



Hybridizing College-level Elementary Korean Courses

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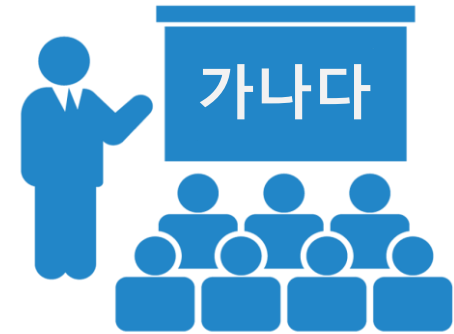
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Mode of FL instruction

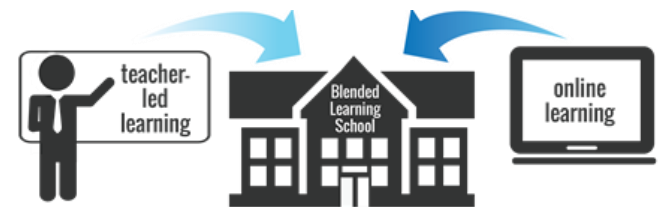
- *Face to face*



- *Online*



- *Hybrid (or blended)*



Mode of FL instruction

- **Face-to-face**

- ▶ Positives:

- *Direct, immediate* communication/feedback btw instructor & learner
- *Collaborative* learning environments
- Familiar Instructional format

- ▶ Negatives:

- Lack of “individualized or customized” learning experiences
- over-reliance on lectures, limiting students’ engagement and active learning
- ...



[source: http://www.washington.edu/provost/files/2012/11/edrends_Pro Pros-Cons-ClassFormats.pdf]

Mode of FL instruction

- **Online**

- ▶ Positives:

- Convenience and flexibility
- Self-paced learning
- Reviewing materials
- ...

- ▶ Negatives:

- Limited or lack of immediate feedback
- More effective for self-directed learners
- Limited access
- Student support (e.g., those with disabilities)
- ...



[source: http://www.washington.edu/provost/files/2012/11/edrends_Pro-Cons-ClassFormats.pdf]

Mode of FL instruction

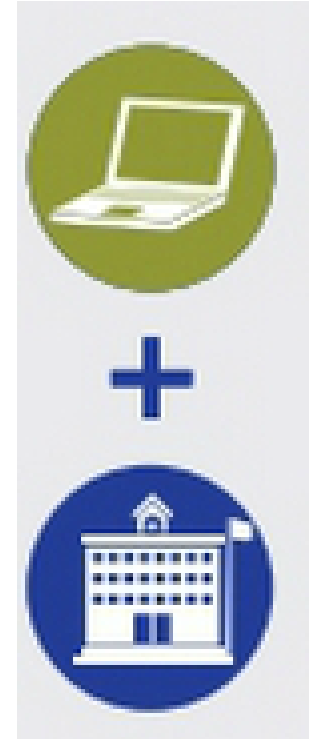
- **Hybrid** (or **Blended**)

- ▶ Positives:

- Combining best practices of face-to-face and online teaching/learning
 - flexible & accessible (online)
 - providing interpersonal experience with instructors and a physical connection to campus (face-to-face)

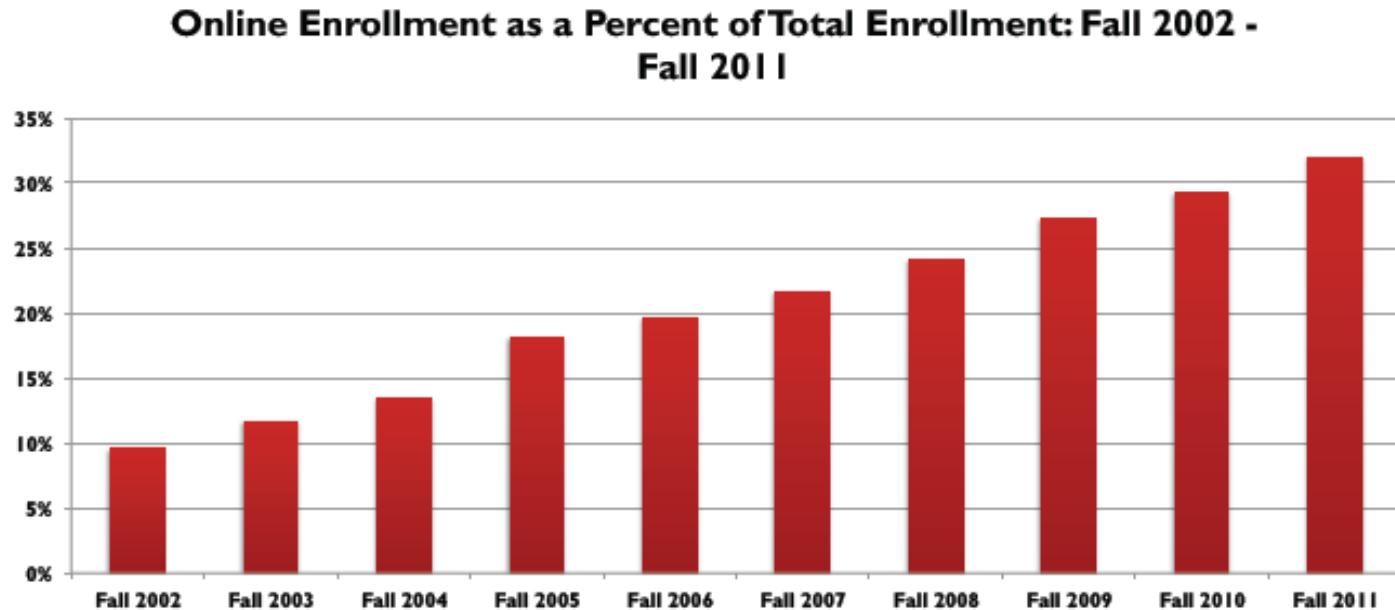
- ▶ Negatives:

- Retaining weaknesses of both formats
 - Possible increase of instructor's workload



Hybrid learning model

- Widely adopted across higher education
 - ▶ 81% of all institutions of higher education offer at least one fully online or blended course.
 - ▶ Increase of proportion of students taking at least 1 online course (Allen & Seaman, 2013)



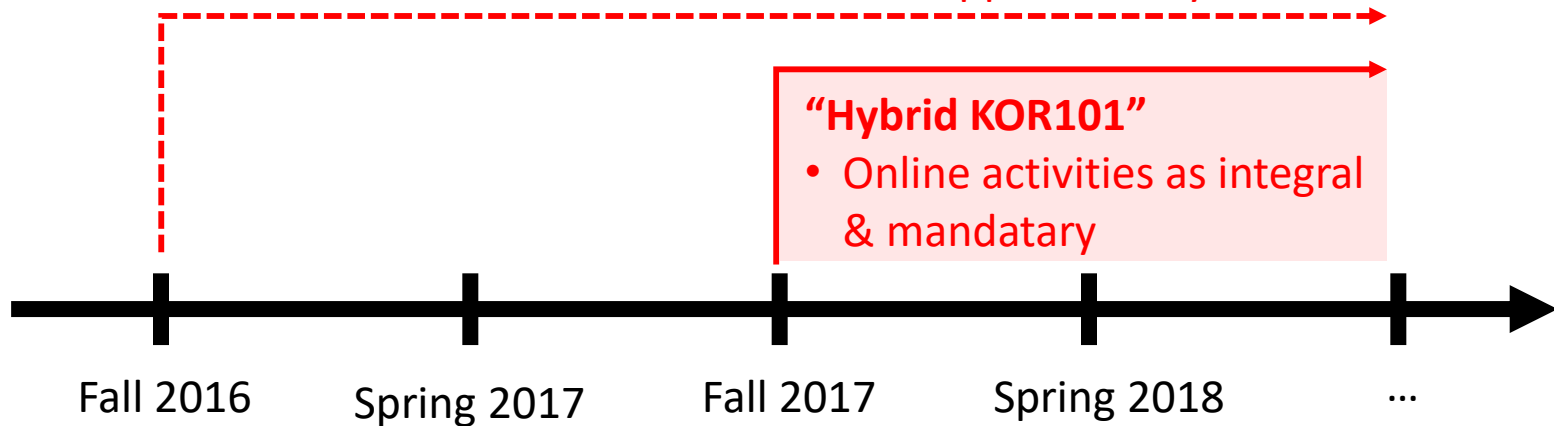
(Source: Allen & Seaman, 2013)

At Queens College-CUNY

- Korean program at 

“Hybridizing KOR101” Project launch

- Offered online lectures + F2F meetings
- BUT, online activities as additional & supplementary



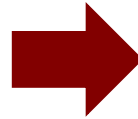
“Hybridizing KOR102”

- Online activities as integral & mandatory


Why hybrid?

Korean program at QC

- For KOREAN 101, ≥ 4 -5 sections per semester are offered (including weekend sections; 20~25 students)
- Diverse student composition
 - ▶ From QC + other CUNY campuses
 - ▶ Many students have a full-time/part-time job.



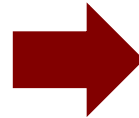
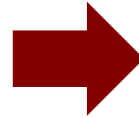
Issues

- Qualitative gaps btw classes/instructors
 - Upward leveling of teaching/learning quality
 - High workload of instructors
-
- 
- Need to reduce students' commute time
 - Need to raise students' academic achievement
 - Need to increase personalized learning time

Why hybrid?

