

## IRB 1

### FAMILIARISATION WITH THE SCHOOL ENVIRONMENT AND DOCUMENTS/RECORDS

**Instruction:** Complete this observation guide with your mentor. **IRB 1** should be completed within the first week of the internship.

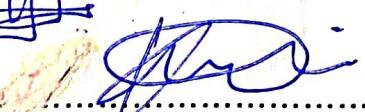
Item	Response	
1. When was the school established?	2005	
2. What is the total number of students in the school?	555	
3. How many are boys?	200	
4. How many are girls?	355	
5. What is the number of female teachers in the school?	17	
6. What is the number of male teachers in the school?	14	
7. How many non-teaching staff (if any) are males?	—	
8. How many non-teaching staff (if any) are females?	—	
9. What is the number of classrooms in the school?	9	
10. How many associations/clubs are in the school?	4	
11. What is the reporting time of the school?	7:00 am	
12. What is the closing time of the school?	3:00 Pm	
<b>Complete the checklist of the following items</b>	<b>Available (✓)</b>	<b>Not Available (✗)</b>
13. Sexual Harassment Policy	✓	
14. National Gender Policy	✓	
15. Equity and Inclusive Education Policy	✓	
16. GES Code of Conduct Handbook	✓	
17. Sanitation Policy	✓	
18. School Timetable	✓	
19. Guidance and Counselling Coordinator	✓	
20. ICT Laboratory	✓	

Signature (intern) .....



Date.. 03/02/2025 .....

Signature (mentor) .....



Date.. 03/02/2025 .....

## IRB 2

### OBSERVATION OF MENTOR'S LESSONS

Class: Basic 7 ..... Subject Observed: Computing .....  
Topic/strand Observed: Productivity Software Date of Observation: 10/02/2025

i. Did your mentor review learners' Relevant Previous Knowledge and was it linked to the topic/strand? Yes  No

ii. Were the objectives/indicators of the lesson SMART and communicated to learners? Yes  No

iii. What were the teaching strategies/methods used and how effective were they?

The teaching strategies used were discussion and brainstorming. The methods were effective as they ensured class participation.

iv. What were the teaching and learning activities your mentor employed to deliver the lesson?

Discussion and Group work was used as the teaching and learning activities in delivering the lesson.

v. What type of teaching and learning materials were used and did they enhance learners understanding?

Text book and board illustration was used as TLM. The TLM enhanced learners understanding because there was maximum class participation.

vi. What was the assessment technique used and did it measure intended objectives/indicators?

The assessment technique used was group and individual exercises. Yes it measured intended objectives.

vii. Identify the strengths and weaknesses of the lesson.

Strengths: 1. Less objective was achieved. 2. Maximum class participation.

Weakness: 1. Student were not given enough time to ask question.

viii. What would you do differently if you are to teach this lesson and why?

I will give student enough time to ask questions. This help to facilitate their understanding.

## OBSERVATION OF MENTOR'S LESSONS

Subject Observed: Computing

Class: Basic 7

Topic/strand Observed: Productivity Software Date of Observation: 03/02/2023

i. Did your mentor review learners' Relevant Previous Knowledge and was it linked to the topic/strand? Yes  No ii. Were the objectives/indicators of the lesson SMART and communicated to learners? Yes  No 

iii. What were the teaching strategies/methods used and how effective were they?

The teaching strategies used were questions and answers method and discussion method. The method were effective as they ensure class participation.

iv. What were the teaching and learning activities your mentor employed to deliver the lesson?

Teaching and Learning activity employed was peer discussion.

v. What type of teaching and learning materials were used and did they enhance learners understanding?

Visual aids were the types of teaching and learning materials used which includes, pictures, and videos. They enhance learners understanding as learners perform well in the summative assessment.

vi. What was the assessment technique used and did it measure intended objectives/indicators?

The assessment technique used was summative assessment that is, Quizzes and Test. Yes it measured intended outcome because the objectives were achieved.

vii. Identify the strengths and weaknesses of the lesson.

