

HKU TALIC COIL Seminar Series 2024

2nd May Webinar: Sharing Session

Structuring a COIL Course: From Start to Finish Experiences, Reflections and Insights

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School of Education

Newcastle University, UK





**Newcastle
University**

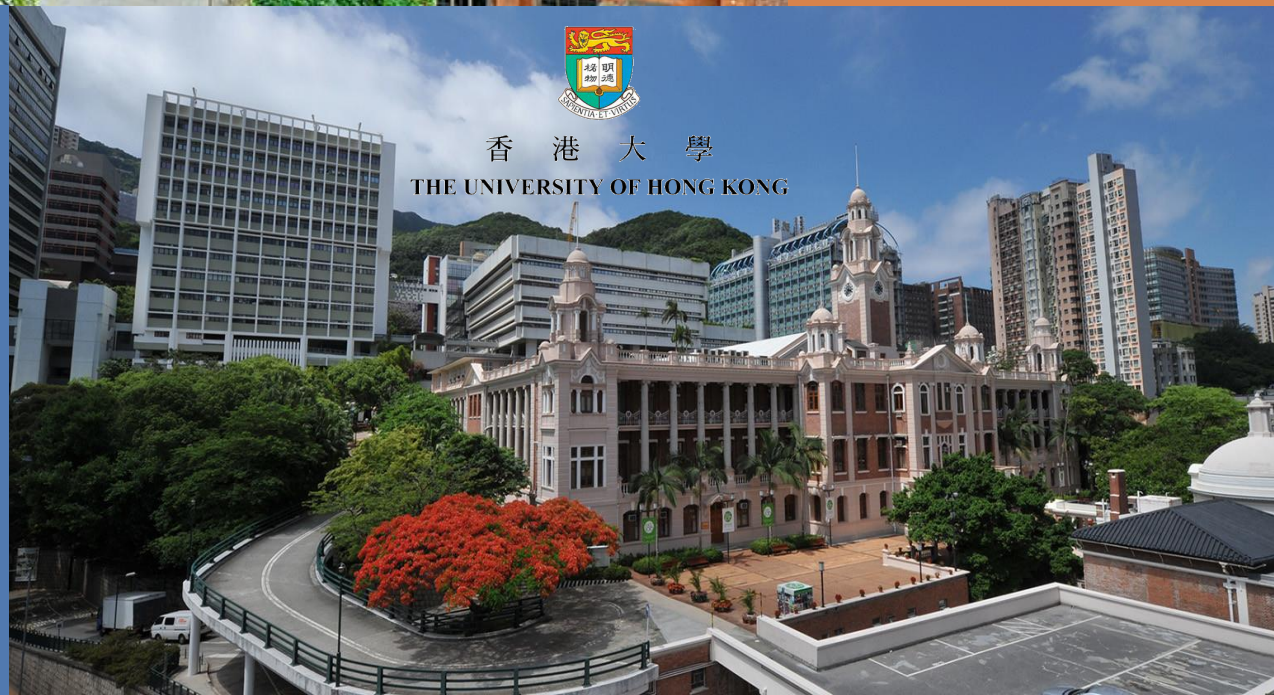
&

**The University
of Hong Kong
Partnership**

**A COIL
Teacher Education
programme
(within MA TESOL)**

12 weeks

85 students



香港大學
THE UNIVERSITY OF HONG KONG



English Language Teaching (ELT) Methodology: Theory-Practice Integration



Practical Teaching: Micro-Teaching & Peer Teaching





Aim of the HKU-NU COIL Initiative

To engage our student-teachers in **experiential learning**:

- 1 To broaden their repertoire of English language teaching methodological practices beyond the Asian context
- 2 To heighten their multicultural awareness
- 3 To sharpen their communication and collaboration skills
- 4 To strengthen their multicultural competencies

ELT Methodology: Theory-Practice Integration

Theories and principles

- Communicative Language Teaching (CLT) & Task-Based Language Teaching (TBLT)
- Grammar teaching: Form or meaning
- Language skills (speaking, listening, reading & writing)
- Vocabulary



Practice

(HKU-NU partnership)

- ELT activity design
- Classroom skills
- Lesson planning
- Micro-teaching

Synchronous **Friday** webinars:
Practice sessions

Asynchronous collaboration
via **Perusall**



HKU: Teaching in a real school (14 Nov 2023)



**NU: Peer teaching (20 Oct, 27 Oct, 17 Nov 2023)
Assessed peer teaching (8 Dec 2023)**

HKU & NU Partnership

Practical sessions, lesson preparation, material design, implementation and reflection

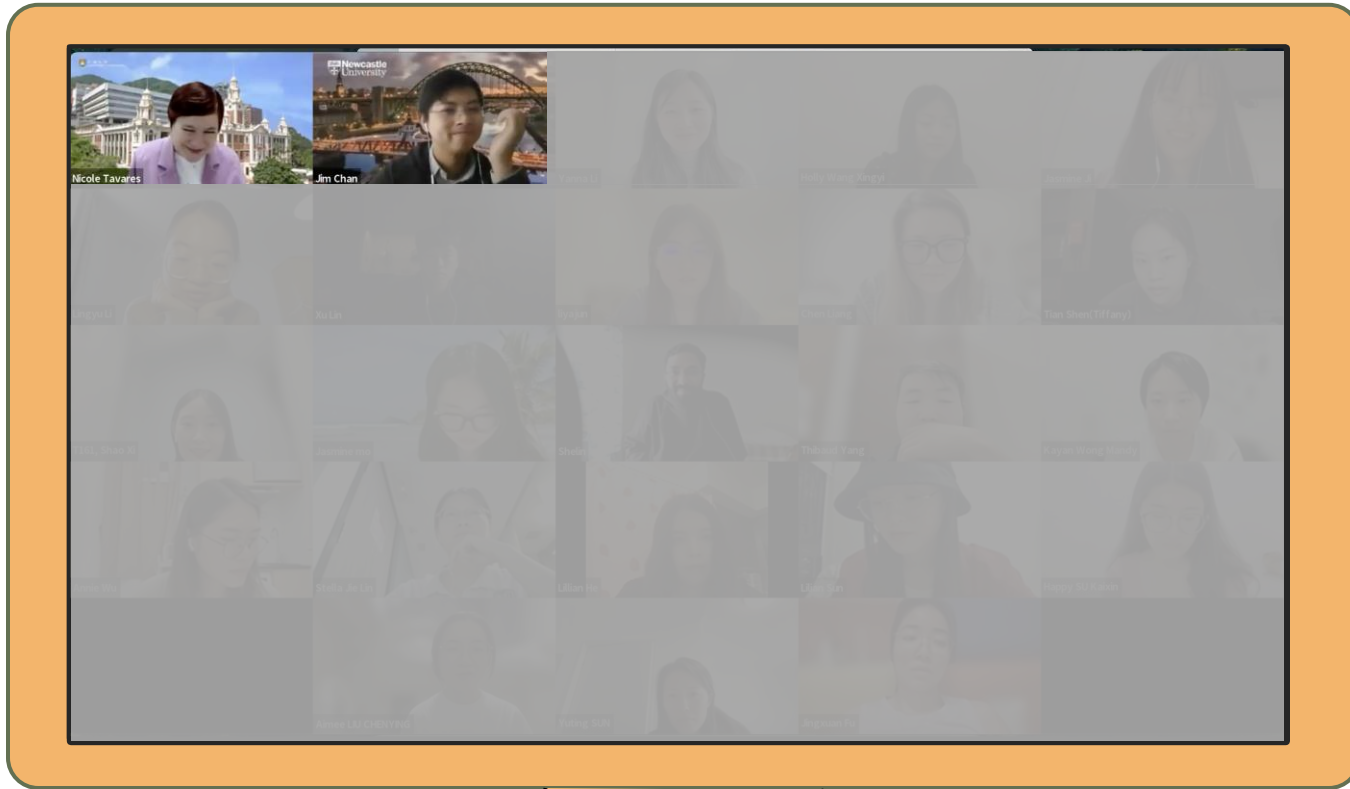
1. co-planning lessons and co-developing T&L materials for teaching practice
2. sharing of experience and knowledge via collaborative work
3. observing and reflecting on classroom teaching
4. exchanging peer feedback
5. meeting international friends
- 6. preparation for assessment (i.e., teaching and evidence-based reflective essay) !**

Date	<u>Wednesday (NU)</u> Lecture		<u>Tuesday (HKU)</u> Lecture
11-15/9			CLT as an approach to ELT
18-22/9			CLT & Speaking
25-29/9	A review of ELT		Communicative competence & lesson design
2-6/10	Communicative competence & ELT		Listening skills - Formative use of summative tests - Preparing for real-life listening - Metacognitive listening awareness development
9-13/10	Grammar: forms or meaning		
16-20/10	Speaking skills		<i>Reading Week</i>
23-27/10	Listening skills		Reading skills - Approaches to teaching reading - Intensive vs extensive reading - Staging pre/while/post-reading
30/10-3/11	Reading skills		
13-17/11	Writing skills		<u>Micro-teaching & School experience</u>
20-24/11	Vocabulary		Writing skills - Process & genre approaches - Writing task & lesson design - Error-correction & feedback-giving
27/11-1/12	Preparation for TP assessment		
4-8/12	<u>Peer teaching assessment</u>		<u>Lesson study: Evidence-based critical reflection</u>
11-15/12	Preparation for final essay		

Date	Wednesday (NU) Lecture	Friday (NU-HKU) Webinar	Tuesday (HKU) Lecture
11-15/9			CLT as an approach to ELT
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25-29/9	A review of ELT	Briefing session & meeting buddies	Communicative competence & lesson design
2-6/10	Communicative competence & ELT	The CLT/TBLT approach	Listening skills - Formative use of summative tests - Preparing for real-life listening
9-13/10	Grammar: forms or meaning	Lesson co-planning	- Metacognitive listening awareness development
16-20/10	Speaking skills		<i>Reading Week</i>
23-27/10	Listening skills		Reading skills - Approaches to teaching reading
30/10-3/11	Reading skills	Lesson demo (HKU) & peer feedback	- Intensive vs extensive reading - Staging pre/while/post-reading
13-17/11	Writing skills		Micro-teaching & School experience
20-24/11	Vocabulary	Reflection on lesson implementation & peer review of lesson plans	Writing skills - Process & genre approaches - Writing task & lesson design
27/11-1/12	Preparation for TP assessment		- Error-correction & feedback-giving
4-8/12	Peer teaching assessment		<u>Lesson study: Evidence-based critical reflection</u>
11-15/12	Preparation for final essay	Celebration of HKU-NU Partnership	

Date	Friday (NU-HKU) <u>Webinars</u>	Friday (NU) <u>Peer Teaching</u>	HKU <u>Micro-Teaching</u>	Asynchronous activities <u>NU-HKU</u>
25-29/9	Briefing session & meeting buddies			<p>1. Co-development of lesson plans and T&L materials</p> <p>2. Peer feedback on recorded TP/ micro-teaching lessons</p>
2-6/10	The CLT/TBLT approach			
9-13/10	Lesson co-planning			
16-20/10		TP1 – Grammar		
23-27/10		TP2 – Speaking/listening skills		
30/10-3/11	Lesson demo (HKU) & peer feedback			
13-17/11		TP3 – Reading/writing skills	Micro-Teaching	
20-24/11	Reflection on lesson implementation & peer review of lesson plans			
27/11-1/12		TP preparation		
4-8/12		Peer teaching assessment		
11-15/12	Celebration of HKU-NU Partnership			

Online collaboration in preparation for the delivery and reflection of the micro-teaching experiences via...



Perusall



Working and learning together on *Perusall*

Perusall[®]

Social Learning Tools for Students:
How to Comment in Perusall

perusall.com

[#SocialLearning](https://twitter.com/SocialLearning)

Perusall

usall.com/courses/our-collaborative-lesson-planning-micro-teaching-and-joint-reflections-corner-an-hku-and-nu-partnership-initia...

Collaborative Lesson Planning, Micro-Teaching and Joint Reflections' Corner - An HKU & NU Partnership Initiative

What's new

JC

Jim Chan

Get started

Library

Assignments

Students

Type to search library



Webinar 5 (24 Nov)

Webinar 6 (15 Dec)

Micro-Teaching in Hong Kong (14 Nov)

'Collaborative Lesson Planning' Corner for the HKU 14 Nov Micro-Teaching

Lessons micro-taught on 14 Nov 2023 at HKMADLKPC in HK

Example of peer teaching at NU

1st Peer Teaching at NU (20 Oct)

2nd Peer Teaching at NU (27 Oct)

3rd Peer teaching at NU (17/24 Nov)

Deleted items

Students will be able to upload PDFs, Word documents, and PowerPoint files to this folder directly.