Issues

- Qualitative gaps btw classes/instructors
- Upward leveling of teaching/learning quality
- High workload of instructors
- Need to reduce students' commute time
- Need to raise students' academic achievement
- Need to increase personalized learning time



Solutions

- Master course design
- Use of LMS (e.g., Blackboard)
- Automated online testing/grading, etc.
- Reduce seat time
- Increased accessibility
- Use/development of diverse online materials/tasks



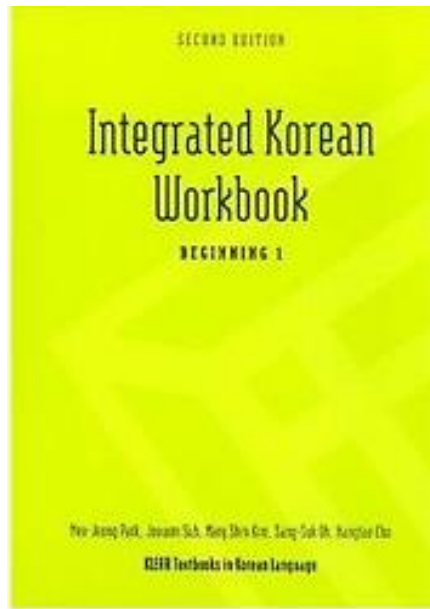
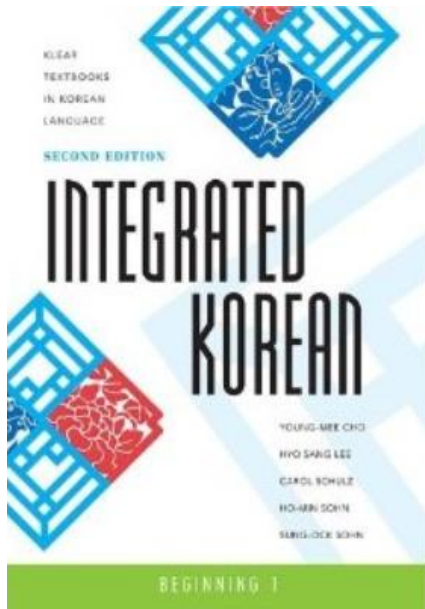
Hybridizing Elementary Korean Courses



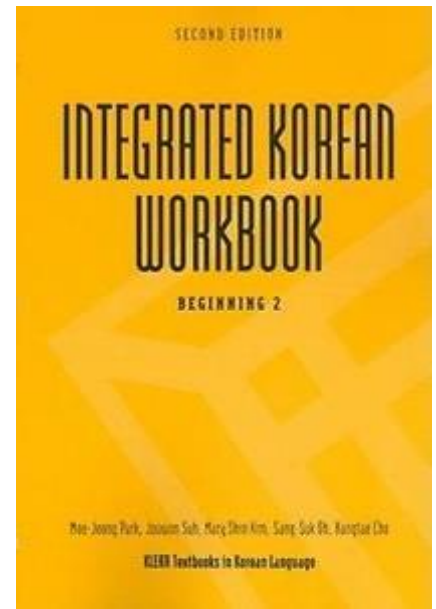
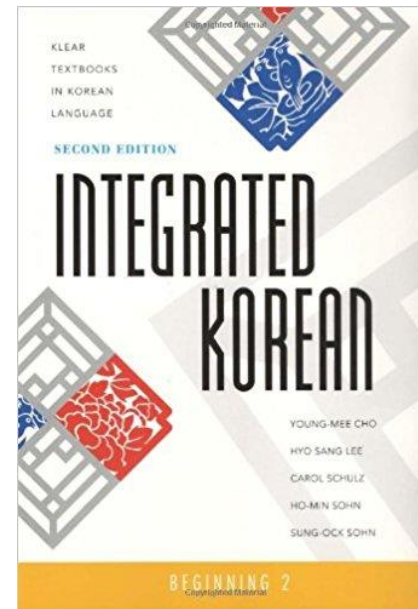
Elementary Korean courses at Queens College

Textbooks

Elementary Korean 1 (KOR 101)

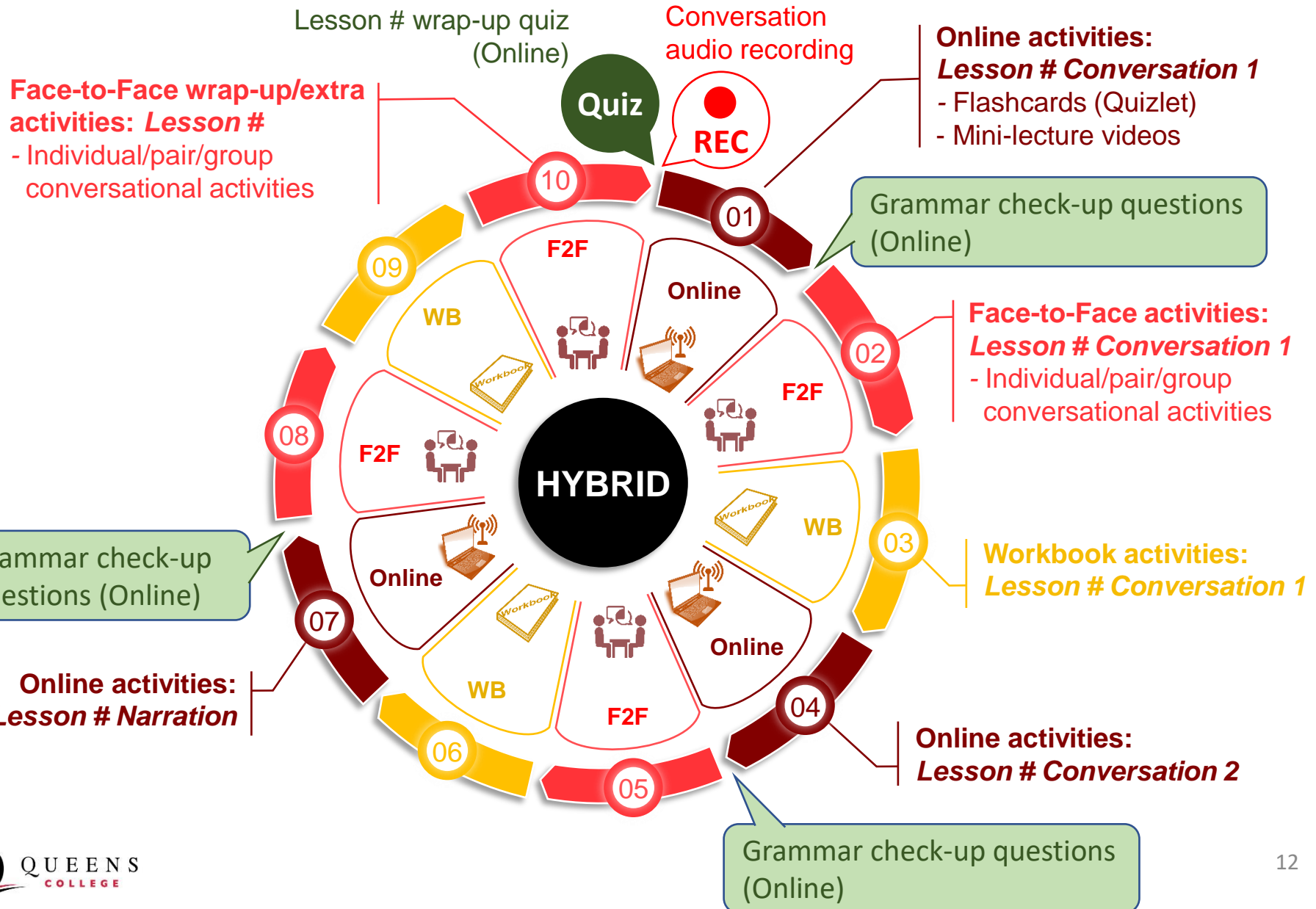


Elementary Korean 2 (KOR 102)



- 4 credits, 4 contact hours/week (Total 60 contact hours/semester)
- KOR101: Korean alphabet + Lesson 1 – 8
- KOR102: Lesson 9 – 17

Course architecture



In-class (non-hybrid) vs. Hybrid

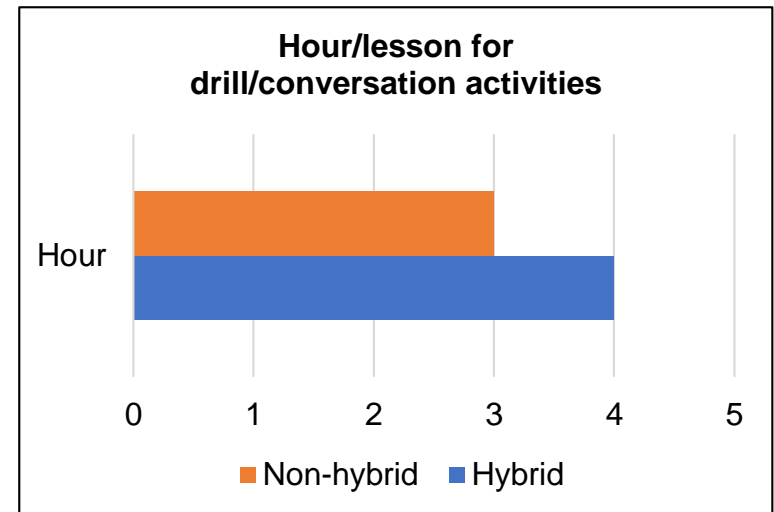
Non-Hybrid (F2F only)

	MON	TUE	WED	THU	FRI
Wk 1	L#C1 Lecture	L#C1 Activity	L#C2 Lecture	L#C2 Activity	
Wk 2	L#N Lecture	L#W Activity			

