Chapter VIII
Using Blended Learning to Teach Foreign Brides Chinese

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ABSTRACT

This project aimed to construct a Blended Learning model with a lecture-review Web site, which would support students' self-learning at home or in the community center of An-Chow village (Taiwan). The model would assist the participants (foreign brides from South-East Asia) not only in learning the Chinese culture but also in improving their relationships with the family members.

BACKGROUND

Currently, there are more than 240,000 foreign brides in Taiwan. It is estimated by the Ministry of Education that in the year 2010, approximately 30% of the first grade elementary school students would come from families in which either one of the parent is of foreign origin. Most of these immigrants would come from South-East Asian countries such as Vietnam, Indonesia, Thailand, and the Philippines. Accompanying immigration is an alteration of our society, which is anticipated to become more diverse and multi-cultural. Just like how most people feel when living or working in a completely unfamiliar environment, foreign brides often experience cultural shock and face with adaptation problems after immigrating to another county. This could present a challenge to both the residents and immigrants, especially for the people living in rural areas. Since most of the people who marry foreign brides have lower socio-economic status, the aids from the Government or Foundations become pivotal to improve the current situations of such families.

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With the use Blended-Learning model, the immigrants would be able to understand and appreciate the Chinese culture and this would in turn help minimize the problems of cultural conflicts or misunderstandings. The Blended-Learning model of Cooperative and Situated Learning allowed the participants to learn the Chinese language and culture more effectively, and has shown to be helpful in providing a great liaison between foreign brides and local Taiwanese people.

Traditional Learning presents knowledge in an abstract form. In contrast, Situated Learning requires students to be involved in an environment in which the knowledge, context and culture that the instructor intends to teach is well integrated in a pre-designed situation (Lave, 1990) where social interaction is also key to the learning. In addition to Situated Learning, Brown et al. proposed the idea of Cognitive Apprenticeship, which is also an integral concept of our curriculum. Cognitive Apprenticeship enables students to acquire, develop and use cognitive tools in authentic domain activity (Brown et al., 1990). These various aspects of innovative learning strategies have been reviewed and discussed by McLellan (McLellan, 1995). For Situated Learning, knowledge is presented in an appropriate context for students to absorb through social interactions and collaborations. The key components of Situated Cognition proposed by McLellan includes apprenticeship, collaboration, reflection, coaching, multiple practices, articulation of learning skills, realistic representations and technology (McLellan, 1995).

Recently, many researchers have been trying to apply Information Communication Technologies (ICT) to traditional education. Most researchers have agreed that Blended Learning is either equally or more effective and efficient than complete e-learning or complete traditional learning (Garrison and Kanuka, 2004; Hamburg, Cernian & Thij, 2003). Since this curriculum was designed based on the idea of Blended Learning, it is crucial that we understand which type of Blended Learning is appropriate within this context.

There two types of Blended Learning- blended courses and blended lectures (Bielawski and Metcalf, 2003). Because the aim of this study was to teach characters and culture using Situated Learning and arts activities, we decided to apply blended lecture which was more suitable for our teaching purposes. Blended lectures are essentially a series of carefully prepared lectures with close connections and relations.

During the course of Blended Learning, e-leaning will be used as a support system to allow students to access lecture notes or to take quizzes on-line (Rossett et al., 2003). In addition, we will adopt asynchronous learning methodology such as putting up discussion boards, to let learners experience both self and cooperative learning simultaneously (Garrison & Cleveland-Innes, 2003; Swan, 2001).

To achieve the research aim, we developed a lecture-review website ('Blended Learning Web Development' subsection) to support students' self-learning at home or in the community center. This chapter will discuss about how this project integrated situated arts activities and lecture-review website in Blended Learning ('Instruction Plan and Course Design' subsection).

After the curriculum ended, the research staffs sent questionnaires to students to evaluate the learning effects of Blended Learning activities. The self-developed questionnaire and the feedback from participants are described and collected in the 'Experiment and Questionnaire' subsection. The evaluation includes both quantitative and qualitative results ('Discussion' subsection).

MAIN FOCUS OF THE CHAPTER

Instruction Plan and Course Design

The learning is accomplished with due regard for reasonable expenditures of money and time (Jerrold, 1985). This is true to any family with foreign brides. Blended Learning is believed to provide

interesting and meaningful learning experiences to these participants and to encourage them to continue their learning during leisure time.

This research attempted to apply Blended Learning activities to teach foreign brides the Chinese traditions, customs, language, and culture through festival storytelling, holiday card-making and printmaking. After class, students could access the lecture-review website and review the course material including the lecture notes and streaming video, via networked computers at home or in the community centers.

An important aspect of this teaching plan and course design was to engage the family members of the participants in the learning program so that a strong support network could be built. Husbands and children of the participants were involved by actively participating in card making and printmaking. The festival story time also helped bring the family together, fortify the family bond and allowed everyone to gain a deeper understanding and greater appreciation of our traditions and culture. Furthermore, the designed website provided the participants an opportunity to review the courses and share their learning experiences with the families. In this way, the students would gain more confidence and be able to network with other students and web-users. Interaction as such is beneficial in that it provides a mean by which participants and non-participants communicate and exchange ideas.

Ever since John Dewey (1896) introduced the concept of "learning by doing", this idea has been a core principle of delivering effective training (Toth, 2003). This curriculum presented the course content with the use of simple material or tools such as paper, color pencils, watercolor paints, painting brushes, glues, cutters and scissors to create artwork and convey emotions. All the things we taught the students were practical to everyday life. We wished to help the students get along with their families and make friends with others in this new environment. After each session, we would post their work on the website to incite the interests of these learners about the activities that they had been involved in. Students were also encouraged to share their feedback with other fellow students (As shown in Figure 1).

