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COVER PAGE AND DECLARATION

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EDUC 530

**DIMENSIONS OF LEARNING:
APPLICATION IN THE CLASSROOM**

Assignments 1

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DOL Class Observation and Critical Analysis

Part 1: Anecdotal Observation and Recording		
Anecdotal Observation	Science class	English class
Purpose	<p>Class: Science Grade 4.</p> <p>Topic: Food. Where does it come from.</p> <p>Outcomes: Students know about</p> <ul style="list-style-type: none"> • Six main components of food • Food for different parts of body • Unhealthy and healthy food <p>The previous lesson had introduced the concept of food, the importance of food to our bodies and the various sources of food from different countries. Today's lesson focused on components of food, the effects of different kinds of food on organs, good food and bad food categories. The next lesson of the Food Unit is how to prepare healthy meals, group discussions about healthy food and how to read nutritional facts on food products.</p> <p>This topic is about food, an inevitable part of our lives. We need food to grow, generate energy and protect ourselves from diseases. This is real-life knowledge that helps students to</p>	<p>Class: English Grade 3.</p> <p>Unit 1: A helping hand (A1)</p> <p>Outcomes:</p> <p>Students learn about</p> <ul style="list-style-type: none"> • Describe daily routines. • Frequency of daily activities. • Value of caring for each other. <p>The lesson students had learned from the last class was a range of words and collocations used when they talk about caring and practice a song about daily activities. Today's lesson was continued by using the given words to talk about daily routines and how frequently they perform that activity every day.</p> <p>The next lesson that students will study is about how people in Kenya take care of abandoned baby elephants (Reading), reading comprehension skill, writing about someone's daily activities.</p> <p>The lesson plans flow smoothly to make sure that students can see the connections between each lesson. After class, students can understand how, what, and why we need to take care of others, how to elaborate caring activities, which</p>

	<p>recognize the components of food they consume on a daily basis. They would be able to analyze why their meal must include six main components, each part of a McDonald hamburger provides different nutrition.</p> <p>Moreover, students understand about what kinds of food are good for each human organ specifically. For example, carrots are good for their eyes, dairy products help their bones grow...</p> <p>This lesson helps students understand the reasons why their parents encourage them to eat more vegetables instead of fast food. This would create a foundation in their perception of a healthy diet. Being healthy is important, especially, eating balanced diet is one of the main factors that contributes to strong mentally and physically healthy body. From what they've learned, I believe that they can selectively pick healthy food for their own meals.</p>	<p>words and structures they should use in speaking.</p> <p>How to use frequency adverbs to describe someone's habits. Especially, students will be assigned a project when they finish Unit 1. This project will be about who you take care of, and how you do that.</p> <p>This lesson will be helpful for students when they talk about family, animals, explain how they take care of their loved ones. By providing a range of vocabulary and structures, students can speak about this topic with confidence and actively. They can explain how and why questions that related to caring. They also learn how to care for their families, friends and pets.</p>
<p>Student Engagement</p>	<p>When I got into the class, found a seat at the back, I already felt the excitement spreading over the class. Students were talking about the fruits and vegetables, and food products on the table. When the teacher asked questions, 90% of students engaged in</p>	<p>The teacher started the class with warm up activity. I could see that all of the students in this class were very excited to learn English. They were very confident whenever they gave the answers, they didn't hesitate to speak out loud the new vocabulary and</p>

	<p>the activity. They were so excited to share their own experiences and thoughts about food. When the teacher played quizzes about the vegetable's colours and its effects on each organ, they were eager to guess the answers. They did not mind giving the wrong answers. This meant that the learning environment the teachers had been building for those students was very positive, open-minded. It is good to see the students discovering new things with that attitude. For the students who were a little quiet and sometimes got distracted, the teacher didn't forget to ask them to pick up one food on the table, to encourage them to move out of their seats and interact with other students.</p> <p>I could see the teacher triggered curiosity, interest, and thirst from the students for the real-life knowledge.</p>	<p>quickly correct if the teacher fixed their pronunciation without feeling bad or ashamed. The students went through every activity with lots of enthusiasm and excitement. They worked in pair quiet in Role Play activity quite collaboratively and effectively. There was a student who was confused about the given task. As the class rule of not speaking native language in the English class, she used all the words and her body language to elaborate her thoughts. I did appreciate that girl's effort. I have to say the teacher created a very open environment for learning languages. The students finished their tasks quickly and actively. The productivity and lesson outcomes reached the given target.</p> <p>The most important thing is that the students are eager to learn new words and speak a lot without any confusion or shame. I believe that it took the teacher a lot of time and effort to set up English spoken environment in the classroom like this.</p>
<p>Curriculum & Pedagogy</p>	<p>The lesson plan was well-organised and well-prepared, was obviously associated and to the topic of the previous lesson. The students could easily follow the topic throughout five</p>	<p>The teacher divided 45 mins into 3 different sessions.</p> <p>Warm up → Introduction Unit 1 → Practice Vocabulary and Grammar.</p>

