

Final Exam
(part 1)

When I first enrolled in Mr. Berner's technology education class, I assumed and hoped that I would never have to write. I never realized how much writing potential I had, because I had always avoided writing classes. Because I never liked writing, Mr. Berner told me that my problem was inspiration and freedom to write what I wanted to, as long as it met the course objectives and subject guidelines. Mr. Berner also told me that writing is very necessary in technology education, because research and development requires that I be able to affectively convey my ideas and inspire the interests of others, whether it be for employers, engineers, family, friends, and/or consumers in society.

For students unsure of topics to write about, Mr. Berner had always found ones worthy of competition for. Often times he would challenge us to write about the demonstrations or gadgets he showed off for fun. It was very obvious that the class was interested, because the students would scurry in as fast as possible hoping not to miss what Mr. Berner was going to show next before the bell had sounded for class to begin. As impatient as we were, it was always troubling to hear that if we wanted the answers, we had to wait until we tried looking them up first. Another way in which students found topic ideas was to look around the classroom. Mr. Berner had all sorts of resources, displays, charts, and models to look at and draw ideas from.

When Mr. Berner returned our reports, I knew that he actually read them because he liked sharing with the class what he had learned from our research. He always offered constructive criticism and also encouraged us to improve on our grammar. He told us that our writings allow us to share with others the fine details of what we learned and had been so excited to share. I think the appreciation of our work is very important if a teacher is going to succeed in the encouragement of more writing. I don't think anyone wants to write a report that is just going to find its way into the garbage, never to be read again.

When I look at Mr. Berner, I see a man that is constantly teaching himself technology. He is very patient and clear in his instruction, and is always willing to give

additional help after hours. He enjoys teaching, because he enjoys watching his students obtain that new discovery and level of understanding after being put through the agony of suspense. His own discoveries and excitement shine through when he gets to show off another demonstration, knowing the answers and seeing the curiosity reveal itself. I think he is an excellent teacher, and if it weren't for his class I would have less hobbies and writing less.

(part 2)

Dear Karin,

I no longer remember what I had written you at the beginning of the semester, but by observation of you as a teacher, I have seen many benefits to having students write them. Throughout the course of the semester, you have used the letters and reflections to meet the concerns, needs, and backgrounds of the students, and I think the effort to establish teacher/student relationships with a method such as that is a must. Having a chance to hear your understanding of the efforts, difficulties, peer pressures, and failures that students face, I feel make you more approachable. I think it also helps with self-assessment, because one can determine whether they are teaching poorly or whether there are outside factors playing into the learning environment.

Each mini lesson and activity that we had done this semester I felt made us more comfortable teaching and getting up in front of a class. I just happened to notice that keeping speeches and presentations small help to keep everyone's concentration more focused on the material presented rather than time limits, nerves, and what the teacher thinks. I think it also helped to have a little teacher interaction throughout the presentation, offering possible questions. I felt the games played; although a little awkward in a university setting, will be very affective in an elementary setting. I personally like your fly swatter game, although I was a little slow at searching the table for answers.

In order to write the student's perspective of the teacher I want to be some day, I started by writing the qualities I had seen in all my favorite teachers, starting from Kindergarten through the university. I know that I am not the only one that affected by

their teaching, and I admire them for their accomplishments. They serve as a great role model for me, and I want to do my best to use their teaching strategies.

I then went back over my letter and tweaked it to make sure that I was supporting literacy growth of adolescents, because I think that it is very important to make sure each of the rights are kept in mind and maintained. What I failed to include was Doug Buehl's teaching strategies. I have read through his book and have found many strategies that would be very helpful, some I have seen used before, and some I have not. I will hold on to it for reference in case I have lesson I don't know what to do with or am comfortable enough to experiment. I am sure I will get good use out of it; although, I feel that starting off my best will shine from the effective strategies used by my teachers because I have had the chance to visually observe their performance and see what is working and what is not.

It has been a pleasure to be in your class. I have learned quite a bit from you, and I have learned quite a bit about myself. I hang on to all the documents given out to me in my classes, kept in several portfolios, so some day I hope to use the material.

Sincerely,

John