Insight of a Grad Student

Robert Vandermolen

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A Cycle of Reflection

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A Cycle of Reflection

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ght of a Student

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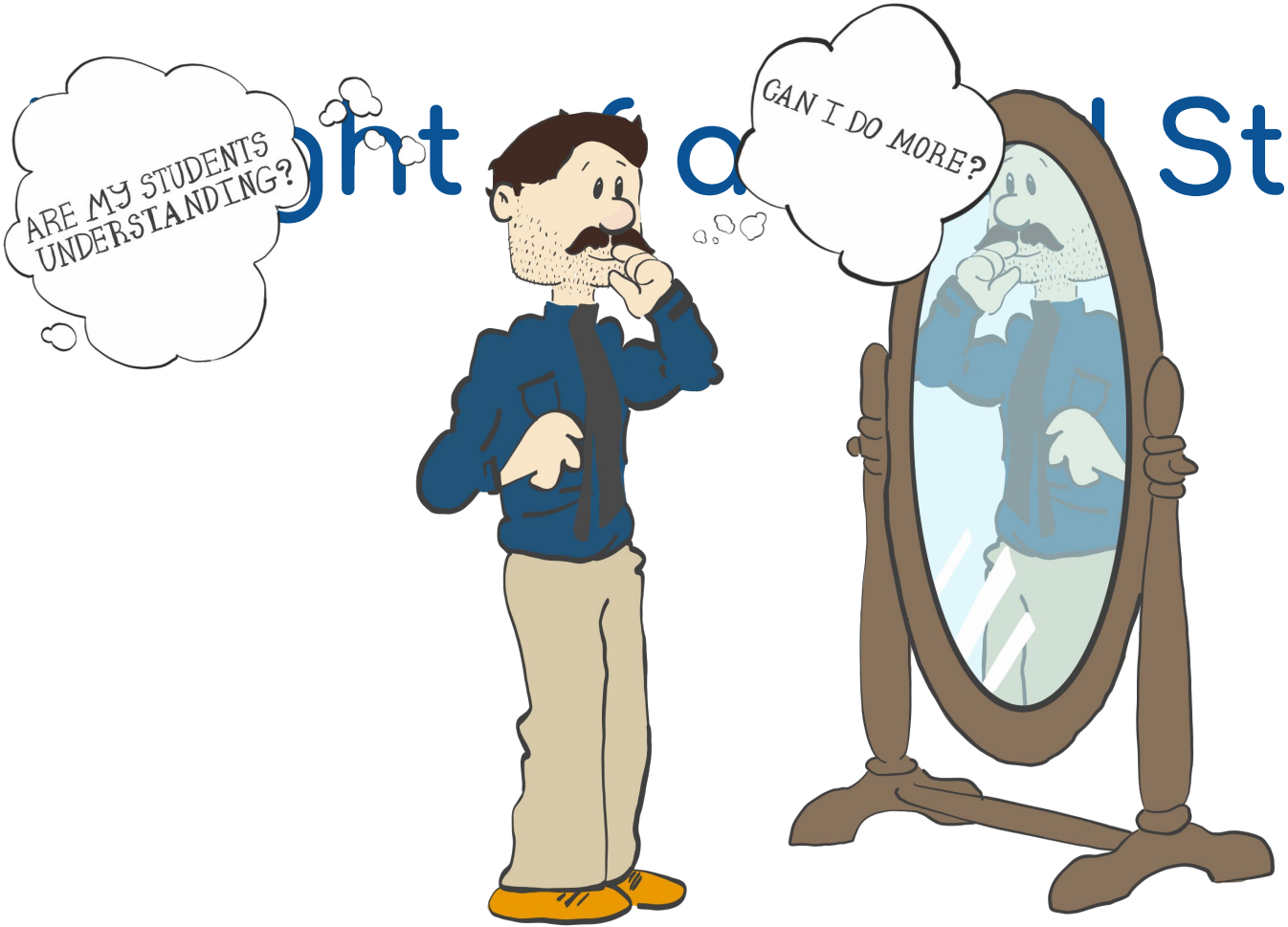

A Cycle of Reflection

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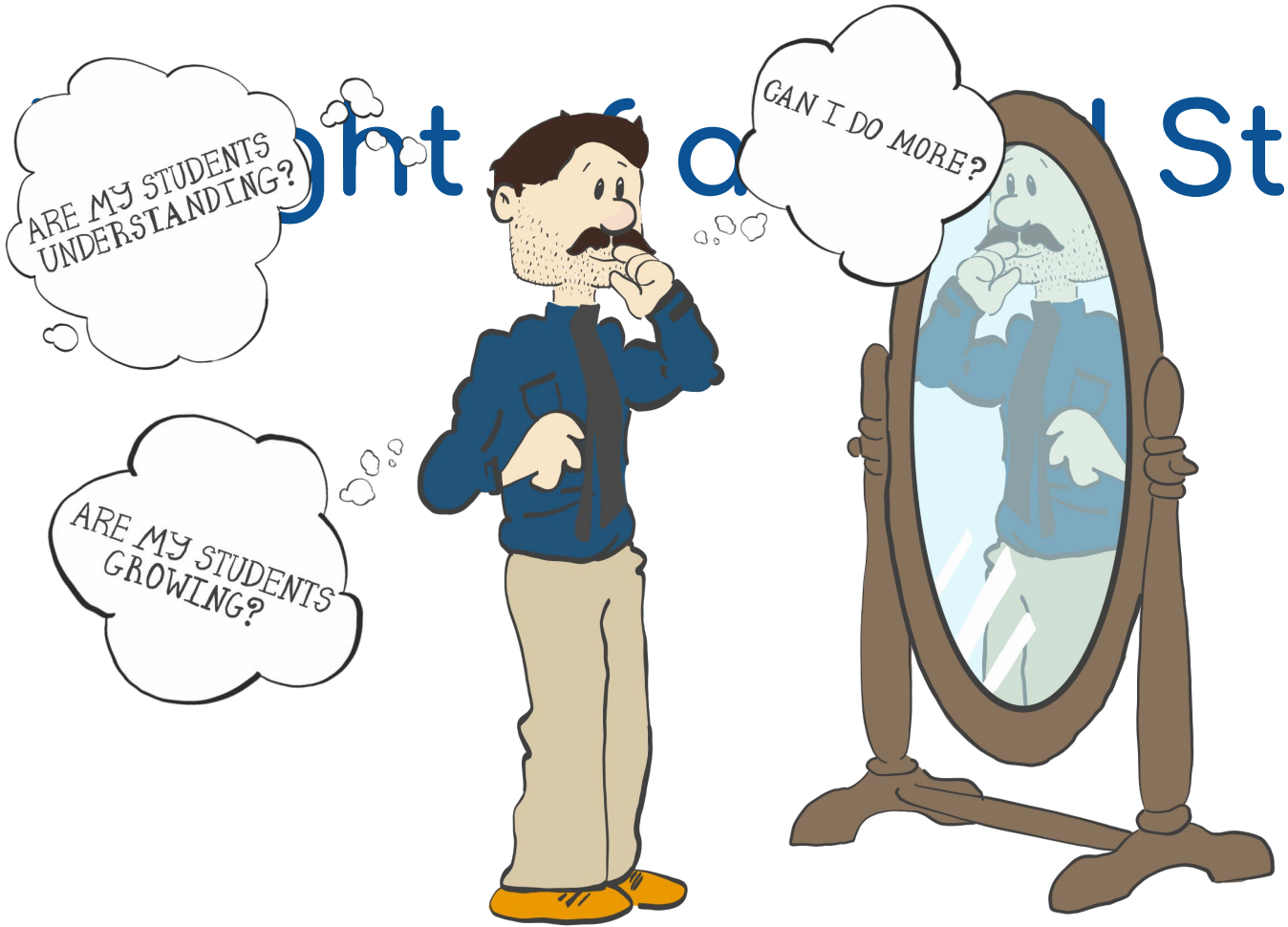

A Cycle of Reflection

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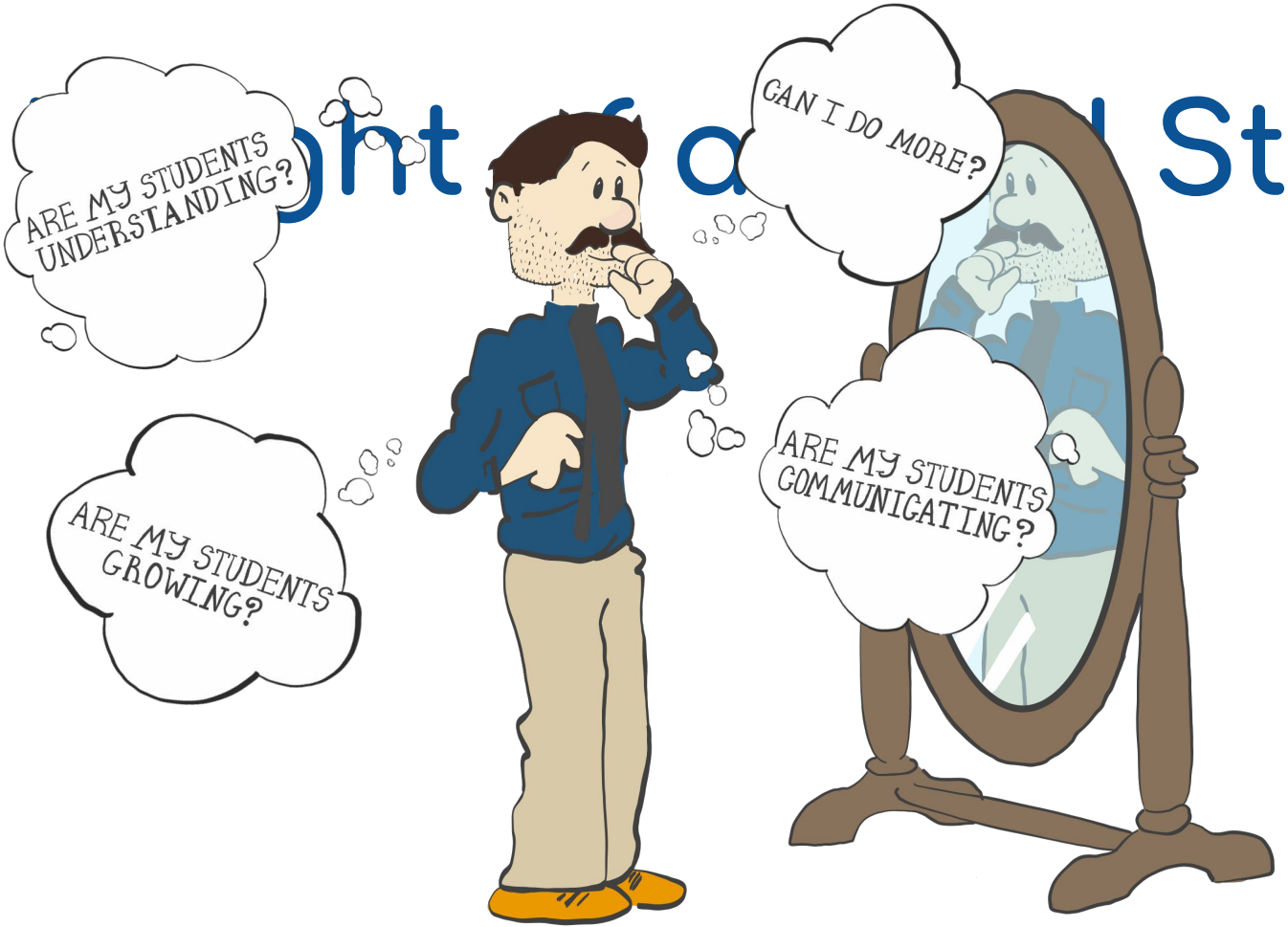

