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ACUE Effective Teaching Practices: Module Reflections

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Unit 2C Instructional Practice Reflection

<u>Description of the technique and explanation of why it was selected</u>

The technique I chose from this module is "Name Tag Template". I used this technique for 2 sections of my Japanese 101 class.

I created and printed out the "tent-style" name badges with students' names already typed on them. On one side, I typed their names using alphabet, and on the other side, I typed them using Japanese character. When I gave them their name tags, I called each student's name pronounced in Japanese and each student came to pick up his/her name tag from me. I asked students to place these badges in front of them on their desks and to bring them to bring their badges to each class.

One of the reasons why I chose this technique is because the name tags help not only me learn their names but also students learn each other's names. Another reason is that the name tags help students learn how to spell their names using Katakana (which is one of the three characters used in Japanese). In addition, distributing the name tags to students gives me an opportunity to explain why Katakana is used in their names among three characters used in Japanese.

<u>Successes and challenges encountered</u>

The successes to the use of this technique include inspiring students' curiosity as to how their names are spelled and pronounced in Japanese. Since what they see on their name tags are their own names both in alphabet and in Japanese, not just general vocabulary they need to memorize, they feel those are more personal and special to them.

Challenges include students who missed receiving their name cards at the same time with their classmates due to absence or tardy. For those who came to the class late, I needed stop the class each time to give them their name tags and explaining what they are and how to hold them to the "tent-style" shape. Another challenge I can anticipate is that students losing their name tags, and I will need to create them again for them because not only these students may lose opportunities for their classmates to learn their names but also may have difficult times when the class work on activities using their name tags.

Solutions to these challenges are to inform the students in advance that they will need to be

in the classroom on time. For those who lose their name tags, posting the file of the name tags that I used on Blackboard will help so that they can download and print them on their own.

The responses to the use of this technique were very positive. The students looked very excited and curious to see how their names are spelled. They were showing their name tags to each other to compare theirs with others', and I was able to see a lot of smiles from the students.

Plans for refinement

One refinement I will make is to ask the students to decorate their name tags by adding some colorful drawings that represent their favorite things to do or their personality. The reason why I need this refinement is that this will add a "background story" to it and make their name tags even more unique and personal.

Unit 4C Instructional Practice Reflection

Description of the technique and explanation of why it was selected

The techniques I used from this module are "Provide research supporting benefits of note-taking" and "Share pointers".

At first, I created a short PPT including three simple statements about note-taking, each statement in one slide, with a "True or False?" question for each statement. I showed this PPT to my JAPN 201 students, and asked them how many of them think the statement is true and how many of them think it is false. Then I gave them the answer, with supporting evidence. Then, I sent the PPT of "Successful Note-Taking: Guide for Students" (from "Share pointers") to all students via email. I told them to read this PPT on their own smart phone individually. After a few minutes, I told them to form a pair, and to talk about what new information they got from this PPT, and what information they read are useful and important to know. Finally, I handed out to all students sheets of a list of "Note-Taking Techniques" that I created using ACUE's "Note-Taking Suggestions". I told them to check the boxes next to the techniques that they have used before, and to add stars next to the note-taking techniques that they have never used, but want to use in the future. I had a few students share with the class regarding which ones they put checkmarks and what new techniques they want to use. I told the class to try to use these new techniques during that class.

The reason why I chose these techniques is that I thought that students would be more motivated to do note-taking if they learned about research supporting benefits of note-taking.

Successes and challenges encountered

Successes include that the students now know how important it is to take notes during class and what kind of note-taking techniques are helpful in their learning. For some of the students, it was the first time to learn about these things, and they look more motivated to take notes.

One of the challenges is: Students get lazy and stop taking notes or do not go back to their notebook to review what they learned in class frequently. Possible solutions include reminding them to take notes occasionally and having them turn in their notebook to the instructor.

The responses to the use of these techniques were very positive. The students looked excited to work on each task I instructed them to do related to note-taking techniques. After learning about the benefits supported by the research, they looked more motivated to take notes and to use new note-taking techniques during class.

