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**Challenges in Online teaching Through the Perspectives of
Tai-Ping and Guo-Tai Service-Learning Projects**

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Tai-Ping and Guo-Tai Service-Learning Projects**

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Outline

Topic: Challenges in Online teaching Through the Perspectives of Tai-Ping and Guo-Tai Service-Learning Projects

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2. Preparation and implement of the service-learning projects

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Challenges in Online teaching Through the Perspectives of Tai-Ping and Guo-Tai Service-Learning Projects

By attending the TESOL and Cross-Cultural Communication: Service-Learning course, I have done Tai-Ping project and Guo-Tai projects with other classmates. The target learners of these projects were all elementary students; therefore, having the lecture in an interesting and easy way was important. Moreover, the teaching projects were conducted online, which was a challenge to us. For Tai-Ping project, we had six weeks to talk about our lessons we prepared. We selected two topics that were related to their life, including indigenous culture in Taiwan and proper use of Internet. The learning objectives to indigenous culture in Taiwan is to let students share their own culture and understand other indigenous culture with a respectful attitude. Besides, since Internet nowadays is almost available everywhere, it is necessary to let students realize that there are many youngsters being addicted to the internet and they should learn how to use the internet appropriately. Each lesson was designed based on culture and cognition of 4Cs. In every class, student would learn related vocabularies and grammars, and be able to express their thoughts. Regarding Guo-Tai projects, the projects can be divided into teaching-demo and camp. The topic of teaching-demo was food culture and health, which was a significant issue to all human beings. Students attending this class would not only learn and identify food in different culture, but also differentiate healthy and unhealthy food. By the way, they could learn vocabularies related to food and health. The topic for camp was emotional control, learners would be taught to understand how to tackle with different emotions in different situations, including friendship, family ship, love, and academic pressure. Both of these projects were designed according to 4Cs and SDGs. The preparation of the projects was quite complicated that we had much discussion with team members and spent lots of time making ppt and finding relevant sources as well as materials. Mostly, the implement

of teaching went smoothly in a fortune. However, we did meet some challenges while teaching online, which will be discussed in detail afterwards.

Due to the pandemic, many courses turn into online class, and both Tai-Ping and Guo-Tai projects were no exception. I have some experiences of attending class online as a student; nevertheless, I have never used online platform to teach students. What's more, I have no tutoring experience; thus, I met some challenges during the teaching process. There were some different types of challenges such as technical problems, students' participation, and effective assessments students. First of all, technical problems are the biggest challenge for teachers. A good internet connection also has a significant role in applying online teaching (Tukan, F. E., 2020). The internet signal is quite important when the teacher is still explaining the material. Running out of internet data during online teaching can annoy the learning process (Tukan, F. E., 2020). Based on my experience, it was often no sound when playing a video; at this time, we would have to spent a few seconds to a minute trying to fix this technical problem. Likewise, when we were at a place with weak Wi-Fi connection, it would cause lagging and low-resolution pictures that were shared on the screen. Second, students' participation involves students' engagement to the courses and interactions with their teachers. Obtaining non-verbal feedback via body-language cues from students during the lesson is one of the most important mechanism needed to enable instructors to adjust and optimize their lessons accordingly (Tan and Chen, 2020). However, during online teaching, some students were not able or even not willing to turn on their camera show their face, so that we couldn't see their facial expressions and check whether they were paying attention to the lecture. This resulted in finding it hard for us to adjust the lesson to a more effective way. Additionally, students who stayed at home would be easily interrupted by both internal and external factors. According to Rasmitadila et al. (2020), a less conducive home learning environment in which the activities of family members

students cause distractions that reduce the concentration necessary to understand the subject matter. In addition to interaction issue, students' learning outcome is also a challenge for us. According to Hassan's article, for an online class, instructors should not plan on delivering their normal length lectures as it is not recommended because students may lose focus and turn away from the class (2021). In order not to let students feel bored easily, we had thought of many ideas; finally, we came up with playing some activity to make the course more interesting, while making sure that they reached the learning goals.

