FEEDBACK TUTORIAL LETTER

2ND SEMESTER 2021

ASSESSMENT TASK 1

TEACHING PRACTICE B

TCP620S
Feedback Tutorial Letter
Teaching Practice B (TCP620S)
Assessment Task 1

Aim of assessment: In this microteaching lesson, you should have presented a **ten minute lesson** on a topic of your choice from your trade. The objectives of this assessment task were to:

- Apply teaching and learning activities through a comprehensive and systematic approach in a simulated environment
- Demonstrate evidence to reflect on their taught lessons in collaboration with their mentors.

For this session, you had to do a ten minute and not more than fifteen minutes lesson presentation.

Part 1: Lesson Plan

You had to do the following to score 5 Marks for the completion of the lesson plan:

- Completed correctly
- Objectives and outcomes are correctly formulated
- Content and activities are linked to objectives
- Trainer, trainee activities are resources needed are clearly stipulated

Most of you met the full criteria but failed to include the overall learning outcome and all the resources that you have used for the lesson. Learning outcomes are **statements of the knowledge, skills and abilities individual students** should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences. Resources refers to the lesson plan, unit standard, training manual, PowerPoint, MS Teams and Internet Access, etc. For the next assessment task, ensure that you include all the above mentioned this can help you to score more marks for this assessment task.
The correct formulation of learning outcomes: Learning Outcomes are clear and SMART, using Bloom’s verbs to target domains and levels. Verbs like know, understand, realize and learn are not used as these do not specifically target Bloom levels and domains. The Outcomes should be explicitly written and vocalized. Many of you failed to correctly formulate the learning outcomes and objectives.

Part 2: Prepare a 10-minute lesson using the PowerPoint Template.
Most of you used the template for the PPT as required but failed to include transitions, animations, pictures, etc to engage your learners. For the next assessment task, please make use of the above mentioned as this can help you to score more marks for the assessment task.

Part 3: Present your 10-minute lesson on your assigned date and time.
90% of the students presented with a few challenges here and there. My overall impression is that you did a great job despite the technical challenges that you faced.

Part 4: Self-reflection:
The assessment also focused on your ability to reflect on your own strengths and weaknesses and develop an action plan that builds on your strengths and improves your weaknesses.
What are the values of self-reflection?
Have you ever taken a moment to step back and think, “Why did I just do that?” Self-reflection is a simple way to dig deeper into your feelings and find out why you were doing something or feeling a certain way.

With a profession as challenging as teaching, self-reflection offers teachers an opportunity to think about what works and what doesn’t in their classroom. We teachers can use reflective teaching as a way to analyse and evaluate our own practices so we can focus on what works.

Why is Self-Reflection So Important?
Effective teachers are first to admit that no matter how good a lesson is, our teaching strategies can always be improved—oftentimes it’s why we seek out our colleagues’
opinions. However, we run the risk of our audience making snap judgments about our instruction without truly having the context to support it. Self-reflection is important because it’s a process that makes you collect, record, and analyse everything that happened in the lesson so you can make improvements in your teaching strategies where necessary.

**The Process of Reflection**

Connecting self-reflection to effective teaching is a process. The first step is to figure out what you want to reflect upon—are you looking at a particular feature of your teaching or is this reflection in response to a specific problem in your classroom? Whatever the case may be, you should start by collecting information. Here are a few ways that you can do this:

**Self-Reflective Journal**

A journal is an easy way to reflect upon what just happened during your instruction. After each lesson, simply jot down a few notes describing your reactions and feelings, and then follow up with any observations you have about your students. If it helps, you can break up your journal into concrete sections, such as lesson objectives, materials, classroom management, students, teacher, etc. In this way, you can be consistent with how you measure your assessments time after time. You can find specific questions to ask yourself below.

**Video Recording**

A video recording of your teaching is valuable because it provides an unaltered and unbiased vantage point for how effective your lesson may be from both a teacher and student perspective. Additionally, a video may act as an additional set of eyes to catch errant behaviour that you hadn’t spotted at the time.

