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	Master of Science in Innovative Education & Teaching (M.S.IET.)
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Students' Full Name:	
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DOL Observation and Critical Analysis

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EDUC530: Dimensions of Learning: Application in the classroom

February 28th, 2023

DOL Class Observation and Critical Analysis

Anecdotal Observation and Recording

Anecdotal Observation	Class 1	Class 2
<p>Purpose</p>	<p>The lesson I observed was a kindergarten, ages 3 to 4 years phonics class. It was an introduction class to the letter Bb and the recognition of it as a spoken and written letter. Once children between the ages of two and five have mastered this part of literacy, they can link two or more sounds and connect them. Depending on their level, they may even start decoding CVC words and improving their pronunciation. Students will be more confident in their phonics ability. However, the first step in any good PreK language class is crucial in knowing the sounds of the different alphabets.</p> <p>The teacher clarified the phonemic objectives by matching pictures with the</p>	<p>Unlike Class 1, Class 2 was a receptive skills class for adults ranging between the ages of 30 and 50 years of age. The target learning outcome was based on 'The Circus'. The students mastered key terms so that they could read simple sentences from a story and make inferences on what they think it meant. It is vital to also note that this class is also an ESL (English second language) class and that while job occupation terms might seem like common terms to native speakers, almost 80% of adult Chinese nationals still do not read, speak, or write in English yet. These terms need to be identified and understood first before the text can be read with confidence.</p>

	<p>sound of Bb (Ball, Bus and Bear). Before we continue, I must stipulate that these learners are second-language students and must familiarize themselves with the basis of the English language, specifically phonemes.</p> <p>Phonics help children develop and nurture their interests in books, other print media, storytelling, rhymes and many more progressive milestones.</p>	<p>The class was held in Shanghai and is appropriate as Shanghai has a circus that performs frequently. This allows the learners to identify and associate key terms (ringmaster, trapeze artist and acrobats) with something they can frequently watch and speak about.</p> <p>The key terms that the educator chose can also be applied to daily figures of speech, for example, metaphors, as flexible as an acrobat or as strategic as a ringmaster. Common sight words and grammar practice were also part of the lesson plan prepared.</p>
<p>Student Engagement</p>	<p>My observation during these 30 minutes was worth taking note of. Due to the children being between the ages of 3 to 4 years old, they required a high level of interaction and stimulation. They were arranged in a circle with the teacher at the head of it. The</p>	<p>At the inception of this class, I first noticed the natural flow and order of things. Students were keen on learning and wanted to be there. The educator was familiar with the needs of each student, thus creating an environment for inclusion and diversity.</p>

	<p>children were familiar with the songs played and sang and the teacher leading the class. The teacher used flashcards to get their attention visually, as well as hand puppets. Students could match the sounds to the props and associate the songs with those sung during class.</p> <p>The teacher did not plan many activities for the children and expected them to sit on their chairs for 30 minutes.</p> <p>The children were bright young individuals who were enthusiastic and hungry to learn more. They enjoyed singing English songs and following the dance moves that went along with them. As a kindergarten teacher, it made me understand even further that at this young age, children can take in many concepts and process them in their own beautiful way.</p>	<p>Students were interactive, enthusiastic, and safe in this learning space. The teacher wrote critical terms on the board to elicit meaning and a general overview of what the class may already know. Allowing the students to share their thoughts gave them a good lead on their learning goals. Students were very interested to learn about the circus and the roles of the performers at The Shanghai Circus. Shanghai boasts quite a big circus and this was enthralling for visitors to say the least. Some students had favourite animals which were part of The Shanghai circus, and at the end of the class, almost 90% said they would go to the circus so that they have a chance to see these animals.</p>
<p>Curriculum & Pedagogy</p>	<p>The curriculum implemented in this kindergarten was more</p>	<p>Firstly, the teacher exuded extraordinarily relaxed and</p>