*L = lesson; C = conversation; N = Narration; W = Wrap-up

Hybrid (Online + F2F)

	MON	TUE	WED	THU	FRI
Wk 1		L#C1 Activity		L#C2 Activity	L#N Activity
	L#C1 Online lec		L#C2 Online lec	L#N Online lec	
Wk 2	L#W Activity				



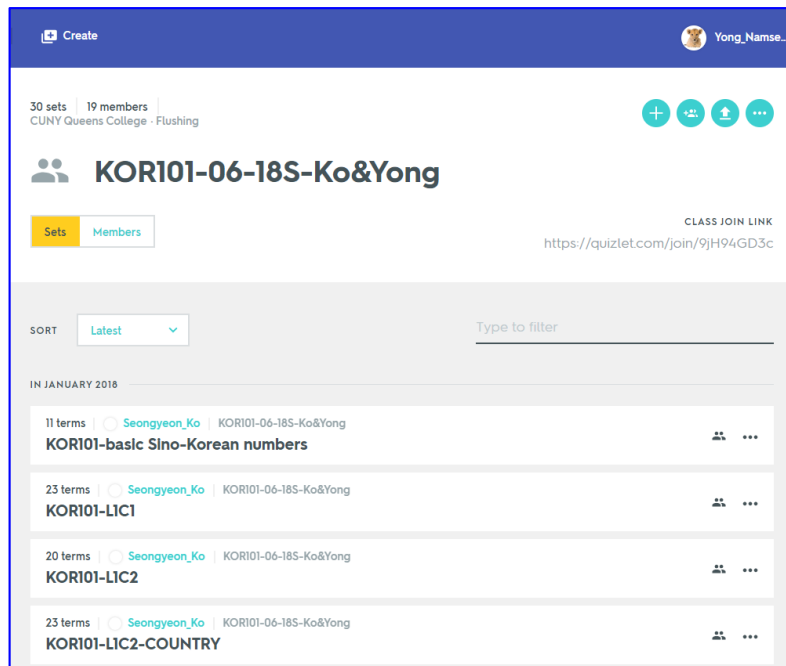
Course architecture



1 Online activity 1


- Flashcards for **vocabulary** learning
 - via [Quizlet.com](https://quizlet.com)

Quizlet





1 Online activity 2

- **Mini-lecture videos & check-up questions**
 - ▶ via *Blackboard (LMS)* 
 - ▶ Video watching: conversation script and Grammar points (5-12 minutes/video)
 - ▶ Grammar check-up questions
 - ▶ Must be completed before relevant F2F meetings.
 - Unlimited video access after due date
 - Students can access mini-lecture videos and take relevant quizzes as many times as they want, even *after* the relevant due dates.

Course architecture



1 Online activity 2

CUNY Blackboard

Home Help Grad Exam Materials

Mini-video lectures > Lesson 3

- 2018S KOR101-06 [66923] (QC)
- Home Page
- QC Calendar
- Instructor Info
- Course Syllabus
- Course Materials
- Weekly Schedule
- Mini-video lectures**
- SoundCloud Recording
- Lesson Quizzes
- Oral Exams & Lip Sync
- Groups
- Discussions
- Tools

Mini-video lectures

Build Content Assessments Tools

- Hangeul (the Korean alphabet)
- Hangeul letters and sounds [OR]
This folder contains a series of videos to help you learn the Korean alphabet. There are many videos, so you won't be able to watch them all.
- Lesson 1 인사 [Greetings]
- Lesson 2 대학교 캠퍼스 [The University Campus]
- Lesson 3 한국어 수업 [Korean Language Class]
- Lesson 4 집 [At Home]

Lesson 3 한국어 수업 [Korean Language Class]

- Mini-video lectures - L3C1
- Mini-video lectures - L3C2
- Mini-video lectures - L3N
- Extra videos to watch



1 Online activity 2

Weekly Schedule

- Mini-video lectures
- SoundCloud Recording
- Lesson Quizzes
- Oral Exams & Lip Sync
- Groups
- Discussions
- Tools
- Help

COURSE MANAGEMENT

- Control Panel
- Content Collection →
- Course Tools
- Evaluation →
- Grade Center →
- Users and Groups
- Customization →
- Packages and Utilities →
- Help

Question 2

After watching the above video, choose the right word for the blanks.

1.
A: 오늘 수업 있으세요?
B: 네, 한국어 수업이 .
2.
A: 한국어 수업은 재미있어요?
B: 아니요, 재미 .
3.
A: 질문 없어요?
B: 아니요, .
4. 학교 식당 음식이 맛있어요. 그런데, 커피는 맛 .

Lecture videos

- created using *Office Mix*
- embedded into relevant BB quizzes/tests.
- YouTube playlists
 - KOR 101 [\[Click\]](#)
 - KOR 102 [\[Click\]](#)

Check-up questions

- **After** watching video
- Low-stakes quizzes
- Various Q-types
 - True/False; Jumbled sentence; Fill in (multiple) blanks; Matching; Multiple choice, etc.

Course architecture



1 Online activity 2

Lesson:

101: 8 lessons

102: 9 lessons

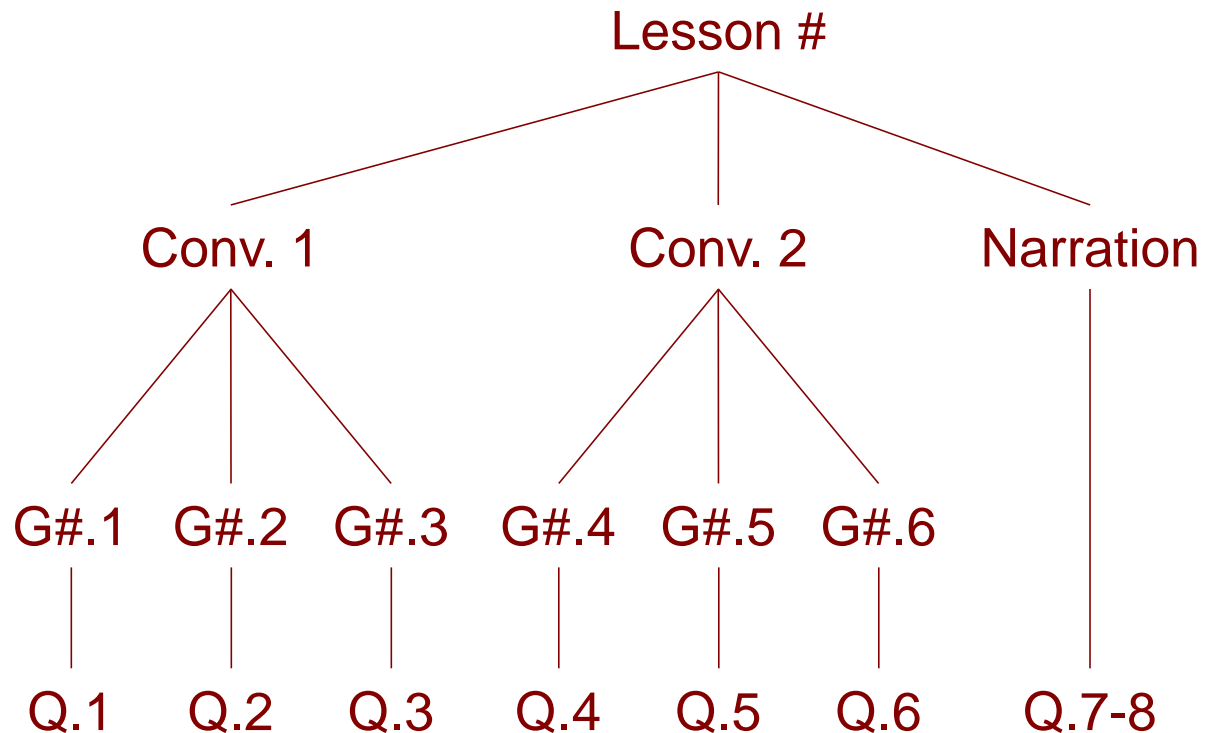
Conversation:

(3 scripts)

Grammar pts:

(3-4 grammar pts)

Check-up Qs:





② F2F in-class activities

- **Pattern drills/conversational exercises**
 - ▶ Individual/pair/group activities

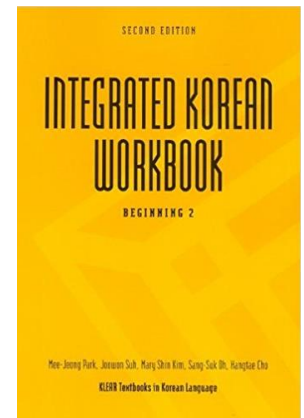
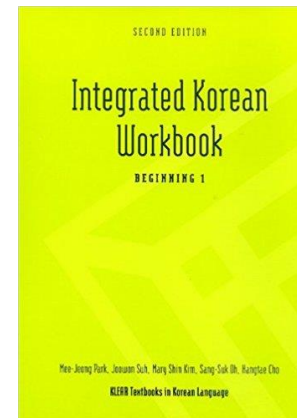


- Mini lectures on grammar points may be briefly given only when necessary.