StrengthWeakness

1. Good lesson introduction

① Less involvement

2. Student R.P.K was review

② If learners in teaching and learning

viii. What would you do differently if you are to teach this lesson and why?

I will give learners clear explanation and also link the topic to a real life situation.

### IRB 3

#### SELECTION OF TOPICS/STRANDS TO BE TAUGHT

i. Have you selected your topics/strands? Yes  No

ii. Was your mentor involved in the selection of the topics/strands? Yes  No

iii. What role did your mentor play in the selection of the topics/strands?

My mentor was able to guide me in the selection of the topics in line with the curriculum for Basic 7.

iv. Did you find the role your mentor played useful? Yes  No

v. If yes, how?

He guided me in the preparation of the lesson and the selection of the topics. Also, he taught me the lesson plan is prepared or done with the curriculum and the teaching syllabus.

vi. If no, why?

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vii. Write down the selected topics/strands

1. Communication networks

- Computer networks

- Internet and Social media

- Information Security

- Web technologies

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## REFLECTION ON THE SELECTION OF TOPICS/STRANDS

- A. What did you learn in selecting the topics/strands with or without your mentor?

I learnt that topics selection should be based on the GES syllabus and should be relevant to the learners.

I also learnt that selected topic should fall within the class aims assigned to teach.

- B. What challenges did you face?

Getting reading material on some of the topics was very challenging. Again, I wasn't familiar with some of the selected topics hence teaching such topics became quite challenging.

- C. How did you overcome the challenges?

I downloaded videos and pictures on some topics which really helped me in my class lesson delivery.

And through research on the internet I got reading materials and appropriate TLM's to teach the topic.

## PLANNING A LESSON WITH THE MENTOR

Class: Basic 7 ..... Subject: Computing

Topic/strand: Communication Networks Date of Planning: 27/01/2025

- i. Indicate the sub-topic/sub-strand and objectives/indicators for the lesson.

Sub-strand: Computer Networks

Objectives: 1) Identify and describe key features of three different Network Topologies.

2) Create diagrams illustrating Network Topologies

Indicators: BT3.1.1.1, ...

- ii. What reference materials would you use?

Computing Curriculum for BT-R9

Manthey E. H., Computing Basic 7, ...

Archiverrs Publications, P. 130.

- iii. What teaching and learning resources would you use?

Laptop, Pictures and whiteboard illustrations, text books.

- iv. What different learning needs would you anticipate encountering in the class?

I would anticipate encountering different learning styles, cultural differences and language barriers.

- v. How do you intend to meet the diverse students in the class?

I would employ different teaching methods and activities in my teaching and learning to meet the diverse student in my class.

- vi. What arrangements would you make to ensure gender parity?

I would give equal opportunities to both genders in terms of grouping, questions answering, classroom activities etc. to ensure gender parity and active involvement.

- vii. What kind(s) of classroom seating arrangement do you intend to use and why?

Considering the kinds of Desks in the classroom,

I would use pair seating arrangement to maximize effective peer discussion during class discussion.

## IRB 4

### PLANNING A LESSON WITH THE MENTOR

Class: Basic 7 Subject: Computing  
Topic/strand: Communication Networks Date of Planning: 07/02/2025

- i. Indicate the sub-topic/sub-strand and objectives/indicators for the lesson.

Sub-strand - Computer Networks  
Objectives - Define and differentiate various types of Networks  
2. Explain the characteristics of Network types

Indicator: BT.B1.1.2

- ii. What reference materials would you use?

Computing Curriculum for BT-B9  
Manohar T. H. Computing BT-9,  
Achievers Publications, P. 141

- iii. What teaching and learning resources would you use?

Laptops, Pictures, Projector

- iv. What different learning needs would you anticipate encountering in the class?

The learning needs I would use to anticipate in encountering the class is a resource person to give a talk to the class.

- v. How do you intend to meet the diverse students in the class?

I would accept the diverged views from the learners without basing on their backgrounds.

- vi. What arrangements would you make to ensure gender parity?

