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CET 451 TEACHING PORTFOLIO

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# REFLECTIONS

# Final Reflection (self-assessment)

**Introduction**

In my senior year at university, I found the teaching experience to be highly gratifying. Drawing upon past teaching encounters from my earlier years and integrating those insights with my experiences working with high school students, I embarked on an internship that commenced with an exploration of our connections with advisor teachers. This initial phase involved understanding the dynamics of teacher-student communication, as well as familiarizing ourselves with the overall operation and regulations of the educational institution. The observational exposure to students hailing from diverse cultural backgrounds during their formative teenage years significantly contributed to the development of our identities as aspiring educators. This period of immersion provided valuable insights into the nuances of teaching and underscored the importance of adapting and evolving as future teacher candidates.

**Tasks**

Task\_1 helped us obtain general information about the school, Task\_2 helped us observe the behavior of different students during the lesson, and Task\_3 helped us analyze how to prevent students who exhibit undesirable behavior from that behavior. “*When creating the rules in the classroom the teacher should institute the positive consequences (reinforcements) as well as the negative consequences (punishment) that will take place if the rules are followed or broken. This will assist in creating an effective environment were learning can "take place without disruptive behavior.”* (Skinner, 1971).

I observed the punishments and reinforcements applied by our counselors and the students’ responses depending on the type of undesirable behavior and the students' individual situations, and it helped me decide on the punishments and reinforcements to apply in some cases.

**Lesson plan\_1 and Microteaching**

Fred Paas, Alexander Renkl & John Sweller (2003) claims that when element interactivity, driver of the intrinsic load, is high, it is difficult to understand to topic. There was high element interaction in the Tkinter topic, that I taught in my first lesson plan. To make it clear, in the course where I taught the basics of Tkinter, there was a lot of interaction with Python functions, libraries and syntax. At the same time, widgets, layouts and styles, which are three different elements of Tkinter, were elements that had high interaction with each other. “*Subsequent additions of omitted elements will permit understanding to occur. Simultaneous processing of all essential elements must occur eventually despite the high-intrinsic cognitive load because it is only then that understanding commences.*” (Fred Paas, Alexander Renkl & John Sweller, 2003). I wanted to show each element for the best learning of the students, but this resulted in a teacher-centered lesson, and at the same time, I moved away from my student-centered approach.

Paas, F., & Ayres, P. (2014) claimed thatfindings from research in non-educational domains indicate that the capacity of working memory available for learning is influenced not only by task and learner characteristics but also by elements of the physical environment and affective factors. Since I did not check the class before my microteaching, we had a technical problem with the HDMI cable and we changed classes. In the new classroom, the projector was not compatible with my computer and the code screen I showed to the students was blurry and difficult to read. Cognitive load was also affected by environmental factors and I could not fully implement it in my lesson plan. Since I gave the exercises as homework, we could not apply *Simultaneous processing of all essential elements* at the end of the lecture as(*Fr*ed Paas, Alexander Renkl & John Sweller, 2003) claimed.

**Feedbacks:**

In my actual practice teaching, thanks to the feedback I received from my friends and teachers in microteaching, I prepared a better plan by learning from my mistakes, reducing the cognitive load and creating meaningful tasks for what I learned. Feedback from my peer Muhammed Güler recommending preparing a rubric, changed my view on creating detailed rubric. In my revised lesson plan\_2 I created a more detailed rubric and it helped me to evaluate students while doing exercises.   
  
The feedback given by Assist. Prof. Mutlu Şen-Akbulut after my actual teaching practice contributed positively to my teacher identity and personal growth. It was a pleasure, after my lesson, I first did a self-evaluation and dear Mutlu teacher said that it contained most of the feedback she would give for my teaching, which was a great honor and pride for me. Her feedback on using the board and preparing worksheet for activities, in parallel with what my advisor Kemal Kolak said, were suggestions that I will definitely implement in the lessons I will teach in the future.

**Lesson plan\_2 and Actual Teaching Practice**

The content of my lesson was creating GIF in Adobe photoshop. First of all, we looked at examples of where GIFs are used in real life on the internet and interpreted them with the students. Then, we made the first example by reducing the element interactivity, that is, by changing the opacity and position in Photoshop without using Timeline in this case. Afterwards, I asked them to prepare a poster that would attract primary school students' interest about the space and planets. In order to leave room for students to use their creativity, I sent them assets containing multiple different elements. Afterwards, I changed the layout visibility, explained the animation logic in comics, designed GIFs in a different way, sent them assets where everyone could use their creativity and obtain different products.

*“A diverse and wide body of research suggests that inquiry-based approaches to learning positively impact students’ ability to understand core concepts and procedures. Inquiry also creates a more engaging learning environment*.” (Friesen, S., & Scott, D., 2013)

To Incorporate new knowledge into existing knowledge and facilitate Inquiry-based learning, I gave them as homework how to create a GIF with the photoshop easy duplicate feature, which they had previously learned, and wanted them to try it and come until next week.

During the lesson, I saw two students standing idle during the exercise, and I took advantage of peer facilitation by forming a group with a student who had a good understanding of the subject and was successful in the exercise.

**Learning Theories**

I cannot say that I adopt a single teaching method when preparing and implementing my lessons. I think that instead of adopting one of the theories and ideas of behaviorism, cognitivism, constructivism, humanism and connectivism, using them piece by piece according to the subject taught, location, environment, student profile and opportunities increases the teaching ability. So, I tried and will try to implement positive and suitable parts of these theories to modern educational setups.

**Classroom Management**

The assumption that a teacher's capacity to create a learning environment is directly impacted by the quality of relationships that exist within the classroom is supported by the research. (Newman, 2000; Pianta, 2006). When it comes to classroom management in my experience, I tried to draw boundaries and approach students as friends. While doing this, my goal has always been to gain their respect. Because in my opinion, student respect for the teacher supports their learning. Lastly,

While I was trying to develop that kind of relationship, I followed the different ways to communicate with the students, I put effort to maintain a Sense of humor, be a Real Person, be Welcoming, provide extra help, provide ongoing feedback, encourage students to regulate their own learning, be available to talk, be sensitive to students’ personal concerns, learn about students’ cultural backgrounds and take a personal interest in students as Garrett, T. (2014) recommend.

**Conclusion**

In a nutshell, I had a great internship experience thanks to the feedback I received from my teachers and friends, the collaboration with the teachers at the school where I did my internship, the tasks that allowed me to analyze students and classroom functioning, and the sharing of experiences that everyone experienced in their own schools. My previous experiences outside of K12 and my experiences in the first K12 curriculum made me feel like I was a teacher candidate who started to have more solid feet on the ground.