A Cycle of Reflection

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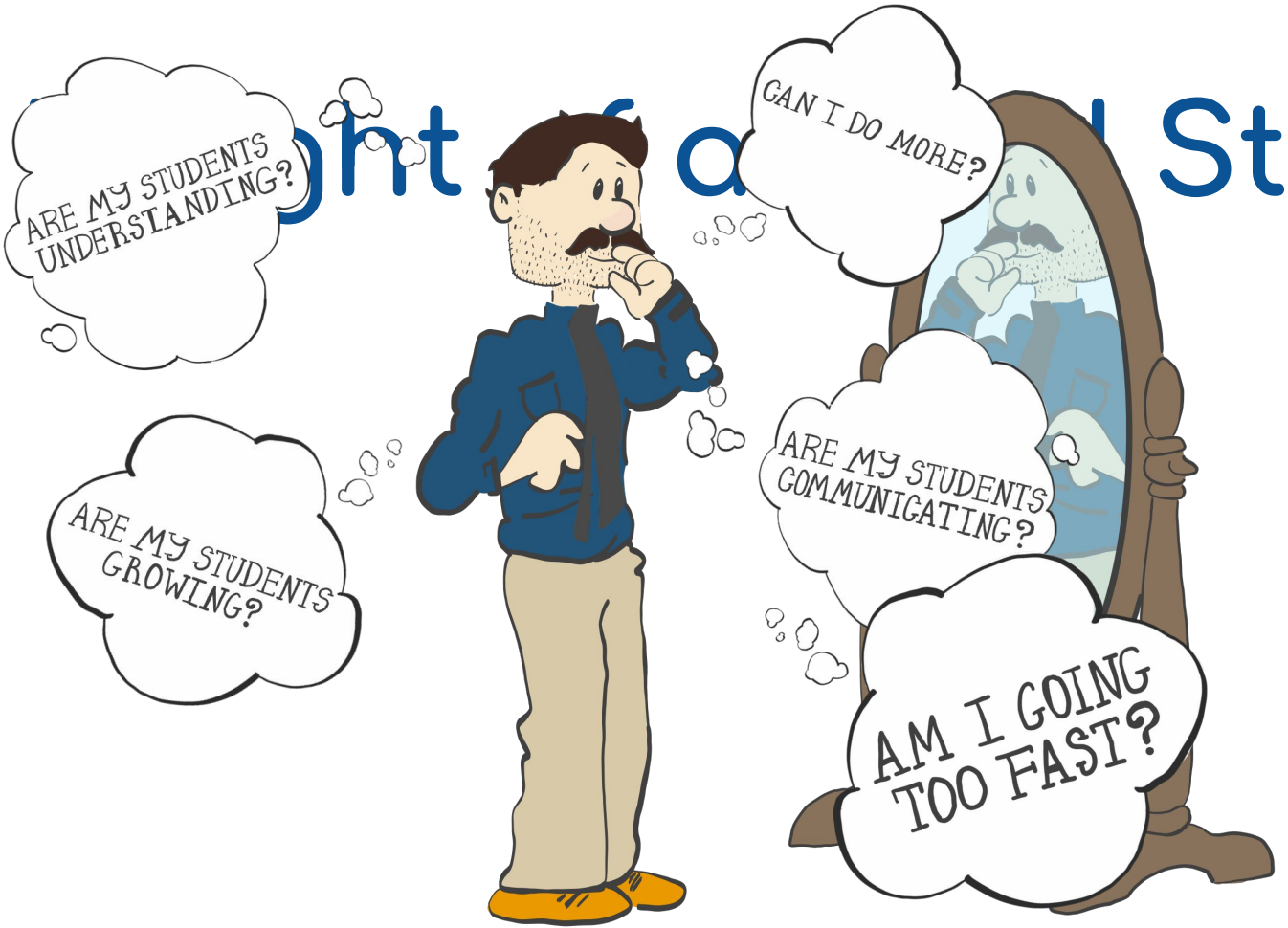

A Cycle of Reflection

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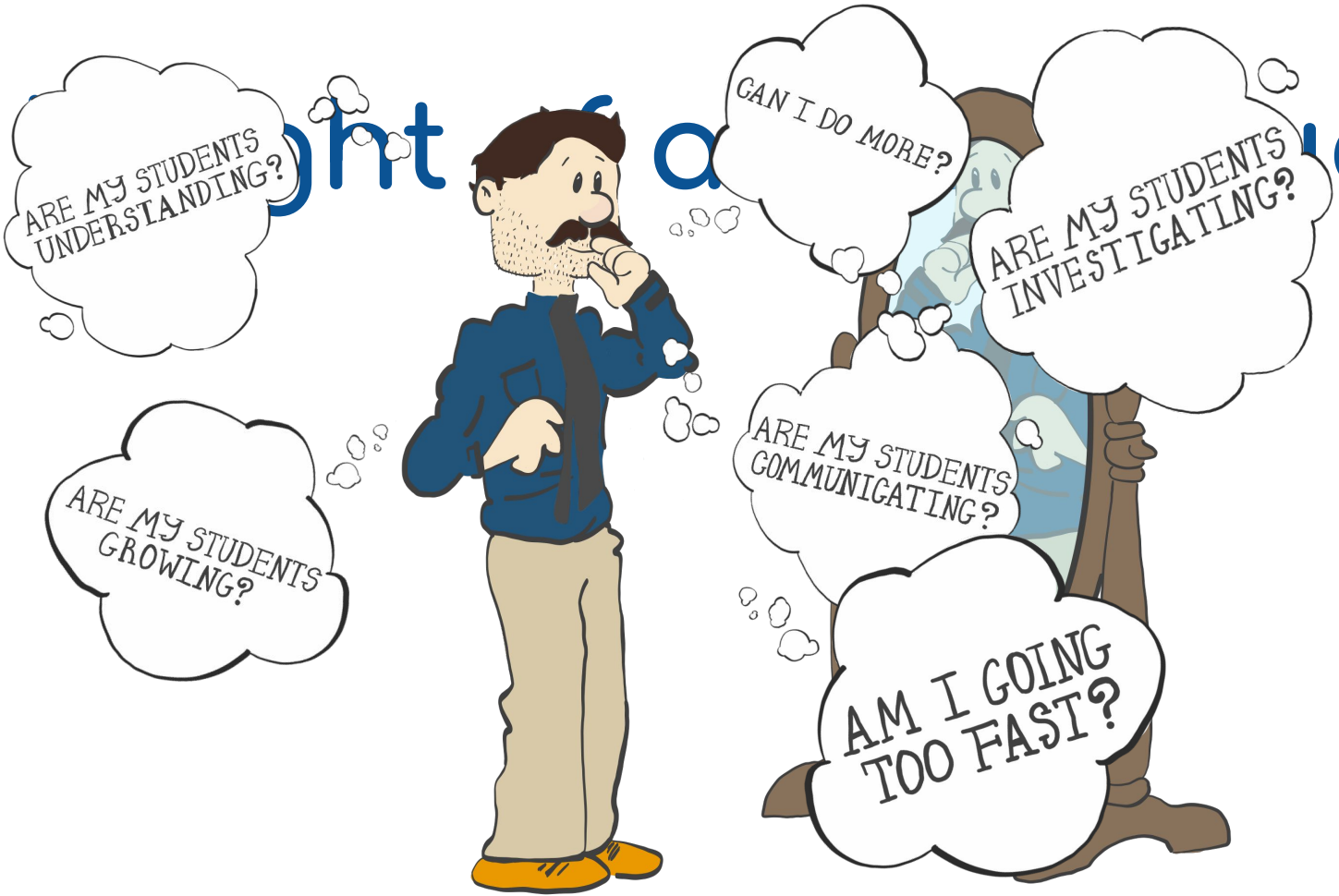

