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DOL Class Observation and Critical Analysis

European International University EDUC530: Dimensions of Learning: Application in the Classroom

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DOL Class Observation and Critical Analysis

Anecdotal Observation and Recording

Anecdotal Observation	Class 1	Class 2
Purpose	<p>A second-year Masters class on postcolonial theory was the lesson that was observed.</p> <p>The desired learning result was Understanding and observing the principles of postcolonialism, including how and why a state is seen to be postcolonial, the power dynamics at play, and the process of 'othering' that results in a state or nation being referred to as 'postcolonial.' The lesson was devoted to studying Edward Said's idea of "Orientalism," and a work that used that theory would be read thereafter.</p> <p>In a larger sense, the lesson would assist the students in recognising the characteristics of a "oppressor" and a "oppressed," the cultural hallmarks of a post-independent state, and the identity paradox. They would be better able to read and comprehend arguments made in many other nations and explain why a certain scene or character is the way it is. It was a timely topic since post-independence India's varied reforms would have an impact on Indians in their twenties</p>	<p>It was a grammar lecture for fourth grade that was witnessed. Verbs that are applicable to the students' everyday activities and interactions were the focus of the class.</p> <p>The lesson served as a continuation of a "intransitive verbs" course in which the students learned simple verbs that did not require any connection to the sentence's object.</p> <p>The goal of the programme was to prepare the students for life in a society where English is a widely spoken language by teaching them how to effectively express their needs and feelings.</p>

<p>Student Engagement</p>	<p>The classroom was set up similarly to a conventional classroom, with the teacher giving the lesson while standing at the front. She arrived in the classroom on time and began the lesson with formality. She reviewed each of the key Orientalism thesis elements. Even though the instructor spoke first, the children were paying close attention to what she had to say. While she spoke, several of the pupils were taking notes. She once instructed them to take notes during class only. She then started a conversation in which a student brought up how the teaching strategy was comparable to the power relationships that underlie postcolonial theory.</p> <p>The majority of the kids took part in the conversation because they could relate to the subject because imperialism was a part of their upbringing. One student added that it helped him better understand how the Indians must have felt as they fought to break free from colonial control.</p>	<p>The students were animated and briefly became a bit unruly. The pupils were really enthusiastic to learn and discuss what they were studying.</p> <p>Since the teacher asked them if they recalled what they had learned in the previous lesson, participation was observed right away.</p> <p>When providing their answers, the kids were citing their homework, which appeared to boost their confidence.</p> <p>They were clearly excited for the activity that will take place in the midst of the session because of their exuberance.</p>
<p>Curriculum & Pedagogy</p>	<p>The session began as a teacher-centered activity but rapidly changed to a conversation with the teacher at eye level with her pupils. They were given the chance to interact with one another in the classroom and challenge one another. The teaching method that originally made the instructor herself the coloniser while instructing was very noticeable and disappeared after discussion was invited.</p> <p>The students were well-read because it was a Master's in English course, so they had stories and experiences to share. Additionally, it was addressed how and where the notion of orientalism fit into the postcolonial era.</p> <p>The instructor underlined the "other" hypothesis, which was a key idea in postcolonial and orientalist thinking. She made references to many</p>	<p>The instructor was kind and gave the kids her entire attention. As soon as she entered the room and started the class, she shifted the students. The students were moved about so they could engage in conversation with others who were newer to the class and, in doing so, push themselves beyond of their comfort zones. She conducted a review of the previous lesson, which was beneficial since it energised the pupils for the next material.</p> <p>Given that they were studying two distinct sorts of verbs in two different courses, it seemed natural that the exercise she led in class 2 was identical to the one she led in class 1. Therefore, continuity was crucial to the learning process.</p>

	<p>different classes the students were considering, which in my opinion improved their comprehension of philosophical theory.</p>	<p>From the very beginning of the course itself, the class was attentive. The students were required to talk about and engage in discussion using the verbs they had learned in class with their companions.</p>
<p>Assessment for Student Learning</p>	<p>The students were split up into groups after the conversation, and each group was assigned a different subject, such as "culture," "religion," "identity," "race," etc. They were forced to develop the several facets of the same in a colonial and postcolonial setting. They were able to comprehend the notion of the "other" and how the Europeans defined themselves by characterising the eastern nations they colonised thanks to the point of divergence.</p> <p>The presentations created by the various groups took the form of PPTs, sketches, and monologues. The activity had the entire class involved. The pupils used the drama department's props for their presentations because the teacher had also allowed them access to them.</p> <p>What I liked about this class was that the instructor really brought up a number of Disney films during her first explanation (Pocahontas, Mulan, etc.), which helped any student who wasn't well-read understand what she was saying and teaching.</p>	<p>The students were given a worksheet with two sections: one in which they had to write the verbs they heard and those that matched the activities on the screen in order to fill in the blanks with the proper verbs. After that, a unit exam would be used to grade these.</p>