The twelve-week curriculum was divided into three phases. Each class was 1.5 hours on Mondays from 7:30-9:00 P.M. During each lesson, the participants would not only learn the Chinese characters, but would also produce an artwork with the newly learned art skills that they had acquired in class. The teaching set for each phase varied and depended on factors such as seasonal holidays or the level of complexities of the techniques taught. After taking these factors into consideration, we designed our curriculum schedule as follow.

1. Unit One
    i. Time: Three times
    ii. Festival: Moon Festival and Confucius Day
    iii. Objective: Teaching Chinese culture, history, and card production.

The learners will make their own bookmarks of Moon Festival and make the Confucius Day cards with their children.

2. Unit Two
    i. Time: Three times
    ii. Festival: Taiwan National Day and All Saints' Day (western holiday)
    iii. Objective: Techniques of print making; Chinese culture and history teaching.

The learners will be familiarized with printmaking tools and techniques. Moreover, we will teach the students festive greeting/blessing words in Chinese/English, and encourage them to do another printmaking at home using the information on the website.

Figure 1. Instructing the website function and usage



3. Unit Three
   i. Time: Six times
   ii. Festival: Christmas (western holiday) and Chinese New Year
   iii. Objective: The traditional customs and the legend of the Chinese Lunar New Year and Christmas will be discussed. We will also help the foreign brides learn more about their local communities. We will help the stu dents do their printmaking and ask them to share their personal experiences with these holidays. Students will be encour aged to keep in touch after the program ends. We anticipate that this Blended Learning model will bring positive changes to the partici pants.

We have designed our Situated Learning program according to the key components of Situated Cognition described by McLellan (1995).

- **Realistic learning environment:** The classroom is located in the An-Chow community center (Yan-Chao Village, Kaohsiung County). There are several tables, some chairs and one whiteboard in the classroom, as shown in Figure 1 and Figure 2. The 90-minute class is divided into four parts- 10, 30, 35, and 15 minutes. The first part is a 10-minute session for experience sharing and speaking practice. The second part is 30 minutes and involves writing and techniques practice. The third part is a 35-minute artwork time. The course will end with 15 minutes of presentation and creative idea sharing.

- **Part one:** Ask students to talk about their week- what they have done and how they interact with family. Ask students to review their textbook and appreciate their practice at home (Reflection).
- **Part two:** Do Storytelling and question students about what has happened in the story told. Teach Chinese characters with phonic symbols and practice keywords of festival stories and arts activity tools.

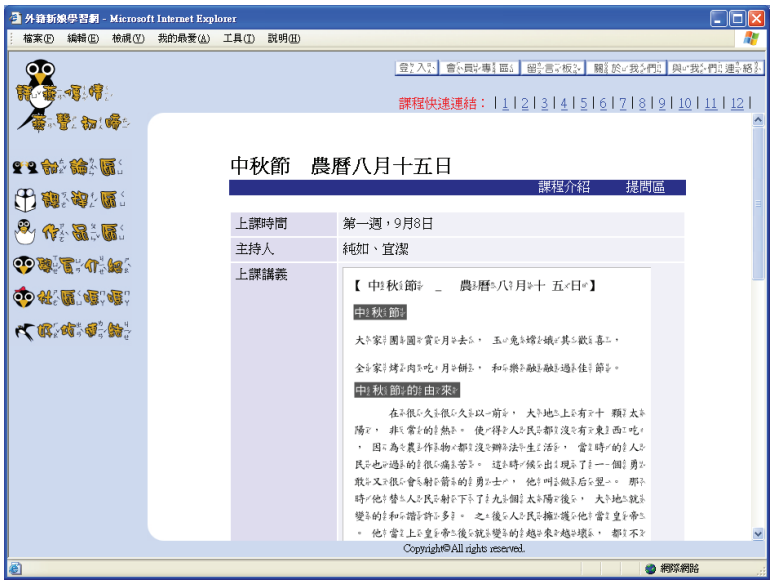
Figure 2. Collaboration of mom and kid



Discuss about what we do today for the festival. Give examples of the usage of the words/phrases taught in class (ie. how we use them in everyday life and how we use them in today's activities).

- **Part three:** Distribute the tools and materials we need for art activities. Explain to students the functions of the tools/material and how to produce artwork with the use of the tools/material that they are given. Perform a step-by-step demonstration of how to produce the artwork. Provide help to students when necessary and encourage them to work collaboratively.
- **Part four:** Display students' work. Students will be asked to discuss about their ideas of design and their process of making their artwork. The participants will bring their artwork home to share with the family after class (Peripheral participation). At the end of the class, we will remind them to look at their artwork from the website and share that with their friends and family. We will also encourage them to do the art again at home with their children.
- **Peripheral participation:** All the foreign brides are from the Yan-Chao village. We will hold an exhibition to present their artworks in the community center at the end of the curriculum. This would help bring the local residents and the foreign brides together.
- **Technology:** In this project, we also develop a lecture review website in which there are discussion boards, teaching material, streaming video of class, work of learners, and biographies of foreign brides. Because the students are still in the process of learning the Chinese language, we add the Chinese alphabets on the side of each Chinese character, as shown in Figure 3 (the URL of the lecture-review website is http://www.lecture-review.dyndns.org). Figure 3 is the lecture material on the Moon Festival.
- **Exhibition:** There are two exhibitions to display students' efforts. One is in the community center of Yan-Chao Village in Kaohsiung County while another is at the National Taiwan Science Education Center in Taipei. We intend to present their artwork

Figure 3. The instruction materials



to the public by the use of multimedia. The exhibition not only allows people to view their artwork, but also provides an opportunity to bridge the gap between local Taiwanese people and these new immigrants.

