

(1) Reflection 1

Summative Reflections that are Keys to Success of Teaching.

There is a Chinese saying, “Well begun, half done,” which can be used to describe what I have experienced in the Week 1. This week, I learned that there are four keys of delivering a successful and effective course: 1) instructional objectives have to be fulfilled, 2) teachers should help students to generate expected language output, 3) students’ talk time has to be more than the teacher’s, and 4) student-centered activities should be included. Zeng laoshi reminded us repeatedly that the above four keys are also the guidelines for us to plan our online lessons and to observe other teacher’s teaching.

During this week I read a lot of language teaching material and watched many teaching videos, which gives me an idea how the online course will be conducted in the near future. I feel less stressed now. When we met with Zeng laoshi online, we went over and had a lot of discussions on the concept of backward design, comprehensive input, learner-centered instruction, performance-based assessment, differentiated instruction, teaching videos, etc. In order to deliver an effective and successful course, the backward design plays an important role from the very beginning stage of course planning to the students’ final outcomes. Applying the backward design method in my curriculum, I feel more confident and have a clear idea on what I want to my students to know/learn in my courses. In addition, I also enjoyed watching last year teachers’ teaching videos, they all made the online lessons interactive and interesting. I hope I can do the same this year.

Facilitate a learner-centered classroom

One of the four keys to successful teaching is fewer teachers’ talk. If we can make it, then we facilitate a learner-centered classroom. In the videos of Cai Luoyi laoshi, Day 4 (Class schedule), Day 6 (cafeteria food), and Day 9 (Peking duck) videos, the teachers implemented a lot of learner-centered activities, which makes the Face-to-Face/online classes more engaging and elicit more students language.

Using target language and providing comprehensible input (to generate productive language output) in the checklist.

After watching all the teaching videos, I am amazed that all lessons are conducted in Chinese effectively. The teachers spoke Chinese above 95% of the class time. The teachers not only used a lot of visual aids to provide comprehensible input but also created many meaningful contexts for students to practice the language. WizIQ is a great tool with great interactive functions, which make the online classes interesting and engaging.

(2) Reflection 2

How is online teaching different from face-to-face teaching?

I think the most significant different between online teaching and face-to-face teaching is that the use of technology. The online teaching *has to* use technology to deliver the class while it is not necessary in face-to-face teaching. Secondly, the way of making interactive material is quite different between the two teaching environments. Thirdly, compared to face-to-face teaching, the online instructor needs to provide more interactive activities to the learners in order to keep their attention spans. Lastly, online material has to be well designed, focus, interactive, colorful, and attractive to the learners because the material plays a critical role in an online teaching.

Note: In a face-to-face classroom, most of the time we design our activities focusing on teacher-student and student-student interactions. However, in an online teaching environment, teachers need to provide opportunities for students to interact with materials and platforms

In what aspects do you think you need to adjust while transitioning from F2F to online teaching?

I need to master the applications/platforms that we are going to use to conduct the online course. I also need to learn how to make teaching material more appropriate for the online environment. In addition, I need to get used to speak to my computer instead of a group of human beings. In order to overcome the obstacles, I think practice, practice and practice is the best solution for me to transit from face-to-face to online teaching.

What are the differences in creating teaching materials and activities in online teaching and F2F teaching?

In my face-to-face classroom, I can make animation PowerPoint presentations easily, but it is not the case in WizIQ. I need to make several duplicate slides by adding new information one at a time to make the effect, like making a paper cartoon. However, one feature I like about WizIQ is the Whiteboard. By uploading the object images individually to Whiteboard, I can do an activity in which students can move the images around on the screen. This kind of activity will engage better with the students and increase their motivation in learning.

What technology tools can you use to support teaching three communicative modes in online environments?

I think WizIQ and Zoom can be used to provide the three communicative modes activities online. However, in term of interactions (teacher-student and student-student) and student engagement, Zoom might not be the first choice. Blackboard is a good platform for students to demonstrate their projects.

(3) Reflection

The Friday's online opening ceremony was my first time conducting an online "course." Although I well prepared my PPT and went though the content with the lead teacher, my roommate, and my paired teacher, I still felt nervous before the ceremony. However, it went well on Friday with some "unexpected surprises." I did not realize that I did not record the lesson until my paired teacher sent me a reminder note. Also, my Apple computer went down after I finished about the 3/4 class time, which has never happened before. I am very thankful for my paired teacher who is very detailed oriented. Teamwork is very important in this Startalk program, especially for us who are novice online instructors. After conducting the ceremony, I feel that only you well prepare, there is not much different between teaching an online class and a face-to-face class.

The Day 1 group's rehearsal on Saturday afternoon was really helpful for me to make Day 2 teaching PPT. From the discussions, I get a better understanding of delivering an online lesson in a logical sequence, which is very challenging for me to shift my mindset from fact-to-face teaching to online teaching. However, I

appreciate Day 1 group teachers great job and Dr. Tseng's comments on their rehearsals.

(4) Reflection 4

My first online teaching went well and I did not encounter any technical problems. On the open ceremony day, my computer for some reason went down after I finish 3/4 of the ceremony. I had never had such nervousness before any class in my life even though I had well prepared for my PPT. I think it is probably because I had to teach 60 minutes without any online experience with new material. Online teaching is more challenging than I thought, especially in making PPT slides. Having a great PPT is one thing, but how to deliver my lesson effectively is another. This is one of the areas I need to improve.

There are two students in my first session, one student previewed the Day 2 content and one doesn't, which making a little hard for me to keep my planned pace. In addition, after removing some slides from our group PPT, my content is still too much for a 60-minute class so that I kind of rush to go through all the slides. After reviewing my recordings, I realized student talk time is less than my talk. I need to adjust my teaching to give the students more opportunities to practice the language. I like the idea of group work making the lesson plans. However, each teacher's teaching approach is different which reflects on her PPT presentations. Sometimes it is a little hard for me to catch the idea and needs to spend more time to revise and internalize PPT. However, it is not a big problem after discussing my questions with my group teachers. As a result, I have a mixed feeling about the group work.