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Practice Teaching Reflection

|  |
| --- |
| **Self-Evaluation Form**  **Reflection on my practice lesson** |
| **What went well in this lesson? Why?**  I was happy with my control over the class and the students. As I planned, I had 3 main tasks. I expected my students to design meaningful activities from the assets I gave them after I showed them, respectively. Indeed, as planned, the vast majority of students completed the activities as I taught them. Their interest did not detach from the lesson. I felt like my students respected me. |
| **What problems did I experience? Why?**  Since two of my students saw the subject for the first time, they could not fully master it, and I tried to find a solution by forming a group with a friend who knew the subject well. One of my students was not listening at all and did not want to do the activities. At the same time, using a worksheet or board could have made the lesson more effective. |
| **Was it student-centred? Should it have been?**  It was a half teacher and half student cantered lesson. I wanted my students to experience it themselves by keeping the lecture part as short as possible. I gave them space to use their creativity in the different assets I gave them. I explained the different questions they asked not only to the person asking the question, but also to the whole class. |
| **What could I have done differently?**  I planned to use the last activity as an extension or assignment. In fact, by combining the lecture part of the last activity, that is, the easy duplicating topic with the GIF topic, they would be repeating a feature they had learned in the past. I was going to explain the lecture part and give the assignment that way, but I ran out of time. I could also distribute some of the main features used during frame animation by writing them on the board or worksheet. Even though I was teaching the main features of frame animation as a lecture, I received the same questions from students while doing the activities which causes time lost. |
| **What did I learn from this experience that will help me in the future?**  I may try to win over students who disengage from the course by developing a reward mechanism. I will make better plans in this regard in the future. I can use worksheet and board according to my needs, so that our lecture sections can be shorter, and I can manage my lesson plan with plan A and B in order to manage my time better in my activity and homework planning. |
| **Preparation and research – Was I well prepared? What could I have done differently?**  I prepared my lesson plan by researching the subject very well and looking at different expression techniques. While the teacher of the Graphic Animation course, Zehra hoca, was teaching the GIF lesson, I observed the lesson. I talked to her about the lesson process and her class and talked about what kind of plan I should prepare. I examined how it was shown in different sources on the Internet and prepared my own plan. I collected different assets on a single topic to give my students space to show their own ideas and creativity. I integrated all 3 methods into my lesson plan to show 3 different ways of making GIFs. What I could do differently would be to get to know the students more. I had the opportunity to observe this class twice and I did not know the students very well. I would like to know the students better, make individual interventions, and also improve my use of worksheets and boards. |
| **Written plan - Was I organized? Did the written format work? Is there a better form?**  I tried to stick to the written format as much as I could because the pre-prepared written format helps us predict and correct elements that we cannot change during the lesson. The resources I used, the examples I gave, and the assets were all in my written plan. According to the flow of the lesson, I did the review part at the end of the lesson a little faster and gave the homework before I could talk about the homework much. This part was different compared to my written plan. I achieved full compliance with the remaining parts and this increased my satisfaction. I think that having a written format also puts the lesson plan on a logical basis. |
| **Presentation – Were the students involved? Was I clear in my presentation? How was the pacing?**  The majority of my students attended the lesson. My pace was normal and as it should be in the beginning, but as time went on, I thought I needed to speed up. I transferred the revision and homework section very quickly, which was fast. When I went to help my students one-on-one, I tried to answer and convey their questions as slowly as I could. I tried to warn my students, who showed little participation and interest in the lesson, in a nice manner. I took care to be simple and clear in my presentation. I eliminated the confusing Adobe Photoshop elements and focused only on the features to be used when making gifs, so that it could be an understandable lesson without deviating from the topic. I took care to be simple and clear in my explanations. I eliminated the confusing Adobe Photoshop elements and focused only on the features to be used when making GIFs, so that it would be an understandable lesson without deviating from the topic. I prepared a presentation in which I focused only on the subject, without using other features of Adobe Photoshop as much as I could. |
| **Assessment – Does my method of assessment measure what I want? How did the class do? What should I change for next time?**  In my formative assessment, I gave formative feedback while going around the classroom to see how they used the assets I gave them while making GIFs and whether they could do the features I taught them. I prepared a rubric for summative assessment. This rubric test whether the student can use the features, but an assessment can also be developed for creativity and suitability for modern GIFs. According to my rubric, class did very well expect a couple of students. |

Micro-Teaching Reflection

|  |
| --- |
| **Self-Evaluation Form**  **Reflection on my practice lesson** |
| **What went well in this lesson? Why?**  I wanted to teach how to use TKinter in python with the functions with text, label, entry, buttons and parameters in this course, and I was able to explain them all to the students. My lesson plan went well in terms of completing the lesson plan content I created before. The presentation at the beginning of the course was as I expected, why we need graphical user interface (GUI) and its real-life uses were understood by the students. |
| **What problems did I experience? Why?**  First of all, we changed classes because there was no suitable HDMI cable in the first class. Afterwards, the projection’s display was not readable enough and enlarging the size of the code blocks I wrote made it difficult for us to see the output. Another problem was students' opinion remained low. Since the cognitive load was high in the lesson, the course was like a lecture and I could not spare enough time for discussion and asking questions. |
| **Was it student-centred? Should it have been?**  No, it was a teacher-centered course. Explaining the basics of the TK inter subject in a 30-minute lesson increased the cognitive load greatly and the lesson passed as a self-centered and one-sided explanation. If we divide this course into 3 or 4 classes, it can be a more student-centered course. However, if we are to explain these basics in a single lesson like that, it does not need to be student-centered because in this case, there will not be enough time to teach all the content. |
| **What could I have done differently?**  It could be a course where I would engage the students more by reducing the cognitive load and we could do the exercises together. Or one or two TKinter functions could be shown, exercises could be done on them, and real-life examples could be discussed and meaningful tasks could be created. A more student-centered course would be what everyone would want. |
| **What did I learn from this experience that will help me in the future?**  I observed that students were able to understand the exercises better by working on meaningful tasks with real-life examples rather than the intensity of the content. When there is a one-sided explanation, it becomes difficult to observe the students and it is not clear who understands and who does not. In the future, I will prepare plans that will keep the cognitive load less and engage the students more. |
| **Preparation and research – Was I well prepared? What could I have done differently?**  I think I prepared the lesson plan well. I prepared a presentation for the introduction and first showed it digitally on the chart and then explained the layout logic on the board. I printed out the code blocks I would write and kept them ready in front of me in case I had any problems. I could have prepared better in terms of time management. |
| **Written plan - Was I organized? Did the written format work? Is there a better form?**  The written plan did not include some details and it is difficult to answer whether it went well according to the written plan. If we ask whether the functions that were intended to be taught were taught, yes, but the students could not work on the exercise. Exercises were given as homework. I couldn't follow the written plan on this issue. |
| **Presentation – Were the students involved? Was I clear in my presentation? How was the pacing?**  Because the cognitive load was high, there were few opportunities for students to participate in the course, but even in these few opportunities, some students showed very good participation. At the same time, for fear of not being able to complete the lesson plan, my pace increased after the middle of the lesson so that I could complete the content. |
| **Assessment – Does my method of assessment measure what I want? How did the class do? What should I change for next time?**  Unfortunately, my evaluation methods did not progress as I wanted, so I cannot say that I could fully measure what I wanted. I wanted to measure the students by making observations on exercise, but I had to give the exercises as homework. I tried to evaluate the students' situation by observing themselves and the questions they asked during the lesson. The class generally understood it quite well. Next time, I will spend enough time on the exercises and observe the students and make better measurements as formative assessment. |

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# LESSON PLANS

# Lesson Plan 2

**Lesson Plan 2**

**Descriptive data**

*Area of learning: Graphic Design and Animation*

*Grade level: 11th grade*

*Duration: 40 minutes*

*Prior Knowledge: Basic understanding of Adobe Photoshop tools and interface*

**Topic outline:**

General Topic: Creating Animated GIFs in Adobe Photoshop

Outline:

1. Introduction to GIFs and their uses in digital media
2. Overview of the Photoshop Timeline and Animation features
3. Step-by-step process of creating a GIF
4. Exporting GIFs for web and social media use

**Instructional objectives:**

1. Understand the fundamentals of GIFs and their application in digital media.
2. Create an original GIF using a series of images or a short video clip.
3. Successfully export GIFs for optimal web and social media usage.

