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EDUC530: DIMENSIONS OF LEARNING: APPLICATION IN CLASSROOM

DOL Class Observation and Critical Analysis

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Table of Contents

Part 1: Anecdotal Observation and Recording.....	3
Purpose.....	3.
Student Engagement.....	4
Curriculum and Pedagogy	5
Assessment for Student Learning.....	6
Classroom environment and culture	6
Part 2: Critiquing Lesson Delivery against the Principles of DOL/DOT.....	7
Critiquing Lesson Delivery against the Principles of DOL/DOT.....	7
Purpose.....	7
Student Engagement.....	7
Curriculum and Pedagogy.....	8
Assessment for Student Learning.....	9
Classroom environment and culture.....	9
Areas for Improvement.....	10
References.....	11

DOL Class Observation and Critical Analysis

Anecdotal Observation and Recording

Anecdotal Observation	Class 1	Class 2
Purpose	<p>The lesson observed was a grade 10 Chemistry lesson on Acids, Bases, and Salts. The target learning outcome was the ability to generalize and write an equation for a Neutralization reaction.</p> <p>Before that lesson, the students learned about the reaction of metal carbonates and bicarbonates with acids. This lesson led the students to a different aspect of the reactions of acids. According to the teacher, the next lesson of the unit was planned on Ions- Acidity and Basicity.</p> <p>The broader purpose of these lessons directly impacts the various aspects of society- like medicine, cleaning, farming, controlling pollution, and water treatment. As the topic has a wide application, it can be applied by the students in their daily lives, like treating an ant bite or a bee sting. Thus, this lesson is very promising and inculcates a scientific approach towards the situations around us.</p>	<p>The lesson observed was grade 6 Physics on Motion and Distances. The target was to comprehend and explain motion and rest scientifically.</p> <p>Since this was the first lesson of this unit, students were eager to know what had happened. However, the momentum of the lesson had not yet been established. According to the teacher, the next lesson was on Distance and displacement.</p> <p>The broader purpose of the lesson was to understand the concept of motion, space, and speed and implement the same in the transport sector, space travel, and Global positioning systems.</p>

<p>Student Engagement</p>	<p>The class was delightful as the teacher had planned to demonstrate the neutralization reaction and involved the students to a greater extent. The student-teacher dynamic was very synced as they had a long acquaintance.</p> <p>The teacher initiated the class by summarizing the previous concepts through a small game. The teacher engages the students in a cognitive conflict by demonstrating the color change in the phenolphthalein indicator-filled base by the addition of another colorless solution (an acid). This move by the teacher brought the entire class's attention to the lesson. The teacher slowly drove the students into the lesson through an animated video clip about the neutralization reaction.</p> <p>Students were asked to reflect upon their learning and called upon to engage in a group discussion. Scaffolding was done by the teacher wherever essential. After the debate, the students revisited and answered the focus question- "What led to the color change in the activity?".</p> <p>A student came forward to perform the reaction by herself. The teacher encouraged the student and guided her to pursue her kinesthetic realization. After this, the teacher engaged the students in a specific activity where acids, bases, and salts were color-coded- this encouraged the visual</p>	<p>The class was very interactive, and the students demonstrated enthusiasm throughout. Introducing the concept gradually from a casual, engaging conversation was very thoughtful. A video on the history of the development of transport was played. However, the teacher didn't connect the video to the lesson's context. The audio was unclear and incomprehensible for the learners. The teacher's audio could have substituted this to avoid distraction.</p> <p>The students were led toward the desired learning outcomes through questioning. The teacher exhibited a constructivist model throughout the lesson.</p> <p>The teacher was very accepting and gave students autonomy to pick their activities. Although this was a good move and made the learners responsible, this technique didn't capture the attention of a few students who didn't take up any of the tasks. This could have worked better with students of higher grades, where the learners could lead themselves and manage their behavior. I feel this technique didn't work effectively for this class. The teacher used real-life examples to help the students comprehend the concept of rest and motion. A small game was played that interested all the students and made learning fun.</p>

