

秦毓權

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我的學習經驗反思

1. 自我介紹：

Growing up and being educated in a multi-cultural environment, I believe my thinking and learning process might be slightly different from most traditional Taiwanese student. In my earlier education experience, most classes offered plenty of presentation, show and tell, group work, papers, etc. Therefore, I am fairly used to the way this course was presented. Luckily, being an outgoing extrovert, it is also very easy for me to make friends and share my ideas in the educational setting.

I enjoy group discussion and group work because it allows me to reflect on the thoughts I have, and compare them to the thoughts of my peers. Listening to other express his/her idea and definition allows me to think deeper and confirm my thoughts. I can see if his/her thought aligns with mine. If it does not, what is the reason for why he/she has a different thought? I sometimes believe, debating is a good way to gain knowledge because you truly get a chance to hear the opposing party's thoughts and argument. I believe group work allows you to conduct debates or in a softer term, discourse. Simply having a teacher centered instruction limits the way knowledge gets transferred so I truly gain most from group discussions.

Often times, in group work situation, I tend to dominate the group and become the group leader, but having Taiwanese cultural background, I still would humbly offer the role to others. Being a group member is less demanding but having high expectations for myself, if my group members cannot step up, I would more than gladly take the role to help our group achieve our goal. Perhaps due to my energetic and outspoken personality, most groups often tend to have me lead the discussion.

Moreover, I am a person that likes to solve puzzles. I can certainly solve puzzles

individually but I think it is just more enjoyable and fun to have human interaction. Even though I can work very efficiently by myself, but I really do like social interaction. Even if it is individual work, I like to have study groups to engage with peers and share my experience completing the assignment. Therefore, having group work not only allows me to gain knowledge more profoundly, but it simply is just more entertaining for me. I think social interaction is a very important aspect of learning. With social interaction and peer discourse, I can discover knowledge through others idea and most importantly negotiate the idea with others. If we were to read academic articles, we would simply be gain information though being told (like teacher-centered instruction).

2. 個人成長與改變反思：

As mentioned, I enjoy social interaction and group work. This course allowed me to get to know my group members while developing knowledge together. The day we were picking our groups, I was very nervous as I have not taken a class in a few year which means, I did not know any of my peers. I was worried that I would not be placed in a group I enjoyed. Luckily, my group members found me and asked me to be part of the groups. Perhaps, because we all conducted a brief self-introduction before splitting groups, my group members had some knowledge that we have similar background—English instructor. Even though the topic of the class was fabricated news, our common background still brought us closer together and was easier for me to communicate as I could use English if I could not express myself in Mandarin.

This course allowed to me to reflect on my course design. I have always wanted to move away from teacher-centered instruction and move towards an autonomous student-centered instruction. My current research is based on group-led learning by teaching. I believe the course achieved what is considered as self-learning and peer-learning by allowing us to first experience creating a fake news educational board game with absolutely no knowledge of the subject or board game designed. Then allowing us to research the topic to understand what educational goal we are attempting to achieve, and having speakers come in to help us understand what is considered an educational board game. At last, having the professor remind us of the process of creating an education

board game to keep us on track in our self-discovery and peer learning. This method of instruction allowed us to figure out what our problem was and allowed us to find the solution to our problem. This was a classic problem based learning classroom with many self-learning components.

One activity that was both good and bad for our group was the initial board game. It was really great to have this activity prior to having any class to experience how we would design a board game and for us to understand the process of educational board game design. However, for our group, it was very difficult to remove our thoughts from the initial board game. We spent a lot of time just getting all members on the same page of not thinking about the game design first and focus purely on our educational goal. For the first two-thirds of the semester, we were still creating board games first and seeing if it matches our educational goal, but finally after struggling to find a common group, we had to force ourselves to think, if we were creating a lesson plan for a class, what is the educational goal we are trying to achieve? Once we were able to answer that question, designing an “activity” was considerably easier. Luckily, my team members were all excellent instructors and have high academic achievement, we were able to break loose of the spiral we were heading for in the final few weeks.

The course did an excellent job allowing me to understand that every activity or game is like a lesson plan. There is a process in completing it. Undoubtedly, everybody may have a different process, but I believe finding the core goal is very crucial and being efficient in the whole process. Having a clear goal feels like half the battle. The remaining design will fall together faster. If the goal is not clarified, it feels that the success of the activity design is luck and a hit or miss. The course allowed me to reflect back on my curriculum design and activity designs for my own courses. I never really thought about the process that I used to create my own course. I have been trained to complete lesson plans but that seems to be taught to me rather than discovered. This course allowed me to internalize the process. I believe, I will be able to create more interesting curricula in the future.

I am very glad I took this course, not only because it fit my schedule and that the professor

is an excellent instructor but also because I was able to gain useful knowledge for my own teaching. This class is very different from other classes I have taken in my Ph.D. program so far as it is very hands on and problem based learning. The course was not focused on assigned reading and writing an academic paper. Throughout the whole semester, we were trying to solve the problem of what is our educational goal and how we can introduce a board game that supplements education. I think the professor had a well-balanced of teacher intervention and student learning. The course took a lot of energy and gave me plenty of headaches but it was definitely very enjoyable.

3. 課堂參與經驗：

Every course I take, I put in as much effort as I possibly can. Unlike other classes, I relied on my team members more because they were absolutely phenomenal. I did not have to present to the class as much for our group members as they were all very willing to speak up in class. I believe the reason why our group worked so well is because we all placed a lot of effort into the class and we did not feel that anybody was doing more or less work than other members. As a person that usually take the role of group leader, I was very happy that all four of us were group leaders. At different times, a different person would have the final say and we were all able to respect and agree on the decision. Certainly, having multiple group leaders can sometimes be distracting as we do not know whom to listen to, but again, our group members worked seamlessly. I really enjoyed being a member and a leader at the same time. This has never happened for me before. Usually, I am stressed out being the leader or stressed out that our group leader is not doing something correctly. This course allowed me to see how 4 members with considerably strong leading personalities work together as whole. We were inefficient in the sense that we did not just have 1 leader to listen to for the final say, but we were efficient in the way that when we needed some to have a final say, somebody would step up and give directions. We were all very good at being members and leaders.

In this class, it was the first time I struggled a bit using Mandarin to have discussion with group members because we were discussing the Mandarin wording for our learning goal. The definition of the same word was vague and different in all of our minds. In other

classes, we did not have to be so exact on defining something, but this course required us to really understand our goal and having all member possess the same understanding of the goal in order to continue our design process. As mentioned, luckily, all of us have very high English proficiency so I could express my thought in English and Chinese so we can all be on the same page.

I really liked how the instructor allowed us to use sticky notes to create a timeline of our thinking process and group work processes. These allowed us to take a step back and look at our progress from a third person's perspective. Even though, in our group we felt that we were working on the same track, but in reality, we all diverged slightly. Being able to pause our work and taking a step back to ensure that we are all still on the same track was a crucial process for our group to achieve our final goal.