

Topic taught: Chinese idiom “Mencius mother moved three times” (孟母三遷) and creative writing

Subject/Area of learning: Chinese Language

PART I:

Aspect of Performance	Reflection on Performance: state the point and give Justifications	Suggestions for Improvement
Are the Objectives of lesson written appropriately?	It is appropriate of the written learning objective. In our plan, the objective is written with certain principle of S.M.A.R.T. Students are required to rewrite the story by using "5W1H" as specific and measurable, and also have to finish the homework of rewriting "Three Little Pigs" in 100-150 words, which is attainable for children to achieve successful. There are some questions to inspire students how to rewrite "Three Little Pigs".	The objective is the teacher's expectation of students. However, children's ability is not always in accordance with the expectation. The objective cannot be achieved in absolute way; it depends on students' level. Teacher needs to make certain adjustments based on the situation.
Are the strategies designed for conducting the lesson appropriate?	The strategies are appropriate designed for conducting the lesson. Student Team-Achievement Division (STAD) is used as the strategy for the cooperative learning. As this strategy states that the groups should be formed according to the ability of students, it can help students to finish their group works by avoiding some groups may be too weak in this task.	The test may not be clear. The formative assessment in the class (Students perform their rewriting story in the class) and the student's' past performance in their writing is the base score. The individual test is the homework of rewriting the story of ‘Three Little Pigs’. The mark of the composition is the test score. By comparing the case score and the test score, teacher can understand the writing ability of students is improved or not.
Are the teaching strategies/activities/ homework or assessment exercises creative	Activity of rewriting story is not innovative idea, therefore, we provide new elements to the content as “Mencius mother moved three times” is rarely used in rewriting.	The basic format of rewriting story activity has been widely used in the past. It is available to apply more new elements in the lesson if time is enough, such as providing tools for students to cosplay the character.

Others (things the group would like to reflect on)	In the presentation, we accidently turn off the projector since we want to turn up the volume of the video. However, we failed to do so and the class is interrupted to re-open to computer.	Preparation before is very important. It can help to reduce the accidents. Therefore, this experience is very unforgettable and we learnt a lesson that make sure every material or tools are working before we have lesson. Also, we need to seek help from others since the second group knows how to turn up the volume. We were too nervous that day that we try to press the buttons related. This is a very treasurable lesson that we would never forget.
--	--	--

Part II (A): Reflection on Micro-Teaching Skills

Skills for Reflection:	Reflection Components	Please circle	Concise Reflective Comments
1. Effective use of aids, resources and IT in teaching	a. Appropriately chosen teaching resources/aids/IT tools	Strongly Agree/ <u>Agree</u> / Disagree (with reservation)	Using a wide range of resources, which includes PowerPoint, blackboard and collaboration strategy.
	b. Innovative use of the teaching resources/aids/tools involved	Strongly Agree/ <u>Agree</u> / Disagree (with reservation)	There is not many innovative use of the teaching resource in this teaching plan as there is time limit. If the time is enough, students will be given same material and they imagine what these materials can be. Students are given a pencil but they cannot use the pencil as the pencil when they perform. They may think about what a pencil like. It can be a knife or a lollipop during the drama.
	c. Demonstrate effective management in using the resources/aids/tools involved	Strongly Agree/ <u>Agree</u> / Disagree (with reservation)	Using verbal intervention of request the class to pay attention when students are out of control after presenting the drama.
	d. Can arouse interest/enhance	Strongly Agree/ <u>Agree</u> /	Awards are given to the best performance

	motivation of students by the resources/aids/IT tools	Disagree (with reservation)	group, which encourage students pay more attention. Also, having a game competition as a group can promote higher engagement of students.
4. Integrated skills	a. Movements	Outstanding/Good/Needs Attention	Not only stand in front of the blackboard, the teacher also move and patrol around in the discussion session to see the student are in the correct direction.
	b. Gestures	Outstanding/Good/Needs Attention	The teacher use different gestures to help her express her idea. Teacher may use her fingers to point to the PowerPoint in order to let students follow the part that is in process. The teacher sometimes moves the arms to show her invitation towards students to share their idea.
	c. Focusing	Outstanding/Good/Needs Attention	When students are not concentrate, especially after the drama performance, teaching using gestures and slapping the palm to draw their attentions.
	d. Clarity of the questions being asked	Outstanding/Good/Needs Attention	When students doubt the guideline of the discussion, teacher answer the students question in person. After that, teacher clarifies the misunderstanding in front of the class to prevent other students making the same misinterpretation.
	e. Appropriate feedback on student answers	Outstanding/Good/Needs Attention	Always respond in positive, such as praising and encouraging, but not sarcasm and blame on students. Also, the teacher gives detailed comments and suggestions after their performance.

	f. Seeking further information techniques/ advanced answers	Outstanding/ Good /Needs Attention	When students fail in answering questions, the teacher not just tell students that the answers are wrong but try to use different questions to help students give the correct answers. After the pupil states a part of the answer (summarize the content of the story), the teacher leads him/her to think why Mencius mother moves and then find out the value of the story.
--	---	---	--

PART II (B): Overall evaluation on the teaching skills.

From reviewing the entire plan, it can be seen that a variety of teacher skills are employed in the lesson, which including collaboration strategy, creative strategy and classroom management. As the following, it is going to be discussed in these aspects below:

First aspect is the effectiveness of collaboration. Depending student's' past performance in writing, they form a group as Student Team-Achievement Division (STAD) strategy, which contains students with either low or high ability of writing in a group. Through encouraging students to make division of labour, pupils are allowed to develop positive independence with classmates and social skills as well. Teacher should beware that the students with higher ability of writing may do the task by their own without asking the opinions from the students with lower ability of writing.

Secondly, it is creativity strategy. Students are required to imagine and make a role play, also they have to rewrite the story with originality. In the lesson, some students are less available in understanding the value of the story and writing creatively so it's important for teachers to use different levels of questions to inspire their idea. Teacher is aware of the way of asking question as it may limit the creativity of students. Teacher gives the feedback to students in positive way in order to encourage them to be creative.

Third part is about the classroom management. The situation that students are off-task or misbehave in the lesson is inevitable since the concentration of children is limited. To relieve the problem and ensure the effectiveness of classroom, teacher moves around during the discussion time. Not only it's a verbal intervention of inappropriate behavior, but also provide an opportunity for teacher to recognize the progress of learners and provide assistance to those confused children. The teacher claps her hands in order to draw the attention from the students. However, students understand that clapping is a signal from teacher to ask them to keep quiet. If not, the students may follow the teacher to clap their hands and make the situation become worse.

The last part is other teaching skills. During the Q&A, the teacher allows students to ask the question again when students give the wrong answers. The teacher also help students answer the questions by using the techniques of seeking further information. The teacher keeps asking questions to guide students find out the correct answer step by step.

In conclusion, the teaching skills are appropriate to use in the lesson in most of the area. A lots of unexpected situations would happen in the classroom so teachers should be highly aware the changes in the classroom in order to handle the problems immediately.