

Module No. 1: Getting Acclimated

During the course of your education you have developed a variety of ideas about what teachers do to teach their subjects and facilitate learning. However, your perceptions about teachers and teaching were developed from the perspective of a student. Consequently, they are likely to be incomplete and in some respects, inaccurate. Therefore, the purpose of this module is to help you begin to observe teachers, students, and learning environments from the perspective of an aspiring technology teacher. More specifically, this module has been designed to help you become acquainted with a specific clinical site that you are likely to visit over and over again during the course of your preparation to become a teacher.

Objective

After observing a technology education class for two or more complete periods, students will be able to write a narrative that describes at least four:

- * duties performed by the teacher (e.g., manager, evaluator, technologist).
- * features of the learning environment (e.g., furniture, equipment, zones).
- * characteristics of the student population being served (e.g., gender, ethnicity, social grouping, attention span, behavior).
- * concepts or skills being introduced, applied, or reinforced during the lessons

Assignment

During your visit gather enough information to address the following questions. Remember that each question needs at least four responses. In addition to observing the class, be prepared to ask the teacher a few well planned questions to adequately write your responses. Your answers to these questions should be typed, approximately one paragraph long, and exemplify clear and concise communication.

1. Teachers wear many hats in the classroom. During the course of a lesson they might play the role of manager, instructor, technologist, evaluator, laboratory technician, and counselor. What were four roles that you observed your cooperating teacher perform during your visits?

2. Technology education classrooms and laboratories have very unique facilities. What are the important features of the room used to facilitate the study of technology and hands-on learning experiences (e.g., furniture, work surfaces, reference materials, bulletin board space, open areas for activities, storage space, laboratory equipment, media equipment)?

3. Public schools strive to address the general education needs of a diverse student population. Technology education classes tend to serve the needs of a unique population within the school population. Consequently, the student demographics for technology education courses tend to be quite different from those of the school population at-large. What are the important characteristics of the student population being served in the classes you observed (e.g., gender, ethnicity, attention span, social groupings, behavior)?

4. Technology education classrooms and laboratories tend to be places bustling with activity. Ideally, all the activity is being orchestrated to target a handful of concepts and skills. What are four concepts and/or skills being introduced, taught, or reinforced during the lessons and labs you observed?

Evaluation

The instructor, using the objectives for this field experience module, will evaluate your narrative. The following scale will be used to rate the quality of your work. Typically a “rich” narrative requires 2-3 pages of discussion to provide the details and insightfulness found evident in the outstanding category. Assignments judged to be unsatisfactory will need to be revised.

O for Outstanding The narrative is rich with details, very insightful, addresses the question and well written.	S for Satisfactory The narrative adequately addresses the question and is relatively easy to read.	U for Unsatisfactory The narrative presents an incomplete, vague, or rough response to the question.
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Question Number & Topic

Scale

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|---|----------------------------|----------------------------|----------------------------|
| 1. Duties performed by the teacher | O <input type="checkbox"/> | S <input type="checkbox"/> | U <input type="checkbox"/> |
| 2. Features of the learning environment | O <input type="checkbox"/> | S <input type="checkbox"/> | U <input type="checkbox"/> |
| 3. Characteristics of the student population. | O <input type="checkbox"/> | S <input type="checkbox"/> | U <input type="checkbox"/> |
| 4. Concepts or skills being addressed | O <input type="checkbox"/> | S <input type="checkbox"/> | U <input type="checkbox"/> |

Score Earned: /10