

Microteaching and Suggestion of Improvement

Subject/Area of learning: English Topic: Welcome to Hong Kong

Topic taught: Tourist attractions in Hong Kong Subject/Area of learning: English

Students can give specific response according to the following aspects, and provide more comment on the items which worth investigation and require improvements. Please express in point form clearly.

Aspect of Performance	Reflection on Performance	Suggestion for improvement (Please provide specific suggestion based on reflection, in order to demonstrate the overall capability to reflect)	
The selection of purpose	As shown in the video, there are basically two innovative strategies, which are <u>collaborative learning through the use of online resources</u> and <u>enhancing critical thinking</u> . The reason why these two strategies have been chosen is basically because of its effectiveness and practicality. They are indeed one of the most valid ways for students to be cooperative in a task that they may not be familiar with. Besides, these two strategies can not only help our students learn effectively during the class, but also help students gather information in an innovative way.	Despite the effectiveness of the two suggested and implemented innovative strategies, there is a need of careful pedagogical input and instructions provided by the teacher prior to the class. It is important that the students taking the class are aware of the proper usage of electronic devices, while the teacher has the responsibility to state it clearly that the devices are only for research and learning purposes. There is also a need to monitor the learning progress constantly	

		in the role of the teacher to make sure the students are working constructively while using the electronic devices.	
Fluency and creativity of teaching activities	<p>- The lesson follows a sequential order with the support of scaffolding. The teacher first introduces the vocabulary about places in Hong Kong and the structure of the magazine article with a sample.</p> <p>Then, the teacher teaches the students to use electronic devices to search for additional information about places in Hong Kong. Lastly, the teacher asks the students to finish their own magazine article in groups on the topic of places in Hong Kong.</p> <p>- The group activity on creating a magazine article demonstrates the teaching strategy of creative replication to promote creativity.</p> <p>The teacher gives the sample magazine article as a sample and asks students to write a creative replication in groups.</p>	(electronic devices) It is an effective way to implement electronic devices inside the classroom, yet one thing we need to concern is that, students can benefit from information searching, at the same time, they may also get distracted by the electronic devices. So the next time when we're using electronic devices inside the classroom, teacher can set some rules before started, so that students can use the devices with less attention attracted.	(magazine article teaching) When teacher introducing the genre with students inside the class, instead of drawing a picture to write down the structure of magazine article, it would better if the teacher can use PowerPoint to show the structure, with highlighted main features of the magazine article, so that students will have a better understanding on the structure of the article. Meanwhile, teacher can also put up the guiding questions on PowerPoint, if some of the students did not follow up the guiding questions, they still have the PowerPoint slides to refer to.
Relevance of teaching activities	- Each teaching activity is linked up with pedagogical purpose, mostly for	When designing each activity, we should be clear	

	<p>scaffolding purpose. The teacher firstly familiarizes students with the vocabulary to be used.</p> <p>Then, the teacher provides a sample text for students to have a brief idea about what they are going to work on. While preparing for the written task, electronic devices are used for getting online materials and information.</p> <p>Each teaching activity is designed in hopes of preparing students to finish the final product step by step.</p>	<p>about the purpose of the activity so as to make every activity relevant and useful for the students.</p> <p>The teaching process is generally relevant to the final product produced by students. By pre-teaching vocabulary teaching, students can learn some words they may not know in the past, and it provides students more example to write in the final product; for magazine article genre teaching, we have an idea that, it is better to let students critically think about the article before teacher gives out the final answer, because the process of finding answers can really help students learn and discover the genre of magazine article; if they get correct answer, their understanding of magazine article has been enhanced, if they did not get it write, it is a great opportunity to let students learn from their mistakes, which can also</p>	
--	--	--	--

		have profound effects towards their learning.	
Deduction of teaching strategies	<p>The two teaching strategies match the “21st Century Skills” raised by McCoog (2008), and are able to cater for the need of “learning to learn” that involves technology literacy, high-order thinking and collaboration. By using teaching strategies that suit students’ learning needs, it can make the teaching and learning most effective in the classroom. STAD, as the cooperative strategy, helps students gain a better understanding of themselves when they interact with each other. More creative ideas can also be gathered during discussion. The updated research points out the necessity for schools to develop multiple intelligences for learners (Gardner, 1999). Also, developing critical thinking skills is essential to help students “know how to learn and how to think clearly” (Halpern, 1998). Hong Kong mainstream education is often described as “spoon fed” as teachers “spoon feed” students without teaching them analyze problems from multiple perspectives. Therefore, enhancing critical thinking is crucial for building up students’ ability to make wise decisions and</p>	<p>For cooperative learning, there is a possibility for an individual to dominate the discussion. Also, some group members may rely too much on others to complete the task. Teacher should ensure the quality of their discussion. Moreover, the process of thinking critically takes time. Teacher should reserve more time for students to think, and make sure that they proceed the thinking process.</p>	

	function well within the society.		
Evaluation of assignments (during the lesson or homework after class)	- The product of the main task is on producing a magazine articles, which is assessed formatively by both the teacher and peers. The product is evaluated according to three criteria (organization, vocabulary and grammar and overall) with the scale 1 to 5 by teacher and three different smiling faces by peers in accordance with the guidance from the EDB. The groups can therefore make improvement by reviewing the assessment form, preserving positive values and attitudes conducive to learning how to learn.	It is innovative and aspiring in general, but there might exist the possibility that, students may learn the knowledge from their classmate that is not accurate. In other words, it would be better if there is a teacher assessing process before students' sharing, so that students can not only learn from the interesting ideas from their classmates, but also can be guaranteed what they have learned from classmate is correct, and it can be used in their future studies.	

References:

Gardner, H. (1999). *The discipline mind: What all students should understand*. New York: Simon & Schuster.

Halpern, D. (1998). *Teaching Critical Thinking for Transfer across Domains: Dispositions, Skills, Structure Training, and Metacognitive Monitoring*. *American Psychologist*, 53.

McCoog, I. J. (2008). *21st century teaching and learning (online submission)*. Retrieved March 18, 2017, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3f/65/1e.pdf

Reflection Sheet

Overall Learning Outcomes:

(A scale of **H**igh, **M**iddle, and **L**ow is used to judge on students' work on Assessment of Part A, H=favourable, M=average, L=needs improvement)

Please fill in * H/M/L	Areas of Expected Performance Outcomes
H	Able to define the objectives of learning/ intended learning outcomes clearly by specifying the critical features
H	Able to design a range of innovative teaching approaches with thoughtfulness
H	Able to present a logical sequence of teaching events
H	Able to cater for individual differences
H	The teaching and learning activities are creative
M	Able to monitor student learning through the lesson
M	Allow opportunities of giving continuous feedback to inform students on their learning outcomes
M	Allow opportunities to enable student reflection of their own learning
H	Able to design appropriate assessment tasks for collecting evidence of learning from students
H	Able to deploy a wide range of learning and teaching resources to support student learning
H	Able to interact with students effectively to engage student learning
H	Able to build a trustful relationship and a pleasant learning environment

* Please insert **H**, **M** or **L** to indicate the level of outcomes for your group.(One for ONE group only.)