Contains 15 items

- Red (Team A)
- Red (Team B)
- Orange (Team A)
- Orange (Team B)
- Yellow (Team A)
- Yellow (Team B)
- Green (Team A)
- Green (Team B)
- Lime (Team A)
- Lime (Team B)
- Blue (Team A)
- Blue (Team B)
- Purple (Team A)
- Purple (Team B)
- [Lesson plans and materials for 14 groups](#)

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27/11-1/12		TP preparation		
4-8/12		Peer teaching assessment		
11-15/12	Celebration of HKU-NU Partnership			

Ice-Breaking Activity: **Scavenger Hunt!**



Time limit: **10 minutes**

- 1 Find one of each of the following in your team:
 - something they've had since they were a child
 - something they'd eat for breakfast
 - something that would look good on them as an accessory
 - something they were reading
 - something they could find and hold up literally within arm's length
 - something that always makes them happy
 - something that would make their screenshot unique
- 2 take a fun screenshot of your team with everyone holding their items above
- 3 send the screenshot as a file via Chat to us when you return to the main room
- 4 share with us in no more than 1 minute something interesting about your team photo

The team that demonstrates the strongest team spirit and creativity wins 😊

Scavenger Hunt 1-Minute Presentations



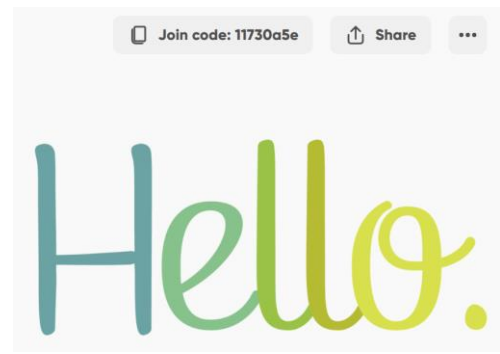
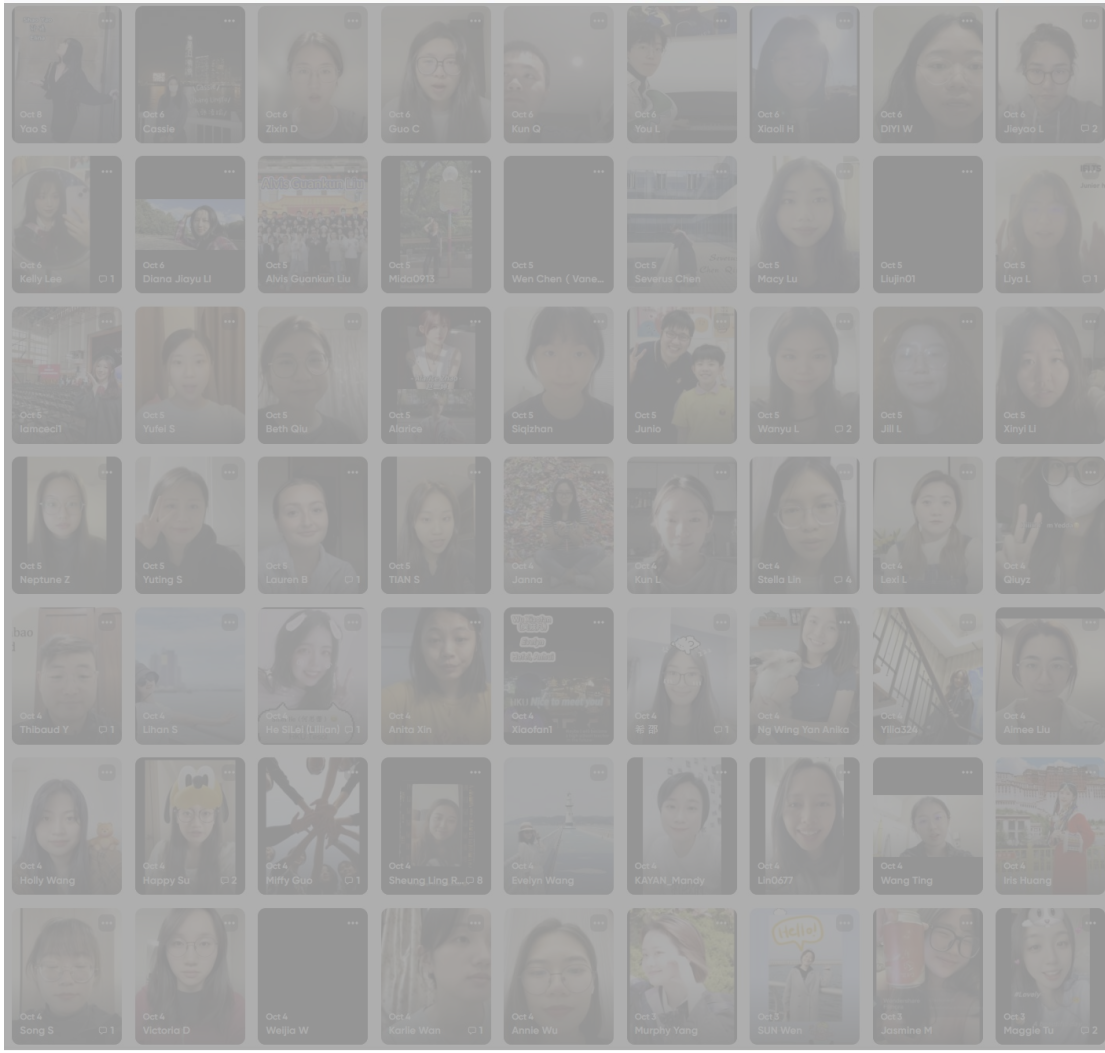
Follow-up Activity: Introducing ourselves on video (using *Flip*) to our HKU & NU buddies

- Go to <https://flip.com/11730a5e>, do a 1 – 1.5 min. video recording via **Flip** in one click, introducing yourself, telling your buddies the following:

1. Your name
2. (Teaching and) learning experience
3. Interests and hobbies
4. Aspirations
5. Anything else



Have your video clip up on *Flip* by 5th Oct.



Sep 21, 2023

Let's meet our buddies and say a warm hello :)

Nicole Tavares 75 1955 25 26.7 hours of discussion

This is a space to record your 'greeting video' to introduce yourself and get to know your learning buddies from the two universities.

Introduce yourself to your new friends. Record a 1.5-minute max. video sharing with us...

- the name you'd like us to call you by,
- what brought you to your MA study,
- your previous teaching experience (if any),
- your career aspirations,
- what you'd hope to get out of this partnership, and
- a...

[Show more](#)





