

Tutors Assignment Correction Guide

Module 11 Practical Teaching

Unit 11.2 Supervised Lessons

Tutor's Assignment Correction Guide

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This guide is to assist you in the correction of the assignments for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within the assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Completed or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.

Assessment Instrument

Module 11

Practical Teaching

Unit 11.2

Supervised Lessons

Assignment 1

This assignment has been designed to be submitted to, and discussed with, the tutor at the candidate's College. The candidate will submit a review / summary of the lesson plans incorporating their local tutor's comments, for Assessment as part one of Assignment 3.

Assignment 1: Unit Plans and Lesson plans for 3 theory and 3 practical lessons.

The teacher trainee has successfully:

- ☐ Prepared a lesson plan for each supervised lesson. The lesson plans **must** include:
 - ☐ objectives related to the TVET curriculum
 - ☐ media to be used
 - ☐ materials required
 - ☐ teaching strategies
 - ☐ key points
 - ☐ student activities
 - ☐ evaluation
 - ☐ feed back
 - ☐ follow-up activities.



Assignment No. 11.2-1

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ **Due Date:** _____

Prepare a lesson plan for each supervised lesson you are to conduct.

You may use any appropriate format for your plans.

The lesson plans **must** include:

- objectives related to the TVET curriculum
- media to be used
- materials required
- teaching strategies
- key points
- student activities
- evaluation
- feed back
- follow-up activities

Submit the lesson plans to your tutor for comments.

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Assignment 2

This assignment has been designed to be submitted to, and discussed with, the tutor at the candidate's College. The candidate will submit a review / summary of the lesson evaluations incorporating their local tutor's comments, for Assessment as part two of Assignment 3.

The teacher trainee has successfully:

- ☐ Prepared a 200 word evaluation of each lesson. The evaluation should include at least the following:
 - ☐ student involvement
 - ☐ meeting of objectives
 - ☐ student results
 - ☐ effectiveness of media used
 - ☐ effectiveness of instructional strategies.

You may prefer to write the evaluations in point form or use the checklist provided in this booklet.



Assignment No. 11.2-2

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ **Due Date:** _____

Prepare a 200-word evaluation of each of your lessons. You could negotiate the exact format of this assignment with your tutor, but the evaluation should include at least the following:

- student involvement
- meeting of objectives
- student results
- effectiveness of media used
- effectiveness of instructional strategies.

You may prefer to write the evaluations in dot-point form or use the checklist provided in this booklet.

A copy of the self-assessment checklist is provided on the following page.

Submit the lesson plans to your tutor for comments.



Self assessment checklist

INTRODUCTION

Did I:

- grab the interest of the learners? Yes ☐ No ☐
- orientate the learners to the subject in general? Yes ☐ No ☐
- determine their level of current knowledge? Yes ☐ No ☐
- use past experience of the learner to introduce the session? Yes ☐ No ☐
- preview what followed? Yes ☐ No ☐
- motivate the learner? Yes ☐ No ☐
- clearly specify the educational objectives? Yes ☐ No ☐
- prominently display these objectives throughout the session? Yes ☐ No ☐
- manage the time well? Yes ☐ No ☐
- show enthusiasm and confidence? Yes ☐ No ☐
- pace the lesson appropriately? Yes ☐ No ☐

DEVELOPMENT

Did I:

- use group work where appropriate? Yes ☐ No ☐
- help the group to 'discover' information? Yes ☐ No ☐
- ensure visual aids had sufficient impact, variety and imagination? Yes ☐ No ☐
- use visual aids and equipment effectively? Yes ☐ No ☐
- use questions effectively? Yes ☐ No ☐

ACTIVITY		
• Did I provide for different abilities in the class?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Did I sequence the activity steps appropriately?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Did I give the students enough opportunities for practising the behaviour presented in the objectives?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Were the activities of sufficient duration?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Did the activity steps reinforce the explanation steps?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Were the activities sufficiently imaginative to maintain interest?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Was there sufficient variety in the activities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
SUMMARY		
• Were the summaries presented at appropriate places in the session?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Were results recorded as a form of reinforcement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
CONCLUSION		
Did I:		
• Summarise the main points of the session?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Ensure that the educational objectives had been achieved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Assessment Instrument

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Assignment 3

The teacher trainee has successfully:

Part one

☐ Submitted lesson plans (150 words).

Part two

☐ Submitted lesson plans and a review of the evaluations (150 words).

Part three

☐ Submitted a 200 word critique of the TVET core curriculum, with parts one and two of the assignment.



Assignment No. 11.2-3

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due Date: _____

Part one

Review / summarise your lesson plans (150 words). Submit the review with the lesson plans to your TVET instructor.

40 marks

Part two

Review / summarise the evaluations (150 words). Submit the review with the lesson plans to your TVET instructor.

