

Module No. 3: Shadowing a Student

One of the characteristics of an effective teacher is the ability to be in touch with their students as they learn and grow. Good teachers are aware of their students' abilities, interests, attitudes, and talents. Throughout the school year, they monitor each student very carefully and try to get to know each student as a unique individual. Teachers use the insights that they gain through close observation to develop strategies that will motivate their student to learn new things, to design learning activities that will enable students to experience genuine success, to make in their instruction more meaningful in the lives of young people, and to be able to interact with students at an interpersonal level. The purpose of this module is to help you develop an awareness of the needs, aspirations, interests, and behaviors of students in a technology education setting. To accomplish this goal, you will shadow a student for several class periods.

Objective

After monitoring one student for at least two complete class periods, students will be able to write short narratives that describes:

- * at least three salient characteristics of their subject (e.g., gender, age, ethnicity, psychomotor abilities, interests, social standing among peers).
- * the approximate amount of time the student spent socializing with other students, engaging in horseplay, performing assigned laboratory activities, watching other students perform assigned activities, and paying attention to the teacher.
- * the attitudes that the student demonstrated toward the lesson and/or learning activity (e.g., the degree to which the student found the learning activity difficult, easy, interesting and/or boring).
- * the extent to which the student achieved the objectives of the lesson or learning activity (supported with evidence).

Assignment

After reporting to the preclinical site and surveying the class, select one student that you will discretely shadow for at least two class periods. Throughout the class make anecdotal notes that will enable you to describe the student and his or her behavior. From a modest distance, monitor the students' verbal and nonverbal behavior. Keep track of how often the student engages in social activities in contrast to participating class discussions and laboratory activities. At strategic points in the class, ask your subject a few well planned questions to gather additional information that will complement your observations. You might consider asking one or more of the following questions.

Why did you enroll in this class?

What do you hope to get out of this class?

Would you say (the topic of the class or learning activity) is interesting or boring?

Do you think this learning activity is easy or difficult?

What part of the learning activity do feel is fun?

What is the most challenging part of this learning activity?

What do you hope to learn during this learning activity?

During your visit gather enough information to address the following questions. Your answers to the questions below should be typed, approximately one typed paragraph long, and exemplifies clear and concise communication.

1. What are the important characteristics of your subject (e.g., approximate age, ethnicity, gender, psychomotor abilities, interests, attitude toward school)?
2. What are three words that you could use to characterize your subject in comparison to his or her peers (e.g., popular, awkward, average, a loner, energetic, indifferent, shy, disruptive, mischievous, and attentive)? Provide a short rationale for each characteristic.
3. How did the student spend his or her time while in the class? How was the student supposed to spend his or her time during the class periods? Approximately how much time did the student spend on-task? What kinds of activities did the student engage in when he or she was not on-task?
4. Base on their behavior and responses to specific questions, what aspects of the lessons or learning activities did the student find interesting, boring, difficult, and easy?

5. What do you think were the objectives of the lesson or learning activity and to what extent do you believe your subject achieved those objectives?

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.

<p>O for Outstanding The narrative is rich with details, very insightful, addresses the question and well written.</p>	<p>S for Satisfactory The narrative adequately addresses the question and is relatively easy to read.</p>	<p>U for Unsatisfactory The narrative presents an incomplete, vague, or rough response to the question.</p>
---	--	--

Question Number & Topic

Scale

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| 1. Salient characteristics of the subject | O <input type="checkbox"/> | S <input type="checkbox"/> | U <input type="checkbox"/> |
| 2. Time on-task versus other activities | O <input type="checkbox"/> | S <input type="checkbox"/> | U <input type="checkbox"/> |
| 3. Attitudes toward the lesson and/or learning activity..... | O <input type="checkbox"/> | S <input type="checkbox"/> | U <input type="checkbox"/> |
| 4. Achievement of lesson objectives | O <input type="checkbox"/> | S <input type="checkbox"/> | U <input type="checkbox"/> |

Score Earned: /10