

Report on
Online Class Observation and Conduction in English during the
Outbreak of COVID-19



Date of Submission: 17/08/2020

Report on
Online Class Observation and Conduction in English during the
Outbreak of COVID-19

Supervised by
Tahsina Yasmin
Associate Professor
Department of English
Faculty of Humanities and Social Science
Daffodil International University

Prepared by
Afra Anam
ID: 152-10-344
Program: B.A. in English
Department of English
Daffodil International University



Date of Submission: 17/08/2020

Declaration by the Intern

I hereby declare that the project work entitled "Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19" submitted to the Department of English, Daffodil International University is a record of an original work done by me under the guidance of Ms. Tahsina Yasmin, Associate Professor, Department of English, DIU, and this project work is submitted as part of the partial fulfillment of the requirements for the award of the degree of B.A. (Hon's) in English for the course Project Paper (ENG 334). I also declare that the results embodied in this project have not been submitted to any other university or institute for the award of any degree or diploma.

Afra Anam

Signature of the Intern

Certification of the Supervisor

I hereby certify that the intern Afra Anam bearing the ID no. 152-10-344 has undertaken the course Project Paper (ENG 334) with me. In the course she observed and conducted classes online at Daffodil International University, had regular communication with me, observed two of her peers' classes, and taught one class. During this whole process she was in touch with me by taking guidelines from me on a regular basis, showed me her work and gave me updates about the project work. Therefore, she fulfilled the conditions and completed all the procedures of the course, and the intern is qualified to submit this report.



Signature of the Supervisor

Acknowledgements

At first I would like to remember the blessing of Almighty Allah for providing me with the ability to complete this project entitled "Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19". I am indebted to my family for their immense support during the conduction of this course work. While working on my project, Ms. Tahsina Yasmin, my supervisor, provided me with valuables directions – from the core of my heart I am grateful to her. My gratitude goes to my other teachers and students of my University. Finally, with the combined support of all this work has come into existence.

Abstract

During the outbreak of COVID-19 like other educational institutions, direct teaching-learning activities in Daffodil International University are halted. As a result, an endeavor has been undertaken to understand the English teaching-learning activities using online aids. The task has been accomplished using Google Meet by engaging students as participants. Targeting Google Meet interface between teacher and student, teaching materials, pedagogy, class observation, class assessment and feedback – a new process has been in action. This report tries to unravel student management during online class conduction, suitable material selection for this type of class, peer to peer interaction and student to teacher interaction. Observations from this investigation lead to valuable findings which show some recommendations as concluding remarks.

Table of Contents

Contents	Page Number
Title Page	i
Declaration by the Intern	ii
Certification of the Supervisor	iii
Acknowledgements	iv
Abstract	v
Table of Contents	vi
Chapter-1: Introduction	1
Chapter-II: Objectives	2
Chapter-III: Methodology	3-4
Chapter-IV: Institution Details	5
Chapter-V: Class Observation Reports	6-7
Chapter – VI: Teaching Experience	8-9
Chapter – VII: Overall Findings	10-12
Chapter – VIII: Recommendations	12
Chapter – IX: Conclusion	13
Appendices	
Appendix 1: Lesson Plan	14-15
Appendix 2: Class Observation Check List	16-23
Appendix 3: Recorded Class Links	24
Plagiarism Result	25-26

Introduction

The whole world is going through a pandemic, which is COVID- 19. That's why universities are closed worldwide. But they have found the solution to not being in a physical class by switching to online education system. As a result, a new technique of learning has opened to students. Class observation and conduction in English during the pandemic on online platform was my project work. The work was done in Daffodil International University with the intention of observing the teaching-learning activities on online platform. From the very beginning of the semester we were prepared for this work by online meetings where our supervisor provided useful guidelines required to conduct and observe the classes. Class was conducted and observed using Google Meet. We also discussed our problems in Google Meet and regularly stayed in touch with our supervisor through Google Meet, Gmail and Messenger group. For this project my supervisor had five students. Each student was required to conduct one class and observe two classes of their peers involved in this project. By this technique, we were exposed to gathering experience on how to take a university class by using Google Meet. This internship project helped point out problems, input suggestions to get maximum output of class conduction during this pandemic.