Blended Learning Web Development

To encourage the students to spend more time reviewing lessons and communicating with others, we constructed a Blended Learning web environment. This web environment provided relevant course material and a milieu for learners to exchange their comments and learning experiences.

Figure 4 is a flow chart of the Blended Learning process designed by this research. The first three steps show students' learning activities in class. After class, students could do self-learning (step 4 and 5), further discussions and sharing (step 6) on the web.

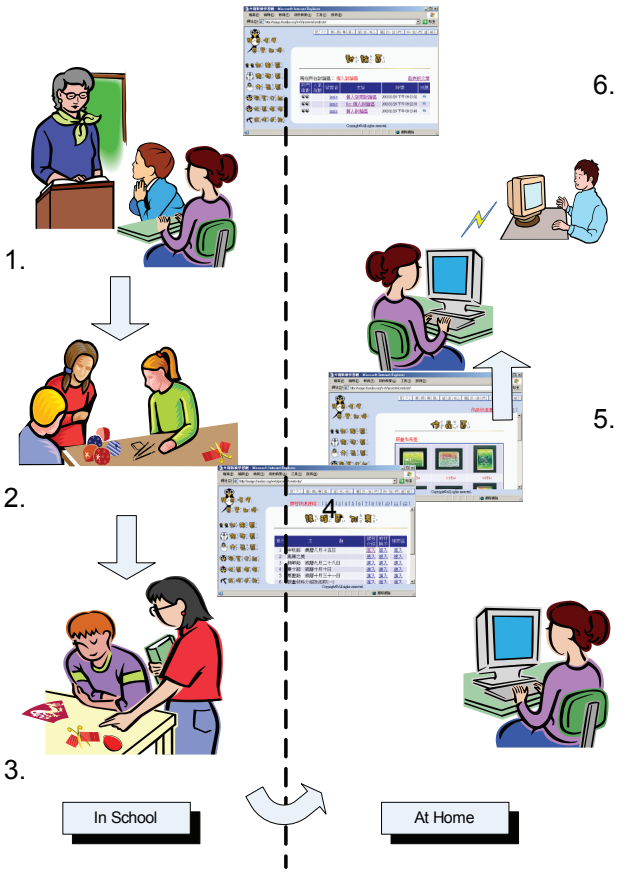
The first step was teaching. A teacher would give lessons to students by using traditional teaching aids such as a blackboard and word cards. Students were asked to practice after each lecture is finished. (step 2). In this study, practices were achieved by card making or printmaking. If learners had any question during practice, they could ask for help. Teaching assistants would help students solve the problems that they encounter (step 3).

If the students wanted to review the lessons after class, they could go to the Lecture-Review website to read the electronic-version of the course material or watch the demonstration video on-line (step 4). The website also offered a showroom where students posted their artwork. Therefore learners were able to view other classmates' work (step 5). The website also provided students opportunities to exchange their thoughts and learning experience through interactive discussions with others. Furthermore, the discussion board enabled students to re-connect with their friends in the home countries (step 6).

Learning Web Architecture

Based on the aforementioned learning process, we constructed a Blended Learning website to achieve the goal shown in stage 4 to stage 6 of Figure 4.

Figure 4. Blended learning process for foreign brides



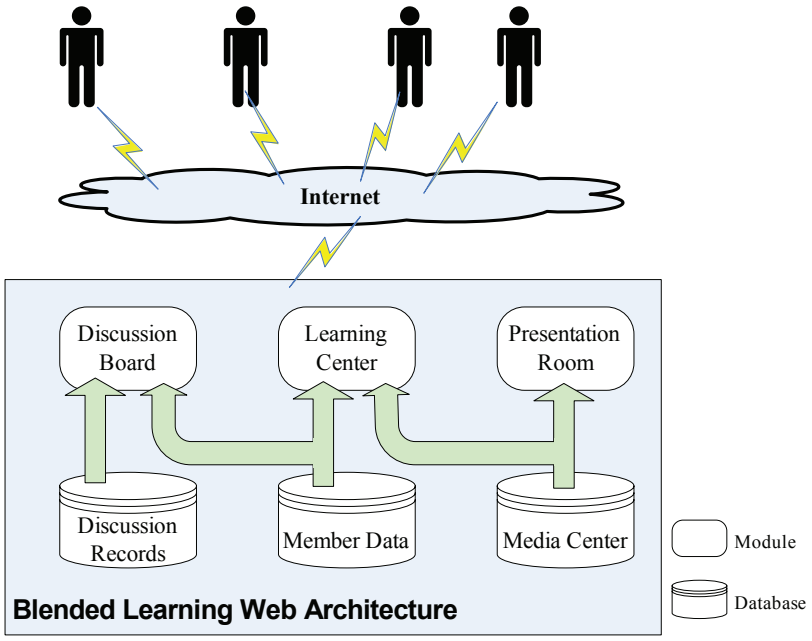
The architecture of this Blended Learning web environment is illustrated in Figure 5. It contains three major modules including the Learning Center, Presentation Room, and the Discussion Board. Three types of databases are required in this web architecture- they are the Discussion Records, Member Data, and the Media Center.

The first module we introduced was the Learning Center module, which provided the students an opportunity to review their lessons after school. Teachers posted their teaching material in this module. The course material was available in the Media Center, which also served to store other resources such as textbooks, pictures, video tapes etc. Through the Learning Center module, students were able to ask the instructor questions in the "FAQ area". If the learners had their own ID in the Member Data database, they could post their questions in the FAQ area and wait for the reply from the instructors.

