

St. Joseph's College of Education for Women

Opp. Sambasivapet 2nd Line, Naaz Center, Guntur, A.P., India.
(Under the Management of Society of Jesus Mary & Joseph)



2.3.4.

Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations



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1. UNDERSTANDING THEORY COURSES

Sample Activity Plan

Using ICT in Learning Situations for Course-XV: Gender, School, and Society

Objective:

To integrate Information and Communication Technology (ICT) in various learning activities to enhance understanding of gender issues, the role of schools, and societal impacts.

Duration:

1 week

Learning Outcomes:

- Students will be able to critically analyze gender roles and stereotypes using digital tools.
- Students will utilize ICT to collaborate, research, and present findings on gender and society.
- Students will reflect on the impact of schools in shaping societal views on gender.

Day	Content	Instruction	Activities	Practice
Day 1		Introduction	Lecture and Demonstration	Concept mapping
Day 2		Research on Gender- the difference between sex and Gender - Gender discrimination	Group Activity: Divide students into small groups. Each group uses online databases and digital libraries to research historical and contemporary gender roles and Gender discrimination.	Collaborative Document: Groups compile their research findings in a shared Google Doc, with each student contributing at least one source and summary.
Day 3	Unit-1: Basics of Gender	Analysis of Media Representation on The characteristics of patriarchal system and its impact on Women's status.	Multimedia Analysis: Students watch selected videos, documentaries, and advertisements available online.	Discussion Forum: Using Google Classroom, students participate in an online discussion, posting their analysis and responding to peers' posts about how media representations influence societal views on gender.
Day 4		Creating Digital Presentations on The need for and importance of Women's	Workshop: importance of Women's Education	Presentation Preparation: Each group creates a presentation on their research findings about gender roles and media representation. They include multimedia



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		Education – its benefits		elements like images, videos, and infographics.
Day 5		Presentations and Feedback	Group Presentations: Groups present their Google Slides to the class. Each presentation is followed by a Q&A session.	Peer Feedback: Students provide feedback to each other using a Google Forms survey. They assess the clarity, creativity, and depth of analysis of each presentation.
Day 6		Reflection and Blogging	Reflection Activity: Students write a reflective blog post on their learning experience throughout the week, focusing on the use of ICT in their research and presentations.	Blogging Platform: Students post their reflections on a class blog (created using Blogger or Google Sites), and read and comment on their peers' reflections.
Day 7		Final Assessment and Evaluation	Self-Assessment: Students complete a self-assessment form via Google Forms, evaluating their participation and learning.	Instructor Feedback: The instructor provides individualized feedback on assignments and participation, using comments in Google Classroom and Google Docs.

Online Research Databases and Digital Libraries:

1. **Google Scholar:** scholar.google.com

2. **ERIC (Education Resources Information Center):** eric.ed.gov

3. **JSTOR:** [jstor.org](https://www.jstor.org)

4. **Directory of Open Access Journals (DOAJ):** [doaj.org](https://www.doaj.org)

5. **Project MUSE:** muse.jhu.edu

Videos, Documentaries, and Advertisements:

1. **YouTube - Gender Roles Playlist:**

https://www.youtube.com/results?search_query=gender+roles+documentaries

2. **TED Talks - Gender Equality:** <https://www.ted.com/topics/gender+equality>

Blogging Platforms:

1. **Blogger:** <https://www.blogger.com>

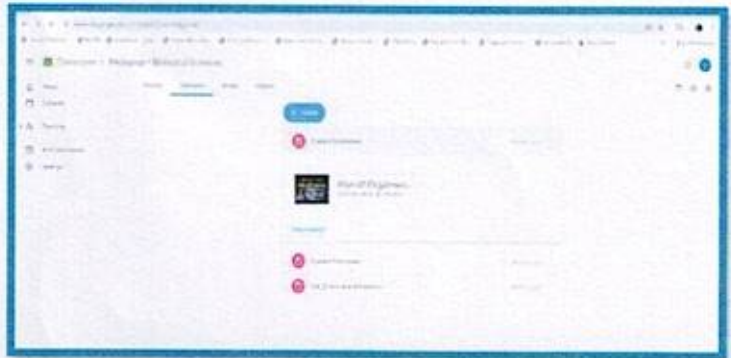
3. **WordPress:** <https://www.wordpress.com>

By incorporating these ICT-based activities, students will enhance their understanding of gender issues and the societal impact of schools while developing valuable digital literacy skills.

