



EUROPEAN  
INTERNATIONAL  
UNIVERSITY



## COVER PAGE AND DECLARATION

	<b>Master of Science in Innovative Education &amp; Teaching (M.S.IET.)</b>
<b>Module Code &amp; Module Title:</b>	
<b>Students' Full Name:</b>	
<b>Word Count:</b>	
<b>Date of Submission:</b>	

**I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.**

---

**E-SIGNATURE:**

**DATE:**

---

**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)



# Contents

- DOL class observation and Critical analysis ..... 3**
- Anecdotal Observation and Recording .....3**
- Anecdotal observation ..... 3
  - Purpose ..... 3
  - Students Engagement .....4
  - Curriculum ..... 6
  - & Pedagogy ..... 6
  - Assessment for student learning ..... 7
  - Classroom Environment & Culture .....9
- Critiquing lesson delivery against the principles of DOL/DOT ..... 12**
- Critical Analysis ..... 12
  - Purpose ..... 12
  - Students Engagement .....13
  - Curriculum ..... 14
  - & Pedagogy ..... 14
  - Assessment for student learning ..... 14
  - Classroom Environment & Culture .....15
- Conclusion ..... 17**
- References .....18**

## DOL class observation and Critical analysis

### Anecdotal Observation and Recording

Anecdotal observation	Class 1	Class 2
Purpose	<p>The lesson observed was a grade 5 math class on understanding and applying the concept of fractions in real-life situations. The target learning outcome was the ability to identify different types of fractions, such as proper, improper, and mixed numbers, as well as perform basic operations like addition, subtraction, multiplication, and division of fractions. Additionally, students would develop an appreciation for the practical applications of fractions in everyday life, and an understanding of how to use fractions to solve problems and make informed decisions. Prior to this lesson, the students had learned about whole numbers and decimals, so this lesson not only built upon their prior knowledge but also introduced a new way to represent and work with parts of a whole. According to the teacher, the next</p>	<p>This time the lesson I observed was for Play Group (PG level). More precisely it was a rhyming class concentrated on recognizing rhymes which is considered a key player in learning rhyming words. Rhyming is the repetition of similar sounds in two or more words, typically at the end of the words. Rhyming words have the same or similar sounds in their final syllables, and they are often used in poetry, songs, and other forms of literature to create a sense of rhythm and musicality. The target learning outcomes includes phonological awareness, vocabulary development, and reading readiness. Rhyming can also encourage children to be creative and use their imaginations. By exploring language and playing with words, children can develop their own unique ways of expressing themselves and communicating with others. According to the teacher the current</p>

	<p>lesson of the unit was going to address ratios and proportions.</p> <p>With respect to the broader purpose, it is evident that, throughout their lives, people make use of mathematics, its basic concepts, and techniques. More specifically, understanding and working with fractions helps individuals to make sense of various situations, such as dividing resources, measuring ingredients, or interpreting data. Furthermore, the language of mathematics is universal, allowing students to apply their learning in diverse contexts and situations after the lesson. Thus, I am confident that students will come to regard the content of this lesson as useful for problem-solving and as widely applicable in their life and this is a lifelong skill that can applied in any subject.</p>	<p>lesson was about recognizing rhymes which was in deep connection with the previous lesson. The next lesson was going to be producing rhymes. Overall, the applications of rhyming knowledge can have a positive impact on children's cognitive, social, and emotional development. Nursery rhymes and other forms of rhyming are often part of a culture's oral tradition, and can provide children with exposure to different cultures and traditions. It can help children develop social skills such as taking turns, listening to others, and cooperating with peers. Rhyming activities can also be a great way to promote group bonding and teamwork. Rhyming has a wide range of applications for younger learners as it can be a fun way to learn a new skill or practicing existing foundational skills.</p>
<p><b>Students Engagement</b></p>	<p>In terms of engagement and class participation, I enjoyed watching the teacher-student dynamic of the class. To elaborate, during a lesson on fractions, the teacher began by writing various fractions on the board and asking the students to</p>	<p>As I observed a play group during their rhyming class, I noticed that the students were highly engaged and enthusiastic about learning. The teacher began the class by introducing the concept of rhyming and providing a few examples, such as "cat" and</p>