Giving each student the chance to ask and answer more questions in class

- vii. What kind(s) of classroom seating arrangement do you intend to use and why?

In other to promote peer learning, average learner will sit besides below average individual.

## PLANNING A LESSON WITH THE MENTOR

Class: Basic 7 ..... Subject: Computing.....

Topic/strand: Communication Networks ..... Date of Planning: 10/02/2025.

- i. Indicate the sub-topic/sub-strand and objectives/indicators for the lesson.

Sub-Strand - Computer Networks.

Objectives: Identify the benefits of networking in various environments (such as Business, school and homes)

2. Analyze the challenges associated with networking.

Indicator: BT 3.1.3

- ii. What reference materials would you use?

Computing Curriculum for B7-B9

Plantey E. H. Computing B7-9,

Archivars Publications, P. 146.

- iii. What teaching and learning resources would you use?

Laptop, Pictures, text book

- iv. What different learning needs would you anticipate encountering in the class?

I would anticipate encountering different Learning Styles, cultural differences and language barriers.

- v. How do you intend to meet the diverse students in the class?

I would employ different teaching method activities in my teaching and learning to meet the diverse students in class.

- vi. What arrangements would you make to ensure gender parity?

I would give equal opportunity to both genders in terms of groupings, questions answering, classroom activities etc, to ensure gender parity and active involvement.

- vii. What kind(s) of classroom seating arrangement do you intend to use and why?

Considering the kind of Desk in the classroom,

I would use pair seating arrangement to maximize effective peer discussion during class discussions.

## TEACHING A LESSON WITH THE MENTOR

Date of Teaching: 27/01/2025 Time: 11:30 am - 1:04 pm Duration: 86 mins  
 Subject: Computing Topic/Strand: Communication Networks  
 Sub topic/Sub strand: Computer Networks Class: B.S.T Class size: 51  
 Number of learners with Special Educational Needs (SEN): Zero (0)  
 Type(s) of SEN: None

## A. Before/Introduction Phase

- i. How did you review learners' prior knowledge about the intended lesson outcomes?

I reviewed learners' prior knowledge through a Brainstorming technique to ask them of their day ideas about the intended lesson.

- ii. What kinds of tasks did you use (Were they likely to be understood by all learners? Were they accessible to the majority of learners?)

Students were put into groups to discuss the topic before the actual teaching. Yes, the task was understood by the learners. They were accessible to the majority of learners.

- iii. How did you ensure that all learners understood the task at hand?

Students were given time frame to participate in the discussion and were also motivated accordingly.

- iv. What learning expectations did you have for your learners?

- That by the end of the lesson, the learners will be able to describe at least three key features of Network Topologies.  
 - Expect learners to be actively engage in classroom.

- v. How did you ensure that learners achieve these expectations?

- Creating a positive environment by managing classroom effectively.  
 - Giving feedbacks and assessment to aid learners understanding of the lesson.

## B. During/Main Phase

- i. How did you intend to engage the learners individually or in groups, in independent thinking about the task?
- Teacher was not selective during questions and answers phase of lesson delivery. This questions asked were general and this engaged all the students.
- ii. How did you monitor and assess learners' activities?
- I usually and regularly went round to observe and inspect learners during activities and also assess them orally frequently.
- iii. How did you ensure that learners were able to share their activities and critique each other's activities in a safe and friendly atmosphere?
- I encouraged peer learning among learners and this enable them to share and learn from other in a safe and friendly manner.

## C. After/Evaluation Phase

- i. How did you receive feedback from the learners?
- I conducted an exercise (written) for learners to answer questions on what they have learnt during the lesson hence, feedback.
- ii. How did you ensure that learners feel safe to express themselves without feeling intimidated or afraid?
- I encouraged open discussion by creating opportunities for learners to share their thoughts, questions and concerns without fear of intended.
- iii. How did learners share their feedback with the entire class ("gallery walk" "expert grouping", etc.)?
- Through expert grouping where learners 'Expert' on a given topic of study and share their ideas with the rest of the class.

iv. Were there any extensions to challenge learners' learning?  
Yes, giving scenarios to learners to apply the new skills they have learnt. This makes the learner think critically.

