

Lesson Evaluation

Components of the session

1. Rationale of the session
2. Objectives of the session
3. Session plan
4. Points for observing a lesson
5. Specific aspects of observing M&S lessons
6. How to handle post-demo discussion
7. Points for effective critiquing

questions for discussion

- How do you explain lesson evaluation ?
- What is the significance of lesson evaluation?

1. Rationale of the session

- One of the intervention areas identified by baseline survey is to strengthen teaching methods;
- ***Lesson evaluation*** is a method for enhancement and development of teaching methods;
- ***Lesson evaluation*** is also an important components of lesson study, which is composed of lesson observation and post demo discussions;
- ***Lesson evaluation*** makes it possible to develop viewpoints and skills necessary for improving lessons towards more activity-based student-centered lessons.

- How do you explain lesson evaluation ?

2. Objectives of the session

By the end of the session, the participants will be able to:

- ✓ Critique a lesson by analyzing various aspects of a lesson (incl. methodologies, student's participation, communication skill, the availability and relevance of teaching and learning aids, the quality of lesson plan as well as the specific objectives and its attainment);
- ✓ Give necessary and constructive comments to improve the lesson.

4. Points for observing a lesson

- ✓ Lesson is usually observed from the beginning to the end to evaluate the whole process of teaching and learning;
- ✓ Observers should take care not to disturb the class with unnecessary motion and noises;
- ✓ Walking around groups (but not to front) would help identify the individual learner's performance.

4. Points for observing a lesson

Other points are:

- ✓ All observers should have a copy of the lesson plan before going to classroom;
- ✓ Observing the whole process of the lesson and recording the points on the lesson observation checklist;
- ✓ Not to exchange ideas and materials in the classroom;
- ✓ The mobile phone should be switched off.

For discussion

- What are the focus areas of lesson evaluation?

5. Specific aspects of observing M&S lessons in the training

1. Methodology (related to **AS, F, A**)
2. Student's participation (**AS**)
3. Communication skill (**C**)
4. Teaching and learning aids (**T**)
5. Lesson progression (**F**)
6. Lesson planning (**P**); and
7. General remarks

For discussion

- What should we ask when we evaluate methodology ?

5.1 Methodology

Methodology comprises all the various facilitating activities of the teacher in the process of teaching and learning. These are the points to be checked during the lesson observation:

- a) Uses of appropriate teaching methods;
- b) Uses of appropriate patterns of interaction within and across teaching and learning process;
- c) Providing activities that promote the development of critical thinking and scientific inquiry skills / mathematical skills;
- d) Uses of appropriate assessment techniques.

5.1 Methodology

Therefore, the lesson observation checklist of our training includes the following questions:

- ✓ Did the teacher use appropriate methods to the contents?
- ✓ Did the patterns of interaction (class work, group work, pair work, and individual work) used in the activities contribute to the attainment of the objectives?
- ✓ Were the learning activities facilitated effectively?

5.1 Methodology

- ✓ Did the teacher provide clear and constructive feedback on student's responses/performance in each learning activity?
- ✓ Did the learning activities contribute to promote critical thinking / to develop inquiry skills or mathematical skills?
- ✓ Did the teacher check students' understanding throughout the lesson using different and adequate assessment techniques?

discussion

- What should be asked to evaluate student's participation?

5.2 Student's participation

- Lesson observers have to see how the learning process is carried out in each individual, in small groups and as a whole class, how much the students are involved in the learning activities, how much the students internalize the taught material, etc.
- Some of the point to see the degree of participation and engagement in the lesson are as follows:

5.2 Student's participation

- ✓ Did half of the students actively engaged in the given activities both physically and mentally?
- ✓ Did half of the students respond to posed questions with their own words / from their mind?
- ✓ Did half of the students ask questions and any ambiguities?
- ✓ Did half of the students connect prior knowledge and experience?
- ✓ Were the passive students encouraged to take part in the activities?

discussion

- what should be asked when we evaluate communication skill ?

