

Enriching Curriculum with Performance-based Assessment Tasks

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Paper Abstract:

This presentation is a review of different evaluation methods on students' learning performance both synchronously and asynchronously. The project demonstrates methods to incorporate Integrated Performance Assessment (IPA) in a Chinese heritage course. The objective is to look at the effectiveness of IPA and its unique value in curriculum and classroom practice.

This presentation demonstrates how IPA can be implemented in the curriculum of a Chinese heritage course as learning objectives to promote student-centered learning. It will also explore how we can adapt the backwards design approach incorporating three modes of communications, multiliteracies framework, and project-based learning to design a variety of interactive and collaborative learning tasks as well as projects focused on cultural learning and authentic language use, inside and beyond the classroom. Samples and learning activities will be discussed.

Presenter's Bio:

Peisong Xu(许沛松) is a senior lector in Chinese at Yale University. She is currently teaching the intermediate and advanced heritage Chinese courses at Yale.