Objectives

The objectives of this project work are:

- To observe the blending between the teachers and the students while conducting classes online.
- To obtain first hand data on how the learners are taught the second language and the understanding involved therein.
- To watch the motivation injected in the learners to learn a second language and their feeling throughout the learning process.
- To witness the effectiveness of fellow peers in class conduction by monitoring their patience, techniques, methods and interaction with learners.
- To find out the best combination in conducting a classes online.
- To master the use and application of different online teaching tools (Google Meet, class response system etc.)
- To assess logistic support, equipment for conducting online classes and check their effectiveness.

Methodology

Institution Selection

At the beginning of the spread of COVID-19, Bangladesh went under lockdown, by enacting a nationwide general holiday. This holiday stopped activities of all educational institutions from running face to face operations directly. Following this rule all universities were closed since March 2020. However, universities came up with the solution to this problem by activating their activities by means of online education system. Maintaining social distance is not an issue with this system. Therefore, chances of spreading and catching the disease are zero. Under these circumstances current semester (Summer 2020) began from May 2020 and the last semester students were offered the project work. University authority provided us a platform for taking and observing classes online. Therefore, I completed my internship from Daffodil International University, the university where I enrolled as a student.

Class Selection

We got the opportunity to conduct and observe classes from the courses we are undertaking this semester. I have a course Classics in Translation (ENG 431) with my supervisor. I was given an opportunity to take an online class from the course for my project work. We were studying *Iliad* by Homer. Book 14 from *Iliad* was selected for me. I closely observed my course teacher during the online classes of the course and noted down her class conduction procedure.

Facilitator Selection

Ms. Tahsina Yasmin, my course teacher and supervisor acted as the facilitator. She directed me throughout the process. For class conduction my supervisor, sent a Google Meet link in the Hangouts group where she gave instruction regarding her regular class. Through the link the students and I entered Google Meet and she gave me the floor for conducting the class by announcing the background. Then, throughout the class she was the silent observer.

Class Observation

I observed two classes. One of them was of Meer Wakil-Ur- Rahim's class in Romantic Poetry (ENG 224) course and another was of Rokeya Khanam Nishat's Classics in Translation (ENG 431). A checklist was provided by my supervisor beforehand for class observation. The checklist was filled during class observation and revised again by reviewing the recording of the class sent to our Gmail accounts after the classes had ended.

Class Conduction

My supervisor prepared and trained me by several meetings in Google Meet and provided necessary documents before class conduction. With her instructions and materials provided, I prepared a lesson plan and sent the draft to my supervisor for her consideration. She suggested valuable corrections and recommendations, and thus I finalized the lesson plan. I conducted the class according to my lesson plan. I also supplied the lesson plan to the observers of my class so that they can judge my class objective provided in my lesson plan. The class was conducted both in Bangla and English languages where using our mother language (Bangla) made the concept more understandable. At the beginning an ice breaking task was launched with some picture identification to grasp the students' attention. Main concept representation was followed. During this instant question was asked and answered. The class ended after reviewing and taking feedback.

Institution Details

Established on 24 January 2002 under the Private University Act of 1992 with the approval of UGC and Ministry of Education, Bangladesh, Daffodil International University has become one of the pioneer educational institutions by providing an excellent environment for education in Bangladesh. With 21,752 students (20,521 under graduate and 1,231 postgraduate) enrolled under twenty five departments of five different faculties, the University is placed as a top-ranked private university among all the universities in Bangladesh by prestigious QS University Rankings: Asia 2019. The University has a large campus of 150 acres in Ashulia with a playground, 6000 seat capacity international standard auditorium, shopping mall, basketball court, golf course, hostel, and other facilities. A team of 859 full time academic staff holds regular classes and conduct cultural activities utilizing state-of-the earth technologies. To aid different activities to run smoothly 780 administrative staffs work. The University achieved several landmarks including QS World University Rankings: 2019 (Asia), ASOCIO 2018 ICT Education Award, World Congress of IT (WCIT) 2017 Merit Award, Global Inclusion Award 2017, President's Crest etc which proves its motto "The Landmark to Create the Future". Information related to this University is available at www.daffodilvarsity.edu.bd.

