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.

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****?***  ***000+*** | | *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 either 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 categorize 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. | | The activity taught me that the learning process can be enhanced by a mix of fun activities with self-assessment. This activity also brought the fact that when students were allowed to hone their decision-making skills they can organize 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 and interpersonal skills such as leadership, communication, and conflict management.  While this activity was getting executed I observed that slight changes in the activity will make it more effective. First change would be to increase the number of handouts provided to the students. This increases the range of objects that they can categorize, resulting in diverse knowledge.  Another adjustment I would make is to ask the students to share two points that influenced their choices. Because the students will not just categorize arbitrarily, but will instead base their decisions on evidence. This way I will be provided with more opportunities to do formative assessment resulting in enhanced teaching and learning experience. |
| **Zoom Time**  The teacher showed the students a PowerPoint presentation (ppt) about living and non-living things. Through slides containing pictures and bullet points, the teacher was able to cover the topic of the lesson according to the student's preference. The students were encouraged to learn through the example seen in the PPT. The teacher posed several questions to the students to gauge their 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 closely monitored the students and corrected them whenever they were wrong. | 14-Apr-2021 | 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 more prominently.  When the PPT session was over, 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. | | While doing this activity I found that it was appealing to all students with different abilities. This was a captivating session that engaged the students in the topic of learning. The objects shown on the PPT triggered a chain of thoughts among the students that caused a thorough discussion on the topic.  This provided me with the opportunity to convey the objective of learning through the various examples of pictures. I observed that when I combined my teaching with illustration on the whiteboard and digital media resources it created a noticeable impact on the learning curve of the students.  Though the PPT presentation was well enough. But going forward I would like to interchange the PPT with some short video clips. This will provide me with opportunities for greater student involvement and will assist me in capturing students' attention through innovative animation and captivating content. |
| DISCOVER MORE This was a whole class activity. The class was divided into four groups. The teacher created a setup where she formed five stations dedicated to each sense organ. The students were instructed to visit each station and perform the activity accordingly. For seeing the station they had to remember the objects on the platter and then identify the missing object which was removed by the teacher. At the smelling station, they need to identify objects based on their smell. At the hearing station, they had to identify objects from the sound they make, and similarly at the taste and tough station they had to identify objects based on their taste and feel. Since this activity was a kind of game the students were quite excited and were full of zeal. Through this activity, the teacher was able to convey the importance and functions of sense organs.  In the end, the students shared the experience they had while doing the activity. They were also instructed that each group would collectively state the two-point on the importance of sense organs in our day-to-day life. | 14-Apr-2021 | The motive of the activity was to let students learn through a fun activity. When students learn while having fun it helps them retain the information better because the process is enjoyable and memorable. I observed that the students learned better when they take charge of their learning instead of being taught. Another aspect of this activity was to create an atmosphere of learning where the students help each other, share ideas, cheer each other apart from learning together. Bonding between the students was drastically enhanced. Though this does not directly affect the learning process but has an immense effect on creating a conducive environment for learning.  The students involved themselves in discussions, teamwork, and brainstorming sessions. They were encouraged to develop good communication skills so that they could collectively explain their experiences and conclusions. A synergy was formed when mixed ability learners were discussing the importance of the sense organ. 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. | | The primary learning that I acquired that learning should not be forced. Learning occurs better when it is volunteered and the process is enjoyable and full of fun. This only happens when the teacher becomes a facilitator and helps the students drive their learning process. Creating a positive environment that fosters learning through activities that prompt the student to mingle with each other is very important. The game-based learning activity can help to build this kind of environment.  Through this activity learned that letting students learn through a group activity produced a substantial amount of benefits. It helps in developing students' cognitive, social and interpersonal skills. In the part of the activity where they have to respond as a group and need to summarise their experience, I observed 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 classmate's opinions mattered to them during the peer assessments. I also learned that a group activity combined with proper formative assessment encourages the students 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 try to keep the group balanced with 4-5 members. I will also ensure that the group has a mix of different ability students. |