

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



Submission Date: 28th November 2020



Daffodil
International
University

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

**A report submitted to the faculty of humanities and social sciences in partial fulfilment of
the requirements of the degree of Bachelor of Arts in English.**

Course Code: ENG 334

Course Title: Project Paper

Semester: Fall 2020

Intern

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ID: 173-10-453

Program: B.A. in English

Department of English

Daffodil International University

Supervised by-

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Associate Professor, Department of English

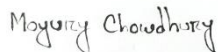
Faculty of Humanities and Social Sciences

Daffodil International University

Submission Date: 8th December 2020

Declaration by the Intern

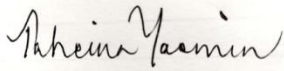
I hereby declare that the project work entitled “**Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19**” submitted to the Department of English, Daffodil International University is a record of an original work done by me under the guidance of Ms. Tahsina Yasmin,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



Signature of the Intern
Date: 8th December 2020

Certification of the Supervisor

I hereby certify that the intern **Moyury Chowdhury** bearing the ID no **173-10-453** has undertaken the course Project Paper (ENG 334) with me. In the course she taught a class and observed two classes at Daffodil International University, had regular communication with me, and wrote a report. 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

Date: 8th December 2020

Acknowledgement

All praise to Almighty Allah. Firstly, I would like to thank almighty Allah for helping me all the way and after that I would like to thank my parents for their love, care and support which is always my strength.

I also like to thank some more people who have made my way easy for making this report.

Grateful acknowledgements are due to my supervisor, Ms. Tahsina Yasmin, for whom I was able to complete my report. In this pandemic situation of COVID-19, her support, excellent guidance and interest inspired me writing this report. Her very insightful instructions and guidance led me to achieve my desired result.

I would like to thank Daffodil International University for helping us to continue our academic activity in online platform.

Executive Summary

This report aims to show the present scenario of English language teaching at Daffodil International University through the online platform Google Meet during the outbreak of COVID-19. Here, I have shown my experience of observing two classes and taking one class. I conducted my class for tertiary level students at Daffodil International University, Permanent Campus in Dhaka city. During this internship process, I have worked through my skills, knowledge, challenge, teaching and learning style, observation, assessment, feedback, evaluation etc. This record shows the techniques and methods followed by the intern while teaching the class. I have filled up the checklists during class observation to also find out the strength and weakness of my peers. I also focused on teaching English language through literature.

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Chapter-1

Introduction

The purpose of this project paper titled **“Report on Online class Observation and Conduction in English during the Outbreak of COVID-19”** is to observe the current teaching-learning situation of our university. We did our classes on Google Meet. We discussed our problems in online group. It was a bit challenging task. We got the permission from the concerned authority to conduct our project work online. My supervisor helped me to go through the process of internship. Two of my peers had done their internship online like me. My peers observed my class and I also observed their classes. In this way I experienced how to take university class by using Google Meet. I had to take the internship project for my academic purpose, and it created a great opportunity for me to take class at the tertiary level. So, this internship project was focused on this prevailing situation and to point out the problems and prepare a report about it to achieve the output of the entire learning system.

Taking and observing online classes are different; I tried to find an easier way to conduct the class and prepare my lesson plan.

Chapter-2

Objective

The primary objectives of the proposed internship are to identify the teaching resources and the present scenario of language teaching and learning online during the outbreak of COVID-19.

Objectives of this report:

- ✓ To show the present scenario of online class observation and conduction in English during the outbreak of COVID-19 in Bangladesh.
- ✓ To know about the methods which are applied in the classroom for teaching.
- ✓ To understand students' weakness in learning English language by following those methods.
- ✓ To understand the deficiency and strength of the present teaching process.
- ✓ To get involved in teaching like a real teacher and to gain practical experience.
- ✓ To see how far my peers were effective to teach others properly.
- ✓ To see the online class situations and the interactions between the teachers and the students.
- ✓ To find out the necessities (tools, teaching materials, equipment, logistic supports) to make this learning process more effective.
- ✓ To observe the impression of the learners to learn the second language (SL), the motivation given to them to learn the language from the teachers.

Chapter-3

Methodology

Institution Selection

Due to the pandemic situation of COVID-19 all educational institutions are off, some educational intuitions especially private universities continue their academic activities by using Google Meet and Zoom apps so that students do not lose their academic time.

Considering the current situation our university has given us permission to continue internship/project paper in online platform. My respected supervisor permitted me to take online class, and thus, for completing this project paper I have selected our own institution and taken a online class in my supervisor's course.

Class Selection

The authority of DIU allowed us to conduct and observe classes from our own courses. My supervisor was teaching Romantic Poetry (ENG 224) course in Fall 2020 and she selected a writer's poem for me. I studied this course when I was in the 5th semester. I observed my course teacher during the online classes to note how she managed us and took classes, and adopted some techniques to conduct my class.

Selecting a Facilitator

The facilitator was my supervisor Tahsina Yasmin. She is the Associate Professor of English Department, Ashulia Campus. She helped me and guided me throughout the process of teaching and observing online classes.

Classroom Observation

I observed two classes of the course Romantic Poetry (ENG 224). First observed class was held on 12th October 2020 and the second one held on 14th November 2020. Class observation helps me to know about something new and also helps me to develop my listening and learning skills.