	<p>of a traditional, 20th-century style one, very teacher-centred, waiting on the teacher's call. After assessing the map of the week plan and speaking to the kindergarten teacher, a planning meeting was arranged for once a week, objects were chosen to represent the phonic sound taught that week, and it was then implemented across five classes. There needed to be a fundamental basis for teachings or structure for their framework.</p> <p>In regard to pedagogy, there were two first language teachers, two life teachers to help with emotional and physiological support and one foreign teacher to create the learning environment for the students.</p> <p>The foreign teacher was equipped with her flashcards and Bluetooth speaker. In the classroom, there were random spots on the wall to display</p>	<p>low-intensity energy. He provided students with reading guides and activities and sentence structure examples to help them better understand the text. If a particular student had trouble deciphering a complicated term, he would teach them a more specific word or words to help break down the meaning so they could understand it and complete their designated activities successfully. The teacher used Common Core State Standards while designing lesson plans based on students' interests and environment culture as ESL learners. The Common Core State Standards (CCSS) require students to "read closely " to determine and understand what the text says explicitly and make logical inferences. They must also be able to cite vital evidence from the text when responding to answers either orally or via text.</p>
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	<p>English learning materials, alphabets in different colours to encourage letter recognition and children's schoolwork displayed on the wall. This provided students with the ability to reflect on their learnings. Creating this sort of learning environment is vital as it is engaging and increases the student's focus and attention, promoting meaningful experiences and encouraging recall of past concepts taught.</p> <p>The lesson delivery was dull for a few students and lacked creativity.</p>	<p>The teacher delivered his class exceptionally well, considering his students' different ages and levels. He was patient, listened well and wrote notes on the board for students to refer to. He asked many questions, and students got to answer these in groups rather than individually.</p> <p>Students in a reading class would have to follow certain steps to be able to analyze their given text. They would have to consider what is said, the perception of the imagery and the ideas expressed. They would need to assess how it is said, the word choice, the ordering of ideas, sentence structure, the author's purpose, fiction or non-fiction etc. This classroom was more student-centred, leading the learner to their success.</p>
<p>Assessment for Student Learning</p>	<p>I noticed that the educator used drilling to get the students to remember the words taught, Bb ball, Bb bus and BB Bear. After this, to</p>	<p>The teacher used formative assessments in class discussions. The students were asked to make groups of 3 or 4, and the teacher</p>

	<p>assess them, she would hold up the pictures on the flashcards to prompt them to say what they saw. This was only an oral way of assessing and was done while they were all still sitting down.</p> <p>The chosen songs that related to the topic were then sung at the end of the class, and those students more familiar with the key terms taught during the lesson, could place the vocabulary and pronounce them while singing.</p> <p>Apart from the English lesson, a weekly craft is done with the students that tie in with the concept taught. This week it was a teddy ‘bear’ made from paper plates. The teacher had all the relevant materials cut out and ready for the kids to do during their free time.</p>	<p>encouraged stronger learners to team up with learners who needed support. Each group was given a keyword and asked to take out their dictionaries to help decipher, discuss, and reflect upon using peer-to-peer communication. Students enjoyed these group interactions and class discussions which followed.</p> <p>As mentioned previously, the educator was proactive in his planning and thinking. He equipped the students with guidebooks and questionnaires from inception, which helped with learning and practice using the formative assessments in class. Formative assessments occur during the learning process and allow students and teachers to identify areas for improvement, giving students opportunities to implement feedback.</p>
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		<p>Overall, it worked well as the students were highly motivated and engaged, having something visual to work with.</p>
<p>Classroom Environment and Culture</p>	<p>The kindergarten environment is exceptionally bright and open with specific rooms for activities. For example, a library provides both Chinese and English resources. The walls are decorated with a 'Spring' theme. The teachers helped the children create flowers from paper and sequins. Photos of the children were taken and cut to then be stuck on the walls next to the flowers. Children were proud of their creations and admired them, inviting their parents to come to look at them too during mornings (drop off) or afternoons (home time).</p> <p>Given learning habits and culture, I saw that students needed more resources or stations to explore activities further. They were instructed</p>	<p>My two observations were highly different. Class One was in a kindergarten, and Class Two was at an adult training school.</p> <p>These observed adult learners felt highly welcomed, safe and free to express themselves. The room was bright, with comfortable couches and bright lights. There was a projector and sound system so everyone could hear and see. The students brought their laptops. Pictures of famous people, such as Mahatma Gandhi, Nelson Mandela, and Albert Einstein, were put on the wall with famous quotes taken from their speeches.</p> <p>Because of learning habits and culture, the students wanted to be there; it was</p>

	<p>rather than facilitated or assisted in their interests. Children only had a little 'talk time' as the teacher was the main focus and she did most of the talking and instructing. There were fewer to no verbal exchanges. The students were well acquainted with the classroom rules and procedures. They were well-behaved and familiar with the English teacher's gestures, instructions, classroom rules and facial expressions.</p>	<p>their choice instead of a child forced into a classroom. Furthermore, they made the most out of their time with the teacher and their classmates. A specific girl wrote everything the teacher said down even though she did not have to. Students would get carried away with the conversation and appreciate the educator's support. They were eager to learn and put much pressure on themselves to do well.</p> <p>During group discussions, the teacher would walk around the classroom to listen in and answer questions when asked; otherwise, he would not interrupt but be available. His audience was used to his teaching style, body language and gestures. There were a lot of verbal exchanges between students, which included laughter and gave a clear indication of happy, mindful individuals.</p>
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Critiquing Lesson Delivery against the Principles of DOL/DOT