A Cycle of Reflection

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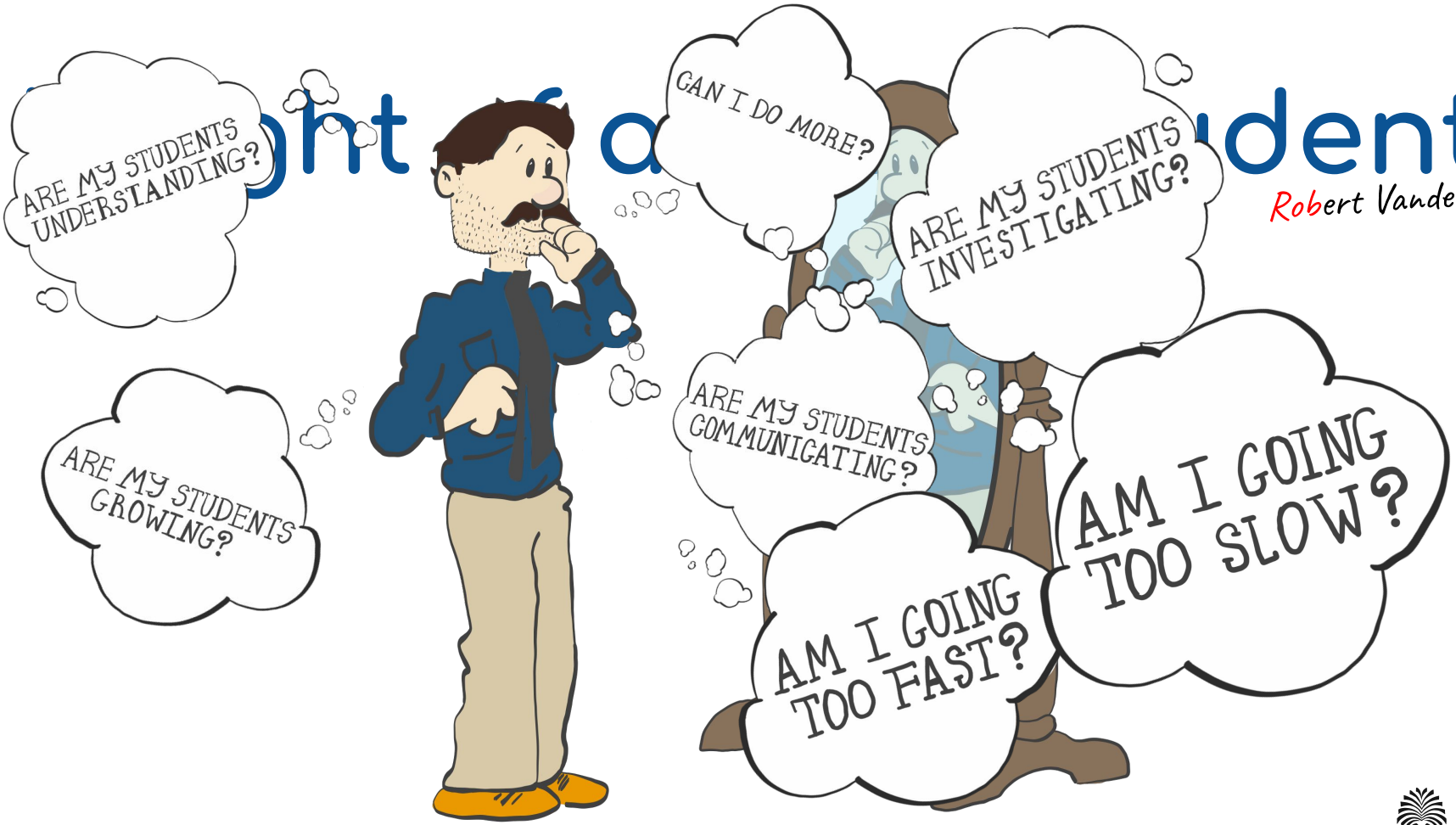
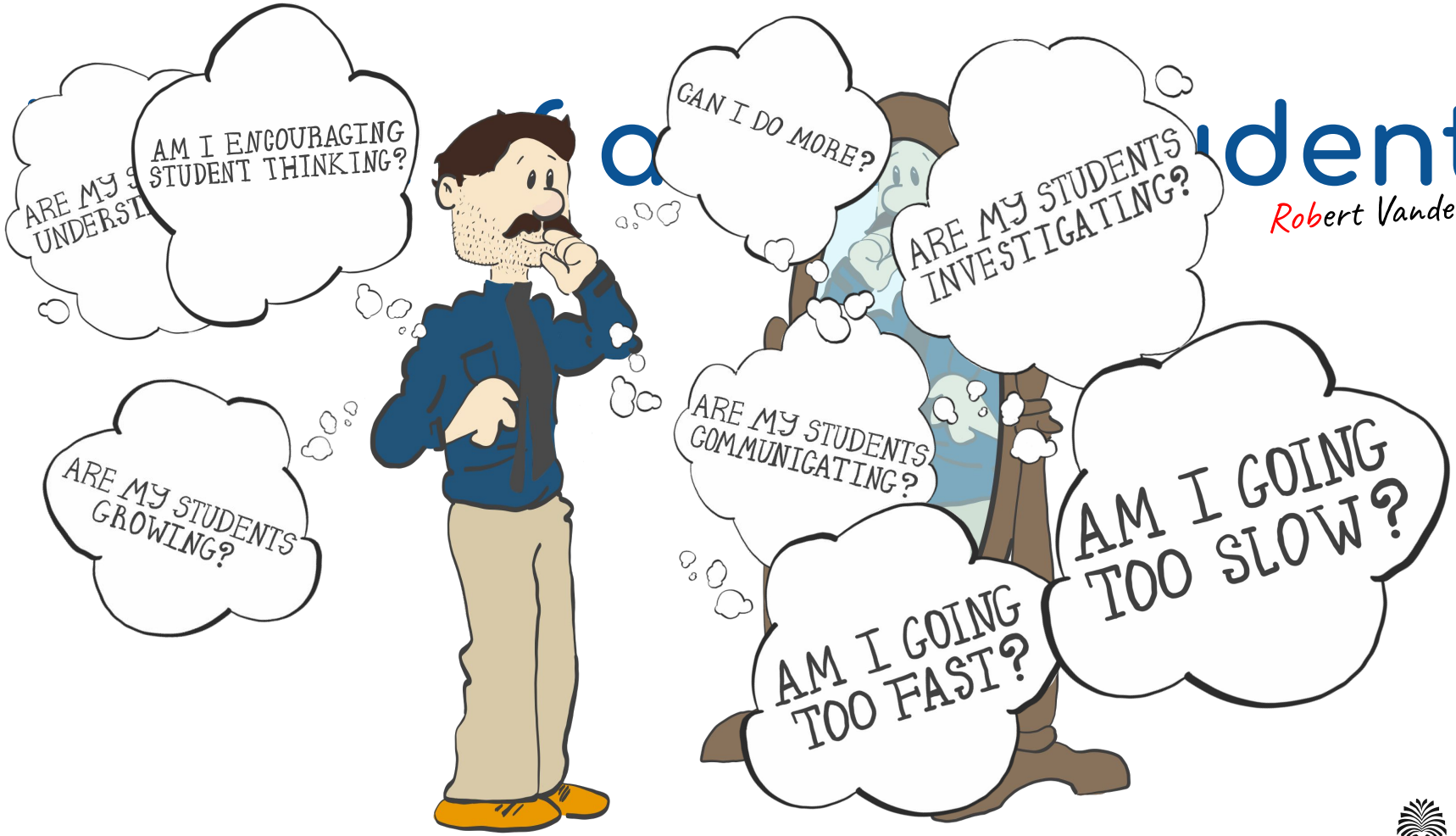


A Cycle of Reflection

Uof SC



A Cycle of Reflection

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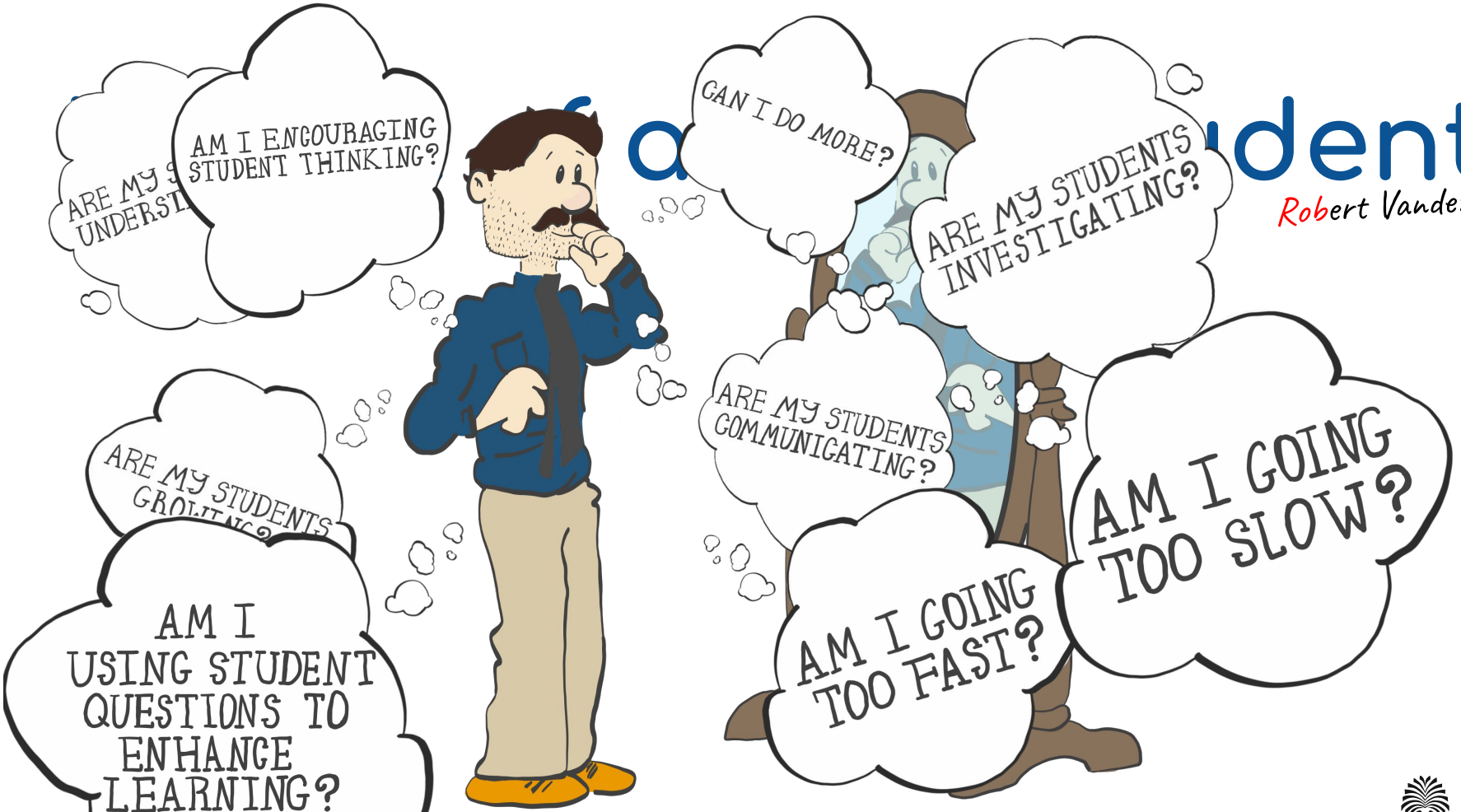