	<p>learners to generalize the reaction and form the concept.</p> <p>The lesson ended with a discussion about the science behind certain real-life situations like ant bite, treatment of acidic soil, and acid rain and its effect on monuments. The students were very prompt in addressing these issues scientifically and offering solutions. I perceived that this class was very engaging, and it opened up students' interest in inquiry and research.</p>	<p>Non-examples were discussed, giving the students a clear understanding of the concept.</p> <p>A game concluded the lesson. The teacher made different groups and timed the activity. The group with the maximum number of correct answers got the maximum points. This created a collaborative atmosphere and encouraged positive competition.</p>
Curriculum and Pedagogy	<p>The teacher used a very tactical blend of different modes of teaching, thus catering to the differentiated learners of the class. The opening of the lesson by inflicting a cognitive conflict was commendable. Although the teacher could not consistently hold the student's attention throughout the lesson, she engaged the students skillfully. Engaging them in a discussion in the middle of the lesson and taking input from the students graciously made them feel welcomed and strengthened student participation. The class was learner-centered, and students were allowed to pick their groups during the discussion. Although a tiny act displayed, it made the students feel heard and responsible rather than dictated to.</p> <p>Overall, the lesson was meticulously planned, considering the types of learners in the class.</p>	<p>The teacher used quizzes, questioning, writing activities, and a video clip to cater to the needs of differentiated learners. The class started with a casual conversation and an introduction to the concept. This made the students realize the actual life application of the idea. The teacher had sound content knowledge and quickly demonstrated an activity to explain distance. The teacher stressed the vocabulary words of the concept. The classroom was learner-centered. An extension of the idea to the classroom environment could have been carried out. Measuring the distance between objects and the distance from initial to final points could have been a group activity with a guided worksheet.</p> <p>Although the class was engaging, there was no scope for reflection provided for the learners.</p>

<p>Assessment for Student Learning</p>	<p>The assessment was carried out without hesitation from the students' side as it was put forward in a fun way, like- arranging the play-cards in the correct order to figure out the reaction and giving a solution to an imaginary situation of ant bite. The teacher also sought explanations from the students for their answers. The wrong answers were probed, and the students were allowed to rectify and restate their answers.</p> <p>Formative assessments were done in short steps where the scope was there. However, no written evaluation was conducted that could give a quantitative and concrete result regarding the student's understanding. Oral questioning limited the number of students being assessed.</p>	<p>The assessment was carried out using a small game with the worksheet. This strategy encouraged individual learning as well as peer learning. The teacher stated the correct answers; however, the reason wasn't reinforced during the assessment.</p>
<p>Classroom environment and culture</p>	<p>The teacher created a very conducive atmosphere where the learners felt welcomed. The students were appropriately regulated. The individual and group activities were placed adequately during the transaction to sustain student learning and avoid distraction as much as possible. The classroom culture was very encouraging and accepting in nature. The environment was very learner-friendly and orderly.</p>	<p>The teacher exhibited strong content knowledge and was confident. However, the classroom could have been managed more effectively by small changes in the management strategies used. The classroom culture was very encouraging and accepting in nature as the teacher. Peer learning was very effectively executed with the group game for assessment.</p>

Critiquing Lesson Delivery against the Principles of DOL/DOT

Critical Analysis	Class 1	Class 2
Purpose	<p>The lesson was meticulously planned by the teacher. A comprehensive approach was adopted to accommodate all students' diverse learning styles and requirements. This involved discussing various examples and providing multiple activities tailored to individual needs.</p> <p>The chosen topic was sufficient and appropriately delivered to the students within the stipulated time. The lesson planning and division of time reflected the teacher's training and mastery of the subject. It was an interactive yet very organized class. Autonomy was given to the students to the extent necessary, making them responsible learners. The teacher also established a strong link between the real-life application and the concept taught. This made the goal of the lesson very clear and realistic.</p>	<p>The lesson was planned very well by the teacher. However, the execution had certain areas which could be improved upon. The activities were tailored to meet the students' needs and kept them engaged. However, the relevance of certain activities, like playing a video on the history of transport development, seemed vague. Also, I would like to comment on the audio of the clip being played. The audio had the accent of native English speakers, which seemed incomprehensible to the students. The teacher could have substituted this with a voice recording or muted and explained the video herself. This led to a disinterest in the students and affected the class's discipline.</p>
Student Engagement	<p>The teacher could have set up a dedicated activity for the students to try to do the neutralization reaction by themselves. Although there was a child volunteer who was encouraged to perform. This opportunity could have been extended to all</p>	<p>The classroom was learner-centered. However, the extent of autonomy given to the students was not appropriate for the age of the learners. This strategy would have worked better in class 1 (Grade 10), whereas Grade 6 students</p>

