AKENTEN APPIAH – MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL

DEVELOPMENT

FACULTY OF APPLIED SCIENCES AND MATHEMATICS EDUCATION DEPARTMENT

OF INFORMATION TECHNOLOGY EDUCATION

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TEACHING PORTFOLIO 2024/2025

CONTENT

➢ Reflective practice

REFLECTIVE PRACTICE

Reflective practice is the process of stepping back to honestly evaluate what you did, how you felt, and what you learned from an experience. It's about making sense of your actions and choices so that you can grow, enhance your skills, and approach similar situations more effectively in the future. During my internship at **SERVICES BASIC SCHOOL**, where I taught Computing in **B.S.4**, I consistently reflected on nearly every lesson I delivered. However, this account specifically focuses on a lesson I taught on March 7th, 2025.

<u>LESSON COVERAGE</u>

Name of School	Services Basic School
Subject	Computing
Strand	Word processing
Sub Strand	Introduction to Word Processing software
Class	B.S.4
Class size	51
Date	7th March, 2025.
Lesson Duration	60 minutes

Instructional Objectives: By the end of the lesson;

1. Learners will be able to explain Word processing software

2. State at least three examples of word processing software's
3. Learners will be able to create a new document
4. Learners will be able to use the commands in the home tab

REFERENCE: Kingsley, E.H. premium computing text book for basic 4 (P.153)

TEACHING AND LEARNING MATERIALS: Computer, Projector, Textbook.

RELEVANT PREVIOUS KNOWLEDGE (R.P.K): Used questions and answers to review learners' previous knowledge.

MODE OF DELIVERY: Demonstration and Guided practice.

TEACHER – LEARNER ACTIVITIES INTRODUCTION

To kick off the lesson, I quickly checked students' understanding of previous topics by giving them a short test. Afterward, I introduced the topic of Word Processing Software and explained the goals of the lesson so students knew what they should be able to do by the end.

DEVELOPMENT OF THE LESSON

The main part of the lesson focused on practical activities related to Word processing software

Activity 1:

I walked students through how to open and navigate popular word processing tools like Microsoft Word and Google Docs. We covered basic tasks like typing, formatting text, saving, and printing documents. I also talked about the importance of using these tools for different types of writing.

Activity 2:

Next, I showed students more advanced features of word processors, such as adding images, creating tables, and using headers and footers. We discussed how these features can make documents look better and help work go faster. We also compared free software (like Google Docs) with paid options (like Microsoft Word), talking about the pros and cons of each.

CLOSURE

To finish up the lesson, we summarized the main points as a class. I encouraged students to ask any final questions and answered anything that was unclear. For homework, I asked them to create a document using the features we covered, including at least one image, a table, and proper formatting.

STRENGTH

The lesson effectively met its learning objectives. My strong understanding of word processing software helped keep students engaged, and they actively participated in all the hands-on activities.

CHALLENGES

While the lesson went well overall, a few challenges arose:
Some students had difficulty distinguishing between formatting and editing text documents
There were also some misconceptions about online safety and privacy, especially regarding the sharing of documents.
Time constraints made it difficult to delve deeper into certain features and their practical applications.

WHAT I WOULD DO DIFFERENTLY NEXT TIME

If I were to teach this lesson again:
✓ I would give students more opportunities to ask questions and practice independently.
✓ I would plan the lesson more carefully to ensure it fits within the allotted time.
✓ I would incorporate more visual aids and interactive materials to cater to different learning styles.

INNOVATIVE MEASURES

After the lesson, I discussed the experience with my mentor, who has a lot of experience teaching computing to students who find technology challenging. Her suggestions helped me identify areas for improvement.
This lesson reinforced the importance of being flexible in my teaching approach. It also highlighted the need to build a strong foundation in basic word processing skills before introducing more advanced concepts such as document sharing or online collaboration.

INSIGHT GAINED

From this lesson, I learned that:
Interactive, hands-on activities are highly effective for keeping students engaged and reinforcing their learning.
A solid understanding of the software enables teachers to teach with confidence and maintain student focus.
Students learn more effectively when they are guided through activities and allowed to practice, rather than being passively told what to do.