Teaching Activity Log

Unit 3 requires the candidate to select and analyse a range of teaching activities used in a sequence of lessons. Candidates should briefly evaluate and reflect on a minimum of 3 activities that show their developing learning and understanding. (While u have provided a minimum of 3 activities, the brief here states that the teaching activities should be used in a sequence of lessons. Hence it would be advisable to write about 1 lesson from unit 2)

You may also choose to submit artefacts that support your evaluations and reflections in this log. 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 completion** | 14-Apr-2021 |
| **Mentor name** | Pramod Sharma | | **Mentor Signature** |  |
| **Description of Teaching, learning or assessment activity new to your practice** | **Date of lesson** | **Evaluation of Activity** | | **Reflection – what have you learned?** |
| ***For example, Students were grouped randomly. Students worked together to produce a graph to explain their results*** |  | *Explain why this activity was chosen. Did the activity help students meet the learning objectives? How do you know****?*** | | *What did you learn about your teaching practice from using this activity? What changes would you make based on your evaluation?* |
| **Hula Hoop Activity**  This was a whole class activity. Participation in this activity was a must for all of the students. In this activity, there were two 'Hula Hoops' put on the classroom floor. One of the hula hoops was tagged as Living things, and another was tagged as Non-Living things. Each student was handed one handout with both living and non-living organisms printed on it randomly. Each student must come in turn and place the handouts in the appropriate hula hoops (Living or Non-Living).  The process began and students started categorizing the handouts. There were instances where some students failed to categorised it correctly. The teacher used the opportunity to clarify the gap in the understanding. | 14-Apr-2021 | The main motive of having this activity ~~is~~ was to encourage and motivate the students to learn through self-assessment and recollection of learnings imparted.  The activity required the students to classify living and non-living things based on their prior knowledge. When they do it in a large group it promotes and encourages collaborative learning. The thought process through which students went to decide where to place the handout, promoted critical thinking.  There was a sufficient amount of formative assessment opportunities available throughout the activity. For those students who failed to classify the handout due to a gap in learning, I took the opportunity to clarify things. This gave me a chance to bridge the gap in students’ understanding.  Formative testing (What is this? We do not get it) along with effective questing (what is this?) was carried out, which guided the advancement of the remainder of the class.  The number of students that completed the activity successfully was corroborating the fact that learning imparted till not is meeting its goal.(What does this mean?) | | The activity taught me that the learning process can be enhanced by a mix of fun activity with self-assessment. This activity also brought the fact that when students were allowed to hone their decision making skill they can organise their thoughts. In the end, they would be able to develop critical thinking skills.  When a student does an activity in a large group where diverse ability students learn together they develop social learning skills.  In the future, I would like to conduct this exercise with ~~some~~ more real-life objects. (Please list at least 3 examples of what these are?) (Please also explain why) When the exercise is organized as an outdoor activity, it becomes more productive. (Really? Why is that so? Explain why.) With real-life examples, (such as…..) the distinction between living and non-living things becomes more clear and causes deeper understanding. I would like to give more time to this activity so that they would be able to get the full value out of the activity to concepts clear. (What does this mean?) |
| **Zoom Time**  The teacher showed the students a PowerPoint presentation (ppt) about living and nonliving things.?? Through slides containing pictures and bullet~~ed~~ points, the teacher was able to cover~~ed~~ the topic of the lesson imaccording to the learners preference. The students were encouraged to learn through the example seen in the PPT. The ~~instructor~~ (be consistent – teacher) posed several questions to the students to gauge the learning.  Once the session was over the teacher urged the students to turn towards their peers, and narrate qualities of living and non-living things. The teacher ~~was~~ closely ~~monitoring~~ monitored the students and corrected them if properties where wrongly (What does this mean?)  After this, the student was given 5 minutes to create the illustration seen in the PPT. (Is there a purpose for this?)  Make a list of both living and non-living things.(What is this? An instruction? For whom?) | 14-Apr-2021 | Since we all know picture worth a million words. Learning that is supported by visual artefacts makes a deeper impact.(Is there a purpose for this here?)  The students with visual learning ability were first and foremost the beneficiaries of this activity. When examples of living and non-living things were shown through pictured examples, it conveyed the objective of the learning to the students.  When the PPT session was over, ~~and~~ the teacher asked them to narrate the properties of the living and non-living things to their peers. Due to the students’ ability to articulate their answers, including the quieter students, the effectiveness of the session was easily gauged by the teacher.  She found that the clarity of the objective of the learning was advanced.(What does this mean?) | | While doing this activity I found that it was appealing to all types of students. This was a captivating session that engaged the students in the topic of learning.  This provided me with the opportunity to convey the objective of learning through the various examples of pictures.  Going forward I would like to replace the PPT with a short movie clip. Which will give me more options.(Why are u writing such sentences, they are incomplete.) For instance, I can use artefacts to elaborate on the topic which is difficult and impossible to do in the classroom. Like animals with their offspring. Showing touches me not plant and plants that catch insects( carnivorous plants). (What does this mean?) |
| **Line Up Activity**  In the “Line Up” activity students were asked to form four groups. Each group was provided with a paper sheet. They were told to discuss characteristics of Living and Non-Living things within themselves and write them down on the paper sheet provided.  After they were done with it they were told to exchange the sheets across groups. Then one volunteer group is asked to come forward and write the characteristics of living and non-living things on the whiteboard. | 14-Apr-2021 | The motive of the activity was to encourage students to work in groups. The students involved themselves in discussions, team work and brainstorm sessions.They were encouraged to develop good communication skills so that they could collectively explain their conclusions. The lower ability students were able to work at their own pace to arrive at their answers. As a result of the encouraging learning environment created by everyone, peer assessments were no longer seen as a fearful event. All students were able to confidently provide their views and correct one another without fear. This made this activity a successful learning development . This also makes the social system available to low ability students. (What does this mean?)  After this activity, I found that the characteristics that the groups came, to identity living and the non-living thing was quite up to the mark. (What does this mean?) That means that the learning was quite effective. (How is Cambridge to know this? U have not justified any evidence at all as your answers.) (What u have written here to state that the learning is effective, is basically nothing at all.  It is your duty to show to Cambridge the evidence from your LP – meaning what the students did in this particular activity to show the success of their learning. U merely saying that it was successful is not an acceptable answer. Hence, learn from what we have written..) Read our amendments and learn from this. U need to bring write about one activity from unit 2.  ~~After they worked in a group, I found that the bonding between the peers has improved~~. | | I learnt that letting students learn through a group activiy produced a substantial amount of benefits (What were they? Are u, as a candidate not willing to list at least 2-3 answers?) that I observed as the learning unfolded. I saw that the students were making substantial efforts to make this presence felt by others through their constant participation and the sharing of answers within the group. I was able to see that they were proud of their contributions and how their classmates opinions mattered to them during the peer assessments. I was able to see that this forced them to ponder deeply and profoundly over the topic of learning to establish their findings.  Now I am more convinced to incorporate group learning activities in my future lessons. I will keep the group balanced with 4-5 members. I will also ensure that the group has a mix of different ability students. |