# "Students do not learn from experiences they do not reflect on"

During this month of October I learned that a wise man once said that and it is my responsibility to take his wisdom and reflect on all that I have learned. October has been enjoyable for me as a student. Don't get me wrong it was a tough month but I learned so much. I feel that I am really developing well in my career as a student. Let's review as a class our Direct Instruction lesson plan, webquest, and treasure hunt was due. We had a tough work load but we were given ample materials and resources to successfully complete each of our tasks.

Previously mentioned in journal 1, I vented about the struggles I as having technologically. The first month was dedicated to getting use to webct, new learning methods, and essential technological tools, the smart board for example. This month was more relaxed in the sense that I was more confident technologically and I felt I had the necessary skills to effectively complete the class assignments.

Direct Instruction was taught to us by Dr. Smirnova directly instructing. Dr. S explained to us that in group s we would be teaching the rest of our class parts of direct instruction I thought that was brilliant. What an ingenious idea! My group taught checking fro understanding by directly presenting a checking for understanding lesson on checking for understanding. Our group was successful because we had open communication. We stayed available to each other's needs and were open to unique ideas with staying on task as well.

As a class some of the classmates had the opportunity to present our anticipatory sets to the class. Honestly, getting up in front of your peers is nerve racking. You can't help but get butterflies and hope you don't forget the knowledge that
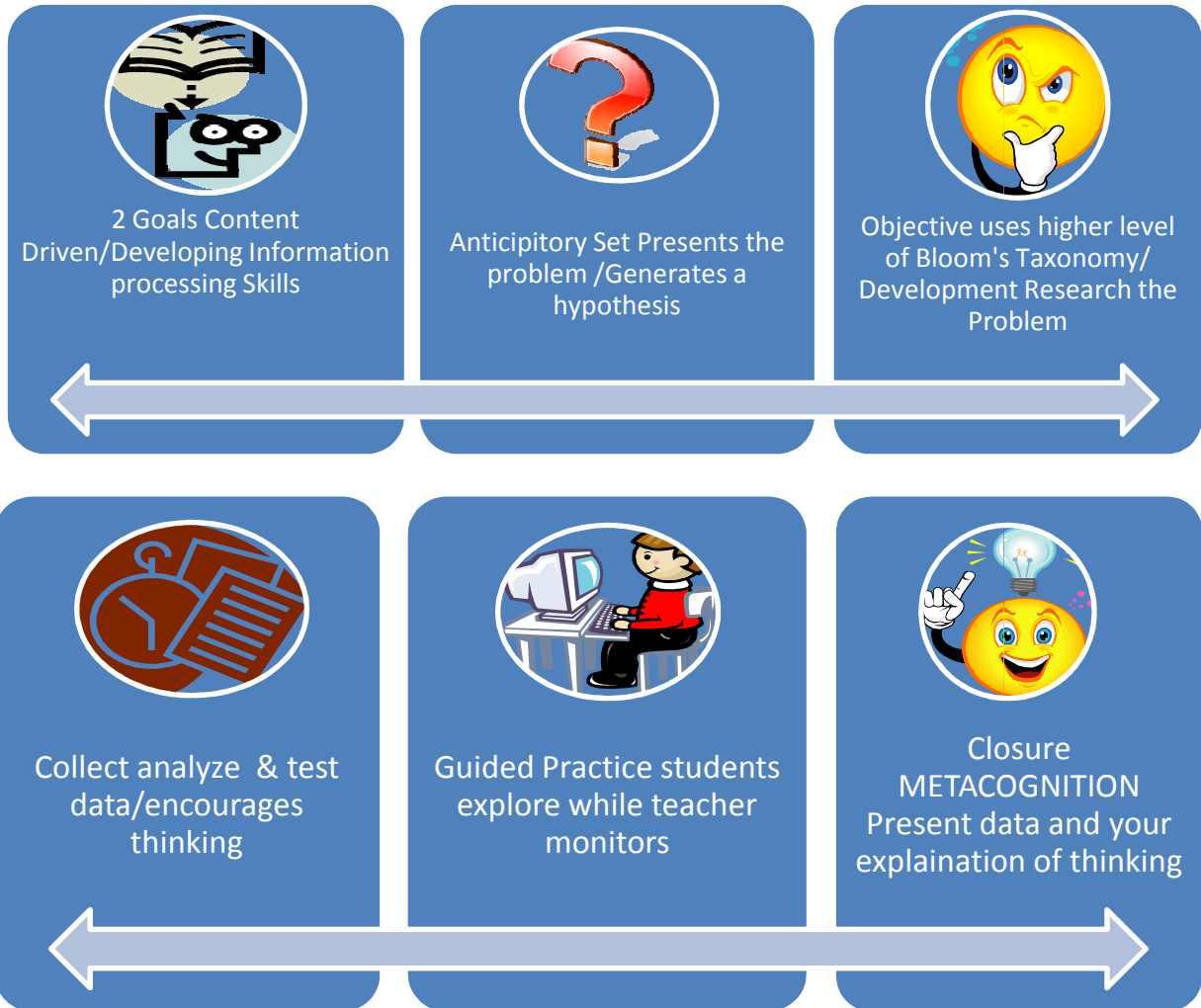
you understand and need to teach them. My anticipatory set included having each of the student's write down at least one freedom that they were thankful for. Then I asked volunteers to share their answers to the class. As the direct instruction teacher I made a word web on the board for all to view. Freedom was in the middle and as a class we shared which freedoms were important to us as I made note of each one on the board. I then introduced my direct instruction lesson government and the three branches and how we need to be thankful for our freedoms and understand why we have these freedoms. After my classmates and I presented our anticipatory sets we were provided with feedback from Dr. S accompanied by some comments from our peers. The three plus' and a wish is an excellent way to get additional feedback from our peers.