**Other materials**

* Adobe Photoshop installed on student computers
* Pre-selected images/video clips for GIF creation ( Assets)
* Example GIFs for inspiration

* **GIF examples:**

<https://giphy.com/>**E- mail marketing example:** [**https://email.uplers.com/blog/wp-content/uploads/2015/09/shoe.gif**](https://email.uplers.com/blog/wp-content/uploads/2015/09/shoe.gif)

**Website Banner Examples:** <https://bannerboo.com/blog/20-best-gif-banner-ads-examples-in-2022/>   
  
  
**Assets:**   
<https://drive.google.com/drive/folders/16xe-9JPmm4ucsMp-NxRD8x1nYvwHfFId?usp=sharing>

**Detailed explanations of the lesson:**

|  |  |  |
| --- | --- | --- |
| Steps | Explain what the teacher does /says | Explain what the students are expected to do |
| **Introduction**  **(5 min)** | Introduce the concept and relevance of GIFs in digital media.  I show the students the examples I have given above and explain that GIFs are used in social media, advertising sector, website banners and I expect them to give examples.  Showcase examples of creative and practical uses of GIFs.  <https://giphy.com/>  <https://bannerboo.com/blog/20-best-gif-banner-ads-examples-in-2022/>  [**https://email.uplers.com/blog/wp-content/uploads/2015/09/shoe.gif**](https://email.uplers.com/blog/wp-content/uploads/2015/09/shoe.gif)[/](https://bannerboo.com/blog/20-best-gif-banner-ads-examples-in-2022/) | Engage with the examples and discuss their experiences with GIFs.  Sharing their favorite GIFs. |
| **Main activity 1:  Overview of Photoshop frame animation**  **Creating a GIF about space that will attract primary students attention**  **(15 min)** | In the following example I will show the students how to do frame animation, firstly open the window-timeline and teach the creating frame animation button. Two frames are added, by making differences between the first frame and the second frame, for example, in the 2nd frame, the position of the spacecraft is changed and the opacity of the star is reduced. Then these two frames are selected and the frame animated gif is created by selecting how many frames will be placed between them with the **tween** feature.  I will give students some assets to make their own frame gif, The topic is creating a digital brochure that will take attention of primary school students   In order to prepare a digital gif brochure about space that will attract the attention and interest of primary school students, I will give the following assets to the students, we will wait for them to create frame animation in a way that they can use their own creativity and create differences in the objects they use between the two frames I taught above and set the speed they want with the tween feature.   <https://drive.google.com/drive/folders/16xe-9JPmm4ucsMp-NxRD8x1nYvwHfFId?usp=sharing> | Follows the lecture and asking questions  Creating a meaningful and remarkable brochure about space that will take the attention of primary school students. |
| **Main activity 2:  Creating GIF with the layers**  **(10 min)**    **Extension & Closure Activity:**  **Creating GIFs using easy duplicate feature of Photoshop**  **(5 minutes)**    **Exporting and Sharing GIFs**  **(5 minutes)** | It will be shown if a step-by-step visual or a step-by-step drawing can also be used to create frame animation from layers.   From File --> Scripts, I add our images step by step, that is, frame by frame, in bulk, and automatically create the following smoke GIF example with the create gif from layers option  I send the following assets to the students and expect them to create a layer frame GIF like I created from the layers.   <https://drive.google.com/drive/folders/16xe-9JPmm4ucsMp-NxRD8x1nYvwHfFId?usp=drive_link>    I will show that they can make GIFs with the easy duplicate feature they have learnt before. We will make the following example with any shape thanks to easy duplicate (ctrl + shift + alt + T). Then, by switching off and on the layer visibility of the layers we have created, we will obtain the layer we want to appear in each frame and we will have created a gif  File --> export --> save for web option shows how to export the gifs we have prepared. | Follows the lecture and asking questions  Create their own layer GIFs following the demonstration and using provided resources.    With the easy duplicate feature, they are expected to design a GIF as I have explained from a shape they want    Students analyze and comment on each other's GIFs during the rest of the lesson |
| **Assessment** | **Formative Assessment:**  Observe and provide feedback during the GIF creation process.  Assess students' understanding through their ability to navigate Photoshop's animation tools and export settings.  **Summative Assessment:**  Review the final GIFs created by students, evaluating creativity, technique, and adherence to the principles taught in the lesson.  **Rubric:**   1. Can change the position of the object in the next frame and animate it.  2. Can change the opacity of the object in the next frame and animate it.  3. Can add step-by-step images or step-by-step drawings in bulk to Photoshop and create animations from layers.  4. By remembering the easy duplicate feature, different patterns and mandala-like images can be created from shapes  5. Can create GIFs by changing the visibility of the patterns and mandalas they create with the layer visibility feature. | Reviewing the lesson and organizing the GIFs according to feedback for the next class as homework |

**Suggestions for teachers who may implement this lesson plan in the future:**

1. Detailed explanation of how technological tools will be used:

**First of all, the lectures will be given to the students by sharing the screen to their screen, no projection or blackboard will be used. The examples shown will be from the internet and we will look at different examples from different websites. Students will also be sent the necessary assets via the computer. The Internet will be utilized when necessary. Students will be able to look for assets for their own gifs on the internet if they wish, or they can do it by drawing on Adobe Photoshop. The teacher will provide the necessary help for the student who needs help where necessary by connecting to his screen with the remote screen access app downloaded in the computers.**

1. Are there any cautions or points to consider about the technological tools that are integrated into the lessons?

**We must answer advanced questions about Adobe Photoshop. We need to make sure the computers run Photoshop smoothly. Since the subject is GIFs and many GIFs in the social media created from copyrighted material, such as movies or TV shows, there may be issues regarding copyright respect, we should mention them. Make sure students save gifs in the correct format.**

# Lesson Plan 1

**Lesson Plan 1**

**Descriptive data**

*Area of learning: Information Technologies*

*Grade level: 11th grade*

*Duration: 40 minutes*

**Topic outline**(state your general topic and your outline):

Introduction to Tkinter Basics in Python

**Instructional objectives (state your instructional objectives as intended learning outcomes):**

Students will learn the basics of Tkinter, a Python library for creating GUI applications.

**Other materials** (add the copies of the worksheets / handouts/ activity sheets / tables / graphs / concept maps / screen shots / other resources to be used during the lesson as appendices -make references to these in your lesson steps)

Computers with Python and Tkinter installed

Projector for demonstrations and presentation,

Whiteboard and markers

**Detailed explanations of the lesson:** (explain all the class activities in terms of both teacher and student activities under the suggested lesson sections, add more sections if needed)

|  |  |  |
| --- | --- | --- |
| Steps | Explain what the teacher does /says | Explain what the students are expected to do |
| 1 | Introduction: (5 minutes)  **Welcome the students and explain the importance of GUI applications.**  **Provide an overview of what Tkinter is and why it's used.**  **Mention the objectives of the lesson.** |  |
| 2 | Main activity (explain the core tasks sequentially with instructions for students with as much detail as possible to address your instructional objectives):  **Section 1: Setting up a Tkinter Window (10 minutes)**  **Explanation (3 minutes):**  **Introduce the concept of a GUI window.**  **Explain that Tkinter provides tools to create windows.**  **Live Demonstration (4 minutes):**  **Show how to create a basic window using the Tk() class.**  **Explain the mainloop, which keeps the window open.**  **Hands-on Activity (3 minutes):**  **Instruct students to open their Python IDE and create a simple window.**  **Section 2: Adding Labels and Buttons (10 minutes)**  **Explanation (3 minutes):**  **Introduce labels and buttons.**  **Explain their importance in GUI applications.**  **Live Demonstration (4 minutes):**  **Show how to create labels and buttons using the Label() and Button() classes.**  **Hands-on Activity (3 minutes):**  **Ask students to enhance their window by adding labels and buttons.**  **Section 3: Handling Events (10 minutes)**  **Explanation (3 minutes):**  **Introduce the concept of event handling in GUI applications.**  **Explain the command parameter for buttons.**  **Live Demonstration (4 minutes):**  **Demonstrate how to bind functions to button clicks.**  **Hands-on Activity (3 minutes):**  **Have students create a button that changes the label text when clicked.** |  |
| 3 | Extension & Closure activity (in case students finish early prepare an extension of the main activity and/or think about how you plan to end the lesson):  **Conclusion and Q&A (5 minutes)**  **Summary (3 minutes):**  **Summarize the key points of the lesson.**  **Emphasize the practical applications of Tkinter.**  **Questions and Answers (2 minutes):**  **Open the floor for any questions from the students.** |  |
| 4 | Assessment (describe how you will assess student learning including diagnostic/formative/summative assessments):  **Assessment:**  **Evaluate students' understanding through their hands-on activities during the lesson.**  **Extensions:**  **For advanced students or those who progress quickly, you can introduce concepts like frames, entry widgets, and more advanced event handling.** |  |