Critical Analysis Purpose	Class 1	Class 2
Purpose	<p>When evaluating the relevance of the learning purpose and target for Class 1, the lesson content and objectives were aligned with the lesson plan and the standards of the kindergarten's expectations. The teachings of the class were beneficial to the students as phonics is needed as the basis for any language. The activity aligned with the learning target of Bb, and the associated vocabulary was relevant and fun for the children. Unless students</p> <p>About alignment – the teacher connected the lesson to the rest of the unit, which would later include reading week and open days to showcase their in-house activities’ key learning points.</p>	<p>After further reflection on the teaching points and objectives of this class, the teacher did a fantastic job getting to know his students' levels, strengths and weaknesses and then tailoring his lesson plan to suit the needs of the class. He would always be available to answer questions and repeat himself if needed.</p> <p>The educator had already taught these students for a few months and knew exactly what terms and phrases they were taught before this class, which would be vital upon starting this lesson.</p> <p>The educator did a great job at being fair, patient and understanding in this class and providing an interactive and creative lesson plan that linked well with the rest of</p>

		his learning outcomes for the term. There was a clear indication of a positive way forward in the right direction.
Student Engagement	<p>The kindergarten leaned towards a higher level of student engagement regarding the Chinese curriculum as it was taught in the children's first language. English made up around 30% of the kindergarten's target, and translation was still required for most of the children.</p> <p>The English educator needed to use more external stimuli to get the students' attention and keep it. The fact that the lesson was more teacher-oriented than student-centred (self-learning) rendered any of these young learners jaded and uninterested in the lesson and its content. Inclusive education allows students to learn in the same classroom as a global educator. They start to enjoy field trips and after-school activities together.</p>	<p>The class showed an extremely high level of engagement from the students. This is evident due to the teacher's dedication and passion towards the class and his profession. His well-planned lesson and the assessment tools used in class were brilliant. He allows students time to pace themselves and identify their key learning goals. He lets them lead the class as opposed to it being a boring teacher-centred lecture. He used schemata to ask questions and gain knowledge, he provided materials with sentence structures to guide the students during some of the activities.</p> <p>In conclusion, the class was challenging for some of the students. As ESL students, it</p>

	<p>In conclusion, the teacher did not prepare the lesson effectively to make room for inclusion and diversity. It also lacked creativity, which showed in the students' weariness and boredom as some students were crying, and one or two other students were clearly distracted, which negatively affected their long-term learning. According to Schmidt 2020, When a student is distracted during learning, his/her brain processes and stores information in different, less valuable ways, resulting in much less adept knowledge extending and extrapolating to new contexts (decreased transfer).</p>	<p>is always more difficult to grasp concepts and terms initially. It takes lots of practice and time. They had the right teacher; he built a rapport with the students, and they could confidently let him know when they struggled in challenging areas.</p>
<p>Curriculum and Pedagogy</p>	<p>As previously implied, there needed to be more efficacy in the educator's delivery of her pedagogy. The curriculum could have been more creative and emergent, extremely preplanned, and</p>	<p>Throughout this lesson, I had the utmost respect and admiration for how smoothly he ran the class and his lesson. He is a 21st-century teacher with a Progressive educational approach. His</p>

	<p>designed solely on the teachers' decisions. The traditional curriculum is viewed as an in-person, classroom style of learning. Its primary techniques are oral instruction, drilling, repetition and less inclusive and diverse.</p> <p>The teacher's lesson plan was not extensive, and she did not make room for children with learning disabilities and different backgrounds. Everything was very uniform and had a one- fit for all kind of design.</p> <p>However, upon saying that, the teacher had support from the other co-teachers regarding classroom management and discipline.</p>	<p>classroom was comfortable and perfect for adult learners with higher learning expectations. They felt energized during or even after the lesson considering that it was on a weekday, after their working hours.</p> <p>The teacher could recall knowledge before entirely starting the lesson and allowed that to dictate the flow of the lesson. He provided clear and well-thought questions so that, number one, the students understood them and, number two, were given more time to practice in their groups.</p> <p>Being in this class was refreshing and insightful. I would like to use some of his tools and methods in classes of my own.</p>
<p>Assessment for Student Learning</p>	<p>Besides repeating after drilling the 'Bb' sounds and the picture that went with it, there were no other parts to assessing the students. They</p>	<p>The class enjoyed their discussion time a lot during group work. Group work has the potential to improve the quality of student learning.</p>