### REFLECTION ON A LESSON TAUGHT WITH THE MENTOR

i. What have you learned about how to teach a lesson?

- I have come to know that every lesson introduction must be linked to learners' previous knowledge.
- Also, learners learn from known to unknown.
- Managing classroom effectively.

ii. What challenge(s) did you encounter in teaching the lesson?

Student participation in teaching and learning front onset was very low.

iii. How did you overcome the challenge(s) encountered?

I involved learners frequently during teaching and learning to actively participate to their maximum for understanding.

## TEACHING A LESSON WITH THE MENTOR

Date of Teaching: 17/02/2025 Time: 10:12 am - 11:38 am Duration: 56 mins

Subject: Computing Topic/Strand: Communication Networks

Sub topic/Sub strand: Internet and Social media Class: B5T Class size: 51

Number of learners with Special Educational Needs (SEN): Zero (0)

Type(s) of SEN: None

## A. Before/Introduction Phase

i. How did you review learners' prior knowledge about the intended lesson outcomes?

Lesson was introduced in a way that students R.P.K was linked to the intended lesson outcome.

ii. What kinds of tasks did you use (Were they likely to be understood by all learners? Were they accessible to the majority of learners?)

The kinds of tasks used were Brainstorming session and effective questioning. The tasks were accessible to the majority of learners and understood by all. For clear instructions were given prior to the tasks at hand.

iii. How did you ensure that all learners understood the task at hand?

I would encourage a supportive and collaborative classroom environment where learners felt comfortable seeking clarification and also formative assessment throughout the tasks to understand.

iv. What learning expectations did you have for your learners?

That by the end of the lesson, the learners will be able to describe at least three uses of social media sites.

v. How did you ensure that learners achieve these expectations?

I used appropriate teaching strategies during lesson delivery also I motivated the students.

## B. During/Main Phase

- i. How did you intend to engage the learners individually or in groups, in independent thinking about the task?

Teacher was not selective during questions and answers phase of lesson delivery. Questions asked were general and this engaged all the learners.

- ii. How did you monitor and assess learners' activities?

I went round from one learner to another to inspect their activities.

- iii. How did you ensure that learners were able to share their activities and critique each other's activities in a safe and friendly atmosphere?

I encourage collaborative learning among the students and it enables the learners to share their activities ideas together.

## C. After/Evaluation Phase

- i. How did you receive feedback from the learners?

I asked students to ask questions based on the topic and allowed them to give out with their contributions with regards to the topic under study.

- ii. How did you ensure that learners feel safe to express themselves without feeling intimated or afraid?

Students were warned not to laugh at their colleagues who may give wrong answer in class.

- iii. How did learners share their feedback with the entire class ("gallery walk" "expert grouping", etc.)?

through expert grouping

iv. Were there any extensions to challenge learners' learning?

Yes.

### REFLECTION ON A LESSON TAUGHT WITH THE MENTOR

i. What have you learned about how to teach a lesson?

I have come to realise that every lesson introduction must be linked to the R.P.K of the learners.

Also learners learn from known to unknown.

ii. What challenge(s) did you encounter in teaching the lesson?

Some student sleep in class and also learners participation in the lesson was very low.

iii. How did you overcome the challenge(s) encountered?

I encouraged the learners to always participate in every lesson and also I developed different strategies to help who always sleep in class during lesson delivery this is done at the end of the lesson with the class.

## TEACHING A LESSON WITH THE MENTOR

Date of Teaching: 21/02/2025

Time: 11:38 am - 1:04 pm Duration: 86 mins

Subject: Computing

Topic/Strand: Communication Networks

Sub topic/Sub strand: Internet and Social Media

Class: B.5.F Class size: 51

Number of learners with Special Educational Needs (SEN): zero (0)

Type(s) of SEN: none

## A. Before/Introduction Phase

- i. How did you review learners' prior knowledge about the intended lesson outcomes?

Lesson was introduced in a way that students R.P.K was linked to the intended lesson outcome.