Another important module was the Presentation Room module. The Presentation Room module allowed students to present their work to others while being able to view others students' creations. After each class, instructors would post pictures of students' artwork in the Media Center database. Students' work could be retrieved from the database of the Media Center and was shown collectively in the Presentation Room module.

The last module discussed is the Discussion Board module, which is an asynchronous communication tool which allowed participants to network through the web. Learners could use this module to discuss with their classmates about their

Figure 5. Blended learning web architecture



lessons. Alternatively, students could re-connect with their friends and families through utilization of this module.

Web Design Features

Figure 6 is a snapshot of the website "Swallows with Messages" based on the aforementioned architecture designed. In addition to supporting the modules in Figure 5, this website included more designed features in its content.

The first priority of the designed feature took into consideration of how to facilitate users identify this website. As indicated by its name, "Swallows with Messages" is a website specially created for these students residing in Yan-chao, which means "swallow nest" in Chinese. Swallows are migrators that travel long distances to settle in new places. This is representative of the life of these foreign bride students. We hope that Yan-chao would be these new-comers' everlasting home and that this website would be of use for them to send messages home.

Another feature of this website is to provide user-friendly functions that enable students to understand and learn the language easily when they browse the website. To achieve this, we took into account of the difference between Chinese and Romanic languages in both the text and the phonetic transcription. Chinese language is much more difficult to learn due to the distinct strokes/shape of the numerous Chinese characters.

The challenge of learning Chinese not only lies in the complexities of writing the characters, but also the pronunciation of words. The phonetic symbol used in Taiwan is Mandarin Phonetic symbols, which is known as Zhuyin Fuhao or Bopo Mofo. This phonetic symbol could not be easily presented by standard HTML. Because of these two aforementioned reasons, the majority of words and items on this website should be constructed by graphics with related Mandarin Phonetic symbols.

The last feature of this website is to provide an easy access of course material to learners outside of class. Video is useful for students to

Figure 6. Snapshot of the Website "Swallows with Messages"

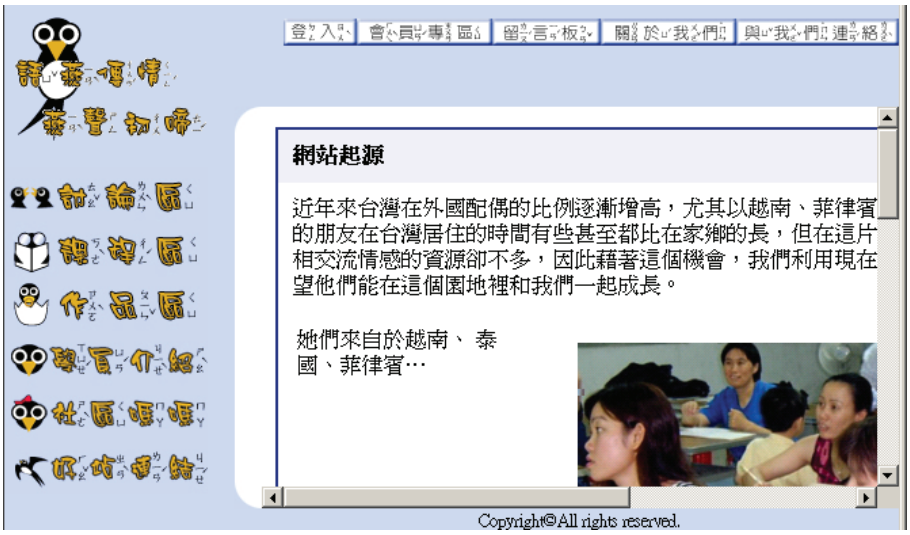
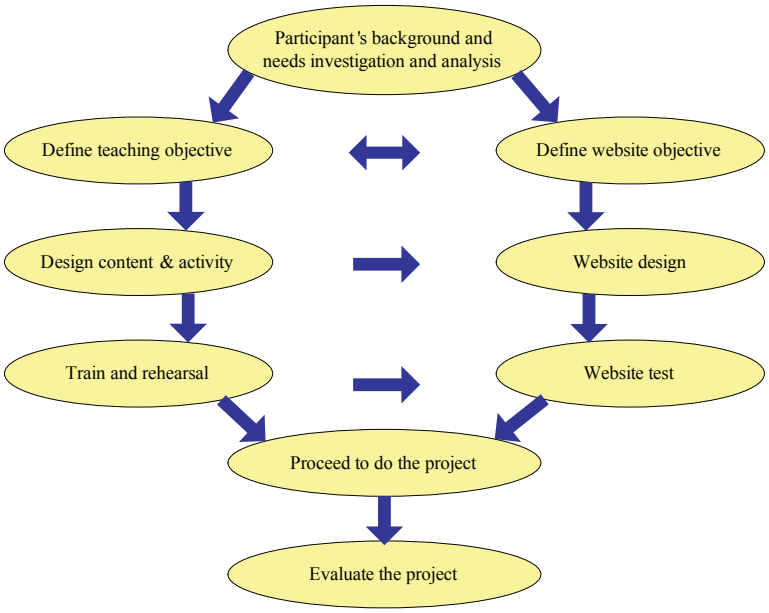