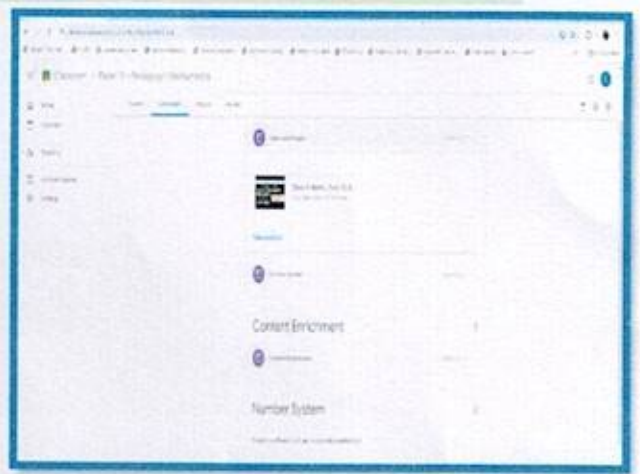
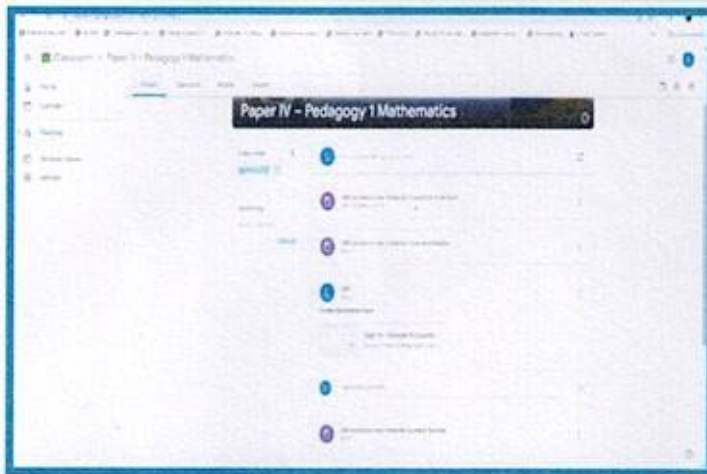


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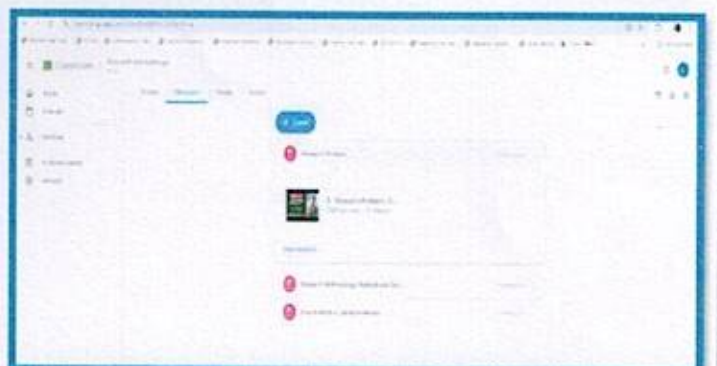
Biological Science School Content activities



Mathematics School Content activities



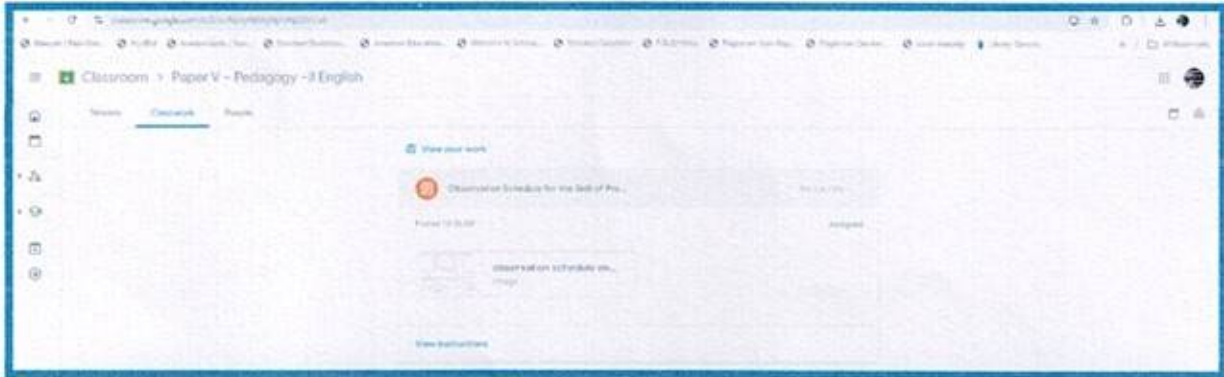
Research Methodology activities for M.Ed. Students