A Cycle of Reflection

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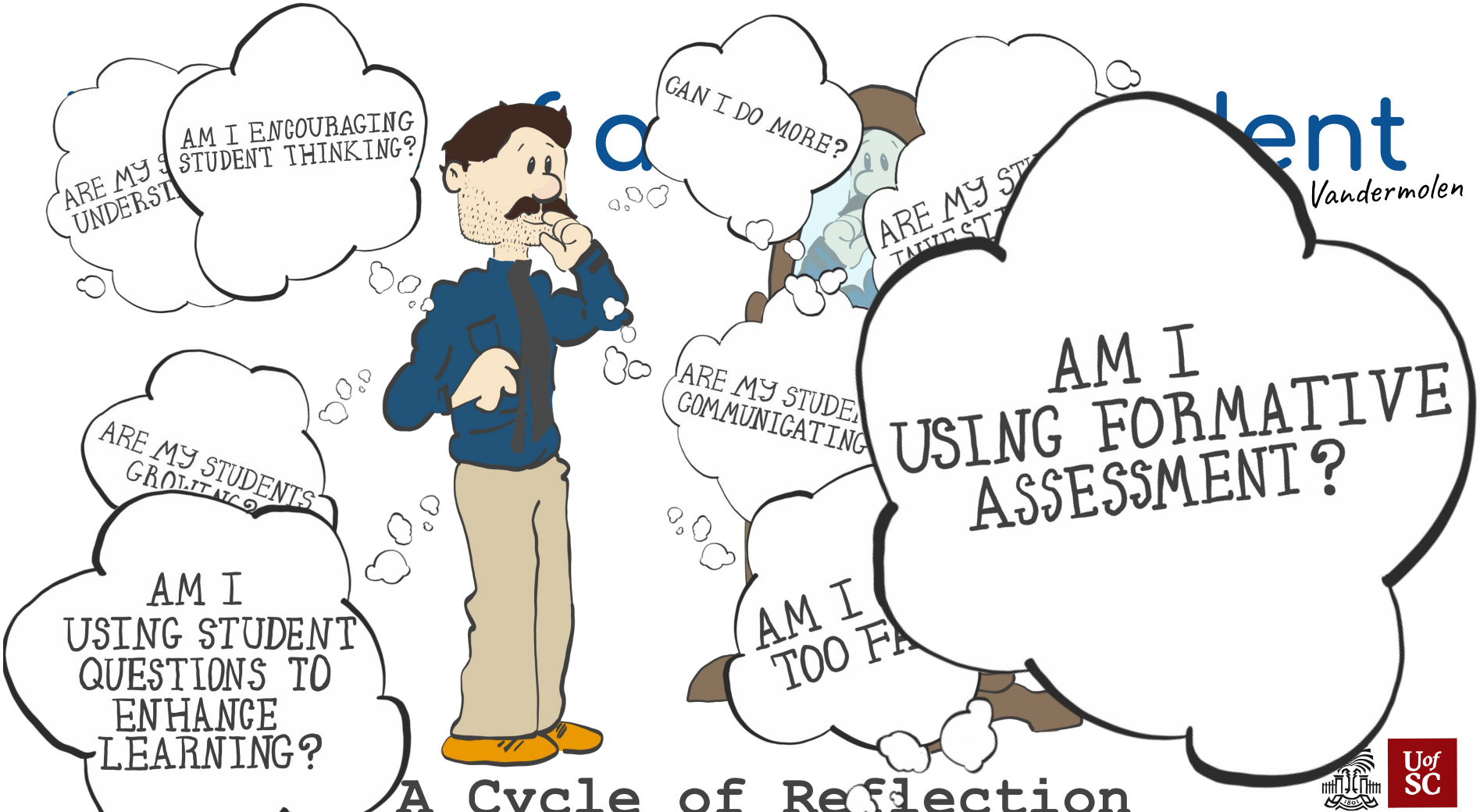
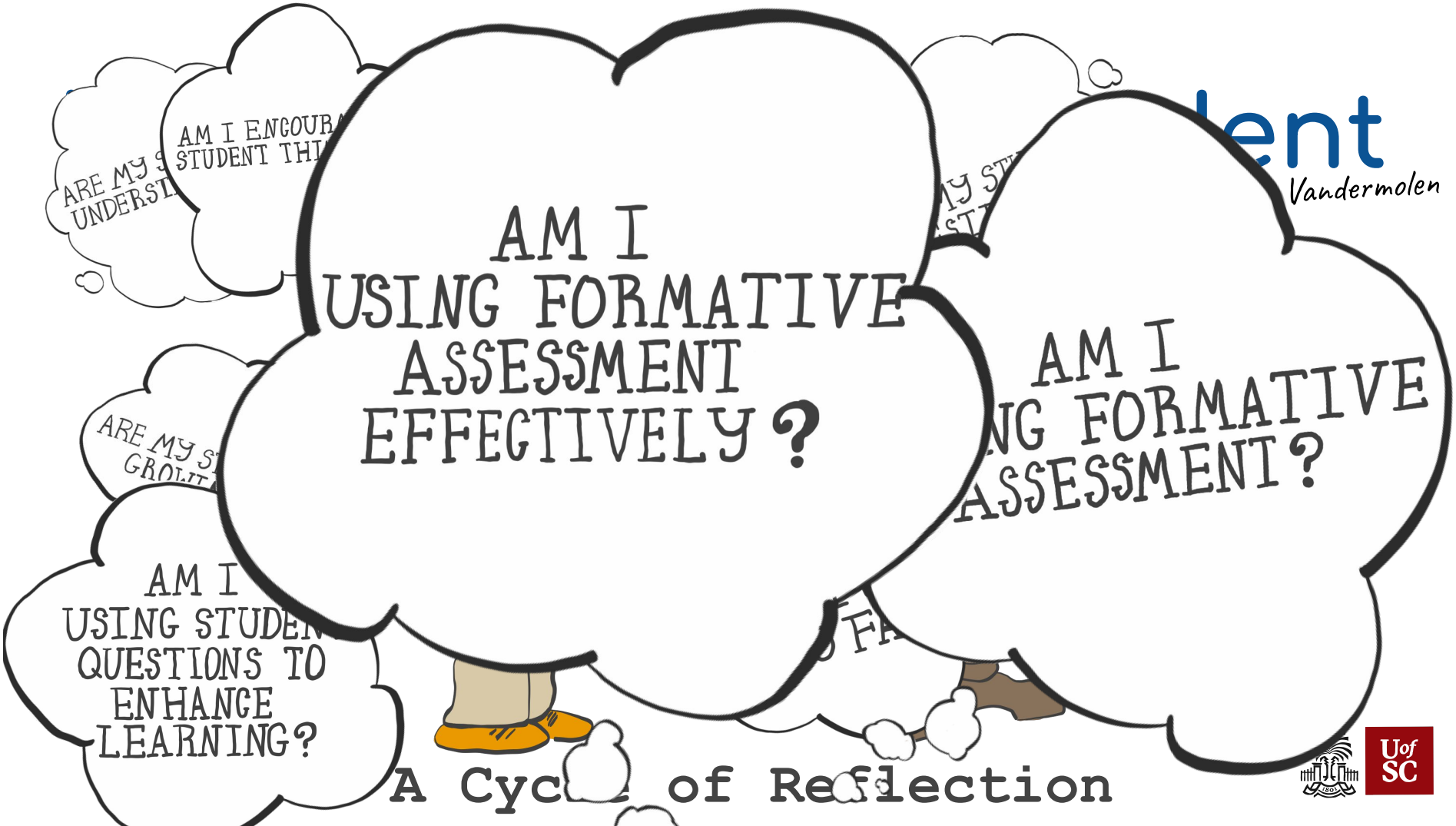


A Cycle of Reflection


AM I USING FORMATIVE ASSESSMENT EFFECTIVELY?
AM I USING STUDENT QUESTIONS TO ENHANCE LEARNING?
AM I USING FORMATIVE ASSESSMENT?
A Cycle of Reflection
Vandermolen
Uof SC