Taking Advice from the Supervisor

For completing this report, several times I have asked questions to my supervisor, and she provided me with valuable ideas and guidelines, that made it easy for me to complete this report.

Taking Feedback from Students

Before the end of my class I took an instant quiz and shared with students a feedback link, so that they can share with me their thoughts and opinion about the class. Thus, I confirmed how much they understood my class and if there was any need to improve myself.

Chapter-4

Institution Details



Daffodil
International
University

Daffodil International University is a private education institution based on the system of higher education and provides an excellent environment for education in Bangladesh. This institute was established on 24th January, 2002 under the Private University Act of 1992. It has three locations – the main campus is situated at Dhanmondi, Dhaka. The permanent campus is located at Ashulia, Savar which is also in Dhaka district. Another branch of this university is in Uttara. The permanent campus of the university is known as the green campus also. The institution has qualified teachers, holds regular classes and cultural activities, uses technology and has a monitoring team and also a strong administrative system. Md. Sabur Khan is the chairman of this institute and Md. Abdul Hamid, the President of Bangladesh is the Chancellor of the university. “The Landmark to Create the Future” is the motto of this university.

Name: Daffodil International University

Location: Dhaka, Bangladesh

Administrative building: Three campuses

Number of teachers: 859

Number of students: 21,752

Teacher’s qualification: BA/ BBA/ BSC, MA/ MSC/MPhil and PhD

Economic issues: Private funded University

Chapter-5

Class Observation

I observed two classes of my peers in the course Romantic Poetry (ENG 224). The classes were conducted by Anika Tahsin, ID: 173-10-450 and Umma Habiba Nafsi, ID: 172-10-445. They are also studying at Daffodil International University.

Class Observation Report-01:

My first observed class was on “Tintern Abbey” by William Wordsworth for level 1 term 3 students which was conducted by my peer Anika Tahsin. Her schedule was on 12th October 2020 (Monday), and the time was from 2:30 pm to 3:30 pm. Her lesson was on the second and third sections of the poem “Tintern Abbey” with line by line analysis and description. In the class 25 students were present out of 34. The facilitator entered the online classroom and got acquainted with everyone. She first started with a memorable song titled ‘Memories’ by Maroon 5 as warm up. When she could not play the song from her end, she asked the students to listen to the song by going to YouTube link. Then she told the students to open their notes regarding the poem and concentrate in the class. While she was taking her class, she asked students if they understood the class topic or not. Students also cooperated with her and asked questions, and she answered all their questions. She also encouraged students for asking questions.

After that the facilitator told that she was going to give a lecture on “Tintern Abbey” poem. Then she started to read out the poem and described important lines and stanzas. She always tried to make students understand the meaning of the poem. The students tried to understand the lectures properly. While she was taking the class, she asked questions related to the poem. Some students could answer her questions properly and few students couldn't. Finally, the facilitator took an online quiz by using a Google Form.

It appeared to be a very interesting class to me, and all the students who joined attended the quiz. She also sent students a link where they could give feedback about the class, share their

experience there. She encouraged them to ask her if they had any query or confusion. Students provided her class feedback in Google Form.

From the beginning till the end her class was meaningful though during her class her net connection was lost twice. But she tried to recover from the breaks in the lectures. Her presentation quality and voice quality were clear. She tried to capture full attention of the students.

Class Observation Report-02:

I observed the second class conducted on the poem titled “The Rime of the Ancient Mariner” written by the English poet Samuel Taylor Coleridge. The class was conducted by Umma Habiba Nafsi, ID: 172-10-445, and she is also a student of Department of English, Daffodil International University. Her class was scheduled on 11th November 2020. Due to the large size of the poem, Lima talked about 40-45 lines of the poem and discussed it in the class with line by line analysis and description. In this class 14 students were present out of 34 students, and the batch was 1.3 (PC-C).

At the scheduled time the facilitator entered the class and students also joined the class on time. She started her class with some interesting word game twist that created much excitement among students. Sometimes this type of activity helps our brain to be more active.

After beginning the class, Lima talked about the poet of this poem. It was about his birth year, life activity, birthplace, which types of poem he wrote most of the time etc. Then she asked the present students if they knew about the poem or not, and after some time some students replied yes, some students said he was a romantic poet. While she was taking the class, she requested students to read the text of the poem, 2/3 students read the lines, and after that the facilitator explained those lines. Students easily understood the lesson.

She discussed about the overall summary of the poem. As it was a narrative poem, she tried to describe it like a story, so that students can easily understand it. Before starting her class she

tried to add some interesting matter; she used these techniques so that it can easily warm up students' mind. To bring variety in a long class sometimes teachers need to use these techniques. During her class she talked about the poem "The Rime of the Ancient Mariner". The poem uses personification and repetition, the supernatural etc. depending on the mood in different parts. Lima discussed each of these parts and tried to explain to students. In her class very few students knew about this poem; majority of the students did not know about the story. That's why when she discussed about it in her class all students listened to her lecture very attentively. Sometimes she requested students to read some lines of the poem and when student read out the lines, she asked him/her if he/she could understand anything. If students answered no, she explained the meaning.

She was able to complete her class within the given time, and before ending the class she took an instant quiz, she shared two links in the comment box and all students participated in the quiz. From the beginning till the end, she was able to conduct her class successfully, and she took the class more confidently that really motivated others and helped to build courage.

