Re-positioning and Re-defining Intermediate- and Advanced-level Chinese Classes

In the college-level CFL field, what are better approaches for third- and fourth-year Chinese pedagogy remains an open debate. This panel proposes that it is time to re-position and re-define intermediate- and advanced-level Chinese classes. The panelists will also provide some effective and unique teaching methods in this regard.

Assessment in the Oregon K-16 Chinese Flagship Program

Assessment will be discussed in a broad sense in this panel. Ongoing formative evaluation processes such as in class presentations and portfolios as well as the traditional summative assessments like final exams or online proficiency tests developed by the Oregon K-16 Chinese Flagship program will be introduced.

Preparing for a New Era: AP Chinese Course & Exam

Many schools are making decisions about what to do with the new AP Chinese course and how to prepare their students for the first AP Chinese Exam. In this panel, curricular requirements, survey results, and a curricular model with sample lessons following the AP Chinese course description will be presented.