③ Workbook activities

- Designated workbook pages (after each F2F meeting) are completed by students.
- Students should submit them at the beginning of the next F2F meeting.
- Collected for grading and credit



Course architecture



④ Online lesson wrap-up quiz

- Given *after* each lesson is finished
- via *Blackboard (LMS)*

CUNY Blackboard

Home | Help | Grad Exam Materials | Content Collection | Grad Center | Lehman College Library | ONLINE INFO | Queens College | Blackboard Resources | My Portfolios

Lesson Quizzes

Lesson Quizzes

Build Content | Assessments | Tools | Partner Content | Discover Content

Quiz-01
Availability: Item is no longer available. It was last available on Feb 10, 2018 11:59 PM.
This is your first quiz and will be on pre-lesson materials of KOREAN 101. Please read the course syllabus and the introduction of the textbook (pp. 1-13) on "What kind of language is Korean?" before taking this quiz. Complete this by the end of the first week(end).

Quiz-02
Availability: Item is no longer available. It was last available on Feb 17, 2018 11:59 PM.
This is your second lesson quiz on the Korean alphabet Hangeul (Textbook pp. 14-27) and Useful Classroom Expressions (Textbook pp. 34-35). If you haven't studied these materials, please do so before you take the quiz. Wish you all best luck!

Quiz-03
Availability: Item is no longer available. It was last available on Mar 3, 2018 11:59 PM.
This quiz will test your knowledge on Lesson 1. Study first and then take the quiz.
Once you start the quiz, please read the questions/instructions carefully before you give your answers.
Good luck to you all!

Quiz-04
Availability: Item is no longer available. It was last available on Mar 17, 2018 11:59 PM.
This quiz will test your knowledge on Lesson 2 and Sino-Korean numbers. Study first and then take the quiz.
Once you start the quiz, please read the questions/instructions carefully before you give your answers.
Good luck to you all!



4 Sample: Online lesson wrap-up quiz

Question 3

Complete the paragraph by filling in the blanks with the most appropriate particles or equational expressions.

김유미, 마이클 정, 소피아 왕, 스티브 윌슨 일본어 클래스 학생 .

김유미 1학년이에요. 마이클 정 1학년이에요.

소피아 왕은 1학년 아니에요. 3학년이에요.

스티브 윌슨 1학년이 아니에요. 4학년이에요.

마이클 정, 소피아 왕, 스티브 윌슨은 한국 사람이 . 미국 사람이에요.

한국 사람은 김유미 .

일본어 클래스 선생님은 미치코 씨 아니에요. 사이토 씨 .



4 Sample: Online lesson wrap-up quiz

Question 3

Choose the most appropriate form in the given context.

저는 보통 6시 반에 ▾.

(a. 일어나요 | b. 일어났어요)

그리고 7시에 아침을 ▾.

(a. 먹어요 | b. 먹었어요)

어제는 아주 ▾.

(a. 추워요 | b. 추버요 | c. 추웠어요 | d. 추웠어요)

그래서 오전에는 집에 ▾.

(a. 있어요 | b. 있었어요)

한국어 수업을 안 ▾.

(a. 들어요 | b. 들어요 | c. 들었어요 | d. 들었어요)

오후에는 공원에서 리사하고 같이 테니스를 ▾.

(a. 쳐요 | b. 쳤어요)

리사는 제 한국어 반 친구 ▾.

(a. 이에요 | b. 예요 | c.이었어요 | d. 였어요)

공원에는 고 선생님도 ▾.

(a. 있어요 | b. 있었어요 | c. 계세요 | d. 계셨어요)

저녁을 먹으러 다 같이 한 ▾.

(a. 가요 | b. 갔어요)

저는 한국 음식을 참 ▾.

(a. 좋아요 | b. 좋았어요 | c. 좋아해요 | d. 좋아했어요)

Course architecture




④ Sample: Online lesson wrap-up quiz

Question 9

Choose the most appropriate expressions and type their right form in Korean for the blanks. Use this [virtual keyboard](#) if necessary.

Words: 되다, 찾다, 착하다, 사귀다

1. 저 사람은 제가 남자 친구예요.
2. 저는 한국어를 가르치는 선생님이 싶어요.
3. 스티브는 친절해서 사람들이 아주 좋아하
4. 도서관에서 책을 있어요.



Write in your language wherever you may be with the best online keyboard on the Internet.

Korean Keyboard - 한국어 키보드

Click or type it... Copy it... And paste it... Done!

[Select All](#) [Undo](#) [Redo](#) [Clear All](#) [Save Text](#) [Post to Facebook](#) [Send Email](#)

[Tweet in Korean](#) [Google in Korean](#)

~	1	2	3	4	5	6	7	8	9	0	-	=	Backspace
Tab	q	ㅈ	ㅊ	ㅅ	ㅆ	ㅇ	ㅊ	ㅊ	ㅊ	ㅊ	ㅊ	ㅊ	ㅊ
Caps Lock	a	ㅏ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ	;	'	Enter
Shift	\	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ	;	'	Shift
Ctrl	branah	Alt	Space								Alt	Esc	Ctrl

[Share](#)

This keyboard is based on the Dubeolsik layout. To use Sebeolsik layout go to [Sebeolsik Keyboard](#).

Hanja Keyboard - Yale IME
Hanja to Hangeul converter



4 Sample: Online lesson wrap-up quiz

Question 6

You are in the 공원 (near the entrance) and want to go to “this place.” When you asked somebody, you got the following direction. Where are you going? CLICK on the area you’re going to.

여기 도서관하고 미술관(museum) 사이로 쪽 가세요.

그럼 사거리가 나와요. 거기서 왼쪽으로 도세요.

그리고 쪽 가세요.

다시 사거리가 나올 거예요. 그 사거리를 건너세요.

그리고 왼쪽을 보세요. “이것”이 보일 거예요.



Selected Coordinates

Clear



5 Lesson wrap-up activities

KOR101: Audio recording

- Students' recitation of 3 scripts (C1, C2, N) in the lesson
- After each lesson is completed.
- Audio recordings are posted on the playlist set up at [SoundCloud.com](https://www.soundcloud.com).
- Instructor feedback

KOR102: Oral Exam

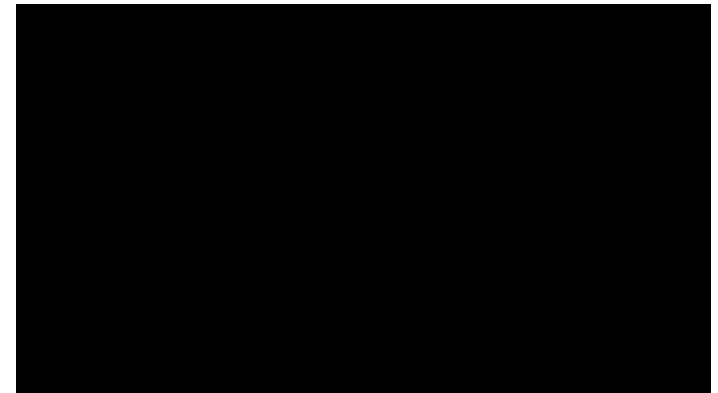
- Pair/group work
- After each lesson is completed.
- Asked to create a dialogue with a group member and to act out (for assessment)

Mid-term exam / Final Project

- Oral exam (instructor-student)
- Skit/conversation video project



- Lip sync video project





Student evaluation & Performance

Students attitude: KOR 101

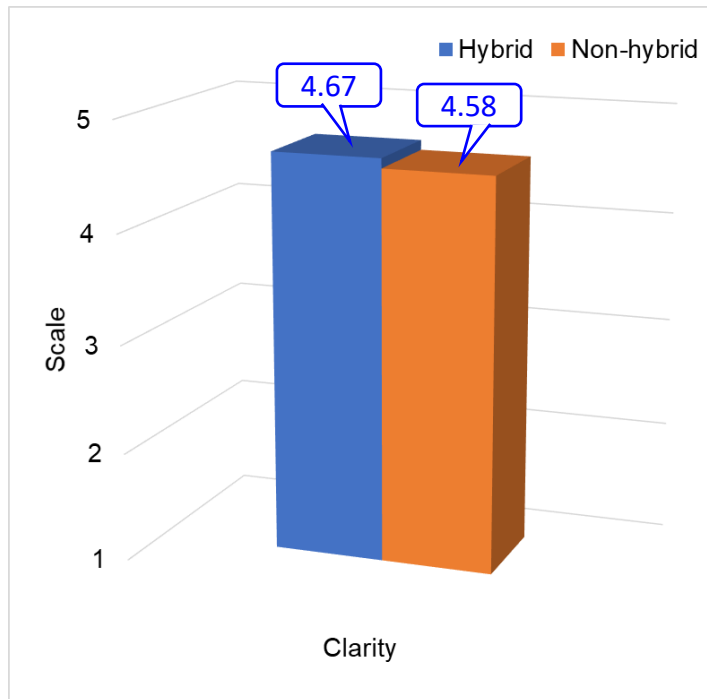
- Students attitudes (based on the course evaluation survey)