**Suggestions for teachers who may implement this lesson plan in the future:**

1. Detailed explanation of how technological tools will be used:

• Provide a brief introduction to the tools (Python IDE, Tkinter).

• During live demos, explain each step clearly.

• Break down code and highlight key functions.

2. Are there any cautions or points to consider about the technological tools that are integrated into the lessons?

• Ensure software compatibility.

• Teach students basic debugging.

• Confirm access to computers and a stable internet connection.

3. Other suggestions:

• Emphasize hands-on practice.

• Encourage group work and collaboration.

• Offer additional resources for further learning.

• Assess students' understanding.

• Adapt the lesson to varying skill levels.

• Encourage creativity in projects.

# PEER FEEDBACK TASKS

# Peer Feedback (for lesson plan 1 to Gökçe Kaya)

Lesson Plan 1

Descriptive data

Area of learning: Adding style properties to divs.

Grade level: Preperation Class

Duration: 4O minutes

Topic outline: This course explains to students the “Padding”, “Margin”, “Width”, “Border-Radius”, “Pseudo” and “icons” that are the style properties of the created divs and classes.

Instructional objectives (state your instructional objectives as intended learning outcomes):

1. Students will be able to use width feature for divs.
2. Students will be able to use margin feature for div.
3. Students will be able to use padding feature for div.
4. Students will be able to apply border radius for class.
5. Students will be able to Pseudo hover features.
6. Students will be able to apply Pseudo background color features.
7. Students will be able to apply Pseudo transition features.
8. Students will be able to add icons in divs.

Other materials:

* Smart Board
* Computers
* VS Code

Detailed explanations of the lesson: (explain all the class activities in terms of both teacher and student activities under the suggested lesson sections, add more sections if needed)

|  |  |  |
| --- | --- | --- |
| Steps | Explain what the teacher does /says | Explain what the students are expected to do |
| 1  (10 min.) | Introduction: As the teacher, I will start by showing the students where we left off in the previous lesson and briefly mention how to make changes to the HTML pages we have created and what to add.  “Merhaba arkadaşlar. Nasıl gidiyor? Herkes tahtaya yaklaşsın. Öncelikle bana bir önceki dersin özetini yapabilir misiniz? Evet div’lerimizi oluşturduk ve bunları yavaş yavaş şekillendirmeye başladık. Ben de hocamızla birlikte yapmaya başladığınız div’ler üzerinde birkaç değişiklik yapmak istiyorum.” | Students gather in front of the SmartBoard to listen to what is being told from me as a teacher and participate. |
| 2  (25  min.) | Main activity (explain the core tasks sequentially with instructions for students with as much detail as possible to address your instructional objectives): Students finalize HTML pages by adding different visual style features to the divs they have already created, with the guidance of the teacher.  “Henüz divlerimize bir genişlik vermedik. İlk oluşturduğumuz divlere “width” özelliğini kullanarak genişlik verelim. Burada önemli olan şey, sayfanın genişliğini olabildiğince eşit şekilde bölerek simetrik bir görüntü oluşturmak. Sayfayı %100 olarak düşünürsek div’lerimizle beraber sağ ve sol boşluğun eşit olması için sayfayı eşit şekilde bölecek olan değeri verelim.”  “Divlerin birbirlerine olan uzaklığını ayarlamak için de “margin” özelliğini kullanmamız gerekiyor. Üstteki div’imize gelirsek, bu div’in sadece sağ sol boşluğu değil alt ve üst boşlukları da önemli olduğu için “margin auto” kodunu kullanıyoruz. Alttaki div’lerimiz için herhangi bir değer vermemiz yeterli örneğin ben 8 px uygun buldum. Daha sonra div’imizin içindeki text ile çerçeve arasındaki uzaklığı belirlemek için “padding” özelliğini kullanalım.”  “Ben div kutularımıza yeni bir özellik daha katmak istiyorum. Herşey çok köşeli gözüküyor, biraz daha yumuşak geçişli olsun. Bunu “border-radius” kodu ile yapabiliriz. Bu özellik çerçevelerimizin köşelerinin kıvrılmasını sağlıyor. Bu kıvrılmayı %50’ye kadar yapabiliyoruz. Haydi şimdi siz de uygulayın.”  “Anlaşılmayan bir şey var mı? Tahtaya yaklaşın devam edelim. Şimdi daha önceki derslerde de öğrendiğiniz PSEUDO özelliği olan “hover”ı kullanarak div’lerimizin arka plan renklerini değiştirelim. Arka plan rengini seçtikten sonra “transition” kodunu kullanarak bu geçişin süresini belirleyelim. Sizlerden alt ve üstteki div’lerin farklı renklere geçiş yapmasını sağlamanızı istiyorum.  Şimdi bunları uygulayabilirsiniz.”  “Anlaşılmayan bir şey var mı? Son olarak üstteki div’imize bir ikon koymak istiyorum. Şimdi siz de uygulayabilirsiniz. Takıldığınız bir yer varsa seslenin.” | Students gather in front of the SmartBoard to listen to what is being told by the teacher and participate, then return to their computers to do what they are asked to do. They ask questions in parts which they don't understand. |
| 3  (5 min.) | Extension & Closure activity (in case students finish early prepare an extension of the main activity and/or think about how you plan to end the lesson): Students add icons to all other divs in the HTML pages they create.  “Erken bitirenler için son bir özellik daha ekleyelim. Haydi siz alttaki div’lerin içine de icon’lar ekleyin.” | Students apply the step for other divs. |
| 4 | Assessment (describe how you will assess student learning including diagnostic/formative/summative assessments): At the end of this course, students create their own HTML page design by integrating all the style changes we made during the course into the divs on HTML pages. During the lesson, I will send students to their computers from time to time, ask them to do this at the end of the lesson; and I will assess this by walking around the classroom. | Students return to their computer and do what they are asked to do. |

Suggestions for teachers who may implement this lesson plan in the future:

I recommend that teachers practice before teaching this lesson. It is important to practice and specialize in order to avoid possible mistakes. It is important to know the students' pre-knowledge, the path to be followed should be determined according to the students' pre-knowledge, and practice should be done if possible. Equipment should be checked before the lesson.

Peer Feedback (for lesson plan 2 to Muhammed Güler)   
  
  
**Lesson Plan 2**

**Descriptive data**

*Area of learning: Mobile Application Development*

*Grade level: 11th grade*

*Duration: 4O minutes*

**Topic outline: Learning Loops in Kotlin – For, Nested Loops With Examples**

**Instructional objectives (state your instructional objectives as intended learning outcomes):**

* Students will be able to define concept of loop.
* Students will be able to write a for loop.
* Students will be able to create nested loop structures.
* Students will be able to draw shapes using for loop.

