Observation Visit Form

Unit 1 requires candidates to observe an experienced teacher teaching a lesson, accompanied by their mentor. They should then discuss and identify with their mentor the key features of an effective lesson.

To meet this evidence requirement, we will accept a completed copy of this form, audio, images, or video as long as the evidence meets the requirements stated on this form. Please see the Help & Support page on Artefacts for guidance on how to submit different types of evidence.

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| **Candidate name** | Harshita Sharma | **Date of observation** | **16-03-2021** |
| **Mentor name** | **Geeta Mohan** | | |
| **Experienced teacher name** | **Radha Shreehari** | | |
| **Highlights of the lesson –** as observed by the candidate  *Use this section to identify the teaching, learning, and assessment approaches used by the experienced teacher.* | *What teaching methods and learning activities engaged and motivated students to learn?*  *What formative assessment methods were used?*  The lesson began with a hook activity, where the teacher introduced the topic of the lesson and showed a house plant. After seeing the real-life example the students became quite curious and excited. Followed by this the students were asked few questions like- “Where do we see plants?”, “How does a plant gets water?”. This way the teacher tapped their prior knowledge. I observed that it promoted healthy dialog between the teacher and the students. Where the students were able to share their knowledge freely. Good bonding with the students and the teacher promoted a conducive environment that fostered motivation and helped to keep them engaged.  In the activity ‘Sequence’ the teacher asked the students to form a pair and based on their discussion label the parts of the plant on the whiteboard. This way the students were subject to collaborative learning where they help each other to develop their learning and kept each other involved in learning.  The teacher used a variety of resources in the activities like PowerPoint presentation, video, colorful sheets, real-world examples, worksheets, roleplay. These varied usages of resources were used for the constructivist approach of learning. Students enjoyed using resources. It motivated them to participate enthusiastically in the learning activity and subjected them to collaborative learning practice.  The teacher used a good mix of active learning strategies to keep the students engaged and motivated. Effective and guided questioning was also done frequently. This aided her to keep the class focused and fule the chain of thoughts among the students. When learners are subjected to constructive thinking they tend to learn through constructivism, fostering deep learning.  During the warm-up exercise, the teacher employed several formative assessments for effective learning and feedback, Formative assessment, which involved a continuous cycle of feedback and improvement in each learning activity, ensured that learning is both valuable and successful.  Throughout the lesson, I observed that the teacher utilized formative assessment strategies such as observation and questioning to continuously gauge the progress of learning. Every time she completed a sub-topic she asked pertaining questions and motivated the students to respond.  In the “Summary” activity the students were subjected to self-assessment when they were asked to complete the part of the plant independently. The teacher as well as the students were able to know how well they have understood the topic. She took appropriate action to bridge the gap in understanding if any.  Students wrote a correct interpretation of the major idea underlying the lesson delivered that day in the wrap-up activity, "Another News". They then use roleplaying to convey further information about the topic. This was an exit-ticket based assessment, carried out at the end of the lesson to see how knowledge gained by the students is summarized by themselves. | | |
| **Key features of an effective lesson –** from the discussion between the candidate and mentor  *Outcomes of the discussion between the candidate and their mentor.*  *The identified key features should be based on the observation of the experienced teachers' lessons.* | *What teaching methods and learning activities engage and motivate learners?*  The teachers employ various teaching methods and learning activities in intention to engage and motivate learners are largely based on active learning strategies. Active learning can be defined as a teaching method where learners are actively involved in the learning process, building knowledge and understanding instead of just acting as a mere receptacle of knowledge. In this method learner takes more responsibility for their learning and teacher becomes enablers and activators of learning.  When students are provided with a learning environment, opportunities, interactions, tasks, and instruction, deep learning is achieved. Making social constructivism, defined as the interaction between the student the teacher and peer, available also promotes learning. Active learning can be broadly categorized as Collaborative learning, Co-operative learning, Problem-base learning and Experiential learning.  To assimilate benefits of active learning in day-to-day teaching following Active learning strategies such as Paired/group discussion, Questioning technique, Whole class activity, Debates, Role play and Group work, etc can be utilized.  *How is the assessment used in the learning process?*  Assessment has an important role to play in the learning process. As it helps to find answers to some pertinent questions about the effectiveness and conduciveness of the learning process. Such as “Is the teacher teaching the what he/she thinks he/she is teaching?”, “Are students learning what they are supposed to be learning?”, “Is there a way to teach the subject better?”. The question eventually helps both the teacher and the students. The teacher can make the necessary adjustment in the teaching process when assessment shows signs of improvement. The students come to know how well they have understood the lesson and makes appropriate effort to rectify the gap.  Apart from this, assessment help open a feedback channel between the teacher and the students, where they both use the inputs provided by each other to improve upon their work. This also makes the learning environment learner-friendly and creates a bonding between them that helps in elevating the communication barrier if any.  *What other features make a lesson effective?*  The effectiveness of the lesson is affected by other parameters as well. Scaffolding the learning so that it is based on the students’ prior knowledge, encouraging students of mixed ability to work together by promoting small group or whole class activities, and posing thought-provoking questions which inspire them to think for themselves are foremost of them.  Differentiating the content and mode of teaching based on students’ abilities is also an important factor. This ensures that no one is left behind and knowledge is imparted in a leveled way.  The application of technology in teaching makes the learning process engaging and a way to make the lesson effective as 21st century youngs are surrounded by digital media.  Ensuring effective behavior management in class is crucial. It helps in gaining respect from the students and having a disciplined atmosphere for learning. | | |