<u>Plans for refinement</u>

One refinement I will make is to set aside some time at the end of the class to have students share how their note-taking went and to ask them how they can improve their note-taking in the future.

The reason why this refinement is helpful is that it is always important to give students an opportunity to analyze how they did so that they can do their tasks better in the future.

Unit 2A Plan to Implement Reflection

<u>Description of the technique and explanation of why it was selected</u>

The technique I want to use is an "Online Orientation: Syllabus Activities". Among three activities introduced under this technique, I am planning to implement "Activity 3: Personalize and Customize Learning Outcomes".

I will add the instructions of this activity after the "Syllabus Quiz" section in the first module of my "Analysis of Japanese Culture through the Study of Film" class. I will create a discussion board forum of this activity, and write instructions and questions as follows:

In order to help you think deeply about the learning outcomes of this course and make connections to your own lives, please answer the following questions. After you post your answers, respond to at least two peers. In your response to your peer, write about how your peer's answers are similar to or different from yours, giving examples and sharing your ideas. You may also ask questions to your peer, and answer questions from your peer.

1. Among the learning outcomes listed in the syllabus, which learning outcome resonates the most with you personally or professionally?

2. Explain the reason why you chose this outcome, how it connects to your goals or interests, and how you can customize the outcome to help you move towards your goal.

The reason why I chose this technique is because I found students finding it difficult to propose a real-life situation that they might have encountered without knowing key concepts they learned in the course.

<u>Successes and challenges</u>

As for the successes, I believe that introducing this activity at the beginning of the course will help students understand the importance of connecting what they will learn in the course

with their life personally and/or professionally. Also, students will be able to learn how other students think about what they learn in this class will be relevant to their personal and/or professional life. This will also contribute to inspiring students to learn and acquire new cultural concepts in this course.

Challenges expected to be encountered are, students not participating in this activity, and students not correctly answering the questions.

Regarding the possible student reactions, some students will give good examples of how they relate the learning outcome to their personal and/or professional life, while others cannot come up with good connections to their life. However, by having them share their answers with their peers and encouraging them to respond to their peers, even the students who originally did not have clear ideas will be able to understand how the learning outcome(s) can also be relevant to their life as well.

Possible solutions of the challenges are informing students that this activity has a deadline and is going to be graded as well as giving examples of possible answers so that students can have a better idea of how they are supposed to answer the questions.

Plans for Implementation

The next step to prepare to implement this technique is preparing some sample answers to the questions, and posting clear instructions of how to submit the answers, what students need to include in their response to their peers, as well as grading criteria and submission deadline. The reason why I am taking these steps is because these steps will help students understand how to answer the questions properly and will make them aware of the important information on grading criteria and how to submit their work properly.

As for the timeframe for implementation, as I mentioned above, this activity will be included in the first module, after the "Syllabus Quiz" section. Students in this course will start each module on Sunday and complete all the required activities and assignments by Saturday night. I will encourage students to complete this activity by the middle of the week so that they can have enough time to work on other activities in the same first module. This activity itself will take about 5 minutes to 15 minutes to complete, depending on the student.

Unit 1E and Unit 3C Instructional Practice Combined Reflection

<u>Selection and implementation of a technique to plan for an effective class session</u>

The technique I chose from the module 1E is "Fill-in-the-Blank Summaries". I used this technique for my Japanese 201 class.

I created and printed out the 4 worksheets (verb conjugation chart, adjective conjugation chart, te-form conjugation chart, and potential form conjugation chart) with some missing information in advance. I divided the class into 4 groups. I informed the class that the group who got the most correct answers would receive extra credit. I distributed a different worksheet to each group, and gave each group a different color pen. Each group started at a different chart and had 3 minutes to fill in as much information as possible. After 3 minutes, I rang a bell of my phone alarm, and announced that students should move to the next chart. I had each group pass the worksheet to another group clockwise, filling in the missing items or adding to/correcting information that other groups have filled in. Then I did a quick large-group recap of the some of the information that were not filled out or were incorrect.