**Other materials** (add the copies of the worksheets / handouts/ activity sheets / tables / graphs / concept maps / screen shots / other resources to be used during the lesson as appendices -make references to these in your lesson steps)

**Projector or interactive whiteboard for demonstrations, Computers with Android Studio installed.**

**Detailed explanations of the lesson:** (explain all the class activities in terms of both teacher and student activities under the suggested lesson sections, add more sections if needed)

|  |  |  |
| --- | --- | --- |
| Steps | Explain what the teacher does /says | Explain what the students are expected to do |
| 1 | Introduction   * Meeting and Greeting the students in the class. * Explaining instructional objectives of the lesson. * Mentioning the usage and importance of loop concept in programming. | * Students listen carefully to the teacher's explanation. * Students ask questions if any concepts are unclear. |
| 2 | Main activity (explain the core tasks sequentially with instructions for students with as much detail as possible to address your instructional objectives):  *I will write two coding questions and solve each one by explaining how the code works then, I will divide the students into groups of 4 or 5. Finally, I will expect each group to solve the challenge question together.*  First Question: drawing a square using a for loop.   * Explaining the structure of the for loop. * Explaining the operators used in the loop header. * Mentioning the inner loop prints each row of the square.   Second Question: drawing a right-angled triangle using a for loop.   * Discussing the idea of nested loops, in which one loop is contained inside another. * Describing how the inner loop determines the number of stars in each row and the outer loop determines the number of rows.   Coding Challenge: How to draw a rectangle using for loop? | * Students follow along with the coding examples provided by the teacher, writing the code and running it in Android Studio. * Each student writes run the code in each question in Android Studio by following the teacher's coding examples. * Groups come together and discuss the question. * One student in each group write the solution for the challenge question. * Each group share their progress and solutions with the teacher. |
| 3 | Extension & Closure activity (in case students finish early prepare an extension of the main activity and/or think about how you plan to end the lesson):   * Asking groups to make changes to create their own unique, artistic patterns out of nested loops. *(Groups can draw various shapes, like diamonds, and even more intricate patterns)* | * Groups work on the extension activity if they finish early. * If any group completes the task, then each student in the group wins a free chocolate :) |
| 4 | Assessment (describe how you will assess student learning including diagnostic/formative/summative assessments):  **Assessment (Formative):** Walking around the classroom as groups are working on their questions to see how they are doing, clear up any misunderstandings, and offer helpful feedback.  The rubric is as follows:   1. Demonstrates how to write a clean code without errors. 2. Demonstrates a clear understanding of for loops to draw shapes. 3. Demonstrates creativity in experimenting with different shapes using nested loops. |  |

**Suggestions for teachers who may implement this lesson plan in the future:**

1. Detailed explanation of how technological tools will be used:

**Projector will be used:**

* To show code examples with their explanations to the whole class.

**Interactive Whiteboard will be used:**

* To explain the operators used in the loop header by writing them on whiteboard.

**Computer(s) will be used:**

* To install the Android Studio which offer us an Integrated Development Environment (IDE) to write a code.

**Android Studio will be used:**

* To build and run the code written with Kotlin language.

2. Are there any cautions or points to consider about the technological tools that are integrated into the lessons?

* Check that all software such as Android Studio is up to date and hardware is compatible with the software.
* Ensure that all students have access to the required technology such as Computer

(allow students to work in pairs or groups if necessary).

# OBSERVATION TASKS

## TASK 1

**Getting to know the school & the classroom**

For this observation task, you need to do the following:

* gather information about the school and school rules
* look carefully around the classroom you are in
* talk to teachers and try to find out what they think about their profession

**PART I: School-wide observations**

1. Please note the URL the school website: https://yildizmacka.meb.k12.tr

2. Please gather information about the following:

* School calendar with holidays, special days, and school events

There is no special day or holiday for the school, public holidays apply.   
13 – 17 November is midterm week, no class during midterms.

* Class schedule for your collaborating teacher(s)



* School-wide procedures: lunch, attendance, absence

**Lunch** – 12:45 – 13:30 – There is canteen for students and teachers.   
**Attendance** is taken at the beginning of each class, if absence limit exceed students fail.

* Health issues and specific needs

**Parents** are called and directed to the hospital if there is a health issue.

* Dress code for students & teachers

Usually black or gray, new students wear t-shirts with the school logo

3. Please find the following statistics for your school.

|  |  |
| --- | --- |
| **How many?** | **Number** |
| Students at the school | 787 |
| Teachers | 88 |
| Administrators | 8 |
| Computer teachers | 13 |
| Science/math teachers | 36 |
| Average number of students in a class | 25-35 |
| Books and periodicals in the library | 3100 |
| Technology related books | 100 - 150 |
| Computer labs at the school | 5 |
| Computers, printers, peripherals | 25-35 |

**PART II: The physical classroom**

1. Look around you as you enter the classroom. What is the first thing you have noticed?

When you enter the door, there is glass from the middle of the right and left wall to the ceiling, I realized that these windows are the windows of the teacher's room in the attic, an interesting structure. Teachers can look through this glass and observe the situation in the classroom.

1. Describe the physical classroom.
   1. What shape is the classroom? Rectangle
   2. How are the students seated? They seated around the rectangle, towards wall around class.
   3. Where is the teacher’s desk? It is in front of one of the short edge of the class, the only edge where is no student desk
   4. Where are the windows? How large? Curtains? there are 3 long windows on the one wall opposite the teacher's desk. There are three long curtains.
   5. What’s on the walls? Cabinets, curtains, board and windows.
   6. Where are the electric outlets? Behind the computers
   7. Is the classroom too warm, or too chilly, or just right? It is right and appropriate room temperature.
2. Draw a map of the classroom.

Computer desk

Computer desk

Computer

desk

Desk for gruop Works

projector

Teacher desk

Board

door

Projector curtain

1. Does organization of space take into account students’ needs?
2. Resources/tools of common use (e.g. printer, trash can, etc.) easily accessible?

Yes, they are easily accessible. There is no trash can in the classroom.

1. Students move in and out of their seats comfortably?

Yes, they move comfortably. Chairs are without wheels. I think it is better.

But they are not adjustable for different heights.

1. Space allocated for students’ belongings, i.e. overcoats & backpacks?

Yes, there are shelf over the desks and coat hunger that is enough for students.

1. What role does each aspect of this physical environment play in creating a “learning environment”?

Comfortable and ergonomically designed seating is essential. Chairs are not adjustable for different heights. We may count this as one of the disadvantages of the environment of this class. Maintaining a comfortable temperature and climate is crucial. In this case, It was warm and cool. Learners should feel safe and secure in the environment. This includes ensuring that the space is well-maintained, free from hazards, and equipped with safety features. In this class, The projector was attached to a wall. As a second precaution, it was tied with a rope from above. Important for safety. The tables were a bit narrow to move the mouse. I didn't see a garbage bin in the classroom. I didn't see a trash can in the classroom. There is a camera in the classroom, how ethical this is is something that needs to be discussed. Students always have the feeling that they are being watched. Some computers have missing parts but are ignored because they still work. There is one heater in the classroom, it is not known whether it will be enough in winter.