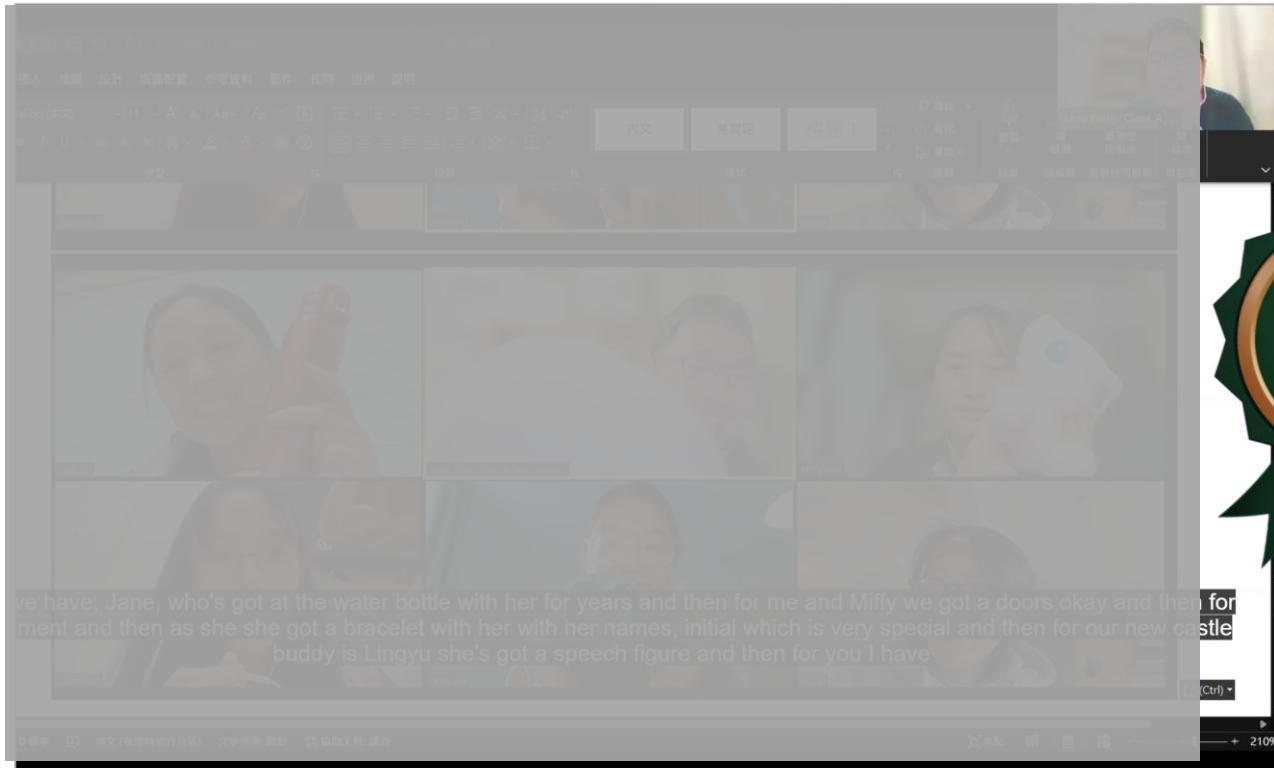
Webinar 2

Winners of the Scavenger Hunt Activity

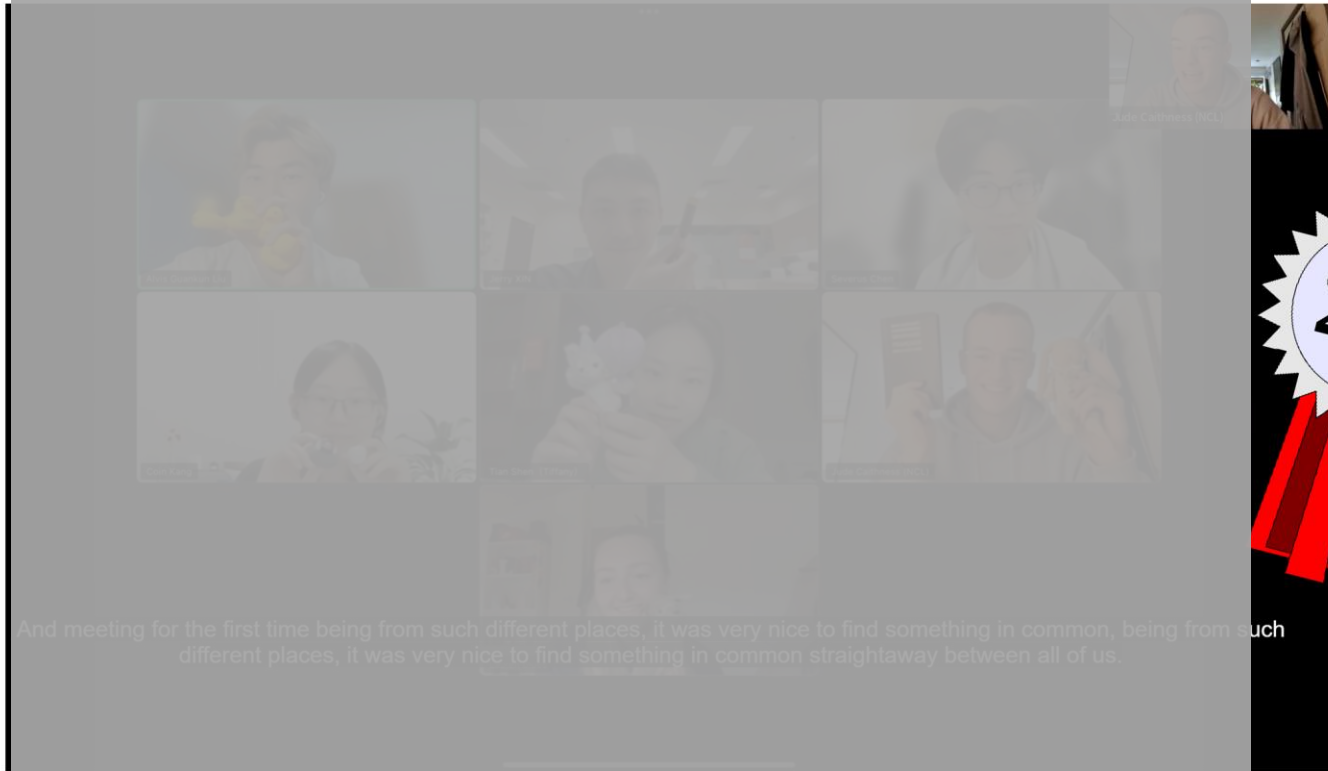


Faculty of **Education**
The University of Hong Kong

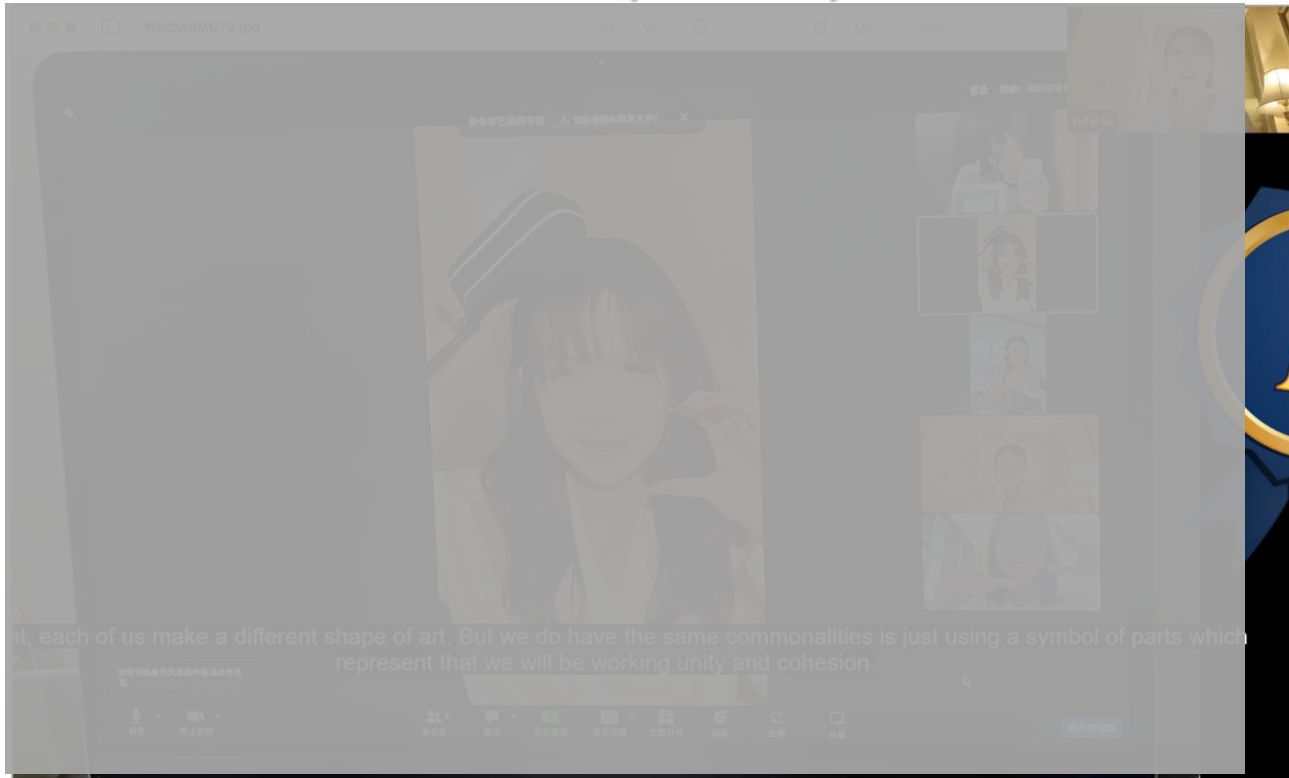
YELLOW (Team A)



LIME (Team A)



ORANGE (Team B)



it, each of us make a different shape of art. But we do have the same commonalities is just using a symbol of parts which represent that we will be working unity and cohesion.



WINNER

Hong Kong University-Newcastle University Collaboration

Winners of the Scavenger Hunt Activity

1st

Orange (B)
Spokesperson: Sophie

Module Leaders: Jim Chan & Nicole J. Tavares

Oct 5, 2023

Understanding the School Context

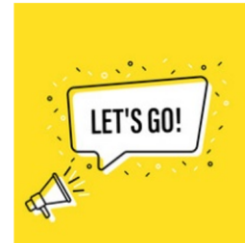


Time for Teamwork





In your breakout rooms...

1. Read the relevant class and student profile and all the info provided
2. Find out what the English teacher suggests your team teach
3. Start by discussing *how to begin* your collaborative lesson planning (CLP), e.g.:
 - what could be possible topics for the 35-minute lesson
 - what lesson objectives you may set...
 - what you would appreciate getting further information about
4. Decide *how* to prepare for the CLP in Webinar 3 (13th Oct) and what to bring to the session for your team meeting



Preparation for micro-teaching

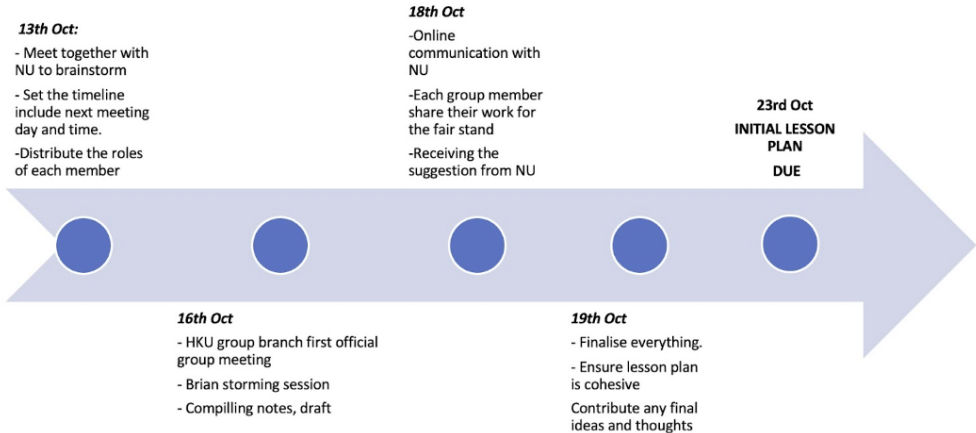

1. Discuss your **action plan** for collaboration
 - a) Key milestones and **timeline** (Deadline for uploading lesson plan and materials: **23 Oct**)
 -  b) Assigning **a role for each team member** (e.g., materials, task design, classroom management, matching lesson with learning outcomes, coherence, coordination for the collaboration – checking progress, etc.)
2. Consider the following areas for your **group lesson plan** on Perusall:
 - a) **Topic**
 - b) **Lesson objectives + language/skills foci**
 - c) **Materials**
 - d) **Stages** (e.g., pre-/while-/post-task)

*One student shares the screen in the breakout room
3.  **Report** to the whole class -**decide** on who will report



Google Doc to initiate collaborative lesson planning

LESSON PLAN – ORANGE (B)

<p>Action plan & timeline for lesson planning:</p>	 <p>13th Oct:</p> <ul style="list-style-type: none"> - Meet together with NU to brainstorm - Set the timeline include next meeting day and time. -Distribute the roles of each member <p>16th Oct</p> <ul style="list-style-type: none"> - HKU group branch first official group meeting - Brian storming session - Compiling notes, draft <p>18th Oct</p> <ul style="list-style-type: none"> -Online communication with NU -Each group member share their work for the fair stand -Receiving the suggestion from NU <p>19th Oct</p> <ul style="list-style-type: none"> - Finalise everything. - Ensure lesson plan is cohesive Contribute any final ideas and thoughts <p>23rd Oct INITIAL LESSON PLAN DUE</p>
<p>Roles of team members:</p>	<p>Andromeda: assessment & evaluation, while-teaching</p> <p>Sophie: warm-up, pre-teaching, rationale</p> <p>Evelyn: objectives and learning focus, brief descriptions of target learners</p> <p>Alarice: while-teaching, post-teaching</p> <p>Xinyi: revision and modification</p> <p>Xiaoli Huang: revision and modification</p> 

Date: 14 Nov.
Time & Duration: 10:00-10:35; 35 min
Class: 1J/M (Room 106) - Justice & Mutuality (Group 3)
Class Size & Proficiency Level: 23 students; 3a - Ss have a limited English vocabulary bank and a weak English foundation

Topic or Theme: Personality

Objectives and Learning Focus

Language Form and Use:

By the end of the lesson, students are expected to be able to

- (i) know the form, meaning and usage of different adjectives about personalities (i.e., fearless, diligent, slothful, self-centered, offensive, responsible).
- (ii) use "because" and "as" to further explain their claims on personalities.

Co-development of lesson plan and ELT materials

Our 'Collaborati... X

← My Courses

Course home

Settings

Export data

Student view

3 Notifications

Notes

Audit Beta 159

Add to my calendar

Content

Library >

Assignments >

Chats ?

Groups +

Get started

Library

Assignments

Students

Type to search library

+ Add content

Select all

+ Webinar 2 (6 Oct)

+ Webinar 3 (13 Oct)

+ Webinar 4 (3 Nov)

+ Webinar 5 (24 Nov)

+ Micro-Teaching in Hong Kong (14 Nov)

+ 'Collaborative Lesson Planning' Corner for the HKU 14 Nov Micro-Teaching

+ Lessons micro-taught on 14 Nov 2023 at HKMADLKPC in HK

+ Example of peer teaching at NU

+ 1st Peer Teaching at NU (20 Oct)

Most upvoted comments



Agree with your rationale and purposes. This lead-in part can provoke Ss' interest and schemata. +1



Teachers should let students know the purpose of watching this video. In other words, teachers should make it clear to students what they should focus on when they watch the video. +1



I think the idea of 4 aspects is really good:smiling_face_with_3_hearts: But I wonder that T will summarize sentence patterns and then let Ss to discuss about four aspects, so maybe at the same time, T should also summarize the aspects that mentioned by Ss, and then categorize them into study, recreation, sports, life and environment. (just my personal thoughts:heart:) +1



Students would discuss on only one aspect here, e.g., some students focus on study, while others focus on life, recreation and sports or environment. This is a iiasaw activity. +1

C-O-S-T Criteria for Lesson Planning, Peer Evaluation and Collegial Feedback



Between 23 Oct and 3 Nov, your paired team's lesson plan and teaching materials, comment on any of the following aspects using the collaborative annotation functionalities on *Perusall* and the 'Two Stars and a Wish' approach, and engage in professional dialogues with your peers to support one another in strengthening your plans and materials and delivering the most pedagogically sound lessons possible:

- **Lesson Objectives [O]:** Are all the lesson objectives S-M-A-R-Tly (i.e., Specific, Measurable, Achievable, Relevant, Time-bound) stated, including the related language functions, skills and items?
- **Task Achievement [T]:** Are the tasks well-designed to engage students in meaningful, authentic and purposeful activities and various modes of interaction?
- **Scaffolding [S]:** Are students given sufficient conceptual and linguistic scaffolding to accomplish the tasks?
- **Coherence [C]:** Is the lesson structured with a good lead-in and set, clear pre-, while- and post- stages and coherent steps that build on one another? Is there a sound rationale for each teaching step?
- **Subject knowledge:** How well does the plan show the teacher's pedagogical and methodological knowledge with evidence of skill, creativity, originality and innovation, considering the target students' abilities and needs?
- **Learning Outcomes:** Do the teaching content, materials, and learning tasks meet the intended lesson objectives? Are they likely to be met?



HKU-Newcastle students' collaborative lesson planning and peer feedback on Perusall

Magnets
 iPads

Software:

YouTube Video (<https://www.youtube.com/watch?v=d6XHuE32tq0>)
 Nearpod game :<https://nearpod.com/student/>

Code: DTH7W

Resources for Teachers:
<https://www.youtube.com/watch?v=3kxF1-jkz-U> a video on note-taking skills.

PROCEDURAL STAGES

HEADING & TIME ALLOCATION	INTERACTIO NAL PATTERNS	STEPS	RATIONALE / PURPOSE
Introduction: Lead-in (3 mins)	T - Ss S - S	T greet class and tell students that they notice there are students in different skin colors in their school. T display questions on screen and have Ss share ideas in pairs: - Do you know anyone in this school with a different skin color? - Where are they from? - What food is famous in their country? - Can they have that food at your school?	<ul style="list-style-type: none"> To gain Ss' attention and arouse Ss' interest in the lesson To activate Ss' schemata To give Ss the time and space to warm themselves up for later interactions To encourage peer support
Pre-listening activity: KAHOOT! (5 mins)	T - Ss	T introduce a task context (see Appendix) for the listening lesson and lesson objectives to Ss. T instruct Ss to enter and play a Nearpod game (the other two Ts help with the distribution of iPads).	<ul style="list-style-type: none"> To provide a real-world connection for Ss To create a felt-need for Ss To cater for the needs of visual and kinesthetic learners

Current conversation

I wonder this school didn't have any canteen or cafeteria, they obviously cannot have that kind of food at school. So maybe this question can be changed to "if this food add to our future canteen's menu, would you like to have a try?" or other questions? Just my opinion. And the coherence of each question, I think it's good.

