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**EIU Paris City Campus**

**Address:** 59 Rue Lamarck, 75018 Paris, France | **Tel:** +33 144 857 317 | **Mobile/WhatsApp:** +33607591197 | **Email:** [paris@eiu.ac](mailto:paris@eiu.ac)

**EIU Corporate Strategy & Operations Headquarter**

**Address:** 12th Fl. Amarin Tower, 496-502 Ploenchit Rd., Bangkok 10330, Thailand | **Tel:** +66(2)256923 & +66(2)2569908 | **Mobile/WhatsApp:** +33607591197 | **Email:** [info@eiu.ac](mailto:info@eiu.ac)

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DOL Classroom Observation and Critical Analysis Assignment

EDUC530: Dimensions of Learning – Application in the Classroom

European International University

**Anecdotal Observation and Recording**

Anecdotal Observation	Class 1 (Teacher 1)	Class 2 (Teacher 2)
Purpose	<p>The first class, I observed was an 80-minute beginner – intermediate English skills class for Grade 8’s. The objective and aim for this lesson were reinforce students understanding and knowledge of skimming and scanning short reading texts and finding out relevant facts and information related to the questions asked. As observed the teacher went through the main objectives and agenda for the lesson. Thereafter the teacher then went onto explain that the students would participate in a warmer activity and once completed would move onto a group activity that would be completed on the white board, this task was to formulate a definition of some kind</p>	<p>This time around the second lesson that I observed was an English writing class for intermediate students in 9<sup>th</sup> Grade. The aims of the lesson were clear and displayed on the whiteboard for students to see. The goals of the lesson were loosely based and taken from the Common Core Standards for ELA students where the focus was to prepare students to understand the process of writing from outlines, planning and mapping, to the final finished product. The teacher gave a detailed explanation of what they were looking for in terms of student understanding and ability. The teacher continued by saying that this was key and would appear in their examinations. The teacher then showed</p>

from the students to better understand the word “pandemic”. After that set of work was done, the class would complete set off exercises within their prescribed workbooks. To finish off the lesson the students would then do a group performance task which was an assignment making a group poster. Throughout this the teacher would be walking through the class checking that all students had the relevant and necessary materials to complete the tasks set out for the lesson to be taught. Once checked the teacher, then went on to remind students that they would be writing midterm examinations soon and that this along with other work would be considered as review. The teacher also noted some sample referencing to a website where students could review reading texts and answer comprehension questions.

examples of writing outlines that students could use for reference. The teacher then provided students with a list of topics to choose from for their writing task. Once the students choose their individual topics, the teacher then moved onto to hand out editable worksheets, where it was explained that the students were to use this as a place to plan and map their outlines and essay writing. Some students were unfamiliar with the process while other students knew exactly how everything needed to be structured. The teacher then further explained using examples and slides to support students who were still lacking understanding of the lesson content. After the extended explanation, the students were given some time to plan their writing and thereafter had the rest of the lesson to complete their final written product that needed to be handed in at the end of the lesson.

<p>Student Engagement</p>	<p>As I observed the lesson taught, I could see the student-teacher engagement was one of familiarity as the students seemed comfortable in the classroom with the teacher. For further explanation, during the warmer activity, the teacher posed a question to the students of “In what way was your life affected by the pandemic?” – to which some students would give answers without hesitation where other students seemed lost or confused but would ask for help knowing that the teacher would stop and answer questions to help clear things up for the students, this prompted a more engaged class during this activity. However, things got a little more complexed for students when the white board activity came around, as the teacher explained that the whole class would be formulating a definition for the word “pandemic”, a lot of the students</p>	<p>During the lesson, I observed that the students were engaged from the very beginning of the lesson until the very end of the period constantly engaging and asking informative questions about the lesson content and about the materials used for the lesson. The teacher was clearly in control the entire lesson randomly selecting students to answer questions about the purpose of the writing process and the how it benefits to help improve their English writing skills. The students seemed familiar with the line of questioning and would have an almost informal rapport with the teacher putting the rest of the class at ease. As observed, when students were still unsure of the content, for example, a student raised his hand to ask the differences between outlining and planning as he thought it was the same thing, the teacher then corrected him without asking him to infer from</p>
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	<p>seemed confused by this as they had just shown their knowledge of the word in question. At this point, the teacher could sense the confusion and seemed prepared enough to instinctively answer the unasked question, but it was clear that the class was completely teacher-driven as students didn't question the purpose of this task to give them a better understanding of why they were learning this. However, I did get the impression that the students craved more knowledge out of the lesson as well as having the opportunity to speak up more as some students seemed a little demotivated at the end of the lesson.</p>	<p>the work aspects. The teacher also cleverly likened the outline as the skeleton or bare bones on the essay, whereas the planning and map is the muscles and veins, and finally the finished writing piece is the human body as a whole. The students seemed to understand this concept a little better as there was a relatable example that was used. After this, the student as well as his peers seemed highly motivated to efficiently complete the writing task given by the teacher. This proved that the teacher could understand that some students needed more prompting to effectively complete the tasks given.</p>
<p>Curriculum and Pedagogy</p>	<p>In terms of the pedagogy, there wasn't anything that really jumped at me or that was out of the ordinary, it did however seem to me that the curriculum was really cut and paste with it was mostly teacher driven with</p>	<p>The pedagogy of the class didn't seem entirely defined as the teacher loosely referred to the Common Core Standards for writing when presenting the aims and goals of the lesson given, the teacher also used some previous</p>

