

**REPORT ON**

# **CLASSROOM OBSERVATION**

**Pilot Implementation of Khan Academy Bangla  
using Multimedia Classroom Model**



Prepared by  
**Khan Academy Bangla Team**  
**Agami Education Foundation**

## GENERAL INFORMATION

Name of School: Alok Shikkhaloy  
Location of School: Agargaon, Dhaka

Level: Primary  
Class: III  
Number of Students: 26

Subject: Mathematics  
General Topic: Multiplication  
Number of classes taken: 2

### First Piloting

Date: 1 June 2016  
Topic: Multiplying 2-digit & 3-digit numbers with 1-digit numbers (Without Grouping)  
Number of Observer: 3  
Name of Observers: Sadia Afroze  
Partha Sarothy Roy  
Lucky Das

### Second Piloting

Date: 5 June 2016  
Topic: Multiplying 2-digit & 3-digit numbers with 1-digit numbers (With Grouping)  
Number of Observer: 4  
Name of Observers: Sadia Afroze  
Partha Sarothy Roy  
Lucky Das  
Mohammed Ahsanuzzaman

Name of Teacher: Maliha Fawzia Farah  
Teacher's Affiliation: Fellow, Teacher for Bangladesh

## BASIC OVERVIEW



**K**han Academy Bangla Initiative implementation team has carried out a two-day pilot classroom implementation of Khan Academy Bangla website using multimedia classroom model. Four of the academic interns of KA Bangla were present there to observe the overall effectiveness of the classroom implementation program.

Prior to the piloting interns have formatted the lesson plans for the classes and created an observation checklist with the help of KA Bangla content team. They, along with the KA Bangla implementation team, also had a meeting with the subject teacher of the school to make her familiar with the platform and the lesson plans.

On the days of the piloting, KA Bangla implement team and the interns helped the subject teacher to set the classroom in a suitable way to use multimedia effectively. One laptop and a projector was used for the whole classroom and 3g internet

(wifi modem) connection was used to project the Khan Academy Bangla website. The classroom was organized in such way that all the students can see the projected videos and exercises properly.

The multimedia classroom model was used to implement KA Bangla in such way that the teacher had flexibility of teaching using her own methods and techniques while incorporating the KA Bangla videos and exercises. KA Bangla platform was used to show the videos on problem solving techniques using a projector and then the exercises were solved by calling students and asking them to solve the problems and input the answers using the teacher's laptop.

The two day piloting had been conducted mainly to understand the effectiveness of using multimedia classroom model and the challenges of using this model in implementing KA Bangla in schools. The observation had been conducted based on 15 criteria related to the teacher, the students and overall classroom environment.

## FINDINGS



The findings of the observation suggest that the program had some positive impacts along with some gaps which needs to be focused on in order to make KA Bangla school implementation a successful one.

### **Students' attention, motivation and participation**

It has been found that students were highly attentive, motivated and participatory towards the lessons as this was a new experience for them and the platform had opportunities for them to use computer (which most of them have never used before) to showcase their expertise to everyone else in the class. Though in the first class the students have been found quite hesitant, the situation changed in the second class. Even the most quiet and shy student was found to be interested in using KA platform to complete an exercise.

### **Students' comfort and understanding**

It has been observed that students were not very comfortable with the new arrangement at the first day of piloting. However, it was not the case in the second class. On the other hand, it has been found

that students' understanding of the subject matter depended largely on the teacher's understanding and skill of the topic rather than the use of the KA platform.

### **Teacher's skill and comfort**

The teacher was highly skilled in using ICT instruments, KA Bangla platform and the subject matter, which helped the piloting to run smoothly. Nevertheless, observation suggests that the teacher did not engage the students, who finished their given work earlier than others, in other assignment which created disruption in the class. Interns suggested that the teacher needs more training to understand the KA Bangla platform well in order to minimize all these disruptions in the classroom. The teacher was found quite comfortable using the platform. However, the comfort level varied depending on the subject matter and teacher's skill.

# FINDINGS

## Teacher-student cooperation

All the interns found that there was satisfactory teacher-student interaction in the classroom, though none of the students asked any questions to the teacher. However, this might be the general case of that particular class where students are not supposed to ask questions during teaching-learning process, suggested one intern. The teacher as well as all the students were very cooperative in the exercise part when one student was unable to solve the problem.