Class Observation Report

Report 1

I observed a class of the course Romantic Poetry (ENG 224). The class was conducted by Meer Wakil-Ur-Rahim (ID. 171-10-440). The class was held on 11 June 2020. The class started at 3:22 pm and ended at 4:10 pm. As COVID-19 pandemic stopped face to face direct classes, the class was held on Google Meet. Nine students joined the class out of 29 students. The attendance was poor because it was not a scheduled class, rather a special session for the project paper student.

The class was essentially conducted in English language. The class began on time with an attractive warm up session. In the warm up session the teacher provided the students with a video link and showed few figures in the PPT slide. Then he asked question from the figures. This activity grabbed the students' attention in the beginning of the class. After the warm up session he showed the poems on his slides and read it. He had a gifted clear voice and explained the poems very well. The facilitator had good knowledge on the subject matter. He demonstrated breadth and depth of mastery during his lecture. The main concept representation ended this way. When he was satisfied enough that the learners understood the poem, he provided a link to solve a few questions.

This was my first experience of observing a peer's class which I got because of the course Project Paper. After class observation I had to fill up the class observation checklist. In doing so, concepts of taking a class became clearer to me.

Report 2

I observed another class on Book 24 of the *Iliad* by Homer of the course Classics in Translation (ENG 431) which was held on 23 June 2020 from 2:30 pm to 3:30 pm. It was also an online class because of the ongoing COVID-19 situation. Real time online class was held in Google Meet where 32 students participated from three different batches (3.2, 3.3 and 4.1) from UC-A (Uttara Campus of Daffodil International University). Medium of instruction was Bangla and English languages. Bangla language was used as Bangla is the mother language of all students which would help them grab the concepts well. The lesson started and finished at scheduled time. At first Rokeya Khanam Nishat gave an audio introduction. This grabbed the students' attention and they participated well in the class. She was very effective in getting feedback from the students. The lecture on Book 24 of the *Iliad* by Homer was delivered by using "present now" option of Google Meet. Subject matter was planned and lucidly presented. The facilitator stated clear objectives, and emphasized and summarized main points. She also made students read from her slides and present their understanding. Finally at the end of the class the teacher asked questions.

There was a critical event in the class. At the beginning of her class the facilitator clicked on a video. Unfortunately, it did not open. As a result, communication broke down which led to confusion and lack of concentration. However, the teacher handled the situation well. With her charm and good communication the facilitator overcame the unwanted situation which shows her good command over herself in tough time.

Teaching Experience

I conducted a class of the course Classics in Translation (ENG 431). The class was on Book 14 of the *Iliad* by Homer. The class was held on 15 June 2020. The class was in the morning session and began at 10:10 am and finished at 10:55 am. Due to the ongoing COVID-19 situation face to face direct classes are not possible. Therefore, I took the class online on Google Meet. Among 38 students, 12 students joined the class as it was not set in their scheduled time.

The class was conducted both in Bangla and English languages. Bangla language was used specially for making the concept easy to the students. I wanted to grasp the attention of my students. For this, I kept an ice breaking session at the beginning of my class. Therefore, the class began with some picture identification. Some students answered properly, others could not. Then I introduced the main idea using power point presentation slides. Using pictures the plot of Book 14 was represented. This helped the students in grasping the contexts and concepts easily. During presenting the main idea I asked the students questions to check their attention and understanding. They answered very well. They also asked me questions which I explained. The main concept presentation ended this way. Afterwards I reviewed the whole concept once again. When I was satisfied that they understood the concept of my class topic, I gave them questions. The questions which I asked were:

Whose proposal attracted the king?

What was Hera's plan?

What did Aphrodite lend Hera?

What form did Sleep take?

Where is the throne of Zeus?

Where does Poseidon live?

What weapon did Hector throw at Ajax?

What did Ajax throw at Hector?

What happened to Hector?

Which transport was used to carry Hector?

The students wrote their answers in the chat box of Google Meet and the class ended.