*Weekday KOR 101 courses only

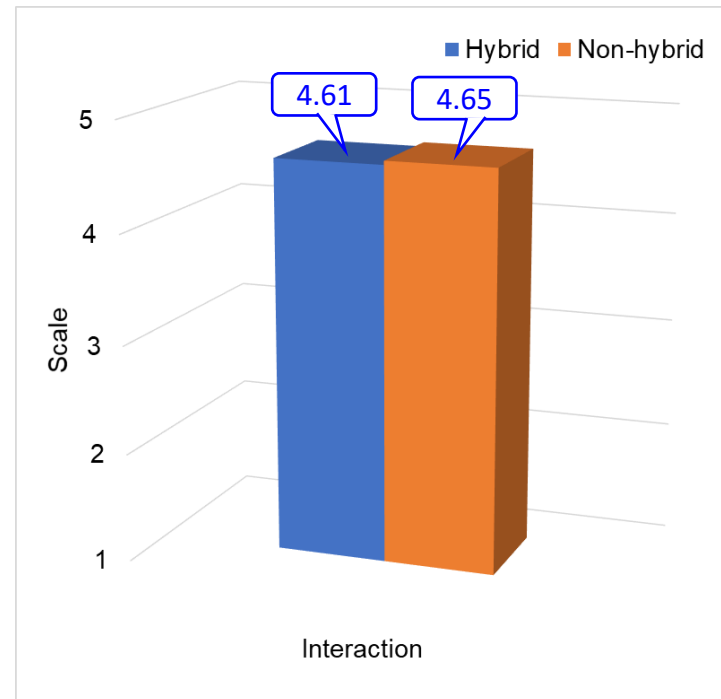
**Hybrid (1): F2017 (# responded: 43 in total)

**Non-hybrid (10): F2011, F2012, F2013, F2014, SP2015, F2015, SP2016, F2016, SP2017, F2017 (# responded: 231 in total)

Q1. The instructor presents the course material in a clear and lucid manner.
(1=strongly disagree, 5=strongly agree)



Q2. The instructor interacts well with students.
(1=strongly disagree, 5=strongly agree)

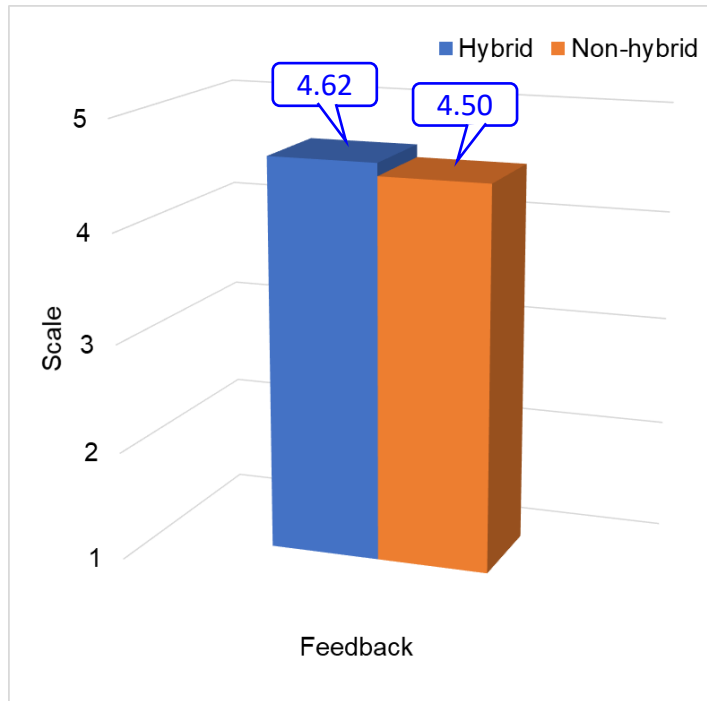


[Data source: Center for Teaching & Learning (Queens College – CUNY)]

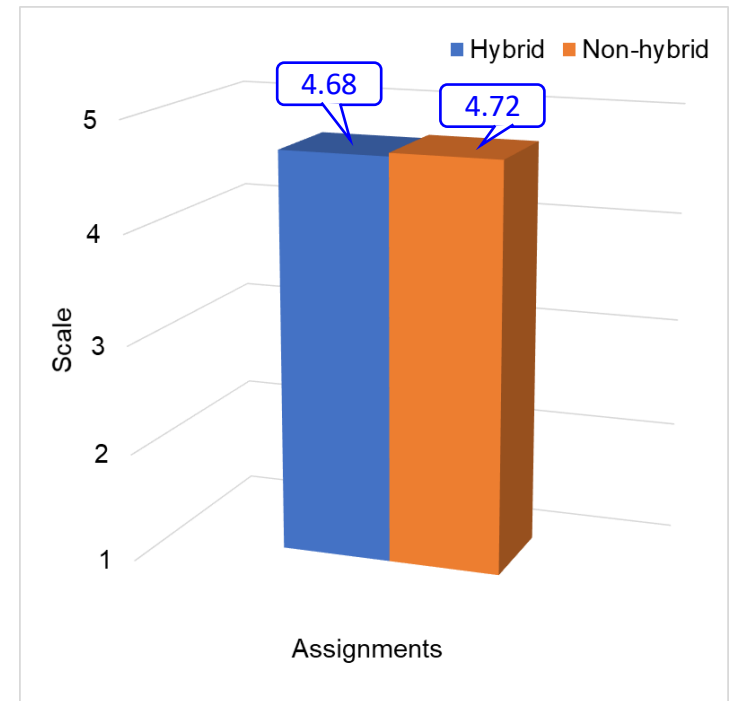
Students attitude: KOR 101

- Students attitudes (based on the course evaluation survey)

Q3. The instructor provides useful feedback
(1=strongly disagree, 5=strongly agree)



Q4. The instructor returns assignments/exams in a timely fashion.
(1=strongly disagree, 5=strongly agree)

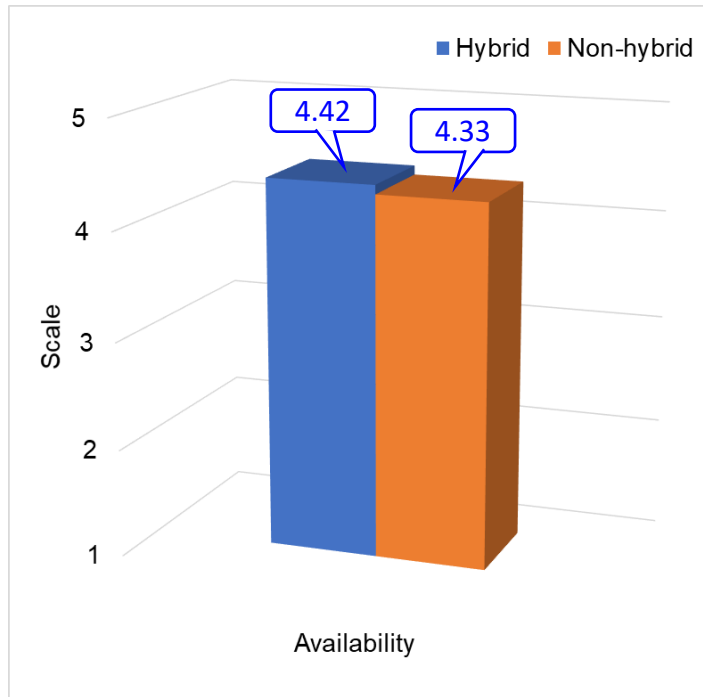


Students attitude: KOR 101

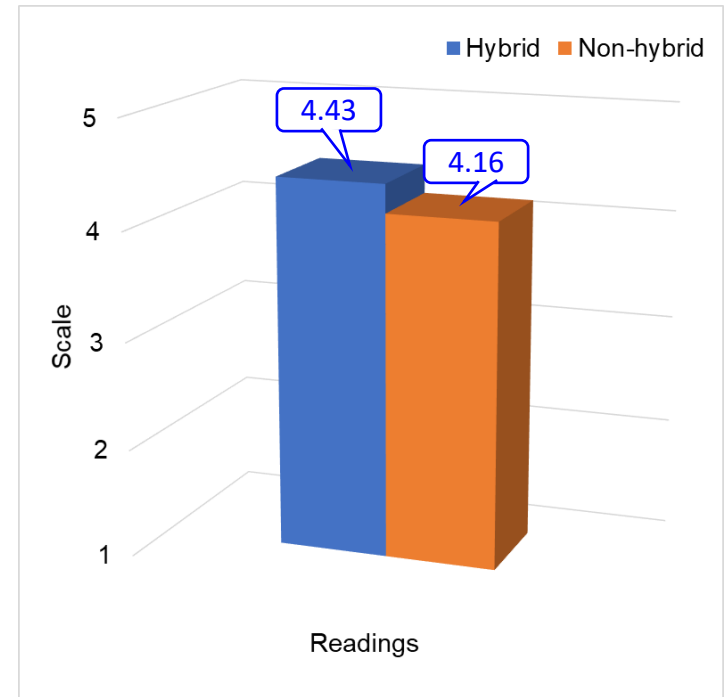
- Students attitudes (based on the course evaluation survey)

Q5. The instructor is available outside of class.