## Classroom Environment

It has been found that despite the skill and expertise of the teacher and the interest and comfort of the students, there were some disruption in the class because of the infrastructure and surrounding of the school. The outside noise sometimes made it hard for the students to understand the videos properly.

## Other Findings

The interns found that the internet connectivity for both the days was perfect for conducting the classes and there were no disruption regarding internet connectivity or website use. However, the KA text size and video background colours have created problems for the students to view and understand videos and exercises properly, which sometimes created disruption in the classroom. One of the interns also found that students lost their interest and motivation when the multiplication method (e.g. multiplication using place value) shown in the videos was not familiar to them. (This method has not been introduced in the traditional Bangladeshi classrooms and/or NCTB textbooks)

In conclusion it can be said that the piloting was quite a successful one, regardless of having some issues. Nevertheless, KA Bangla team now needs to focus on these issues before the start of the final piloting in July.

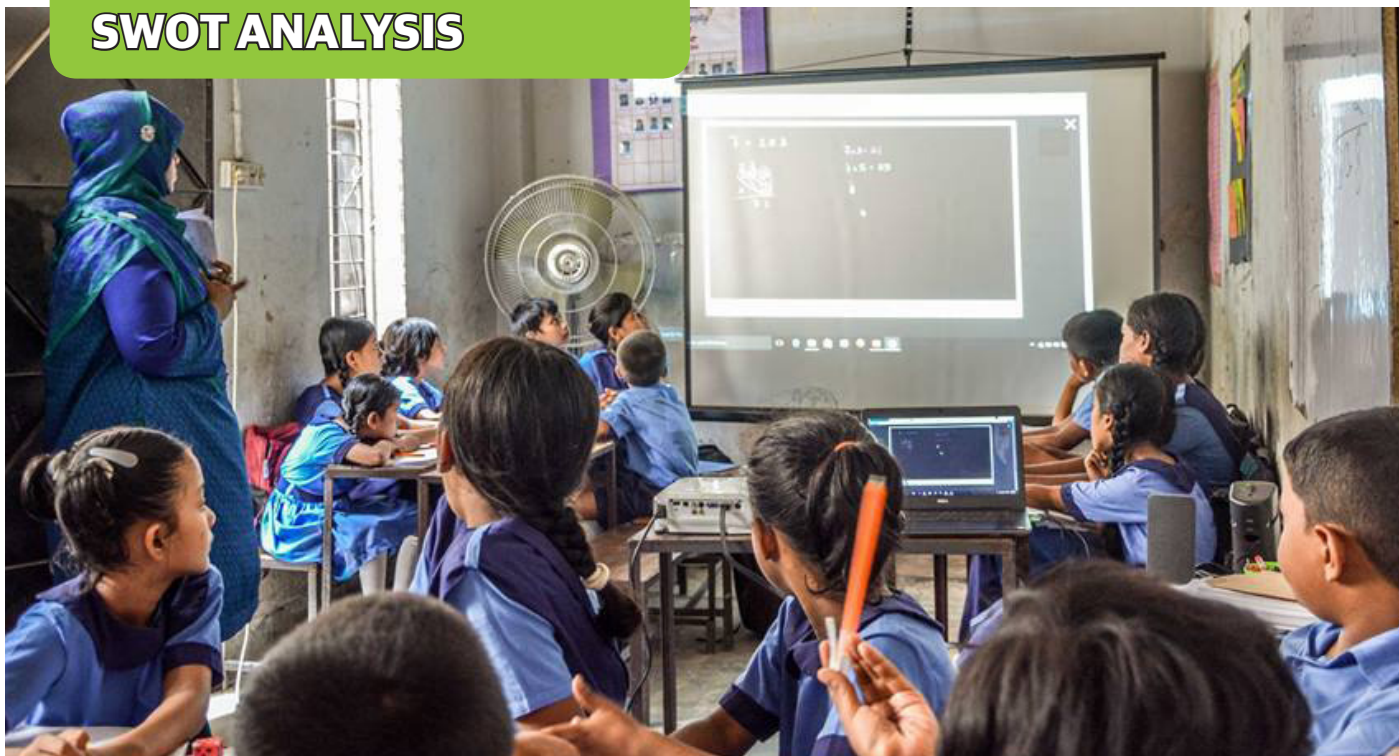


## CHECKLIST OVERVIEW

### Combined findings of the observation by the interns in accordance with the checklist provided

Sl	Criteria	Points Average	Interns' Remark
1	Students' attention in class	4.5	Satisfactory
2	Students' motivation/ enthusiasm in class	4.5	Satisfactory
3	Students' participation in class	5	Satisfactory
4	Students' interest in evaluation/ exercise part	4.5	Satisfactory
5	Students' understanding of the subject matter	4	Depends on topic
6	Students' comfort level with this new teaching-learning format	3.75	Somewhat satisfactory
7	Teacher's comfort level in using MMC model of KA Bangla in classroom	4.5	Satisfactory
8	Teacher's skill/ competency in using the KA Bangla platform	4.25	Depends on topic
9	Teacher's skill in instant problem solving while using KA Bangla platform	3.75	Somewhat Satisfactory
10	Teacher's classroom management skills while playing KA Bangla video(s)	4.5	Satisfactory
11	Teacher's understanding of the KA Bangla platform	4	Depends on topic
12	Teacher's response regarding students' question regarding the video(s) and/or exercise	3.75	Depends on topic
13	Teacher-student interaction/ cooperation in class	4.75	Satisfactory
14	Overall classroom environment	3.75	Not very satisfactory
15	Suitability of implementing KA Bangla using MMC model in the class	3.25	Not very satisfactory

## SWOT ANALYSIS



### SWOT Analysis of the MMC model pilot implementation of the program based on the observations

#### Strengths

1. Students were attentive to the lessons.
2. Students were motivated to learn.
3. Students participated throughout the lesson.