the work and content coming across as a lecture rather than an open discussion where everyone in the room is on equal footing, however this didn't materialize in the lesson. There were times where the teacher would randomly select students to answer a question which would then turn into a group discussion where even the students who weren't actively participating would join into the discussion. I do feel that the lesson was well-structured however there were instances where I do feel that it could have been laid out better. I did get an opportunity to speak to the class teacher after her lesson and just asked a few questions about the curriculum she follows and how she teaches it, however it did seem that she does usually follow a different pedagogy but for her lessons, but in this lesson, she followed the school's instructions and

curriculum guidelines from previous years to incorporate in this lesson as it was guidelines passed on and given from the school as this is the expectations of the school and parents. The teacher controlled the lesson 90% of the time and only stopping to allow students to contribute when their hands were raised or if the teacher was selecting them to answer a question. I got the impression that the students respected the teacher and their boundaries within the classroom but were waiting to be included more into the process of learning rather than just taking in the information handed to them. I did realize that some students needed more structure than others, meaning that the teacher would need to be firmer in some instances as well as in some parts of the lesson to regain students' focus, however not the whole lesson needs to be entirely controlled by the teacher and



	<p>expectations as students were preparing for mid-term examinations.</p>	<p>some students should be allowed to express their opinions about the lesson or the content of said lesson.</p>
<p>Assessment for Student Learning</p>	<p>In terms of the assessment part of the lesson, the teacher used the same website as she did earlier in the lesson to help with reading review. The website has a reading passage and thereafter there is a comprehension skills assessment based of said reading passage. There was no particular or specific worksheet given to the students, however I do believe that this lesson wasn't meant to have an assessment part to it and that the assessment would be done in the next lesson to see where students are lacking and where they can improve or if they have a great understanding of this knowledge.</p>	<p>Throughout the lesson, I noticed that the teacher would walk around the class checking the students' planning as well as their understanding of the content taught in the lesson as well as from previous lessons, the students would try to answer the questions to the best of their ability, but some students fell short with their knowledge. Most students struggled to regain their productivity and focus on the current task they were presented with. In terms of the actual assessment portion of the lesson, in my opinion it seemed all over the place and nothing seemed shelled out, however I am not sure that the teacher's system works effectively or if there is revision in other classes, I didn't get an opportunity to talk to the teacher about</p>

		<p>this, but I could see a great divide between the students' level.</p>
<p>Class Environment and Culture</p>	<p>As observe during this lesson, was that the classroom environment and culture was a sense of familiarly between the students and the teacher however with equal parts of discipline and order and was also largely teacher centered. Looking at the environment of the classroom, the teacher does her best to include all past posters and work to be displayed on the walls and creating a classroom where students feel welcomed. There is a section of the classroom where students can read and relax that has multiple bookshelves with an array of different genres. For example, when students have completed all tasks, they then can use that space to relax.</p>	<p>While observing the lesson, I took in the class environment which seemed quite stark in comparison to Class 1, the walls seemed bear with no previous student works displayed only some posters about complex grammar. The classroom didn't seem inviting for the students in anyway. As for the class culture, it seemed very strict and imposing, the class is very teacher centered and controlled, for example when students want to ask a question and they must raise their hands to answer or contribute to a lesson meaning not every student has the opportunity to contribute and sometimes gets pass up on by the teacher. The teacher also at times abruptly stops answering questions from the students and then moves onto the next task without definitive feedback to the question for the students.</p>