**PART III: Interview with your mentor teacher**

You may the following questions to your mentor teacher during the interview:

1. Kendinizi kısaca tanıtabilir misiniz? Öğretmenlik deneyiminiz nedir? Genelde hangi sınıf seviyelerinde ders veriyorsunuz? Kaç yıldır öğretmenlik yapıyorsunuz? Şu anki okulunuz dışında başka okullarda çalıştınız mı?
2. Neden BT alanını seçtiniz? Bu alanda sizin ilginizi çeken durumlar/koşullar nelerdi?
3. Benimsediğiniz öğretim yaklaşımları nelerdir? Bir dersinizi kısaca bana anlatabilir misiniz? Derse nasıl başlıyorsunuz? Etkinlikleri nasıl yapıyorsunuz?
4. Bizim gibi öğretmen adaylarına tavsiyeleriniz nelerdir?

**Mentor Teacher : Kemal Kolak**

1. Kemal Koçak, 2003 yılı itibarıyla 20 yıllık öğretmen. Genelde 11.sınıf seviyesinde ders vermekte. İstanbul’da başka meslek liselerinde de çalıştı.
2. Kendisi de meslek lisesi BT alanından mezun başlıca nedenlerinden birisi bu. Yenilenebilir teknoloji ilgisini çeken kısım.
3. Günlük hayattaki uygulanabilirliği göz önüne alan bir yaklaşım tercih ediyor. Örneğin, Kablosuz ağlarda modem tanıtıldı, ödev verildi, kendi evlerinde modem arayüzüne girmeleri istendi.
4. Bu işi gerçekten istiyorsak yapmamız. İletişim becerilerimizi güçlendirmek en büyük tavsiyesi.

## TASK 2

**Task 2: What does a student do during class??**

You will observe at least **5 students** during class time. This will help you to get an idea about what students do as the teacher conducts class. Sometimes these two actions are not necessarily connected! ☺

You will record the number of “on task” and “off task” students during several class hours. Then you will graph your findings, and will answer a few questions accordingly.

***Follow these instructions:***

* Choose at least 5 students to observe **before** the class starts. Make sure that not all of them are seated closely. You may choose some students seated in the front of the classroom, some from the middle of the class and some from the back.
* Use the observation sheet below for your records.
* Do this observation for minimum of 2 class hours.
* Bring the attached observation sheet with you to the classes you will observe.
* Record the condition of the students in every 5 minutes.
* Make a line graph of “on task/off task” behavior for the class, and attach the graphs to the completed observation task.

Questions to answer:

1. How many students did you observe? What percentage of the students?

5 out of 13 student is observed, meaning 5/13 = %38,4 of the students is chosen according to their seating assuring they are sitting in the different places of the classroom, there were missing students during the class due to the club activity, which is noted in the table below. Two different teacher and different lecture within the same group of students is observed, observed students remained same for both classes.

1. How long did it take before each one was ready to start class?

For the first lesson, except for a few students, the programs required for the lesson (visual studio etc.) were not opened, even some students' computers were turned off, the teacher started the lesson 7 minutes after the start time, while waiting for the students who were just preparing for the lesson, and it took 10 minutes for everyone to be ready. For the 2nd lesson, the teacher arrived about 10 minutes late for the lesson and the lesson started 15 minutes late with 5 minutes of preparation, it took from the 15th minute onwards for everyone to get the necessary programs and tools ready

1. When was the most “attended” time (on-task)? Describe what was happening, and give the number of students at this time.

For the first lesson, starting with the activity introduction, all students followed the lesson

with interest, at this time it was 10:55. Then the number of on tasks decreased to 9 at 11:00, after 5 minutes it increased to 11. Activity was introduced and at the beginning all 13 students were on task, they all started the activity with interest, listening to the teacher's instructions.

The same situation was similar for the second lesson, they followed the lesson more quietly than in the first lesson, all students were on task except for the student who was asleep during the activity introduction and it was 12:30. When the task was started, everyone tried to do it, including the sleeping student. The teacher also actively had communication with the students

1. When was the least “attended” time (off-task)? Describe what was happening, and give the number of students at this time.

For the first class, as they progressed in the activity, their interest decreased where they got stuck, the conversations among themselves started to be irrelevant topics instead of being related to the task, towards the end of the lesson, the teacher's interest was not there and neither was the students' interest, as the teacher's interaction decreased, the students' interest also decreased and towards the end of the lesson it decreased even more

For the second class, over time again the interest decreased and the talking among each other increased, at the end of this lesson there was going to be a lunch break and the students argued that there was little time left and the activity would not end. Their focus was much more on the lunch break than the task.

1. Analyze the relationship between students’ behaviors and different times of the lesson.

In the first lesson, students were doing the tasks individually in groups of 2 or 3. There was a lot of communication with the person next to them. The teacher answered the questions one by one and went to the students. Disinterested students would sometimes stand around and look at what their friends were doing and try to do it. Two student fight each other during the class but the teacher did not give attention. It was distractive for other students in the class, but they seemed to got used to it. There were many moments when they were interested in a different topic on their computer or phone

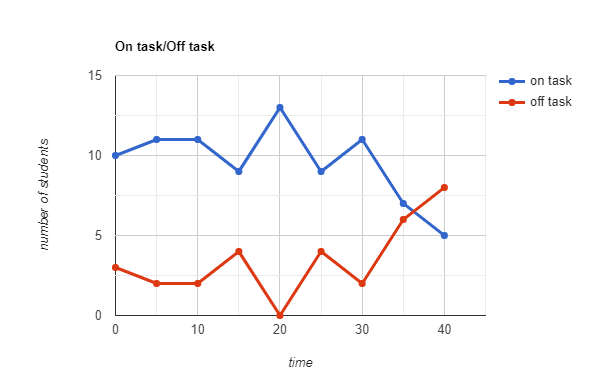
In the second class, it was a similar situation for the second lesson. Students were helping each other and sometimes this help led them to talk about off-topic topics, sometimes they intervened with their friends next to them and this made some students uncomfortable. The teacher did not pay attention to this issue, at the same time there were 3 students who suddenly left the class for a club activity and distracted the others.

1. Suggest ways in which the teacher might increase the percentage of on task behavior.

Teachers need to analyze the state of the students during the task, even if they start the tasks with interest, this interest creates a lack of concentration in the students as the teachers are also interested in different subjects for example chatting with other colleagues in the door, even at the end of the lesson, checking the tasks is very critical both when in the progress and when they are finished. When this does not happen, students feel that what they are doing is not important.  In the second lesson, the teacher did not stand up at all and answered the questions sitting down. Solving the problems by going to the students’ desk or on the board in a way that everyone can see will both be productive for the other students and help the student who asked the question, which increases the student's better understanding and interest in the solution. 