4. Students were highly interested to participate in the evaluation process.
5. Teacher was comfortable using the KA platform.

#### Weaknesses

1. Sound system was not enough to cover the whole room.
2. Proper implementation of the MMC model largely depend on the ICT knowledge of the teacher rather than the KA Bangla platform.
3. Overall environment of the surrounding of the class can hamper understanding of the video contents.
4. Teacher's lack of skill and understanding of the KA Bangla platform can have negative effect on students' understanding and interest of the platform as well as the topics.

#### Opportunities

1. Students' attendance and interest in class will increase.
2. Students' ICT literacy will increase along with their specific subject knowledge.
3. Teacher-student interaction and cooperation in classroom will increase.
4. Classroom learning will become a two-way process.

#### Threats

1. KA videos with black backgrounds, vibrant colours are not suitable for MMC implementation.
2. Font size of the videos are too small for students to understand in large classroom setting.
3. Some of the mathematical operation methods shown in the videos are not familiar to Bangladeshi students which can create problem for the contents to be used effectively.
4. The orientation of different components of the exercises (e.g. Appreciation on correct answer) in the KA platform are not properly visible while using MMC model.

## KA Bangla MMC Model Class Observation Checklist

Name of the school:

Grade/Class:

Subject:

Topic:

Name of the observer:

Affiliation:

Date of observation:

For each criteria below please circle a number from 1 to 5 (1 being highly negative, 3 being neutral and 5 being highly positive) and write your opinion/comments (if any) regarding the criteria.

Sl	Criteria	Points					Comments
		1	2	3	4	5	
1	Students' attention in class	1	2	3	4	5	
2	Students' motivation/ enthusiasm in class	1	2	3	4	5	
3	Students' participation in class	1	2	3	4	5	
4	Students' interest in evaluation/ exercise part	1	2	3	4	5	
5	Students' understanding of the subject matter	1	2	3	4	5	
6	Students' comfort level with this new teaching-learning format	1	2	3	4	5	
7	Teacher's comfort level in using MMC model of KA Bangla in classroom	1	2	3	4	5	
8	Teacher's skill/ competency in using the KA Bangla platform	1	2	3	4	5	
9	Teacher's skill in instant problem solving while using KA Bangla platform	1	2	3	4	5	
10	Teacher's classroom management skills while playing KA Bangla video(s)	1	2	3	4	5	
11	Teacher's understanding of the KA Bangla platform	1	2	3	4	5	
12	Teacher's response regarding students' question regarding the video(s) and/or exercises	1	2	3	4	5	
13	Teacher-student interaction/ cooperation in class	1	2	3	4	5	
14	Overall classroom environment	1	2	3	4	5	
15	Suitability of implementing KA Bangla using MMC model in the class	1	2	3	4	5	