Evidence of Learning and Reflection

Your context

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| **Candidate requirements** |  |  |
| Please provide information about how you meet the candidate requirements. | Please complete | Comments/Details |
| Are you a full- or part-time teacher? | Choose an item. | Part-Time |
| What kind of educational institution do you teach in? | Choose an item. | Private Institution |
| How many weeks do you teach for, over a full academic year? |  | Weeks |
| How many hours per week do you teach? |  | Hours /week |
| How many learners do you teach? |  | Students |
| Are you responsible for planning and facilitating the learning activities of your learners? | Yes |  |
| Do you have the regular support of at least one mentor? | Yes |  |

Please provide some brief information about your educational context:

Your professional background including your experience as a teacher

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| I am a professional Hindi teacher currently teaching in kindergarten and primary schools. Previously I have taught in India. I have been teaching for about five years now and I enjoy it more each year. I am very motivated to understand child and adolescent development. |

Your current role and responsibilities including the subject(s) and the stage (e.g. primary) you teach

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| In my current organization, I am responsible for teaching the Hindi Language to kinder garden and primary school students. Responsibility includes creating a lesson plan. Creating study materials that help students meet the objective of the learning. Responsibility also included g parent-teacher meetings with timely updates on students’ progress. I try to create a positive learning environment, so I can be strict about enforcing rules. I care about my students, and I want the best for them. I stay positive and give them projects that allow them to use their creativity |

Your school or institution

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| The Hindi Society Singapore providing the Hindi language for kindergartens, primary, secondary, and A level. Building a strong foundation of language kill throughout the teaching of language uses. |

Your learners

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| The learner groups that I cater to are in the age group of six to seven years. They come from different backgrounds. Some belong to Hindi speaking background and some are from non-Hindi speaking. Some are born and bought up overseas and have limited exposure to Hindi and Indian culture. Hence, I have a mixed learner group. They are quick learners with a positive attitude. They are well versed with digital platforms as per their age. Most of the learners in class are positive, helpful, cooperative, and obedient as usual some are difficult learners and are a challenge to me as a teacher. |

Unit 1 Understanding principles of learning and teaching

Learning outcomes:

A. Explain their understanding of the concept of learning and how people learn.

B. Review teaching methods and learning activities they use in their practice that engage

and motivate students to learn.

C. Explain their understanding of the term ‘assessment’ and its purposes.

D. Identify and explain key features of what they think makes an effective lesson and evaluate the impact any new learning will have on their future professional practice.

Candidates will:

* observe an experienced practitioner teaching a group of at least six learners for 40–120 minutes
* observe the experienced practitioner’s practice, accompanied by their mentor
* discuss with the mentor the key features of what makes an effective lesson.

Evidence of learning

* Describe your personal understanding of the concept of learning and how people learn.
* Identify the teaching methods and learning activities you use in your current practice that engage and motivate your students to learn.
* Briefly explain why you chose these teaching methods and learning activities.
* Explain the differences between formative and summative assessment and their main purposes.