Figure 7. Design of curriculum and Website



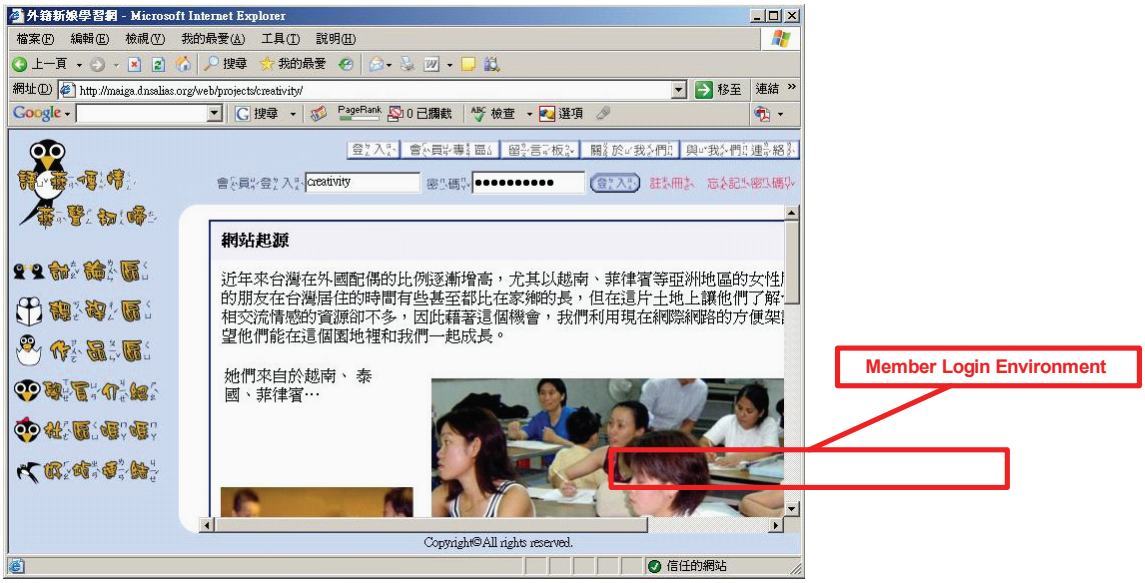
review lessons in foreign language since video could be re-played conveniently to help reinforce memory. This would allow students to practice the language with ease. In addition, students could always catch up class if they are absent or refresh their memory about what they have learned by watching these video clips.

Streaming videos was chosen to be the video format on this website. Most of the teaching videos take up much space in the hard-drive; therefore users would need to spend much time downloading them from the server. Streaming video was of great interest to us since it allows users to watch