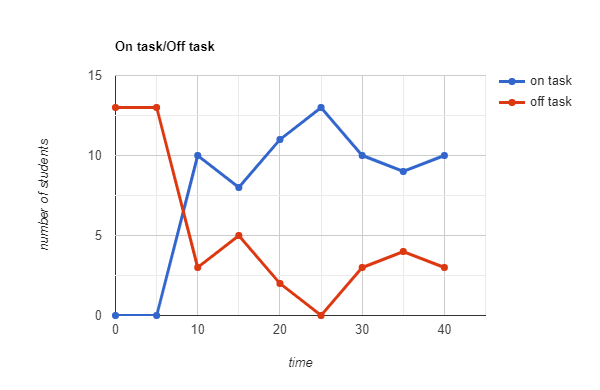
***LESSON 1***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade: 11   Topic: Mobile Application (Java-Android) “if – else”       Teacher: Emre Barboros  Information about selected students (gender & seat)  Classroom type: U-shaped classroom design Student 1 : Male: Sitting on the far right of the class Student 2 : Male : Sitting front-right side of the class Student 3 : Female : Sitting front-left side of the class Student 4 : Female : Sitting left side of the class Student 5 : Male : Sitting on the far left | | | | | | | | | |
| Time every 5 minutes | 10:35 | 10:40 | 10:45 | 10:50 | 10:55 | 11:00 | 11:05 | 11:10 | 11:15 |
| Student 1 | Listens teacher’s speech about what they will do in the class | Looking presentation and listening to teacher, not asking questions, silent | Looking presentation and listening to teacher, not asking questions, silent | Following the instructions for the activity they will do until the end of the class | Examining the activity sheet sent by the teacher | Making activity with the notes he took and asking questions from time to time, interns and teacher is helping | Making activity with the notes he took and asking questions from time to time, interns and teacher is helping | Making activity with the notes he took and asking questions from time to time, interns and teacher is helping | Reporting the process of the activity to the teacher |
| Student 2 | Checking his phone while teacher give a speech | Making irrelevant things on the computer, not listening much | Playing games while teacher not looking him, could not answer teacher’s question | Not listening and asking questions friend near him about the activity | Examining the activity sheet sent by the teacher | Making activity without asking questions, do not have notes with him | Chatting with his friends near him and doing irrelevant things in the browser, not interested | Cursing and fighting with the friend near him, teacher did not care about the situation | Reporting the process of the activity to the teacher |
| Student 3 | Listens teacher’s speech about what they will do in the class | Following lecture in a serious manner, and taking notes | Following lecture in a serious manner, and taking notes | Following instructions about the activity | Examining the activity sheet sent by the teacher | Making activity alone no one sitting near her, she is confident | Fully focused making the activity without any questions | Her focus is distracted by the fight and curse because the Student 2 | Reporting the process of the activity to the teacher |
| Student 4 | Listens teacher’s speech about what they will do in the class while talking with nearest friend to her from time to time | Asking lots of questions some of them relevant some of them irrelevant to the lecture | Stopped irrelevant questions after teacher warned her, taking notes | Following instructions and discussing the activity with teacher | Examining the activity sheet sent by the teacher | Making activity while talking too much with the friends near her and the teacher, interns and teacher is helping | Asking lots of questions and standing up from time to time and walking around the class asking questions to their friends | While walking around she suddenly started to chat with a friend about off topic things | Reporting the process of the activity to the teacher |
| Student 5 | Listens teacher’s speech about what they will do in the class | Saying funny things to cheer up the class, following presentation | Time to time playing game, succeeded to answer teacher’s question | Not Following instructions, making irrelevant thing in the browser | Examining the activity sheet sent by the teacher | Making activity too slowly because he talks irrelevant things with the friend near him and the teacher, interns and teacher is helping | Requesting help frequently that distracts teachers’ attention on other students | Helping friends near to him | Reporting the process of the activity to the teacher |
| Total **on** task | 10 | 11 | 11 | 9 | 13 | 9 | 11 | 7 | 5 |
| Total **off** task | 3 | 2 | 2 | 4 | 0 | 4 | 2 | 6 | 8 |



***LESSON 2***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade: 11   Topic: Adobe Photoshop “text tool”    Teacher: Zehra Coşkun  Information about selected students (gender & seat)  Classroom type: U-shaped classroom design Student 1 : Male: Sitting on the far right of the class Student 2 : Male : Sitting front-right side of the class Student 3 : Female : Sitting front-left side of the class Student 4 : Female : Sitting left side of the class Student 5 : Male : Sitting on the far left | | | | | | | | | |
| Time every 5 minutes | 12:05 | 12:10 | 12:15 | 12:20 | 12:25 | 12:30 | 12:35 | 12:40 | 12:45 |
| Student 1 | Playing with his phone, the class not started yet | Playing with his phone, the class not started yet | Following lecture by looking at the computer, teacher sharing her screen to all class | Following lecture by looking at the computer, teacher sharing her screen to all class | Following lecture by looking at the computer, teacher sharing her screen to all class | Starting a given task by teacher about the lecture | Making the task without asking, fully focused, helping friend near him | Making the task without asking, fully focused, helping friend near him | Following lecture by looking at computer again, moved a new task, |
| Student 2 | Chatting with friends, the class not started yet | Chatting with friends, the class not started yet | Following lecture by looking at the computer, teacher sharing her screen to all class | Following lecture by looking at the computer, teacher sharing her screen to all class | Following lecture by looking at the computer, teacher sharing her screen to all class, asking questions to teacher | Starting a given task by teacher about the lecture | Making the task with asking questions to friends near him about the task | Making the task with asking questions to friends near him about the task | Looking at his phone while teacher is lecturing, low motivation observed |
| Student 3 | Not in the class | Arrived the class, walking around | Following lecture by looking at the computer, teacher sharing her screen to all class | Following lecture by looking at the computer, teacher sharing her screen to all class | Following lecture by looking at the computer, teacher sharing her screen to all class | Starting a given task by teacher about the lecture | Making the task with browsing in the Internet. | Completed the task and chatting with friend near him who not completed the task yet | Following lecture by looking at computer again, moved the new task, |
| Student 4 | Chatting with friends, the class not started yet | Chatting with friends, the class not started yet | Following lecture by looking at the computer, teacher sharing her screen to all class | Following lecture by looking at the computer, teacher sharing her screen to all class | Following lecture by looking at the computer, teacher sharing her screen to all class | Starting a given task by teacher about the lecture | Went to a club activity with her 3 friends in the class. | Went to a club activity with her 3 friends in the class. | Coming back and following lecture by looking at computer again, moved the new task, from time to time chatting with friend near her |
| Student 5 | Sleeping | Sleeping | Sleeping | Sleeping | Sleeping | Waking up by the warning of the teacher, starting task without listening the lecture, sleepy | Asking lots of questions to friend near him because he was sleeping while lecture | He completed the task by copying his friend work. | Low motivation observed through end of the class, looking screen without focus |
| Total **on** task | 0 | 0 | 10 | 8 | 11 | 13 | 10 | 9 | 10 |
| Total **off** task | 13 | 13 | 3 | 5 | 2 | 0 | 3 | 4 | 3 |



## TASK 3

**Task 3: Classroom Management**

**Goal:**

The aim of effective classroom management is to create and maintain a positive and supportive learning environment that meets socio-emotional and academic needs of each student. In the context of internship practice, it is important to observe and examine the factors that hinder this support and positive environment.

**Method:**

You should collect data on the following topics related to classroom management in the classroom, where you observe for 1-4 weeks, and reports these data.

1) Undesirable behaviors observed among students (what types of undesirable behaviors are exhibited?)

* Sleeping
* Fighting
* Making jokes which is unsuitable in a class environment
* Playing with phone
* Doing irrelevant things on the computer
* Talking to each other where one should listen
* Talking about things unrelated to the lesson
* Making disrespectful gestures towards a teacher or a classmate when they are talking
* Damaging classroom materials where they should be protected

2) Possible factors behind these behaviors:

**A) Causes arising from the teacher**

a- The quality of the relationship with students (Which attitudes and behaviors of the teacher affect the relationship with the student positively and/or negatively. Why?)

* I have seen that when teachers approach their students in a friendly manner, the students feel responsible towards their teachers. But there must be a limit to this friendly approach. Because I have observed that too much intimacy between a teacher and a student negatively affects the attitude of other students towards both the teacher and that student. The fact that the student and the teacher are like friends but other students have a more hierarchical teacher-student relationship creates a feeling of injustice and other students think that their relationship is privileged.

* In another teacher-student relationship I observed, the teacher creates a self-fulfilling prophecy on the student. He used sentences to make fun of the student, suggesting that he would fail anyway and that he could not do it. Thereupon, the student accepted that he was labeled as a failure and was proud of it. It is obvious that making statements that imply that successful students will always be successful or unsuccessful students will always fail has a negative effect on students' self-perception.

