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| **Date** | **Audiovisual’s tools** | **Session focus** | **Engagement** | **comprehension** | **interaction** | **Challenges** | **Additional notes** |
| 09/07/2024 | Animated educational video | The teacher shows a video introducing hobbies such as sports and drawing. | All of the students were paying **attention** in the learning activity. Some students pointed out their hobbies in the specific scene of the video. There were around 60% of students who **participated** in the content of the media. | Sometimes, students said the vocabulary in the video. | Pairs **discussed** their hobbies in the middle of the video presentation. The teacher asks the students if they understand or not to make sure the students’ comprehension. | The pace of the video made the students struggle to follow the material that was given. It makes the teacher re-explain the material in the video. | The teacher must be aware of the pacing of the videos that were given in the learning activity. |
|  | Song clip | The teacher played a song about hobbies in the middle of the lesson. For example, “What do you want to do?” song. | Students sing along to the song together, following the teacher's instructions. Most of the students enjoyed the song. | The teacher repeated the video twice to ensure vocabulary repetition. At the end, some students still sang some vocabulary words about their hobbies. | When singing the song, some students tell the teacher about their hobbies in the song. The teacher asks the students whether the song was repeated or not. (Most students need to repeat the video) | The pace of the song is quite fast for the fourth-grade students. The complexity of sentences used in the song sometimes makes it difficult for students to follow the song. | The teacher should consider the song clips that were used. |
|  | Audiovisual game-based learning | The teacher utilized an interactive game platform, quiz.com, for the hobbies. | All of the students were **engaged** and **participated** in this activity. Everyone wants to **contribute** to answer the questions. | The students answered all of the questions, and it showed that they got 8 of 10 correct answers. (2 of the incorrect answers because the lack of teacher instruction) | The teacher sometimes raises his hand to stimulate the students to answer the questions. | Because of a technical problem where the teacher’s lack of explaining the model of two questions, the students were confused about how to answer the questions. | The teacher must remember the level of the students who were given these stimuli. So that explaining the content is quite important in assisting the learning activity. |