<p>identify the types of fractions displayed. One student, named Sarah, immediately raised her hand and confidently classified the proper, improper, and mixed numbers. The teacher praised her for her knowledge and asked her to explain how to convert between these types of fractions.</p> <p>Sarah responded eagerly, explaining the process of converting mixed numbers to improper fractions and vice versa, as well as simplifying fractions when possible. The teacher asked Sarah to expand on this idea, and she gave a detailed explanation of the steps involved in adding, subtracting, multiplying, and dividing fractions, including the use of least common denominators.</p> <p>Throughout the lesson, Sarah continued to demonstrate engagement in the material. She eagerly participated in class discussions and asked thoughtful questions, such as why fractions are useful in real-life situations. She also took detailed notes, and during a group activity where students were asked to solve a series of fraction-based word problems, she worked</p>	<p>"hat". The students were then asked to listen to a series of words and identify which ones rhymed.</p> <p>The teacher used a variety of techniques to keep the students engaged and motivated. For example, she used colorful flashcards with pictures of objects and animals to illustrate the rhyming words. She also encouraged the students to clap or stomp their feet when they heard a rhyming word, which added a physical and interactive element to the learning.</p> <p>The students were highly engaged throughout the class, eagerly raising their hands to identify the rhyming words and enthusiastically participating in the clapping and stomping activities. I observed that the students were developing their phonemic awareness skills, as they were able to identify and distinguish between different sounds in words. For example, when the teacher said the words "car" and "star", the students quickly identified that they rhymed and clapped in excitement. When the teacher said the words "cat" and "dog", the students were able to</p>
--	---

	<p>diligently with her group, offering suggestions and ideas for how to approach each problem.</p> <p>At the end of the class, when the teacher asked the students to share one thing they learned during the lesson, Sarah raised her hand and confidently stated, "I learned how to apply fractions to real-life situations, like sharing a pizza or measuring ingredients for a recipe." The teacher praised her for her knowledge and engagement in the lesson. I perceived strong interest from the students, and their thirst for more knowledge, as it opens up a myriad of opportunities for mathematical applications.</p>	<p>identify that they did not rhyme and remained attentive and focused.</p> <p>Overall, the engagement of the students in the rhyming class was impressive. Through their participation in the class, the students were developing important language and cognitive skills that would help prepare them for future learning. The foundations of learning new skills at a young age are imperative thus rhyming helps kids build a foundation that will carried forward in the subsequent years and activities associated with it helps build great social skills from a young age.</p>
<p><b>Curriculum &amp; Pedagogy</b></p>	<p>Curriculum and Pedagogy used in the class were effective in engaging students and supporting their learning. The teacher used a variety of teaching methods to engage students and help them understand the material. The teacher began by writing different types of fractions on the board and asking students to identify and classify them. Students eagerly participated in the activity, raising their hands and calling out</p>	<p>The curriculum and pedagogy used in the rhyming class for the play group were designed to create a fun and engaging learning environment that catered to the diverse needs of the students. The curriculum was designed to start with simple words and gradually increase in complexity. The teacher began the class by introducing a set of basic rhyming words such as cat, hat, and sat. She then moved on to more complex</p>

	<p>answers. The teacher then used a slideshow presentation to provide more information on fractions, including the steps for performing operations like addition, subtraction, multiplication, and division. The teacher paused frequently to ask questions and check for understanding, and students were quick to respond.</p> <p>Next, the teacher divided the class into small groups and gave them an activity to solve a series of fraction-based word problems. The teacher circulated among the groups, providing guidance and answering questions as needed. Students worked collaboratively to solve the problems, discussing and debating the best strategies for approaching each question.</p> <p>Overall, the lesson was well structured and well-managed by the teacher, who actively and masterfully maintained discipline and flexibly implemented her lesson plan.</p>	<p>words such as dog, frog, and log. The teacher used flashcards, songs, and games to make the learning experience fun and engaging for the students. The pedagogy used in the class focused on hands-on, experiential learning. The teacher encouraged students to participate actively in the class by asking them to repeat words and identify rhyming pairs. She also used group activities, such as singing and dancing, to create a collaborative learning environment where students could learn from each other.</p>
<p><b>Assessment for student</b></p>	<p>In light of assessment for student learning, the teacher used a variety of formative assessments to check</p>	<p>During the rhyming class for the play group, the teacher used a variety of assessment techniques to monitor</p>



