

Great list...

Gretchen Roberson
Educ 330/Blunck
20 May 2000

Reflection
What I Learned

A few of the things I learned during the course of this semester are listed below:

- *what items should be included in Science portfolios such as photos, data and analysis, journal entries, observations, student prepared analysis, completed projects, student selected work that reflects both positive and negative results, a list of questions that the student is left with, and a summary narrative that says where the student would like to go further with the subject.
- *how to present more effective overheads by using no less than 14 point fonts on BOLD, and limiting each to no more than three main ideas.
- *teaching experiences are similar the world over in that the Egyptian teachers have many of the same complaints and concerns that we have. I also learned from them, that we are much more fortunate than they are because of the equipment and supplies we have to use.
- *science can be a lot of fun, and should be for both student and teacher.
- *a teacher does not need to know everything, and that it is okay to learn with the students.
- *science needs to be connected to each student's local community, as to made personal and relevant to the student.
- *learning of the vocabulary involved should be accomplished while doing something that applies it to the matter at hand.
- *science concepts are abstract and it is the responsibility of the teacher to make them concrete for the students.
- *students need to be encouraged to explore the world around them, and to question, question, question.
- *teacher learning is an ongoing process.
- *teachers should not be afraid to try new things, or to make mistakes.

- *colleagues can be great resources and assets.
- *lessons must be turned upside down to make them more productive.
- *in order for students to be enthusiastic about science, the teacher must project enthusiasm.
- *criticism should not be taken personally, but rather used as a learning tool.
- *ask open-ended questions of the students, and accept and encourage all responses.
- *encourage all students to take chances and to ask questions.
- *that we shouldn't teach science, we should teach the child.
- *requirements should be clearly established in order to avoid confusion of what is expected of the student.
- *that tracking is a negative aspect of education as it, "leads to substantial differences in the day-to-day learning experience students have in school". I saw this many times during the course of my volunteer work at the school.
- *Lee Shulman's term, "inside-out learning".
- *importance of having clear instructions and modeling of requirements.
- *importance of determining how the lesson will enhance learning.
- *that if can't answer why should learn information, don't teach it.
- *that if you can't figure out a way to teach it, other than lecture, don't present it.
- *the importance of the questions asked, and that "What do you think is happening here?" is better than, "Why?"
- *how to respond to a child with "How did that come to mind?" in lieu of "Why do you think/say that?" "Why" questions are intimidating and stifle a student's creativity.
- *science classes can begin with a simple observational walk outside.
- *answering all questions is fundamental to a student's success and interest

in science. If you can't answer the question right away, find an alternative placement, but return to it later.

- *mediocre teachers deliver, great teachers inspire.
- *communication is the key to successful children.
- *encourage children to look around and to discover new uses for throw-away items.
- *importance of reviewing safety rules each and every time they are used.
- *defining common words such as "same" and "like" is important as students may have different meanings.
- *science is inquiry, adventure, and learned through discovery, just like scientists.
- *the important qualities of a mentor/facilitator such as; don't butt in, engage in conversation with no set script, encourage investigation and ask the right questions, value student ideas; attend to timing of activities and discussions learn your students, engage your class in various engagements with group and individual activities.
- *integrate as much technology as possible.
- *develop creative ways for students to present their knowledge.
- *importance of children in establishing project rubrics.
- *rule setting should include the students, be brief, be positively stated, and the fewer the better.
- *information on conducting peer reviews as well as self-assessments.
- *formative assessment is better as it is ongoing and more informal.
- *student lead conferences should be considered as they allow the child a voice.
- *how to respond positively to a student that says they have a problem, by saying, "That's great!" or "What a wonderful opportunity to learn..."