

I thoroughly enjoyed reading THE REFLECTIVE LEARNER. Congratulations for coming up with such a relevant case study - this is the common issue that schools across face, and by taking up these case studies you have helped so many teachers and students.

I am going to adapt a lot of these practices into our school, the moment I go back to school on Thursday.

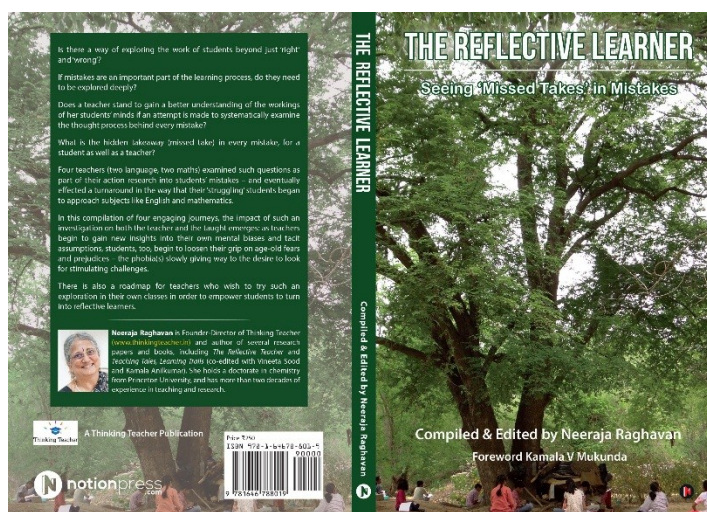
I would like to congratulate the teachers who have taken up the action research and gone out of their way. I have immense respect for the school heads that they are working for- for accommodating them and giving them flexibility in their work- not many school can do this.

There were so many insights in the book. The teachers have done tremendous work and I hope that your book reaches millions of readers.

I liked the way errors have been studied! Never thought about errors in depth.

- A) My takeaway from the chapter titled ***Erring to learn***: I have immense respect for Prerna Pradhan for having gone the extra mile to take personal interest to make a difference in student's lives. She is a passionate educator and a teacher who demonstrated the growth mindset throughout.

Aspect/Task	What I learnt	What I will Implement
Focus on reading to understand	Often neglected area	Workshop for teachers on reading to understand. Incorporate this in our Reading and Comprehension and in our assignment booklets.
Inadequate communication skills	We have been following the listed below strategies in our school to address this area: We have monthly speaking skills for students from Nursery to Grade VII- students are awarded <i>best speaker</i> and <i>improved speaker</i> ribbon Morning assembly programme participation. Class Assembly programme - where students present the assembly before the parents.	
Children proofread their work and identify their errors	This is done in India, too?!! I knew this was a practice in the West, but thought that	Will implement this in school especially in English and languages



	our students and teachers weren't prepared for this...	
Flip Chart to list common errors	<p>This is a very meaningful self-evaluation exercise.</p> <p>I also like the idea of students doing their own self-evaluation on why they got less marks, identifying their errors in spellings, punctuation and in reading the question wrongly.</p> <p>What I am planning to do is to carry this out after the teacher finishes marking the paper.</p> <p>Liked the idea of making it a group /pair activity among the students.</p> <p>I also liked the idea of how the teacher could only give the marks and challenge the students to identify their errors</p>	<p>All our question papers this year have this at the end of the question paper: <i>How did I do in this assessment:</i></p> <ol style="list-style-type: none"> <li>1. <i>I am happy/unhappy with my performance.</i></li> <li>2. <i>Where did I go wrong?</i></li> <li>3. <i>Why did I go wrong?</i></li> <li>4. <i>What should I do to improve my performance?</i></li> </ol> <p>I thought that this was a good practice - but realised now that I was doing the second part-without doing the first part.</p> <p>Ideal way is to get the teachers to create the flip chart of common errors and <i>then</i> do this. Then it becomes easier for students to reflect on their mistakes.</p>
Memory games	<p>As a strategy to focus.</p> <p>(This year, we have included zentangle drawing in all our assignment booklets and have tried to practice it whenever we have time and also discussed it with the parents to do it at home especially for students who are unable to concentrate)</p>	<p>Memory game as a strategy.</p> <p>Have a session on memory game session for the teachers.</p>
Decode reading	The most important step	Have a session for the teachers on decoding reading and on reading with intonation.

		The idea is to empower the teachers to practice this in class.
Making question paper	Loved the idea	This can be an excellent idea to revise for the test/exams. The students could also do the key answers for the paper along with the marking scheme.
Read aloud by older students for the younger classes	This is a good way to build skills, motivate and enhance the confidence of the older students.	
Spelling activities	Create their own word list. Pair activity	I am definitely going to implement this in the school. Current practice: 1) We have <b>Mind your Spellings</b> – book series from grade 1 to 5. 2) Word list is printed and given - one day each week is meant for dictation
Rubik's Cube	As a tool to improve cognitive skills	This year, we are using this as a competition for grade 4 to 7 and for grade 1 to 3 as an activity for parent and children.
Differentiated homework	This is so doable!	Will implement it in English, languages and math
Identify reading level	This year, 3 of our teachers have enrolled for CLD in Spastic Society and happy to share that we are using reading level identification and working on it.	

B) My takeaway from the chapter titled **Mathematics in slow motion**:

The chapter titled **Mathematics in slow motion** has helped me (a humanities teacher) to understand the way math as a subject should be approached and taught in school. There are so many things that I am going to implement in school from this case study. This will help the math teachers with new insights on how they can help students overcome the fear of math, develop reasoning and logic skills and help the students who find math very

difficult in particular. Mr. Gopi's research will help so many teachers and students. Congratulations on taking up a study like this.

Just last week I realised that I had made an error in calculation, after I took a friend's help and worked out the numbers. The reason I am sharing this incident is because I am not good in math and cannot handle numbers. I wish I had had a teacher like Mr. Gopi while I was a student - I would have benefitted immensely.

Congratulations to Mr. Gopi and also to the principal who accommodated this research by reducing his workload - not many School Heads would be able to do this, as there are several constraints.

The strategies that I liked are:

1. *Spot the errors* - we have included it as a problem in few classes, but I really liked the idea of using this as a diagnostic test to identify the learning level in each student. This really would help the teacher to fill the learning gap.
2. I liked the designing and implementing strategies in the new academic year. I liked *all the 8 strategies*. This has given me new insights on how we could incorporate each of the 8 strategies during the remedial classes that we offer students on Saturdays. We conduct 2 weeks of remedial classes during summer holidays for students who are not meeting the grade level learning outcome. Even math question papers can incorporate a lot of these ideas. We could incorporate a lot of these ideas in our assignment booklet for the new academic year.

C) My takeaway from the chapter titled ***Two Wrongs can make a right***: What I liked and learnt from this case study:

- 1) The idea of creating a check list in books - for the students to keep track of their errors.
- 2) As the Principal, I used to make changes whenever teachers submitted their work - question papers, newspapers and other articles. From now on, I am going to incorporate writing feedback in the margin for the teacher's work too - this will help them understand and be aware of their missed takes and also, they could incorporate this in their correction.
- 3) I liked the idea of students rating their own work.
- 4) PATS - Place, Action, Time and Speech- such a simple acronym but with a huge impact.

D) My takeaway from the chapter titled ***Error analysis as an evaluation tool***: What I liked and learnt from this case study:

- 1) Incorporate self-assessment
- 2) Answer keys - as a learning tool
- 3) Question and answers with deliberate mistakes
- 4) Categorise errors - this is so profound- I don't think anyone has ever made an attempt like this!!
- 5) Summaries of common errors.