Oct 24 7:16 am

Sorry, maybe I think it wrong, the original question has similar meaning with mine.

Oct 24 7:25 am

@Jieyao Li (she/her) That's right, the school does not have any cafeteria, and we originally were referring to their tuck shop/ nearby restaurants. But I think that is a great point you mentioned.

If we are asking them about adding those items to the menu, shall we introduce the task context in the lead-in session instead of the pre-listening activity then? 😊

Oct 24 2:36 pm

oh, you're right. It should be better to introduce in the pre-task. Or change it to "Have you tasted that food before?" In this activity, I think share ideas to public, like just raise their hand and share different answers is good, instead of share in pairs.

Oct 25 4:39 pm

@Jieyao Li (she/her) said:
 just raise their hand and share different answers is good

In my opinion, students in HK are quite shy to take the initiative to raise their hands and answer questions. We're not familiar with the characteristics of the students, but we guess that they could be quite shy as it would be the first time having a lesson with we teachers from HKU. Apart from this, we want students to have the opportunity to share their opinions and have their schemata activated before the listening. Perhaps the pair work could provide each student that opportunity. In this way, would you think sharing answers in pairs would be better?

Oct 25 10:55 pm

Introducing a context would be better. Students will be more motivated to answer the questions as they know why you ask these questions and the context is relevant to them! As for students sharing their opinions, working in pairs first would be better. It caters to the needs of shy and quiet students and allows them to practice in smaller groups before they speak up in bigger groups or even the whole class. Small-size grouping also ensures more opportunities and time for each student to have their turn to share.

Oct 27 10:45 pm

😊 We will definitely note this point down when we are revising our lesson plan. **Introducing the context in the lead-in part** seems more reasonable as it creates a felt-need and a purpose for students to answer the following questions. But we also need to pay attention to the coherence between the lead-in and pre-listening stage if we make such changes. @Cassie Lingyu Zhang What do you think Cassie?

Oct 28 9:57 pm

@Conversation what about introducing the menu to ss during the lead-in and ask them to discuss in pairs whether the menu has areas to improve? We can include guiding questions to lead students care for schoolmates from other countries. This could activate their schemata in the main task where they have to modify the menu. Also they can raise the awareness in embracing different cultures in school?

Oct 29 12:13 am

I agree with @Sheung Ling Roanna Ng. I think **Inviting students to think the potential improvements on menu** is more coherent as to echo post-listening activity and get Ss more preparation. **If you still want to Ss discern the food culture**

HKU and Newcastle buddies engaging in professional exchanges on Perusall

	T-Ss	Assign colored pens and glues or tapes Ask students to write on a paper slip and finally paste them on the A3 paper	
		Coffee shop presentation activity	

The screenshot shows a chat window titled "Current conversation". The messages are as follows:

- Nov 2 9:16 am: A question mark icon asks, "Coffee Shop activity can be time-consuming, I'm curious to know how much time the class should allocate for this activity?"
- Nov 3 6:07 pm: A response says, "Well I think it depends on teacher's teaching pace. It can be adjusted flexibly. If the time is limited, the teacher could invite just few groups like one or two, then give them feedback and draw some summary."
- Nov 3 6:07 pm: A follow-up question asks, "Thank you so much for your suggestion! It is true, and we may change into a easier activity (or maybe a simple presentation to the next group). And, we may do a demo vedio to give instruction how to do the presentation :)"
- Nov 3 7:12 pm: A detailed response states, "As for the step of presentation, I recommend the teacher should detailedly consider how to deal with the difficulty which will be mentioned by the presenters. For example, during the coffee shop presentation activity, a student of every group is assigned in speciality to sum up the difficulty of writing by writing on a paper slip. At the end of the coffee shop presentation, the teacher can gather all the paper slips containing the writing difficulty and give feedback or writing advice to resolve them, especially for the common difficulty mentioned by various groups. If time allows, the teacher can allow some students to share their ideas or orgaize group discussion to deal with the difficulty. Thank you."
- Nov 11 11:13 pm: A final response says, "Yes, I agree with Andromeda, coffee shop activity is a little bit time-consuming here."

Presentation & Evaluation (3min)	S-S	In groups of 5 members, T assigns one member to be the monitor and presenter. The presenters should highlight the shining point and the difficulty they encounter while writing. Each group selects 2 students to go to other groups to present their A3 paper. The other 2-3 students stay in their groups to listen and share instant feedback.	To encourage students to learn from peers
	T-Class S	Teachers ask students who stay in the groups to take out the peer evaluation sheets and complete the forms according to the criteria while listening to other groups' presentations. T visits groups to monitor Ss' progress, give support and guidance as necessary, and record Ss' performance.	To monitor students' language output and examine how well they master what they have learnt To provide students with the criterion for writing through peer evaluation

16 exchanges in Yellow (B)

- Magnets
- iPads

Software:

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PROCEDURAL STAGES

HEADING & TIME ALLOCATION	INTERACTIONAL PATTERNS	STEPS	RATIONALE / PURPOSE
Introduction: Lead-in (3 mins)	T - Ss S - S	T greet class and tell students that they notice there are students in different skin colors in their school. T display questions on screen and have Ss share ideas in pairs: - Do you know anyone in this school with a different skin color? - Where are they from? - What food is famous in their country? - Can they have that food at your school?	<ul style="list-style-type: none"> To gain Ss' attention and arouse Ss' interest in the lesson To activate Ss' schemata To give Ss the time and space to warm themselves up for later interactions To encourage peer support
Pre-listening activity: KAHOOT! (5 mins)	T - Ss	T introduce a task context (see Appendix) for the listening lesson and lesson objectives to Ss. T instruct Ss to enter and play a Nearpod game (the other two Ts help with the distribution of iPads).	<ul style="list-style-type: none"> To provide a real-world connection for Ss To create a felt-need for Ss To cater for the needs of visual and kinesthetic learners

Before our next webinar on 3 Nov...

Meanwhile...

1. Maintain **regular communication** with your team members
2. Follow your **role** and action plan/**timeline**
3. Co-develop your **lesson plan** and **materials** on **Perusall** *as a team*
4. **Upload** your initial lesson plan and materials by 23 Oct for peer feedback.
5. Prepare for the **lesson demonstration** before the next webinar – details to be provided

*As time difference may be an issue, you may always use the **‘comment’ function** on **Perusall** when reviewing and discussing different parts of your lesson plan!

Date	Friday (NU-HKU) <u>Webinars</u>	Friday (NU) <u>Peer Teaching</u>	HKU <u>Micro-Teaching</u>	Asynchronous activities <u>NU-HKU</u>
25-29/9	Briefing session & meeting buddies			
2-6/10	The CLT/TBLT approach			
9-13/10	Lesson co-planning			
16-20/10		TP1 – Grammar		1. Co-development of lesson plans and T&L materials
23-27/10		TP2 – Speaking/listening skills		
30/10-3/11	Lesson demo (HKU) & peer feedback			
13-17/11		TP3 – Reading/writing skills	Micro-Teaching	2. Peer feedback on recorded TP/ micro-teaching lessons
20-24/11	Reflection on lesson implementation & peer review of lesson plans			
27/11-1/12		TP preparation		
4-8/12		Peer teaching assessment		
11-15/12	Celebration of HKU-NU Partnership			

Preparation for the Use of the C-O-S-T Framework in Giving Peer Feedback on the Micro-Taught Lesson via a Trial Video Clip

Preparation task before Webinar 3

In the upcoming webinar on Friday, you will begin co-developing your lesson plan with your team members. To facilitate this, we invite you to review a sample lesson plan and prepare some ideas for your lesson before attending the webinar.

1. Read and evaluate a sample lesson plan, 'Seek a balance', on Perusall in the 'Webinar 3' folder according to the following criteria – please use the 'comment' function. This should give you an idea about how we could develop a lesson plan. We will watch a video of this lesson later.
 - **Lesson Objectives [O]:** Are all the lesson objectives S-M-A-R-Tly (i.e., Specific, Measurable, Achievable, Relevant, Time-bound) stated, including the related language functions, skills and items?
 - **Task Achievement [T]:** Are the tasks well-designed to engage students in meaningful, authentic and purposeful activities and in a variety of modes of interaction?
 - **Scaffolding [S]:** Are students given sufficient conceptual and linguistic scaffolding to accomplish the tasks?
 - **Coherence [C]:** Is the lesson structured with a good lead-in and set, clear pre-, while- and post- stages and coherent steps that build on one another? Is there a sound rationale for each teaching step?
 - **Subject knowledge:** How well does the plan show the teacher's pedagogical and methodological knowledge with evidence of skill, creativity, originality and innovation, considering the target students' ability and needs?
 - **Learning Outcomes:** Do the teaching content and materials, and learning tasks meet the intended lesson objectives? Are they likely to be met?
2. Review your given class profile.
3. Research and brainstorm ideas for your lesson based on the lesson plan template (also on Perusall). Consider the following aspects:
 - Topic
 - Lesson objectives
 - Materials
 - Stages (e.g., pre-/while-/post-task)

Collaborative Annotation of a 'Mock' Lesson using the C-O-S-T Criteria

Sample lesson: Seek a Balance

Kanoon: Scan the QR code and enter the PIN number to the Kanoon!

12:16 / 15:35

All conversations

0:00 to 1:00

- Is the time allocated to students to think about this question independently a little bit short? 4
- A good lead in question that allows children to start with pair work while associating it with previo... 4
- The picture on the slide and the topic are both related to students' real-life experiences, which c... 4
- This question is asked to activate students' schemata so as to move on to the following lead-in son... 4
- It would be better to show a count down on PPT slide so that students can know the discussion ti... 4
- When students were discussing, the teacher was walking around to check and monitor each group... 4
- When students are discussing with each other, the teacher walks around and encourages tho... 2
- At this point, I think maybe the teacher can firstly let some active students to share their ide... 3
- Instead of asking what the students do, the teacher invite them to answer what their partner... 4
- I think this is a good practice, to make sure students will do their discussion as instructed, teachers... 4

1:00 to 2:00

- 5 responded: sleepingT elicited: XXX will go to sleep. 2
- The teacher write down student's answer which highlight she takes each student's sharing of... 3
- Good use of whiteboard to jot down the ideas raised from students. Meanwhile, to prevent repe... 3
- The teacher writes down what students said on the board. This will encourage students to ex... 3
- Do never stand with your back to your learners. They might do some disruptive actions. 2
- The teacher repeated students' answers with a louder voice to make sure everyone in the class c... 2
- Miss Chung did a good job that she explained the unfamiliar phrases for students so they im... 2
- The teacher's paraphrasing for students can provide them with scaffolding to understand the p... 2
- I think this part impressed me a lot because after asking the question "When you are unhap... 10

2:00 to 3:00

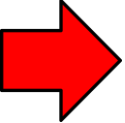
- In this part, the teacher is sharing her experience with the students. Do you think it would be... 6
- It's good for the teacher to share her personal opinion on the same topic that students discu... 3
- It is a very good interaction to mention that teacher has the same choose with student (Leo). 3
- T uses various ways such as simple questions, discussion with partners to arise Ss' interests and cre... 3
- Good to add the question: Have you heard of this singer?This is to bridge the gap and a way to l... 3
- The teacher used authentic materials to practice students' listening skills. However, I think it ... 5
- What the teacher does here caters for leaner diversity, and this can help those who are musicaly in... 3

3:00 to 4:00

- While distributing worksheets, if I were the teacher, I would also utilize the time to have mor... 3
- It is such a good idea to speed up this part, which makes it easier for the observer! Which so... 3

Today's webinar

(A) Breakout room discussion



Stage 1: Preparation (14 SMALL groups) (5mins)

1. **Planning** for your lesson plan sharing (e.g., considering the roles of your members)

Stage 2: Lesson plan sharing and feedback (7 BIG groups) (20mins)

1. **Form BIG groups** according to your **colour** (e.g., RED (A) joining RED (B) to form a big group)
2. Take turns (1) **presenting your teaching plan** and (2) **providing feedback** according to the lesson planning criteria



Stage 3: Revision (14 SMALL groups) (10mins)

1. Return to your own **SMALL groups** (e.g., RED(A), GREEN(B))
2. **Revise your plan/materials** based on the feedback

(B) Reporting (2 mins per group)