The reason why I chose this technique is because this activity helps not only students recognize what their strength and weakness are but also me learn about it so that I can adjust my teaching approach to the most appropriate way. In addition, having students help each other and learn from each other is an extremely effective means of learning.

<u>Selection and implementation of a technique to deliver an effective lecture</u>

The technique I chose from the module 3C is "Beginning and Ending Your Lecture". Among the ways introduced in this technique, I used the technique, "Posing a complex problem, possibly a real-world application, to which students offer initial solutions". I used this technique for 2 sections of my Japanese 101 class, before introducing a new grammatical point in Japanese.

At first, I asked the class, "Think about how you grammatically connect two ideas/nouns together in English. Among the two ideas/nouns, one needs to be a main idea, and the other needs to be a supporting idea." I asked them to form a pair and to talk about this question. After they talked about it in a pair for a few minutes, I told them to share their ideas with other pairs for another few minutes. Then I asked a whole class, having some pairs share their

ideas. After that, I introduced a new grammatical point, explaining how two ideas/nouns are connected in Japanese, and how the way of connecting two ideas in Japanese is different from that in English. At the end of the class, students worked on an activity of applying new knowledge from my lecture through working on some grammar excises in a pair. This led students to revising their initial solutions to the problem posed at the start of class.

The reason why I chose this technique is that I wanted to give my students an opportunity to pose and think about how they use English when connecting two ideas/nouns, because I think most of the students had not even thought about it, because speaking English is just so natural for them.

Successes and/or challenges encountered

The successes to the use of the "Fill-in-the-Blank Summaries" technique include students learning to work together through teaching and learning from each other. Also, this activity gave the students an opportunity to recognize about what they are good at as well as what they are not good at. After this activity, I encouraged the students to review the parts that they found they were not good at. Also, I found this information very useful since I now have a much better idea of what approach I need to take, knowing clearly what they are not good at.

Challenges include occasions such as one group completing the worksheet with all accurate information. If this happens, all the other groups will not be able to have a chance to add or to correct the already completed answers. Fortunately this did not happen in the class, but I would need to include some difficult problems, etc. so that all groups have questions or tasks that are challenging enough.

The responses to the use of this technique were very positive. The students looked very excited to work on their tasks in a casual atmosphere. Also, it looks like the fact that I told the class that the group who got the most correct answers would receive extra credit helped them more excited to work on this activity. After this activity, students were very eager to learn the correct answers, and told me that they wanted to improve their weak points in the conjugations.

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The responses to the use of this technique were very positive. The students looked very excited to work on their tasks in a casual atmosphere. Also, it looks like the fact that I told the class that the group who got the most correct answers would receive extra credit helped them more excited to work on this activity. After this activity, students were very eager to learn the correct answers, and told me that they wanted to improve their weak points in the conjugations.

The use of the "Beginning and Ending Your Lecture" was very successful, too, and inspired their critical thinking skills. By having an opportunity to think about how they connect two ideas/nouns in English, the students were more curious about how they do it in Japanese. Consequently, the students were more focused on my lecture, and were able to apply their new knowledge effectively.

Challenges include students, including their peers around them who have no idea to answer the question. I actually believe that this happened in my class, since there was only one pair in each section who was able to give me the correct answer. However, I still think it is good that they at least challenged and tried to find the answer, since I believe this experience stimulates their interest. Solutions to these challenges are to clearly explain what the question is, giving an example. Walking around the classroom to hear what the students are talking about and guiding them will be also very effective.

The responses to the use of this technique were also very positive. I was able to see them focusing on my answer to the question after they discussed with their peers, and they looked

more curious about how Japanese functions in connecting two ideas/nouns. After this activity, it appears that they have started being more conscious about the English linguistics, through learning Japanese language, which is a completely different language from English, unlike other European languages which are typically similar to English both grammatically and semantically.