40 marks

Part three

Prepare a 200-word critique of the TVET core curriculum. Submit the critique with parts one and two to your TVET instructor

20 marks



Assignment No. 11.2-3

Guidelines for the correction and weighting of Assignment 11.2–3

Part one

Objectives related to the TVET curriculum.

The objectives would be expected to:

- describe the expected outcome of the teaching, rather than the teaching process
- contain a performance, stating what the learners will be able to do when they have achieved the objective
- state the main performance intended as the outcome.

4 marks

Media to be used.

There should be evidence the media used was selected on the basis of the following questions:

- what message is to be delivered
- the defined objectives of the learning experience
- any restraints such as:
 - cost
 - learner viewer limitations
 - space
 - availability
 - size of the group

4 marks

Materials required.

There should be evidence that when the lesson was planned, thought was given to any materials which may be necessary for:

- demonstration
- student activities

4 marks

Teaching strategies.

There should be evidence the teaching strategy(s) (lecture, discussion, demonstration, practical activity etc.) were chosen on the basis of the relevant advantages in the particular teaching/learning environment.

4 marks

Key points.

There should be evidence the key points to be included in the lesson were mentioned in the introduction to the lesson (perhaps in the form of a lesson aim) and summarised again in the conclusion.

4 marks

Student activities.

There should be evidence that learner-centred activities (e.g. reading, viewing/listening to audio-visual materials, observing or operating models, small group and problem solving activities etc.) were chosen to allow learners to progress without the need for teacher intervention.

4 marks

Evaluation.

There should be evidence the evaluation took into account the following:

- measuring effectiveness of instructional materials in relation to skills learnt
- measuring the effectiveness either at the time of delivery or after

4 marks

Feedback.

There should be evidence the trainee planned to use suitable methods to give and receive feedback. Methods could include:

- encouraging questions
- discussion
- correcting errors in practical sessions or written exercises
- avoiding destructive criticism
- maintaining good relations with the trainees
- testing– and giving results back as quickly as possible

4 marks

Follow-up activities.

There should be evidence that the trainee concluded the lesson with some form of follow up activity which may take the form of:

- suggestions for activities to be covered by the students in their own time, such as further reading or research
- discussion of plans for the next lesson, and any preparatory work to be done
- any assignment to be completed

4 marks

Incorporation of comments from local tutor.

The local tutor will have seen the lesson, and commented on the above facts with the trainee before this assignment is submitted. Thus, there should be some evidence that these discussions have been taken into account in the preparation of this assignment.

4 marks

Part two***Student involvement.***

The lesson plan was to include information about which learner-centred activities (eg reading, viewing or listening to audio-visual materials, observing or operating models, small group activities, problem solving activities etc) were chosen to allow the learners to progress without the need for teacher intervention.

There should be comment about whether or not these activities were effective and suited for the lesson, and if not, what changes would be made for future presentations.

8 marks

Meeting of objectives.

The lesson plan was expected to contain objectives that would be expected to:

- describe the expected outcome of the teaching, rather than the teaching process
- contain a performance, stating what the learners will be able to do when they have achieved the objective
- state the main performance intended as the outcome.

If the objectives were well written, the evaluation should be a simple explanation of whether or not they were achieved.

8 marks

Student results.

Student results could be expressed in quantitative terms (i.e. results of a test), together with some comment(s) about overall achievement, e.g. the number of students who received a passing or satisfactory grade.

8 marks

Effectiveness of media used.

The lesson plan was expected to contain evidence that the media used was selected on the basis of the following questions:

- what message is to be delivered
- the defined objectives of the learning experience
- any restraints such as:
 - cost
 - learner viewer limitations
 - space
 - availability
 - size of the group

The evaluation should quantify the extent to which this was effective.

8 marks

Effectiveness of instructional strategies.

The lesson plan was expected to contain evidence that the teaching strategy(s) (lecture, discussion, demonstration, practical activity etc.) were chosen on the basis of the relevant advantages in the particular teaching / learning environment.

The evaluation should discuss the suitability of the strategies and whether any changes would be made for future presentations.

8 marks

Part 3

An evaluation of the *environment* of the teaching/learning process including *inter alia*:

- support facilities available
- media resources
- room and workshop facilities
- commitment to student learning

5 marks

An evaluation of the *presentation* of the teaching/learning process including *inter alia*:

- teaching strategies and methods
- knowledge of subject matter
- level of interest and enthusiasm
- teaching style
- selection of media and other teaching materials
- empathy with learners

5 marks

An evaluation of the *course/program content* of the teaching/learning process including *inter alia*:

- appropriateness of objectives and their acceptance by learners, teachers and employers
- the scope of the content
- the focus and relevance of the course, particularly in facilitating achievement of the objectives.

5 marks

An evaluation of the *learning outcomes* of the teaching/learning process including *inter alia*:

- the three areas of knowledge, skills and attitudes
- the degree of mastery required and achieved
- the relevance and appropriateness of the assessment undertaken.

5 marks

Total for Assignment = 100 marks