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- COURSE TITLE POST – INTERNSHIP SEMINAR
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REFLECTIVE PRACTICE

- Reflective practice is a mindful approach to professional growth, where teachers thoughtfully examine their daily classroom experiences. It is a purposeful, cyclical process that enables educators to connect lessons, refine methods, and maximize student learning. By carefully observing, analyzing, and assessing classroom interactions and outcomes, teachers gain valuable insights into their instructional strengths and areas for improvement.
- This approach ensures that every lesson becomes an opportunity for both student learning and teacher growth, creating a dynamic cycle of improvement in the classroom.
- Below is a presentation of a reflection on a lesson I taught.

- INSTITUTION: UNCLE RICH SENIOR HIGH SCHOOOL
- DEPARTMENT: I. C. T
- SUBJECT: INFORMATION AND COMMUNICATION TECHNOLOGY
- TOPIC: COMPUTER SOFTWARE (SYSTEM SOFTWARE)
- DURATION: 80 MINUTES
- FORM: ONE (1)
- DATE: 25/11/2024
- TIME: 7:30-8:50

INSTRUCTIONAL OBJECTIVES

By the end of the lesson, learner(s) will be able to:

- Define computer software and categorize it into operating systems, device drivers, and utility software.
- Explain the functions of an operating system in a computer.
- Identify examples of utility software and their purposes.
- Describe the role of device drivers in hardware communication

INSTRUCTIONAL OBJECTIVES

TLM:

- Projector
- computer with installed operating system(e.g. Windows, Linux)
- PowerPoint Presentation (Lesson content images and Videos)
- Samples of utility software (e.g., antivirus, disk cleanup tools)

RPK: Students are familiar with basic computer hardware components (e.g., keyboard, mouse, monitor)

REFERENCES:

- GES Syllabus,

PREPARATION

- Facilitator reads the topic from relevant books, online resources and prepared multimedia aids (videos, images) to illustrate software types.
- Facilitator designed interactive activities to engage students

INTRODUCTION

- The lesson was started with questions : "*What happens when you turn on your computer?"* to elicit prior knowledge.
- Facilitator showed a short video of a computer booting up to introduce the role

- **METHOD USED:**
- 1. Demonstration method
- 2. Brainstorming method
- 3. Group discussion
- 4. Question and answer method

STAGES OF THE LESSON

STAGE 1: Introduction and Video Demonstration

- Activity: Students watched a video explaining how an OS manages hardware and software
- Instruction: I showed a video on how an OS manages the computer system
- Outcome: This visual aid helped the learners grasped the concept of software as “instructions” for the computer.

STAGE 2: Categorizing Software

- Activity: I used a chart to classify software into Operating System, device drivers and utility software.
- Student Response: The learners suggested some examples (e.g. Windows OS, printer driver)
- Instruction: We filtered and refined their responses to identify the correct steps.

STAGE 3: Group Activity

- Activity: Each group researched and presented and presented one software type (functions + examples)
- Instruction: I provided guided questions to structure their presentations.

<u>STAGE 4</u>: Practical Demonstration

•Activity: Students were tasked to launch the device manager ,identify various device drivers and update them using internet.

•I tasked them to install antivirus software on the computers

STAGE 5: **Explanation and Clarification**

- Instruction: After all the activities, I explained each stage in detail to ensure understanding.
- This structured approach integrates multimedia, group activities, and interactive discussions, fostering a comprehensive understanding of computer Software

•APPLICATION

•Students identified software types on school computers and explained their uses.

• CONCLUSION

•I concluded the lesson by orally asking students to state the difference between an OS and a driver?“

•Name one utility software and its purpose

STRENGHS

- High student engagement during the video and demo.
- Clear linkage between theory (definitions) and practical (Task Manager).
- Effective use of real-world examples (e.g., antivirus for utility software).

CHALLENGES

- Though the lesson was successfully taught and objectives achieved, there were some challenges. I came to realize that some students confused device drivers with hardware

INNOVATIVE MEASURES

To overcome the mentioned challenge, I implemented innovative strategies in the subsequent lesson. Specifically, I incentivized participation by offering rewards such as monetary incentives and free exercise books to actively engage students.

INSIGHT GAIN

I leant that the use of a strong RPK, good introduction and the use of multimedia can energize students' interest and participation in a lesson. Furthermore, active student involvement contributes to smoother lesson delivery.

CONCLUSION

- **Final Reflection**

  "Education is not the filling of a pail, but the lighting of a fire." – William Butler Yeats

• **Transformative Teaching:** This lesson reminded me that true learning sparks curiosity, not just memorization. The moment students eagerly passed around hardware devices, debating whether a touchscreen was input or output, their engagement illuminated the classroom.

• **Growth Through Adaptation:** Initially, I worried technical terms might overwhelm beginners. But by weaving in games (like Hardware Bingo) and real-world parallels (e.g., comparing storage devices to school backpacks), abstract ideas became tangible.

CONCLUSION

Key Takeaway:

The best lessons don’t just inform; they inspire. When students lean in, ask questions, and connect concepts to their world, the fire of understanding burns long after class ends.

THANK YOU!