Plans for refinement
As for the "Fill-in-the-Blank Summaries" technique, one refinement I will make is to prepare a completed conjugation charts in advance and show them to class on the screen with a classroom projector. The reason why I need this refinement is that by presenting the completed chart to the class, the students can learn the correct answers immediately, and this will help them learn the important information more effectively. On a different note, I made copies of these sheets for all students, and told them to turn them in to me as homework. I am planning to return their homework with accurate information. In the future, I would like to combine this with my idea of refinement so that students can reinforce their understanding of the conjugations.

With regards to the "Beginning and Ending Your Lecture" technique, one refinement is to combine other techniques such as "telling an interesting story, sharing an anecdote, or making a pop culture reference that piques students' interest in the topic of the lecture. It will also be effective to use a different technique almost each class. The reason why I think combining and changing techniques are helpful is that instructors can serve a variety of students' multiple intelligences by doing so, and that this will help students more engaged without knowing what to expect and without making them bored.

Unit 4B Plan to Implement Reflection

Description of the technique and explanation of why it was selected

The technique I want to use is "Using Concept Maps for Formative Assessment". I will use this technique in my JAPN 101 (College Japanese I) course, after students learn different types of verbs and how to use each kind of verbs in a sentence.

The reason why I want to use this technique in this course is that it seems that students find it difficult to distinguish copula verbs from general verbs, as well as regular verbs from irregular verbs. If students know how these verbs are different and how some of these verbs are in the same sub-category, they will be able to use verbs appropriately. In this sense, using concept maps will benefit students to be able to have a clear idea of the differences between all kinds of verbs in Japanese.

In order to implement this technique, I will create a sheet with a list of the key categories (copula verb, general verb, regular verb, irregular verb, ru-verb, and u-verb) as well as a list of examples of all kinds of verbs mentioned above. Students will be asked to create a concept map using all the key categories, and then to add the examples of the verbs under each category. I will use Novak and Gowin's grading system to assess students' concept maps.

Successes and challenges

As for the successes, I believe that introducing a concept map gives students a clear idea of how each category of verbs is connected or not connected to another. Since verb conjugation is different from one type of verb from another, students will be able to conjugate a verb in an appropriate way that is suitable for a particular verb type.

Regarding the possible student responses, I believe that this assessment will be taken positively by students. Even though I always introduce this concept map to students at the beginning of the chapter when I first introduce general verbs, it appears that, after a while, some students get confused with which conjugation each verb needs to take, and they often use a wrong verb conjugation. This is basically because they do not remember how these verbs are categorized and how each verb should be conjugated properly. The use of this technique will certainly help students solidify the basic understanding of how to use

Japanese verbs properly.

Challenges expected to be encountered include students who missed a class when this concept was introduced and/or students who did not prepare for this assessment. Possible solutions of the challenge is to upload the concept map as well as the information on how to prepare for this assessment on Blackboard and to notify them well in advance.

Plans for Implementation

The next step to prepare to implement this technique is creating a sheet of the assessment as I mentioned above. I will also need to post on Blackboard the concept map and the information on how to prepare for this assessment. The reason why I am taking these steps is because these steps will help students be ready for this assessment (i.e., understanding how to answer the questions properly, being aware of the important information on grading criteria, etc.).

Here is the timeframe for implementation: 1) Students first learn general verbs after midterm exam, which is halfway of the quarter. When I introduce general verbs to students for the first time (right after the midterm exam), I will show this concept map to a class, and give explanation of it (1 class meeting). 2) Then the class will learn how to conjugate verbs, often going back to this concept map, through practicing them in a variety of sentences (2-3 class meetings). 3) After that, I will explain to class about this assessment, and students will take this assessment at the end of the quarter.

Unit 3A and Unit 3B Instructional Practice Combined Reflection

<u>Selection and implementation of the active learning technique for small groups</u>

The technique I chose from the module 3A is a "Jigsaw" activity. I used this technique for my Japanese 201 class.

First, I told the class to study 3 new grammatical points on their own using their textbook by the next class meeting. Then, during the next class, I divided the class into 3 groups of four students, and assigned a different grammatical point to master in each group. I gave 15 minutes for them to discuss how to present and teach their grammatical point to the rest of the class. I told them that each group member would need to have a role to explain his/her part during their presentation so that everyone in the group will participate and be engaged in this activity. While students were discussing in their groups, I circulated the room, listened to their conversation, and gave advice if necessary. After that, each group came up to the front of the classroom, and presented their part as a group. I encouraged the rest of the class to ask questions and give comments, Also, whenever it was necessary, I added some information or points that were not explained clearly or needed to be presented.

