

I observed the course EDIT2000 "Teaching with Technology." When I entered the class, the first thing I noticed was that all students had their name cards on their desks, so that peers and the professor could address each other by name. This immediately gave me the impression that students were valued as individuals, which I believe contributed to the development of a welcoming learning environment. Distinct from conventional arrangements, students were grouped together in groups of three to four. While students appeared to form groups with their closest peers, this group organization provided opportunities for students to interact prior to and during class.

Prior to the lecture, the class note was displayed on the screen, and several students were reading it in preparation for class. I took a closer look as well and discovered that this website was designed specifically for the course by the lecturer. This class note was divided into three sections: a review of the previous lesson, activities for today (part 1~4), and the assignment. I was impressed by the level of detail in the explanations – they included the day's topic, instructions for the activity, all of the links shared throughout the class, and even cautions for certain activities. I thought this would be an excellent resource for students to review the content after class or for absent students to supplement the class with the guidelines provided. In comparison to eLC, this website was more intuitive and user-friendly, with uppercased main menus and a floating calendar menu fixed to the upper right side. The lecturer began class by greeting everyone and asking how their classes were going. Eye contact improves communication and rapport, according to a sentence in our textbook (Mckeachie's Teaching Tips). When the lecturer asked questions in class, I noticed her looking into each student's eyes, which added to the positive atmosphere.

On the website, I discovered a mini-learning section called Tuesday tip, which was updated every Tuesday. On the day I participated, students explored Flippity, a free website resource that allows educators and students to create game-based activities, flashcards, quizzes, and a random name picker. As an elementary school teacher, I used to utilize this website frequently because it provided a versatile set of tools that allowed me to create materials quickly and easily for almost any subject. This Tuesday tip activity appealed to me because it provided tools that are immediately applicable in the classroom.

Following that, students learned how to create, share, and publish pages using Google Site. The lecturer walked through each step in detail so they could practice with their portfolio website. Some tips for Google Site were offered, including "Make a habit of creating pages even if they are empty," and "Don't forget to click the publish button." During this activity, the lecturer asked review questions about website editing and patiently awaited responses from students. Prior to proceeding to the next step, she asked questions to check students' understanding.

The next activity was designed to facilitate discussions of key takeaways from the reading. Students were given blank cards and asked to write about what they found new, confusing, or surprising in the book *Teacher's Guides to Technology 2022*. To participate in this activity, they were required to read the textbook beforehand, which can motivate and induce students to read the textbook. Additionally, as McKeachie Ch.5 mentions, allowing students to write their initial responses to a question was a great way to engage nonparticipating students. Writing down their ideas aided them to reflect and think, which would enrich their thinking. I noticed that the professor was moving around the classroom, approaching close to students, and conversing with them individually, which added to the class's liveliness.

After introducing the term "Facilitation" to the students and asking them what they thought it meant, the lecturer proceeded to provide a definition. By inquiring about the term, the professor was indicating its significance and encouraging students to pay attention to it. Students were able to think and reflect when they were given a brief pause, which helped them to more effectively receive and process the information. Throughout the class, the professor asked students questions about their own experiences, thoughts, and recalling of the material, which kept students engaged. A discussion on facilitation tools followed, based on reading material students had completed prior to the class.

The assignment was to upload a video explaining how to resolve a problematic scenario created by classmates. The professor demonstrated step by step how to upload a video using Flipgrid's screenshare feature. When I observed students, I noticed that a good number of them were following along with the instruction and attempting the screenshare function. There were detailed guidelines such as "Try to find a free tool if your identified website requires payment."

The most important takeaway from her class was an understanding of the dynamics of a college-level classroom and effective student interaction. I was accustomed to interacting with children ages 8-13. When speaking with young learners, I had to filter out the majority of difficult words and give as simple and straightforward directions as possible. Also, I recall being stricter because I was responsible for maintaining a safe and stable learning environment. There

were classroom rules (which I used to refer to as "promises") that students devised with their peers, and I oversaw students to ensure they respected one another. In comparison, interacting with undergraduate students was more casual, as their age guaranteed a certain level of engagement and attention. Since the majority of students were paying attention, time and effort were devoted to more meaningful discourses. Simultaneously, I discovered that, rather than guiding students as an "adult teacher," teaching at a university allows me to develop a relationship with college students on a more equal footing. Thanks to the professor who knew how to interact with students, I was able to learn how to approach students for a better learning experience. While I am still not entirely confident in teaching undergraduates, I am looking forward to designing my own course with this new perspective!