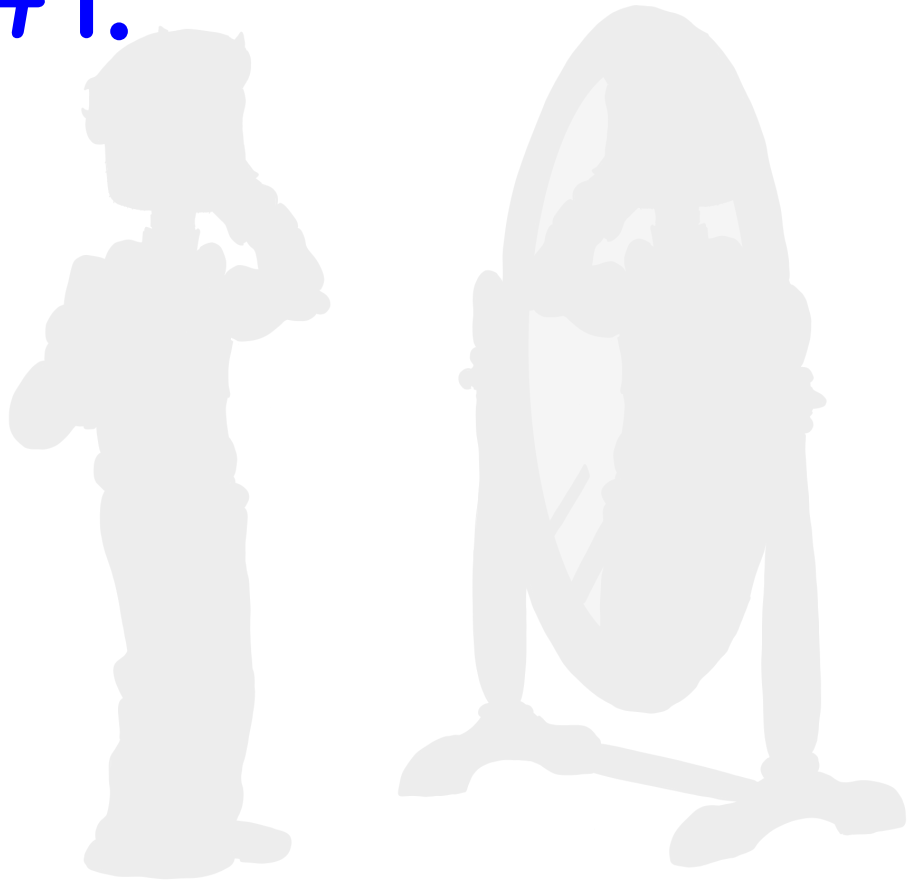
Introducing

IPRoA

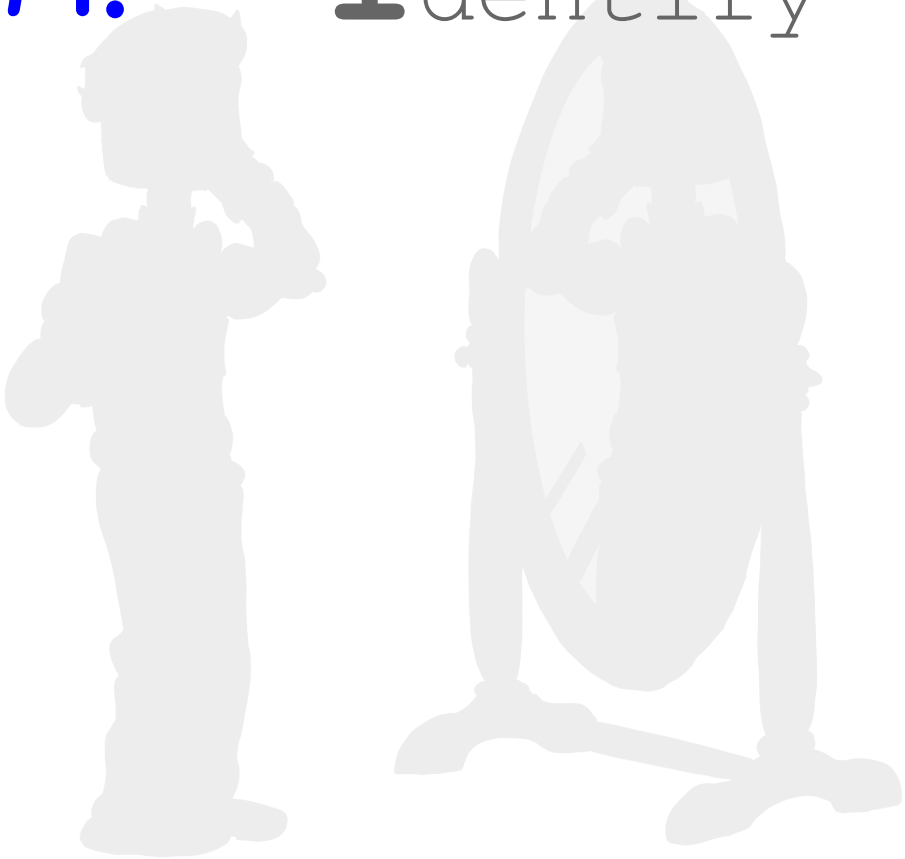
A Structure for Self Reflection

Based on my participation in the P.M.P. funded by NSF

Step #1:



