Teaching Practice

Student’s Name

Institutional Affiliation

**Teaching Practice**

**Video Summaries**

The classroom videos presented vary from each other in terms of the mode of content delivery and the mode of feedback by the teachers. In addition, they vary in terms of the content and subjects being taught to the students, the lesson, the activity, and the organization of the students and the groups within the classroom setting. The first video is on ‘Developing the Skills to make Scientific Inquiry’ that feature the key lessons and the factors to be considered by students in order to be able to make a well informed scientific inquiry and be able to answer and meet all the critical elements of the process of scientific inquiry. The content of the lesson is delivered through open discussion at the group level and collaboration between teachers and the students as a means of enhancing understanding of the process of making a scientific inquiry and researching on a given scientific topic and subject both as a student and as a professional. Lastly, in terms of the organization and the study process of the classroom setting featured in the video has been organized into small groups of four to five students. In addition, they are provided with the study materials needed to complete the discussion at the group level as the teacher goes around from one group to another, trying to attend to the challenges and the issues presented by the students in the process of engaging in the group activity (Molina, Fatima, Ho, Melo, Wilichowski, & Pushparatnam, 2020).

The second video is titled 'Learning how to Start Conversation' is presented within a classroom setting with the teacher using a PowerPoint presentation to explain the key concepts and themes relevant to the class topic. In terms of the classroom organization, the teacher and one of the students are involved in leading the class and the rest of the students through the key theme of the lesson, which relates to the process of starting conversations that is meaningful. The end goal of starting a good conversation vary and may aid a person in making great friends and may also come in handy in the process of securing a job. Notably, from the video, the presence of the teacher alongside the student presenting the PowerPoint presentation comes in handy in responding to the questions posed by the classroom to the student presenting. For this reason, it can be concluded that the class is a form of an open discussion in which the rest of the students are invited to present their perspective and raise the issues and areas that they feel they have less understanding or are in need of more clarification from the instructor (Bouchaib, 2016). Although the class is relatively small, the organization has been made in such a way that each of the student has an opportunity to engage in the class, and they closely follow the key themes presented by the rest of the students and the clarifications presented by the class instructor.

The third video is on 'Developing us-History' with the class organized in the form of discussion at the group level with the members of each group comprising of four to five students. Notably, while the classroom setting is organized into discussions and activities at the group level, the teacher is able to perform real-life assessments on the definitions and the feedback from the students on the specific ideas related to the group work and the lesson outcomes. Notably, the approach employed by the teacher is one in which the students are able to share their individual ideas with each other and be able to discuss and explain to the teacher why they have the idea and why they believe that way. By engaging the students and understanding their learning and idea-generation process, the teacher is able to pass the key themes and correct areas where the students have faced challenges in their understanding (Poirier & Wilhelm, 2018). Importantly, the teacher provides guidance and ensures that the students raise any issue and seek help from each other and from the teacher to aid in the process of generating ideas.

**High-Leverage Practices**

The high-level practices used by the teachers in the three videos include the provision of oral and written feedback, coordinating and adjusting the instruction during the class, and eliciting and interpreting the individual thinking among the students. The teacher on the first video titled ‘Developing the Skills to make Scientific Inquiry’ has identified the use of oral and written feedback and the keyway and approach to enhance learning among the students. Notably, to enhance the understanding of the students, she has provided the students with the key questions to consider guiding their learning process (Poirier & Wilhelm, 2018). In addition to this, she goes around from one group to another, observing the responses of the students and writing down the points gathered and the areas that need corrections while providing immediate oral feedback to the students as they continue with the group discussion.

For the second video titled 'Learning how to Start Conversation,' the high-level practice employed by the teacher entails coordinating and adjusting the instructions during class to enhance the level of understanding among the students. Notably, during the presentation by the student, the teacher takes the feedback and the key learning areas of the presentations and uses them to deliver extra content to the students and to expound on the areas that the students raise issues relating to the level of their understanding. Notably, as the class proceeds, the teacher is able to intervene to expound on the ideas that are not well understood by the rest of the classroom and provide insights into the points presented by the student leading the presentation (Gopinath, 2015). Lastly, the last video on 'Developing us-History' employs the use of eliciting and interpreting the individual thinking of the students. This is attained by letting the students discuss and fill out the activities presented at the group level before the teacher is able to analyze the responses given by the students. In response, the teacher seeks to review the thought pattern of the students in order to gain an understanding of the reason and the process through which they are able to come up with the ideas that are based on the group discussion activities presented.