Figure 8. Learner presents their design idea



Figure 9. Snapshot of member login

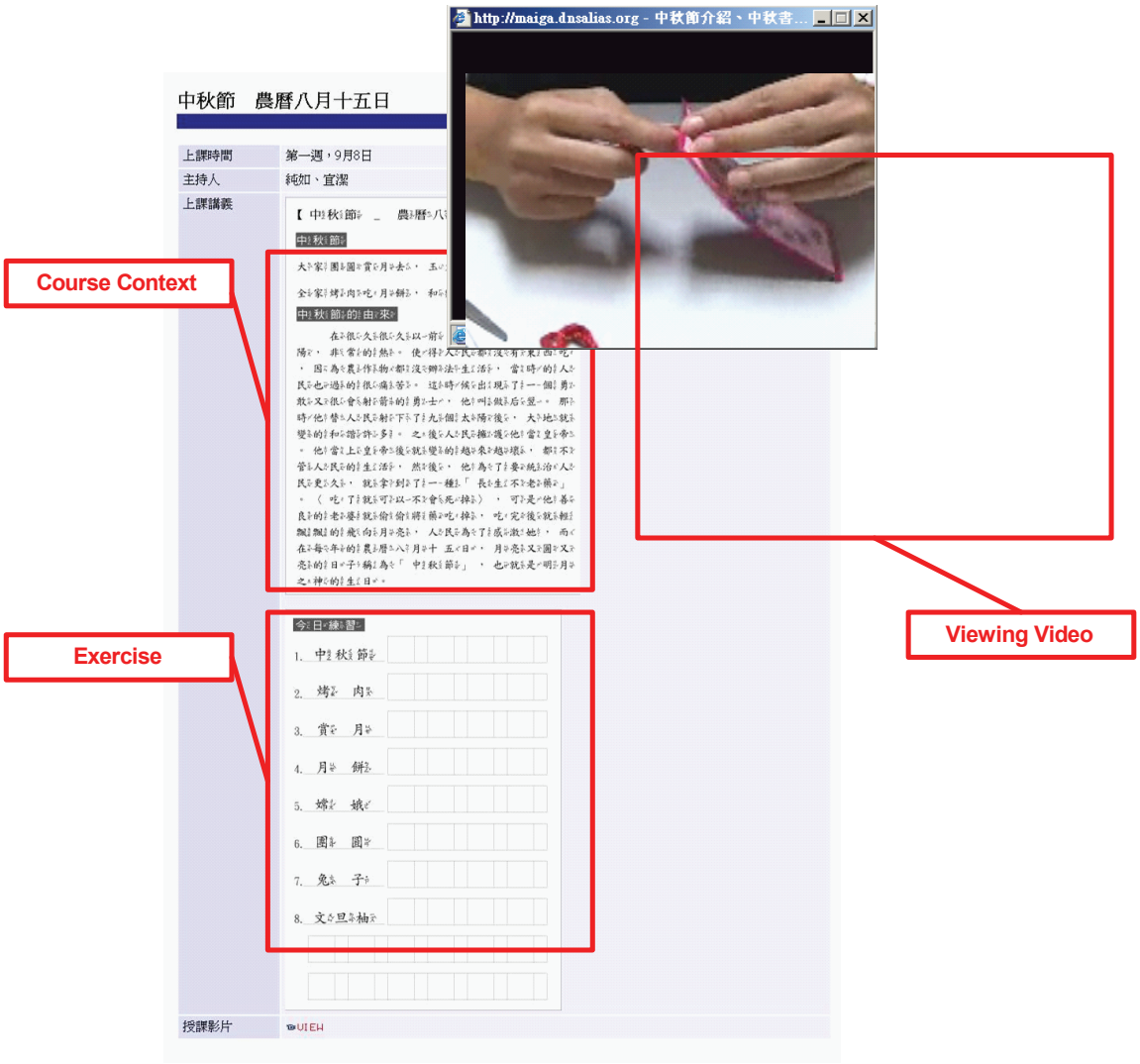


videos during the process of downloading. Thus, users will not encounter the inconveniences that they would face when downloading traditional teaching videos. In other words, much time would be saved. Also, the downloaded streaming videos will not occupy space in the hard-drive when they are no longer in need.

EXPERIMENT AND QUESTIONNAIRE

The experiment was designed to teach a small group of 13 students Chinese traditions, customs, characters, and culture via festival/holiday

Figure 10. Snapshot of course area

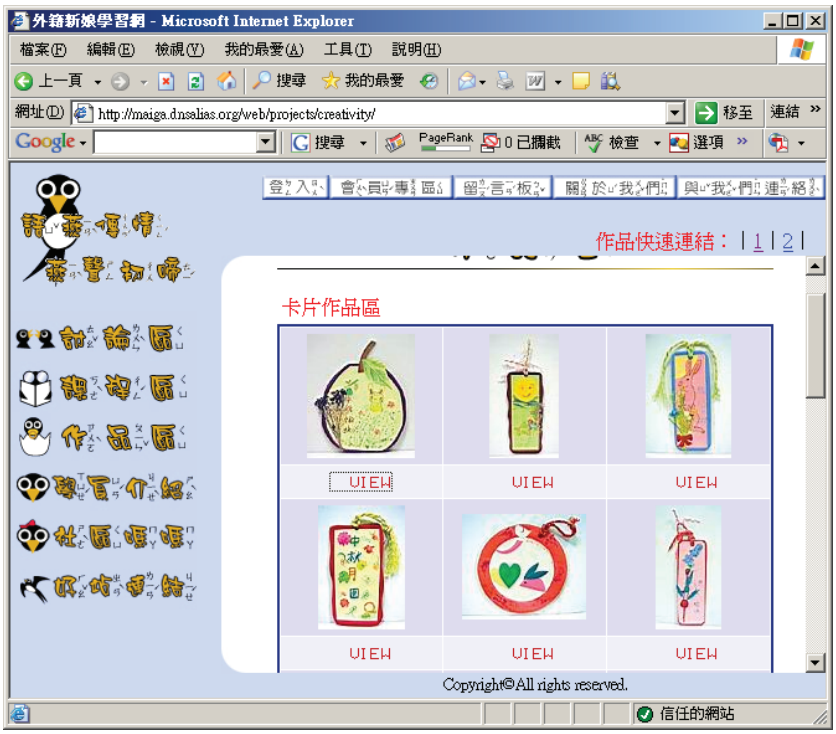


storytelling and card making and printmaking. Importantly, students would be able to review course material (lecture notes and streaming videos) at home or in the Yan-Chao community center after class.

There were in total 13 foreign brides- 1 from Philippine, 2 from Thailand, 1 from Indonesia, 8 from Vietnam and 1 from Mainland China. Fifteen children of these women also participated. Six of the women were housekeepers while the others were day-time employees. Occasionally the husbands of three participants would attend classes to help their wives do text practice and artwork.

It had taken 3 months to prepare and design the course before the project commenced. (As shown in Figure 7) In the first month of preparation, we made an investigation in an effort to gain a deeper understanding of the background of these students. For example, we wanted to find out what they have learned before this curriculum and how long they have been in Taiwan. We also tried to understand their financial situation and relationship with family. In addition, we spoke to

Figure 11. Snapshot of presentation room



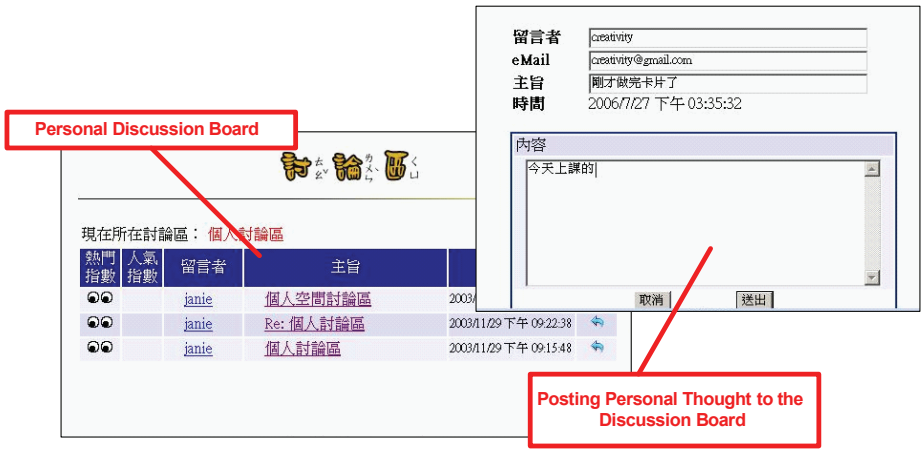
the volunteers who have previously worked with these students in hope of leaning more about these new immigrants' background.