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| Per my understanding Learning is an endless process where an individual continues to acquire knowledge from experiences from life and from observing others. I must say that learning is a process of drawing connections between what is already known or understood and new information to gain. Learning cannot be coerced on an individual and it is not a simple process. The reality is that learning, like Lynda, (2002) put it, ‘is a very individual, complex, and, to some degree, an indescribable process: something we just do, without ever thinking too much about it. It is also a complex social activity. Perhaps the most striking result of recent research around learning in childhood and adolescence is that very little comes through conscious and deliberate teaching (Gopnik, 2017). It mainly comes from participation in life.  Learning is also targeted to make a behavioral change in the learner. These behavioral changes are permanent and leave a firm mark on the conscience of the learner. Throughout many works of literature, a variety of definitions of learning have been proposed. Woolfolk’s (1998) definition encompasses a range of theoretical approaches: “In the broadest sense, learning occurs when experience causes a relatively permanent change in an individual’s knowledge or behavior. The change may be deliberate or unintentional, for better or for worse. To qualify as learning, this change must be brought about by experience – by the interaction of a person with his or her environment. … The changes resulting from learning are in the individual’s knowledge or behavior”.  Having a motivated student is one of the major challenges for teachers. Conceptualized as students’ energy and drive to engage, learn, work effectively, and achieve their potential at school. Motivation and engagement play an important role in students’ interest and enjoyment of school (Martin, 2001). Understandably, both also play huge roles in academic achievement (Martin and Marsh, 2003). Following steps were taken to achieve this.  Having a warm-up discussion to tap the prior knowledge was a teaching activity that laid the foundation to scaffold the learning process. It aided the teacher to adjust the facilitation of the teaching process so that it is based on the existing knowledge of the students. The students were able to relate to the topic of the lesson. The students were motivated to learn more. Activating prior knowledge, or schema is the first of seven strategies that Oliver Keen and Zimmermann,(1997) identified.    The teacher encouraged the students to learn through collaborative learning when students with mixed learning abilities were group together in different numbers to perform activities. In the “Sequence” activity the teacher instructed the students to form a pair and discuss after that suggest the name of different parts of the plant drawn on the whiteboard. This way the students were encouraged to participate actively in the learning process resulting in greater engagement and motivation.  The teacher was continuously used effective and thought-provoking questioning to gauge the effectiveness of the teaching as well as guide the learning towards the objective of the lesson. It was observed that effective questionnaires kept the students involved in the learning process and they were able to measure the progress of their own knowledge. As suggested by Cotton, 1988, the purpose of classroom questions is  to develop interest and motivate students to become actively involved in lessons.  The inclusion of digital media in combination with a whiteboard in the learning process also played an important in ensuring that the students remain engaged and keeping the motivation level up. The “Expert Talk” activity was aimed towards that. As per Jena, 2013, watching highly engaging visuals and animations makes learning an enjoyable experience for students while improving their overall academic performance in school.  With time it has been proven that active learning is by far effective than passive learning. When students become part of the learning process they are subjected to critical thinking and develop a deeper understanding of the subject. It is also a successful teaching method to keep the students engaged and motivated. The teaching becomes an interactive learning process. Collaborative learning is also part of active learning in which the students do various learning activities in small groups or with the whole class. Active learning also subjects the students to think critically, get involved in the debate, and do fact-finding through research. So seeing the overall benefits of active learning methodology I choose to base my teaching method and learning activities on it.  The purpose of assessment is to evaluate something. It is used in the learning process to assess the progress of understanding and to analyze the learning graph of the students. There are two forms of assessment, i.e. it can be formative or summative. The formative assessment is the one that is carried out throughout the lesson. On the contrary summative assessment is carried out at the end of the lesson. One more prominent difference is the frequency of occurrence of these assessments. Formative assessment is carried out more frequently during the learning process to gauge the learning and teaching process so that proper adjustments can be made. While summative assessment is carried out to evaluate the learning post the learning session. In a summary, we can say that formative assessment is diagnostic in nature while summative assessment is evaluative. | | |
| Word limit: **800** words | ***Word count:*** | **834 Words** |

Evidence of reflection

* Analyze the key features that you think make a lesson effective.
* Evaluate the impact your new learning and experiences from Unit 1 have had on your practice and how this will help you to prepare for Unit 2.

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| For an effective lesson, the lesson should start with a good warm-up discussion followed by tapping prior knowledge. As per Lassche, 2005 it is part of “initial orientation”. Brown (2006) defines, “prior knowledge is generalized mental representations of our experience that are available to help us understand new experiences”.  When the teacher showed a house plant and asked some prior knowledge tapping question was very impactful. The whole class got involved in the discussion that laid a foundation to scaffold the learning. Using a live example has a positive impact on the students through which the teacher was able to attract the attention of the class on the subject.  Instructing the students to form a pair and label the part of the plant through their discussion was an activity that was targeted to make the students learn collaboratively and hone their social and behavioral skills.  Using digital media in the learning process was one of the key features that made the lesson interesting and were extremely helpful in causing a deep understanding of the subject. It was a tool that helped to gain the attention of visual and auditory learners.  There was ample opportunity for formative assessment in the lesson. The teacher used these opportunities to gauge the progress of learning and covered the areas where more elaboration was required.  The impact of exit ticket activity “Another News” was quite observable. It aided the teacher to ensure that the students were able to summarize the things that they learned.  The experience that I had in Unit-1 was quite instructive from the perspective of how people learn. Learning is a continuous process, and it happens best when it happens naturally without deliberately forced teaching. So, in essence teacher can be termed as a facilitator who is responsible for planning and scaffolding the learning process. Nath and Cohen, 2011 argue that the teachers as a facilitator can set up opportunities for students to collaborate, design, and create in an independent manner and the students will be more active in class. Hence, while preparing for Unit 2 I would certainly focus on facilitating the learning instead of coercing.  It also corroborated various facts of active learning methodology. Involving learners in the knowledge-gaining process was quite helpful. When the teacher instructed the student to perform group activities, does formative assessment with effective questioning, I observed that the students’ engagement was highly elevated. Thus, I will certainly be going to base my Unit 2 lesson plan on active learning strategies.  Lastly, one important thing I became aware that a good lesson plan is necessary for an effective lesson and proper time management in class. I am going to give more emphasis on time management in the class in my coming lesson plan and will try to adhere to it while executing it. | | |
| Word limit: **400** words | ***Word count:*** | **464 Words** |

