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As a learner, I learned how to dance part of a hula from Monnette. As a teacher, I taught Mindy how to make an inside-out sushi roll. The learning environment was informal, and the experience involved a combination of learning or teaching the task as well as socializing with my partner. My reflections on the assignment will try to discuss what I thought aided learning.

As a learner, I felt that breaking the dance into logical steps helped to make the task less intimidating. By working on one small step at a time, the chance of getting something wrong was lessened and thus my anxiety of learning the overall task was lessened as I was able to complete each small step. I was given a detailed explanation and demonstration for each step, and by mimicking Monnette I was able to do each step successfully. We further discussed what each of the moves meant since Monnette explained that each move, such as a hand wave was intended to tell a story. This association of the abstract dance move to a sentence that I understood helped me remember them. Additionally, I was better able to remember steps that I could connect to the overall story of the dance. Learning each individual step as I said before was fairly easy, however putting all the steps together was much more challenging. Associating the steps to the story helped, but for those items that didn't have an association to the story or to anything else, memorization alone had to be used.

As the teacher, I defined the task. I realized this was not a good way to approach the task. Instead I should have asked Mindy prior to the task what it was she wanted to learn. During our lesson, Mindy asked questions about making the rice. The sushi rice is the most critical component to successful rolling, but we were unable to study the cooking and seasoning of the sushi rice because I had pre-made it thinking that Mindy would only need to learn the rolling technique. I did explain how to make the sushi rice, but I knew from experience that this was not as good as doing the task. During our rolling lesson, I think what worked was showing and explaining what I was doing and why, and then correcting technique and explaining the whys as I observed Mindy. I think what also worked was being directed by Mindy's questions. This focused on the things that Mindy wanted to learn as well as needed to know to do the task.

I learned that there are challenges to being a learner as well as a teacher. As a learner, the new task was overwhelming. I felt anxious that I wouldn't be able to 'get it' or I might look silly or even worse frustrate the teacher. The toughest hurdle was getting over the anxiety and just trying it. Reflecting on the teacher role, I certainly had the knowledge that there would be iterations of doing the task wrong before the learner could do it well, but because I did not acknowledge this in the role of learner, my anxiety was not lessened. Additionally, the expert guidance through the task also helped to reduce anxiety and served as a visual aid. As the learner, I also noticed that associating the task to the learner's knowledge was very important in learning the task. Furthermore, reflecting again on the teacher role, the lesson given should be aware of the learner's level of skill, as well as motives, since only with the initial state and goals of the learner can the task be focused on what needs to be learned.

[ Ann: *Scary* how anxiety has such an impact on both the teaching and learning experience! ;-) More importantly, it's interesting to see how consistently visual aids and bridging relationships make both ends of the learning/teaching process more fruitful. ]

This assignment taught me that for a learner, it is critical that a new task be broken into steps and these steps are then associated with knowledge that the learner already has. It is also very helpful when an expert can show, guide, and correct you as you learn the new task. In addition, the lesson should be planned with knowledge of the learner's initial state and motives, and be driven by them.