Step #1: Identify



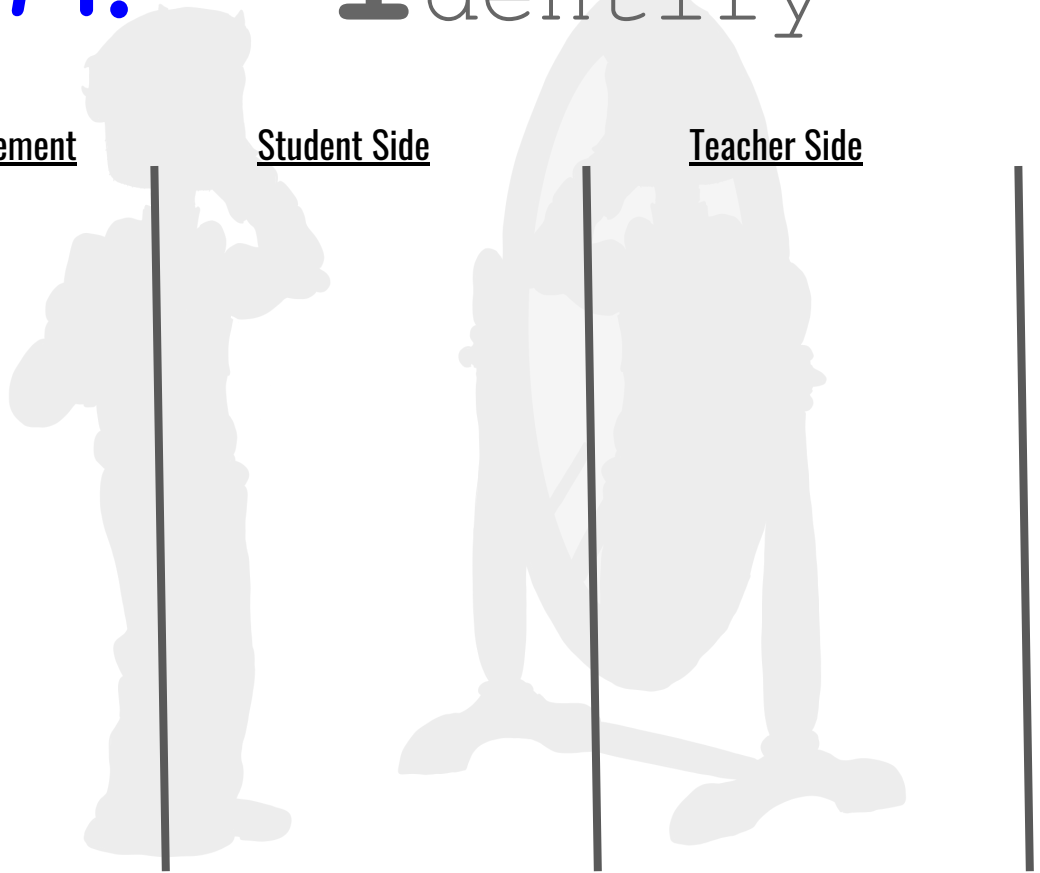
Step #1: Identify

Basic Organization and Management

Student Side

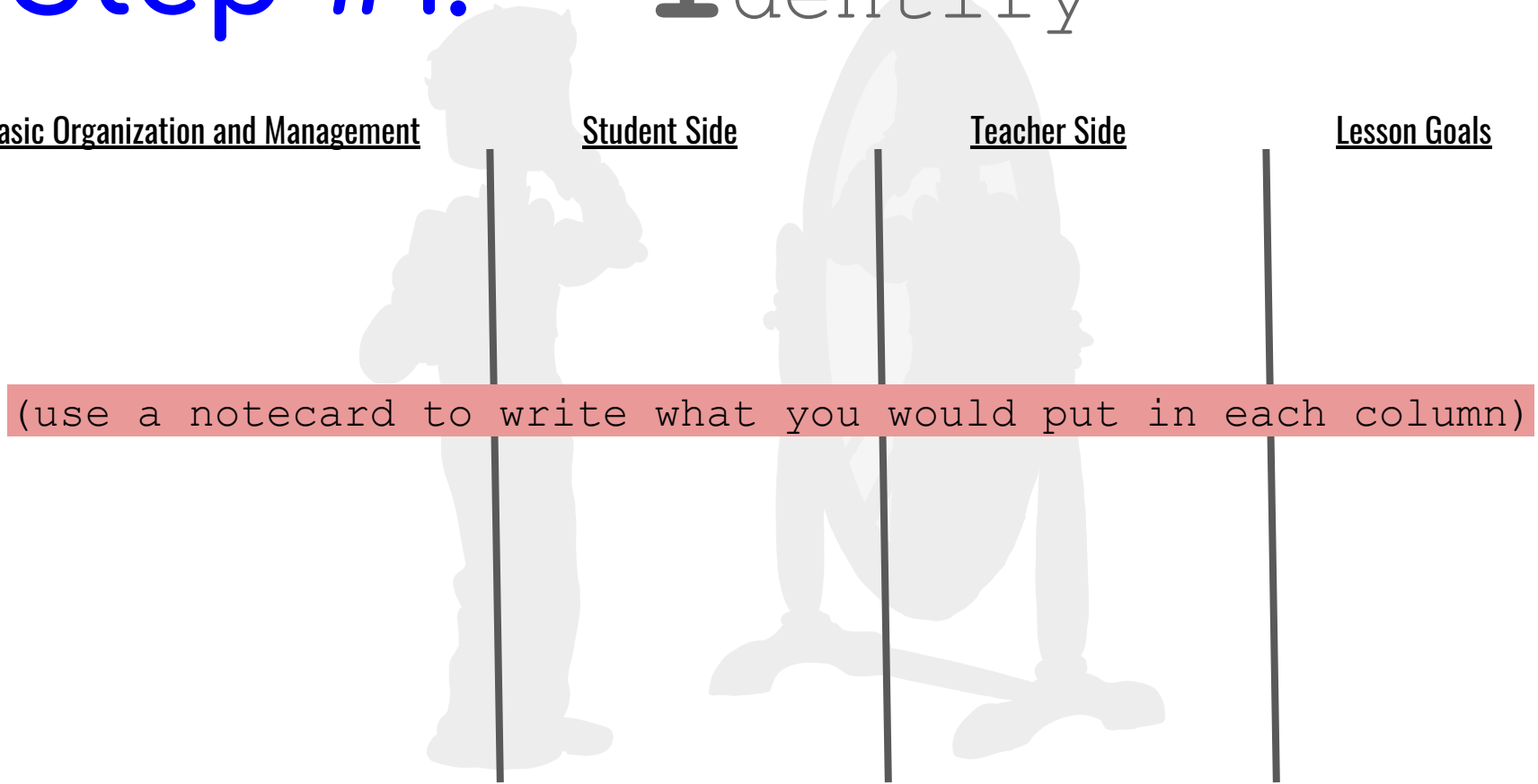
Teacher Side

Lesson Goals



citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #1: Identify

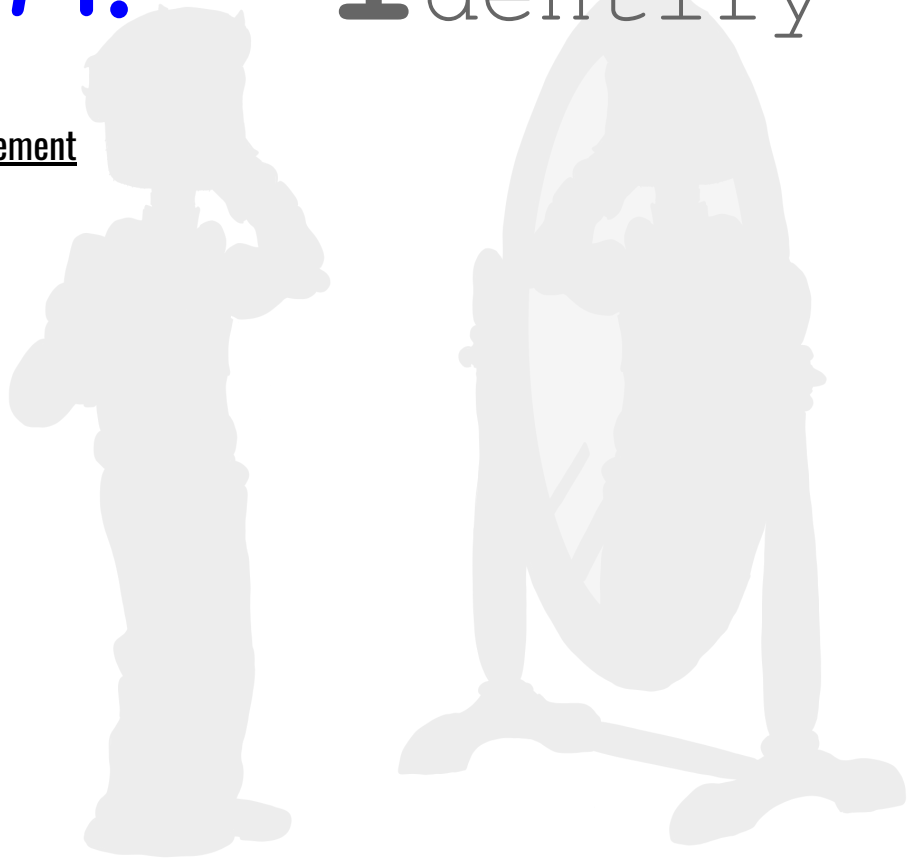


(use a notecard to write what you would put in each column)

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #1: Identify

Basic Organization and Management



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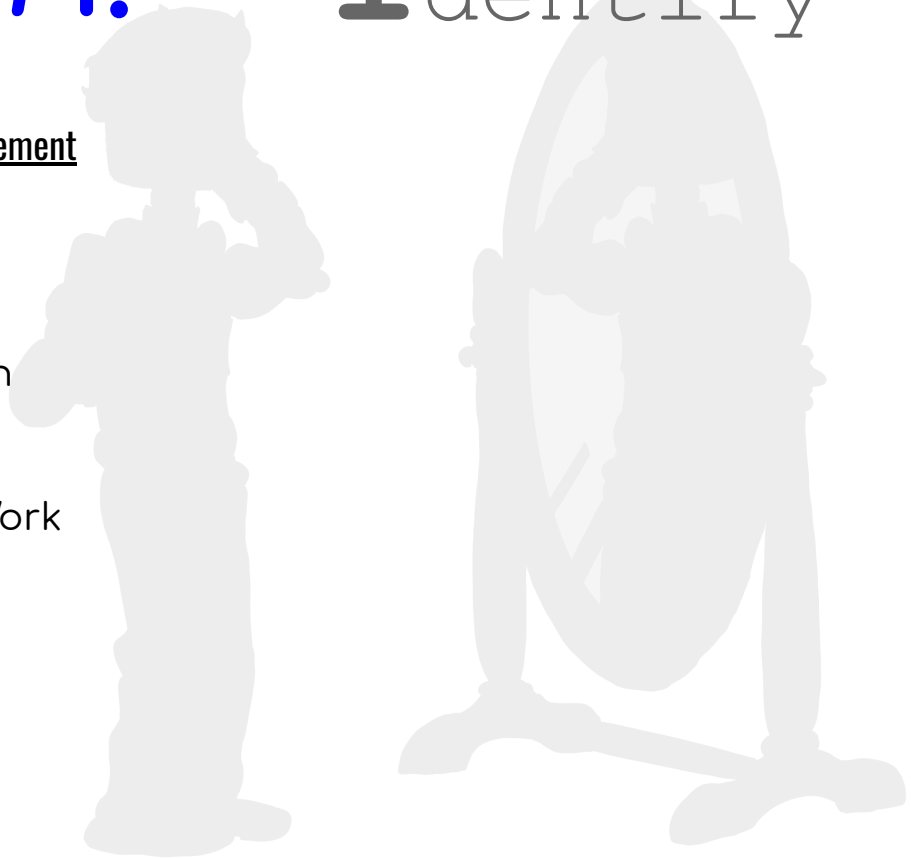
Step #1: Identify



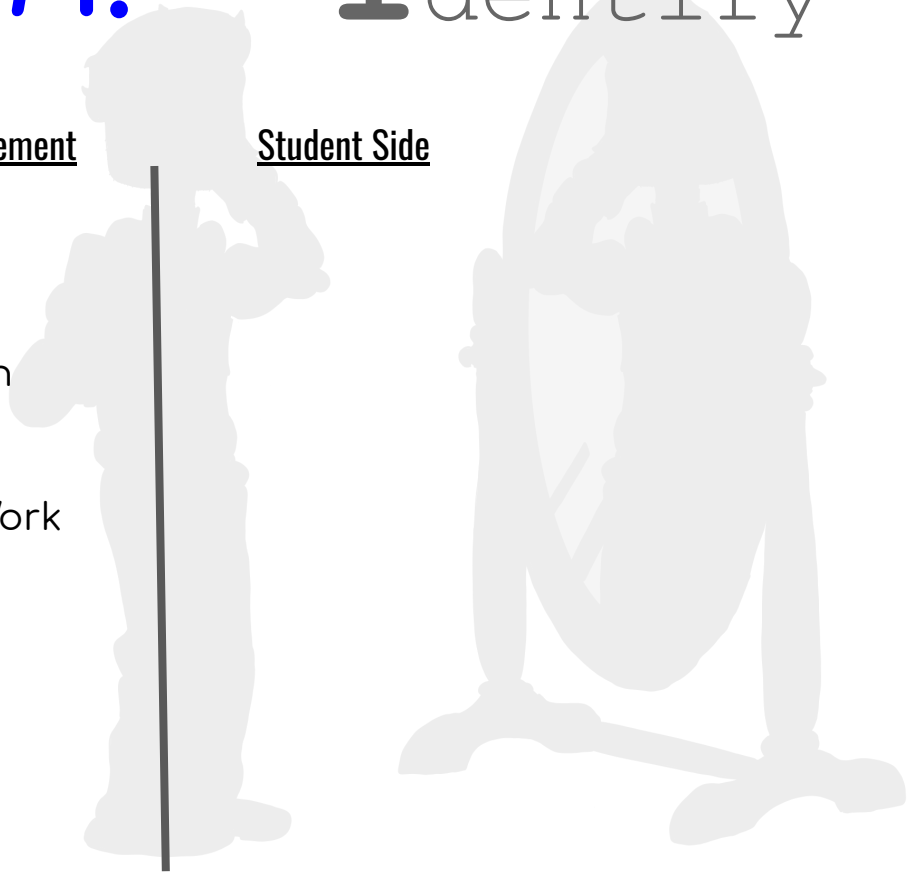
Basic Organization and Management

- Verbal Articulation
- Clear Presented Work

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #1: Identify

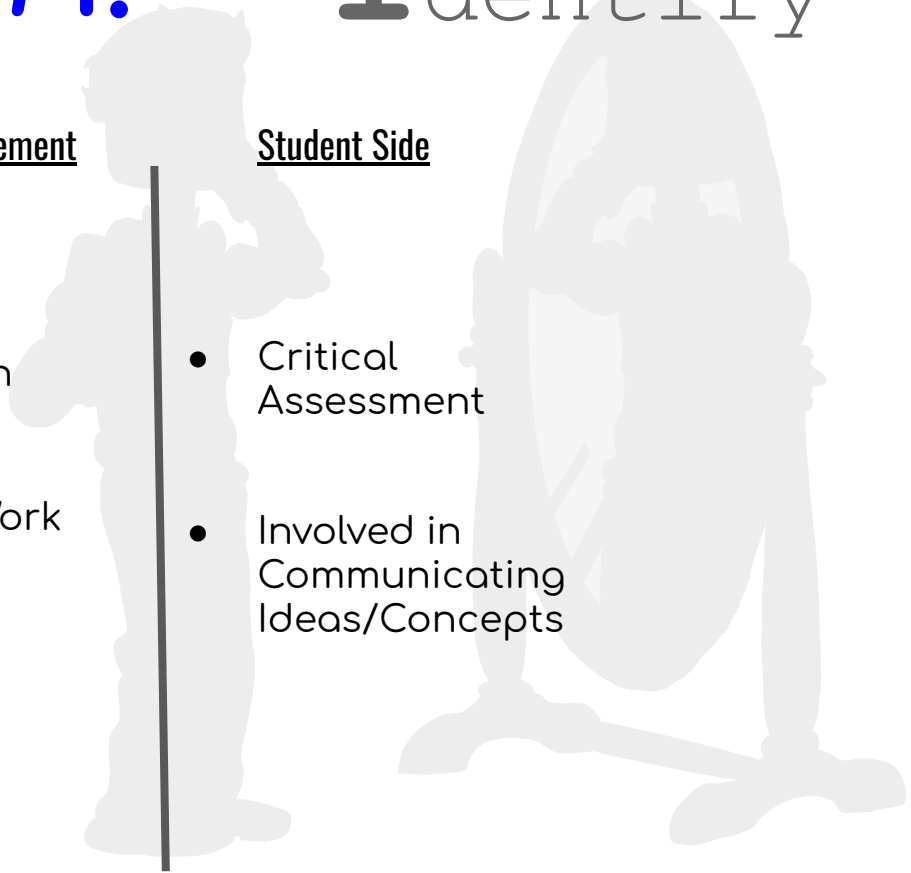
Basic Organization and Management **Student Side**