The reason why I chose this technique is because I learned that this activity encourages students to be more engaged in what their learning, rather than receiving information only from the instructor. I have not tried this technique before, and I wanted to use this technique in my class for the first time.

<u>Selection and implementation of the active learning technique for large classes</u>

The technique I chose from the module 3B is "Exit Tickes". Among the ways introduced in this technique, I used the "Got It" technique. I used this technique for my Japanese 201 class during the last few minutes of the class.

About five minutes before class ended, I explained to students that they would write one thing that was crystal clear for them about "today's class" as well as one thing that was not clear. I distributed index cards to them, and instructed them to write these things, and submit their cards to me before leaving the classroom.

The reason why I chose this technique is because I wanted to know how their understanding

levels would be after introducing certain class activities so that I could modify my teaching styles, level of contents, techniques, etc., that are more suitable for students' needs.

How did it go?

The successes to the use of the "Jigsaw" activity technique include students learning to work together through teaching and learning from each other in the process of preparing for their presentation. Another success is that the students were more motivated to learn and master the assigned grammatical point so that they can be better prepared to anticipated questions from their peers.

Challenges include occasions that the proficiency level of one or more group members is significantly lower than the rest of the group and consequently cannot fully participate in the process of this activity. Another challenge is that students might not be able to have the same level of understanding regarding the other grammatical points that were presented by the other groups, particularly when the other groups did not clearly explain their assigned grammatical points.

The responses to the use of this technique were very positive. The students looked more motivated to work on their tasks in a casual atmosphere. After this activity, I noticed that the level of understanding the grammatical point that they worked on through this activity is higher than usual.

The use of the "Exit Tickets" technique was successful. After reading their exit tickets, I have better idea of what students are and are not confident about as well as how effective the class activities I employed were to promote their understanding. I was able to adjust my teaching styles, content levels, according to their needs.

Challenges include students who did not respond to one of the questions. In order for students to answer both questions, I think I should give small sheets that already include questions or write down the questions on the board, instead of giving students blank index cards and simply tell them what to do.

The responses to the use of this technique were positive. Without this activity, the students would not have had an opportunity to express their concern or something unclear about the class, and I would not have known what they were thinking about. Writing comments on their index card individually is private only between each student and the instructor, and this also works more effectively with shy students, since these students are usually reluctant to express their concerns or feel embarrassed to tell other classmates that they did not understand the class. In this sense, this technique worked well both with my students and me as an instructor.

Plans for Refinement

As for the "Jigsaw" technique, one refinement I wanted to make after my first try and that actually I made on a later day when I employed this technique again was to show students in advance the points and/or steps all groups need to include in their presentations. This made the students' preparation process more smoothly, and they were able to focus on the points that were necessary to present. This made their presentations easier to understand too.

With regards to the "Exit Tickets" technique, one refinement is, as I mentioned earlier, to include questions in the sheet or index card already so that students understand what questions they need to answer. Another refinement is I do not ask them to include their name in the index card and make the cards anonymous. Then, I can use these cards at the beginning of the next class, introducing what questions some of their classmates still have, and I can encourage the class to answer the questions.

Unit 3D and Unit 3E Instructional Practice Combined Reflection

<u>Selection and implementation of a practice to plan for class discussions</u>

The technique I chose from the module 3D is creating thought-provoking questions. I used this technique for my Japanese 370 (Japanese Culture Through Film) class which is a fully online course.

I created discussion questions in advance for students to answer after they watch an assigned film. The discussion questions include open questions, inductive questions, analytical questions, and opinion questions. I instructed students to read the questions before watching the film, to download a sheet of the discussion questions, and to take notes in the sheet while watching the film. Then students were instructed to post their answers on the discussion board, and to respond to at least two peers.