<p>learning</p>	<p>for student understanding. Throughout the lesson, the teacher used questioning strategies to assess student understanding. For example, the teacher asked students to explain the steps involved in adding, subtracting, multiplying, and dividing fractions. The teacher also asked students to predict the outcome of a hypothetical scenario, such as what might happen if someone needed to share a certain amount of money or food among a group of people.</p> <p>In addition to formative assessments, the teacher also used a summative assessment at the end of the lesson to evaluate student learning. The teacher asked students to complete a short quiz that included questions about different types of fractions and the steps for performing operations with them. Students were given a few minutes to complete the quiz independently, and then the teacher went over the answers as a class. The teacher's anecdotal observations of student engagement in the assessments revealed that students were highly engaged in the material and eager to</p>	<p>student learning and progress. One of the main assessments used was observation. The teacher carefully observed the students as they participated in the class activities and listened to their responses to identify areas where they may need additional support or reinforcement.</p> <p>The teacher also used formative assessments throughout the class to gauge student understanding and provide feedback. For example, after introducing a new set of rhyming words, the teacher asked the students to repeat the words back to her. This gave the teacher an opportunity to check for understanding and correct any mispronunciations.</p> <p>Additionally, the teacher used questioning techniques to assess student learning. For example, she asked students to identify which words rhymed with a particular word or to generate their own rhyming words. This allowed the teacher to assess their understanding of the concept and evaluate their ability to apply the concept in different contexts.</p>
-----------------	---	--

	<p>demonstrate their understanding. Students eagerly participated in class discussions and were confident in their responses. During the quiz, students worked diligently to complete the questions and were eager to learn from their mistakes when the teacher went over the answers.</p>	<p>Another assessment technique used was informal assessment through feedback and positive reinforcement. The teacher provided positive feedback and praise to students who correctly identified rhyming words, which motivated them to participate and engage in the class. This positive reinforcement helped to create a positive learning environment where students felt comfortable taking risks and making mistakes.</p> <p>Through these assessment techniques, the teacher was able to monitor student learning and progress in the rhyming class. The observations, formative assessments, questioning techniques, and informal assessments allowed the teacher to identify areas where students needed additional support and provide feedback to guide their learning. Overall, the assessment techniques used in the rhyming class helped to ensure that each student was making progress and achieving the learning outcomes of the class.</p>
<p>Classroom</p>	<p>On classroom environment and culture, the first impression that I</p>	<p>The classroom environment was designed to be visually appealing and</p>

<p><b>Environment &amp; Culture</b></p>	<p>got was a positive and inclusive classroom environment that fostered a culture of respect and collaboration. The teacher began the lesson by greeting each student by name and asking how they were doing. This small gesture helped set a positive tone for the lesson and made students feel welcomed and valued.</p> <p>Throughout the lesson, the teacher encouraged students to work collaboratively and support one another. For example, the teacher divided the class into small groups and gave them an activity to solve a series of fraction-based word problems. The teacher circulated among the groups, providing guidance and answering questions as needed. Students worked collaboratively to solve the problems, discussing and debating the best strategies for approaching each question.</p> <p>The teacher also created a safe and supportive environment for students to ask questions and express their thoughts and ideas. The teacher used a variety of questioning strategies to encourage students to think</p>	<p>engaging for young learners. The teacher used colorful and engaging materials such as flashcards and posters to create an immersive learning experience for the students. The classroom was also arranged to facilitate group activities and collaborative learning.</p> <p>In view of learning habits and cultures, young enthusiasts and learners were keen to learn something new to them and were moving from one place to another, dancing around and trying to do something new. The teacher was also very active and was continuously observing kids.</p> <p>Multiple things were happening at the same time including learning, dancing, singing, rhyming and verbal exchange between students.</p>
---	--	--

	<p>critically and reflect on their understanding. The teacher also listened carefully to students' responses and asked follow-up questions to deepen their understanding. Therefore, the general atmosphere was both orderly and institutionally pleasant.</p>	
--	--	--