This was my first experience of taking class in life. Because of the course Project Paper I got this opportunity of taking a university class. I am very thankful for the guidance of my supervisor in conducting this class. I gathered experience from here. Before the class I was a bit nervous. But as the class progressed, nervousness went away and I started having an outstanding experience. Online class conduction was enjoyable to me.

I was observed by two observers during my class conduction. According to one observer, Rokeya Khanam Nishat, the lesson objective was fulfilled very well and my voice was clear. However, the observer suggested me to use some videos for students' enjoyment and overcome my nervousness. Another observer, Kazi Rima Akter suggested me to ask the students to read from the text for increasing interaction. However, the observer showered me with good words which extended from my good interactions with the students, intelligence for writing questions in the text bar of Google Meet for better understanding, seeking students' attention by showing pictures.

Overall Findings

Observation Findings

Lesson formation

The lessons are formed by well-structured lesson plans. My peers had their lesson plans well-organized. They took classes adhering to their lesson plans. This helped them begin and end class within scheduled time by covering the concepts they wanted to deliver in the class. This helped them skilled enough for conducting a class like a professional teacher.

Lesson delivery

Lecture began with some active interaction with students which involved video showing, audio clip, introduction etc to not only grab the students' attention but also provide them with a basic knowledge of the concepts appearing after the beginning. Medium of instruction was in Bangla and English languages. Bangla language was used as Bangla is the mother language of all students which help them grasp concepts well.

Lesson management and students' adherence to the lesson

Questions were asked in three phases. Objective of asking questions was not just judging students but also for gaining their attention and engaging them throughout the class. First, from the very beginning to introduce students to the topic was accomplished with their pre-existing ideas. If they were able to relate their pre-existing knowledge to subject knowledge, they answered happily. During the main concept representation students were exposed to new ideas and understanding which they showed if they understood or not by answering to simple instant questions. Finally, at the end of the session they were required to answer the questions either asked orally or provided with link to answer with written statement. These questions were asked individually and pair work was absent in both classes I observed.

Benefits and drawbacks of online class

During COVID-19 pandemic situation class conduction online is crucially beneficial in a sense that it helped students attend their classes without being in the risk of catching the contagious life threatening disease. Online class is helping them with their smooth conduction of academic career without halt or session jam. This is a great relief both for students and conscious guardians. Plus the advantage of online class ensures the presence of students at any physical condition and surroundings they are in. Most universities are largely city-based where traffic jam is huge. Previously, students were required to spend on average 2-3 hours for attending university classes commuting from home. Now, online education system is saving their time. Online classroom requires one click to enter a class which needs 1/ 2 seconds.

However, online education is confusing also. It is not like face to face real contact. Practical learning is not possible here. Therefore, this system creates learning difficulty. Moreover, spending too much time on screen damages vision, creates hearing problem and raises mental issues. Places where network and electricity are interrupted, online education get disturbed there. Surrounding atmosphere at home is also responsible for disrupting this system.

Teaching Experience Findings

Lesson preparation

I prepared a lesson plan to make students understand an epic poem, provided them a glimpse of the ancient society and developed their listening and analytical skills. To make it happen, an ice breaking session was kept at the beginning, followed by main idea representation and questions were asked to be answered orally to get feedback.

Lesson management

Keeping the lesson plan ahead, time was checked. Lesson plan was well managed by providing students with interesting guessing work on identifying few images related to topic shown at the

beginning, followed by main concept representation using different images and figures and finally interactive question-answer session receiving feedback.

Students' involvement

Students were participative and enthusiastic and at every level of questioning I received wholehearted involvement of students.

Recommendations

Teacher must have a well-structured and applicable lesson plan. Lesson plans have to be followed strictly to ensure effective class management. In the form of ice breaking period class must begin with some interactive activity, let it be a video clip, a gossip, any funny activity which would act as bridging material between main concept to be delivered after the session and the pre-existing experience of students. Class content should contain real life examples for better understanding. Students should be given different creative works throughout the class to get them on with the class which is important for class participation in online system.

