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COVER PAGE AND DECLARATION

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Purpose

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EDUC530:
DIMENSIONS OF LEARNING:
APPLICATION IN CLASSROOM

DOL Class Observation and Critical Analysis

Anecdotal Observation and Recording

Anecdotal Observations	Class 1	Class 2
Purpose	<p>The lesson observed was a grade-3 Science class on the “Life Cycle of Animals”. The target learning outcome was the ability to understand that every animal has a distinct lifecycle. Prior to that lesson, the students had learned all about different kinds of animals. The teacher started with a recap of mammals, reptiles, birds, fish and amphibians with an amazing activity which boosted their curiosity. The game went a step deeper as the teacher had a mystery box with toy animals, and students were asked to pick an animal and talk about the animal classification. According to the teacher, the next lesson of the unit was going to address the lifecycle of animals.</p> <p>With respect to the broader purpose, learning about life cycles is a crucial part of helping kids grow up and deal with big ideas like birth, death, and life. It also helps them understand that each living-thing has a distinct lifecycle. Adding more to this,</p>	<p>This observation of a classroom is intended to investigate how well the curriculum is being implemented. Mastery of the course material, the capacity to use student-appropriate instructional strategies, maximising student engagement in the learning process, and developing learning experiences that connect stated learning outcomes to actual student achievement will all be considered in the evaluation of a teacher's effectiveness in implementing the curriculum properly.</p> <p>I had an opportunity observing an online KG3 from another school which followed a different curriculum.</p> <p>The country's Ministry of Education made the decision to provide kids with online instruction for a while in order to prevent learning gaps because of the extreme heat throughout the summer.</p> <p>On the day of the observation, 23 students from a UKG class were present in the class. The teachers and pupils signed into the school's LMS system at nine in the morning to participate in this</p>