The high-level practices used by teachers in the three videos supported and enhanced the learning process among the students by ensuring that the students have the feedback, both orally and in written form, regarding the way forwards and the areas to make corrections when further learning on the topic. Similarly, coordinating and adjusting the instructions during the lesson aided in presenting the chance for the students to have varied forms of understanding (Vlachou & Hui, 2018). In addition, it aided them to have a more appropriate answer to a question based on new instructions and giving more room for discussion and idea generations among the students. Lastly, eliciting and interpreting the individual thinking of the student will help in coming up with the required understanding of the students and using the outcome to inform the teaching process and make adjustments as a teacher to employ the best approach that will enhance the level of understanding among the students.

**Action**

The application of formative assessment is to establish the point in which it becomes necessary to gather and perform analysis on evidence on the purpose and the need to have instructional adjustments and the tactics applied in the learning process in order to improve the outcomes and the goals. The application of the formative assessment within the classroom setting presented by the two videos entails making an adjustment to the instructional environment and change of the learning tactic and the classroom climate. By applying the process of formative assessment, the teacher is able to gather data, analyze, and to be able to know whether changing the instructional approach would be necessary and the class session. For the video, the teacher will decide whether to change from group to presentation or whether not to give oral feedback to the students as they engage at the group levels (Vlachou & Hui, 2018). The instructional adjustments are made based on the assessments and procedures administered by the teacher to the students. In addition, the teacher may opt to use student-reported understanding to inform the adjustments to be made at the classroom level.

Before providing feedback to the students, it is important for the teacher to determine whether the feedback is negative or positive. When the feedback is negative, this could act as a discouragement to the students and could, in turn, negatively impact their learning efforts and levels of motivation. Because of the formative assessments performed on the students, one of the feedbacks entails the ability to change the mode of the operation given that some students may not be comfortable with public speaking. All three videos had elements of public speaking from the students at the group level and at the class level. Feedback will aid in improving the mode of engagement and aiding the students to learn how to best express themselves in a social setting and be able to express and expound on the themes and ideas relating to the class (Gopinath, 2015). Notably, while providing feedback to the students, the key goals of the feedback process are to ensure that they are educative I nature and given to the student in a manner that is timely.

**Recommendations and Conclusion**

Feedback will ensure that the student is provided with information regarding what they are doing correctly and that which they are not doing correctly as far as the learning process be concerned. At the group level, this may entail the process of developing ideas and definitions; they should be able to gather feedback at this level and get to grasp the process of developing ideas and expounding on the themes related to the topic. In addition, it is important to remain sensitive to the individual student's needs since it is vital to mind the target and the goals of the feedback process to the ability of the student to learn and engage within the classroom setting. By applying these measures and adjustments within the classroom setting, the process of delivery of instructions will change, and there will be a change in the manner in which the students engage with the teacher and other students during the lesson. At the group level, the students will be able to learn how to best develop their ideas and engage the teacher as a group in order to seek oral feedback on their understanding of the concepts discussed.

References

Azis, A. (2015). CONCEPTIONS AND PRACTICES OF ASSESSMENT: A CASE OF TEACHERS REPRESENTING IMPROVEMENT CONCEPTION. *TEFLIN Journal - A Publication On The Teaching And Learning Of English*, *26*(2), 129. https://doi.org/10.15639/teflinjournal.v26i2/129-154

Bouchaib, B. (2016). Exploring Teachers’ Assessment Practices and Skills. *International Journal Of Assessment Tools In Education*, *4*(1), 1-18. <https://doi.org/10.21449/ijate.254581>

Gopinath, D. (2015). Discourses and Practices in Teaching Methods and Assessment. *SAGE Open*, *5*(1), 215824401557337. <https://doi.org/10.1177/2158244015573371>

Molina, E., Fatima, S., Ho, A., Melo, C., Wilichowski, T., & Pushparatnam, A. (2020). Measuring the quality of teaching practices in primary schools: Assessing the validity of the Teach observation tool in Punjab, Pakistan. *Teaching And Teacher Education*, *96*, 103171. <https://doi.org/10.1016/j.tate.2020.103171>

Poirier, T., & Wilhelm, M. (2018). Scholarly and Best Practices in Assessment. *American Journal Of Pharmaceutical Education*, *82*(3), 6769. <https://doi.org/10.5688/ajpe6769>

Vlachou, M., & Hui, S. (2018). Classroom assessment practices in middle school science lessons: A study among Greek science teachers. *Cogent Education*, *5*(1), 1455633. <https://doi.org/10.1080/2331186x.2018.1455633>