Chapter-6

Teaching Experience

On 18th October 2020 (Sunday) I conducted one class of Romantic Poetry (ENG 224). Students were in level one term three (PC-D section). The course was taught by our supervisor Ms. Tahsina Yasmin. Before starting my class, our respected supervisor introduced me to all the students of the class. All the students joyfully welcomed me and they also introduced themselves. Before starting my class, I introduced myself once again to them.

By using Google Meet I operated this class, and the class was scheduled from 11:30am to 12:30pm. In the class 17 students out of 30 students were present. At the beginning of the class, I shared with them a music video link of a Bangla song (*purono sei diner kotha*). This song was part of study related topic so that students can easily relate to the topic. After listening to this song, I asked them about the real meaning of the song. I asked them, can you find any similarity to the poem? Some of them replied that they could capture the similarity. After that once again I explained the topic. After ending the discussion, I moved onto the main lesson.

The main lesson was “Tintern Abbey” section-5. Before starting the discussion on this topic (section-5), I asked them was there any confusion about sections 1 to 4. They said no. While I discussed the topic, I suggested students to follow the text book or PDF, and students who had no material I asked them to follow my screen. I explained every line of this poem, so that they did not feel hesitant. Students were unable to understand those lines as I explained them again and again. They were eagerly listening to my class and trying to giving full concentration. I summarized the whole section, and also taught them the pronunciation, new vocabulary and meaning. During the class time I requested some students to read out the lines, and one student read some lines. Before ending the class, I took a short quiz, it was on “Tintern Abbey” section-5. All present students submitted their responses and that made me feel so positive and motivated my mind. After the quiz, again I shared a feedback Form link with them which was about my teaching methods. Finally, I checked their feedback and their opinion, and I asked them if they could clearly understand the topic or not.

I provided quiz questions through a Google Form link, which was,

- 1) The “dear, dear friend” of the speak is his-

- 2) To the speaker nature is an exciting place to be in-
- 3) How does the speaker think his sister will feel about his/her experience?
- 4) What literary device is used when Wordsworth calls himself “a worshipper of nature”-
- 5) Long absence covers -

I had one observer Anika Tahsin (173-10-450), she is also a project paper student under the supervision of Ms. Tahsina Yasmin. She is from my campus and same batch. She observed my class and provided me with some comment which was very helpful for me. While I was taking the class, she also told me that, I had enough confidence and the class was amazing and my voice was fully clear, my time management skill was good. Because of the pandemic situation of COVID-19, for completing most of the work, especially educational activities institutions use online platform. I think it is the best learning platform for us considering the lockdown situation. Though, it was the first time I took a class online, besides students I also enjoyed the class. All students were interested to attend the class and they wanted to learn something. I had made my lesson plan correctly and I was able to finish the class successfully.

Chapter-7

Overall Findings

Due to the pandemic situation of COVID-19 our university's academic activities continued by using online class, the university authority permitted us to conduct our classes online so that we can continue our internship program under the supervision of a respected faculty. To complete this report I have taken an online class and also observed my peers' online classes. First students felt uneasy to attend online class, but now they are able to cope up with it. During online classes students try to focus on class lecture and ask question, share opinion and thoughts.

Lesson Preparation

Preparing lesson plan is important for taking a class, my peers prepared lesson plan by using our respected supervisor's guidelines. They read books, took help from the Internet for preparing their lesson plans. After gathering all information they made PowerPoint slides and shared it in Google Meet online classroom. And they always tried to use a simple way so that audience/students can easily understand their lessons.

Lesson Delivery

Lesson delivery is also an important part of teaching. My peers always tried to focus a simple way to deliver their speeches and lesson topics. Before starting classes, they had an introductory session and then they always tried to add some interesting topic discussion before discussing the main topic.

Lesson Management

All class topics are not the same, some are lengthy and some are short. Some topics are also conceptual. By considering these issues we made questions, we asked questions to students. And my peers always tried their best so that students can feel free to ask questions.

Classroom Management

Though it was an online class, we faced some problems while operating the class. Weak internet connection and electricity problems were the main problems for taking and joining online class. That's why during online class we attended the class via mobile phone or tablet.

Students' Activity

Students participated in the activity by communicating with the facilitators, they shared their opinion, thoughts and overall majority of students responded fast. For online platform students can join the class timely.

Advantages of Online Class

In online class all students can join the class together, and if due to any problem anybody is unable to join the online class then there is no chance to miss the class, while our respected teacher takes online classes, he/she also records the class from the beginning to end so that students can watch the class later.

Disadvantage of Online Class

Poor internet connection especially load-shedding creates many problems for students and teacher. During online class some students forget to switch off his/her microphone that creates extra noise in the classroom and hampers other students' concentration. A major physical problem of online class is created if students focus their eyes on mobile phone or laptop screen which can hamper eye sight.

Self-Reflection Finding

Lesson Preparation

I have prepared my lesson by using my supervisor's guidelines, e-book and online articles. I have tried to make my lesson more reliable and acceptable so that students can easily understand the lesson topic. After gathering all information I have prepared a PowerPoint slide and added pictures, and information.

Lesson Delivery

Lesson delivery is an important part of teaching. I always tried to focus a simple way to deliver my speech and lesson topic. Before starting the class, I took an introduction session and I tried to add some interesting topic discussion before discussing the main topic.