## Critiquing lesson delivery against the principles of DOL/DOT

Critical Analysis	Class 1	Class 2
Purpose	<p>The observed grade 5 math lesson on fractions demonstrates strengths in building upon prior knowledge, emphasizing practical applications, offering a progression of concepts, and highlighting the broader purpose of math. However, improvements could be made by incorporating differentiated instruction to address diverse learning needs and promoting active learning through hands-on activities and discussions. These enhancements would better engage students, foster deeper understanding, and improve retention of the subject matter, ultimately creating a more effective and comprehensive learning experience.</p>	<p>The Play Group rhyming lesson seemed well-planned.</p> <p>Phonological awareness and rhyming creation begin with rhyme recognition. The teacher's remark of the prior lesson being connected and the next being about rhymes indicates a careful development of skills and knowledge.</p> <p>Rhyming affects children's cognitive, social, and emotional development. Language play may help youngsters be creative. Rhyming teaches kids about many cultures and social skills including listening, taking turns, and working together.</p> <p>It's hard to judge a lesson's effectiveness without seeing it or knowing how it was taught. Rhyming activities, how the teacher engaged pupils, and how well the youngsters learned and retained the material would be beneficial.</p>

		<p>The statistics indicate that Play Group's rhyming lesson meets learning objectives and child development. More data is needed to assess teaching methods and student learning.</p>
<p><b>Students Engagement</b></p>	<p>The teacher-student dynamic observed in the fractions lesson is effective in fostering engagement and participation. The teacher's praise and encouragement of Sarah's knowledge and active involvement creates a positive learning environment. However, to further enhance the lesson, the teacher should ensure that other students are also given opportunities to share their understanding, ask questions, and contribute to class discussions. Additionally, incorporating various teaching strategies and materials could cater to diverse learning styles and promote engagement from all students. Balancing individual recognition with a more inclusive approach will lead to a richer, more comprehensive learning experience.</p>	<p>The teacher's employment of numerous methods to engage and encourage pupils in rhyming class has shown to be beneficial. Visual aids and engaging exercises encouraged student participation and phonemic awareness development. .</p> <p>Nonetheless, a deeper review of learning results and the rhyming class's efficacy would improve the analysis. It's crucial to understand how phonemic awareness affects language development and reading preparation. The investigation should also assess how students' excitement for rhyming class may transfer to other subjects.</p> <p>The research might also address any shortcomings of the rhyming class, such as pupils failing to recognize words and feeling left behind. Consider how the instructor handled obstacles and helped all pupils.</p>

<p><b>Curriculum &amp; Pedagogy</b></p>	<p>The observed class effectively utilized a mix of teaching methods, promoting engagement and supporting student learning. Strengths include the use of varied activities, interactive questioning, and group work to foster collaboration. However, to further enhance the lesson, incorporating additional visual aids, real-life examples, or hands-on activities could cater to diverse learning styles and promote deeper understanding. Ensuring all students have opportunities to participate and providing individualized support when needed will also contribute to a more inclusive and comprehensive learning experience. Balancing a well-structured lesson with flexibility and responsiveness to student needs is key to successful curriculum implementation and pedagogy.</p>	<p>Rhyming lesson for the play group seems to engage young kids. The curriculum is well-designed, progressing from elementary to complicated terms. Flashcards, music, and games can make learning interesting for kids.</p> <p>Hands-on learning engages and motivates young children. Singing and dancing create a collaborative learning atmosphere where kids may learn from one other and feel like they belong.</p> <p>More tailored education to meet kids' various requirements might be an improvement. Group activities promote a collaborative learning atmosphere, but certain students may require more personal attention to understand the topics.</p>
<p><b>Assessment for student learning</b></p>	<p>The teacher effectively employed a combination of formative and summative assessments to gauge student understanding and learning progress. Strengths include the use of questioning strategies,</p>	<p>The teacher in the rhyming class for the play group utilized a range of assessment techniques that catered to the diverse needs of the students. Observation was used to monitor students' participation and to identify</p>

