

Observations and reflections mainly regarding lesson planning

What have you seen?	What do you think about this?	What do you wonder about regarding this?
<p>We have seen a Maths lesson. All the students used laptops during the lesson doing exercises previously prepared by the teacher. They all had the same exercises and they had to do them in their own pace until they could solve all the tasks correctly. Then they switched on to the coursebook and they had to do assigned exercises from it. In the third part of the lesson they could use cards and dices to practice multiplication through playing and competing with each other.</p>	<p>At the beginning of the lesson the teacher educates the students how to work individually. By proceeding in their own pace gives them the experience of success. Playful practice helps deepen learnt information and knowledge.</p>	<p>How much time does a teacher need to prepare a lesson like this? What types of assistance can a teacher use? How does the teacher evaluate the students' achievement?</p>
<p>We have seen a Maths lesson. All the students used laptops during the lesson doing exercises previously prepared by the teacher. They all had the same exercises and they had to do them in their own pace until they could solve all the tasks correctly. Then they switched on to the coursebook and they had to do assigned exercises from it. In the third part of the lesson they could use cards and dices to practice multiplication through playing and competing with each other.</p>	<p>At the beginning of the lesson the objectives given by the teacher encourage the students to work and study individually and set their own time. Using this teaching method helps and profounds logical and individual thinking.</p>	<p>How can ICT tools be used in our institution in order to help algorithmic thinking we experienced from the students in class? How can the teacher's attitude and lesson planning methods be implemented in our school which can help educate our students individual task management and practical thinking.</p>
<p>I saw a science lesson where the students were told about the lice. They observe the insect with the help of a microscope and then make notes about them. The SS also talked about salt and its use in everyday life. The teacher also showed how salt reacts with the other substances.</p>	<p>It was authentic, very understandable for the ss. The group was small and the use of digital microscope was interesting to the students. However, there wasn't anything about theory or hygiene.</p>	<p>When and how does the teacher teach theory? Did the teacher follow the curriculum? Why was the lesson about lice and then salt? How does the teacher give feedback to the students?</p>
<p>Experiment in science lesson</p>	<p>I saw children contemplating an experiment that's very good.</p>	<p>Where do you keep record of lessons, students who ste late, absent students, remarks about students achievements.</p>

<p>I'm always thinking about what I've seen. It was very difficult to return to our school. Everything is very different. I'm thinking about what I could change, make better... I think we put so much effort in teaching. Our system is not to good. We want to teach so much. Our students are only motivated if they get marks. They got used to it. They are not so motivated, if they don't get marks, they won't learn. But of course there are some exceptions. We (the system) want too much from the children. We don't have enough time to practice, to revise the new knowledge. I don't like it. Our school wants too much to do. We take part in every new programme. We don't have time to teach. We don't have much freedom. In your school everything is calm and peaceful. I miss it.</p>	<p>I have lots of questions. I asked some of them from Lotta on Messenger, but I have some more. I can hardly wait for the next meeting to ask them. I try to be as calm and peaceful as I saw it from the teachers in Sweeden. I try be a better teacher, to make learning easier for the children. I try to teach more enjoyable lessons. But we have to many things to do: prepare for competitions (I go for about 6-7 competitions in a year with my students), organise a competition in our school, prepare for presentations...</p>	<p>I have been to many conferences, meetings in Hungary too. I could see many teaching methods, but if I see for example my Hungarian grammar book or my Science book for 6 graders, and the syllabus, what I should teach, I'm very sad. The material is too much, and we don't have time to play, teach interesting lessons, try new methods, or we don't have time to prepare for the lessons, because we have to do so many things. We have too many contact lessons with the children. In Hungary we should change things fundamentally.</p>
<p>The atmosphere and infrastructure of the school helped professional work. The teachers' schedule, the competence- and project-based teaching of subjects were combined with student-centered and innovative education. The high standard application of ICT tools supported knowledge acquirement. Project method is suitable for developing talented students.</p>	<p>During our reflexive discussions it became clear for me what experience we can adopt in our teaching in our institute, regarding our limits.</p>	<p>If a teacher's project lessons are built in their schedules and these projects last for 6 weeks do you have new schedules in every 6 week? Do you have different projects in different grades? I am interested in how the teachers share work and how the schedules are made?</p>

Discuss and refelct on the above! Continue the discussion based on for exampel the questions below:

In the Swedish curriculum, there are central content for each subject for a three year period (Grade 1-3, 4-6 and 7-9), but compared to other countries the teacher is autonomous in the planning and doesn't have to document it. If only the teacher covers the central content in some way over the three year period the teacher can add other thing, as long as it develop the general abilities of the subject. What are the benefits with this freedom for the teacher and the students? Are there any possible bad things?

In Swedish schools, the teacher can easily add some new element into the lesson even if it was not originally the plan. For example if the teacher happens to catch a louse! This flexibility can make the lessons authentic and connected to current events. However, some of the things originally planned for the lesson will perhaps not be covered. How spontaneous should you be as a teacher, compared to be structured and stick to the planned and thought through lesson? Is it best to plan a detailed lesson and do it lesson for lesson - or perhaps to have a lesson plan that streches over a couple of weeks?