Lesson Management

According to part of the study, I have tried to focus on lesson management. A well-prepared lesson can help to deliver idea and knowledge properly. While I was taking the class, I used PowerPoint presentation slide, in these slides I added many information and bullet points that divided the lesson and helped me to focus properly. The students could also read the points and ask me questions.

Classroom Management

Class management is easier in an online class than a physical class. Though sometimes online classes create some trouble for teacher and students, but for Dhaka city I think in future it can be an alternative option for taking class. By using Google Meet class link students could join the class timely. Sometimes poor internet connection creates barriers for taking and joining online class, and for that reason, while I took the class, I kept enough mobile data for backup.

Students' Activity

During my online class, students' activity was very positive. While I was taking class, sometimes I asked students, "Can you understand my lecture?" They answered positively. Most of the students were sharing their opinions according to the lesson.

Time Management

Time management is the most important thing. During online class proper time management helps to complete the class lesson. I prepared my class lesson and PowerPoint slide very carefully so that I can complete the class timely.

Students' Feedback

At the end of the class, I shared a feedback link with the students, 16 students participated, and they shared their opinion and feedback about my class. I prepared a total of 5 multiple choice questions for getting the class feedback, and the questions were,

1. How did you like the class?
a) Excellent b) Good c) Fair d) Poor
2. Explanations by the instructor were -
a) Best b) Excellent c) Very good d) Poor
3. Clarity of the instructor's voice was -
a) Excellent b) Very good c) Good d) Poor
4. Are you satisfied with the class?
a) Yes b) No c) Maybe
5. Did you understand the poem?
a) Yes b) No c) Maybe

After getting feedback from students, I got a summary and it showed 50% students said the class was good, and 37.5% excellent. About instructor's explanation 50% students said very good, 31.3% best and 12.5% excellent. 25% students commented that the instructor's voice quality was very good, 25% said good and 50% excellent. 87.5% students were satisfied with the class, 6.3% were not satisfied and 6.3% were not sure about it. 93.8% student understood the poem and 6.3% were little bit confused.

Chapter-8

Recommendations

- ❖ The university needs more teachers so that they can they can provide better online education.
- ❖ They should be more concerned about the students' weakness and counsel them accordingly.
- ❖ They should use stronger modern technology to make learning process more effective.
- ❖ Teachers must have a daily lesson plan. It must be in written form.
- ❖ Giving real life examples should be introduced to the students through their study and class lectures.
- ❖ Online classes will only be successful when both the teacher and the students can ensure internet connectivity and a certain degree of motivation.
- ❖ Warming up is essential. I think warming up can be done for 10 minutes if it can be connected to the lesson.

Recommendations for myself

- ❖ I have to be more fluent in speaking.
- ❖ I have to improve my vocal quality.
- ❖ I have to be more aware of students' comprehension.
- ❖ I have to be more efficient about using technology.
- ❖ I have to be more aware about my physical and mental health.

Chapter-9

Conclusion

Through this course work, I can realize that teaching profession is not such an easy job. I would like to thank all of my respected teachers for their painstaking efforts.

Due to this pandemic situation of COVID-19 all academic activities run online. And as a student I have taken class and observed classes of my peers. Though this is the first time I have taken an online class, I have been so excited about it. By taking an online class and observing two, I have completed my internship report. While I was taking class, students interacted with me properly and they also shared their opinion and feedback with me. That helped me to learn about my shortcomings and to develop my skills. Almost all private universities are taking online classes, considering students' academic years university authorities provide this opportunity to continue their semesters online in this pandemic situation.

Appendices

Appendix: 1- Lesson Plan and Lesson Overview

Appendix: 2- Class Observation Checklists

Appendix: 3- Online Class Observation Pictures

Appendix: 4- Online Quiz and Feedback

Appendix: 5- Recorded Class Links

Appendix-1

Lesson Plan

Course	Romantic Poetry (ENG 224)
Facilitator	Moyury Chowdhury
Enrolled Batches	PC 16 th D Batch
Lesson Topic	Tintern Abbey (Sections 5)
Objectives	To develop analytical skill To analyse the poem with features
Learning Resources	Internet, topic related video, online quiz link, feedback link.
Teaching Tools	Mobile, (showing PowerPoint), online activity
Duration of the Class	One hour
Date and Time	18 th October 2020 (Sunday) 11.30 am to 12.30 pm
Teaching Methods	CLT

Lesson Overview

Purpose	Teacher's Activity	Students' Activity	Time
Introduction	Teacher will introduce herself to the students.	Students will greet the facilitator.	2 minutes
Warm up	Teacher will give a poem related video for warming up students.	Students will watch the video.	4 minutes
Topic discussion	Teacher will give detailed knowledge, describe every line, and summarize the poem (Section 5).	Students will listen to the facilitator attentively and ask question.	40 minutes
Activity	Teacher will encourage students to analyze the poem and ask if they have any confusion.	Students will answer through switching their microphones on or commenting in the comment box.	5 minutes
Quiz	Teacher will take a small quiz by Google Form.	Students will attend the quiz through the given link.	5 minutes
Feedback	Teacher will get feedback from students through Google Form.	Student will share their opinions about the teacher.	2 minutes
Conclusion	Teacher will end the class by thanking all.	Students will take their leave.	2 minutes

Appendix-2

Class Observation Checklist Daffodil International University Department of English

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

Checklist for Class Observation-01

Institution: Daffodil International University

Teacher’s Name: Anika Tahsin, **Section:** PC (C), **No. of Students Present:** 25 out of 34

Course Title & Code: Romantic Poetry (ENG 224), **Room No:** Google Meet

Peer/Observer: Moyury Chowdhury, **Date and Time:** 12-10-2020, 2.30 pm to 3.50pm

Objectives of the lesson (as perceived):

- i. To perceive the meaning of the 2 sections of the poem ‘Tintern Abbey’
- ii. To develop analytical skill
- iii. To analyze the poem with features

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

The objectives were achieved but there were some technical issues.

