

#### **Module 4- Observing a Student**

Choosing a student to shadow was tough because there were two students that stood out from the rest of their peers who presented opportunities for me to gain experience. In my Metals class, I had a student that had difficulties staying on task due to distractions, and in my Drafting and Design class, I had a student that excelled above the rest and was eager to challenge himself beyond the requirements of the class. Both students required very different attention. Although, I have plenty of experiences I would love to share with the my Drafting and Design student, I chose to focus on the student in the Metals class.

My student was a white male at the age of sixteen. He often came to class dressed in a nice business suit for no other reason than being different and making his self noticeable. This concerned me because of the nature of the class and the equipment he should have been using to complete his lab activities. He had a habit of speaking foul language which often caused disciplinary action; and at first, the whole class was affected by his actions. Toward the middle of the semester he was excused to the principal's office because the teacher felt that he was hindering class activities.

I would describe the student as disruptive, lazy, and impatient. I think that he lost interest in activities that would take more than one class period to finish. If the activity required many steps, he wasn't interested in getting started. So; when he lost interest, he chose to disrupt the rest of the class by distracting other students who were trying to get their own work finished.

He always procrastinated. Every time bookwork was given in class he would sit and stare around the room instead of answering the questions. When working in the lab he would walk around the room socializing with students at other stations. This caused him to be the last to pick out materials which occasionally ran out. Without approaching the teacher, he blamed a shortage of material for not being able to participate. Welding was an activity he really wanted to do, but he didn't have the ambition to get caught up on his previous work to be able to participate. What I found interesting about the bookwork was that he jumped ahead in his work when he saw other students getting to problems that involved doing sketches. To summarize his work ethic, he chose his own battles and fought the ones he chose at his own pace.

The student's main interest was cutting squares of metals with a torch and welding the pieces back together with the arc welder. He also wanted to work on his own at home hobbies, such as building a speaker box for his car, which had nothing to do with metals. He took the class as an elective that got him out of taking other courses, knowing that he would be able to work on hands-on projects. He wanted to learn how to weld, but he wasn't aware that even welding required a lot of bookwork and studying prior to being able to use a welder to practice or perform a successful weld.

I think the objective of the course was to experience the different ways that metal is formed to make useful parts. Foundry was a beginning activity that ended in milling and finishing. Other activities taught in the class was spinning round stock on a lathe,

bending sheet metal, fastening sheet metal, cutting, and welding. The only accomplishment I have witnessed my student do was make a mailbox out of sheet metal. He spent his entire semester working on this one activity, and I don't feel that he met the objective of the course, because there are so many activities requiring processes that he never even started.

In my opinion and through my observation, my subject sweet talks people into getting what he wants and doing what he wants. I don't think he is disciplined enough in his school work at home. My cooperating teacher and I did our best to encourage the student to stay on task, but he had no desire to participate, and his grade will reflect it.