The reason why I chose this technique is because if students know in advance what questions they will need to answer after watching the assigned film, it is easier and more effective for them to focus on the parts that are related to the questions. I created the discussion questions, based on the chart titled "Guide to Effective Questions". I really like this chart because it clearly shows the types of questions as well as the value of each question type.

<u>Selection and implementation of a practice to manage class discussions</u>

The technique I chose from the module 3E is "using prompting to support and enhance participation." I used this technique also for my Japanese 370 course.

After reading some answers to the discussion questions provided by students, I noticed that there were some students who did not seem to fully understand the purpose of one of the discussion questions. Using "They Say-You Say" chart, I sent students an email explaining how students should reply the particular discussion question and what my goals are for responding.

The reason why I chose this technique is because this technique helps students better understand their discussion questions and why they are doing this activity. This also leads students to understand the connection with the learning objectives of the course that they

are taking.

Successes and/or challenges encountered

The successes to the use of creating thought-provoking questions include promoting students' critical-thinking and problem-solving skills. Due to the characteristics of the open-ended questions, there were a variety of opinions and analysis done by different students, and thus the students were able to learn about different opinions and ideas from their peers.

Challenges include occasions when students cannot understand the questions well. It is important to create discussion questions that are easy to understand for students. In my JAPN 370 course, some students misunderstood the discussion questions, and their answers were not what I wanted them to answer. In order to avoid misunderstandings, I think it is effective to create clear and easy-to-understand discussion questions as well as to give some examples of good answers and bad answers so that students have a clear idea of what they are supposed to do.

The responses to the use of this technique were very positive. Some students mentioned that they got excited when they were able to learn from their peers in a different perspective that they never thought of. I believe this is what makes the discussion exciting and rewarding, and that this is how "good" thought-provoking questions can do to stimulate students' curiosity and intelligence.

The successes to the use of using prompting to support and enhance participation include students having a much better idea of what they are supposed to do.

One of the challenges that I can think of is a timing. It is important to give questions in a good timing, especially in an online course. I need to give necessary guided questions early (after reading one or two students' posts that are not answering the discussion questions properly) or at an appropriate time so that other students know what exactly the questions are asking and that the students who already contributed their answers also have time to reproduce their answers.

The responses to the use of this technique were positive. Some students appreciated that, during the quarter, I had sent students emails explaining the purpose of the discussion

questions and what exactly they were supposed to do. They told me that they were able to have a much better idea about their tasks because of these emails.

Plans for refinement

As for the technique "creating thought-provoking questions", one refinement is, as I mentioned earlier, to give some examples of "good" answers and "bad" answers in advance. It seems that some discussion questions I created for this course were a little hard to understand, and some students misunderstood the questions and thus gave answers that I did not expect.

As for the technique "using prompting to support and enhance participation". One refinement is to give comments to each of the students' responses and/or assignments using "They Say-You Say" sheet. Depending on the student's response, I want to give them feedback using this sheet so that the students will be able to do a better job in their next task.

Unit 2B Instructional Practice Reflection

<u>Description of the technique and explanation of why it was selected</u>

The technique I chose from the module 2B is "Name-Dropping". I sed this technique for my JAPN 102 class.

One of the students was looking at his smartphone during class. He was not participating in class activities because he was busy watching a video on his phone. At that time, students were practicing adjective conjugation. While all the other students were focusing on this activity, the student was only looking down at the phone. Then I said, "So, Alvin, how do you use this adjective in a past tense affirmative form?" He immediately looked up and said a wrong answer. Then I showed him (and the class) the right answer.
However, after this activity, he again continued to watch the video on his phone. I again asked him another question, "Alvin, how do you translate this sentence?" He did not know how to do it, but with a help of his classmate next to him, he translated the sentence.

The reason why I chose this technique is that I thought this technique is effective to the "Low-Level Interruptions" such as talking with a neighbor, surfing the net, texting, and watching a video on the phone, just like the behavior that Alvin had in my class. Also, I believe that the "Name-Dropping" is one of the most "casual" ways to get disrupting students back on track quickly, if it works.