	<p>lesson plans in Unit Food, therefore drawing for themselves an overview of what they've learnt.</p> <p>The teacher applied student-centered teaching philosophy in this class. He triggered students' interest and curiosity by asking several questions that are related to their own experiences of food. She indirectly led students to develop ideas by the "WHY" and "HOW". I could see the students actively learning, the teacher was a facilitator. For certain topics that are common to our lives like Food, Health..., it is a good idea to apply this teaching methodology. I can see the effectiveness of the outcomes and the most important thing is that the students were happy about what they learnt in the class.</p>	<p>The teacher had a good kick start for the new school year. She inspired the students to learn English and reminded them how fun it was whenever they had English class. She started Unit 1 with some questions about the students' families and the reasons why we should take care of each other. The lesson flew very smoothly from this point to another. The teacher strictly followed the lesson plan to make sure she imparted the given amount of vocabulary and structures.</p> <p>She used the constant practice technique to help students drill new words. Some students were struggling with pronunciation, she asked them to repeat many times before moving to other words. The teacher used Behavioristic methodology by giving stars for good answers. She gave a sticker to anyone who got 5 stars.</p> <p>She also applied scaffolding technique when she moved to session 3, the value of caring for people.</p> <p>The lesson was designed in a logical way that helped the teacher deploy all her teaching methods effectively in 45 minutes.</p>
<p>Assessment for Student Learning</p>	<p>The teacher handed out 3 pages that included some multi choice questions to each student. The students must</p>	<p>The teacher combined the learning activity and assessment at the same time. After finishing vocabulary session, she</p>

	<p>finish in 15 minutes. The quizzes included the knowledge they had learnt from the previous lesson and today's lesson. The students did find this quick test difficult and complex, some of them were confused about the questions. There were some students leaving the answers blank, they might feel unsure about the answers. Overall, the outcomes can be calculated and measured. However, I can see that the paper-based assessment was not a good idea. This assessment method might not expose outcome evaluation thoroughly and comprehensively. It lacked the application into their real life.</p>	<p>gave the students one piece of worksheet to match the words with the pictures and practice Speaking. She also encouraged the students to finish it as fast as you can. Whoever has the most correct answers would get a star. It took students 7-8 mins to finish that exercise.</p> <p>After that she asked students to work in pairs. The students had to use the words they've learnt and practice Speaking with their partners. The teacher checked each group and corrected the mistakes in pronunciation for them. This is also another way to assess the effectiveness of this lesson. I can see the teacher flexibly used various ways to evaluate the students with or without their notice.</p>
<p>Classroom Environment and Culture</p>	<p>Regarding the learning environment and culture in this class, I could feel the positive energy that spread all the around the classroom. The students seemed to be very excited about what they were about to learn. They were eager to discuss or guess about the incoming lesson. I also witnessed the close relationship between the teacher and the students. I chose to observe two classes from an international school where the modern teaching and learning methodology is of dominance and importance. I must admit that the atmosphere in this class</p>	<p>The class was decorated and designed in a creative way, helps students feel welcomed and relaxed when they learn foreign languages. Language is also a part of art, the colourful motivational pictures in English gave me a sense of being inspired to immerse in English.</p> <p>I could see the interaction and communication between the teacher and the students are quite close - knit. The teacher created a safe and open link for the students to trust her even when they made mistakes.</p>