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Unit 2 Teaching an effective lesson

Learning outcomes:

E. Plan a lesson that has clear aims and objectives and a coherent structure.

F. Teach a lesson using active learning approaches to engage and motivate students to learn.

G. Teach a lesson in which students’ learning is regularly checked at suitable stages using appropriate formative assessment methods.

H. Evaluate a lesson using feedback from their mentor and their reflections to inform future practice

Candidates will:

* plan and teach a lesson
* arrange for the lesson to be observed and formatively assessed by a mentor to provide formative feedback for reflective practice.

Your context

Tell us briefly about the learning group you are teaching for your observed lesson. Tell us their age range, gender, group size, range of ability, learning needs, and any other information which you think is significant.

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| My students are in primary two. They are seven years old. There are 20 students in my class. In the class, there was a mix of boys and girls. A mixed crowd of visual, auditory, and kinetic students. They like to work in groups. They all are different in their language, culture, values, family, and home environment. This knowledge helped me to better support my students in the classroom and to receive more support from home. I have different learning style students and I endeavor to teach accordingly. |

Evidence of learning

* Explain why a lesson plan must have clear aims and objectives and a coherent structure.
* Explain why new learning should be built on students’ existing learning.
* Identify the assessment methods used during the lesson and explain why they were used.

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| Aims and objectives are an important part of the educational process assisting in clarifying the relationship between the learner and the teachers. Clear aims and objectives of the lesson plan benefit both students and teacher in several ways -  With this articulated, the students should have a clearer understanding of what they will learn should they complete the lesson, subject, or task.  Defining the aims and objectives of the lesson assists teacher in designing course content, teaching strategies or processes, and appropriate assessment methods. The “Aim” here means what teachers and learners want to achieve in a lesson or a course. In other words, the aims of the lesson plan describe what the teacher wants learners to be able to achieve by the end of the lesson, or what they will have done during it.  The lesson structure is said to be coherent if it moves from easy to hard and/or simple to complex over the course of the learning sequence. This enables the students to climb the ladder of learning systematically. With a coherent lesson plan, the students are provided with a simple introduction of the topic with prior knowledge tapped, and then they are guided through the higher level of learning. A coherent lesson plan helps the students to connect the dots and assimilate the learning more precisely.  As per (*Kujawa and Huske, 1995)* prior knowledge is the proper entry point for teaching and learning because it builds on what is already known, supports comprehension, and makes sense of new learning. Tapping prior knowledge is essential to scaffold the learning process from where the students are already aware. When the new learning is built on top of the current knowledge of the students’ they are able to correlate the new learning more appropriately. This helps keep them interested in the topic and can correlate the new learning with existing learnings.  Throughout the lesson, I observed that the teacher was constantly doing a formative assessment to gauge the efficacy of the learning. Some of the formative assessment method that I recognized as   * *Class discussion:* Observe the elicit response from the students. * *Short, regular learning checkpoints:* Using effective questioning and constant sharing of feedback. * *Exist tickets:* By conducting self-assessment activity.   According to me the classroom discussion as a formative assessment method was helpful to the teacher. It aided the teacher to understand the point of view of the students. Classroom-based formative assessment has been seen as a means of getting close to the student's thinking and a way of providing direct support and scaffolding for their development (*Torrance and Pryor, 7625).*  Having a short and regular learning checkpoint through focused questioning and providing feedback was a way to keep the lesson teaching process on track. So that the lesson was able to achieve its objective. This formative assessment encourages dialogue between the teacher and student and promoted open communication and active learning. And the teacher is able to gauge the progress in knowledge gained by the students.  At the end of the lesson, a brief self-assessment activity was a nice way to close the lesson. The purpose of this exit ticket activity was to make the students answer a couple of questions. That helps teachers as well as students to know how well they had understood the concept and were able to reflect on it. It also uncovers any gap that needed some extra support from the teacher (*Welch, 2020*). | | |
| Word limit: **600** words | ***Word count:*** | **600** words |

