

Reflection- Classroom Observation #1

Course: Middle School- Technology Education Exploratory

Lesson: Design Process of Car Design

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In my opinion, my first observed lesson went very well. I had been planning a week long unit on the processes and sciences associated with designing and building CO2 dragsters. I referred to a couple packets used by the school to teach prior lessons and made them my own by developing a PowerPoint presentation that would hopefully engage the students, and I believe I have done that.

I used several analogies of students' experiences that generated discussion and evidence that transfer of learning occurred. I incorporated humor into the PowerPoint such as animations of the Looney Tunes Coyote chasing the Road Runner to convey concepts and pictures of sports figures with my personal picture superimposed into them. I found that the engaged interaction limited behavior problems, and I was very happy with the outcome.

My supervising instructor suggested that I can improve on acknowledging good student responses, encouraging girls to contribute to discussions, and incorporate more activities or demos to shorten lecture time. I believe that all three of the suggestions address Maslow's Hierarchy of Needs and are good practices to improve on. Students need to be recognized for their achievement, welcomed to take part in discussions, and kept comfortable. Offering more praise would boost students' confidence and raise self-esteem. The more my students hear how good their answers are, the more effort they will put forth to achieving the next level of understanding. I think that one of the traps I caught myself in was getting quick answers from the students that were actively participating. I really need to practice calling on the students who are quiet and get them to feel part of the class. I also need to find ways to get the girls who may feel out of their element involved and show how knowledge is useful to them as well. Although, I felt that my presentation was entertaining enough to lecture the whole hour without students looking at the clock, I believe that it would be good habit to break up the class period so that students don't always expect the same form of lesson day in and day out.

For a first time observation, I was pleased to have a critique that showed that I am capable of being an effective teacher, and I understand that with experience I will be able to polish up weak practices that will make my effectiveness better.