及由于各种原因学校给学生提供的线上课程等 (Liu, 2018)；（3）介于两者之间的混合教学，即线上和线下相结合，此模式又可细分为不同的混合教学方式。2020 年之前，全球采用完全线上教学模式的中文课程还相对较少。因新冠疫情在全球的蔓延，各地各类学校在 2020 年春季先后将其所有课程几乎都改成了线上授课（据当地疫情持续时间或长或短），以便保持社交距离控制病毒传播。尽管有学者如 (Hodges et al., 2020) 建议用“应急远程教学” (Emergency Remote Teaching) 来指称此类在不得已情况下而权宜进行的远距教学，以区别于通常讨论的线上教学，但无可否认，几乎所有师生和其他相关人员由于疫情都对线上教学有了或多或少的认识和体验。

作为 JTCLT (<http://www.tclt.us/journal/index.php>) 专辑系列的开首卷, 本专辑诚邀全球中文(华文、国际汉语) 教学界同仁在 2020 年共同回顾、反思、展望线上教学在中文教学领域所发挥的作用, 分享世界各地各学校中文项目及相关课程利用互联网和在网上教授中文(不仅限于疫情期间)的经验心得和研究发现。所投稿件会经过同行评审。审稿委员会由来自不同国家资深学者和教学经验丰富的一线教师组成。此外, 专辑的编写也得到由世界各地专家和学科带头人等组成的咨询委员会的支持。以下是建议的一些主题供投稿者参考:

- **宏观论述:** 对在线上(包括部分线上)教授中文和关于全球疫情对中文教学产生的影响等所作的有关思考, 对线上教学特点的总结, 以及对正常线上教学与应急式远程教学关系的讨论等;
- **项目介绍:** 介绍大中小学中文项目如何进行线上授课, 在设计正常网上课程(包括慕课等), 或将课程因疫情或其他外因应急改成线上教学的过程中, 有哪些经验和有效措施; 学生、学校、家长及有关方面有何反应, 及未来的规划等;
- **课程层面的讨论:** 包括教师心得和学生反馈等, 如可介绍所教课程, 在上网课(包括翻转课堂)过程中的心得体会和经验总结, 特别是如何面对背景不同、需求不同的学习者的课程设计和教学; 线上教学对自己在其他模式下教学的影响和启发, 以及学生对中文网课的看法和反馈等;
- **工具和资源的使用:** 分析总结可用于线上教学(不限于完全的线上教学)的工具和资源, 讨论如何将这些工具和资源运用于中文教学中, 并给师生的使用提供建议和注意事项等;
- **实证研究:** 有关线上教学的各种实证研究可以是初步研究成果;
- **其他,** 比如有关网络教学的文献综述和综合分析等。此外, 本专辑的附录也欢迎来稿分享各种网上教学的系列讲座内容及相关资料和资源等。

截稿日期: 2020 年 8 月 15 日

语言: 正文: 中文或英文

题目、摘要、作者信息: 中文和英文

篇幅: 建议 15 页以内, 纸张大小 8.5x11", 单行间距, 边距 1"

投稿注意事项和方式:

- 有关字体字号等, 英文稿件格式请参阅英文样本, 中文稿件格式请参阅中文样本;
- 请把文件名存为“作者姓名_文章题目”(无引号), 同时提交文章的 WORD 和 PDF 两种版本。
- 请用电子邮件方式发送至 SLiu@iup.edu, 刘士娟博士收。

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