

Microteaching and Suggestion of Improvement



Micro Teaching report

Topic taught: Mathematics

Subject/Area of learning: Measurement

Grade: Primary 3

Aspect of Performance	Reflection on performance	Suggestion for improvement	Reason
<p>The selection of purpose</p>	<p>The learning objectives are appropriate in building up students' knowledge about measurement. Yet, two learning objectives need to be further enhanced after class:</p> <ul style="list-style-type: none"> -Presenting the results of measurement by using numbers, units, and the word "about" in approximated results -Relating the concept of measurement to their daily lives. 	<ol style="list-style-type: none"> 1. Teachers can give more demonstrations and examples when doing the teaching, like when to use about to present the measurement. 2. The post-task of the lesson can be related to using ruler to measure things in daily life in order to fulfil the learning objectives. 	<ol style="list-style-type: none"> 1. Students can better develop their ability of reading the marks on ruler. 2. Students can really transfer the measuring skills they acquired in lesson to daily life usage.
<p>Fluency and creativity of teaching activities</p>	<p>Our activity asked students to do a lucky draw for deciding which objects their group would measure. Students would be more attentive and interested in the lucky draw as they can have the authority</p>	<p>1. Whole class will come up with ten objects in classroom to fill in the spinning wheel</p>	<p>With the improvements, we can avoid the situation of two groups drawing the</p>

	<p>in learning. Teacher also prepares real life materials for students to measure, so that students may find it more authentic and interesting to do so.</p> <p>Besides, cooperative learning is achieved as students are required to sit in groups. Through working with peers, students with higher ability could lead the group and make sure they are on the right track. Students with lower ability could engage in the activity under the assistance of group leaders. This ensures the activity to run smoothly.</p>	<p>2. After sending a representative to draw an object for their group, representatives will delete their choice to avoid repetition.</p>	<p>same object. Coming up with more objects at the beginning and deleting the objects that have been chosen enhances the fluency of activity.</p> <p>Also, students can have fun while discussing what objects to be included to increase the difficulty.</p>
<p>Relevance of teaching activities</p>	<p>To accomplish the teaching objectives, we designed the wheel spinning activity. It gives students a practice on measuring with authentic rulers. However, the measurement may not be successful because they may draw an incorrect match of ruler and object. This helps them to understand the difficulty and clumsiness of using a wrong ruler and unit to measure.</p> <p>Although this activity is fun and practical,</p>	<p>1. Teacher should give instructions before the game starts, and address that the measurement may fail and students should think of the reason.</p> <p>2. Teacher should avoid the coincident sameness of the result of</p>	<p>1. The amendment can enhance students' awareness on learning and reinforce their opportunity of learning. Firstly, students would become clearer about the activity's goal and what they should pay attention to while</p>

	<p>if the groups draw the same unit and object, students may not learn much as they will all get the same answer. Also, we did not give instructions before the game starts. Students may not relate the game with measurement by themselves. Students may groan about their mistakes instead of reflecting on why it happens.</p>	<p>the spinning wheel, so the choice will be deleted after it is drawn.</p>	<p>measuring. 2. Although each group can only play the game once, they do not only learn from their first-hand experience. They can also learn from others' work while doing the evaluation. The variety of the results grants students more knowledge to absorb.</p>
<p>Deduction of teaching strategies</p>	<p>The double-lesson is comprised of traditional learning and active learning. In the introduction of the concept of millimetre, centimetre, metre and kilometre, there is a lack of formative assessment.</p>	<p>1. Teacher can insert a game to test students' understanding on the reading of rulers. For example, using online platform like: https://www.funbrain.com/cgi-bin/meas.cgi?A1=s&A2=1&A3=0 2. Teacher can also guide</p>	<p>Students without any prior knowledge of different units may find it difficult to understand the scale marks on rulers. Therefore, teacher has to make sure students do understand the basic concepts before</p>

		the students to brainstorm more daily life examples of using different units to measure.	moving on to other tasks.
Evaluation of assignments (during the lesson or homework after class)	<p>For knowledge consolidation and assessment, students are required to measure three objects at home and report on the E-class platform. Our original plan was asking students to create their own measurement units for this homework.</p> <p>Although that would be interesting for students, after the microteaching, we could see that it does not match with the main learning objective of the lesson, which is to increase students' knowledge on the standardized units of length measurement, including mm, cm and m.</p> <p>The task contradicts with this goal, and could possibly undermine students' hard work during the lesson. What they have acquired during the lesson cannot be enhanced, and their abilities in measuring cannot be tested.</p>	<p>1. Students should be restricted to use standardized units in this homework instead of creating their own units. They can choose from three of the length measurement units, mm, cm and m, and determine which one is the most suitable for them to use in measuring the length of their target objects. After that, they can measure and present the findings in standardized units.</p>	<p>After this amendment, students need to apply their knowledge about standardized length measurement units in their homework. They are given another chance for practicing what they have learnt. The lesson's goal can be achieved, with students' learning progress being assessed effectively.</p>
Teacher's	During the microteaching, we gave	1. To improve, teacher can	Students' knowledge

<p>feedback to students</p>	<p>feedbacks to students after they have answered the questions. For example, teacher guided a student to use larger unit to measure larger objects, and vice versa. We praised student for correcting their mistakes, promoting active participation of students.</p> <p>However, only teacher was giving feedback to students in the active learning part. Students should have a chance to try commenting on others work.</p>	<p>ask students to give feedbacks to each other, and teacher makes supplementary explanation when necessary.</p> <p>2. Teacher can show more appreciations to students after they have answered the questions, like asking the class to give him a big hand.</p>	<p>is consolidated by observing and making judgements through peer evaluation. Teacher assesses students' understanding of the concepts through the in-class evaluation process. The in-class peer evaluation process also prepares students for the online-evaluation they need to conduct as homework.</p>
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(II) Overall Learning Outcomes:

Overall Learning Outcomes:

(A scale of **High**, **Middle**, and **Low** is used to judge on students' work on Assessment of Part A, H=favourable, M=average, L=needs improvement)

Please fill in * H/M/L	Areas of Expected Performance Outcomes
M	Able to define the objectives of learning/ intended learning outcomes clearly by specifying the critical features
M	Able to design a range of innovative teaching approaches with thoughtfulness
H	Able to present a logical sequence of teaching events
L	Able to cater for individual differences
M	The teaching and learning activities are creative
M	Able to monitor student learning through the lesson
H	Allow opportunities of giving continuous feedback to inform students on their learning outcomes
H	Allow opportunities to enable student reflection of their own learning
M	Able to design appropriate assessment tasks for collecting evidence of learning from students
M	Able to deploy a wide range of learning and teaching resources to support student learning
H	Able to interact with students effectively to engage student learning
M	Able to build a trustful relationship and a pleasant learning environment