	<p>was very different from the class I sat in the primary school. My class was in order, only the teacher spoke in the class, some of good students raised hands and spoke, the rest were quiet. We had been very afraid of the teachers for some vague reasons. I was happy to see the improvement in the education system when kids are allowed to learn many different subjects and be encouraged to speak their own ideas.</p> <p>The students even shared with the teacher about what happened at their house when their parents had an argument about healthy food.</p>	<p>The teacher moved back and forth in the class to make sure her students were working on her request. Due to the requirement of learning language, speaking is an important part, the teacher focused and spent much time encouraging kids to drill the new words repetitively.</p> <p>I can see the teacher conducted all the activities her prep plan very strictly.</p>
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Part 2: Critiquing Lesson Delivery against the Principles of DOL/DOT

<p>Purpose</p>	<p>Science class: The teacher drew objectives very clearly at the beginning of the class. Right after she started teaching, she emphasized what her students would get today: create a healthy meal. However, I could see she spent much time on introducing six components in food and had a discussion about the colour of food. Instead of distributing much time for the definition and what is made of food. She should have left more time to allow kids to apply what</p>	<p>English class: The teacher introduced a range of new vocabulary in order to provide materials for the students to talk about their daily activities. I would say the target was clearly designed and smoothly articulated during the class. From giving the meaning and description of each activity. I can see the link between the lesson plans for the whole semester, starting with how to take care of your pet to care for our planet. The teacher actually gave the students an overview of what they are going to learn and saw the connection among the Units and draw out the key points in each skill:</p>
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	<p>they've learnt to create their own meals.</p> <p>The objective in the lesson was attached with the previous lesson and followed by the next lesson. Therefore, with limited amount of time, the teacher should have given more time for practical application.</p>	<p>Grammar, Vocabulary, Writing and Speaking and Life Lesson.</p>
<p>Student Engagement</p>	<p>The teacher started the lesson with a small game of guessing the fruits and vegetables shown on the table. Most of the students were very excited about this part. They were asked to get close to the table and touch the fruit and share what they knew about it. Inevitably, several students were distracted from the occurring lesson, they did not get the teacher's attention. This happened because the free discussion in the class, The teacher applied constructivism methodology that allows students to discover and build up the knowledge by themselves. This also caused a little chaos in the class while the students talked freely.</p> <p>Those students who got distracted also felt bored in the class and constantly looked at their watch. The teacher's method shows some certain drawbacks of Constructivism. However, a majority of the students</p>	<p>Compared to what happened in the Science Class, this English class was divided into groups, which was much easier to manage. The content that each group had to practice was quite focused and well-developed. The students were required to repeat similar groups words many times; the teacher flexibly instructed the students to use those given words in different context.</p> <p>Learning languages requires a teacher to be adjustable all the time because as I mentioned above, language is a kind of art, it can transform into many forms provided that audience can understand what exactly a speaker means.</p> <p>I would say the teacher had a creative teaching method to impart the lesson thoroughly.</p> <p>Learning new words is a difficult part in learning a language, however, I could see all the students kept practicing and</p>

	<p>were quite happy about the way the whole class was driven.</p>	<p>developing their Speaking skill quite effectively under the observation of the teacher.</p> <p>To apply the lesson plan in this way, it is much easier for the teacher to see which students do not want to work or get distracted.</p> <p>When she saw a student losing attention, she approached him and woke him up with hilariously spontaneous questions and asked every other member to give him questions.</p>
<p>Curriculum & Pedagogy</p>	<p>Based on the curriculum, the teacher targeted the definition, some main features of food and how to apply it into real life in this lesson. The objectives of the Science Subject are fairly clear. However, the class was driven in a free way so the effectiveness of teaching and learning activity depends heavily on the activeness of the students. This teaching method should be combined with Behaviorism and Constructivism to guarantee that the whole class would understand thoroughly the main content and some key points. After class, the students could bear in mind some key ideas about food. As a result, not all the students were engaged in the class and not all of</p>	<p>I could see the teacher followed the curriculum and lesson plans strictly, she broke down activities in a certain time chunk to make sure the content of lesson would be covered as planned. However, there was one moment when I felt quite concerned about the teacher should be more flexible with plans when it came to reality. A boy sitting at the back of the class was very excited to talk about his experience of taking care of other people. When he was speaking, everyone in the class enjoyed his real experiences with different people he had met: young patients, the elderly, young kids... I could see the teacher managed to interrupt him many times as she was afraid of his small talk could burn her plan. In my opinion, it would be a great idea if any students could share their valuable lessons they</p>