<u>Successes and challenges encountered</u>

After all, the use of this technique was successful. As I mentioned, the first try did not work, and the student continued to watch the video on his phone after answering my question. However, after the second try, he never went back to the phone, and it looked like he was trying to focus on the rest of the class. In addition, in the next class meeting, he never watched his phone, and he participated in every single activity seriously.

Challenges are, depending on the student, this technique might not work. In such a case, we need to utilize other techniques for the "Low-Level Interruptions", such as "Proximity" and "Reminding".

<u>Plans for refinement</u>

One refinement is to start using this technique as soon as I notice a student who is not following an expectation, from the beginning of the quarter/semester. Otherwise, students would probably think "It is okay to use my phone in this professor's class", and s/he would do this behavior continuously.

Unit 2E Instructional Practice Reflection

Description of the technique and explanation of why it was selected

The technique that I used from this module is assessing students early to give them a "data point". The reason why I chose this technique is that I thought it would be most appropriate to use this technique for students who have studied Japanese for one quarter in JAPN 102 and are currently enrolled in JAPN 102. In other words, by using this technique, I thought that students would be able to have a clear idea of what they have mastered and what they are not good at.

Here is how I implemented this technique: At the beginning of this quarter, I created a worksheet that has questions about grammar introduced in JAPN 101, and distributed copies of this sheet to all students in my JAPN 102 class. I instructed students to answer all questions on the worksheet and submit it to me in the next class meeting. I also told them that they were allowed to look at the textbook, get help from tutors, etc. before submitting this worksheet. After collecting and grading their work sheets, I returned them to the students, and explained grammatical points that many students were not good at and that students requested me to explain. Then I instructed that they were allowed to fix their answers and submit it again, and that they would be able to raise their score if they do better the second time.

Successes and challenges encountered

This was very successful. Students were able to have a clear idea of which grammatical points they mastered and haven't mastered. They were able to focus more on the grammatical points they haven't mastered before entering a new chapter of this quarter, which requires cumulative knowledge and skills beforehand.

Challenges are when students did not submit their worksheet second time to revise their answers, even though they had a chance to raise their score. I gave students a reminder about this using email and Blackboard announcement, but maybe it was not enough. I will probably need to extend a submission deadline so that all students will be able to resubmit their worksheet.

Student responses were very positive. Some students told me that they were more

encouraged to understand and master the grammar that they were not good at yet, knowing that there would be a chance to raise their grade.

Plans for refinement

One refinement would be having students work in a group and try to solve questions together before having them submit their worksheet individually. The reason why I think this refinement works is that students will have an opportunity to help and learn from each other, and that I believe this process will promote their understanding and their curiosity.

Unit 2D Instructional Practice Reflection

Description of the technique and explanation of why it was selected

The technique I used this technique is "Sending Motivational Messages". I chose this technique, since I send reminders and messages to students often during the term.

I implemented this technique in my Japanese 202 class. I posted an announcement about what the students were going to complete by the next class meeting, and emailed the announcement to all students. In this announcement, I included weblinks and resources that will help them prepare for their upcoming quiz as well as words of encouragements.

Successes and challenges encountered

I believe the use of this technique was successful. The average score of the quiz was higher than usual. This explains that more students successfully understood the content and mastered the skills they learned in class.

When I asked the students how they prepared for the quiz, many students responded by saying that they used the weblinks and resources I had provided in the announcement, and that they were very helpful. I believe that adding the weblinks and information on resources that are helpful to prepare for the quiz motivated the students to learn and master the material. I also believe that the words of encouragements gave a positive effect to inspire their motivation.

Challenges occur when students do not read announcements or use the resources provided. I need to continue to motivate and encourage these students, by constantly reminding them how these help them not only in the course they are taking but also in other courses they are/are going to take and in their future career.

Plans for refinement

One refinement is to add in the announcement some positive encouragement about the effort students put into and how they demonstrated their learning in the course so far. I believe that students appreciate it and that it encourages them to continue tackling the challenges successfully.