5.3 Communication skill

- The baseline survey revealed that there was a significant problem in communication in the medium of instruction. Different students also have different tendencies to the means of communications.
- To ease the difficulties in communication in the medium of instruction, check whether the teacher could provide alternative opportunities for the learners as follows:

5.3 Communication skill

- ✓ Did the teacher explain concepts and ideas using simple language and other methods (e.g. analogies, examples, contextualization, etc.)?
- ✓ Did the teacher combine showing (e.g. pictures, objects, models, etc.) and telling effectively, where necessary?
- ✓ Did the teacher use praise and encouragement to student's efforts?

discussion

- what are the points to be asked to evaluate the use of teaching and learning materials ?

5.4 Teaching and learning aids

- Teaching and learning materials can enhance learning. However if these materials are not well organized, they may end up disturbing the lesson. They are meant to help achieve the specific objectives of the lesson.
- Therefore, both availability and teacher's utilization of the teaching and learning aids (including chalk board, instructional materials in textbooks) should be checked. Here are the suggested areas to look at:

5.4 Teaching and learning aids

- ✓ Did the teacher use any kind of teaching and learning materials apart from blackboard and chalk?
- ✓ Were the materials prepared properly and made ready before the lesson?
- ✓ Did the materials fit with the learning contents of lesson?
- ✓ Were the materials used in the lesson enhanced student's understandings?

discussion

- what are the points to be asked to evaluate lesson progression ?

5.5 Lesson progression

- The way in which the lesson progress as it is being delivered is important. Sometimes a planned lesson could be very good but delivery becomes a problem. We need to check the way in which the lesson is delivered and compare it with the plan.
- To this effect the following have been suggested as guides for checking the lesson delivery:

5.5 Lesson progression

- ✓ Were the introductory part / starter activities of the lesson motivating students well?
- ✓ Did teacher allocate sufficient time to each learning activity?
- ✓ Did teacher make appropriate pacing of lessons for student learning?
- ✓ Were both the teacher and the students able to conclude what they had learned in a lesson?

discussion

- What should we ask when evaluate lesson planning ?

5.6 Lesson planning

- A lesson plan is a teacher's detailed description of the course of teaching and learning for one class. Quality of a lesson by in large depends on quality of its plan.
- In this regard, the following points could be checked to know how effective the lesson is:

5.6 Lesson planning

- ✓ Were the lesson objectives clearly stated in the lesson plan?
- ✓ Were the lesson objectives in the plan measurable and attainable?
- ✓ Did the lesson plan include a sequence of activities, materials and assessment for student's learning?
- ✓ Were the time allocated for each stage of the lesson in the plan sufficient?

5.7 General remarks

Finally we can give our comment on the whole process of the lesson. For example, the following points may be considered:

- ✓ How successful was the lesson?
- ✓ How could the lesson be improved?
- ✓ What is special feature of the lesson?

6. How to handle post-demo discussion

- The success and base for lesson study is dependent on the facilitation skills when it comes to post demo discussion.
- The purpose of the post demo discussion is to reflect and analyze the lessons based on the results of observed points. It is a process to share positive aspects of the lessons, and share and discuss the challenges and points for improvement in each aspect of the lesson observation.

6. How to handle post-demo discussion

- This process helps participants to deepen the knowledge of the delivered contents, and improve teaching skills on one hand; and to strengthen positive attitude of learning and team work of participants.
- To this effect, the following has recommended as the flow of discussion:

6. How to handle post-demo discussion

a) Asking comments from Demo Teacher, e.g.:

- If the lesson was conducted as planned;
- If there were any findings or concerns in the lesson;
- How he/she felt the learning and behavior of students in the lesson;
- What improvements could be done;

b) Asking comments from Observers based on the observed aspects, e.g.:

- How was the overall progress of the lesson?
- How was the starter activities part in terms of methodologies and student's participation?

6. How to handle post-demo discussion

b) (conti.)

- How was the main activities part in terms of methodologies and student's participation?
- How was the concluding activities part in terms of methodologies and student's participation?
- How was the communication with students and among students?
- How was the use of teaching materials?
- Were objectives attained? Why?
- How was the preparation of the lesson?

c) Discussing how to improve.

7. Points for effective critiquing

- a) Conducive atmosphere;
- b) Common understanding of objectives;
- c) Focus on improvement;
- d) Integration of ideas;
- e) Record of outputs.

Thank you!