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COVER PAGE AND DECLARATION

	Master of Science (M.S.) in Innovative Education & Teaching
Specialization:	M.S.IET
Module Code & Module Title:	EDUC530: DIMENSIONS OF LEARNING: APPLICATION IN THE CLASSROOM
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Word Count:	1800
Date of Submission:	13 th April, 2023

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DATE: 13th April 2023

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EDUC530

DIMENSIONS OF LEARNING:

DOL Class Observation and Critical Analysis

DOL Class Observation and Critical Analysis

Anecdotal Observation and Recording

	Class 1	Class 2
Purpose	<p>Lesson observed - Class 5 Subject Social Studies - Various landforms.</p> <p>The learning outcome was to form clear concept/identification of various types of landforms, develop ability to identify their unique features. I specifically liked the teacher inculcating culture & experience parameters into knowledge building by showcasing how people's life style and traditions/culture were shaped by where they live; all this effort to help students to be able to reverse engineer through people's culture and understand customs' existence logically and scientifically. This will develop ability in students to look beyond superficial actions/things/happenings around them and pursue reasons behind them and on larger sense even understand a society/civilization.</p>	<p>Lesson Observed - Class 6 Subject: English Language Passive Tense</p> <p>The precise transferable skill and learning outcome was to understand the technical way of forming a passive tense as well establish sense of differentiation between active and passive. To make the target outcome a further transferrable "Life" skill the teacher integrated teaching point with learners situations where they will need to practice this skill along with varied and various examples of professions where this technical skill is highly practiced.</p>

<p>Student Engagement</p>	<p>Instead of giving examples the teacher encouraged students to share about customs of their families and where the roots of families are. The arrangement was not the regular teacher in front but different groups and the teacher kept moving from one group to another. Student strategies demanded intellectual participation.</p>	<p>Although the classroom physical arrangement was the regular teacher in front, the atmosphere was optimistic and free of fear of being ridiculed for mentioning one's views or wrong inputs. The teacher had definitely in past welcomed student initiated questions and encouraged & promoted free participation of everyone in discussions.</p>
<p>Curriculum and Pedagogy</p>	<p>The teacher has identified the curriculum goal by herself and on inspection I learned they were much more intense than the intended outcomes of the Central board of education guidelines. The teacher clearly had devised ways to extend and refine the declarative knowledge by using various critical thinking tools like comparing & contrasting, using graphic organizers and also analyzing perspective & constructing support for the investigations students performed while interacting and interviewing each other. The teachers approach wasn't all information out but more of questioning, self-thinking. Observing (people, habits and their customs) and promoting interaction between children too.</p>	<p>From curriculum point of view, the teacher did stick to the academic scope of curriculum as per the grade but her scope of class layout was very dynamic, more of existentialist/progressive classroom and was genuinely challenging. There were different informative posters which continuously and subtly guided and reinforced rules of English grammar in children through visual senses stimulation. Even kinesthetic and artistic approaches of learning were inculcated in the classroom by creating island of different concepts and kids could go to that particular corner and pick up chits from the respective containers and then implement the concept on content picked up. So the pedagogy style was clearly 'Constructive & collaborative' style.</p>

<p>Assessment of student learning</p>	<p>The assessing way in this classroom was traditional multiple choice question that demanded lot of investigation - experimentation and situation. But again the teacher allowed children to do the research together but the assessment sheet was required to be taken individually. On asking the reason why she stated it will give her a clear insight of a child's clarity of concepts and depth & involvement in research. Based on it the teacher would further ensure what to be included in lesson plans. So the assessment also had a long term agenda to generate pointers for further lesson plans.</p>	<p>The assessing way wasn't limited to reproducing knowledge but meaningful implementation of it was also assessed like on mentioning features of passive vs active students had to create situation for their peers and the competitor pee group had to decide which situation demands which voice. So valuation also demanded inventing ability and the arrangement permitted the class students to learn as well as cross check each other. This made the learning evaluation even more fun, interesting and further multifold learning happened in the process.</p>

<p>Classroom Environment & Culture</p>	<p>The classroom environment of this class was well established and looked like everyone adhered to the pre established routine. Like the moment teacher announced group research students already knew which group they belonged to and there was no confusion in taking places on work stations. Another good habit i noticed about the teachers and student was they both were clearly aware of agenda and the teacher specifically kept mentioning time and again from which point of lesson goal to which they are moving, brining clarity and sense of achievement in students. Also this specific teacher used more of positive phrases and during research kept stating aloud instructions.</p>	<p>Self-regulated thinking habit of mind was highly promoted in the class and the time was well maximized for learning and practicing the skill. The teacher carried out some great talk-aloud dialogues to channelize students into bringing out their best behavior and focus on work, along with frequent references to information in posters/display boards allowing physical movement and hence breaking down the boredom to sit in regular style and in one place for too long.</p>
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Critiquing Lesson Delivery against the Principles of DOL/DOT

