

ONLINE teaching Trinity Comprehensive Ballymun, 5th Year History of Art - European: Impressionism/Post-Impressionism

What went well and Why (in light of learning intentions)?

Present findings from screening for revision task on Impressionism, Post Impressionism and van Gogh through peer to peer group discussion setting (teacher exits and observes to assess), understanding the value of peer to peer learning ✓

strong : learners took on this task for the first time and 'caught up', exemplifying a huge capacity for focus and interpretation of the video. It showed engagement and their presentation to me and the other student highlighted their self confidence (especially, considering it was their first class).

average: learners were able to decide on the spot that they would be happy to revise the work by viewing the video again for the benefit of the student who had missed, this showed flexibility and understanding of the needs of their peers.

weak: learners were not present but excused themselves prior to the lesson on the stream under the invite to the Google Meet lesson link on Google Classroom. Work from the previous lesson was not submitted by either student.

Discuss rubric and feedback 'living document' through showing student example of the quiz including feedback notes, gaining an understanding of responsibility and transparency regarding the documentation of their learning progress and the balance between the teacher's duty and their own duty to observe and gauge that ✓

(Did not show example of feedback notes, as they attendance was too low, so I decided to wait, especially since the student whose feedback I was using was not present today and it would be most beneficial and fair to wait til they are there or simply move on and cover that approach in a remote 1 to 1 way with each student via Google Classroom and the drive through their own feedback 'living documents')*

strong : learners asserted that they knew what a rubric was and gave examples of how they have been graded and assessed before. They expressed understanding of my role as well as their own role in taking responsibility for recognising their learning as something they are participating in - not that it is something inflicted upon them or that they don't really participate in.

average: learners at this point asserted that they feel they are constantly in school and that there is no separation between their life outside of school and school anymore. This showed an ability to express their needs at a point in the lesson where I was trying to assess their standing and their capacity as students who are undergoing massive changes as well as interpret their response to this, allowing me a greater sense of their assessment needs.

Discuss and plan annotated illustration part of exam question with a view to creating exam illustrations of both Sunflowers and The Starry Night ✓ (changed some expectations for carrying out this task in order to reduce stress and simplify the task and make it more manageable and enjoyable - this decision was based on the feedback received at the start of class that they are working till 9 and 10pm each night and still not meeting school demands since the new mode of attending classes and learning/working online has started).

strong : learners referenced past Appreciation of Art unit where we did work on annotated illustrations in the context of film studies exam questions, recognising portrait versus landscape format in the two examples.

average: learners did not respond in great detail but confirmed they would connect to the correct area of the Google Classroom suite to access the homework when uploaded.

Even better if (again in light of your learning intentions for the lesson)

Better if I had more images prepared to accompany some points that cropped up, but some came up spontaneously, so I was able to quickly access them and screen share regardless of having not planned and saved them in a folder or as part of the slideshow. If the student was in attendance whose feedback and quiz answers I wanted to use to support the lesson was in could have went ahead with the peer to peer discussion after a bit of rearranging running order.

Possible Areas for Discussion:

Attendance. The fact that students stated explicitly that they are overwhelmed by work and that there is no decision between their lives and school. That they feel school is constantly 'turned on'. This is a concern for the long haul re. their capacity, energy levels, wellbeing and mental health.

Professional Teaching skills and ability. (Communication, voice, terminology, personal qualities, pupil responses).

A bit of latency on today's lesson. Possibly an annoyance or interference for students. It can not be avoided unfortunately and sometimes it can appear as interruption. However, this can be stated at top of class or in a general conversation about the experience of digital schooling. Perhaps it is a good idea to check in solely for feedback on online learning dos and don't needs and "no-nos"... I may speak with Brian. Although I understand more and more why he has his students on a reduced online capacity, considering he knows them well and knows the profile of the school overall. He recognises the stress and disadvantage. Use of student friendly language is a good way to help certain aspects of otherwise technical and academic information seem to stick in the minds of learners, for example, applying inner dialogue sort of approach when discussing how the Post Impressionists may have justified utilising aspects of Impressionists but within the same thought maintain their newly acquired taste for unorthodox palette and unnatural form in their work. It seems to humanise these artists of what can seem oh so long ago to 16/17 year olds. Sort of using a teenage voice of rationalisation to depict the inner feelings and desires of the Post Impressionists that goaded their innovation and radical approaches to painting at that point in the world.

Presentation of learning content. (Delivery of lesson, use of resources, visual aids, support studies).

The slides are a help. I must remember the function of sharing a new tab for another window. It may be visible to me but if not the selected tab to be presented the class may be looking at a previously screened item when I have moved on to discuss the next part. The Appreciation of Art book was helpful as a break from show digital imagery - a nice reminder in my demo video (prescribed as a supplementary support for the Sunflowers study). Although it is unavoidable

that we are online in the present moment, it is helpful and healthy to be reminded of aspects of classroom based learning and aspects of the physicality of school and learning, such as books. Discussion about whiteboards and lockers arose casually at the start of class too and it was a sombre but real moment shared amongst myself as a teacher and the pupils as young people in the current circumstances. It was a good choice to not show rubric as it would have been too text heavy at that point. The next class is a simple drawing and annotation task followed by a preparation for the exam question, so it will be a different mood. I will definitely ensure a peer to peer discussion happens where I can observe in order to assess and this will also serve as another type of engagement in these online learning formats.

Effectiveness of planning. (Clarity of intentions, quality of learning content, presentation)

Learning outcomes outlined at the top of the class in student friendly language with an appropriately phrased version for these reflections along with the unit of learning document for professional purposes. Applying advice offered by the current host teacher on that front. It appears to be working. In saying that, I realise I did not get to revise what we learned today in this class in as great depth as I would have liked to, but there was room for questions and it was a wholly interactive lesson today so there was a lot of muting and unmuting and positive communicative energy and verbal exchange.

Overall Recommendations:

Was able to gauge that it was not the right time to 'exit' the lesson and observe peer to peer discussion for the purpose of assessing the students because there was only 2, which could have worked under different conditions, but in this instance it felt right to guide, but one learner had not yet even been to any of the unit lessons and the other student who was present did not have strong enough work from the previous task to present and guide a task with such responsibility. I asked one student if she would be okay to screen the video again and she agreed. I had wanted to do this initially anyway (the night before I altered the lesson to revise since I had not received homework back, but in the a.m. prior to class two submissions had been uploaded. So, I switched back to my original plan to do the peer to peer pooling of findings minus the teacher's interaction, but then I received messages asking pardon for absence for today's class from 2 students, so I reverted to my plan B. A lot of back and forth - but it was not one bit apparent to the students that all this to-ing and fro-ing re. the lesson since I had flexibility embedded in the planning anyway. So it wasn't an out of the blue shift and it did not impact learning negatively or throw me off teaching. We still got to cover everything except for the rubric and live document item but I still got to refer to them and explain briefly what the purpose of them was and that they would help me to document individual learning and help students to be able to have constant feedback since we are no longer physically in a classroom it is a way to ensure quality evaluation of learning and offer tailored feedback on progress.