1. Very briefly describe the **foci** of your lesson
2. Report on your **major changes** based on the feedback

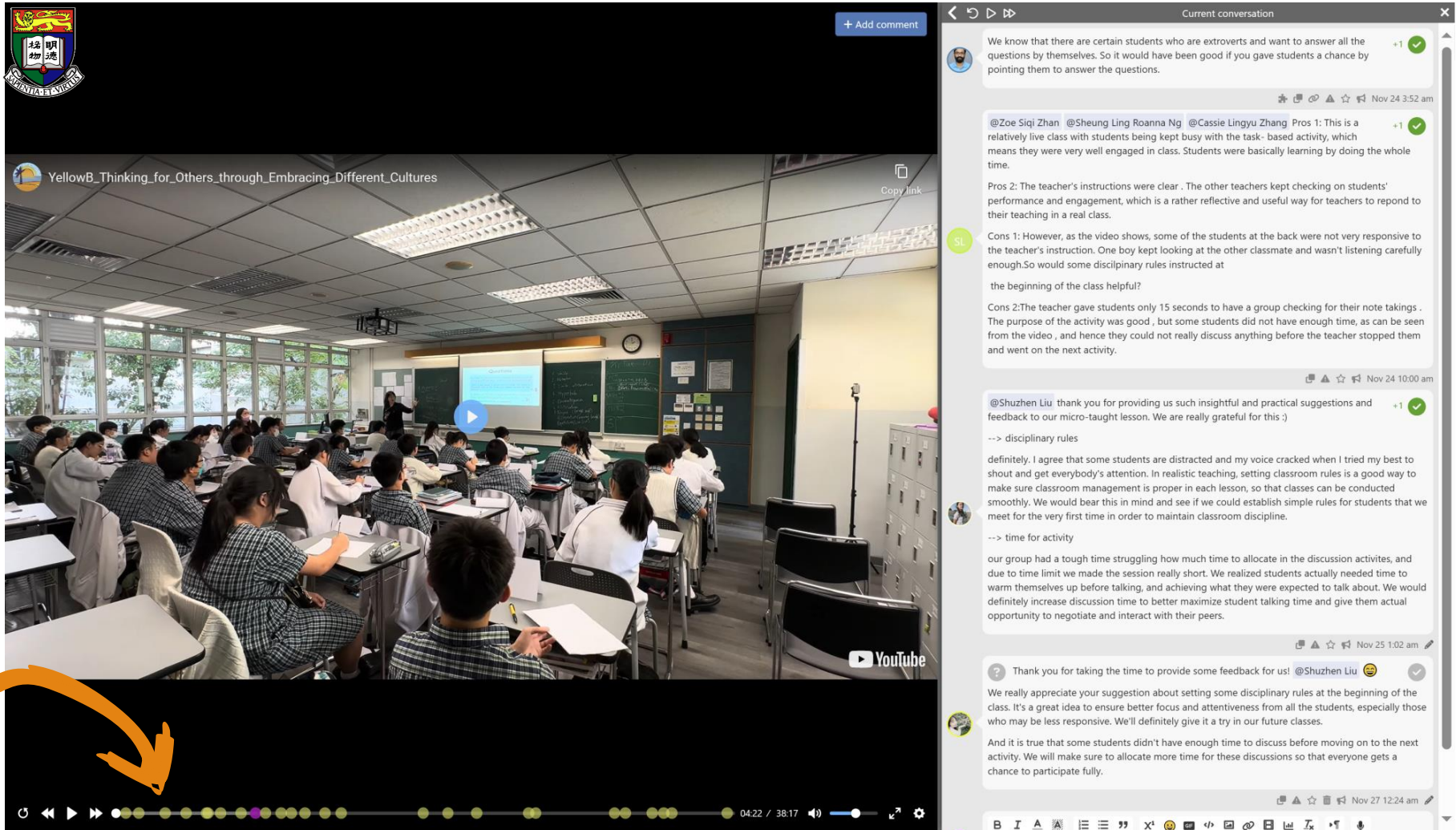
The Upcoming schedule

1. **10 Nov:** upload your finalised lesson plan and materials
2. **14 Nov:** Micro-teaching in Hong Kong
3. **Oct-Nov:** Peer feedback on NU TP videos (*Perusall*)
4. **24 Nov (5th webinar):** Reflection on lesson implementation & adaptation of lesson plan for NU students



Micro-Teaching in Hong Kong on 14 Nov 2023

HKU-Newcastle students' collaborative annotation of their video-ed micro-taught lessons and conversations on *Perusall*




The image displays a screenshot of the Perusall platform. On the left, a video player shows a classroom scene with students seated at desks, facing a teacher at the front. The video title is "YellowB_Thinking_for_Others_through_Embracing_Different_Cultures". The video player includes a play button, a progress bar at the bottom (04:22 / 38:17), and a "Copy link" button. The HKU logo is visible in the top left corner of the video player area.

On the right, a chat window titled "Current conversation" shows a discussion between students. The chat includes several messages with timestamps and user avatars. The messages discuss classroom management, student engagement, and the effectiveness of the micro-taught lesson. The chat window also features a "+ Add comment" button at the top.

The chat messages are as follows:

- Message 1: "We know that there are certain students who are extroverts and want to answer all the questions by themselves. So it would have been good if you gave students a chance by pointing them to answer the questions." (Nov 24 3:52 am)
- Message 2: "@Zoe Siqi Zhan @Sheung Ling Roanna Ng @Cassie Lingyu Zhang Pros 1: This is a relatively live class with students being kept busy with the task- based activity, which means they were very well engaged in class. Students were basically learning by doing the whole time." (Nov 24 3:52 am)
- Message 3: "Pros 2: The teacher's instructions were clear . The other teachers kept checking on students' performance and engagement, which is a rather reflective and useful way for teachers to repond to their teaching in a real class." (Nov 24 3:52 am)
- Message 4: "Cons 1: However, as the video shows, some of the students at the back were not very responsive to the teacher's instruction. One boy kept looking at the other classmate and wasn't listening carefully enough. So would some disciplinary rules instructed at the beginning of the class helpful?" (Nov 24 10:00 am)
- Message 5: "Cons 2: The teacher gave students only 15 seconds to have a group checking for their note takings . The purpose of the activity was good , but some students did not have enough time, as can be seen from the video , and hence they could not really discuss anything before the teacher stopped them and went on the next activity." (Nov 24 10:00 am)
- Message 6: "@Shuzhen Liu thank you for providing us such insightful and practical suggestions and feedback to our micro-taught lesson. We are really grateful for this :)" (Nov 25 1:02 am)
- Message 7: "--> disciplinary rules definitely, I agree that some students are distracted and my voice cracked when I tried my best to shout and get everybody's attention. In realistic teaching, setting classroom rules is a good way to make sure classroom management is proper in each lesson, so that classes can be conducted smoothly. We would bear this in mind and see if we could establish simple rules for students that we meet for the very first time in order to maintain classroom discipline." (Nov 25 1:02 am)
- Message 8: "--> time for activity our group had a tough time struggling how much time to allocate in the discussion activities, and due to time limit we made the session really short. We realized students actually needed time to warm themselves up before talking, and achieving what they were expected to talk about. We would definitely increase discussion time to better maximize student talking time and give them actual opportunity to negotiate and interact with their peers." (Nov 25 1:02 am)
- Message 9: "Thank you for taking the time to provide some feedback for us! @Shuzhen Liu" (Nov 25 12:24 am)
- Message 10: "We really appreciate your suggestion about setting some disciplinary rules at the beginning of the class. It's a great idea to ensure better focus and attentiveness from all the students, especially those who may be less responsive. We'll definitely give it a try in our future classes." (Nov 25 12:24 am)
- Message 11: "And it is true that some students didn't have enough time to discuss before moving on to the next activity. We will make sure to allocate more time for these discussions so that everyone gets a chance to participate fully." (Nov 25 12:24 am)

Peer Feedback on Perusall

 **Yellow (B)**

YellowB_Thinking_for_Others_through_Embracing_Different_Cultures

+ Add comment

Copy link

YouTube

04:22 / 38:17

Current conversation

We know that there are certain students who are extroverts and want to answer all the questions by themselves. So it would have been good if you gave students a chance by pointing them to answer the questions. +1

@Zoe Siqi Zhan @Sheung Ling Roanna Ng @Cassie Lingyu Zhang Pros 1: This is a relatively live class with students being kept busy with the task- based activity, which means they were very well engaged in class. Students were basically learning by doing the whole time. +1

Pros 2: The teacher's instructions were clear . The other teachers kept checking on students' performance and engagement, which is a rather reflective and useful way for teachers to repond to their teaching in a real class.

Cons 1: However, as the video shows, some of the students at the back were not very responsive to the teacher's instruction. One boy kept looking at the other classmate and wasn't listening carefully enough. So would some disciplinary rules instructed at the beginning of the class helpful?

Cons 2: The teacher gave students only 15 seconds to have a group checking for their note takings . The purpose of the activity was good , but some students did not have enough time, as can be seen from the video , and hence they could not really discuss anything before the teacher stopped them and went on the next activity.

@Shuzhen Liu thank you for providing us such insightful and practical suggestions and feedback to our micro-taught lesson. We are really grateful for this :) +1

--> disciplinary rules

definitely. I agree that some students are distracted and my voice cracked when I tried my best to shout and get everybody's attention. In realistic teaching, setting classroom rules is a good way to make sure classroom management is proper in each lesson, so that classes can be conducted smoothly. We would bear this in mind and see if we could establish simple rules for students that we meet for the very first time in order to maintain classroom discipline.

--> time for activity

our group had a tough time struggling how much time to allocate in the discussion activities, and due to time limit we made the session really short. We realized students actually needed time to warm themselves up before talking, and achieving what they were expected to talk about. We would definitely increase discussion time to better maximize student talking time and give them actual opportunity to negotiate and interact with their peers.

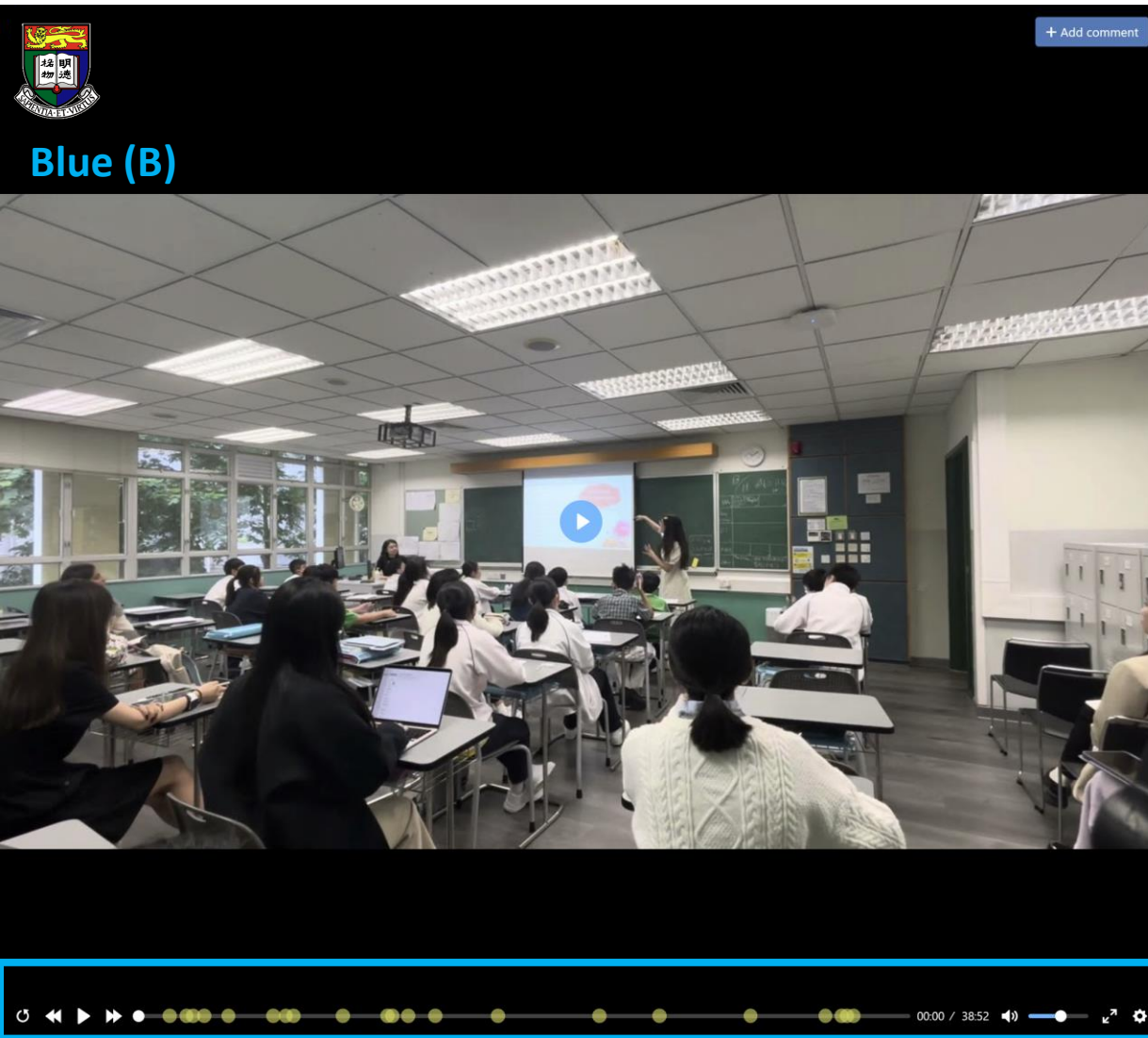
Thank you for taking the time to provide some feedback for us! @Shuzhen Liu

We really appreciate your suggestion about setting some disciplinary rules at the beginning of the class. It's a great idea to ensure better focus and attentiveness from all the students, especially those who may be less responsive. We'll definitely give it a try in our future classes.