- ii. What kinds of tasks did you use (Were they likely to be understood by all learners? Were they accessible to the majority of learners?)

Explanation was given to student before the actual teaching. Yes, the tasks was understand by the learners. They were accessible to the majority of the class.

- iii. How did you ensure that all learners understood the task at hand?

Student were given time frame to participate in the discussion and were also motivated accordingly.

- iv. What learning expectations did you have for your learners?

That by the end of the lesson the learner will be able to describe how platform works.

- v. How did you ensure that learners achieve these expectations?

I used appropriate teaching strategies during lesson delivery also I motivated the students.

## B. During/Main Phase

- i. How did you intend to engage the learners individually or in groups, in independent thinking about the task?

Teacher was not specific or selective during questions and answers asked were general and this engaged all the students.

- ii. How did you monitor and assess learners' activities?

I went round from one student to another to inspect their activities.

- iii. How did you ensure that learners were able to share their activities and critique each other's activities in a safe and friendly atmosphere?

I encouraged peer learning among the students and this enabled the students to share their activities and critique to each other.

## C. After/Evaluation Phase

- i. How did you receive feedback from the learners?

I asked student to ask questions based on the topic and allowed them to come out with their contributions with regards to the topic under study.

- ii. How did you ensure that learners feel safe to express themselves without feeling intimidated or afraid?

Students were warned not to laugh at their colleagues who may give wrong answers in class.

- iii. How did learners share their feedback with the entire class ("gallery walk" "expert grouping", etc.)?

through expert grouping

- iv. Were there any extensions to challenge learners' learning?

Yes

### REFLECTION ON A LESSON TAUGHT WITH THE MENTOR

- i. What have you learned about how to teach a lesson?

I have realised that learners learn from known to unknown. Also every lesson introduction must be linked to the R.P.K of the learners.

- ii. What challenge(s) did you encounter in teaching the lesson?

Some student sleep in class and also learners participation in the lesson was very low.

- iii. How did you overcome the challenge(s) encountered?

I encouraged the learners to always participate in every lesson and also I developed different strategies to help those who always sleep in class during lesson delivery. This is done at the end of the lesson with student

## INDIVIDUAL TEACHING

Date of Teaching: 10/02/2025 Time: 11:38am - 1:04pm Duration: 86 mins  
 Subject: Computing Topic/Strand: Communication Networks  
 Sub-topic/Sub strand: Computer Networks Class: B.S.T Class size: 51.  
 Number of learners with Special Educational Needs (SEN): Zero (0)  
 Type(s) of SEN: None

## A. Before/Introduction Phase

i. What worked well during this phase of the lesson in terms of

a. Revision of learners' prior learning?

Learners were able to give answers that were linked to their P-P.K

b. Connecting the topic/strand to learners' prior learning experiences?

Example or scenarios given by the teacher directly related to the topic

ii. What did not work well during this phase of the lesson?

Some students were not willing to contribute towards the lesson

iii. Why did things not work as planned?

The instructional period allocated to my lesson was not enough to achieve all my instructional lesson objective.

iv. How do you intend to improve on the areas/things that did not work well?

I have decided to communicate to my mentor to increase my instruction period

### B. During/Main Phase

- i. How did you ensure that learners understood the topic/strand?  

I used the appropriate teaching and learning techniques and this helped the students to understand the topic very well.
- ii. How did you ensure and allow learners to make meaning for themselves in the course of the lesson?  

I encouraged them to practice individual and group learning.
- iii. How did you ensure that learners were working independently on activities whether individually or in groups?  

I walked from one table to the other to supervise students work.
- iv. How did you assess learners' learning?  

Through class exercise and assignments.

### C. After/Evaluation Phase

- i. How did you ensure that all learners, irrespective of learning ability or gender, actively participate in the lesson?  

I organised the entire class after my lesson, talked to them and then encouraged them to involve themselves in every lesson.
- ii. How did you encourage learners to critique each other's work respectfully?  

Through peer teaching and group evaluation of assignments.