Evidence of reflection

* Evaluate the effectiveness of the lesson, highlighting what aspects helped to engage and motivate the students to learn.
* Evaluate the impact your new learning and experiences from Unit 2 have had on your practice and how this will help you to prepare for Unit 3.

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| Measuring the effectiveness of the lesson is paramount because the evidence produced is used for the major decision about our future lesson plan *(Ronald A. Berk, 2005).* The effectiveness of the lesson can be ascertained by observing the participation of the students in the learning process. Using this yardstick, I can see that lesson was able to grasp the attention of the students and they were happily participating in active learning.  The way the lesson was kicked off by tapping the prior knowledge was very fruitful. This assisted the teacher to base out the lesson on the students’ prior learning. Moreover, scaffolding the lesson on prior knowledge worked as a motivation booster. Since students’ prior knowledge about–and experience with–a topic can be leveraged to help kindle a desire to learn more (*Ambrose and Al, 2010*).  Another aspect of the lesson was to engage students’ participation through collaborative learning with the help of a whole-class activity. The students were encouraged to help each other to complete the task assigned to them through teamwork. This aspect is corroborated by (*Smith et al., 1992*) who says “Collaborative learning produces an intellectual synergy of many minds coming to bear on a problem and the social stimulation of mutual engagement in a common endeavor.”  The lesson was planned to be inclusive to engage visual, auditory, and kinaesthetic (VAK) learners by utilizing various available resources. The PowerPoint session conducted by the teacher is worth mentioning here. *Samiei Lari, 2014* reported that PowerPoint presentations made the content more appealing; therefore, it has helped attain students' attention. The concept of the learning that was illustrated through pictures and diagrams in this session reached out to most of the students and this kept them engaged.  Reward and recognition are two factors that help persisting motivation in any activity. I observed that the teacher used this aspect in various activities to keep the students motivated (*Baranek, 1996*).  The knowledge and experience that I acquire in Unit-2 were quite enlightening and have caused a deep impact. This is going to guide me to prepare a more engaging and effective lesson plan going forward.  The Unit-2 lesson was an interesting mix of various active learning strategies. From tapping prior knowledge of students, to scaffold the learning process in such a way that it engages all types of learners, (VAK) was executed successfully. Doing formative assessment at every juncture of the lesson was quite helpful to know the progress and effectiveness of the lesson. This gave an opportunity to the teacher to engage with the students and paved the path for open communication. (*Prozesky, 2000*) Collaborative learning through group activity inculcated the skill of teamwork and peer learning. The impact of using the available resources that presents the topic through the audio-visual was quite tangible. It helped a lot to grasp the attention of the students and keep them connected. Eventually, evaluating the progress of knowledge at the end of the lesson with a brief self-assessment activity helped the teacher as well as students to know how well they have achieved the objective of the learning.  There are many good aspects of the Unit-2 lesson that I would like to incorporate in my next lesson for Unit3. However, there are few things I would like to improve upon. Checking prior learning, collaborative and activity-based learning and continuous formative assessment would surely become part of the Unit-3 lesson. As per my observation, I found that the students seemed to be more enthusiastic when activities were resembling a game. Hence, I would try devising more game-based learning activities.  I would also like to improve upon effective questioning to enhance the focus and attention of the students to guide them toward the objective of learning. So that the lesson remains on track and achieves its aim and objective as desirable from the lesson plan. | | |
| Word limit: **600** words | ***Word count:*** | **647** words |

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Unit 3 Facilitating active learning through effective teaching

Learning outcomes:

I. Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.

J. Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.

K. Teach lessons using formative assessment methods to support and monitor the students’ learning.

L. Evaluate lessons to identify strengths and areas for further development in classroom practice.

Candidates will:

* plan and teach a lesson
* arrange for the lesson to be observed and formatively assessed by their mentor.

Your context

Tell us briefly about the learning group you are teaching for your observed lesson. Tell us their age range, gender, group size, range of ability, learning needs, and any other information which you think is significant. If your learners are the same as for Unit 2 please state this, but do not leave blank.

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| I am teaching students in grade 2. They are between the ages of 7-8. My class has 20 students, 12 boys, and 8 girls. A mixed crowd of Practical intelligence, Creative Intelligence, Analytical intelligence students in my class. Some of my students may feel too shy to speak up in classroom discussions and may not enjoy large-group tasks or volunteering to deliver presentations as much as another student might. Instead, these students could feel more comfortable expressing their views through online forums, one-on-one conversations. |

Evidence of learning

* Explain why learning activities are frequently Differentiated appropriately, with relevant theory.
* Describe the strategies you use to manage lessons effectively
* Explain how formative assessment and feedback support student learning.

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| The objective of the learning activities is to develop the existing knowledge of all the students in a class. But every individual student has a different learning style. When the teacher fails to use a differentiated teaching approach that matches the students’ learning style, they tend to comprehend little and lose focus of classroom instruction. Differentiated teaching activities can alleviate or eliminate this engagement.  Differentiating the content that responds to a students’ learning preferences has the potential to significantly improve the students’ learning outcomes, as corroborated by a study published in Procedia Social and Behavioural Sciences. It encourages the students to focus and be engaged in the learning process. There are (*Tomlinson, 2017)* four ways to differentiate the learning.   * **Content**: How the student will access the information * **Process**: The method of the activity’s students use to understand the information * **Product**: Projects or homework that ask the student to practice or apply the information * **Learning environment**: Space where the student is learning the information.   That the lesson achieves its aim and objective a conscious effort is required to manage its different parts effectively. The first step that I took was to create a lesson plan that acted as a blueprint of how teaching will be done that utilizes the classroom time in the best possible way. For this, I split the entire lesson into different sections which were focused to help the students learn through various activities. Each section has got its minuscule objective which collectively aligns with the objective of the lesson.  Creating a healthy and conducive learning environment is also an essential part of lesson management. I aimed to provide a learning environment that is safe, inclusive, respectful and engaging as a means to achieve the same.  Coming back to the lesson plan, special care was taken to ensure that it was based on active learning strategies. Start from tapping prior knowledge to concluding self-assessment activity the lesson plan was having an interesting mix of active learning strategies. Offering collaborative learning opportunities encouraging teamwork and peer learning and self-assessment and continuous formative assessment was the objective of my lesson plan.  Formative assessment is used to conduct in-process evaluation of students' comprehension, learning needs, and academic progress during a lesson. Formative assessment helps the teacher identify concepts that the students are struggling to understand *(Great Schools Partnership, 2014).* It further provides a means to both the teacher and the students to evaluate whether learning is taking place and making the appropriate adjustment to the teaching and learning process if required (*Owen, 2016*). A thoughtful and effective formative assessment allows students to starch beyond a rudimentary demonstration of their abilities and encourages them to improve upon their work. | | |
| Word limit: **400** words | ***Word count:*** | **451** |

Evidence of reflection

* Analyze the range of activities used across a sequence of lessons and judge the impact your teaching has had on your students’ learning.
* Evaluate the significant developments in your professional practice as a result of your Certificate program experiences, and those aspects that require further development in the future