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 behaviour among students)	The facilitator had good knowledge on her topic. She completely explained the sections of the poem.
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 overall clear, she tried to explain all the related parts of this topic, summarized main points, met class at the right time; but because of some technical problems, it created confusing situation. The class began silently and it finished also silently.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with	The facilitator was trying her best. She encouraged students to give feedback, properly interacted with students and gave answers to all the queries of the students.

	students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	
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)	Her teaching method was fine. She tried to focus on the main points and students' queries asking students about the topic. She used proper technology for teaching the class.
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)	She presented her lecture with clear audio by using PowerPoint slides, there were some technical issues, but her overall presentation was reliable.

MANAGEMENT

<p>Was the time spent properly? Yes, during online class she spent her time properly.</p>
<p>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)</p> <p>Introduction – 3 minutes \implies Warm-up with a song by Maroon 5 – 6 minutes \implies Topic discussion (sections 2 & 3 of the poem 'Tintern Abbey') where students read the text and answered questions – 35 minutes \implies Instant quiz for checking students' understanding of the topic – 7 minutes \implies Feedback about the class – 5 minutes \implies Ending the class – 4 minutes</p>

CRITICAL EVENT (If took place)

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

While she was taking her class because of losing internet connection, there was a confusing situation. It created problems for understanding the lecture. She had proper technical knowledge that's why after the temporary break in the lecture she attended again and handled the situation.

Strengths observed:

Clear voice and good presentation quality

Suggestions for improvement:

She could use alternative network connection so that she could continue the class properly.

Overall impression of teaching effectiveness:

She tried her best, as a novice she took online class for the first time. As a beginner she did well.

Class Observation Checklist
Daffodil International University
Department of English

**Internship on “Online Class Observation and Conduction in English during the
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Checklist for Class Observation-02

Institution: Daffodil International University

Teacher’s Name: Umma Habiba Nafsi, **Section:** PC (C) **No. of Students Present:** 14 out of 34,

Course Title & Code: The Rime of the Ancient Mariner (ENG 224) **Room No:** Google Meet

Peer/Observer: Moyury Chowdhury, **Date and Time:** 11-11-2020, 2.30 pm to 3.30pm

Objectives of the lesson (as perceived):

- i. To perceive the meaning of the first sections of the poem ‘The Rime of the Ancient Mariner’
- ii. To develop analytical skill
- iii. To analyze the poem with features

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

The objectives were achieved but there were some technical issues.

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 behaviour among students)	The facilitator had good knowledge on her topic. She completely explained the sections of the poem.
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 overall not clear, she tried to explain all the related parts of this topic, summarized main points, met class at the right time. After little bit discussion students were eager to know the topic.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback,	The facilitator was trying her best. She encouraged students to give feedback, properly interacted with students and gave answers to all

	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 queries of 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)	Her teaching method was excellent. She tried to focus on the main points and students' queries, asked students about the topic. She used proper technology for teaching the class and tried to make the lesson more interesting.
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)	She presented her lecture with clear audio by using PowerPoint slides, and she was able to successfully end her class.

MANAGEMENT

<p>Was the time spent properly? Yes, during online class she spent her time properly.</p>
<p>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)</p> <p>Introduction – 7 minutes \implies Start the class by introducing the poet Samuel Taylor Coleridge – 6 minutes \implies Topic discussion (Part one of the poem 'The Rime of the Ancient Mariner') where students read the text and answered questions – 46 minutes \implies Instant quiz for checking students' understanding of the topic – 10 minutes \implies Feedback about the class – 5 minutes \implies Ending the class – 5 minutes</p>

CRITICAL EVENT (If took place)

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

In this class overall situation was perfect. She conducted her class perfectly and there was no network problem. Before starting this class she kept with her enough internet data for backup, but by the grace of Allah nothing critical happened.

Strengths observed:

Clear voice and good presentation quality

Suggestions for improvement:

She could use more information in her slide.

Overall impression of teaching effectiveness:

She tried her best, as a novice she took online class for the first time. As a beginner she did well.

Class Observation Checklist
Daffodil International University
Department of English

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

Checklist for Class Observation-03

Institution: Daffodil International University

Teacher’s Name: Moyury Chowdhury **Class:** Online Google **Section:** 16th D - PC

Students Present: 17 **Total Students:** 30 **Course Title & Code:** Romantic Poetry (ENG 224)

Peer/Observer: Anika Tahsin **Date and Time:** 18/08/2020 – 11:30 to 12:30 PM

Objective of the lesson (as perceived):

- I. To study ‘Tintern Abbey’ section 5
- II. To develop analytical skills
- III. To analyze the poem with features

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

Of course, the objectives were achieved. She was very organized. She provided a discussion question, and every student was able to analyze the question, write the answer and give their positive and supportive opinion.