**Student Observation**

Students are very observant and love to give feedback. You can hand out a simple survey or questionnaire after your lesson to get students’ perspectives about how the lesson went. Think critically about what questions you’d like to ask and encourage your trainees to express their thoughts thoroughly. It’ll not only be a learning experience for you, but also an indirect exercise in writing for them.
Peer Observation
Invite a colleague to come into your classroom and observe your teaching. Now this is much different and more relaxed than when you have your Centre Manager or Head of Training come in and watch you. As a result, you’ll be able to teach more naturally and give your colleague an honest perspective of your instruction methods. To help them frame your lesson critique more clearly, create a questionnaire (you can use some of the questions below) for your colleague to fill out as they observe. Afterwards, make some time to sit down with them so they can more accurately convey what they saw.

Questions to Ask Yourself
Whether you’re using a self-reflective journal or trying to get feedback from your trainees and peers, perhaps the hardest part is actually coming up with the right questions to ask. Here are a few suggestions to get you started:

Lesson Objectives
- Was the lesson too easy or too difficult for the students?
- Did the students understand what was being taught?
- What problems arose?

Materials
- Did the materials keep the students engaged in the lesson?
- What materials did we use that worked in the lesson?
- What materials did we use that didn’t work in the lesson?
- Are there any resources or techniques that you’d like to see used instead?

Students
- Were students on task?
- With what parts of the lesson did the students seem most engaged?
- With what parts of the lesson did students seem least engaged?

Classroom Management
- Were my instructions clear?
• Was the lesson taught at a reasonable pace?
• Did all students participate in the lesson?

Teacher
• How effective was the overall lesson?
• How can I do it better next time?
• Did I meet all of my objectives?
• How did I deal with any problems that came up during instruction?
• Was I perceptive and sensitive to each student’s needs?
• How was my overall attitude and delivery throughout class?

Analyse and Implement Effective Techniques

Now that you have collected the information and student data, it’s time to analyse it. The first thing you should look for is any recurring patterns. If you video recorded your lesson, did you find anything that kept happening over and over? Look at your student feedback forms. Is there anything that students kept talking about?

Now that you have figured out what needs to be changed, you need to find solutions. There are a few avenues I would encourage you to explore:

• Talk to your colleagues about your findings and ask them for advice. They may have the same issue in their classroom and can offer you some ideas on how do things differently.

• Go online and read up on effective techniques that can help remedy your situation. As an age-old profession, there are bound to be resources that exist for the problems you’re experiencing.

• Interact with other trainers/instructors Posting questions may open up new perspectives and techniques that you hadn’t considered before.

The ultimate goal of self-reflection is to improve the way you teach. Through the findings you gather, you may gain the insight you need to take your instruction to the proverbial next level, or you may find that you’re already doing a stellar job. In either case, self-reflection is a technique that can gauge your standing honestly and you should strive to implement it throughout the year. By the time the next new class rolls around, you’ll have
a much better, comprehensive toolkit to pull from when it’s time to teach that lesson once again.

Source: Adapted from Home Teacher Resources Teaching Strategies

You will now agree with me that the reflection is about becoming aware of not just your strengths but also your weaknesses. For this assessment task, you had to use the feedback from your peers and lecturer to reflect. Overall, the lesson should have incorporated Gagne’s nine events of instruction to facilitate learning. See above. Now ask yourself whether your lesson really included this? If not, go back to the drawing board and do an action list to improve. The action list must include all the actions that you will take to improve. Just saying I will improve is not sufficient. Rather say I should improve in this area by reading more about Bloom’s Taxonomy for better understanding or I should observe my colleagues/peers to learn more from their teaching.

I believe that all students can score 100% for a microteaching session. This is because each of the below mentioned factors can be improved upon by analysis and practice in much the same way athletes carry out their training. During micro-teaching the skills acquired by instructor-trainees are practised during lesson presentation.

**Key Factors to observe are:**

Micro-teaching is based on the theory that teaching consists of a number of basic factors or skills such as:

- Communication
- Explaining
- Organising
- Questioning techniques
- Motivation of learners
- Problem solving and decision making etc.

**How to effectively prepare for a Microteaching session:**

Step 1

The instructor trainee prepares a small lesson often in the light of previous lectures, discussions etc. to do with some aspects of learning and teaching.

Step 2

A few specific skills are concentrated on e.g., questioning techniques, explaining (exposition) etc. during the lesson.

