

## Course Description

### MEDD8852 Chinese L2 Curriculum Design and Assessment

Course description	
<p>This course focuses on systematic understanding of school curriculum design and the integral role of assessment and reporting for L2 Chinese learning and teaching in the international school context. For curriculum design, an overview of the essential knowledge like concept-driven curriculum, the integration of curriculum (disciplinary, interdisciplinary and transdisciplinary) are introduced. For assessment, topics on norm and criterion-based assessment and referencing, formative and summative assessment and the relationship between reporting, feedback and improved student learning will be discussed. A range of curriculum and assessment design strategies like backward design, scaffolding, differentiated instruction, assessment mechanisms, tools, reporting strategies and analyse their role in promoting assessment for learning.</p>	
Course objectives	
<p>The course aims to develop participants' theoretical and practical understanding of the principles of curriculum and assessment design of L2 Chinese learning, with an emphasis on strategies to design curriculum that scaffold learning and use assessment as a tool to promote student learning and support diverse learning needs. The module is expected to achieve the following objectives:</p> <ul style="list-style-type: none"><li>• understand concept-based curriculum design and be able to apply the understanding to design school-based curriculum</li><li>• work in groups to design and critique unit and lesson design</li><li>• enhance understanding of the integral role of assessment and reporting for L2 Chinese learning and teaching;</li><li>• understand the key assessment and reporting requirements of the IB Programme.</li><li>• keep up to date with the latest development of curriculum and assessment design in the field of teaching Chinese as a second language.</li></ul>	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Understand current theories of L2 curriculum and assessment design, and the principles and practice of IB.	PLO 1
2. Critically examine the objectives, strengths, and weaknesses of curriculum plans and assessment tools for L2 Chinese	PLO 1
3. Effectively design unit plan, lesson plan and assessment tools for IB Programme	PLO 1, 3
4. Analyse L2 assessments based on IB curriculum requirements and general assessment theories, with extended literature review	PLO 1, 2
Course assessment methods	
<ul style="list-style-type: none"><li>• Individual reading reflection</li><li>• Group presentation</li><li>• Individual essay</li></ul>	
Course content and topics	
<ul style="list-style-type: none"><li>• Understanding the IB L2 language curricula</li><li>• IB Concept-based curriculum</li><li>• Theories and paradigms about curriculum and assessment</li><li>• IBDP L2 productive assessments</li><li>• IBDP L2 receptive assessments</li><li>• Understanding IGCSE</li><li>• IBDP unit design</li><li>• IB MYP curriculum and assessments</li></ul>	

<b>Required / recommended readings and online materials</b>
<ul style="list-style-type: none"> <li>• International Baccalaureate Organization (2018). Diploma Programme Language ab initio Guide</li> <li>• International Baccalaureate Organization (2018). Diploma Programme Language B Guide</li> <li>• Airasian, P. W. (2008), <i>Classroom assessment: Concepts and applications</i>. 課堂評估：理論與實踐(徐士強譯), 上海：華東師範大學出版社。</li> <li>• Richards, J. C. (2001). <i>Curriculum development in language teaching</i>. Ernst Klett Sprachen.</li> <li>• Mansilla, V. B., &amp; Gardner, H. (1998). What are the qualities of understanding. <i>Teaching for understanding: Linking research with practice</i>. San Francisco, CA: Jossey-Bass Publishers, 161-196.</li> <li>• Erickson, H. L. (2002). <i>Concept-based curriculum and instruction: Teaching beyond the facts</i>. Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320.</li> <li>• Erickson, H. L. (2007). <i>Stirring the head, heart, and soul: Redefining curriculum, instruction, and concept-based learning</i>.</li> <li>• Erickson, H. L., &amp; Lanning, L. A. (2013). <i>Transitioning to concept-based curriculum and instruction: How to bring content and process together</i>. Corwin Press.</li> <li>• Erickson, H. L., Lanning, L. A., &amp; French, R. (2017). <i>Concept-based curriculum and instruction for the thinking classroom</i>. Corwin Press.</li> <li>• Hawkins, K., Caputo, L., &amp; Leader, E. T. <i>Inquiry and Language Teaching; Embracing a Conceptual Shift</i>.</li> </ul>
<b>Other additional course information</b>
<p><a href="#">[Conducted in Putonghua]</a></p> <p><a href="#">[Impermissible: MEDD6052 Chinese (L2) Assessment and Reporting and MEDD6054 Chinese (L2) School-based Curriculum Design ]</a></p>