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)	I think she had enough confidence to be a teacher. She had good knowledge of the subject matter. She behaved well with students.
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 her class timely. She summarized the main points. She shared a song link to warm up student. She finished her class in the allotted 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)	Yes, she could hold the students' interest, her performance was good but it could be better. Interactions between students and teacher were well-mannered and respectful.
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)	For this pandemic situation she had to use online platform and technology. She provided topic related E-text on the screen for the students. Her teaching method was clear and voice loud.
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 presentation was good. She continued having interaction with the students till the end of class. She used a few real-life examples. If she could use some standard word or phrase it could be a better presentation.

Management

Was the time spent properly?

Yes. She spent the class 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)

Introduction	2 minutes
Warm-up	4 minutes
Topic discussion	40 minutes
Activity	5 minutes
Quiz	5 minutes
Feedback	2 minutes
Conclusion	2 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?

No, she handled the class effectively.

Strengths observed:

Her presentation was good She had proper time management skill and she had good interaction with her students.

Suggestions for improvement:

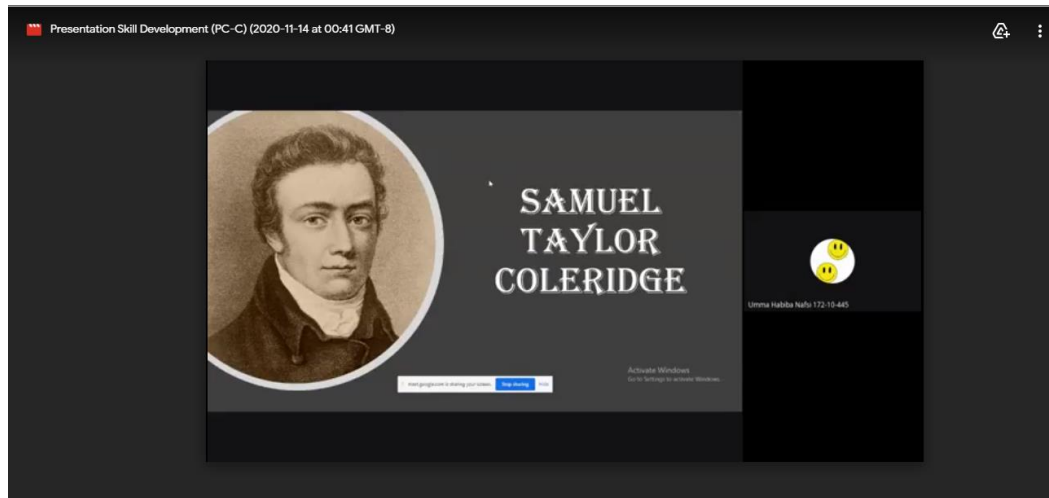
She needs to develop pronunciation, needs to be more fluent in speaking.

Overall impression of teaching effectiveness:

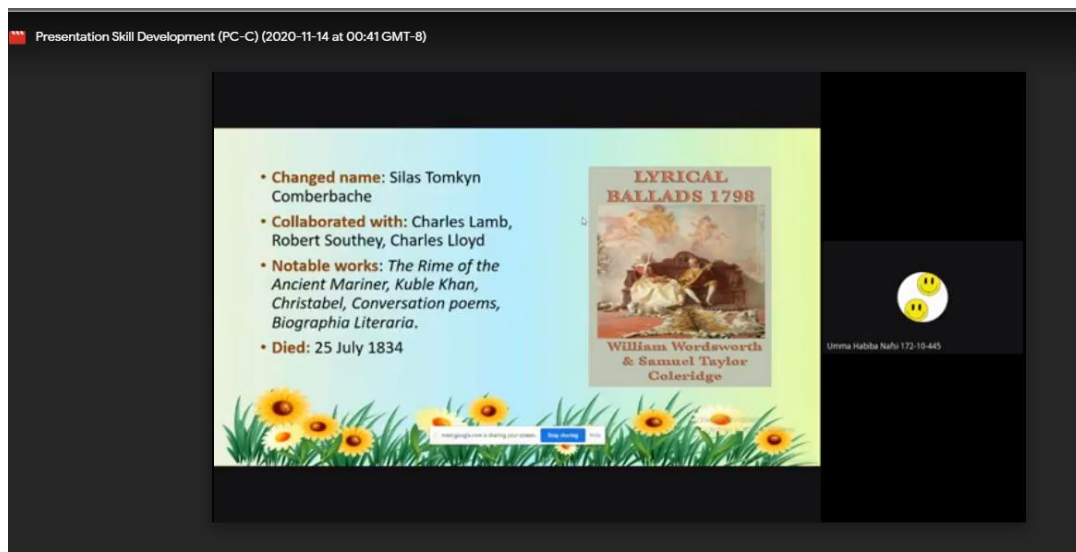
Overall, she did well to deliver the lesson, fulfil lesson objectives, ensure learning and students were positive.