	<p>students also understand that all living things go through changes as they grow and develop. Although individual organisms die, new ones replace them, which ensures the survival of the species. During its life cycle, an organism goes through physical changes that allow it to reach adulthood and produce new organisms. Since these changes are common within a species, they can be grouped into stages of development.</p>	<p>online course. The pupils take three topics each day since their class is organized into three halves, or zones. They had English, Mathematics and Music courses on the day the class was observed. On the day of observation, there were two instructors in the classroom: Ms. Aliya, the homeroom teacher who also teaches math and language arts, and a music zone teacher.</p> <p>In language arts class, the subject was "doing words." "What is your mother doing? the instructor asked the class in her opening question." "Your younger sibling, is he playing or sleeping? And instances like these that improved the content's intelligibility and piqued the kids' curiosity about the subject. With the appropriate use of teaching tools including word walls, puppets, cue cards, word cards, picture cards, and movies, the subject was presented in a very effective way that catered to various learning styles.</p> <p>In order to guarantee that students achieve the learning objectives by the end of the allotted time, the instructor planned and executed the session at a suitable speed. The teacher asked the pupils to explain how they understood</p>
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		<p>previous class goals and connected those understandings to the present session. In a straightforward and age-appropriate manner, the teacher created and conveyed to the pupils the lesson objectives and/or learning goals that were connected to the subject matter. Through linked sequences and developmentally appropriate instructional actions that deepen students' knowledge of the primary concept(s), the teacher displays the coherence of the lesson.</p>
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<p>Student Engagement</p>	<p>It was a student-centric class and the teacher mainly acted as a facilitator of discussion among the students. The teacher gave them many inquisitive questions which the boys pondered upon. The students had a lot of time to express themselves verbally. The teacher employed a variety of techniques when calling on students for answers ranging from calling on individuals by name to calling on small groups as a whole to asking the whole class in general. They also completed an activity on the life cycle of a butterfly which indicates that the teacher promoted their kinesthetic learning. The teacher was ready with an apt presentation incorporating many videos which showed the differences between the lifecycles of different animals. This shows the teacher was encouraging students to learn in different learning styles. With all these methods, the students seemed engaged in the activities and materials, and it felt like the class flowed well. The class activities were varied, and I strongly feel that this encouraged</p>	<p>The learning scenarios were skillfully set up to fulfil the presentation's goals in class. It was excellent that the students had access to such worthwhile learning activities.</p> <p>As an illustration, in a typical classroom, students must transition between classes in order to visit other zones. The teacher therefore tried to make the transition from each zone as close to a regular lesson as feasible. The instructor stood up and began to move about while singing the song "Zone Transition," asking the pupils to get up from their sitting positions and begin walking around. The students' continued engagement and high levels of interest in the sessions were aided by this. Through displays of student work in the form of PowerPoint presentations, which were exhibited throughout class, student learning was also honoured. Similar to a regular classroom, there was a break period during which the kids received their food, which they all consumed online, visited the restroom with permission from the teacher, and engaged in small talk with their teachers and fellow students. These methods greatly</p>
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	<p>every child to participate at a level they feel comfortable.</p>	<p>improved the educational experiences of the students. Students were given a real classroom-like learning atmosphere by the instructor, who also employed a word wall behind her and a very private, quiet space for her class. The instructor used the students' individual experiences as important teaching tools. The teacher used hands-on activities to help students learn (e.g., using counting number 9 manipulatives, which the parents were told to prepare ahead of time; they include marbles, spoons, and other easily accessible household items). The instructor pushed the pupils to think critically, make decisions, pose questions, and take charge of their education.</p>
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<p>Curriculum & Pedagogy</p>	<p>Pedagogically speaking, the class was both constructive and collaborative. The lessons looked original and interesting. I strongly felt the dynamic relationship between the teacher and students. Pedagogical approach – it was the learner-centred approach. The teacher incorporated a lot of activities which promoted each student to participate in the classwork enthusiastically. Since students could confirm their knowledge using the sticky note, I</p>	<p>Pedagogically speaking, the class was constructive. The lesson looked interesting. The teaching resources utilised were well-presented and simple to read. The teachers created the learning aids in a really inventive manner. The youngsters were to perform the patriotic song at that week's Republic Day celebration, so the music instructor practised it with a table and harmonium as well. The homeroom teacher's video presentations were appropriate for the class and aligned with the classes' learning objectives. The</p>
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	<p>sensed and observed participation in this lesson even from those who found it challenging to communicate vocally. Overall, the lesson was well-structured and well-managed by the teacher, who masterfully maintained discipline and flexibly implemented her lesson plan.</p>	<p>teacher scaffolded teaching to fit the requirements of every learner while implementing differentiated content and materials. The instructor met each student's individual learning requirements with adaptability and attentiveness.</p>
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<p>Assessment for Student Learning</p>	<p>Considering assessment for student learning, the teacher divided the class into two and assigned two different worksheets. The first worksheet consisted of the stages of the lifecycle of a butterfly whereas, the second consisted of the stages of the lifecycle of a frog. The main idea is to share the outcome with the class group-wise. I could see there was cross-learning happening and the conceptual understanding was at its peak. Worksheets are an observable system of assessment that is simple to utilize in large courses and can be saved for recording student achievement or other purposes, even if they cannot be altered once printed. The idea</p>	<p>Taking into account evaluation for student learning, the teacher had built an online quiz on doing words. She provided them the link to login and start the quiz. As the quiz was built on booket, it was a joyful experience for children to play and learn. Most of the students were equipped and knew what to do. An excellent method to face the assessment of your knowledge is through online quizzes. Online tests offer the same ease of use as any other eLearning method. The educational value of quizzing was identified in a number of domains by early research on teaching and learning. According to earlier research, there may be a correlation between scheduled quizzes and a number of outcomes, including</p>
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	<p>of using two different worksheets and encouraging cross-learning was something unique. When this happened, it was possible to see how well and mostly independently the children were working, which demonstrated that the teacher's strategy had prepared them.</p>	<p>improved reading comprehension of the prescribed content, improved test scores, and increased attendance in class. But the amount of research on the use of quizzes to get students interested in online learning is insufficient.</p>
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<p>Classroom Environment & Culture</p>	<p>My initial impression of the classroom setting, and culture was one of self-generated discipline and order as well as that of the teachers. For instance, students showed that they understood that the conventional setup—students seated at desks with their eyes fixed on the teacher—is a necessary prerequisite for any instruction to take place. They also raised their hands before speaking and paid close attention to the teacher. In terms of the environment, the classroom was well-documented with student work and projects. It was made up of several disciplinary corners or regions, such as the reading zone with equipment gracing the</p>	<p>My first impression of the online classroom setting, and culture was significant. It promoted the comprehensive development of the students. The teacher was able to influence, engage, and excite the students. It was surprising to see students felt connected in a virtual classroom. Pupils believed that their teachers supported and cared for them throughout. Improvements in performance as well as a reduction in interruptions and absences in the classroom might result from a healthy student-teacher dynamic. Students felt more emotionally and mentally reassured in a favourable classroom culture, which stimulated student-teacher engagement and</p>
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	<p>shelves or the STEAM corner with STEAM and STEM projects and students' work up on the wall. Consequently, there was an overall nice and tidy attitude.</p>	<p>hence it produced a pleasant learning atmosphere.</p> <p>Simba, the class mascot, and puppet was used deliberately throughout the lesson to remind pupils of classroom rules, to address misbehavior, to welcome kids to the zones, and other purposes. Both the students and the instructors made proper use of the capabilities of the meeting tool, such as raising their hands, giving a thumbs up, turning off the audio when not speaking, turning on the cameras when necessary, having the teachers share their screens, etc. In order to help students grasp the important idea or concepts, teachers provided a variety of learning routes, practice opportunities, and new tools and technology where applicable and helpful.</p>
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Critiquing Lesson Delivery against the Principles of DOL/DOT