## Critiquing Lesson Delivery against the Principals of DOL/DOT

Critical Analysis	Class 1 (Teacher 1)	Class 2 (Teacher 2)
Purpose	<p>In terms of the purpose of the lesson and taking into consideration the aims and goals of the lesson, I feel the teacher did a good job at relaying the intention of the lesson to her class well, as this is an older class, the students had the knowledge of what the outcomes would be for reading activities and focus laid out by the teacher as well as curriculum expectations needed for future examinations as mentioned by the teacher. However, there was a part where I felt that it was unnecessary to constantly repeat the information as students had a good understanding of the requirements already.</p> <p>Something that jumped out at me and that I can really commend the teacher</p>	<p>While observing Class 2, the purpose of this lesson seemed clear, well- structured and prepared with the teacher having it written out for students to see and with this class being fairly advanced in their understanding I felt that this was no problem for them. In hindsight, however, I did become aware that some students were not fully aware of the curriculum that they studying which seemed strange to me.</p> <p>Nonetheless, I feel the teacher did his best to communicate all the information needed for students to complete the tasks laid out before them.</p> <p>However, there were a few times where I felt that the teacher was</p>

	<p>on was her ability to adapt and support students that were unsure and needed extra help without the disruption of the class as she was constantly mobile and moving through the class. Another part of the lesson that seemed a little unclear and disorganized was the group activities, there were no real structure and when there was structure it seemed chaotic with students not sure or even confused at times and asking each other rather than asking the teacher again. Overall, the class seemed well-planned and prepared, however the execution could use with some finesse and student inclusion making students feel like they have achieved what the lesson goals and aims were.</p>	<p>talking down to his students when they didn't understand an important concept almost insinuating that they should know how to do this anyway. However, with this being said, the teacher did take the time to show examples of the work and helped students further their knowledge about the lesson content. This class did seem to be better organized almost rigid-like in comparison to Class 1's class, meaning that most students knew what to expect when coming into Class 2's classroom and how the teacher worked as well.</p>
<p>Student Engagement</p>	<p>When looking at the student engagement aspect in this analysis, I feel more could have been done to</p>	<p>While being in this classroom, I got the impression that the students in this class seemed somewhat</p>

continuously keep students engaged throughout the lesson. As the classroom was mostly teacher centered, I feel that the students were somewhat prohibited from speaking up at times, I don't know if this is out of personal choice or because it is an unspoken classroom rule. I personally would have enjoyed seeing more student integration within the lesson particularly with students speaking up and giving ideas and just generally being active participants throughout the lesson and just not when the teacher required it.

However, I do feel that and in defense of the teacher, that she kind of gave this opportunity to students when the class was divided into groups for the group activities and had to share their ideas and thoughts

familiar with the teacher's teaching ways and how the teacher expected the class to behave while in the classroom, this led to some students looking uncomfortable and not as lively as the students in Class 1. However, like in Class 1, the students in Class 2 were also in the very teacher centered classroom and it seemed much like in Class 1 that the students were limited in their capacity of voicing opinions about the class and/or the lesson, this however seemed to be a classroom rule given by the teacher.

When analyzing this class, however, I took stock of how the students behaved and interpreted this. Some looked as if they were thriving in this sort of environment, whereas other students appeared to

	<p>with each other. Students did have a lot of flexibility with the group activities but in hindsight the disorganized factors of the tasks left students rather confused and unaware of their roles within the activities and in turn the students constantly needed the teachers help and support to complete the tasks. Therefore, the students' engagement was rather lackluster in my opinion and could do with some improvement on both the teacher and students' parts.</p>	<p>be nervous and wanting to speak up and actively participate but had to wait until the teacher called upon them in order for them to make a meaningful contribution to the lesson. However, not all these students had the opportunity to be called upon in order to contribute to the lesson taught.</p>
<p>Curriculum and Pedagogy</p>	<p>When looking at the curriculum and pedagogy of this lesson, I feel that the teacher's outlook towards this was rather cut and paste, nothing to interesting. Although, scanning and skimming can be a tedious task for students and educators alike, I just felt that the teacher didn't try to give tips for this part of the class, leading this to be quite a hit or miss amongst</p>	<p>While continuing to analyze this class, I felt the curriculum was very confusing and in somewhat kind of a mix and match type of set up. Where even the teacher and the teacher's pedagogy seemed confused and chaotic, however the teacher makes up for this as his teaching style is very much to the point and highly structured. The</p>