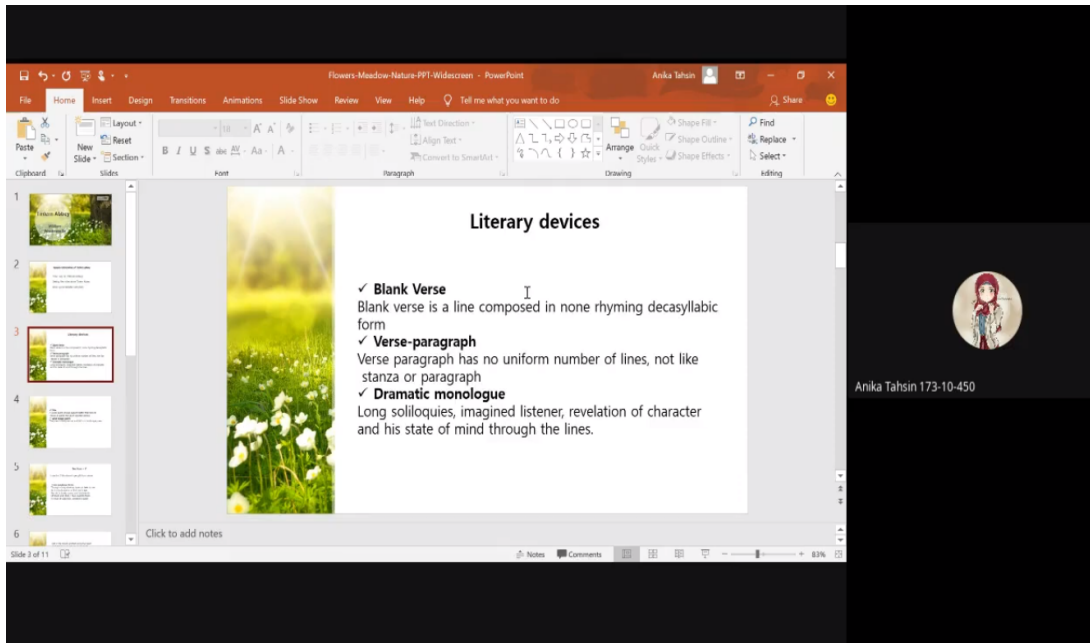
Appendix-3

Online Class Observation Pictures

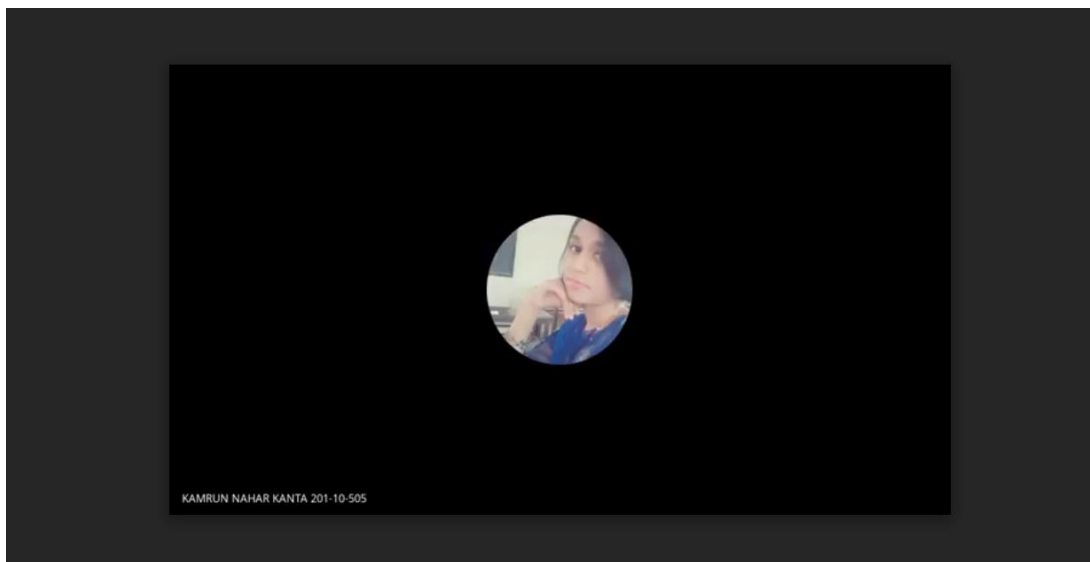


Before discussing the main topic, Lima discussed about the poet.