We spent two months designing the course curriculum. A training course was also given to a team of 12 student-teachers. All the student-teachers were from the Department of Visual Communication Design in Shu-Te University. During these two months, we gathered festival stories and activities that were suitable for the curriculum and began to design the course content. Subsequently, we held a teaching training and rehearsal to ensure that the designed course content would be well delivered and integrated in the teaching. The student-teachers participated in all the activities of card making and printmaking during the training, which was tape-recorded for discussions. This teaching rehearsal was important because it allowed us to step back as third-person to objectively review the course content. From there, we would be able to decide what teaching methods and which activities were in fact suitable for participants.

The following paragraph describes Unit One of a three-week course. It serves as an example to explain the concept we have proposed.

- **Teaching date:** Three weeks in September. Two weeks for the Moon Festival since the festival is on the 15th of the 8th lunar month, which is in mid-September. One week for the Teacher's Day which is on September 28th.
- **Cognition:** Moon Festival, also known as Mid-Autumn Festival, is one of the three most important Chinese Lunar Festivals in Taiwan. There are many interesting legendary stories associated with this festival. It was believed that Chang Er flew to the moon, where she has lived ever since. Therefore,

Figure 12. Snapshot of personal discussion board



you might see her dancing on the moon on the Moon Festival. The Moon Festival is also an occasion for family reunions. When the full moon rises, families get together to watch the full moon, eat moon cakes and greet each other. The Teacher's Day is Confucius's birthday on September 28th. Teachers' Day was created in celebration of the birthday of Confucius, a reverend sage and teacher, who has had far-reaching influence on Chinese philosophy and culture.

- **Skill:**Card making
- **Tools:** Scissors, ruler, crayons, color pencils, pencils, silk ribbons, hole puncher, rubber bands, knife, and glue.
- **Content:**
  1. Tell the legend stories of Moon Festival and Teacher's Day.
  2. Show keywords and pattern in the handout and explain what they mean.
  3. Ask questions related to the story and practice pronouncing and writing Chinese words.
  4. Describe the activity we do for Moon Festival. Ask students to share their experiences in Taiwan and in their hometown. Give students opportunities to interact so that they understand the differences between each culture.
  5. Teach students how to make a Moon Festival Card. Show them the patterns that they could use from the textbook, and hand out the tools for card making. Give a step-by-step demonstration on card making and help students create their own cards.
  6. Ask students to share their design ideas in class (As shown in Figure 8). This would promote student interactions. Encourage students to view their art-work on the website and repeat card making at home.

After school, students could go to the "Swallows with Messages" website. They need to first login, as shown in Figure 9. Once logged in as member, they would be able to make good use of the various functions that the website provides.

After log-in, the students would be able access course material in the "course area", as shown in Figure 10. Electronic version of course contents/ exercises, as well as course videos, was also be available on the website.

When the lesson of "Moon Festival" was over, tutors posted their work on the website, where students could view each others' work. In Figure 11, we could see students' work from the "Moon

Festival"- bookmarks with drawings of the Moon Festival symbols.

If students want to share with their friends and families about their learning and personal experiences in Taiwan, they could post comments on the Personal Discussion Board. Figure 12 (the picture on the left) is a snapshot of the Personal Discussion Board. To leave messages, the user will need to use the interface shown in Fig 12 (the picture on the right).

EVALUATION AND FUTURE TRENDS

Quantitative Results

The questionnaire shown below was designed to evaluate the learning results. Five out of thirteen students did not attend the last class since they had a part-time job in the evening. Therefore, eight questionnaires were sent out to students and were all completed.

1. Is the textbook we designed helpful?
2. How often do you practice the Chinese characters after class?
3. Is the way of storytelling good?
4. Which of the following stories have we told in class?
5. Is the art project helpful?
6. Would you talk about your learning with your family after class?
7. Is the style of storytelling (with card production or printmaking) good?
8. Is this teaching style good for the interactions among classmates?
9. Is this teaching style good for the interactions with your children?
10. Do your children enjoy coming to class with you?
11. Do your children enjoy doing card making and printmaking with you?
12. Do you have a computer at home?
13. How often do you use the computer at home?
14. How often do you surf on the Internet?
15. Do you like to learn about Chinese culture and environment on the Internet?
16. Would you like to see our course contents (teaching material/your work) being posted on the web?
17. If you have the chance to use the computer, will you surf the Internet to review course material?
18. Is the Information Technology helpful?
19. Does the website help the community understand foreign brides?
20. Is the website helpful to you in communication with other foreign brides from other communities?

Discussions

To effectively teach foreign brides the culture and language that they are unfamiliar with, we need to be able to find out how well the students remember what they have been taught after this 12-week course. We have observed a few interesting findings from this study. First of all, symbolic things of holidays seem to make a great impression on students' learning experience (Questionnaire Q4). For example, one participant remembered the Moon Festival, Christmas and All Saints' Day because of a clear association she could easily make with moon cake, Christmas card and jack-o'-lantern.

Secondly, hands-on work improves the effectiveness of teaching (Questionnaire Q7). By engaging in Teacher's Day card making, students not only understood the meaning of this holiday but also remembered this holiday.