* Teachers should leave the negative emotions caused by their daily lives as soon as they enter the classroom. In the lesson of a teacher who looks angry or unhappy, students feel that the teacher's mood is low and they adjust their own interests and concerns accordingly. For example, in a lesson I observed, the teacher entered the classroom very nervously and the students listened to him, afraid of their teacher. After the lecture part was over, the students were hesitant to even ask questions because there was a teacher who gave angry answers to the questions asked.

* Another positive example is that the teacher gains respect in the eyes of his students. This not only enables students to learn the lesson by feeling responsible towards their teachers, but also creates a healthier class environment. For example, in one classroom, the teacher kept his word and gave awards to the students. After the award was given, I saw that the students who did not receive the award became ambitious for the next tasks and I witnessed that their respect for their teachers increased.

b- Student motivation (Teacher's instructional competence: planning and preparation of the lesson, suitability and effectiveness of the methods and techniques used, subject/field knowledge, use of time, other..)

* Student motivation is one of the most important factors causing these undesirable behaviors. Many students with low motivation exhibit this type of behavior because they find the lesson boring and exhibit such behavior to pass the time.

* I have observed that students get bored in lessons where teachers teach lessons based on memorization, and this type of behavior is common. Students' behaviors such as sleeping and doing things unrelated to the subject are frequently observed in lessons where the teacher explains in a monotonous manner and does not use learning techniques that appeal to different senses.

* A positive example is that the use of meaningful tasks increases student motivation and reduces such undesirable behaviors. In the Network and Systems class, the teacher asked the students to apply the same process they applied in the class to their home modems to make a more reliable internet connection. The next week, the students discussed and talked about the process they applied to their home modems in the class with very high motivation.

* Teachers' preparation of course materials during the lesson causes both time loss and students' motivation to decrease. Preparing or researching course materials during the lesson can cause students to lose interest and focus, no matter how expert the teachers are in their field. For example, in the mobile application lesson, the teacher wasted 4-5 minutes in researching and choosing the example to be used in the lesson, and the motivation of the students decreased during this time. In the same lesson, the teacher could not immediately resolve the errors he made while coding the example he found by researching, and again, he wasted time and appeared incompetent in this regard, and the motivation of the students decreased. Materials prepared and tested before the lesson strengthen teachers' hands in this regard, while also keeping student motivation high and reducing the number of undesirable behaviors.

c- Classroom rules and routines (Have classroom rules and routines been established? Are students involved in this rule establishment process? Other)

* Students were generally not involved in the establishment of classroom rules. Teachers would remind the rules and demand that rules be followed. There were routines such as turning off the computers before the lunch break, cleaning the classroom in the last 5 minutes of the leaving class, and reading books at the first lessons in the morning. However, participation in the book reading activity in the morning was very low and there were not many students who followed this routine. The rule of shutting down computers was also broken many times. Teachers frequently received warnings reminding them of classroom rules. This shows that these rules do not make sense to the students and they are not involved in the establishment process.

* In a positive example, the teacher discussed the exam format with her students and determined the format of their next exam together. While making this rule, everyone participated and expressed their opinion on how it should be. The teacher accepted the majority opinion and determined the exam format, and the students seemed happy to determine it together and began to study according to the format they determined.

d- The nature of the relationship between students (What is the teacher's role and contribution in the development of this relationship -positive or negative-?)

* The relationship between students is very critical in terms of undesirable behaviors. Teachers should not ignore their students who criticize each other negatively. For example, two students who are close friends may not be together in group assignments because they talk to each other a lot, or students who do not get along well with each other have a high potential to exhibit undesirable behavior in group assignments. In a classroom I observed, the teacher turned a blind eye to the actions and abusive language of his two students, who were joking with each other and making physical contact. When the students noticed their teacher's unresponsiveness, they continued to exhibit these behaviors over and over again.

* In a lesson I observed, the teacher divided the groups into one successful and one unsuccessful student, allowing the less knowledgeable student to learn and establishing a positive relationship between the two students. Peer facilitation positively affects students' relationships.

e- Other (other possible factors originating from the teacher)

* The teacher's exhibit of different attitudes towards students from his/her social life, such as family, relatives or friends' children, may have negative effects on that student. This may cause undesirable behavior in the student.

**B) Possible factors originating from the student:**

a- Socio-economic and cultural reasons

* My student, who has a different nationality, did not feel like he belonged in the class and said that he did not do his homework in classes, saying that the classes did not interest him and that he could not go to university because of his nationality. The student was exhibiting undesirable behaviors such as sleeping during classes and talking to others.

* I had a student who claimed that he did not need to graduate and learn that he would be a soldier, citing his socioeconomic status. To become a soldier, he needs a high school diploma, he was coming just for that. He exhibited a lot of undesirable behavior in classes.

b- Learning difficulties, disability, etc.

* I had a class with a student with a disability and other students were aware of it. He received special attention from all students and teachers. What I noticed is that student is often ignored in classes. While everyone else was doing their activity, he was not doing it and the teacher did not intervene. This behavior shown due to the student's learning ability does not support the student's learning.

c- Other (other possible factors originating from the student)

* Students with less parental involvement were more likely to show undesirable behavior. Those students who did not feel responsible towards their families were exhibiting behaviors like fighting, insulting, and actions that disrupted the course of the lesson because they did not develop a sense of responsibility regarding lessons and school.

**C) Classroom physical environment (heat, light, seating arrangement, etc.)**

* We can say that the physical environment of the classroom is the factor with the least percentage causing undesirable behavior. In one of my classrooms, there was a problem with the heating and some of the students dressed warmly and slept because of this. They said that lessons cannot be taught in this cold class.
* The student whose chair is broken is too disruptive in the lesson and the students who cannot see the board or the screen due to the seating arrangement exhibit undesirable behavior if the teacher cannot intervene.

3) The teacher's responses/reactions to the undesirable behavior

* What kind of methods and techniques does the teacher use to respond to the undesirable behavior?

* The teacher usually reacts to such undesirable behavior with verbal warnings and reminding of the rules. In case of repeated undesirable behavior, teachers often warn with a more aggressive attitude and remind the child to obey the rules. Sometimes teachers try to solve this problem by threatening, which is a method that should be discussed whether it is ethical or not.

* In one of my classes, the teacher told the student who was not listening to the lesson and was disturbing the person next to him that he would give him a reward if he did the activity, thus restraining the student from the undesirable behavior and bringing him into the lesson. It was a successful example of positive reinforcement.

* Once, the teacher had to expel the student from the lesson. He said they would talk one-on-one at the end of the lesson. I don't know what they were talking about, but the student used a swear word in class. As far as I observed, being expelled from the course made the student very unhappy.

* How effective are these methods and techniques? Why was it effective/not effective?

* The use of positive reinforcement most likely prevents undesirable behavior in students. However, this positive reinforcement must be used correctly, otherwise the student may think that there will be no reward mechanism without displaying unwanted acts. Therefore, these rewards should be chosen correctly and ultimately the idea that the content learned by the student is a reward should be ingrained in his mind.

* I do not think that trying to prevent students from undesirable behavior by threatening them is the right method. Threats such as informing their parents, giving low grades, or hurting students are examples of negative reinforcement. Although there are very rare undesirable behaviors that require negative reinforcement, I have observed that teachers frequently use this method. Students also have the idea of doing what is necessary in class just to avoid being punished. Instead, we should attract students' attention to the lesson.

SIGNATURE FORM

