

## LESSON OBSERVATION SHEET DIGITAL TECHNOLOGY

**NAME:** Jennifer Gottschalk **YEAR LEVEL** 11

**SUBJECT:** Computer Science **CLASS** COM101 **PERIOD:** 1

**LESSON STRUCTURE:** THEORY \_\_\_\_\_ ✓ PRACTICAL \_\_\_\_\_ **DATE:** 1 August 2018

**LESSON OBJECTIVE:** Complete the practice assessment and move onto assessment AS91072 (This was not in written form but was verbally reinforced to the students at the start of the lesson).

### TEACHING/LEARNING ENVIRONMENT:

Lights on over student desks but off at the front to enable readability of work on the data projector. Classroom is at a good temperature. Usability rules at the front of the class above the board, class rules on the back wall of the classroom and other IT related posters around the room. No student work on the walls. Students use headphones to listen to video tutorials – more are required as the current set are mostly broken. Students are encouraged to bring their own but not all can.

### LESSON STRUCTURE:

#### Starter:

#### DO NOW: (Hei Mahi)

No Do Now given. Students straight into their work.

#### Main:

Students continued to work on either practice assignment or the actual assessment. No specific teaching from the front given, but students stopped on a couple of occasions to reinforce a point.

#### Closing:

Some students started to pack up of their accord, putting equipment away, logging off and standing at the door. Students reminded that they were not to leave the class until the bell went. Students thanked for their work.

### INTERACTIONS/ENGAGEMENT:

Walked around the class chatting with students to check they were on task, answered questions for students and gave feedback to students who had completed the practice task. Encouraged the students to “go for it” or “keep going”.

### CLASSROOM ATMOSPHERE:

Students talking quietly, most on task, a couple on things not related to the class. Most students were working on the assessment or practice assessment.

### WAS YOUR OBJECTIVE ACHIEVED: YES/NO

Yes, the objective was achieved. Students were observed either working on their practice assessment or assessment.

## **Observations**

**8.35 – 8.40** Early students came into the class and were greeted by GK as they went to their seats. Just before the bell rang she stood at the door for a couple of minutes and greeted students.

**8.40** Spoke to class and reminded them that their practice task was due and should be uploaded to Google classroom. Videos and answers available on the Google site connected to Google classroom. Some students had submitted work, which had been marked. They were now start the assessment. Students who were late were not queried about the reason for their lateness.

Went over what was expected for the special features part of the assessment.

**8.50** Students who were not working were encouraged to get logged on and to get on with their work. The roll was taken. All student names known so no need to call our names.

**8.53** Went to a student who had not been working and explained what was expected, where resources were that would be useful. Gave examples of what was expected. Asked questions about what the student observed about a feature of the website. Explained how to document what the student had observed. Student next to him was using his phone. Asked to put it away and then queried what the student was doing, encouraging him. (This student is often disengaged and can be hard to get to work). Unfortunately, after GK walked away, he returned to his phone and started talking to the person next to him on an unrelated subject.

**8.57** Spoke to the class regarding AS91072. Students were to let GK know when they were ready for this assessment and she would email the choice of website that they could investigate. Each student would have different choices. Continued to walk around and assess where students were at and encouraged them to carry on with their work.

**9.09** Two students who were earlier disengaged were observed using their phones. Most students still working on the assigned task. Students were observed making good use of the video resources.

**9.15** Returned to help Biship as he was off-task again. Spent 5 minutes demonstrating and explaining what was expected.

**9.21** A student was observed on a website not related to the assessment. GK went to talk to him about his lack of progress recently, reminded him that he could ask questions when he was unsure of what to do and encouraged him to optimise his time in class.

**9.23** Stopped the class to remind them that if they saw something that they would need later on in their assessment, to screenshot it so that they didn't waste time looking for the information when they got to that section.

**9.38** Some students started to pack up of their own accord, putting equipment away, logging off and standing at the door. Students reminded that they were not to leave the class until the bell went. Students thanked for their work.

**SUMMARY:**

The use of video tutorials is an effective tool as students can go at their own pace, go back over work they don't understand and allow the teacher to help students on an individual basis. Good one-on one interactions with students. Students know what is expected of them and most get on with their work independently. There is a nice classroom atmosphere.

It would be a good idea to try seating Tarewa and Biship away from each other as they disengage as soon as you walk away to talk to other students. They are regular users of their devices, which distracts them from their work.

**HOD:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_