- Verbal Articulation
- Clear Presented Work

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #1: Identify



Basic Organization and Management

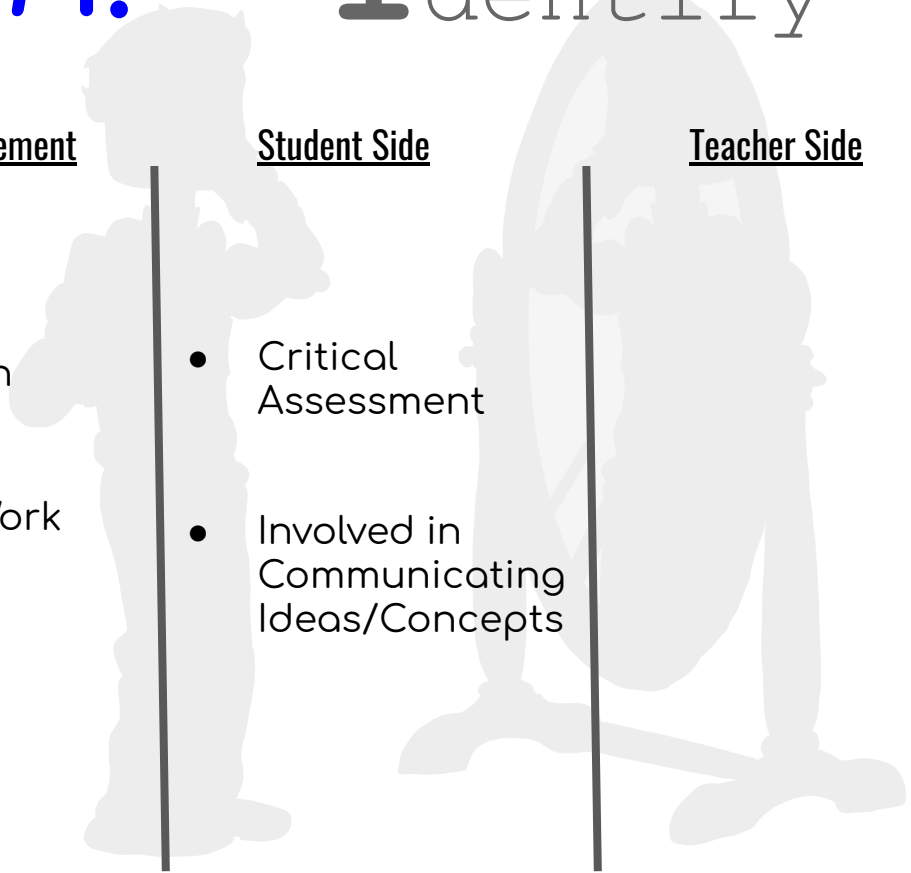
- Verbal Articulation
- Clear Presented Work

Student Side

- Critical Assessment
- Involved in Communicating Ideas/Concepts

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #1: Identify



Basic Organization and Management

- Verbal Articulation
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- Critical Assessment
- Involved in Communicating Ideas/Concepts

Teacher Side

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #1: Identify

Basic Organization and Management

- Verbal Articulation
- Clear Presented Work

Student Side

- Critical Assessment
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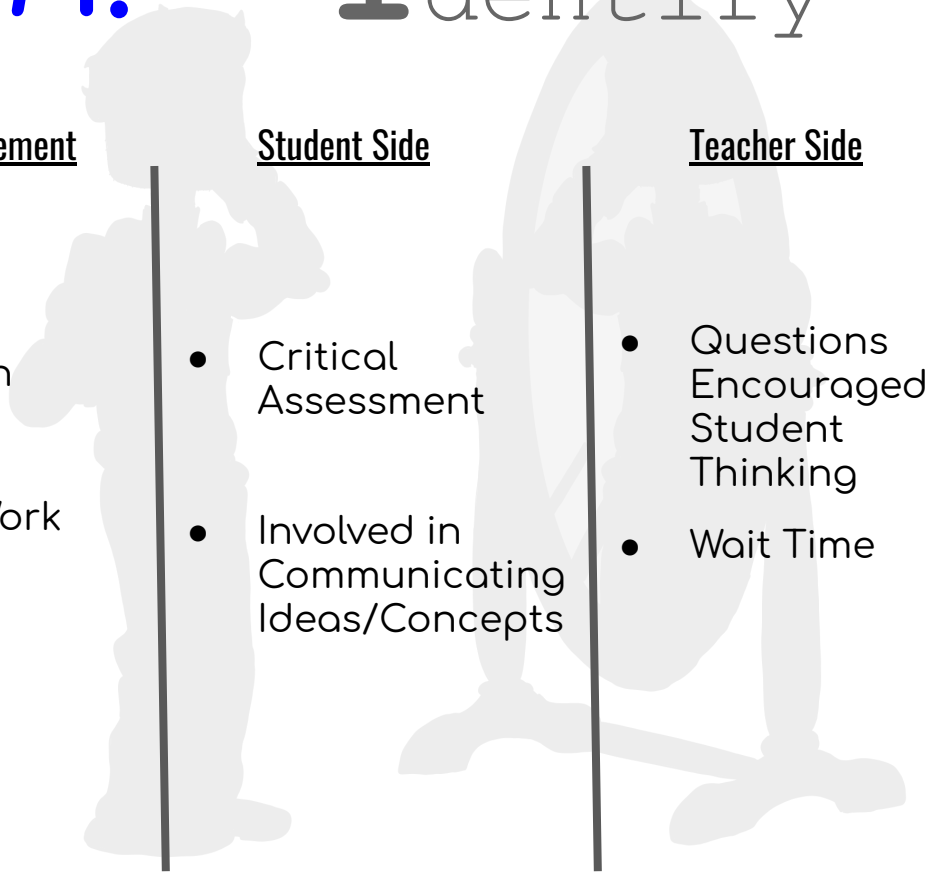
Teacher Side

- Questions Encouraged Student Thinking
- Wait Time

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #1: Identify



Basic Organization and Management

- Verbal Articulation
- Clear Presented Work

Student Side

- Critical Assessment
- Involved in Communicating Ideas/Concepts

Teacher Side

- Questions Encouraged Student Thinking
- Wait Time

Lesson Goals

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #1: Identify

Basic Organization and Management

- Verbal Articulation
- Clear Presented Work

Student Side

- Critical Assessment
- Involved in Communicating Ideas/Concepts

Teacher Side

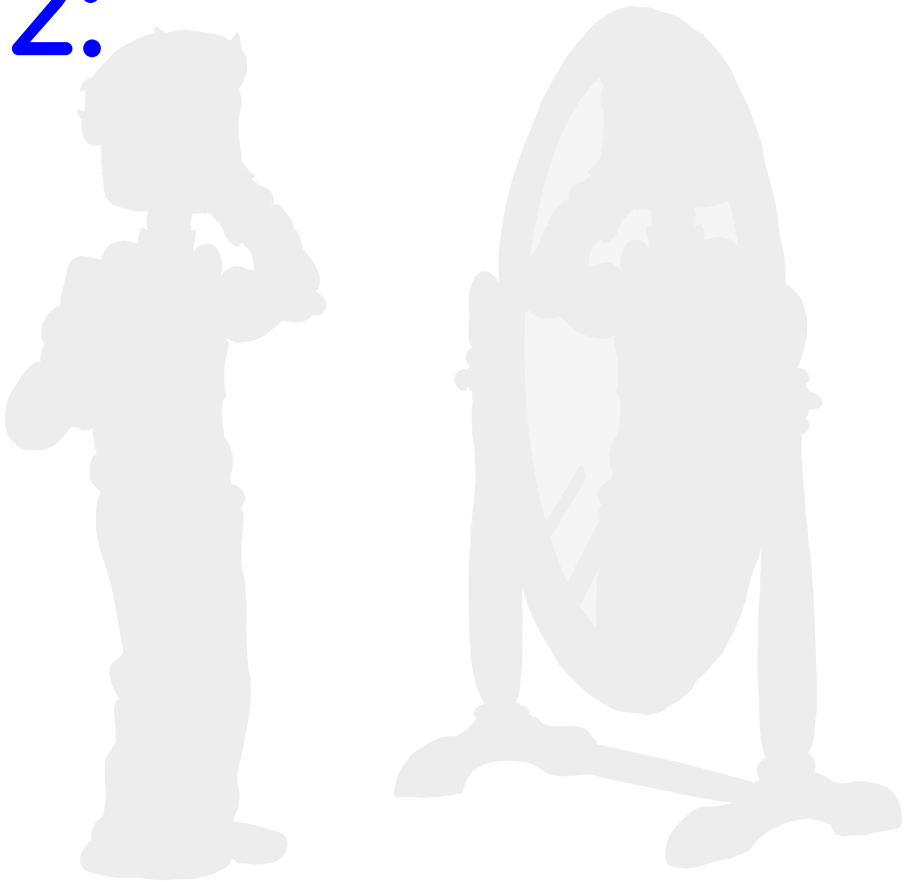
- Questions Encouraged Student Thinking
- Wait Time