(1=strongly disagree, 5=strongly agree)



Q6. Reading assignments were valuable.
(1=strongly disagree, 5=strongly agree)

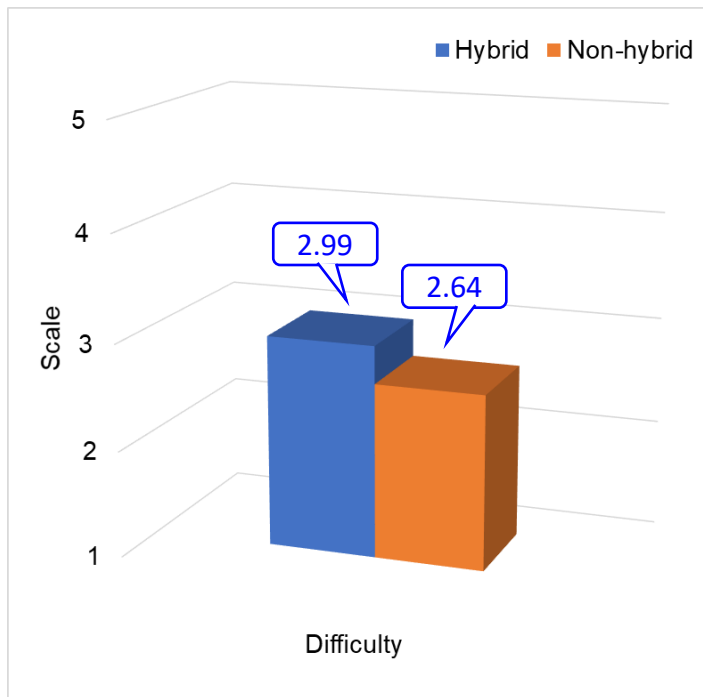


Students attitude: KOR 101

- Students attitudes (based on the course evaluation survey)

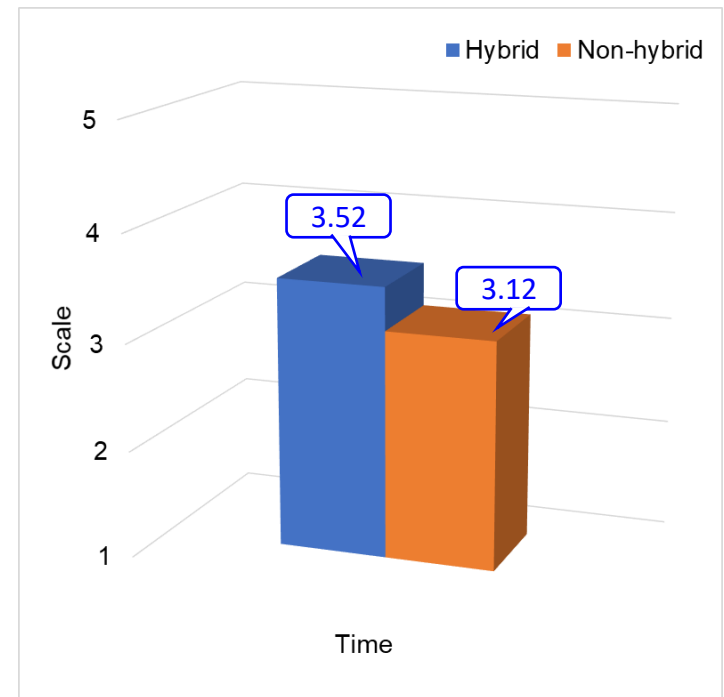
Q7. How difficult is the course?

(1=Not at all difficult, 5=Extremely difficult)



Q8. On average, how much time did you spend per week working on this class outside of the regularly scheduled class time?

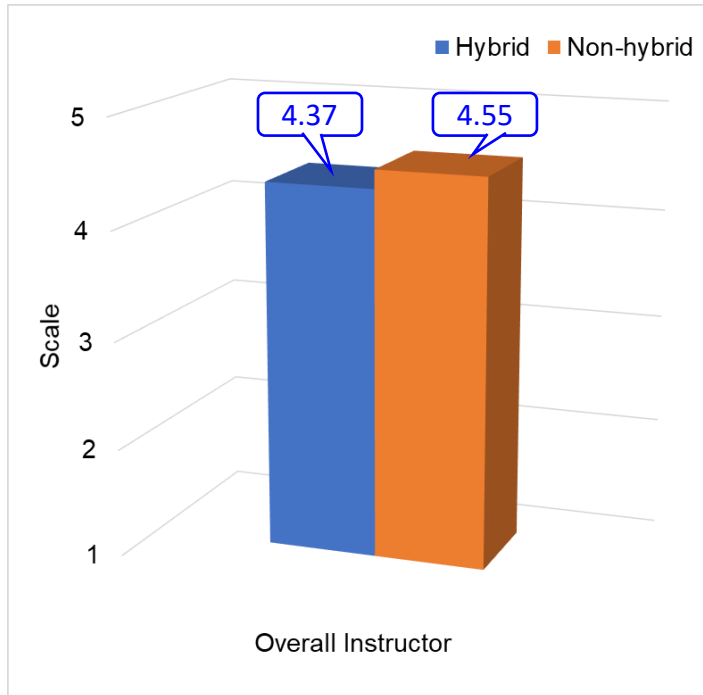
(1=None; 2=1-3 hours; 3=4-6 hours; 4=7-9 hours; 5=10 hours or more)



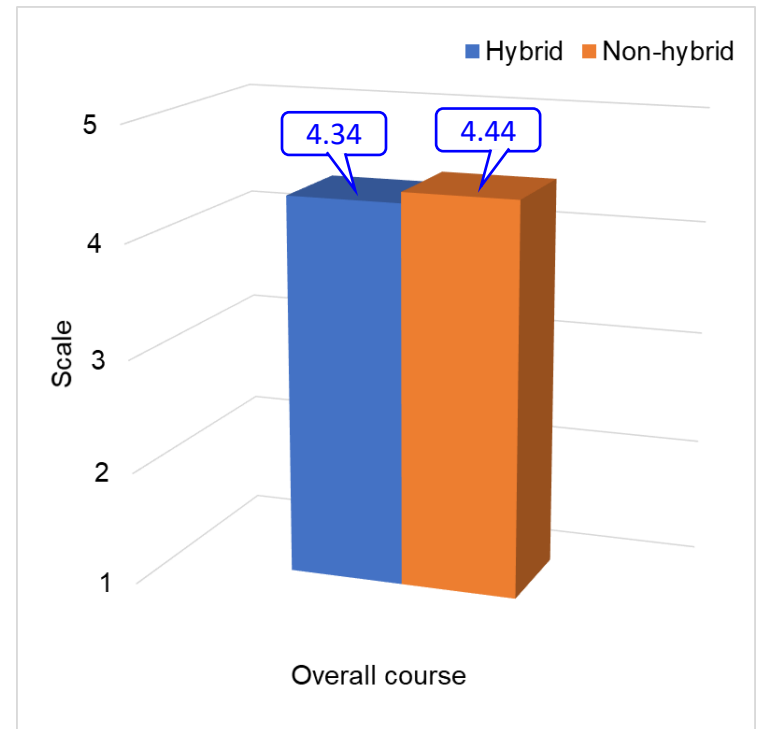
Students attitude: KOR 101

- Students attitudes (based on the course evaluation survey)

Q9. What is your overall evaluation of the instructor as distinct from the course?
(1=Poor, 5=Excellent)



Q10. What is your overall evaluation of the course as distinct from the instructor?
(1=Poor, 5=Excellent)



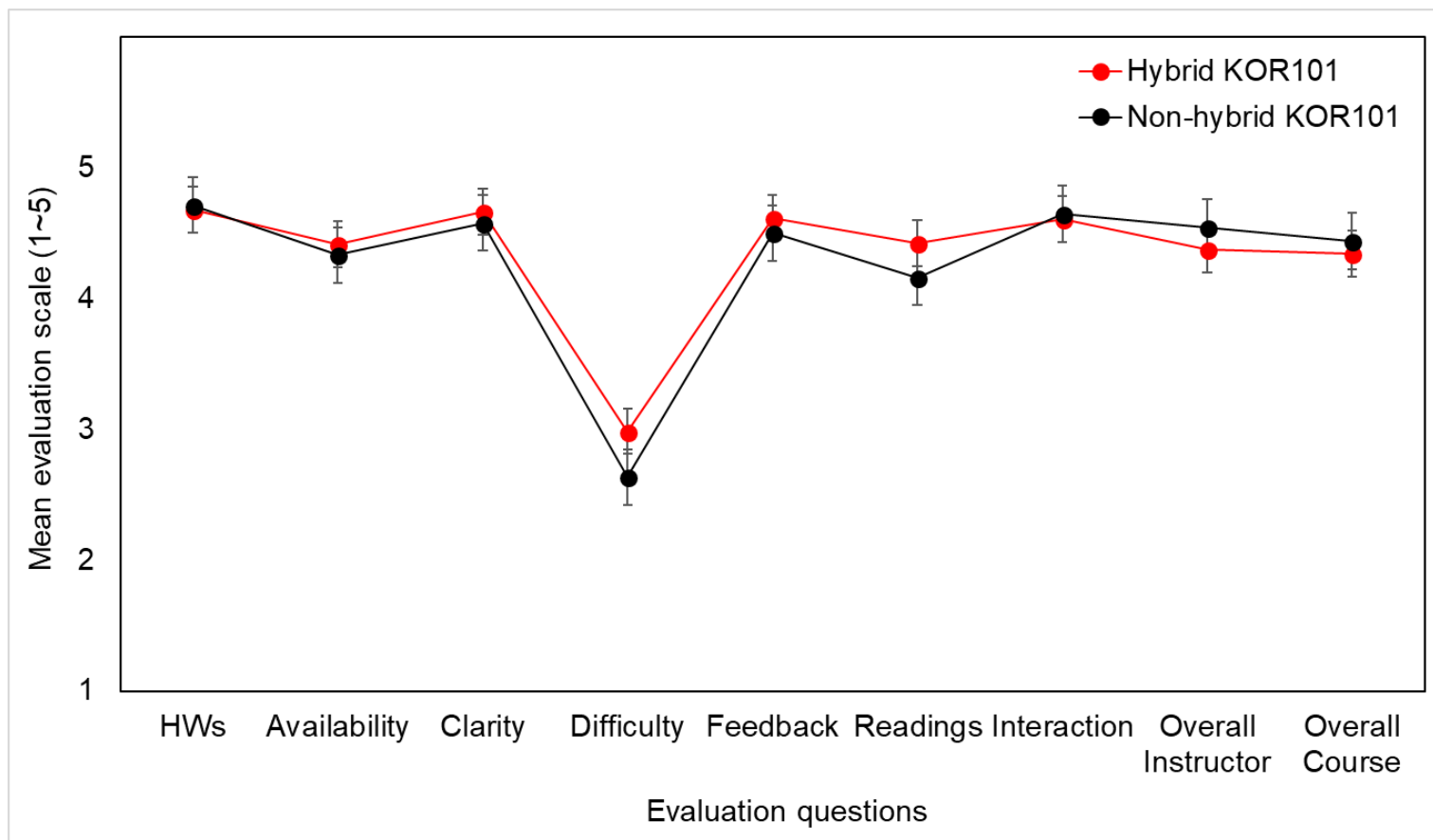
Students attitudes: Summary

- Students attitudes (based on the course evaluation survey)