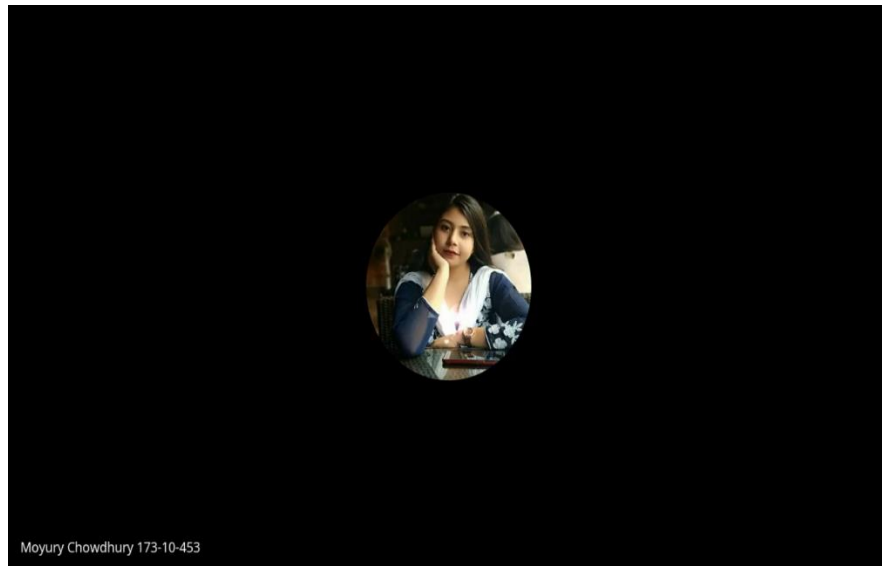


My peer Anika Tahsin taking her class and explaining these topics

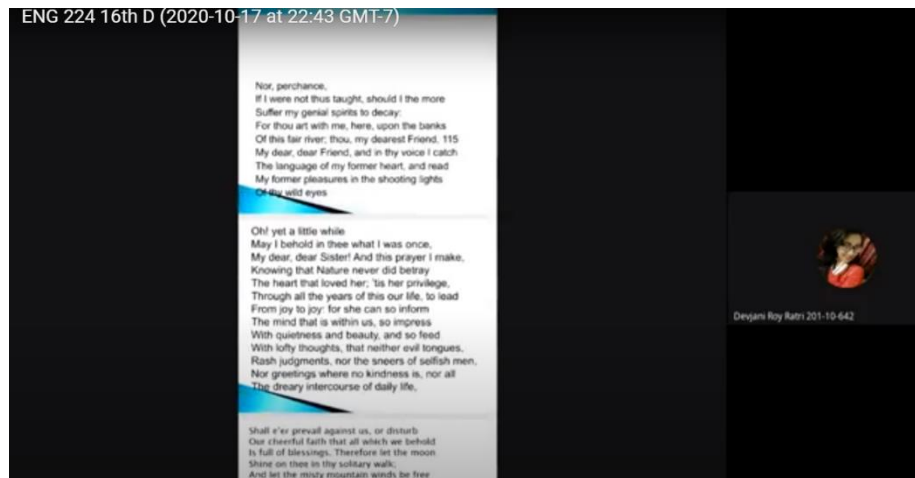


Present students participating in the class discussion

Online Class Conduction Pictures



Starting interaction with students



Providing brief discussion with students

Appendix-4

Online Quiz and Feedback

Questions Responses 12

Short Quiz

Form description

1. The "dear, dear friend" of the speaker is his ...

Sister, Dorothy

Brother, John

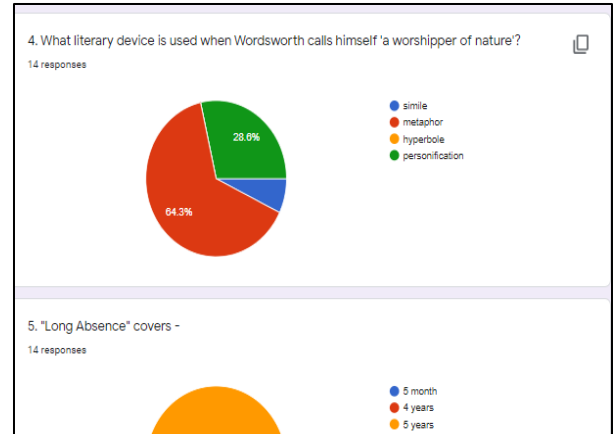
Mother, Ann Cookson

Friend, Coleridge

2. To the speaker, nature is an exciting place to be in.

True

False



I took an online quiz.

Questions Responses 16

Class feedback

Form description

1. How did you like the class?

Excellent

Good

Fair

Poor

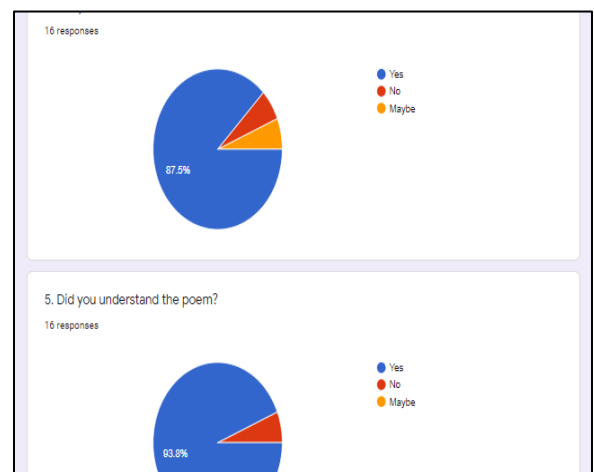
2. Explanations by the instructor were

Best

Excellent

Very good

Poor



These pie charts represent students' online feedback for my class.

Appendix-5

Recorded Class Link

<https://drive.google.com/file/d/1tfe9actPUBEanX5esAqIDoSPNaQGtGBL/view?fbclid=IwAR2vYotSUNC-yZw3HMCrYLV9hnDjCXRUpZMnEWLQIZjl2syJmR-OKI2Lz-A>

Presented by Moyury Chowdhury on 18th October 2020

<https://drive.google.com/file/d/1fQwkXoBD7bVsnnALWv4HixljzMrI08uq/view>

Presented by Anika Tahsin on 12th October 2020

<https://drive.google.com/file/d/1aZo7r-Y35gy7hiqfGuDmLaQvWqXgCKBF/view>

Presented by Umma Habiba Nafsi on 11th November 2020