	<p>are quite young and require a more interactive, hands-on assessment approach.</p> <p>A weekly craft was assigned to the learning unit, and the children were invited to make that over the week. The children needed a higher retention level and remembered English words almost instantly. They required a high level of interaction with the English educator to create that learning environment.</p> <p>Assessments in early childhood support the ability to provide an individualized lesson plan following a targeted curriculum for students across areas of development. This is crucial for later academic learning and life-long success.</p>	<p>Collaboration during group work enhances students' understanding by shedding light on complex concepts. It also helps students develop a sense of responsibility towards their role in the team.</p> <p>This class demonstrated excellent responses to their warmer questions which included:</p> <ol style="list-style-type: none"> 1. Do you like or dislike the circus? 2. Who has been to the circus? 3. What animals can you see at the Shanghai Circus? <p>The students were also given pictures of different occupations and asked to discuss which they thought were the most stressful. This schema was great in assessing or activating prior knowledge about acts in the circus.</p> <p>With guidance, the students could create their dialogue and talk about the acts and</p>
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		<p>roles of performers in the circus.</p> <p>The assessment in this lesson was creative, diverse, appropriate, and aligned with the assessment criteria used at this training school.</p>
<p>Classroom Environment and Culture</p>	<p>Class One had few disruptions. A child was continuously crying throughout the lesson, so from speaking with the teachers after class, it was stated that he was just emotional and had cried many mornings before. Kindergarteners are generally more sensitive to separation from parents and this made sense. The educator, however, allowed the student to sit in during the lesson, which was highly disruptive to the rest of the students as their attention spans were also limited to that of a three-year-old. Many students would often glance at the emotional child rather than</p>	<p>Once again, I reiterate that these adult learners were highly familiar with the teacher and their classroom. Students arrive on time and can choose a comfortable seat. They are not disruptive, and the class starts as planned with no delays. At this point, Class One and Two cannot be compared, especially when speaking about classroom culture. Class two were determined in their learning, and focus was prevalent. There were no unscheduled toilet breaks or anything of that sort.</p> <p>They had the utmost respect for their instructor and did their best to contribute their</p>

	<p>focusing on the content of the lesson. Students would also lose focus from time to time as this circle/lesson time extended to well over 25 minutes, and the children were rendered bored.</p> <p>Usually, five to ten minutes is appropriate for a circle time, and rarely will a circle time succeed above 20 minutes, but the only way to judge is how the group reacts. This group was not reacting positively, but the educator chose to continue with her planned lesson, not attempt to combat attention loss.</p> <p>As children grow, you can extend the time comfortably. Children enjoy circle time more and behave much better if we give them ways to participate rather than demand that they sit and listen.</p>	<p>thoughts and ideas. They were free to express themselves and enjoyed this topic very much.</p> <p>The teacher should have noticed that these were second language learners and therefore he started the lesson with visuals of occupations and customizing the types of questions and terms to use in class. The students got enough time to reflect and discuss in their designated groups and during individual activities.</p>
<p>Areas for Improvement</p>	<p>The educator for this class worked on an Essential or</p>	<p>This lesson was gold. It was phenomenal and just flowed</p>

	<p>Perennial classroom philosophy and needed inclusion and creativity in her lesson plan.</p> <p>My notes on areas of improvement also included the teacher providing more enthusiasm and personality in her lesson plans and pedagogy, as it would make the experience more fun and exciting. Diversification is desperately needed to identify different strengths and weaknesses in the classroom and build on that further. Less of a lecturing style and more personal interaction are needed. This would eliminate boredom and create less room for wandering minds and eyes.</p> <p>In my view of the classroom environment, the contents of the wall should be at eye level, so the students have the opportunity to view resources and their previous works. Reflection allows students to</p>	<p>with so much ease. The teacher and the students were star players and greatly benefited from learning together.</p> <p>If I could make one suggestion, it would be to take advantage of the fact that these students are adults with a yearning to study English. I would give out reading homework for them to do and bring back to their next class. Homework offers ways to extend learning outside of the classroom and encourage independent English reading and speaking, writing, and listening in an external environment. Upon arrival at their next class, they would be more confident and comfortable with these reading abilities.</p>
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	identify and appreciate positive experiences. It can also be helpful when learners face challenging experiences, helping them to process and learn from them.	
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