Critical analysis	Class 1	Class 2
Purpose	<p>The learning target was not clearly measurable. The purpose of knowledge transfer and skill ability was clear and mapped with exciting activities but I felt it was overdone. The class agenda for the day was too amplified and this could bring pressure on the teacher to achieve it all in one session if just in case there's some major disruption/delay because of any unseen problem.</p>	<p>For this class, the purpose of learning and target outcomes were limited, clear and the speed was also aligned with the grade student's ability. Although even the class 5 landform session too was mapped to connect to real/practical knowledge of life but the area of direct utilization of the targeted skills in this very class was more beneficial for children and could help them immediately in life. This class boasted much higher sense of accomplishment of the unit under study. The Teacher in her earlier lesson plans had noticed a little boredom in kid's body language and attention when difficult topic of reported speech was taught. It was commendable she had paid attention to students' specific perception and tweaked her today's lesson plan to use interest area examples.</p>

<p>Student Engagement</p>	<p>On the students engagement front, although the tasks offered substantial opportunity to gather declarative knowledge and also engage intellectually by requiring to practice complex reasoning skills like comparing and classifying along with inductive & deductive reasoning by analyzing people's lifestyle, the opportunity to seek accuracy and respond to other children's information gathering was less only because of tightly planned session. The class teacher even had to sometimes cut-off children in middle of expressing their views/information gathered freely - because the teacher wanted them to come to the point asap. This kind of created a hurry-hurry environment in the class. The children were working excitingly but speed being the key, I frankly feel they were not able to explore as much as they could have had they been given more time.</p>	<p>Class 6 students on other hand were at much better position when it comes to implementing habits of mind for polishing students' learning ways and instilling in them productive habits for longer run. The task encouraged cross checking their work amid peers to restrain impulsivity of giving out information and also students were involved in creative thinking. Consequently, children were more deeply involved and their sense of satisfaction was easily seen. Students only slacked a little in demonstrating higher disciplined communication habits.</p>
<p>Curriculum & Pedagogy</p>	<p>Although the task at hand was perceived by students interesting & important, and adhered to attain all kind of learners - by having visuals of landforms and allowing movement for research on workstations, the expectations of performance level and clarity of what level of information to</p>	<p>The curriculum included definitely established an immediate trust towards academic task and pedagogically the teacher ensured inflicting many positive habits of mind in kids like - kids were asked to speak aloud right ways to implement the procedural steps while creating situations of passive voice for</p>

	<p>be produced wasn't clear. Also the teacher had to offer a lot of individual guidance which were more on-the-spot instructions than planned suggesting they weren't expected.</p>	<p>each other & the teacher promoted a lot of talking and not focusing on being silent/whispering just to ensure the class is not noisy. Also although the class was greatly broken down into smaller units I observed children kept coming to teacher and enquiring if they were doing the right thing which showcased that there was a little lack of self-confidence about the task outcome and the kids more than often needed their teachers' final approval to go ahead.</p>
<p>Assessment</p>	<p>Usage of Graphic organizers was a great way to check critical & complex reasoning skill ability but the assessment approach in this class left less room for gauging accuracy of information. Just like various tools that showed information gathered was important, relevant and interesting along with different ways of learning styles included, It would have been great if there were certain fixed approaches and benchmark outcomes to test against. The teacher was seen modifying and accepting all kind of outcomes. Also I thought her strategies to guide them through instruction could have been little crisper.</p>	<p>Regarding assessing what children ultimately learned and how well they did so, this class showed across the board results and clearly showcased if someone got the skill correct or not. Not only was a child left to answer or fill up sheets with information/concept taught but the child had to identify relevant situations (refining & using knowledge meaningfully ability check) and also demonstrate if they could create situations of this skill development (creative thinking & invention ability check) There were clear pointer where students could assess their own learning with the learning target by peer checking.</p>

<p>Classroom Environment & Culture</p>	<p>This teacher definitely showed immense trust in her students ability and let them do research with complete authority and accountability. The students also had access to some good books she bought from the library and websites/links the teacher herself gave out to look into. But the only element I felt was the under managed/practiced system and routines. If an activity so detail was planned of research, there should have been clear message or ritual to form groups pre-hand instead of losing time on doing so in an already busy scheduled class.</p>	<p>The classroom setup in terms of decor and seating arrangement was creative and interactive offering individual thinking and at same time group work. It felt as if the teacher had been explaining from earlier the significance of community coordination and adaptability benefits to her students because I didn't find any child protesting to get along with anyone even though the teacher paired them up herself. The only thing i felt the teacher often had to do was channelized or reminds the kids of sticking to their goal and not getting distracted indulging into the fun of activities. And the reason she had to keep doing this was probably the authority of her position was mellowed by her little too compassionate nature/conduct.</p>
<p>Areas of Improvement</p>	<p>If I'm to suggest something for this class mentors it would be - Don't create only interesting scaffolds but also clearer, achievable ones for independent and realistic learning outcomes too. Maximize available time into little of more exciting than more of more exciting.</p>	<p>I would recommend the teacher practicing disciplined locus of control around activity fun/engagement by implementing 'bracketing habits of mind'.</p>

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