- iii. How did you address learners' different responses/answers to the same task?

I scheduled my time to address all students responses.

- iv. If you were to teach this topic again, what would you do differently?

I will go for different text books  
to do more research about the topic  
I will use decision method during lesson delivery.

#### REFLECTION ON INDIVIDUAL TEACHING

- i. Before phase (what worked well, what did not work well and why?)

<u>What worked well</u>	<u>What did not work well</u>
- Lesson was linked to R.P.K	- Student felt reluctant to participate.

- ii. During Phase (what worked well, what did not work well and why?)

<u>What worked well</u>	<u>What did not work well</u>
- Massive class participation	- Inadequate instructional material This was due to inadequate T.L.M.s Supply by the School.

- iii. After Phase (what worked well, what did not work well and why?)

<u>What worked well</u>	<u>What did not work well</u>
- Lesson objectives were achieved.	- Instructional period were not enough.

**IRB 6**  
**INDIVIDUAL TEACHING**

Date of Teaching: 17/02/2025 ..... Time: 11:38am - 1:04pm Duration: 86 mins

Subject: Computing ..... Topic/Strand: Communication Networks

Sub topic/Sub strand: Internet and Social Media ..... Class: B.S.F ..... Class size: 51

Number of learners with Special Educational Needs (SEN): Zero (0)

Type(s) of SEN: none

**A. Before/Introduction Phase**

i. What worked well during this phase of the lesson in terms of

a. Revision of learners' prior learning?

The topic that was revised for learners prior lesson connected well to the incin lesson.

b. Connecting the topic/strand to learners' prior learning experiences?

Connecting the prior learning experience made understanding the new topic easier which made the instruction productive.

ii. What did not work well during this phase of the lesson?

Some of the students complained they were not taught the related prior lesson, so we had to go over the salient point in the prior lesson.

iii. Why did things not work as planned?

Most students didn't have prior learning experience of the majority of students.

iv. How do you intend to improve on the areas/things that did not work well?

I intend that topics that will be taken for the relevant previous knowledge will be known with most of the students.

## B. During/Main Phase

- i. How did you ensure that learners understood the topic/strand?

I gave the students series of exercises on the main lesson with which most students performed well.
- ii. How did you ensure and allow learners to make meaning for themselves in the course of the lesson?

I used hands-on visual experience that provided learners with concrete and sensory activities that removed learning barriers.
- iii. How did you ensure that learners were working independently on activities whether individually or in groups?

I checked in regularly and monitored their progress through provision of feedback and guidance.
- iv. How did you assess learners' learning?

I assessed students through the formative assessment techniques with quizzes and exercises.

## C. After/Evaluation Phase

- i. How did you ensure that all learners, irrespective of learning ability or gender, actively participate in the lesson?

I planned each section with activities that engaged students in different ways such as discussions, debate, games and projects.
- ii. How did you encourage learners to critique each other's work respectfully?

I used peer conferencing and group discussions which made the students exchange feedback with each other respectfully.

- iii. How did you address learners' different responses/answers to the same task?  
I adapted my teaching methods, materials and assessment to suit learners' differences and abilities.
- iv. If you were to teach this topic again, what would you do differently?  
I will pick on prior knowledge that is known by a majority of the learners.

### REFLECTION ON INDIVIDUAL TEACHING

- i. Before phase (what worked well, what did not work well and why?)

The topic I chose as their knowledge linked well with the new lesson.  
The topic I picked for the R.P.K was not familiar with most of the students.

- ii. During Phase (what worked well, what did not work well and why?)

Using the teaching method and materials that suited the learners' differences and abilities worked well.

Due to limited time factor we couldn't cover the lesson's plan for that particular lesson.

- iii. After Phase (what worked well, what did not work well and why?)

1. The mode of assessment I used addressed most of the student differences.
2. Most student didn't pay attention which somehow caused retardation in productive instruction.