Critical Analysis	Class 1	Class 2
Purpose	<p>I believe the teacher should be applauded for breaking down the teaching points and learning objectives of this lesson into smaller, more digestible chunks of material. In reality, she was constantly eager to clarify and give explanations. She even went down to the level of a student who was having trouble with his assignment, as far as I could see.</p> <p>Nevertheless, I would argue that she fell behind in time management. I could see she had prepared her lesson plan excellently, meanwhile, she was hurrying up to finish her classes.</p> <p>The most important lesson I believe I learned from this session was the value of meeting students' needs and the advantages of student-centered learning. It may be made to guarantee that students are in a happy, wholesome, and healthy environment. Students will profit more from the course and teachers will likely enjoy their interactions with students more if the content and resources utilised in the</p>	<p>The implementation of the curriculum was designed with specific student objectives in mind, taking into account the goals that needed to be achieved in a multicultural environment. Overall, instructors' work in the classroom is of a very high caliber and satisfies every learning goal. The virtual class was tailored to each student's requirements, teachers addressed students' challenges in the classroom, and excellent support for entire class learning was provided.</p> <p>Both educators displayed in-depth knowledge of the subject matter and pedagogy by giving students precise and understandable explanations, comments, replies to inquiries, and clearing up any misunderstandings. The instructor regularly posed open-ended questions with no predetermined solutions, encouraging students to go outside the box in their replies.</p> <p>To put it succinctly, knowing exactly who oversees each crucial curriculum-related job is essential to guaranteeing a seamless implementation process that improves student results. The most</p>

	<p>classroom are tailored to match their requirements. In this instance, I believe it was the proper decision to forgo the textbook and explore subjects that are more relevant to the students' life since, as far as I could tell, every kid would gain from it.</p>	<p>crucial elements in streamlining the curriculum implementation process, inspiring students with the potential of the curriculum, and improving student learning are an effective teaching-learning process and goal-achieving evaluation.</p>
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Critical Analysis	Class 1	Class 2
Student Engagement	<p>On the side of engagement, the class had reached its full potential. From my point of view, everyone participated because they took ownership of their learning. On the contrary, I felt the teacher took it very fast as I could see her helping the students with the activity extensively. Students did not get a chance to cut the leaves or shape the pipe cleaner into a caterpillar. It was all done by the teacher. So 100% hands-on did not happen. In other words, I would suggest the teacher to break her lesson plan into two classes and give students more time to think and draw their own conclusions on the content.</p> <p>To the teacher's credit, Science is a subject based on empirical research. It relies on systematic observation and experimentation, not an opinion and feelings. Thus expanded, scientific knowledge involves religions, ethical beliefs, moral precepts, and philosophical ideals.</p>	<p>My opinion was that there is still room for improvement when it comes to student participation. I believe that if students were given the opportunity to be in charge of their own education, they would engage in more in-class activities. Here, I would not blame the teacher as a virtual platform for young students is a task to be dealt with. I would humbly request the instructor of this class the need to reevaluate her talking time and also give them crisp instructions to be followed. To put it another way, she would need to reduce the amount of time she spends teaching verbally, regardless of how intelligent she is, and use various strategies to enable her pupils to be more attentive in an online class.</p>

