



ISLAMIC UNIVERSITY OF TECHNOLOGY (IUT)

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# Observation Class Report

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## I-Introduction

In this comprehensive assignment, our directive was to meticulously observe a wide array of classes spanning diverse departments within our esteemed university. The primary aim of this endeavor was to meticulously analyze and scrutinize teaching methodologies employed as well as the learning encounters facilitated within these educational settings. Our overarching objective revolved around the meticulous evaluation of two pivotal aspects: Technological Pedagogical Content Knowledge (TPCK) and cognitive content pervasive within the instructional milieu of these classes.

## II-Observation findings

### 1. Technological Pedagogical Content Knowledge (TPCK):

Technological Pedagogical Content Knowledge (TPCK) refers to the intricate amalgamation of technological proficiency, pedagogical acumen, and comprehensive content knowledge essential for effective teaching. This framework emphasizes the seamless integration of technology into pedagogical practices to enhance content delivery and optimize learning outcomes.

To delve deeper into the assessment of Technological Pedagogical Content Knowledge (TPCK), we analyzed various facets of teaching design and implementation. The following questions were posed to guide our evaluation:

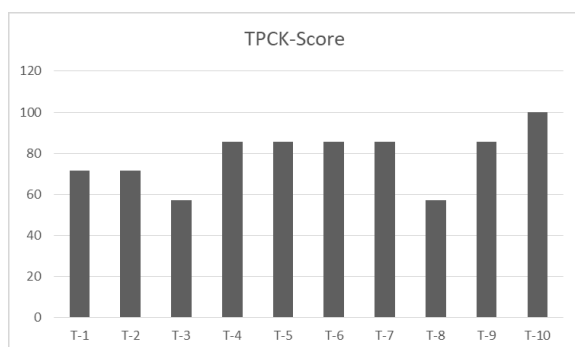
1. The design of teaching consequences is logical.
2. The teaching is planned according to students' cognitive ability.
3. The teaching design is outcome-based.
4. Use of appropriate digital media materials to provide students with understanding of the teaching content.
5. Combined online social media (e.g., YouTube) to provide students with effective learning.
6. Used network blended teaching mode (e.g., Google Classroom or Moodle) to provide students with effective learning.
7. Used multi-media to carry out different flipped teaching to provide students with effective learning.

These questions served as the foundation for our analysis, which is further detailed in the Excel table below. Additionally, graphical representations will accompany our findings to facilitate a comprehensive understanding of TPCK effectiveness.

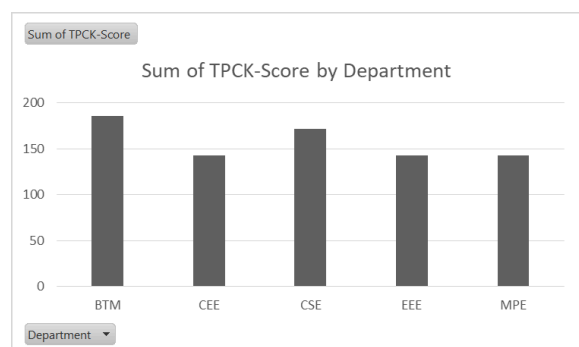
**Table 1:**

Teacher	Department	Logical Consequences	Cognitive Planning	Outcome-based	Digital Media	Online Social Media	Blended Teaching	Multi-media Flipped
T-1	MPE	YES	YES	YES	NO	NO	YES	YES
T-2	MPE	YES	YES	YES	NO	NO	YES	YES
T-3	EEE	YES	YES	YES	NO	NO	YES	NO
T-4	EEE	YES	YES	YES	YES	NO	YES	YES
T-5	CSE	YES	YES	YES	YES	NO	YES	YES
T-6	CSE	YES	YES	YES	YES	NO	YES	YES
T-7	CEE	YES	YES	YES	YES	NO	YES	YES
T-8	CEE	YES	YES	YES	NO	NO	YES	NO
T-9	BTM	YES	YES	YES	YES	NO	YES	YES
T-10	BTM	YES	YES	YES	YES	YES	YES	YES

**fig1:**



**fig2:**



## 2. Cognitive content

Cognitive content evaluation focused on whether the lesson stimulated critical thinking and problem-solving skills, effectively conveyed key concepts, and fostered student engagement. It encompasses the knowledge, concepts, and understanding individuals possess about a particular subject or domain, including mental representations and strategies for processing information.