STEP 3

Class size (consisting of fellow trainee instructors) should be between 5 and 10 at most. This number is far below the group of 20 to 35 trainees found in a normal class.

STEP 4

The time limit is by far less than the normal 45 minutes that you teach in a regular lesson. This would take between 7 and 15 minutes.

STEP 5

The instructor trainee teaches what s/he has prepared to a group of colleagues.

STEP 6

Feedback session. After the trainee has taught the lesson, s/he is given feedback. Feedback is given by his/her colleagues as well as the trainer. The feedback should be balanced and should focus on both the positive aspects as well as the perceived weakness. It is done with a view to improving rather than destroying the morale of the teacher-trainee.

STEP 7

Deciding to re-teach the lesson. In the light of the feedback and the overall critique, the teacher-trainee prepares to re-teach the lesson. S/he replans the lesson and gets another opportunity to teach a group similar to the first one taught.
After every stage of the micro-teaching performance is reviewed and discussed, focusing attention on only one or two teaching skills, such as questioning techniques, motivation of class, class control etc. at a time.

**ADVANTAGES OF MICRO-TEACHING**

Micro-teaching has several advantages, such as:

- Enables separate skills to be practised and perfected
- Provides an opportunity for immediate feedback and further practise.
- Provides a less threatening class environment, and hence no big problem of class control.
- Constructive criticisms are made by peers and the trainer in a friendly atmosphere.
- There is room for practising the skills and making improvement.

Source: Adapted from: *Trainer's Handbook - A 14 days Teaching Methodology Course* (GTZ, 190 p.). Retrieved from [http://www.nzdl.org/cgi-bin/library?e=d-00000-00---off-0fnl2.2---00-0----0-10-0----0-000---0direct-10---4------0-11-11-en-50---20-about---00-0-1-00-4---0-011-1-OutfZz-8-00&cl=CL2.6&d=HASH931fe16beff87926191fd4.7.15.2&tg=1](http://www.nzdl.org/cgi-bin/library?e=d-00000-00---off-0fnl2.2---00-0----0-10-0----0-000---0direct-10---4------0-11-11-en-50---20-about---00-0-1-00-4---0-011-1-OutfZz-8-00&cl=CL2.6&d=HASH931fe16beff87926191fd4.7.15.2&tg=1)

With this feedback, I wish to encourage everyone to use the overall feedback of Assessment Task 1 to prepare for Assessment Task 2.

**Guidelines for Assessment Task 2**

**Instructions**

For assessment task 2, you are required to prepare and present a practical lesson depending on your trade that incorporates the nine events of Gagne’s Instruction.

**Incorporating Cognitivist Learning Theory Principles in the Lesson Plan**

You will recall from Psychology of Learning that we used Gagne’s nine events of instruction which is modelled after the Information Processing Model was used as a strategy to facilitate learning.

The nine events of instruction are as follows:

1. Gain attention
2. Inform learners of objectives
3. Stimulate recall of prior learning
4. Present the content
5. Provide “learning guidance”
6. Elicit performance (practice)
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer to the job

This lesson must be innovative and creative and should follow a learner centered approach. Do not use more than one learning objective. Use the templates of last semester for Microteaching B to prepare for this assessment task. You will lose marks should you use the wrong template.

You are free to incorporate all other techniques that you have learned in Semester 1 in Microteaching. For example, the Think-Pair-Share technique. This is a strategy that can be used to facilitate learning and is considered as an active learning strategy. This is where a student:

- is given a question to answer
- attempts the answer by himself/herself and
- pairs up with another student to discuss each other’s answers and shares the answer with the class for discussion.

Also see examples in your Microteaching notes from page 15 – 18 for better understanding.

Do note that for this assessment task, you will not present but rather do a Voice over PowerPoint (audio recording) or a video recording that you should upload onto eLearning not later than the cut off date which is 06 November 2021 @ 23:59.

**Guidelines:**

**How to record voice over a PowerPoint.** Click on the link below for guidance.  
https://support.microsoft.com/en-us/office/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c

Please do shout if you need any assistance. You can contact me at bcloete@nust.na or on WhatsApp. Ensure that you belong to our WhatsApp group. Contact the Group Administrator if you do not belong to the group.

Best of luck with this assessment task.
Regards
Bernadette Cloete