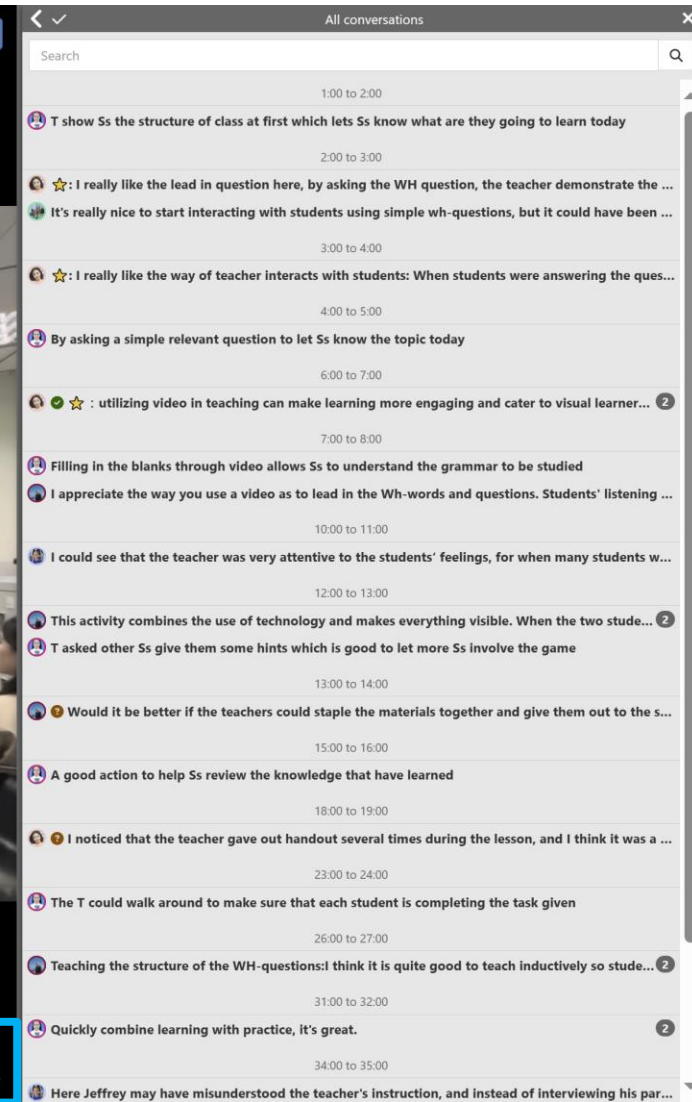
And it is true that some students didn't have enough time to discuss before moving on to the next activity. We will make sure to allocate more time for these discussions so that everyone gets a chance to participate fully.

... More Peer Feedback on *Perusall*

21 conversation threads!



The screenshot shows a classroom scene from a video. A teacher is standing at the front, pointing at a screen displaying a play button icon. Students are seated at desks, some looking towards the front. The video player interface at the bottom includes a progress bar, a play button, and a volume icon. The text "00:00 / 38:52" is visible on the progress bar.



The screenshot displays the Perusall interface for conversation threads. It features a search bar at the top, followed by a list of 21 conversation threads. Each thread includes a time range and a brief description of the discussion. The threads are as follows:

- 1:00 to 2:00: T show Ss the structure of class at first which lets Ss know what are they going to learn today
- 2:00 to 3:00: ☆: I really like the lead in question here, by asking the WH question, the teacher demonstrate the ...
It's really nice to start interacting with students using simple wh-questions, but it could have been ...
- 3:00 to 4:00: ☆: I really like the way of teacher interacts with students: When students were answering the ques...
- 4:00 to 5:00: By asking a simple relevant question to let Ss know the topic today
- 6:00 to 7:00: ☆: utilizing video in teaching can make learning more engaging and cater to visual learner... 2
- 7:00 to 8:00: Filling in the blanks through video allows Ss to understand the grammar to be studied
I appreciate the way you use a video as to lead in the Wh-words and questions. Students' listening ...
- 10:00 to 11:00: I could see that the teacher was very attentive to the students' feelings, for when many students w...
- 12:00 to 13:00: This activity combines the use of technology and makes everything visible. When the two stude... 2
T asked other Ss give them some hints which is good to let more Ss involve the game
- 13:00 to 14:00: Would it be better if the teachers could staple the materials together and give them out to the s...
- 15:00 to 16:00: A good action to help Ss review the knowledge that have learned
- 18:00 to 19:00: I noticed that the teacher gave out handout several times during the lesson, and I think it was a ...
- 23:00 to 24:00: The T could walk around to make sure that each student is completing the task given
- 26:00 to 27:00: Teaching the structure of the WH-questions: I think it is quite good to teach inductively so stude... 2
- 31:00 to 32:00: Quickly combine learning with practice, it's great. 2
- 34:00 to 35:00: Here Jeffrey may have misunderstood the teacher's instruction, and instead of interviewing his par...



Blue (B)

... Even More Peer Feedback on Perusall

18 conversation threads!



Purple (B)



+ Add comment

All conversations

Search

0:00 to 1:00

- 👤👤👤 : I really appreciate that your group had considered using board work for giving points, giving gro...
- 👤👤👤 : Hope my comments are helpful for your group! I really enjoy your lesson 🍷
- 👤👤👤 : It's a very smart way to use name labels to form groups as well as notice their name. If I were one...

1:00 to 2:00

- 👤👤👤 : I really love the way Annie and Summer interact with the students <3 It's really interesting and fu...
- 👤👤👤 : As our group are doing the same topic as yours, we had gained a lot of valuable ideas from your ...

2:00 to 3:00

- 👤👤👤 : Again, foster Ss engagement to listen carefully of instructions - the fastest students who stand u...

3:00 to 4:00

- 👤👤👤 : I was a bit shocked by answer of the boy in group red actually as he seemed to be one of the hi...
- 👤👤👤 : Maybe Ainne should not give one point to Group Red. The student's answer is wrong:rofl. Because ...

4:00 to 5:00

- 👤👤👤 : This actually shedded some light on reflecting my teaching in scaffolding Ss on forming Wh-q...

5:00 to 6:00

- 👤👤👤 : Use of correct sentences to generate structure rules in forming Wh-questions~~ It was easy for st...

6:00 to 7:00

- 👤👤👤 : In example sentence 3, there is no main verb but an adjective. So It maybe better to introduce anot...

7:00 to 8:00

- 👤👤👤 : Referring to the activity 3 on Ss' worksheet, there are no highlight parts. I think Ss' worksheet can a...

8:00 to 9:00

- 👤👤👤 : It seemed to me that this activity was focusing on the correct use of Wh-word instead of the sent...
- 👤👤👤 : When conducting peer review, I find that some students don't take part in the answer checking ...

9:00 to 10:00

- 👤👤👤 : Maybe teacher can give students 1 min to look at the results of peer review and make some correction...

10:00 to 11:00

- 👤👤👤 : Despite it was running out of time, teachers' Instructions and role check were made very clear bef...

11:00 to 12:00

- 👤👤👤 : I really appreciate the collaboration between teachers here~ So that, each group could be assesse...

12:00 to 13:00

- 👤👤👤 : What I was thinking was how to let student think the question fast and motivate them to ask teac...

13:00 to 14:00

- 👤👤👤 : According to my observation, most groups spend many time in thinking and forming the questions. I ...



Date	Friday (NU-HKU) <u>Webinars</u>	Friday (NU) <u>Peer Teaching</u>	HKU <u>Micro-Teaching</u>	Asynchronous activities <u>NU-HKU</u>
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27/11-1/12		TP preparation		
4-8/12		Peer teaching assessment		
11-15/12	Celebration of HKU-NU Partnership			

Today's webinar

(A) Breakout room discussion (7 BIG groups)

 Stage 1: Reflection on the lessons in Hong Kong (HKU students) (15 mins.)

1. HKU students reflect on the Hong Kong lesson micro-taught and discuss with NU students (1) what went well and (2) what could have been done better.

Stage 2: Lesson plan sharing and feedback (30 mins.)

2. Two groups of NU students take turns to present their lesson plan and materials
3. Other students provide feedback according to the 'lesson planning criteria'

(B) Reporting (2 mins. per group)



4. NU students very briefly describe the objectives and foci of your lesson
5. Report on your major changes based on the peer feedback

HKU students commenting on their Newcastle buddies' Peer Teaching in university-based classes via collaborative online annotations on Perusall

The screenshot displays a video player interface for a lecture. The video shows a presenter in a classroom standing next to a large screen displaying a mind map of clause types. The mind map is structured as follows:

- subjective clause
 - Objective clause
 - predicative clause
 - Appositive clause
- Nominal clause
- Adverbial clauses
 - adverbial clause of time
 - adverbial clause of place
 - adverbial clause of cause
 - adverbial clause of result
 - adverbial clause of purpose
 - adverbial clause of condition
 - adverbial clause of concession
 - adverbial clause of comparison

The video player includes a play button, a progress bar at the bottom (00:50 / 14:34), and a 'YouTube' logo. A yellow smiley face emoji is overlaid on the presenter. The chat window on the right contains the following comments:

Hi You Li and Lingyu Li 😊, I really appreciate your design which incorporates a summary into the lead-in. +1 ✓

For one thing, a mind-map caters for learners' visual intelligence. For those who are visual learners, this design may easily capture their attention and navigate them to the knowledge of attributive clauses.

For another, making a review before a lesson enables teachers to activate students' schemata, helping them associate prior knowledge with the teaching topic and consolidate their understanding.

Oct 25 1:01 pm

? This mindmap can really help students to construct the knowledge of clauses, but this chart seems a little complicated and overwhelming. I don't know whether it is suitable for your target learners. ✓

Oct 26 10:09 am

? I agree with both of my classmates. I think the use of mind map to show the big picture and to organize the ideas for students is a great idea. To avoid complications, I suggest that we can try to zoom in to the key point you are addressing with the help of animation or highlighting function to let students follow easily. 😊 ✓

Oct 26 6:40 pm

? I like the rate of both of your speeches, which helps the students to follow your instructions. Also, each slide has the right amount of information that does not overwhelm the students. ✓

I like that you explained to the students the relationship between this lesson and previous learning and stated the outcome of this class. To help students better understand the outcome, you may also consider presenting the outcome visually, either in your slides or on the whiteboard. ✓

Oct 26 9:46 pm

Enter your comment or question and press Enter. Mention

HKU students commenting on their Newcastle buddies' Peer Teaching in university-based classes via collaborative online annotations on Perusall