	<p>the students. However, the teacher's pedagogy and methodologies within the classroom was very sufficient in some areas and some students could easily attain these principals through the teacher various methods of presenting information to the students however, the intended communication of tasks for the students got lost through all the different methods of information presented. So, in my opinion, the teacher could have presented less examples perhaps 2 or 3 instead of 5 or 6, this could have helped students better understand the outcomes of the curriculum expectations.</p>	<p>teacher is also very much in control of the classroom and what happens throughout the lesson period.</p> <p>The teaching aspects had a natural flow in some parts of the lesson, however because the teacher commanded the lesson, I feel that a lot of the inclusive writing activities got lost. I also feel that the teacher's teaching methods are effective in some ways however students may feel a sense of overload during the lesson as the teacher gave a lot of extra information.</p>
<p>Assessment for Student Learning</p>	<p>Throughout observing the lesson, I was constantly wondering the point of the website that the teacher mentioned for students to use as a tool for revision before their mid-term examination. But then the</p>	<p>While observing Class 2, I had noticed that the teacher was constantly mobile and interactive while supporting the students' during the planning process of the writing task given. However,</p>

teacher reference that she would be giving the students a reading passage so that she could see how well their reading comprehension, scanning, and skimming skills have improved and whether they understood the purpose of this work that they have been doing in lesson time. The thing that confused me was that if all the students were well-oriented with how the website worked and if they could navigate it to complete the task, as the teacher gave no real walk through of this in the lesson. I commend the teacher's efforts to integrate technology and paperless tasks, however students would need to be well-versed in this in order to complete the task efficiently whether in class or at home. However, as mentioned in my recording, I don't think this lesson was designed to have an assessment as it would be

something that jumped out at me was how the teacher would interrupt the students in order to test their existing knowledge of previous lessons, which didn't seem appropriate in my opinion as this led to a lot of students become unfocused and, in some aspects, confused. So overall when reflecting on this assignment type questioning from Teacher 2 it really did seem all over the place and unstructured leaving students confused and unable to regain their focus on their in-class task.




	<p>given and completed within another lesson.</p>	
<p>Class Environment and Culture</p>	<p>While watching these beginner-immediate students during the lesson, I observed that some students truly benefitted for the teacher-centered lesson, as they were out of the spotlight slightly, whereas on the other hand the students who were more active craved being able to have more control and to be more active within the learning process and to be working alongside the teacher instead of been idle information in takers. When looking at this factor in hindsight, I do feel that the teacher should read the class better and to try and incorporate this part into her lessons more. This would help students not feel demotivated after a lesson and perhaps help other students have the courage to speak up as well within</p>	<p>While observing Class 2 during their lesson, I noticed that the students were familiar with the classroom environment and culture upon entering the classroom. The students seemed well-adjusted to the teacher methods as well as the classroom dynamic, although there did appear to be some confusion amongst some students when the teacher randomly selected students to ask lesson-related questions.</p> <p>Looking at the classroom environment, the walls seemed stark with not much student works and only study materials. In my opinion, this isn't very motivating for students, however I do feel that the teacher could incorporate adding more student work on the</p>

	<p>the classroom, leading to active and productive contributions during lessons from the students.</p>	<p>walls to improve the class culture and environment.</p>
<p>Areas for Improvement</p>	<p>During my time observing the lesson given, I really could see how well-prepared the teacher was as well as how the design of the lesson was intended to go. However, I do realize a lot of different moving parts could have been done differently in order to facilitate the students learning better within the lesson layout. I would recommend an area for improvement, is that the teacher should try to incorporate more student involvement as this would be beneficial for more efficient learning within the classroom and ticking necessary boxes of the outcomes, aims and goals of future lessons.</p> <p>Finally, in terms of the actual teaching/learning aspect of my</p>	<p>Throughout my time observing the lesson of Class 2, I could see certain areas that were well fletched out, for example, the written objectives and goals for the lesson that were written on the board so that students could clearly see what needed to be achieved in the lesson. However, I could also see areas that were kind of confusing and not well structured, not only for me but for the students as well.</p> <p>So, I think, and I would suggest that the teacher try to have better structures in place to avoid confusion amongst the students, for example, while students are completing any given skills task that the teacher should point out</p>

observation, I believe the lesson could have been better structured in terms of the organization of the group tasks given to the students, as there was a lot of confused and back and forth that could have been avoided. I know that the teacher took time to explain the activities in the beginning of the lesson, however a lot got lost within the other information provided about other things like the preparation of the mid term examinations. I think Class 1's educator should be careful of giving too much information in the beginning of the lesson and rather go step by step, to ensure that everyone is on board and understands what and when they need to complete the tasks given to them and to minimize unnecessary back and forth leading to further disruption and confusion. However, I am aware that there are

more ways for students to improve these skills rather than quiz them on prior knowledge based on previous lesson. When not given the correct amount of space and time to complete the work, the student would lack interest and motivation to complete quality work, but when given said space and time the students can produce great work pieces as well as be focused on said tasks meaning students can take pride in themselves for knowing the knowledge as well as helping themselves growing within their skills as well.



off days in the classroom, and this could be just an example of such a day for Class 1's educator.

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