	<p>them understood the lesson as the teacher expected.</p>	<p>learned from life, bring it into the class and spread the ideas and spirit of dare to do something. It is more important and powerful than what is printed in the textbook. Instead of getting panicked, the teacher should calm down about develop that student's story as a model practice. Teaching and learning's outcomes are abstract. Sometimes, the effectiveness of learning can be assessed in the next 5 years.</p>
<p>Assessment for Student Learning</p>	<p>As I mentioned above, the students were given worksheets of multiple-choice answers to assess the outcomes. However, the evaluation sheets were composed too long and partly irrelevant to the content and method the teacher employed in the class. As I mentioned above, the way the teacher ran the class quite freely, which was explained the Constructivism philosophy, however the assessment worksheets were customized following the Perennialism and Essentialism so that the students were confused when they did the worksheets. Moreover, the worksheets were too long, they weren't able to finish all of the questions. I could see the teachers also assessed the outcomes by asking questions, however, this verbal communication worked out perfectly</p>	<p>In the English class, I could see the teacher was more flexible and creative when she got to the assessment part. I noticed that she had a small notebook and sometimes stopped to take notes. Afterwards she told me that she noted the mistakes that the student made and helped him/her correct. It was an effective way of verbal assessment, especially in language learning. The teacher always must check how the students can apply all the new vocabulary and structures into speaking and writing. In the last 10 minutes, the teachers handed out one worksheet. The worksheet was created in an imaginative way. In the worksheet, there were 10 questions, the students had to match 5 pictures and 5 sentences. They used the above vocabulary words they've learnt to write sentences. The assessment worksheet summarized the lesson</p>

	<p>with the students who were engaged enthusiastically, the other students who didn't raise hands to answer or engage all the questions would miss the information.</p>	<p>comprehensively. The teacher also focused and spent much time on the teamwork activity, the students took turns working out on the Speaking. This method reinforced all the students to engage in the learning. In a language class, there are various ways to assess the effectiveness of teaching and learning as learning languages is different from other subjects, learners can apply immediately. It also needs lots of practice. I could see the teacher was very patient to correct the pronunciation for her students one by one.</p>
<p>Classroom Environment & Culture</p>	<p>I would say that this class had a very positive learning environment where the students were the center. The teacher was just the instructor. She triggered curiosity and excitement by asking the students about their own experiences about food and she also prepared real fruits and vegetables for them to kick the senses. I do like this way of teaching as this was the combination between theoretical and practical knowledge, which helps the students create the connection between the textbooks and practical application.</p> <p>Despite of the fact that some students got distracted from the lesson, the</p>	<p>I think the students have known the teacher for a long time before she started teaching this class. This is a good sign for an English class as the students should feel safe, relaxed and inspired when they speak. Some kids struggle with verbal communication, some are introverted, or get into some trouble at home. However, they seemed to be ready and eager for their learning. Teaching languages requires the teacher to own a certain range of qualities such as: supportive, hilarious, creative and flexible. I think the teacher has been applying a positive environment for all her students. Some students were struggled with Speaking, sometimes they made the same mistakes two or three times but none of their peers laughed at</p>

	<p>culture and learning environment was positive and encouraging.</p>	<p>them. It is very crucial to t build up self-esteem and respect in the class.</p>
<p>Areas for Improvement</p>	<p>From what I mentioned above, I think the teacher should have done the teamwork activity. She also had to show the mind map or the information she composed for the lesson along with what she was talking about as some students who lost focus could track the progress of the lesson by looking at the chart.</p> <p>She could use the smart chart when talking about food components.</p> <p>In the end, the assessment evaluation was quite long and mismatched with the method she applied in the class. Group presentations might be more effective when each member presented what they had learned. This also reinforces all the students to work on the presentations.</p>	<p>I can see the way she planned the lesson and ran it was very good. The only thing that I would recommend to her is that sometimes, allow the student to finish his sharing. In my opinion, sometimes the teachers must add up artistic spices or let it be clumsy in a good way to make some differences. Inspiring students to do good things, to learn from others and starts to implement their actions today is somehow the key to education. So I might let that students to talk more, let him be an inspirator even though the lesson plan might be burnt but the exchanges would be worth it.</p>

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