

目标:

Students will increase their awareness of classroom activities and the rationale behind these activities. They will also learn how to be reflective of their teaching and how to improve pedagogical practices based on past teaching and learning experience.

要求:

1. Each student writes one reflection of his/her own Chinese teaching/learning experience in Chinese (3-4 页, 双倍行距, 字号12).
2. Each reflection should include: 1) 活动描述 (如: 一个或一组有关联的听/说/读/写活动, 一次课外作业, 一次考试); 2) 活动反思.
3. 活动描述须包括活动是什么, 你进行该次活动的初衷是什么。活动反省须包括你认为活动如何以及将来如何改进 (如: 活动进行得怎么样, 学生反应如何, 有什么好的方面, 为什么好, 有没有需要改进的地方, 怎么改进).
4. 结合我们所学的教学法以及背后的理论支持进行反思。

建议:

1. 可简述学生的背景和特点 (如华裔班、幼儿、曾学习过其他东亚语言等), 以帮助你自己和读者更好地了解活动本身的意义。
2. 如有需要, 可在附文(appendix)中加入活动材料 (如阅读文章, 考试试卷)。

选择:

由于本课学生的背景很多, 你可以从下列三个选项中选择一种进行反思。

1. Option 1: 中文课堂教学中的某一活动。已有课堂教学经验的同学可选此项。
2. Option 2: 中文课外辅导中的某一活动。还没有课堂教学经验可是有课外辅导(tutoring)经验的同学们可选择此项。
3. Option 3: 语言学习中的某一活动。完全没有过教学经验的同学可选择此项。

评分标准 (总分=10分)

	优秀(2.5-2)	合格(1.5-2)	不足(1.5以下)
活动描述	完整、充分、详细	有活动, 欠细节	活动过程描述不清
活动本身的反思	评价中肯, 切合活动过程, 有理有据	有评价, 有反思, 有一些理据但不完整	反思与活动内容脱节, 或缺少理据
将来改进	切合反思和活动内容, 有理有据, 改进方式清晰明晰	有改进方式, 但缺少理据, 或不清楚	没有改进方式, 或者改进方式与反思和活动内容脱节
语言	语言清楚, 条理清晰, 符合规范	语言比较清楚, 但有时有错误	语言不清。错误影响理解。

例子:

Activity description (excerpt):

The chapter was about the housing market in China. The purpose of the reading activities was to help students understand how causes and effects are organized at the discourse level.

I prepared five slips before class, each of which had a thesis of one paragraph in the text written in traditional and simplified Chinese. The warm-up activity was to have students identify the paragraph in the text that matches with the thesis that they were given. Students were divided into three groups of 3 and two groups of 2. Each group was given one slip. They were given 5 minutes and then had to report which paragraph was their best match. Then I explained in Chinese why the theses were sequenced in the text: 1) introduction of the changes, 2) the causes of the changes, 3) what kind of changes that took place, 4) the positive consequences, and 5) the negative consequences. ...

Reflection (excerpt):

Overall these activities went well. After the warm-up activity, some students already became aware of the discourse structure in Chinese. ...

There were also a few problems. The first one was related to grouping and task distribution. In the warm-up activity, because the paragraphs in the text varied greatly in length (the shortest one had only two lines and the longest one had seven or eight), some groups finished within a very short time and did not have anything else to do while some other groups seemed to be pressured and did not have enough time. In retrospect, I think I should have combined some short paragraphs together on one slip, so that the difficulty level of the task would be comparable across different groups. ...