After the presentations on our anticipatory sets I really understood that an anticipatory set must have three things in order for it to be complete and effective. The introduction must motivate the learner. A short activity that focuses on the main concepts of the topic is key in assessing prior knowledge. The anticipatory set ends up with a conclusion on what the lesson will be about and why it is important to study this topic.

Dr. S next took us into the computer labs to give us a jump start on our webquest. PBwiki was demonstrated to us in the computer lab. Mark from the curriculum library was very helpful to me. He showed me how to link my webquest and publish it. Dr. S advised me to start my e-portfolio on PBwiki when I had links within my direct instruction lesson and that is exactly what I did. Now that I am more familiar with PBwiki I understand that it is easy link pages and attach files. It's your

very own website so you can access it from anywhere. The beauty of that perk is that any one can share in your creations and vice versa.

Dr. S shared with us the information processing model. The number one fact that I can take with me regarding the information processing model is metacognition. Metacognition is simply thinking about thinking. Students are encouraged to share their findings through presentations along with their reasoning behind their explanations. The information processing model focuses on constructivism, multiple intelligences, developmentally brain based activities and Piaget's cognitive assumptions on learning.   I assembled this concept map for myself to promptly view the steps of the lesson plan structure.

| | | |
|---|---|---|
| 2 Goals Content Driven/Developing Information processing Skills | Anticipitory Set Presents the problem /Generates a hypothesis | Objective uses higher level of Bloom's Taxonomy/ Development Research the Problem |
| Collect analyze & test data/encourages thinking | Guided Practice students explore while teacher monitors | Closure METACOGNITION Present data and your explaination of thinking |

With the information processing model the teacher creates conditions for independent learning. Basic principles include inductive teaching and a student centered environment. Classrooms should be multi-interactive and freedom for explanation should be welcomed. Scaffolding concepts should recover prior knowledge that will assist students in their explorations for data. Jessie, Mark and I worked on the following poem to practice our concept of the information processing model.

**I**nquiry

**N**OITINGOCATEM

**V**erbs…Bloom's Higher Levels

**E**ncourage Thinking

**S**caffolding

**T**est Hypothesis

**I**nductive Teaching

**G**oals…Content and Information Processing Skills

**A**nticipatory Set Presents a Problem

**T**eacher Creates Conditions for Independent Thinking

**E**xplore Data

I choose discovery learning for my treasure hunt! I used PBwiki to assemble my treasure hunt and posted it on my e-portfolio which can be located at http://amandaseportfolio.pbwiki.com During discovery learning a teacher will provide her students with the tools and information needed to solve a problem or learn a concept and it is the learner's responsibility to make sense of the information. Clues

should be left along the way to help students assemble the information to reach their proper conclusion.

Dr. S introduced the social interactive model with an appropriate picture that grabbed our attention. PIGS was exemplified through the picture really hooked our interest. Next we were broken up into groups and asked to investigate the basic elements of cooperative learning.

Positive interdepence is where group members understand that they must learn together to accomplish the goal. Each member has unique contributions to fulfill the duties of the group. It is the responsibility of all members to teach successfully for the beneficial development of the group. Individual accountability is the measurement of wether or not each group member has achieved the groups goal. 4 student group size is the ideal situation. Student's learn better cooperatively and this allows students to be able to teach what they have learned to others. The 4 elements of of group processing are feedback, reflection, improvement goals, and celebration. The goal is to reach METACOGNITION!! Social skills and face to face interaction promote excellenet learning conditions. Social skills tend to enhance employability and productivity. The lesson plan design is unique in the sense that it involves two goals. Content and social goals are addressed. The objective uses a higher level of Bloom's taxonomy. The Anticipatory set asks the students the question what is a group? Development includes several simple questions

1. How will they work together?

2. How many group members?

3. How will I keep them on task?

4. **What materials will they use?**

During guided practice the teacher observes the students. The teacher needs to be walking around assessing how her students are working together. Closure is broken down into two parts

1. **Present, teach, or report on learned information**
2. **Peer evaluations, peers need to assess groups success**

All of the previous information I had mentioned I learned from my peers through cooperative learning. Cooperative learning is an effective learning strategy that I will indeed take with me into my future classroom. I have already spoken with my fieldwork teacher on using the social-interactive model in her classroom and she loved the idea. I will be writing a social interactive model lesson plan on communities and actually teaching that lesson with her second grade students. One quote that I feel really exemplifies the true meaning of cooperative learning is;

## "What children can do together today they can do alone tomorrow"

My fellow group member Jessie shared that quote with my group and it really changed the way I view cooperative learning. Now I understand how beneficial it is to a child's development.

In conclusion this month has been jammed pack with loads of information. Dr. S. did an excellent job of keeping our minds on track because she constantly reviewed every detail making sure that we were making sense of it all. Next month I look

forward to reflecting on my fieldwork experience. I enjoyed working with all my group members and realized that communication is crucial and for a group to swim successfully they can't even have one sinker!