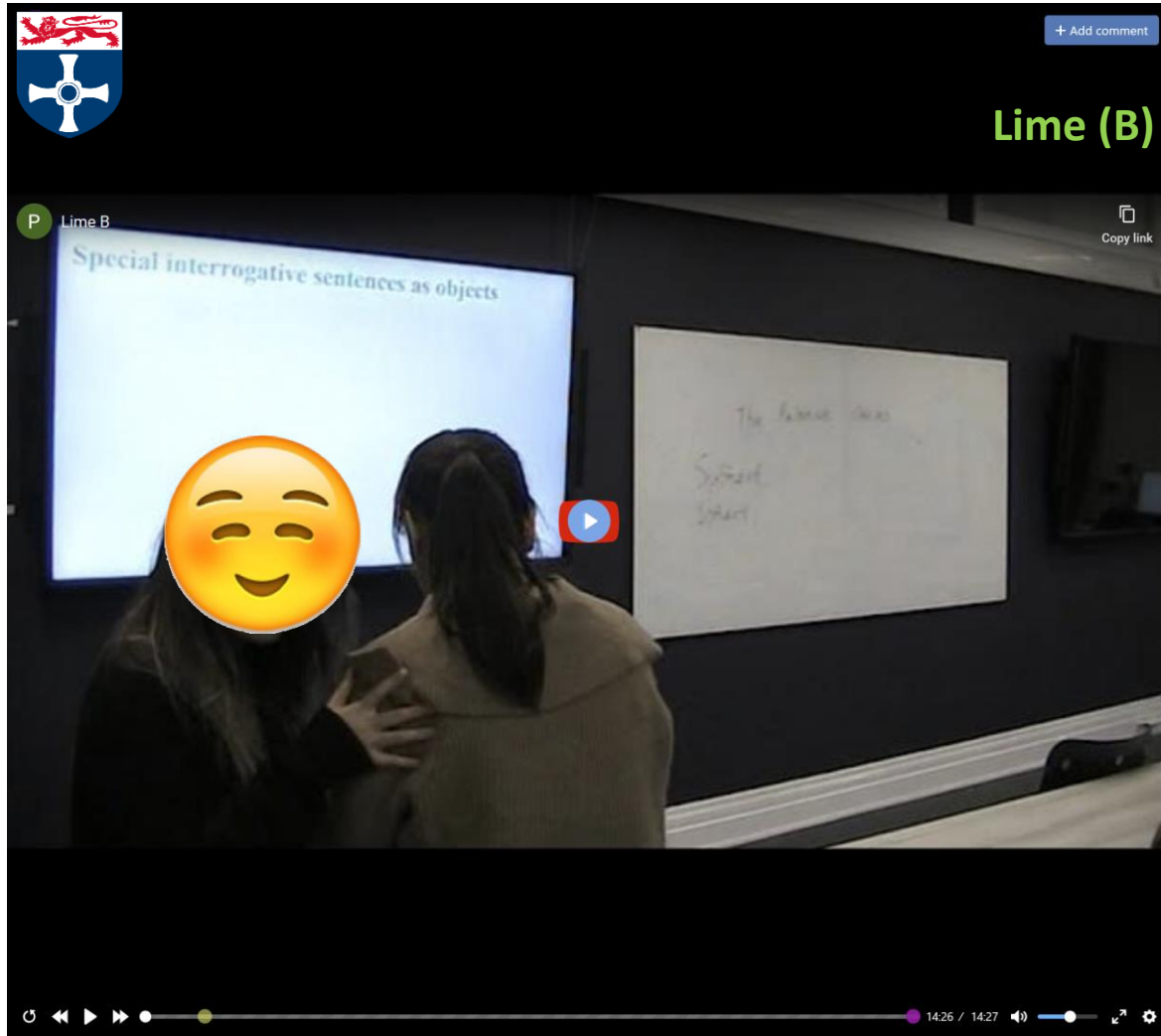
The image is a screenshot of a Perusall video player. The main video frame shows a classroom setting. A woman in a maroon 'NEWCASTLE UNIVERSITY' sweatshirt is standing in front of a large screen. The screen displays a 'Pre-reading' activity titled 'Activity 1: Matching Words'. The activity consists of a list of words on the left and a list of definitions on the right. The words are: 1. survive, 2. shelter, 3. energy, 4. burrow, 5. hibernate, 6. migrating, temperature, and journey. The definitions are: traveling as the seasons change, something that protects or covers, a measure of heat, fuel or power, to sleep through the winter, a trip; travels, to live; last through, and an underground home. A yellow smiley face emoji is overlaid on the woman's face. The video player interface includes a 'YouTube' logo, a progress bar at the bottom (02:56 / 15:24), and a 'Red (B)' label in the top right corner of the video frame.

On the right side of the screenshot, there is a chat window titled 'Current conversation'. It contains several messages:

- A question mark icon followed by a message: "I was thinking how we could provide further help for our students to do the matching task, because some of the words are really challenging, like 'hibernate'. So, chances are that some students might just do random guessing work instead of negotiating meanings with their peers...Do we have better ideas regarding how to pre-teach these vocabs, my ladies? @Kayan_Mandy Wong @Chenwei Xin @Elina Shao". The message is dated Nov 27 8:17 pm.
- A GIF of a bear hibernating in a hole, with a snow-covered landscape and trees in the background.
- A message from @Lihan Sun: "It would be helpful for students to understand challenging words with visual aids, such as pictures or GIFs, before undertaking the task, as the picture shown above to help students understand the word 'hibernate', for instance. Additionally, it would probably help students remember the words and make connections when they encounter them again." The message is dated Dec 1 4:26 pm.
- A message from @Mandy: "I like Mandy's idea of using picture prompts. Efficient!". The message is dated Dec 3 2:06 pm.

The chat window also features a text input field at the bottom with a 'Send' button and a 'Perusall' logo.

HKU students commenting on their Newcastle buddies' Peer Teaching in university-based classes via collaborative online annotations on Perusall



Current conversation

Hi dear @Wanyu Luo (dahlia) and @Ying Zheng !

Congratulations on your first peer-teaching! I really enjoyed watching the video, and well done! It must be uneasy, but I really love your lighthearted smiles and your supportive "students" :)

I really like your natural interaction with students throughout the class, from your dialogues of movies and basketball players to the questions, and the classroom is lively :) I also like your immediate positive feedback to students and the diverse way you did it 🌟

I also like your design of tasks and homework, especially how they are connected. Asking students to record their parents' responses is a brilliant idea because it involves authentic communication. 🌟

My suggestion is that maybe the pace of the classroom can be slowed down. Currently, it seems that the class covers too many things under the objective clauses, and if there are slow learners, they might fall behind right after your introduction of the definition of the clause. My suggestion is that maybe we can prolong the explanation of each grammar point, and invite more students to answer the small questions to check whether everyone understands. 😊

Oct 25 9:21 am

Hi our Newcastle partners!

I like the way you taught the lesson. It is very relaxing and active. Like what Holly has mentioned, you focussed on the interaction between teachers and students. 🙌

I also like that you used the film and the celebrity Yao Ming as the lead-in topics. It's a good way to make students get interested in this lesson from the very beginning. 🙌

My suggestion is that you could provide more space for students themselves to find out the use of object clauses, the difference between object clauses and simple sentence structures rather than telling them the answer straightforward. 🙌

Oct 26 1:20 am

Hi guys! Enjoyed your video a lot! You did a reaaaally good job! I can feel your positiveness and passion, which is really encouraging. Then I would really like to say that the content of the lesson is really abundant. You two prepared a lot! one suggestion is that maybe you can leave some space for students to explore and practice. Don't go in a hurry, you need to believe in your students. Just some guidance, they can do it on their own. Good Job guys! 🙌

Oct 26 5:03 pm

Hello! I really like your warm atmosphere and interaction! I also like your interesting designs like the example of Yao Ming, the Huitailang image at the end, the meaningful homework of thank-you card, and the progressive tasks to guide Ss step by step.

But the time T leaves for Ss seems a little bit short, for example the former T provides several exercises in slides and invites only one S to do it, so I agree the suggestion my group members mentioned that leaving some space for Ss to explore and practice. And I think it would be better to explain the meaning of 'if/whether' and the reason of using them in general interrogative sentences in the former part, since the latter T explains the reasons of not using them in special interrogative sentence. Just few personal suggestions, you've done a great job!! ❤️

Oct 28 5:46 pm

Enter your comment or question and press Enter. Mention someone by typing @. Add hashtags by typing #. Quote someone in your reply by selecting text in one of the comments above.

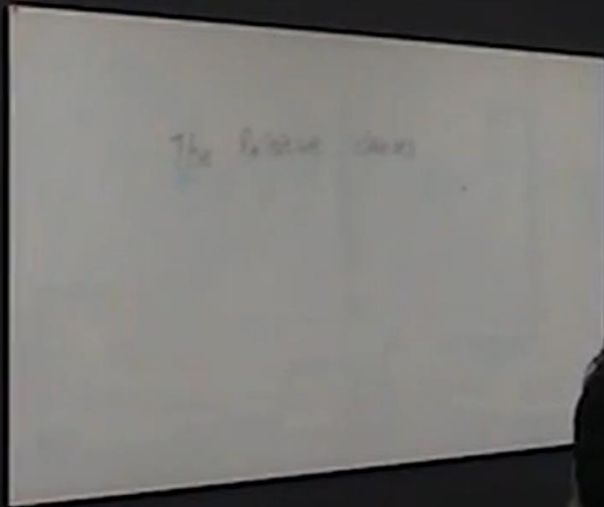
HKU students commenting on their Newcastle buddies' Peer Teaching in university-based classes via collaborative online annotations on Perusall



+ Add comment

Yellow (B)

Copy link



Current conversation

@Shuzhen Liu Hi Susan!

I found your instructions were very clear and easy to follow for students. Each step was coherent and well-structured, making it easy for the students to understand and engage with the lesson content.

I also liked how you designed the gap-filling questions. Rather than simply using the transcript, you provided a modified version that required students to think critically and write down their answers. This approach encouraged active participation and ensured that students were truly engaging with the material.

Your use of a timeline design was also very effective in helping students understand the differences between past perfect tense and simple past tense. It was clear and easy to follow, making it accessible for all students. I liked how you used both tenses to allow students to compare and find out the differences by themselves, promoting learner autonomy.

However, I was wondering whether the scaffolding provided is enough for all students, especially weaker ones who may not have prior knowledge of past participles. It may be helpful to include some instruction about past tense forms of some verbs you are going to mention in your class or enable linguistically stronger students to offer support to weaker students, which in turn fosters a supportive and inclusive learning environment. 🙏

Oct 26 10:17 pm

Thanks Zoe for your comment! I was also reflecting on myself of not preparing well for the handouts for students, in that case, they can not follow the task activity very well. Also, like what you mentioned, the weaker students might lack some certain prior knowledge towards the simple past tense which means they cannot consolidate the past perfect tense well. That is a good point. Thanks again!

SL

Oct 27 8:29 am

B I A [List icons] [X] [GIF] [Code] [Image] [Link] [Table] [Text] [Quote] [Undo] [Redo] [Microphone]

Enter your comment or question and press Enter. Mention someone by typing @. Add hashtags by typing #. Quote someone in your reply by selecting text in one of the comments above.

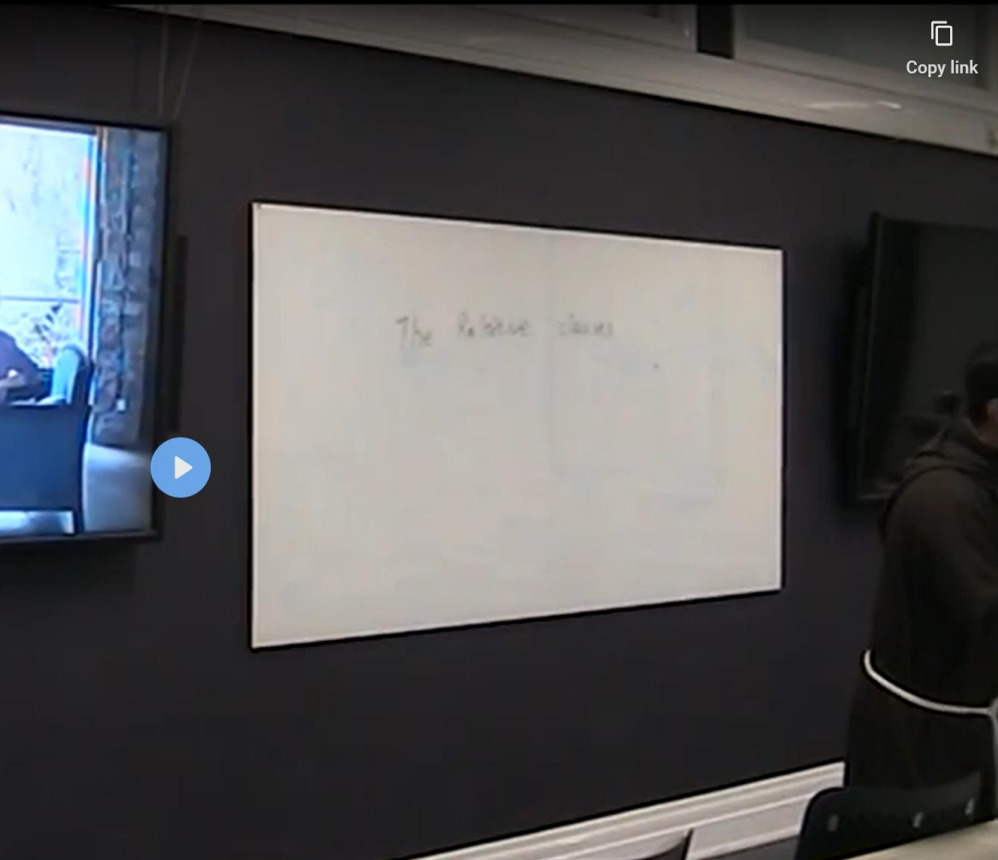
HKU students commenting on their Newcastle buddies' Peer Teaching in university-based classes via collaborative online annotations on *Perusall*



+ Add comment

Yellow (B)

Copy link



Current conversation

@Sheline_Kanjuthara Varghese (he/him)

Hi Sheline! 😊

As what Roanna has mentioned, I found your use of visual aids to be very effective and engaging. The visuals were related to the students' lives, which made the lesson more relatable and attracted their attention. The gamification approach also helped to motivate the students and create a fun learning environment.

Additionally, the use of cue cards was a good teaching approach. It created a felt-need for the students to answer the questions, which added an element of challenge and encouraged active participation. The cue card served as a helpful prompt for the students, guiding them through the activity and keeping them focused.