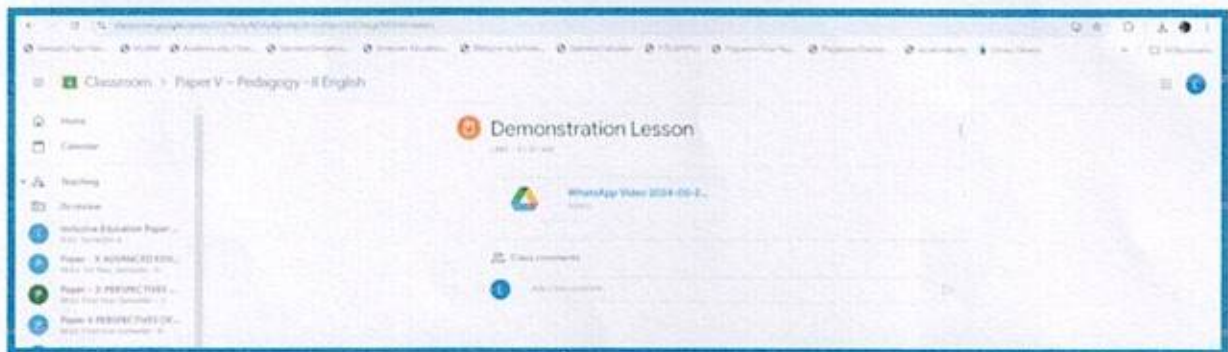
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2. USE OF ICT IN PRACTICE TEACHING

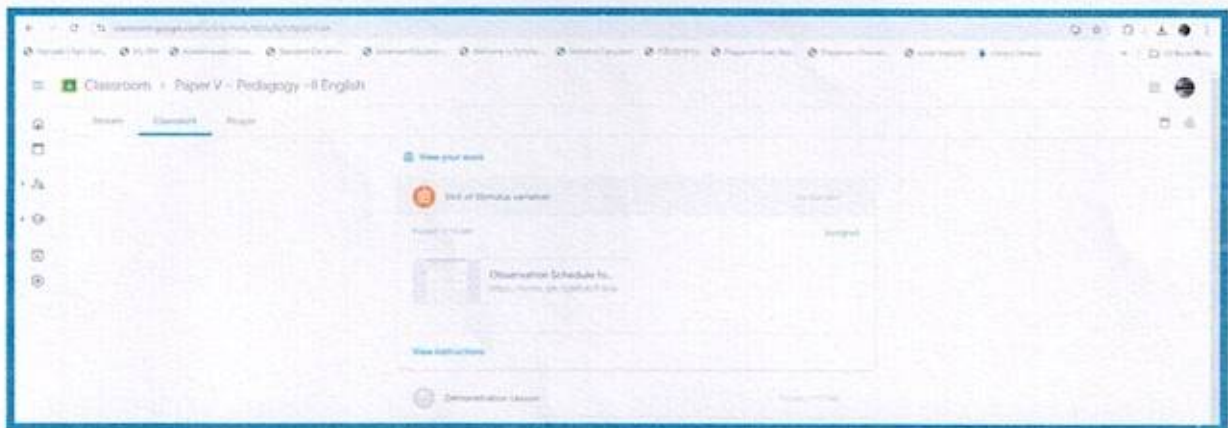
Observation Schedule assign through google classroom



Demonstration Lesson through google Classroom



Observation schedule assign through google classroom



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Screen shot of observation schedule

7. OBSERVATION SCHEDULE FOR THE SKILL OF PROBING QUESTIONS
 Chapter: The Great Indian Love Story Class: IX
 Subject: English Session: Teach / Research

OBSERVATION SCHEDULE CUM RATING SCALE FOR THE SKILL OF PROBING QUESTIONS

Skills	Components	Rating	Comments
Probing		1 2 3 4 5 6 7	
Seeking further information		1 2 3 4 5 6 7	
Relinquishing		1 2 3 4 5 6 7	
Refraining		1 2 3 4 5 6 7	
Increasing verbal awareness		1 2 3 4 5 6 7	

Teaching in all reading & listening.
 Date: 11/10/2022
 Signature of the Supervisor: [Signature]

8. OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION
 Chapter: Clouds Date: 11/10/2022 Class: IX
 Subject: English Session: Teach / Research