As mentioned previously, our design basis is 4Cs, including content, communication, cognition, and culture. First, content is the curricular subject-progression in knowledge, skill and understanding. For both Tai-Ping and Guo-Tai projects, we focused on a certain topic and introduced the related knowledge of it; therefore, students could have basic understanding of the theme. In terms of communication, it is using language to learn. The key is interaction, not reaction. Students were asked to share their own opinion with us after we introduced the topic; what's more, there were quizzes and role plays for them to express what they learned in class. Besides, cognition is developing cognitive and thinking skills. On the basis of our lesson plan, they would be able to realize the importance of internet security, identify healthy and unhealthy food, and deal with different emotions under various pressure. As for culture, it emphasizes on understanding ourselves and other cultures. To be a global citizen, we included the comparison parts in our lesson such as different food in different culture, different indigenous culture, etc. By following 4Cs to design lessons, it can help strengthen students' ability to process input, which helps them to enhance critical-thinking skills as well as cognitive development.

In my opinion, we had good preparation for each project. Although there were some challenges during the teaching process, I am still satisfied with the result. For me,

Tai-Ping online tutoring is the most impressed one. By doing this project, I learned a lot. Actually, I have less experience of teaching students, so I was nervous that students might think the lesson is boring. Thanks to my teammate who is familiar with teaching students, we had a good time with the students. To my surprise, our students actively participated in each class, which I really appreciated it. For Guo-Tai projects, there was few opportunities for me to teach, so I just helped make the PPT slides and the online games. Students in Guo-Tai were cooperative that they were willing to answer the questions and repeat the sentences. Thanks to the classmates who were in Guotai, they handled with all the situation well so that the course could go smoothly. Whereas in the activity session, the situation became really chaotic. People who were online couldn't do anything, and students seemed to be excited about the activity, so they became noisy. But they still participated in the activities actively. What's more, students could answer the questions correctly, which represented that they paid attention to our lecture and did learn something from the lesson. Overall, I think these two projects are meaningful to me.

This was my first time to work on service-learning projects. During the process of preparation and implement, I did learn many things from our teammates. As Muhammad states in his article, online lectures efficiently catered to the students' needs through helping materials like videos and online activities. Teachers used different methods to motivate their students for online lectures and used different teaching methods like lectures, demonstrations, projects, and activity-based methods for online teaching (2022). My teammates also suggested me to add some online activities while teaching; in this way, students would not feel bored. In consideration of that, our course went efficiently. When we encountered technical problems, we could resolve them as soon as possible since we became more familiar with the online software. After doing these projects, I found that following 4Cs will be the good way to design teaching

activities completely and effectively. Learning is not only focusing on vocabulary or grammar, but cultivating other skills such as cognitive thinking as well as global perspectives. I used to think that interacting with younger students was hard, but now I have learned how to get along with them, which is to be friends with them and also find something in common to talk. Some students may be too shy to talk, so we have to encourage them and give them opportunities to express themselves.

In conclusion, online teaching has some limitations that turn out to be some challenges for me and my teammates. Start by the most common challenges among teachers, technical issues are the key points to students' learning quality. Thus, we had to check that we had a reliable internet connection and also prevent another in order to ensure students to have an optimal learning experience. Next, teachers finding it hard for students to stay focused and manage distractions while learning online. Since there were lots of things that would cause distractions, making a lecture in a more interesting way was vital task for us. Distance education limits the communication between students and teachers; therefore, how to make sure students reach the learning objectives is also a noticeable issue. To solve this limitation, we combined the online activities with effective assessment, which could test their learning outcomes right after our teaching. Additionally, there were some things we could improve if we had another chance to work on this kind of projects. In my opinion, it was a pity that all of us could not go to Guo-Tai elementary school to teach them face-to-face. Some of us had to stay online because of the severe situation of pandemic, we could only help share the ppt slides because we were not there, not to mention helping to deal with the chaotic situation in the afternoon session. This is the thing that I think we had to improve at all. In general, we were well-prepared for the projects that we created beautiful ppt slides and inspiring online activities for students. Also, the implement of teaching went smoothly without any big mistakes. I am really thankful to my teammates and satisfied

with the consequences we made together that I have learned so much from them.

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