

COUNCIL ON TEACHING

Follow-Up Report for

Teaching in Higher Education Conference Award

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Conference Attended: 2023 Harvard University 5th International Conference on Chinese Pedagogy Chinese name [2023 年哈佛国际中文教学研讨会]

Date of Conference: Oct 13-14, 2023

Award Amount: \$970

The 5th Harvard International Conference on Chinese Pedagogy (ICCP), themed "Leading Change and Re-engagement," was hosted by the Department of East Asian Languages and Civilizations Chinese Language Program on October 13-14th, 2023. The conference encompassed seven sections covering Hybrid and Online Courses, Competence, Performance & Feedback, Language & Technology, Country-specific Studies, Acquisition & Application, Course Design & Teaching Strategies, and Textbooks & Supplementary Materials. Notably, nearly 50% of the articles discussed technology, reflecting the current trend in foreign language teaching.

Professors from universities along the east coast, including Boston University, William University, Duke University, University of Virginia, Yale University, and MIT, addressed issues related to online and hybrid classes. They shared innovative practices in teaching Chinese pronunciation, vocabulary, and grammar, acknowledging that online classes have become a prevalent teaching mode post-pandemic. Instructors worldwide have integrated various apps to facilitate teaching, and students have adapted to self-regulated learning and self-assessment. However, the conference emphasized the importance of balanced technology usage to avoid both overuse and underutilization. Prof. Jennifer Li-Chia Liu highlighted a 20% nationwide student enrollment drop during the pandemic, with Harvard experiencing a 3% decrease. Post-pandemic, universities face the urgent task of recruiting and retaining students.

Scholars at the conference shared experiences of integrating ChatGPT into classroom teaching and discussed different university policies. Harvard University advocates for campus-wide discussions and responsible experimentation with ChatGPT in teaching. The Business School demonstrated AI-based teaching methods, including AI sorting and analyzing questions from large classes. MIT encourages students to maximize the use of new technologies while emphasizing the importance of avoiding misuse and preventing plagiarism.

ChatGPT's widespread use in linguistics and language teaching was highlighted, along with discussions on technology-based teaching methods. Various learning modes and cultural competency were also explored, with scholars introducing online dictionary resources like CHENGZI and new books. Pronunciation, vocabulary teaching, and other linguistic elements were thoroughly discussed, including the challenges and opportunities posed by integrating new technologies.

Scholars acknowledged that incorporating new technologies like ChatGPT is increasingly crucial for future generations' learning. Socio-cultural theory's integration into the curriculum and the shift towards project-based rubric assessments were also addressed. While there are challenges in developing sociocultural skills for effective communication in multicultural settings, integrating

new technology with current sociocultural research could actively engage students in their learning process.

I presented a paper titled "Leveling L2 Text Difficulty for Adult Learners Using PCA and Ordinal Linear Regression," utilizing my own textbook corpus. Upon my return, I shared insights on technology usage, such as ChatGPT, with the DEO, Department of Linguistics, and the Associate Dean. Given the opportunity, I am eager to further disseminate the knowledge gained from the conference and share innovative practices from other universities.