Reflection 1:

When talking about the key elements of creating a successful learning experience for the learners, I feel the beliefs of StarTalk carries the similar significance for both Face-to-face and Online teaching. Yet, I found it is more challenging to create a dynamic and engaged online classroom. From all the video clips we watched, I noticed one thing that I considered very crucial and important was missing: GAMES! As a high school teacher, I constantly ask and challenge myself how to make learning fun while the learning goal can be achieved painlessly. It is an ongoing search and I am looking forward to the second week's technology training to help enhance my knowledge in this area.

I am glad we talked about differentiation this week because it is one of the areas that I really want to improve on but still not sure how to tackle it confidently and effectively. Even though I know differentiation is necessary to accommodates different learning styles but does it maximize the language output within the limited classroom time? Is it worth the tradeoff?   I was pretty amazed by Fu laoshi's ability to put 3 levels in one class, but at the same time, I was not certain if all the instructional time was fully utilized for the comprehensive input. I hope we will be able to spend more time to exchange concrete ideas on this topic in the next couple weeks.

I really enjoy watching all the videos this week. I am a visual learner so I always learn more by observing other classes. By seeing other teachers in action, I was able to reflect on my own pedagogy and methodology, as well as gain some new inspirations.

Lastly, thanks Tseng laoshi for being so welcoming and understanding. It makes online learning/teaching less scary because she makes you feel "not alone"!!

Reflection 2:

For me, the major differences between F2F and online teaching are the technology component and instant feedback. Online instructors have more technical responsibility to ensure everything runs properly in order to host a successful class. For example, my partner and I ran into various issues while using WizIQ this week, which was frustrating for both of us because we couldn't identify the cause and therefore were totally stuck. We attempted different approaches hoping to solve the issues on our own but in the end, we failed. I felt the time we spent on figuring out the technology could have been better spent on the lesson itself. This leads to my second realization-instant feedback. Since online-teaching is usually self-paced, it is difficult to access instant feedback and help that are usually more accessible for F2F.

I feel online-teaching needs more preparation on the visual aids and requires more "breaking down" steps. It is harder to "save" a lesson because it takes more time to add or edit materials during online session. In addition, there are some limitation on what you can do during online-lesson, for example: acting out, competitive game that requires physical action. Lastly, when I learned that when designing an online lesson, you need to constantly keep in mind "not to let other students idle too long when one is speaking/answering".

The technology tools that I would consider using for online environment are: padlet, googledrive, screen-o-matics, kahoot.

Reflection 5:

It is said that the first is usually the hardest and it will get easier from there. The saying definitely well applies to my first online teaching day. As a newbie, I don't know what to expect and what an ideal online class should be. All I have is the courage to try and explore this new territory through the trial and error (Of course, with a great support team, especially Henny laoshi, my savior for the second session).

Overall, two of my sessions went as expected, not counting the internet issue for the second session. I am very pleased to report that all my students completed their homework, therefore, most of class time were dedicated to create I+1 experience. In addition, my group of students are pretty motivated.

There are couple take-away for my first experience. First, instead of using bullet point, I should label items with number. This helps to give clear instruction and make referring easier. Second, I should learn to manage using mouse better to underline and point as I speak. This technique can help reinforce the content delivery. Third, I need to speak more precisely, avoid adding unnecessary "filler" words. I am very grateful my partner pointed this out because this is something that I was not aware of before and I know this can interfere with the language input, especially in the virtual classroom. As she said, "I need to learn to bear the silent moment"

Hooray, 1 down and 4 more to go!

Reflection 6:

Following our first lesson's model, our second lesson was created with a creative storyline again. A product that our team spent countless hours on brainstorming and communicating with each other. I cannot accurately describe the sense of excitement and accomplishment after each meeting. In fact, an American lady approached me yesterday after our 3.5 hours discussion on the 2nd floor of our hotel and commented "it seemed very intense but everybody was so into it".   Although team prep is hard but I start to enjoy it more and more as we get to know each other better.   Throughout each process, we learned to listen, to compromise, and the most importantly, to put ourselves in other people's shoe.

If I need to give myself a grade for yesterday's 1st session, it will be 50%. I was too ambitious to cram too much information into the session and it ended up me rushing through the content in the end without paying attention to many details. Of course,, I received many valuable feedback on teaching technique.

1. Avoid asking "Do you understand?", instead, use questions to check the comprehension

2. Don't repeat students' answer

3. Eliminate using English to define any vocabulary or give students answering in English

4. Let students interact more and limit teacher-fronted discussion

5. For students with higher proficiency, try to let go and utilize their critical thinking skill to complete each task. For example: instead of leading them to finish questions, divide the task between the two and go over together.

2 down, 3 more to go!! Go team 1!