Critiquing Lesson Delivery against the Principles of DOL/DOT

Critical Analysis	Class 1	Class 2
Purpose	<p>The teacher created an engaging environment for the topic that was covered in class. She entered the classroom with a feeling of authority, which I found both intriguing and terrifying.</p> <p>It is also a very pertinent matter since millennial Indians are exposed to a nation, one that is seen as a component of the orient. In his 1978 book <i>Orientalism</i>, scholar Edward Said, a Palestinian-American, criticised the way Western nations represent Eastern nations through the power of discourse. As a result, several theories have developed to challenge and deconstruct Western-based representations of the East (Safak, 2014).</p> <p>Being a masters class, the students certainly weren't accustomed to a solely instructor-centered approach, thus the teacher was clearly taking a risk. Overall, I believe everything went smoothly, especially when it came time for the students to take on the responsibility of articulating what they had learned through both vocal and nonverbal means at the end of class. As the Norton Anthology <i>Mentions, the British Empire</i> occupied "more than a quarter of all the territory on the surface of the earth: one in four people was a subject of Queen Victoria," making Edward Said's <i>Orientalism</i> a crucial aspect of postcolonialism.</p>	<p>The subject of learning transitive and intransitive verbs was somewhat relevant to fourth graders in terms of its relevance.</p> <p>The verbs chosen were also appropriate since they may be employed to represent one's feelings, thoughts, or even simple existence. As a result, the choice of words employed made the functional aspect of verbs very evident.</p> <p>All of the vocabulary will be useful and relevant outside of the classroom as well.</p>

<p>Student Engagement</p>	<p>The fact that the students were able to recognise the teacher-centered method of instruction at the start of the session suggested that they had realised their full potential. They demonstrated that they had taken control of their study by asking the pertinent questions. Due to their heated questioning, the conversation that followed the teacher's talk was very fascinating. During the conversation, the majority of students pushed one other as well as the instructor. The kids' polite but assured tone while asking questions indicated that they were at ease with the teacher.</p>	<p>The exercise provided the pupils with the chance to interact with their peers, which made them quite enthusiastic about it. They appeared to be really happy about it. The kids caused a commotion throughout the conversation and were also quite infamous. It wasn't too much of an issue because the teacher was able to maintain control of the class. Most of the kids were able to comprehend the assignment, communicate with one another, and perform the tasks during the session. Only a few people were reticent and silent.</p>
<p>Curriculum & Pedagogy</p>	<p>For the majority of pupils, the methods used was effective. Despite the fact that the session was mostly aural, the level of the students and the teacher's clear instruction were helpful. Although the lesson plan was separated and prepared so that the exercise after the talk would have assisted the aforementioned learners to completely comprehend the topics, visual and kinaesthetic learners would have initially struggled to understand.</p>	<p>Particularly in a school where English was a second language, the curriculum was pertinent. It made sense to study verbs in-depth because non-native speakers do not always think or talk in English. The teacher was kind and approachable, and the pedagogy was effective. The teacher was likewise taken aback by the raucous laughing. She managed to keep order by being firm with the pupils while without harming them or becoming personal. I do believe that there may have been more than just a conversation for the people who wished to remain silent. Some interpersonal skills, such communication, were also developed and polished during the activity through this lesson and exercise.</p>

<p>Assessment for Student Learning</p>	<p>Although a brilliant concept, the conversation cannot be regarded as a learning evaluation because not all students took part in it. Even if they did, it wouldn't serve as a gauge for how much learning had actually occurred.</p> <p>However, all of the pupils took part in the exercise that followed the conversation. While some students completed the writing for the presentation, others spoke in a dialogue or monologue that encapsulated their grasp of the subject.</p> <p>In this evaluation portion, the students had free time and were allowed to play to their strengths. Kinaesthetic learners performed a play, whereas auditory learners gave a speech or a monologue.</p>	<p>The exam resembled a TEFL course in certain ways. It kept the children interested and encouraged innovation. The evaluation included textual, visual, and audio components. Therefore, the majority of the students received care. As for the kinaesthetic learners, they were also able to grasp verbs like "walking" or "drawing" since they had to act out their dialogues with their classmates.</p>
<p>Classroom and Environment Culture</p>	<p>The division of the classroom in this class was the most notable aspect. A really innovative technique to educate a class about oppression was the way the teacher stood in front of everyone and instructed them to speak only when they were spoken to. Only given the pupils' maturity and knowledge could this have been accomplished.</p> <p>The pupils and the instructor appeared to have a great deal of mutual regard and trust.</p>	<p>The pupils had the opportunity to communicate and express themselves in a teacher-centered classroom, which is something they typically aren't permitted to do, especially in a place like India.</p> <p>As has already observed, the teacher was approachable and effective at managing the class. She had strong classroom management skills, and the pupils appeared to appreciate her as well.</p> <p>They had the freedom to inquire without being afraid. The layout of the classroom was carefully thought out. A few students stood at the front of the room during the exercise and read aloud and performed the discussion they had.</p> <p>The teacher closely adhered to the lesson plan, which appeared to be effective.</p>

<p>Areas of Improvement</p>	<p>Despite feeling that several things needed to be improved, I believe that the class was generally fine. The discussion, the evaluation, and the teacher's discourse are all completed in a two-hour lecture. Therefore, the students may have worked on the evaluation in their own time and possibly presented in another session rather than cramming everything into a two-hour lecture. The instructor told the students not to take notes during the first lecture. Despite being a part of the performance, this was still too precise and may have surprised the kids. For some students, not being able to take notes may be a nightmare since they risk becoming confused or simply forgetting what is being stated. So, in my opinion, there shouldn't have been a problem.</p>	<p>The teacher lacked vision when it came to the silent students in the class, as was already indicated. While the majority of the students were engaged in conversations and group discussions, she might have provided them with another task.</p>
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