

Reflection - Class Session 10.8.12

I think I'm on track for the project for this course. I have all of the ideas all written down, I just need to type them in them template and go through my analysis data a little more. I feel like I've put so much effort into those darn KBs that I've neglected this project a little. I mean, like I said, I have all of the components, they just need to be organized. Now that I'm ahead with the KBs, however, I want to put more time into the 631 project. So, my next step is come up with some more specific activities for each of the 9 events of instruction. This should be easy for me, as I have much experience teaching math problem solving. I taught elementary math only for two whole years...with a lot of the time focused on problem solving, since it was an area of weakness at our school. It still is an area of weakness at that school, which is why I decided to do my project based on that performance gap. I just wish I was the actual teacher so I could make sure it was being implemented. I'm sure my colleagues that are teaching there won't do it justice, if they do it at all. Some of the ideas that I have for the 9 events are things that I've done in the past, but I guess I was missing something. Perhaps the rehearsal portion? Sometimes with everything that has to get done in a day it can be easy to skip over the simple things such as practice. Students did group activities to practice the concept, but it was while I was at teacher station working with the lowest quartile. It would have been great to be guiding each group to ensure they were getting the most out of it.

I liked that we worked in groups again tonight. It is so great to bounce ideas off one another. I felt like one of our group members disagreed with just about everything that I said. I finally backed it up by pointing it out in the textbook and the idea made it into our description of the learning style we were describing. I feel like all of the information we learn is very easily related to teaching elementary school. It's broken down into so many steps and they are specific steps. I can explain the simple things, like adding and subtracting, so that a first grader understands them, which I think helps me to explain some of the learning styles. For my project, I have two goals, objectives and assessments. One will work through declarative learning, as it has to do with listing, categorizing and recalling facts. The other part is more intellectual because students will be applying the facts that they recall to specific situations. I am excited that the two build upon each other so easily. I hope that my project isn't too "elementary". I mean, I know it's geared toward elementary students, but it seems so simple! I guess it wouldn't seem that simple to an outsider who has never taught math problem solving.

I like how we basically get to work on our project in class. The concept map that we drew is part of the requirement for the project...we just have to add to it as we go and include in the final product. The course is more of a workshop, I guess, rather than a class. That was a good design decision and it gives me even more ideas about how to create the design my for performance problem.