*Weekday KOR 101 courses only

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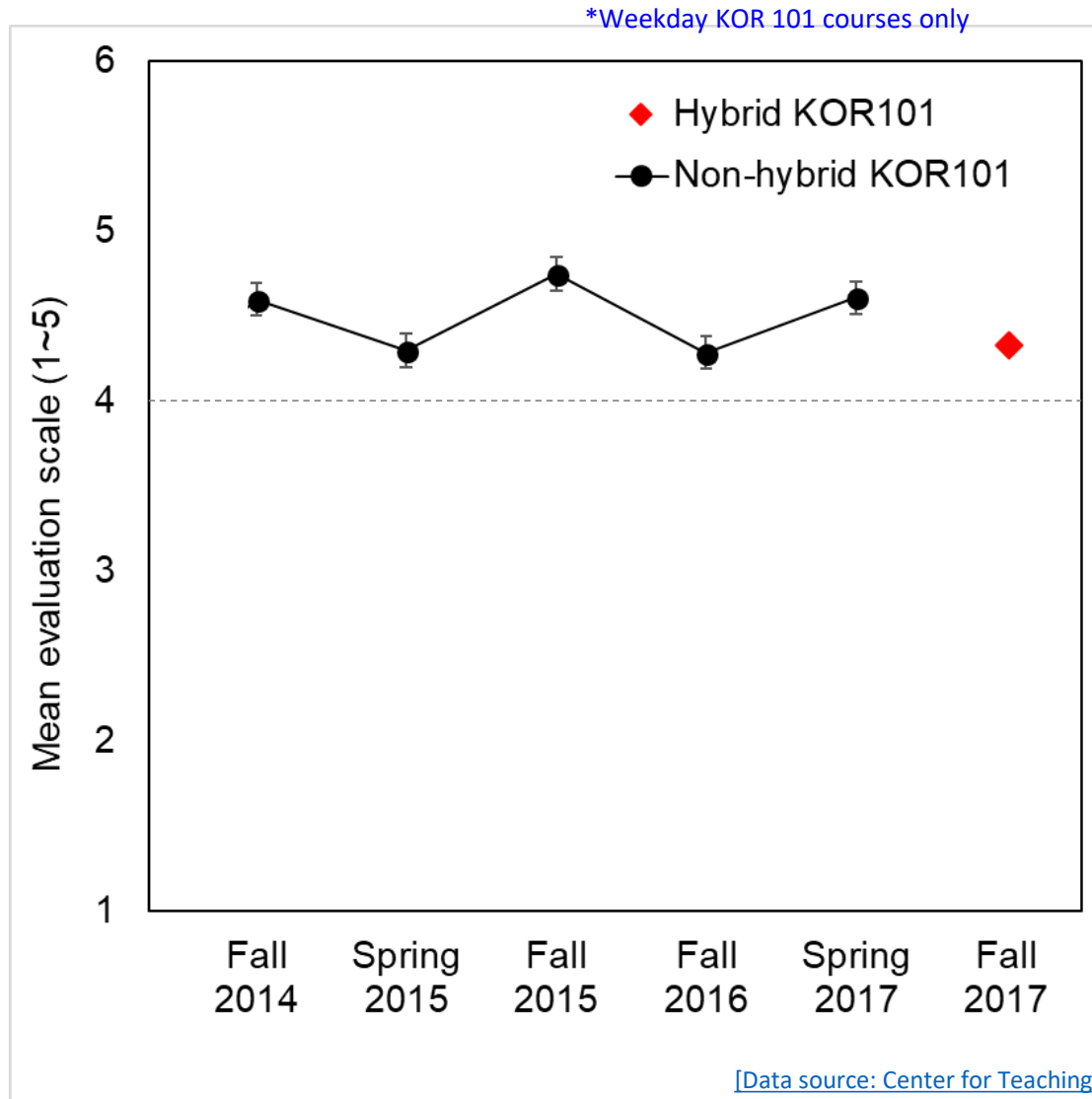
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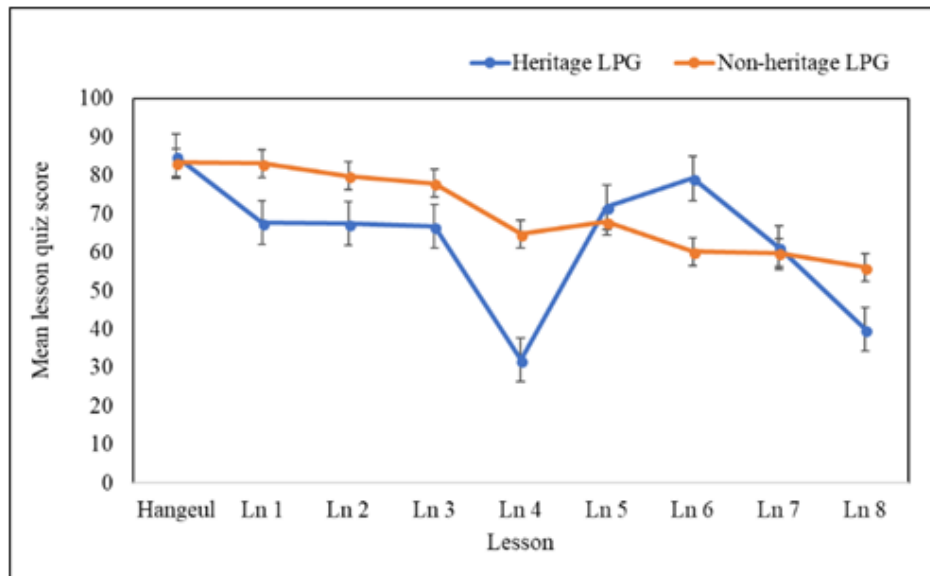
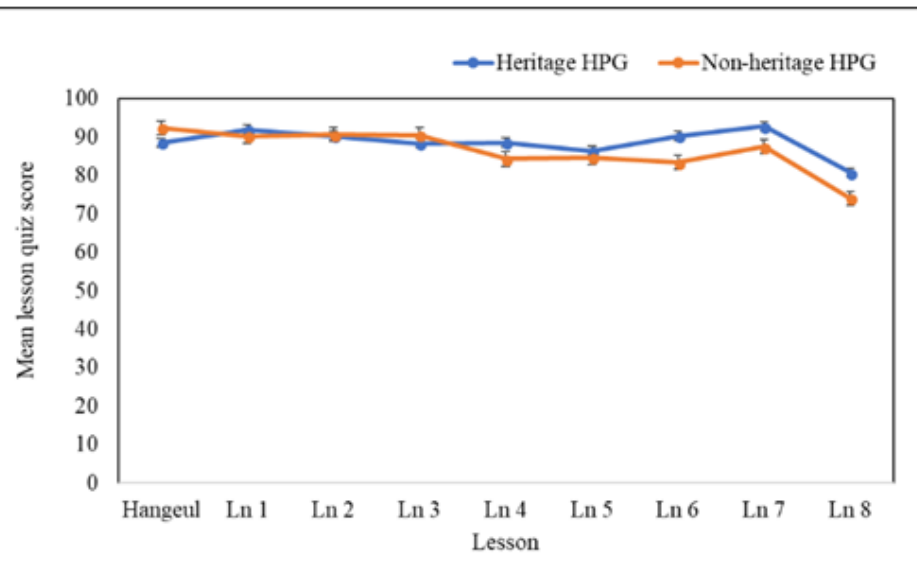
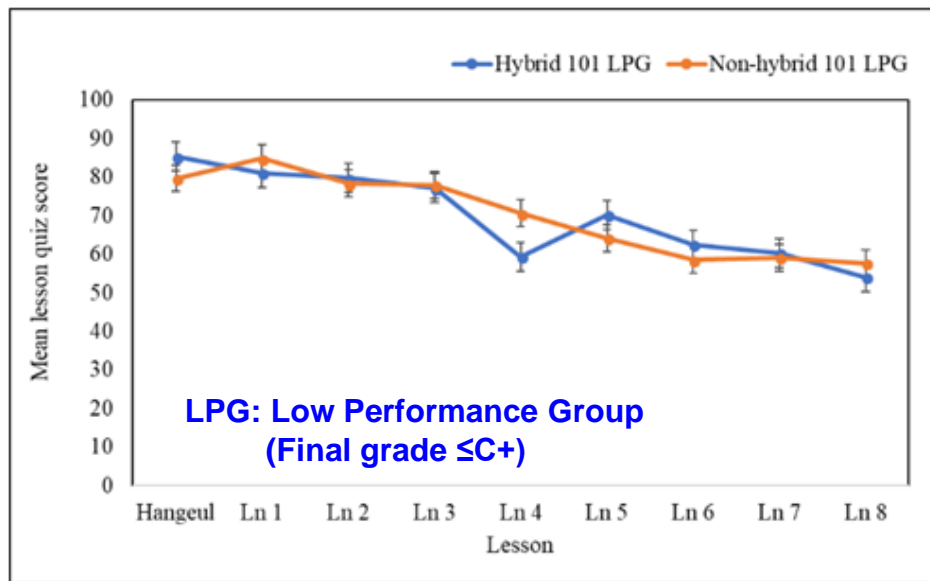
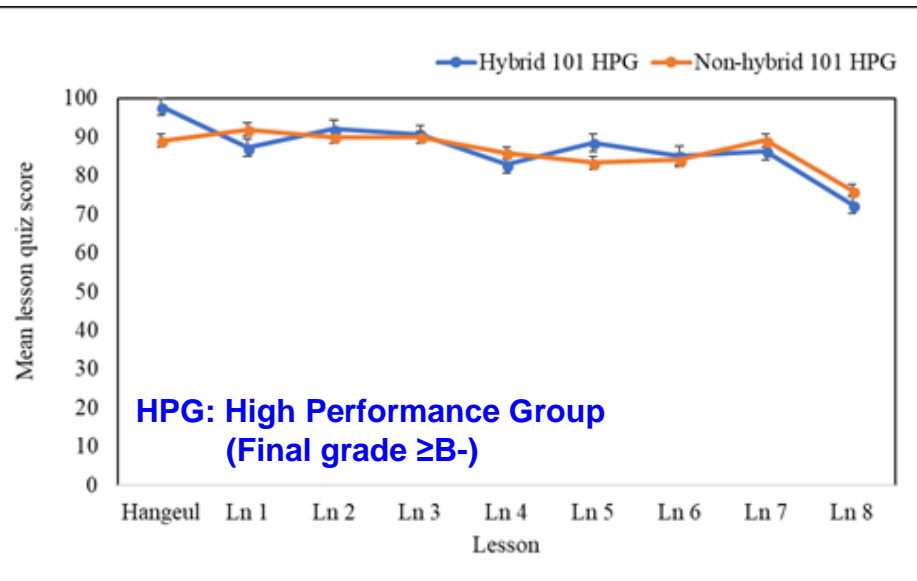
[Data source: Center for Teaching & Learning (Queens College – CUNY)]