And I agree with Roanna. The transition between tasks seemed a bit abrupt and may make some students confused, so it would be beneficial if you could make the shift more coherent by providing a clear connection or bridge between tasks. This can help students understand the purpose and flow of the lesson better.

Oct 26 10:26 pm

Thank you so much. I too felt that was an abrupt shift. I would surely rectify it in my next teaching. Thank you so much

Oct 30 9:24 pm

B I A [List] [Quote] [Code] [GIF] [Link] [Image] [Text] [Undo] [Redo] [Microphone]

Enter your comment or question and press Enter. Mention someone by typing @. Add hashtags by typing #. Quote someone in your reply by selecting text in one of the comments above.

Date	<u>Friday (NU-HKU)</u> <u>Webinars</u>	<u>Friday (NU)</u> <u>Peer Teaching</u>	<u>HKU</u> <u>Micro-Teaching</u>	<u>Asynchronous activities</u> <u>NU-HKU</u>	
25-29/9	Briefing session & meeting buddies			<p>1. Co-development of lesson plans and T&L materials</p>	
2-6/10	The CLT/TBLT approach				
9-13/10	Lesson co-planning				
16-20/10		TP1 – Grammar			
23-27/10		TP2 – Speaking/listening skills			
30/10-3/11	Lesson demo (HKU) & peer feedback				
13-17/11		TP3 – Reading/writing skills	Micro-Teaching		
20-24/11	Reflection on lesson implementation & peer review of lesson plans				<p>2. Peer feedback on recorded TP/ micro-teaching lessons</p>
27/11-1/12		TP preparation			
4-8/12		Peer teaching assessment			
11-15/12	Celebration of HKU-NU Partnership				



Webinar 6

Webinar 6

Joint reflections (Breakout rooms – 15mins)

In your own colour group (e.g., **Green A**, **Blue B**):

1. What gave you the **greatest satisfaction**?
2. **Who** (in your team) would you most like to **thank** and why?
3. What would be one key area you feel **you could do even better** in? Why? ('you' as an individual and as a team)
4. Any further **comments** and **suggestions on the organisation** of the HKU-NU collaboration?

Students' Overall Learning Experience



Team & Individual Awards



Team Awards

- Most **active participation** in peer feedback activities
- **Highest quality** feedback
- Most **encouraging** feedback



Individual Award

- Most frequent participation on Perusall

Ruby Chen (NU) Roanna Ng (HKU)

Sheline Varghese (NU) Zoe Zhan (HKU)



Other Reported and Observable Gains

- ✓ “Share knowledge and insights on teaching methodologies”
- ✓ “Peer learning and support”
- ✓ Technological gains:
 - ✓ Affordances of **Perusall** as a platform
 - ✓ How to maximise the use of technology in English language teaching
- ✓ Communication skills
- ✓ Greater confidence
- ✓ Language enrichment
- ✓ Broadened perspectives and openness/receptiveness to feedback
- ✓ Approaches to feedback-giving and sensitivity to language use
- ✓ Quality and depth of students’ reflections
- ✓ Richness and strength of the evidence cited in HKU students’ critical reflections shown in their Lesson Study assignment

Impact of COIL on the Quality of HKU Students' Evidence-Based Critical Reflection (Lesson Study)

Lime (B)

their engagement and generate meaningful discussions. This approach will also allow us to understand students' language ability of the target content and hence have control of the teaching rhythm as suggested by our Newcastle partners (Luo & Zheng, 2023).

possible reasons is that quiet students tend to reject full involvement in collaborative learning (Medaille & Usinger, 2020), and our peers from Newcastle University also noticed that students were reserved (Luo & Zheng, 2023). The teacher and teaching assistants tried to offer

Blue (B)

Throughout the process of lesson planning to actual micro-teaching practice, we had received constructive feedback on our actual performance from students and lesson observers and had engaged collaboratively in designing lesson plan with our NU buddies, HKU classmates and our teacher Nicole. This has greatly enhanced our sense of self-efficacy in our future teaching to critically think of our teaching style, flow of the lessons and learning environment to best suit students' needs by setting clear objectives, creating an authentic context with coherent task design and adequate scaffolding aligning with learning objectives.

Yellow (A)

Appendix 2 -- Feedback from NU buddies and Purple B Teammates in Perusal

Lead-in:

- ⭐: I really like the lead in question here, by asking the WH question, the teacher demonstrate the input (WH words) very naturally. The teacher also set aside a very reasonable amount of time for the students, as it was not a particularly difficult question. It is also important to highlight that teachers provide some sports names to students to scaffold weaker learners.
- ⭐: It's really nice to start interacting with students using simple wh-questions, but it could have been better if the teacher had given an example first: "My favorite sport is ..., because ...". This would have provided a clear understanding of what was expected from the students and made the interaction more effective.
- ⭐: I really like the way of teacher interacts with students: When students were answering the question, the teacher chose to draw closer to the student, lowering her body and listening carefully to the student's answer. By doing this, students can recognize their perspectives are being valued by the teacher. Moreover, after receiving an answer from the students, the teacher asks further question which again highlights teacher value student's answer and provide more possibilities for students to use the target language.
- ⭐: By asking a simple relevant question to let Ss know the topic today

Listening Task WS1:

- ⭐: utilizing video in teaching can make learning more engaging and cater to visual learners. I can tell the teacher spend lots of time preparing this lesson
- ⭐: I appreciate that the teacher incorporated the listening practice into the lesson by using a video containing wh-questions. This not only enabled students to deepen their understanding of wh-questions but also allowed them to practice their listening skills.
- ⭐: I appreciate the way you use a video as to lead in the Wh-words and questions. Students' listening skills are trained as well and their attention is specifically drawn to the Wh-words.
- ⭐: I could see that the teacher was very attentive to the students' feelings, for when many students wanted to answer the question, the teacher would reassure the ones who were not chosen that there would be more opportunities to express themselves in the later activities. This act really kept the students engaged and motivated

Red (B)

The screenshot shows a video player on the left with a play button and a progress bar at 07:55 / 34:18. The video title is "[Red B] Micro-Teaching_Anita+Elina+Lilian+Mandy". On the right, a chat window titled "Current conversation" shows a comment: "Many students are using Cantonese to discuss and communicate during the activity. Are there any ways to help them maintain the use of English?". Below the comment is a text input field with a placeholder: "Enter your comment or question and press Enter. Mention someone by typing @. Add hashtags by typing #. Quote someone in your reply by selecting text in one of the comments above."

Orange (B)

4. Justification and Modification

4.1. Modifications of Warm-up

As previously mentioned, two questions in the warm-up part should be modified according to students' English proficiency level and everyday experiences. For questions to be an effective tool, they need to connect to students' background knowledge and promote deeper thinking about ideas (Fusco, 2012). Based on classroom observation, **Newcastle peers** and the teacher's feedback (See Appendix 1), we have revised the questions as follows:

1. *When and where did you meet your best friend? How did you feel?*
(Visual aids are provided on the PPT for reference)
2. *Who is your good friend in the class? Why?*

Appendix 7a A screenshot of NU Buddies's feedback

Yellow (A)

The screenshot shows a video player on the left with a play button and a progress bar at 04:34 / 32:56. The video title is "Yellow Team A: Micro-teaching". On the right, a chat window titled "Current conversation" shows a comment: "Role play by the teacher herself is a great idea. I was really amazed by this idea.". Below the comment is a text input field with a placeholder: "Enter your comment or question and press Enter. Mention someone by typing @. Add hashtags by typing #. Quote someone in your reply by selecting text in one of the comments above."

Yellow (B)

The screenshot shows a chat window titled "Current conversation" with several messages. A comment from "SL" says: "Cons 1: However, as the video shows, some of the students at the back were not very responsive to the teacher's instruction. One boy kept looking at the other classmate and wasn't listening carefully enough. So would some disciplinary rules instructed at the beginning of the class helpful?". Another comment says: "Cons 2: The teacher gave students only 15 seconds to have a group checking for their note takings. The purpose of the activity was good, but some students did not have enough time, as can be seen from the video, and hence they could not really discuss anything before the teacher stopped them and went on the next activity.". A response from "@Shuzhen Liu" says: "Thank you for providing us such insightful and practical suggestions and feedback to our micro-taught lesson. We are really grateful for this:)" and includes suggestions: "--> disciplinary rules", "definitely. I agree that some students are distracted and my voice cracked when I tried my best to shout and get everybody's attention. In realistic teaching, setting classroom rules is a good way to make sure classroom management is proper in each lesson, so that classes can be conducted smoothly. We would bear this in mind and see if we could establish simple rules for students that we meet for the very first time in order to maintain classroom discipline.", and "--> time for activity". The final message says: "our group had a tough time struggling how much time to allocate in".

Teacher and Student Challenges

- 💣 Time difference
- 💣 Students' readiness to get started and address challenges
- 💣 Clarity in the communication of the goals of the COIL project
- 💣 Technological issues
 - 💣 Choice of LMS
 - 💣 Acquainting students with **Perusall**
 - 💣 Technical support during the 12 weeks
- 💣 Alignment of the HKU+NU 'ELT Methodology' curricula
 - 💣 Shared topics
 - 💣 Parallel sessions





What our students are telling us



"I would say that the module we are learning in Newcastle, English Language Teaching Methods, became complete when we collaborated with our new HKU buddies because I could see a transition of our ideas to a higher level. That transition could be seen when we began collaborating. As an Indian, it is the first experience for me to collaborate with students from neighbouring countries. So it was a great opportunity for me. I could really see myself developing as a teacher."




"Thank you for introducing us to the Perusal annotation tool. This tool enhances our engagement and collaboration, allowing us to review the teaching materials we developed and get feedback from our Newcastle peers. It is invaluable for our reflective process.

Moreover, I had the opportunity to broaden my perspectives and learn from others who have more teaching experience than me and who have had different learning experiences before. The practical advice shared by my peers from Newcastle was thoughtful and helpful indeed.

Also, I want to thank Jim and Nicole for their exceptional organization of the webinars, using a student-oriented teaching approach and creating a collaborative atmosphere. We felt inspired to share our reflections with our peers during the breakout room session, which enabled us to listen to and benefit from other groups through reflection."

HKU SLEQ indicates



HKU SLEQ 2022-23	Area	MA(TESOL) 2021-22	MA(TESOL) 2022-23	+ / -	Effect Size
T&L Environment	Assessment	79.8	89.1	+9.3	+S
	Organization	81.0	90.6	+9.6	+S
Curr & Content	Curriculum	70.6	78.1	+7.5	+S
UEAs	Collaboration	84.5	93.8	+9.3	+M
	Communication	81.5	87.5	+6	+S
	Personal & Professional Ethics	82.7	91.4	+8.7	+S
Satisfaction	Overall Satisfaction	78.6	84.4	+5.8	+S
Global Perspective	Global Perspective	66.7	79.7	+13	+S 
Capstone Project	Project by Independent Study	70.3	83.5	+13.2	+S
Well-being	Well-being	63.4	70.8	+7.4	+M

Pleasant Surprises



“During the previous peer teaching sessions, I utilized various technological tools such as videos, audio clips, and Mentimeter to facilitate learning. These methods received positive feedback... Additionally, my experience of using Perusall in collaboration with friends from The University of Hong Kong during our Friday webinars makes me realize the significance of technology in teaching and communication.

Reflecting on these experiences, I've considered exploring "The Impact of Technology-Enhanced CLT on L2 Learner Motivation and Outcomes in Speaking" as my dissertation topic. This subject intrigues me, but I am uncertain about its feasibility.”

(Liya Li,
Newcastle University)

Our Take-aways from the Two COIL Projects

- ★ Stress the **long-term impact** and **learning outcomes** of COIL, e.g. on **career opportunities**
- ★ **Relationship-based** expectations given as much emphasis as task-based expectations
 - ★ Soft start! **Ice-breaking, rapport- and team-building**
 - ★ Making effective use of **online platforms** to establish **social presence**
 - ★ Promoting **understanding** of one another's teaching and learning contexts
 - ★ Sharing of and guidance given to students by their **seniors**
 - ★ Ongoing **joint-reflection** activities (Problem-solving and plans ahead)
 - ★ Acknowledgement of student success: **Celebration of team effort and new learning**
- ★ Aligning the curricula and assignment task(s) related
 - ★ **SAME pace (?!) or peer teaching**
 - ★ **Learning goals made explicit** to students
 - ★ **SAME assessment task**: Clarity of task requirements
 - ★ Transparency of **assessment criteria**
- ★ **Student roles/responsibilities** shared and clearly defined: Cooperation vs. collaboration
- ★ **Learner autonomy** in **planning** and **delegation of roles and responsibilities**: esp. approach to teamwork and evaluation of the learning process

We welcome comments, suggestions and questions 😊



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