Conclusion

The pandemic due to COVID-19 is still spreading. Face to face direct classes are halted as a result. Therefore, educational activities have moved online. To scrutinize online class conduction and observation in English during the Outbreak of COVID-19, aiming at teaching-learning activities, this work was undertaken as a part of the final semester project. For this purpose all the way through conducting the class, constant interaction with the students, understanding their queries and maintaining a professional approach and balancing technology, content delivery and reaching out to students were ensured by me. The insight of this work reveals the physical and mental toil of teaching. Now I realize what teachers go through and how patient they are. This understanding will help me to be better equipped in acquiring my goals ahead.

Appendix 1

Lesson Plan

Course	Classics in Translation (ENG 431)
Facilitator/ Teacher	Afra Anam
Lesson Topic	<i>Iliad</i> (Book 14) by Homer
Enrolled Batches	Batch (L.T) 3.2, 3.3 and 4.1. (L= Level, T= Term)
Objectives	<p>By the end of the lesson students will</p> <ul style="list-style-type: none"> - understand an epic poem - have idea about the ancient society - develop their listening skill - develop their analytical skill - understand the relationship between gods and humans in the ancient time - understand the perception of people about gods in the ancient time.
Learning Resources	Lecture of the facilitator from a power point presentation (PPT), text book and summary of the <i>Iliad</i> (Book 14) on Google.
Focused Skill	Listening and analytical skill
Duration of the Class	1 hour
Teaching Method	CLT
Date	15/06/2020

Lesson Overview

Purpose	How the purpose will be achieved?	Students' Activity	Time (Tentative)
Ice Breaking	Interesting guessing work on identifying few images which are related to the topic to catch students' attention	Students will identify images shown to them.	5-10 minutes
Topic Discussion	Teacher will link the previous ice breaking task with main discussion about the lesson. Topics will be discussed using different images and figures. Students will be encouraged to write up their understandings.	Students will hear, see and try to understand the lecture and take notes to keep it in mind.	30 minutes
Activity	One word questions to be answered in the chat box/ orally depending on the situation.	Students will answer questions.	10 minutes
Feedback	Interactive question answer session between teacher and students.	Students will ask questions to the teacher and would also involve in answering with their classmates present in the class.	10 minutes
Conclusion	Teacher will finish the class with an image of the then time for the students.	Students will retain the understanding of the lecture.	5 minutes

Appendix 2

Daffodil International University

Department of English

Internship on “Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19”

Checklist for Class Observation (1)

Institute: Daffodil International University

Teacher’s Name: Rokeya Khanam Nishat Class: Batch (3.2, 3.3, 4.1) Section: UC- A

No. of Students Present: 32 Course Title & Code: Classics in Translation (ENG 431)

Room No: Google Meet Peer/Observer: Afra Anam

Date and Time: 23/06/2020, 2:30 pm- 3:30 pm

Objectives of the lesson (as perceived):

- I. Students will be able to explore *Iliad* (Book 24) by Homer

Were the objectives achieved and to what extent (in your view)?

The objective was achieved.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The facilitator showed good command and knowledge of the subject matter. Development of a knowledge seeking behavior among students was well present.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	Subject matter was planned and lucidly presented. The facilitator stated clear objectives and emphasized and summarized main points. Lesson started and finished at scheduled time.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The facilitator was fair and impartial in conducting the class. Students participated well in the class as she held interest of students. She was very good in getting feedback from the students.

4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Using “presenting’ option of Google Meet the lecture on <i>Iliad</i> Book 24 by Homer was shown in slide.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners’ interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Presented lecture with clear voice.

MANAGEMENT

Was the time spent properly? Yes, she spent her time well.
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each) At first she gave an audio introduction. Then she opened her slide and began discussion. She also made students read from her slide and present their understanding. At the end she asked questions.

CRITICAL EVENT (If took place)

Was there any ‘critical event’ in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

At the beginning of her class the facilitator was clicking on a video. Unfortunately, it didn’t open. However, with her charm and good communication the facilitator handled the situation well.
--

Strengths observed: Clear voice and good communication skill was the strength of the facilitator.

Suggestions for improvement: She should have more focus on the subject matter.

Overall impression of teaching effectiveness: With very interactive demonstration the facilitator proved herself as an excellent teacher.