OBSERVATION SCHEDULE CUM RATING SCALE FOR THE SKILL OF STIMULUS VARIATION

S. No	TALLIES	COMPONENTS	RATINGS
		Movements	1 2 3 4 5 6 7
		Gestures	1 2 3 4 5 6 7
		Change in voice	1 2 3 4 5 6 7
		Facioscopy	1 2 3 4 5 6 7
		Change in interaction pattern	1 2 3 4 5 6 7
		Pausing	1 2 3 4 5 6 7
		Partial physical participation	1 2 3 4 5 6 7
		Aural visual watching	1 2 3 4 5 6 7

Be more systematic and confident.
 Comments if any:
 Date: 11/10/2022
 Signature of the Supervisor: [Signature]

Teaching Practice lesson

TEACHING PRACTICE LESSON NO: 4

Topic: Teaching Class No: _____
 Date: _____ No. of Pages: _____
 Name of the Lesson: Who's on top?
 Name of the School: K.S.R.M.C.H.School, R. Anjanapuram, Guntur

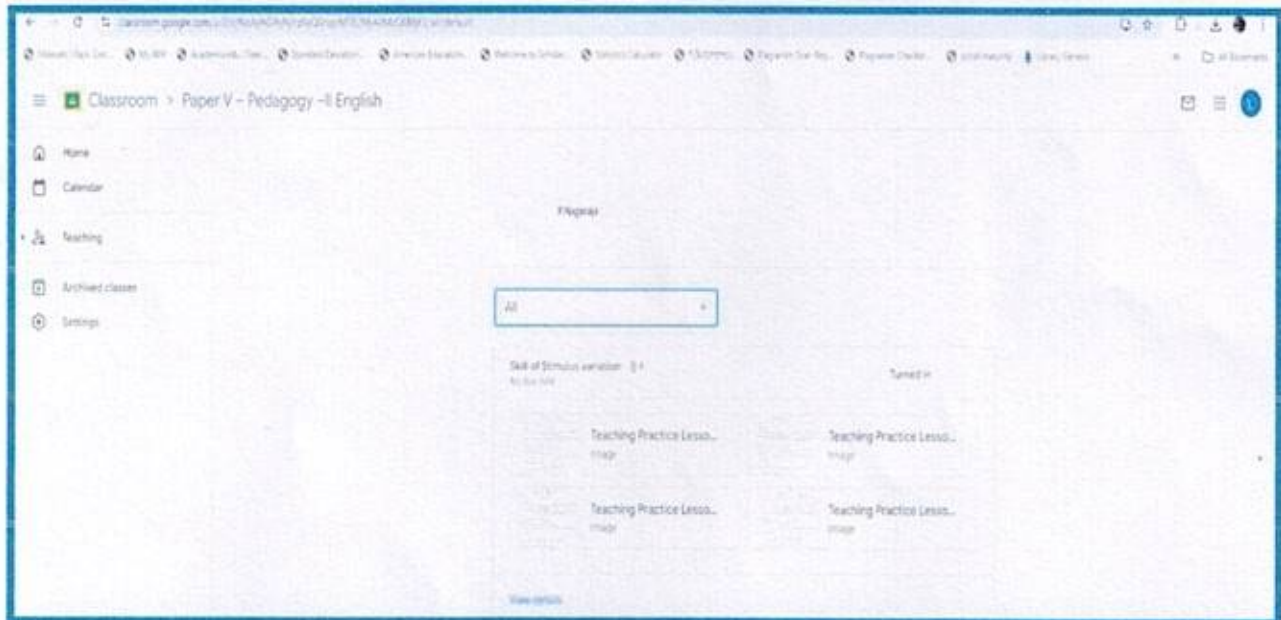
I. Preparation of work:
 (a) Notes and Illustrations (Care and intelligence shown): Prepared the lesson plan carefully.
 (b) Application - Teaching Aids prepared (thought, efficiency and use): cards, charts, class display, flash cards, prepared well.

II. Teaching Power:
 (a) Knowledge of the subject matter: Adequate.
 (b) Presentation of matter: Introduces well.
 (c) Introduction: Developed the lesson methodically.
 (d) Development:
 (e) Use of black board: Used the board well.
 (f) Power of dealing with and building on pupils' answer: Good.
 (g) Personal characteristics - manner, language, pronunciation, voice: Natural, pleasant, clear, confident, able and expressive.

III. Class Management:
 (a) Power of control, including meeting and dismissal of class: Good.
 (b) Response of class: Active.
 (c) Efficiency: Good.

IV. General Remarks of the Supervisor: Teaching is good.
 V. Student of the Lesson:
 VI. Lecturer's Remarks:

Submitted lesson plans



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