	<p>hypothetical scenarios, and a short quiz to evaluate comprehension. However, to further enhance the assessment process, incorporating peer or self-assessment techniques, such as group presentations or reflective writing, could promote deeper understanding and critical thinking. Providing differentiated assessments to accommodate various learning needs and styles would also foster a more inclusive learning environment. A comprehensive assessment strategy that considers student diversity and encourages self-reflection will contribute to a richer understanding of student learning and growth.</p>	<p>areas where additional support was needed. Formative assessments such as repetition of rhyming words, and questioning techniques were used to assess student understanding and evaluate their ability to apply the concept in different contexts. Moreover, informal assessment through positive reinforcement and feedback was used to create a positive learning environment where students felt comfortable taking risks and making mistakes. This assessment approach promoted active student engagement and helped students develop confidence in their learning. Overall, the teacher's use of a variety of assessment techniques in the rhyming class was highly effective in promoting student learning and engagement.</p>
<p><b>Classroom Environment &amp; Culture</b></p>	<p>The observed classroom environment and culture were positive and inclusive, fostering respect and collaboration among students. Strengths include the teacher's personal greetings, encouragement of collaborative work, and provision of a safe space for questions and expression. However, to further enhance the</p>	<p>The design of a classroom environment plays a significant role in engaging young learners and enhancing their learning experience. The use of colorful and engaging materials, such as flashcards and posters, can capture students' attention and promote their interest in the subject. Moreover, the arrangement of the classroom to facilitate group</p>



	<p>classroom environment, establishing and reinforcing clear expectations and routines can promote self-regulation and responsibility among students. Additionally, incorporating opportunities for students to share their diverse backgrounds and perspectives can contribute to a more inclusive and culturally responsive classroom. By building on the existing strengths and incorporating these suggestions, the classroom environment can support optimal learning experiences for all students.</p>	<p>activities and collaborative learning can foster communication, critical thinking, and problem-solving skills among students.</p> <p>However, while it is essential to create a visually appealing and engaging learning environment, it is equally crucial to ensure that the learning activities are aligned with the students' learning habits and cultures. The teacher's active involvement in observing and responding to the students' needs and interests is crucial in creating a productive and inclusive learning environment.</p>
--	--	--

## **Conclusion**

It was successful for the instructor to employ a variety of strategies in order to pique the students' interest in the topic being discussed in class. It is necessary, however, to evaluate the success of the session and determine how well the students recalled and utilized the information they had gained from the class.

In conclusion, it seems that both of the lessons were carefully prepared and aimed to accomplish certain educational goals. Yet, it is difficult to judge how successful teaching techniques are and how well students learn the material without having access to additional information or making observations. It is essential to evaluate the learning outcomes of students as well as the extent to which they were able to retain and apply the information they had gained in different contexts. In addition, successful teaching needs the creation of a learning atmosphere that is compassionate and welcoming to all students, and which encourages active involvement and critical thought. To meet the varied requirements of their pupils in terms of education, teachers are required to apply a wide range of instructional strategies. In conclusion, consistent assessment and evaluation of teaching strategies as well as student comprehension are essential components in the process of enhancing the quality of education and fostering optimum learning outcomes.

## References

- Allen, D. G. (2008). *SHRM Foundation's EFFective PRactice GuidElinES SERiES Retaining Talent A Guide to AnAlyzinG And MAnAGinG eMployee turnover*. <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Retaining-Talent.pdf>
- Francisco, E. B. (2019). *Child Observation: Purpose & Observation Methods in Childcare*. SafetyCulture. <https://safetyculture.com/topics/child-observation/>
- kidskinderyoshiro856. (2020). *Anecdotal Observation in Childcare*. Kidskinder Child Care Centre. <https://kidskinder.com.au/anecdotal-observation-in-childcare/>
- Ng, J. C., Stull, D. D., & Martinez, R. S. (2019). What If Only What Can be Counted Will Count? A Critical Examination of Making Educational Practice “Scientific.” *Teachers College Record: The Voice of Scholarship in Education*, 121(1), 1–26. <https://doi.org/10.1177/016146811912100108>
- Stebick, D., & Hart, J. (2021). *Systematic Anecdotal Records: An Unexpected Journey into Teacher Inquiry*. 13(2). <https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1288&context=ie>
- Whitehead, E. (2020). Anecdotal Records: A Successful Tool in the English Language Teaching and Learning. *The Excellence in Education Journal*, 9(3), 2020. <https://files.eric.ed.gov/fulltext/EJ1284618.pdf>
- Zall, J., Ray, K., & Rist, C. (2004). *THE WORLD BANK Ten Steps Ten Steps to a Results- Based Monitoring and Evaluation System to a Results- Based Monitoring and Evaluation System*. [https://www.oecd.org/dac/peer-reviews/World%20bank%202004%2010\\_Steps\\_to\\_a\\_Results\\_Based\\_ME\\_System.pdf](https://www.oecd.org/dac/peer-reviews/World%20bank%202004%2010_Steps_to_a_Results_Based_ME_System.pdf)