Inquiry Question Protocols

Observation Protocol 1: Active Learning

Background

Active learning is a tuition technique whereby the learner is a doer. It involves the active participation of students in the learning process. This makes the learners to be engaged and thus makes the lessons more memorable and enjoyable. This learning technique helps the learning process be useful as tutors include tasks for the learners in their teaching, thus having more engagement with the students. (Gay, 2017)

Task Objective

This task's main aim is to expound on how active learning that is, learning by doing involves several activities that engage the learners in the learning process. Thus the task will depict how active learning as a teaching strategy helps learners to have enjoyable and useful lessons.

Procedure

Before the video lesson

The observation is by searching and watching Scaffolding Literacy Instruction (Middle Grade) video. The observation focuses on middle school students learning the English language and social studies, which involve culturally responsive teaching by reading complex texts, both fictional and non-fictional, about South Sudan.

During The Video Lesson

Observation is done from the point of view of what learners do, what such activities involve, and the teachers purpose in such activities as seen in the chart below;

|  |  |  |
| --- | --- | --- |
| METHOD USED | WHAT IT ENTAILS | PURPOSE OF THE TEACHER |
| Close reading | Reading, thinking, writing, and talking | Help students develop a deep understanding of the complex text |
| Note catching | Writing down notes | Teach organization of information |
| Oral rehearsal | Reading out loud to memorize | Helping reduce cognitive load during the writing |
| Text coding | Marking the complex text | Monitor thinking and examine for engagement and reflection |

After The Video Lesson

The observation made is that there is a right balance of cognitive, affective, and physical activities in the lesson. All the activities, that is, close reading, note catching, oral rehearsal, and text coding, play a significant role in students' engagement in the learning process. Student-centered learning helps to shift the focus of studying from the instructor to the learner. Moreover, acknowledging a student's voice by active involvement in the lesson puts the students' interests first. This helps to improve the retention of knowledge and facilitates personalized learning.

Reflection

Every student is different; thus, they comprehend information differently depending on their individual needs. Therefore for every instructor, one has to involve different teaching strategies that befit every student. The incorporation of different learning styles helps to cater to the educational needs of each student. As seen in the video lesson, active learning allows students to process, comprehend, and retain information better. However, active learning should be complemented with other learning strategies to be effective (Darling-Hammond, 2016).

Observation Protocol 2: Cultural Responsive Learning

Background

It should be noted that there is a strong connection between language and culture. The learning of a language means that the learner is also learning about the culture of that language. Therefore, an instructor should have a positive attitude towards the language or culture in question for cultural inclusivity (Magala, 2015).

Task Objective

The intention of this observation is evaluating on how culturally responsive and inclusive is the video lesson. The task further seeks to identify and fill in the gaps in cultural inclusivity as a learning technique. This is because learners being culturally being; thus, the kind of teaching used should be culturally responsive as it connects them to their identity.

Procedure

Before The Video Lesson

This observation is mainly keen on the different components of culture in the class. The class is composed of white students and students of color. There are students of both African and American descent. Moreover, English as a language is a new aspect to some of the students.

During The Video Lesson

In the social studies class, there was discussion on the various harmful cultural activities in Africa, such as cattle raiding in South Sudan. This seems to give a negative view of Africa as a whole. On the other hand, in the English class, the English language as a culture seems to help students interact despite the different descents.

After The Video Lesson

The video lesson's observation is that it needs to have more cultural competency and have more culturally responsive teaching. Additionally, for a teaching strategy to be efficient and effective, it must be culturally inclusive. This is achievable by giving a positive perspective of different cultures, unlike in the video's social studies lesson. Moreover, the tutor should learn the context of varying student's cultures to accommodate the cultural differences of all students. Teachers should emphasize the universality of human beings instead of the differences of people as cultural beings.

Reflection

Every educator has a significant role to play concerning culturally inclusive teaching by celebrating each student's cultural diversity in a positive manner, which helps to increase cultural literacy, awareness, and acceptance.

References

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