	<p>the students. Such an activity would have helped the shy learners who learn kinesthetically. The teacher probed and led the discussion session through guiding questions. I felt that while questioning, only the auditory learners were engaged. The questions could have also been written on the board to accommodate the visual learners. The teacher could have organized the board work more efficiently. Questions were rephrased to the students as and when necessary. In some cases, the teacher went to the extent of setting up an imaginary situation and giving an analogy to the concept of neutralization. This drew the attention of the late bloomers and made learning engaging for the learners. At some point, the teacher encouraged the silent children to open up. As the peers were supportive, this situation turned out favorably. The teacher also gave positive reinforcements and constructive comments that kept up the spirit of the learners. Student engagement was done effectively in class 1.</p>	<p>were not mature and self-aware in choosing their activities. This created commotion in the class. Two groups indulged in a fight while selecting the task. This situation could have been avoided if the teacher had studied the class's learning methods, grouped learners with similar needs, and allocated specific tasks to each group. The teacher's communication was, however, bilingual, keeping in mind the age of the learners. However, the teacher in Class 1 stuck to English as her only communication medium. This caused a slight disinterest in a few students who needed intervention and monitoring throughout the class. The bilingual mode of communication adopted by the teacher of class 2 made the learners feel included and close to the teacher.</p>
<p>Curriculum and Pedagogy</p>	<p>The pedagogy was appropriate and timed to keep the learners from possible distractions. This reflected the depth of the teacher's understanding of her learners. The teacher anticipated restlessness in the middle of the class and used it to her advantage to set up a group activity. Although class 1 and class both exhibited constructivist and learner-centered classroom models, in comparison to class,</p>	<p>The teacher adopted a constructivist mode where the concept was built rather than just taught as a fact. The teacher wrote the vocabulary words in the chronological order of the lesson and kept emphasizing them. This was very impressive as the lower-graders often struggle with spelling and vocabulary.</p>

	<p>class 1 had a pre-planned and sound pedagogy application.</p> <p>Although it is very challenging to adopt this method for an abstract subject like chemistry, the teacher made every effort to achieve it.</p> <p>The content chosen was explained with great detail and relevance to real life.</p>	<p>The teaching mainly involved visual and auditory learners. Activities involving kinesthetic learners were not planned.</p>
Assessment for Student Learning	<p>Assessment was done through quizzes, games, oral questioning, and some activities. However, a written evaluation was not provided to give a concrete idea of the learning objectives. Worksheets or a few written questions could have been given to the students to ensure evaluation for everyone. Comparatively, class 2 had better assessment strategies implemented.</p>	<p>The assessment was appropriately planned and executed in an orderly way. The way the teacher used the game to encourage competition with other groups and collaboration within a group was commendable. The students were motivated to take up the assessment. The worksheet had open-ended questions where the students used their creative learning. However, there is another side to giving assessments in groups. The students of a specific group finished the answers and merely dictated them to the other group members to win the game. This could hinder the students' learning. There was no scope for reflection provided to the students.</p>
Classroom environment and culture	<p>The classroom atmosphere was disciplined, although a few students needed intervention now and then. The students were seasoned to this learning taking place so they could regulate themselves. This was also partly due to the maturity level of the 10th-grade students compared to the 6th-grade students.</p>	<p>The classroom atmosphere was constantly disturbed. The previous period was games, and the students were excited as they were just back from the ground and confined to the classroom. The teacher could have used simple techniques like one minute of meditation and breathing exercises to calm the students. This would have avoided significant commotions in the classroom.</p>

		Also, the activity planned, like the video, added to the adverse situation.
Areas for Improvement	<p>The teacher could have better executed the assessments. Conducting peer assessment could have been more beneficial as this would reinforce the students' learning and lessen the burden of correction. Since the learners were in grade 10, they were more mature and self-aware, unlike the 6th graders. This practice could have been more successful in class 1. Also, collaborative learning could be more effectively established. Although group activities were performed, there were certain groups where one student took up the entire task and performed it while the others merely watched. The teacher can plan only limited tasks so that monitoring the student involvement and task execution would be easy.</p>	<p>The teacher could have planned a better activity, like measuring the objects around the class, and engaged the kinesthetic learners. This activity could have also made the concept realistic and involved the learners more.</p> <p>The activities should be chosen for the students by the teacher, keeping in mind the needs of lower-grade learners such as Grade 6.</p> <p>An exit ticket could have been given to the students. This would allow the students to reflect and act as a means for feedback to the teacher. Such a technique would serve the purpose without consuming much class time and significantly impact learning.</p>

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