In the evaluation of cognitive content within the observed classes, a comprehensive set of questions guided our analysis:

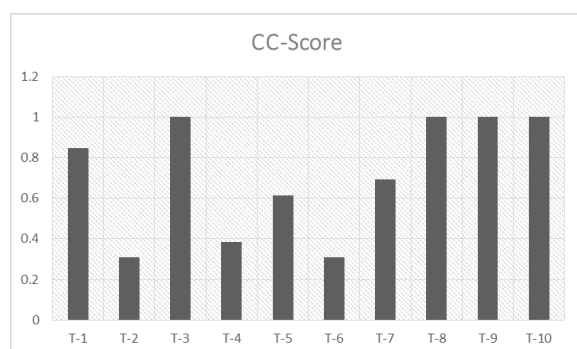
- 1. The content of the lesson was related to students' daily life experiences.**
- 2. During the lecture, the vocabulary used could be understood by the students.**
- 3. The teacher could detect students' cognitive fatigue in class and changed teaching methods accordingly.**
- 4. The teaching was aimed at clearing students' misconceptions, and teaching activities were changed accordingly.**
- 5. The teacher used specific sensory images to enhance cognitive effects.**
- 6. The teacher guided students to analyze the similarities, differences, and correlations of information to establish their knowledge structure.**
- 7. The teacher guided students' memory skills and facilitated efficient retention of learning content.**
- 8. The teacher guided students to self-perceive mistakes and encouraged them to think about ways to improve, cultivating metacognitive abilities.**
- 9. The teacher provided students with opportunities to think and express themselves in multiple ways.**
- 10. The teacher guided students to engage in constructive (positive) critical dialogue.**
- 11. The teacher demonstrated the ability to adjust teaching methods promptly to maintain students' interest in the lesson.**
- 12. The teacher noticed absent-minded students and adjusted teaching methods accordingly.**
- 13. Teaching activities were designed with the goal of achieving motivation to stimulate students' active learning attitudes.**

These questions formed the basis for our analysis, which is presented comprehensively in the accompanying Excel table. To aid in understanding our findings, graphical representations will be provided to illustrate the effectiveness of cognitive content delivery within the observed classes.

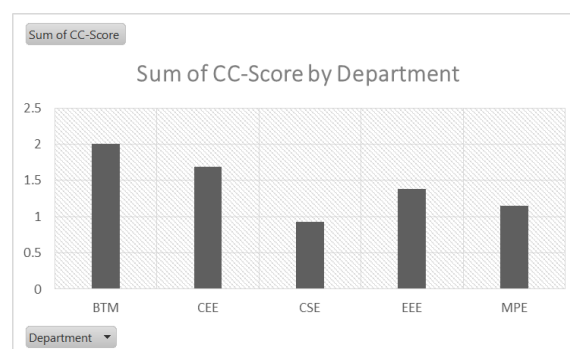
**Table 2:**

Teacher	Department	Daily Life Relevance	Understandable Vocabulary	Cognitive Fatigue Detection	Misconception Clarification	Sensory Images	Information Analysis	Memory Guidance	Metacognition Cultivation	Multiple Expression	Constructive Dialogue	Interest Maintenance	Attention Adjustment	Motivation Stimulation
T-1	MPE	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	NO	YES
T-2	MPE	NO	YES	NO	NO	YES	NO	NO	YES	YES	NO	NO	NO	NO
T-3	EEE	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
T-4	EEE	NO	YES	NO	NO	YES	YES	YES	YES	NO	NO	NO	NO	NO
T-5	CSE	YES	YES	YES	NO	YES	YES	YES	NO	NO	NO	YES	YES	NO
T-6	CSE	NO	YES	NO	NO	YES	YES	YES	NO	NO	NO	NO	NO	NO
T-7	CEE	YES	YES	YES	NO	YES	YES	YES	NO	NO	NO	YES	YES	YES
T-8	CEE	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
T-9	BTM	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
T-10	BTM	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES

**fig3:**



**fig4:**



## III. Reflections and Insights

### WHAT I LIKED MOST:

Among the myriad observations made during the classes, several aspects stood out prominently, contributing to a rich tapestry of positive experiences:

- Integration of Real-world Examples:** The seamless incorporation of real-world examples into the lessons served to bridge the gap between abstract concepts and practical applications, rendering the learning process more relatable and engaging.
- Enhanced Learning through Technology:** The judicious use of technology not only augmented the learning experience but also facilitated interactive simulations and access to a plethora of online resources, enriching the educational journey for students.

3. **Instructor's Enthusiasm:** Perhaps most notably, the infectious enthusiasm and passion displayed by the instructors for their respective subject matters created a palpable atmosphere of excitement and curiosity within the classroom, fostering a positive learning environment conducive to exploration and discovery.

## **DO'S AND DON'TS:**

Guided by observations gleaned in class, a set of concrete recommendations emerged to enlighten us future teachers:

### **a. DO'S:**

- a. **Utilize Diverse Teaching Methods:** Embrace a variety of teaching methodologies tailored to accommodate diverse learning styles and preferences, thereby catering to the individual needs of students and promoting inclusive education.
- b. **Provide Timely Feedback:** Offer timely and constructive feedback to students, serving as a catalyst for their ongoing growth and development, while nurturing a supportive learning environment conducive to continuous improvement.
- c. **Foster a Supportive Classroom Environment:** Cultivate an inclusive and supportive classroom environment that encourages active participation, collaboration, and mutual respect among students, thereby fostering a sense of belonging and empowerment.

### **b. DON'TS:**

- a. **Avoid Overwhelming Students:** Exercise caution against overwhelming students with an excessive volume of content or assignments, as this may impede comprehension and hinder their ability to effectively engage with the material.
- b. **Minimize Technological Distractions:** Be mindful of potential technological distractions that may detract from the intended learning objectives or disrupt the flow of the lesson, ensuring that technology is employed judiciously to enhance rather than detract from the educational experience.
- c. **Prioritize Clear Communication:** Recognize the critical importance of clear communication and organizational clarity in lesson delivery, ensuring that instructions are conveyed succinctly and

comprehensively to facilitate optimal understanding and engagement.

## **STRATEGIES FOR IMPROVEMENT:**

Drawing upon the insights garnered from the observation experience, a series of targeted strategies emerged to guide future endeavors aimed at enhancing teaching effectiveness and enriching student learning experiences:

1. **Encourage Reflective Practice:** Incorporate regular opportunities for students to engage in reflective practice, fostering metacognitive awareness and facilitating deeper levels of understanding and self-directed learning.
2. **Integrate Real-world Connections:** Explore avenues to incorporate real-world connections and authentic learning experiences into the curriculum, thereby bridging the gap between theory and practice and equipping students with valuable skills and insights applicable beyond the classroom.
3. **Cultivate a Positive Learning Environment:** Foster a positive and inclusive learning environment characterized by clear expectations, collaborative opportunities, and an emphasis on emotional well-being, thereby nurturing a culture of mutual respect, resilience, and academic excellence.

## **IV. Conclusion**

In conclusion, the comprehensive observation of classes across different departments ,in our university, provided valuable insights into effective teaching practices and learning experiences. From the seamless integration of real-world examples to the judicious use of technology and the infectious enthusiasm displayed by instructors, the observation process highlighted key elements conducive to fostering a positive and engaging learning environment. Moving forward, implementing the identified do's and don'ts, along with targeted strategies for improvement such as encouraging reflective practice and integrating real-world connections, holds the potential to enhance the overall quality of teaching and learning experiences within the university.