Critical Analysis	Class 1	Class 2
Curriculum & Pedagogy	<p>While the majority of the students responded well to the methods used, I would contend that time management was lacking. To put it plainly, I thought the material was too much for pupils to absorb in a single lesson, yet diverse types of learners were properly catered to. I believed that there was a lack of respect for kinesthetic learners and a need to allow them time and responsibility over their work. For some, even having to watch the teacher throughout their practical exercise might be a hardship that ultimately impacts their level of concentration and learning.</p>	<p>Online education does not mean "posting classroom materials online." "Pedagogical practise should not be defined by the use of a delivery mechanism," such as the Internet or Blackboard. " The ideal pedagogy for that course or topic should be implemented by the online instructor using "the mechanism through which the technology provides"</p> <p>While most of the young learners responded well to the method used, I would argue that every youngster missed out on experiential learning. The activities of matching words on flashcards to their corresponding pictures, working in groups, and cross-learning were all absent. The youngster was unable to learn cooperatively. Research shows that collaborative learning facilitates the growth of higher-order thinking, oral communication, self-control, and leadership abilities.</p> <p>In support of the teacher, she tried her best to incorporate blended teaching, basically the same as what we call hybrid learning. Students believe hybrid classes are more engaging than</p>

		<p>traditional classes because they have the opportunity to study the material ahead of time through quizzes and videos, whereas in traditional classes, students are merely required to listen to lessons in class, which can be tedious. Incorporating games and online quiz piqued their interest and hence the lessons went on smoothly.</p>
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Critical Analysis	Class 1	Class 2
Assessment for Student Learning	<p>Likewise, the worksheet method is quite restrictive even if it is useful. To enlarge, it limits student-to-student contacts and, hence, assumes that intervention is the only way to acquire understanding.</p> <p>Furthermore, even if the lesson went well in terms of the practice sessions' performance by the students, I contend that worksheets are not flexible enough to be used for scaffolding and differentiating instruction. The practical exercise is a great way to evaluate what the students have learned. Thus, rather than finishing her lesson plan, the instructor has more time to concentrate on their knowledge.</p>	<p>I really liked the effort which the teacher put forth to make her assessment as unique as it can be. I appreciate the instructional steps which she displayed on screen for a smooth and uninterrupted assessment. Even though a small number of students had trouble logging in, the teacher allowed them to seek their parents for assistance in doing so while still ensuring the student completed the quiz on their own. I like how they spoke and shared opinions during their break, discussing how much fun the exam was and how well they did. They were talking about the music they will be performing during their celebration, which I could hear as well. Having stated that, the evaluation of a youngster about the material presented throughout, regardless of the themes, was effective.</p>

Critical Analysis	Class 1	Class 2
Area for Improvement	<p>As previously said, I was critical of the teacher for her time management. As an alternative, I would recommend the teacher plan her lessons in two classes. I could see more of the teacher's work/materials than the student's work. The teaching was completely followed by a pre-organized plan, and she followed them step by step.</p> <p>In student-led activities, group work necessitates distinct instructor abilities. In order to seamlessly and effectively transition between various interaction patterns. I would highly advise the instructor to divide the students into four mixed-level groups and choose leaders to assist the teacher in supervising their fellow group members. She often needed to ask, "Are you ready?" or "Hands ready?" several times. The teacher could, in my opinion, delegate authority to the student leaders to decide how their groups operate and provide the final product. Here, the instructor only serves as a facilitator, assisting the pupils and encouraging the development of 21st century abilities.</p>	<p>I was really impressed to see a successful online class seamlessly taking place in lower grades. Teachers gave students precise and understandable explanations, comments, responses to queries, and clearing up of misconceptions, demonstrating their extensive understanding of the subject matter and pedagogical topic expertise. Notably, each of the three classes began with a summary of the preceding session. Both professors gave the pupils an easy-to-understand explanation of the goals of the material they would be teaching that day. The examples presented in the Math and Language Arts classes were drawn from the children's daily lives and were quite pertinent. This part was commendable.</p> <p>However, I do have a suggestion. Rather than using an internet game as an activity. Teacher can submit a list of items to be kept available and pre-plan her activities with the students. Children carry out a hands-on task while according to the teacher's instructions throughout the activity period. This also encouraged their kinesthetic learning.</p>

	<p>Finally, I would recommend the teacher to focus on her meta-language. Meta-language in here means the language a teacher uses to allow the various classroom processes to happen, that is, the language of organizing the classroom. For instance, she avoided asking questions that would need complicated answers based on the kids' language proficiency and instead asked yes/no questions for the majority of them. Instead of, "This is a Tadpole. Have you seen it?", "What do you think it is? It has a tail, gills, and it doesn't look like its mother. What can it be?". Giving them the opportunity to think and then giving them the answer if they needed help was suitable.</p>	<p>You may help kinesthetic learners by letting them try and figure out a new task or evaluation on their own, instead of telling them how to do it, since they learn better by doing than by reading or hearing.</p>
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