Daffodil International University
Department of English
Internship on “Report on Online Class Observation and Conduction in English during the
Outbreak of COVID-19”
Checklist for Class Observation (2)

Institute: Daffodil International University
 Teacher’s Name: Meer Wakil-Ur- Rahim Class: Batch (1.3, 2.1, 2.2) Section: UC- A
 No. of Students Present: 9 Course Title & Code: Romantic Poetry (ENG-224)
 Room No: Google Meet Peer/Observer: Afra Anam
 Date and Time: 11/06/2020, 3:22 pm- 4:10 pm

Objectives of the lesson (as perceived):

- I. To get some information about the poet.
- II. To perceive meaning of the poem.
- III. To perceive the information about romantic era.
- IV. To develop listening skill.
- V. To grasp the characteristics of romantic literature.
- VI. To develop analytical skill.
- VII. To analyze the poem with features.

Were the objectives achieved and to what extent (in your view)?

The objectives were achieved. He has completed all objectives in his class.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The facilitator had good knowledge on subject matter. He demonstrated breadth and depth of mastery.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	Subject matter was organized. Stated clear objectives and emphasized and summarized main points. Began class on time where lesson started and finished as expected. Class began with attractive warm up and finished with a conclusive remark.

3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The facilitator was respectful, fair and impartial to the students while conducting the class. However, he failed to ensure efficient participation of students to some extent.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The text was in slide which he showed through 'presenting' option on Google Meet.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Presented lecture with a clear voice.

MANAGEMENT

Was the time spent properly?

Yes, he spent his time well.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

At first, he gave video link and showed few figures in slide.

Asked question from figures.

Then showed the poems, read and explained.

At the end, provided link to solve questions.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No such event occurred. Throughout the class the facilitator was very fluent and conducted the class smoothly.

Strengths observed: Clear voice and good command was the strength of the facilitator.

Suggestions for improvement: Could have presented class in more attractive ways.

Overall impression of teaching effectiveness: He did an excellent job.

Daffodil International University
Department of English
Internship on “Report on Online Class Observation and Conduction in English during the
Outbreak of COVID-19”
Checklist for Class Observation (3)

Institute: Daffodil International University

Teacher’s Name: Afra Anam

Class: 3.1, 3.2, 4.1 Section: UC-A

No. of Students Present: 12

Course Title & Code: Classics in translation (ENG 431)

Room No: Online

Peer/Observer: Kazi Rima Akter

Date and Time: 15/06/2020;10 am

Objectives of the lesson (as perceived):

- Students will understand an epic poem.
- Students will have ideas about ancient society.
- Students will develop their listening skill.
- Students will develop their analytical skill.
- Students will understand the relationship between gods and humans.
- Students will understand the perspective of people about gods in the ancient time.

Were the objectives achieved and to what extent (in your view)?

Yes, the objectives were achieved properly. After the class most of the students were able to answer questions.

S/ N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She showed good command and had enough knowledge on the subject matter. She tried to interact with the students by asking them questions.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	She started the class at scheduled time and finished it within time also. To warm up, she used some pictures on the screen. They learnt about the story of <i>Iliad</i> Book 14. She concluded the class nicely.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	She maintained a good relation and behaved nicely with the students. Students were encouraged to ask about their confusions and she solved their confusions without being ignorant.

4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	She used PowerPoint on the screen. She showed pictures along with the text for better understanding. She encouraged questions from students and responded them with interest. Stayed focused on and met stated objectives. She used CLT method for teaching.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Voice was clear and used proper English. Sometimes she used Bangla language for better understanding.

MANAGEMENT

Was the time spent properly?

Yes

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

1. The warming up session where she showed some pictures from *Iliad* to know their level of knowledge about the topic.
2. Question and answer part where she asked questions to the students after giving them a lecture.
3. At last clearance of confusions part where students were asked to talk about any confusion they had and she cleared them well.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

As the class was conducted online, some students were facing net problem. Otherwise it was alright.

Strengths observed:

- Good interactions with the students
- Intelligent (she wrote questions in the text bar of Meet so that students could understand the questions better)
- Can seek attention of students (Showed pictures)

Suggestions for improvement: She could ask the students to read the text for more interaction. As the class took place online, it would be more effective.