Thirdly, interactive learning achieved through Situated Learning and art activities has shown remarkable results. Students enjoyed storytelling and card/printmaking and felt very positive about their learning progress. They commented this type of learning as being "interesting" and "help-

Table 1. The results of questionnaires

Item No.	Option 1	Option 2	Option 3	Option 4	Option 5
1	Very Helpful (4)	Helpful (4)	Fair(0)	No Help(0)	
2	Always (5)	Often (3)	Never(0)		
3	Excellent (4)	Good (4)	Fair(0)	Bad(0)	
4	Moon Festival (8) Teacher's Day (7) National Day (7) All Saints' Day (8) Christmas (8) Chinese New Year (7) The Birthday of our National Father (2) Recovery Day of Taiwan (0)				
5	Very Helpful (4)	Helpful (4)	Fair	No Help	
6	Always (3)	Usually (1)	Casually (2)	Never (2)	
7	Excellent (3)	Good (5)	Fair	Bad	Reasons a. amused (5) b. interesting (1) c. helpful (3)
8	Excellent (7)	Good (0)	Fair (0)	Bad (0)	
9	Excellent (3)	Good (3)	Fair (1)	Can not apply (1: no child)	
10	Much like (3) (2 with husband)	Like (3)	Fair (0)	Dislike (0)	Can not apply(2) (no child)
11	Much like (1) (with husband)	Like (4)	Fair (1)	Dislike (0)	Can not apply(2) (no child)
12	Yes (1)	No (7)			
13	Everyday (1)	1-3 times/week (0)	1-3 times/month (0)	Never (0)	
14	Everyday (1)	1-3 times/week (0)	1-3 times/month (0)	Never (7)	
15	Yes (7)	No (1)			
16	Yes (8)	No (0)			
17	Yes (7)	No (1)			
18	Very Helpful (8)	Helpful (0)	Fair (0)	No Help (0)	
19	Yes (8)	No (0)			
20	Yes (8)	No (0)			

ful" on the questionnaire provided. Interestingly, family relationship has also improved for many participants after taking this course (Questionnaire Q9-11). It is worth noting that the husbands of three women who participated in class believed that this type of learning would be very helpful in their relationships. These promising results were not anticipated when we decided to adopt Situated Learning in our curriculum design.

Since most of the students came from families with lower income, many of them did not have their own computers at home. Interestingly, some students wished to post teaching material and their work on the website but were unwilling to get the instructions from the teaching website (questionnaire Q15-17). This may be due to the fact that many of these students did not have previous experience with computers and were not familiar with the use of computers.

FUTURE TRENDS

Our teaching evaluation from the participants has demonstrated that interactive learning has elevated students' interest in the curriculum and has helped them improve their relationship with families. The Ministration of Education in Taiwan planned to implement a Lifelong Learning program for foreign brides in the next decade to help these new immigrants integrate into our society. This Blended Learning curriculum that combined situated arts activities with lecture-review website has shown to be very effective in teaching immigrants our language and culture. In this project, the lecture-review website had a supportive role in the Blended Learning curriculum. Next, we will try to put more emphasis on both online e-Leaning and classroom learning, as requested by the participants of this curriculum. The e-Learning lectures we want to design will be different from those of other Blended Learning in that they are non-subordinate, independent lectures. We anticipate that our future Blended Learning project would be much more improved and versatile.

CONCLUSION

It is a world-wide phenomenon that most countries are gradually becoming multi-cultural and there is an increasing population of foreign brides/grooms in these countries. An important issue that accompanies this change is the need to help these new immigrants integrate into the society and establish good relationships with family members as well as the local people. This pilot research has shown much success in the use of Blended Learning, which has effectively helped the participants improve their understanding of the Chinese language and culture. Based on Blended Learning theory, we developed a lecture-review website that allowed students to access course material, to watch streaming videos, to view others' work and to share their learning experiences. At the end of this curriculum, we noticed a significant improvement of these students in various aspects of their lives- oral language, reading and writing skills and a deeper understanding of our customs and culture. Last but not least, the participants have established better relationships with their family members.

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KEY TERMS

Blended Learning: Blended learning, also known as hybrid learning, is a form of education which combines both traditional learning activities and e-learning activities. A blended learning course allows students to carry out self-learning and to cooperate with other classmates via ICT technologies. Learning activities can take place in traditional learning places, such as classrooms and laboratories.

E-Learning: e-Learning utilizes Information and Communication Technologies (ICT) to provide tools, services and a learning platform to instructors and students. E-learning is intended to help instructors teach more efficiently and to easily evaluate students' learning results. It also helps students learn more effectively.

Cooperative Learning: Cooperative learning focuses on student interactions. Students are exposed to different aspects of learning that helps enrich their understanding of course content, acquire critical and logical thinking skills, and gain willingness to learn new concepts.

Situated Learning: Situated Learning is a teaching strategy proposing that meaningful learning is achieved when the teaching context is embedded in real-world. Lave suggested that this type of learning happened in a real context with c virtual learning ommunity of practice. It helps students share and construct social unit through situated cognition.

Storytelling: Constructivism considered storytelling a learning process consisting of the use of words, images and sounds in stories. This helps students build their knowledge within existing knowledge structure. Storytelling could be used in situated learning to create problem-solving contexts for students.

Cognitive Apprenticeship: Cognitive Apprenticeship enables students to acquire, develop and use cognitive tools in authentic domain activities. Students gain the skills by being apprentices of skilled masters. This learning process focuses on skill teaching by experienced mentors in a situated learning environment.

Information and Communication Technology (ICT): Information and Communication Technology is composed of all the technologies used in processing and delivering information. The technologies include recording (eg. hard-drive, DVD), broadcasting (eg. internet) and multi-media communications (eg. camera, cell phone), etc.

Learning by Doing: In "Learning by Doing", students gain skills or knowledge by actively participating (ie. doing) in activities.

Mandarin Phonetic Symbol (Zhuyin Fuhao/ Bopo Mofo): Mandarin Phonetic Symbol is a type of semi-syllabary used to transcribe all the possible pronunciations of Chinese characters. This Phonetic System is wildly used in Taiwan, Republic of China. Children in Taiwan learn this phonetic system in first grade elementary school. This system is also used for a type of input method for Chinese characters.