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| Since students learn in the class in two ways, actively or passively. They learn passively by being receptacles of knowledge which means they do not have any role in the learning process. On the other hand, students learn actively when they become that part of the learning process and not only listening. The bottom line is, activity base teaching causes enhanced attentiveness and concentration in the class *(Albadi and Arulraj David, 2019*). Hence I tried to formulate a lesson plan that is abundant with activities.  The lesson started with an activity called “Mystery” where rock and a plant were shown to the students. This was followed by some thought-provoking questions such as, “What are the distinction between these?”, “How do you identify living and non-living things?” The students were encouraged to respond to these questions which eventually helped me tapping the prior knowledge of the students. The question that I also wanted them to answer is, “What are some things that living things need to grow?” While figuring out the things, they were subjected to critical thinking and developed the skill of finding facts and framing them into statements.  I planned the lesson in such a way that the formative assessment was carried throughout the session whenever a significant learning milestone was achieved, as stated by (*Popham, W., 2006*) ‘… formative assessment is not a test but a process…’. While facilitating the learning process, I asked tricky, effective, and stimulating questions that the students were enthusiastic and eager to respond to. This effective questioning strategy was part of formative feedback that aided me to gauge the learning progress and its effectiveness. *Bloom (1969)* states that the purpose of the formative evaluation is ‘… to provide feedback and correctives at each stage in the teaching-learning process. The ‘Hula Hoop’ activity gave me ample opportunities to get feedback and take corrective action. I distributed handouts with the phrase of Living and Non-Living things printed on them and instructed the students to classify them accordingly. This activity required the students to show through their classifications that they were able to reflect upon the learning. The more knowledgeable students (MKO) were able to do the classification quickly but students with low/average ability had to be supported. The formative assessment process helped me identify those students that required more attention and support so that they would be able to arrive at the same stage of learning as their other classmates.  Differentiation of the lesson content is essential to better learning. We know that not all students are alike. Based on this fact, differentiating the content becomes important. According to Hall, T., Vue, G., Strangman, N., & Meyer, A., 2003 differentiated instruction applies to an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. I think that visual tools can be quite helpful here. A study conducted by Ozaslan and Maden, (2013) found that students (97.1%) think they learn better if the course material is presented through some visual tools. Keeping this in view I included a PowerPoint session amid the lesson. In this session, I tried to present information that appealed to the low-ability students through visual aids. My PowerPoint slides were crafted in such a way that it was intuitive and was able to convey the objective of the lesson categorically.  By the time the “Line Up activity” was initiated, the students were informed of the basic characteristics of Living and Non-Living things. To level up the knowledge among the students I conducted a group activity. According to *Vygotsky, (1978),* much important learning by the child occurs through social interactions with a skillful tutor. Therefore, I instructed my students to discuss this with their partners. At the end of this, I asked them to form a group and collectively write the characteristics of the objects that are belonged to either Living or Non-Living. This group assessment allowed me to gauge their progress and ability to recall.  The journey of doing this Certificate program was quite informative and has empowered me as a teaching professional. This program would help me do my current job as a teacher more systematically and quality-focused. It has provided me with better insights into how to strategize the lesson for effective teaching. My understanding of how learning happens has been revolutionized. It trained me that how I can use different teaching methodologies to make the learning process more engaging, motivating, and conducive for the students. The importance of tapping prior knowledge of students and scaffold the learning process based on it was well emphasized throughout the program. Now my every lesson plan has got this section where I try to evaluate students’ existing learning or knowledge on the topic of the lesson.  The course helped me understand the significance of active learning methodology in the learning process. Doing continuous formative and summative assessments and effective questioning is essential to determine the progress of learning. Sharing the formative feedback that promotes dialog between teacher and learners, and between learner and their peers is paramount.  I discovered in this program that through the differentiation of content, we can target different types/abilities of learners - visual, auditory, and kinaesthetic. Moreover, the learning experience would be enhanced by making collaborative (by forming groups) and paired learning opportunities available whenever possible. Utilizing the available resources makes the learning interesting and engaging. Time management is also particularly important. Completing activities in time is essential so that the learning process is balanced and has a mix of all the aforementioned good practices.  When I carefully reviewed my teaching practices, I found that there are a few areas where there is some opportunity for improvement. Time management was foremost of them. Time management means those behaviours “that aim at achieving an effective use of time while performing certain goal-directed activities” (*Claessens et al., 2007*). In the “Line-Up” activities students took too long to complete and it affected the availability of time for successive activities.  Maintaining discipline in class is another aspect that I need to improve upon. I observed that when I was occupied with one-on-one interactions with the low-ability learner in the class discipline was affected. In the future, I would engage the class with such activities as drawing or painting. | | |
| Word limit: **800** words | ***Word count:*** | **1034** |

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