Students attitudes

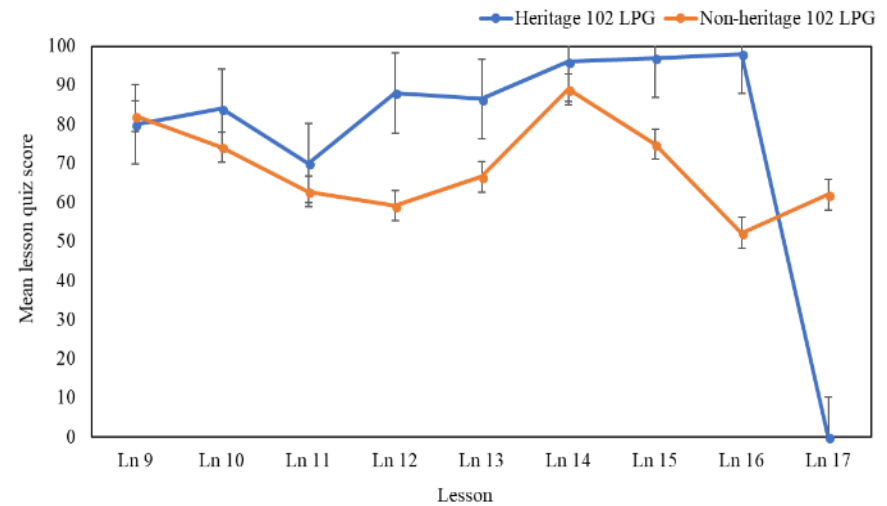
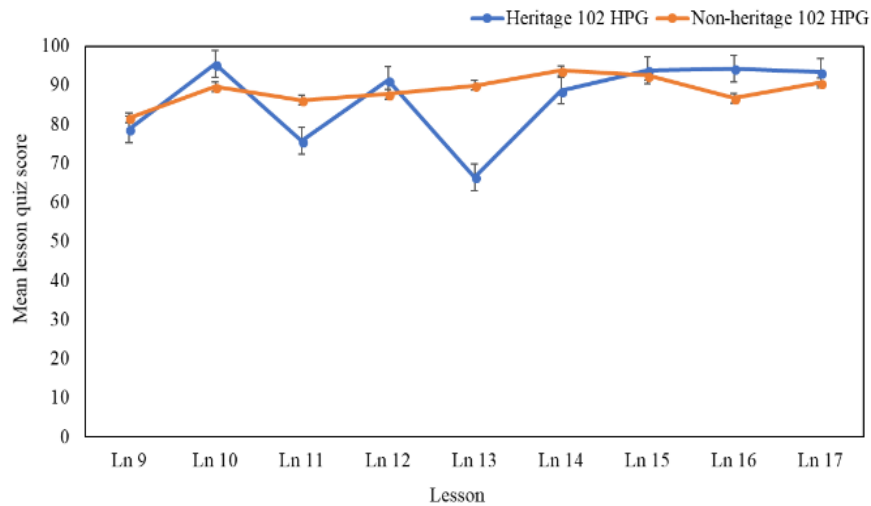
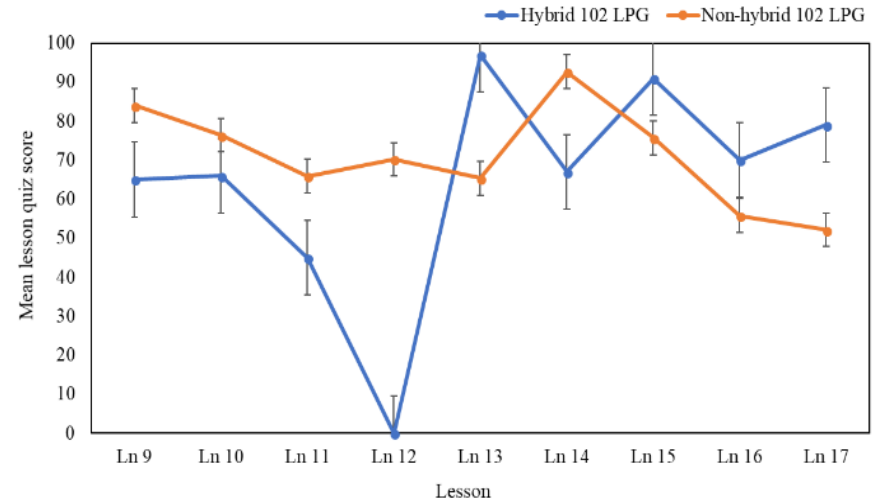
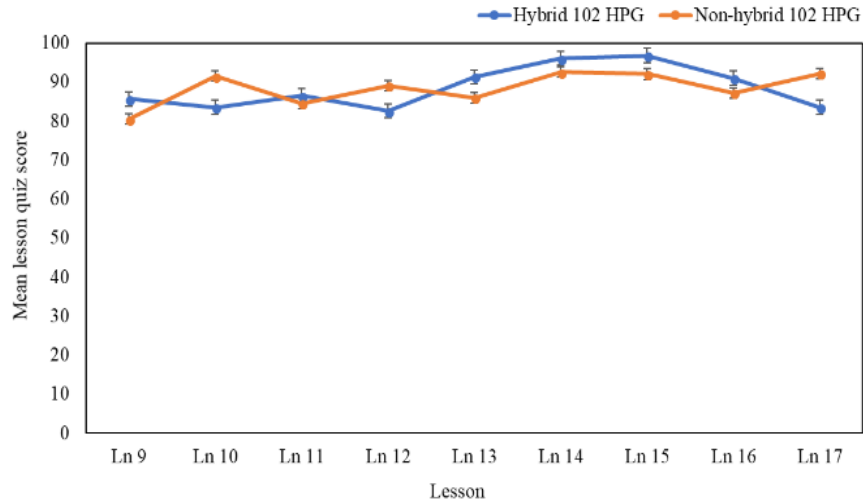
- Overall course evaluation (by semester; 1=Poor, 5=Excellent)



Students performance: KOR 101



Students performance: KOR 102



Students' feedback

Q. What did you like most about this class?

*“We had **a lot of group interactions** in class where we'd play out real life scenarios. Sometimes they were fun.” - KOR 101, Spring 2018*

*“This class is **very web oriented**, by that I mean that there are so many tools available for you to learn and improve on the material taught by the instructors. In reality as long as you pull your share and go online and take advantage of all those wonderful tools provided to you, there is no way for you to fail. On the other side if you fail to do so then you are doom to failure. I feel confident that I will be able to speak comfortably with any Korean native speaker..... **the student really needs to take advantage of all the wonderful learning tools** provided by the QC Korean Language Department to us. I feel very fortunate to be able to study here.” - KOR101, Fall 2017*

Conclusions

- More in-class activities for language learning, leading to more student participation
- The current hybrid courses are as effective and satisfying as the traditional (non-hybrid/F2F) courses.
- Effectiveness of constructing a master course
- Learners' personal and linguistic backgrounds affect their performance and achievement.
 - ▶ Need more in-depth study

Challenges

- How to use the textbook in the hybrid courses?
 - ▶ More than just reference
- Need to find a way to integrate online tools such as Quizlet with the current LMS
 - ▶ Do all activities in one place
- Find effective ways to motivate and help students showing low performance in the hybrid format
- Skilled instructor



Thank you!