Date of Teaching: 03/03/2025 Time: 11:38 am - 1:04 pm Duration: 86 mins  
 Subject: Computing Topic/Strand: Communication & Networks  
 Sub topic/Sub strand: Information Security Class: B:5:7 Class size: 51  
 Number of learners with Special Educational Needs (SEN): zero (0)  
 Type(s) of SEN: None

#### A. Before/Introduction Phase

i. What worked well during this phase of the lesson in terms of

a. Revision of learners' prior learning?

The topic that was revised for learners prior lesson connected well to the main lesson.

b. Connecting the topic/strand to learners' prior learning experiences?

Connecting the prior learning experience made understanding the new topic easier which made instruction productive.

c. What did not work well during this phase of the lesson?

Some of the student complained they were not taught the related prior lesson, so we had to go over the salient point in the prior lesson.

d. Why did things not work as planned?

Most students didn't have prior learning experience of the majority of students.

e. How do you intend to improve on the areas/things that did not work well?

I intend that topics that will be taken for the relevant previous knowledge will be known with most of the students.

### B. During/Main Phase

- i. How did you ensure that learners understood the topic/strand?

I gave the students series of exercise on the main lesson with which most students perform well.
- ii. How did you ensure and allow learners to make meaning for themselves in the course of the lesson?

I used hands on visual experiences that provided learners with concrete and sensory activities that removed learning barriers.
- iii. How did you ensure that learners were working independently on activities whether individually or in groups?

I checked in regularly and monitored their progress through provision of feedback and guidance.
- iv. How did you assess learners' learning?

I assessed students through the formative assessment techniques with quizzes and exercise.

### C. After/Evaluation Phase

- i. How did you ensure that all learners, irrespective of learning ability or gender, actively participate in the lesson?

I planned each section with activities that engaged students in different ways such as discussions, games and projects.
- ii. How did you encourage learners to critique each other's work respectfully?

I used peer conferencing and group discussions which made the students exchange feedbacks with each other respectfully.

iii.

How did you address learners' different responses/answers to the same task?

I adapted my teaching methods, materials and assessment to suit learners' differences and abilities.

iv.

If you were to teach this topic again, what would you do differently?

I will pick a prior knowledge that is known by a majority of the learners.

### REFLECTION ON INDIVIDUAL TEACHING

i.

Before phase (what worked well, what did not work well and why?)

- The topic I chose as their prior knowledge linked well with new lesson.
- The topic I picked for the relevant prior knowledge was not familiar with most of the students.

ii.

During Phase (what worked well, what did not work well and why?)

Using the teaching method and materials that suited the learners' differences and abilities worked well. Due to limited time factor we couldn't cover the lesson as plan for that particular lesson.

iii.

After Phase (what worked well, what did not work well and why?)

1. The mode of assessment I explored addressed most of the students' differences.
2. Most students didn't pay attention which somehow caused retardation in productive instruction.

## TEACHING EVALUATION COMMENTS FORM

Name of Student: Elvis Koofie Index Number: 5211040499  
 Programme: I.T.E Subject: Computing  
 Topic/Strand: Communication Networks Sub-topic/Sub-strand: Internet and Social media  
 Class: B.S.T Time: 7:30 Duration: 30 mins  
 Name of School: Abuakwa M/A J.H.S 'B'

## A. EXCEEDED EXPECTATIONS (EXCELLENT)

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## B. MET EXPECTATIONS (VERY GOOD)

- Introduction of the lesson with clearly stated lesson objectives.
- Students' participation in concept.
- Good questioning skills in concept.
- Good learning feedback mechanism.

## C. PARTIALLY MET EXPECTATIONS (GOOD)

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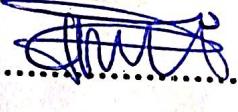
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#### D. SUGGESTIONS/NEEDS IMPROVEMENT

- Include more activities in your lessons to make them more engaging.
- Encourage your learners to take notes of key points and steps.
- In concluding your lessons ensure to summarize, take feedbacks and tell them of the next lesson.

Name of Supervisor: Maxwell Dorgbefia Jr. Sign:  Date: 10-04

Name of Student teacher: ..... Sign: ..... Date: .....