Overall impression of teaching effectiveness: Overall, she did an excellent job. It was quite impressive the way she took the class.

Daffodil International University
Department of English
Internship on “Report on Online Class Observation and Conduction in English during the
Outbreak of COVID-19”
Checklist for Class Observation (4)

Institution: Daffodil International University

Teacher’s Name: Afra Anam Class: Batch (L.T) 3.2, 3.3 and 4.1 (L=Level,T=Term)

Section: UC-A No. of Students Present: 12

Course Title & Code: Classics in Translation (ENG 431)

Room No: Online Peer/Observer: Rokeya Khanam Nishat

Date and Time: 15/06/2020, 10 am

Objectives of the lesson (as perceived):

- Students will understand an epic poem.
- Students will have ideas about ancient society.
- Students will develop their listening skill.
- Students will develop their analytical skill.
- Students will understand the relationship between gods and human.
- Students will understand the perspective of people about gods in the ancient time.

Were the objectives achieved and to what extent (in your view)?

Yes, the objectives were achieved very nicely in her class.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She showed good knowledge about subject matter, she asked questions to know from students if they understood or not.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	She started the class on time. She gave some pictures and asked questions from the text. She arranged an ice breaking part. She used both English and Bangla languages in the class.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Her attitude and manners were good. She gave some tasks and encouraged students to do the tasks properly.

4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	She used the CLT method for teaching. She used PowerPoint. She gave a detailed knowledge about the text. She used a lot of pictures so that the students can understand easily.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Her voice was clear. She used both Bangla and English languages.

MANAGEMENT

Was the time spent properly? Yes, she made the proper use of time.	
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)	Time
She gave some pictures of characters and asked about them.	5 minutes
She gave a brief discussion about the topic.	30 minutes
She asked questions and tried to solved students' problems.	5 minutes
She gave some questions based on the text in the chat box.	5 minutes
She tried to solve the students' problem.	12 minutes
She finished the class by thanking all.	3 minutes

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

The students' performance was not so good. They weren't so active to respond to their teacher. May be they felt nervous with a new teacher.

Strengths observed: She conducted her lesson very well and her voice was clear.

Suggestions for improvement: She should use some videos so that the student can enjoy more and she was little bit nervous.

Overall impression of teaching effectiveness: Overall her teaching effectiveness was really good. Everybody enjoyed her class.

Recorded Class Links

https://drive.google.com/file/d/1_NSS0um5zI54HuOIohhX9KsY854kBqeD/view?usp=sharing
(Rokeya Khanam Nishat's Class)

https://drive.google.com/file/d/1u9En_mPktphP5RSdGg27z9zQFvLldPi/view?usp=sharing
(Meer Wakil Ur Rahim's Class)

<https://drive.google.com/file/d/1bdzt7J-HEAV6hmoa4G-hr7AoJtnV0jE3/view?usp=sharing>
(Afra Anam's Class)

152-10-344

ORIGINALITY REPORT

12%	12%	0%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	scholarworks.waldenu.edu	3%
Internet Source		
2	academic.oup.com	2%
Internet Source		
3	www.ibbuzz.com	1%
Internet Source		
4	ccs.in	1%
Internet Source		
5	dspace.daffodilvarsity.edu.bd:8080	1%
Internet Source		
6	documents.mx	1%
Internet Source		
7	www.coursehero.com	1%
Internet Source		
8	en.wikipedia.org	<1%
Internet Source		
9	Javier Rojo, Daniel Flores-Martin, Jose Garcia-Alonso, Juan M. Murillo, Javier Berrocal.	<1%

"Automating the Interactions among IoT Devices using Neural Networks", 2020 IEEE International Conference on Pervasive Computing and Communications Workshops (PerCom Workshops), 2020

Publication

10	daffodilvarsity.edu.bd Internet Source	<1%
11	www.riverland.edu Internet Source	<1%
12	www.studymode.com Internet Source	<1%
13	forum.daffodilvarsity.edu.bd Internet Source	<1%

Exclude quotes On Exclude matches < 10 words
Exclude bibliography On