Lesson Goals

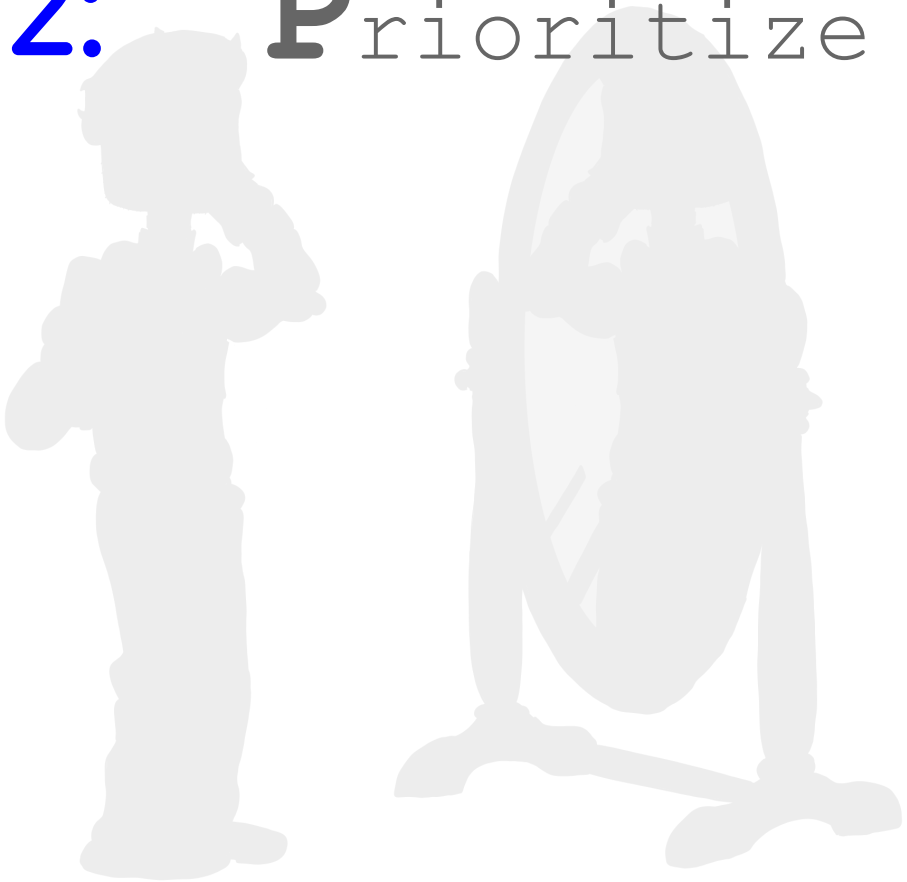
- Explicit Learning Goals?
- Was Lesson Effective?

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #2:



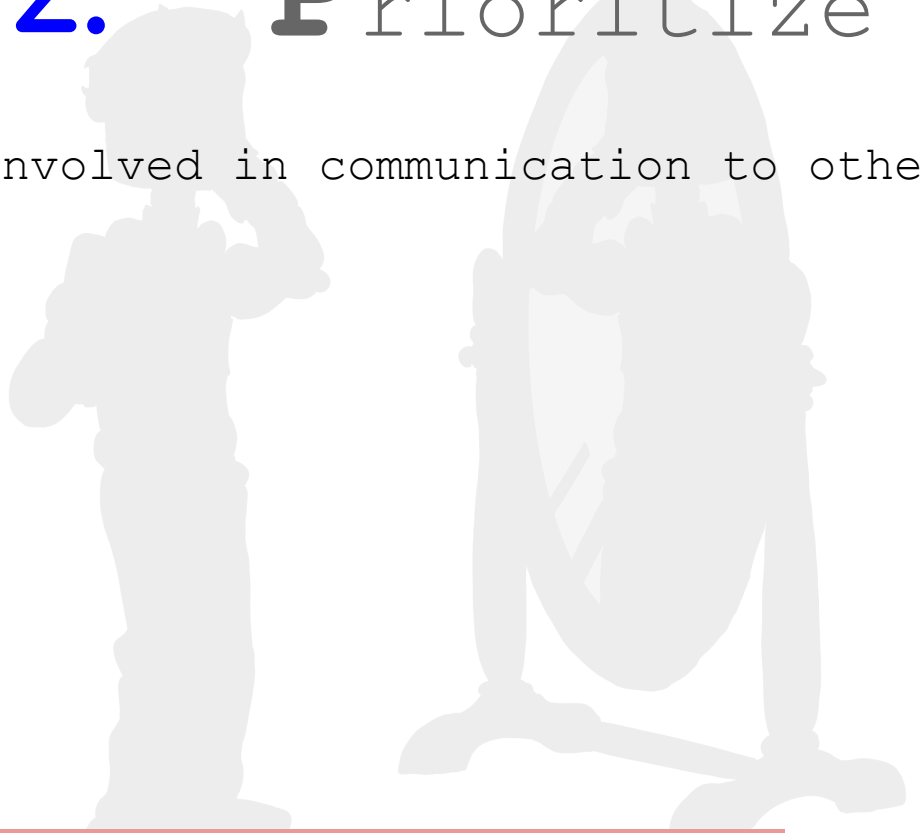
Step #2: Prioritize



Step #2: Prioritize

Student Side:

Students were involved in communication to others (peer-to-peer)

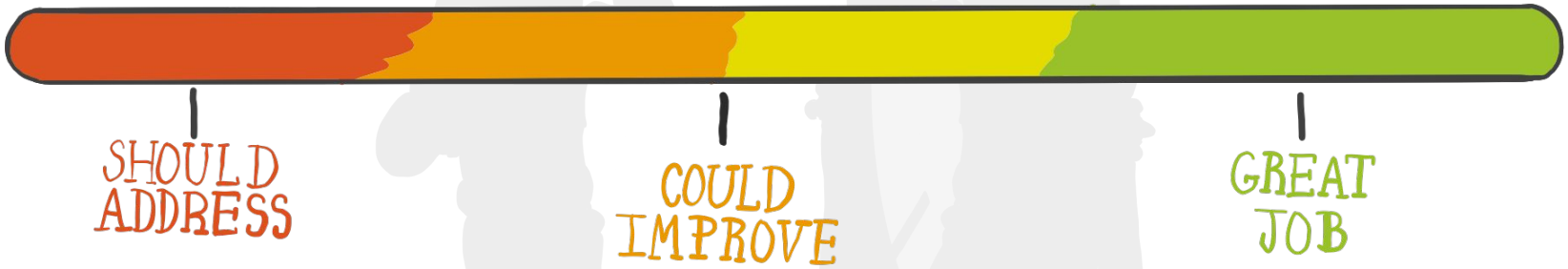


(Think of the last class you taught, where would you have prioritized this?)

Step #2: Prioritize

Student Side:

Students were involved in communication to others (peer-to-peer)



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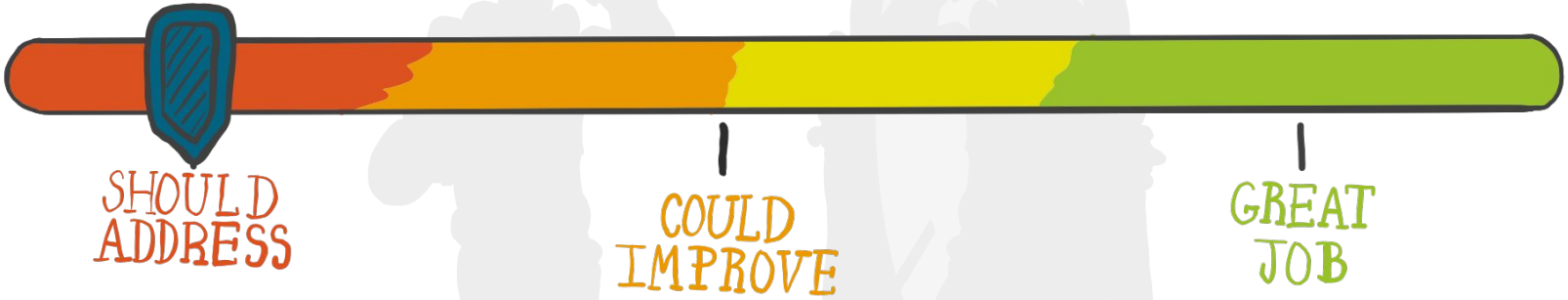
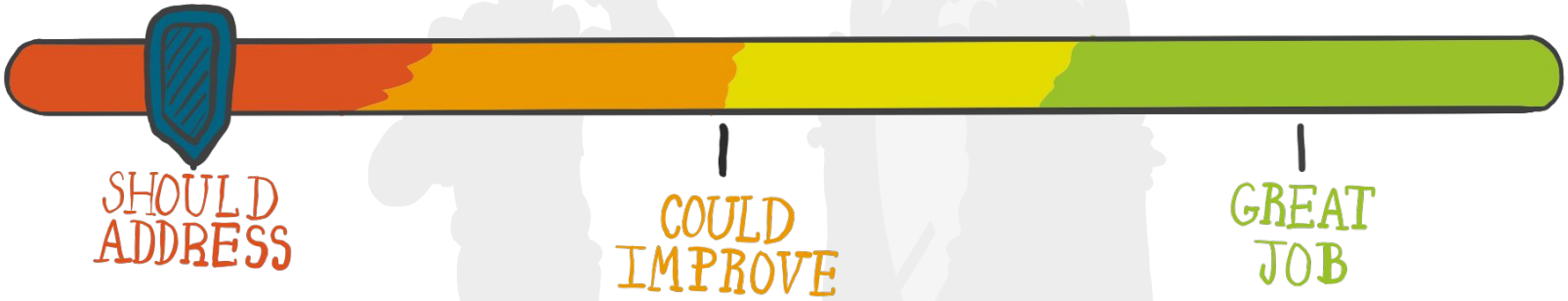


(Discuss what a classroom with troubling communication would look like)

Step #2: Prioritize

Student Side:

Students were involved in communication to others (peer-to-peer)



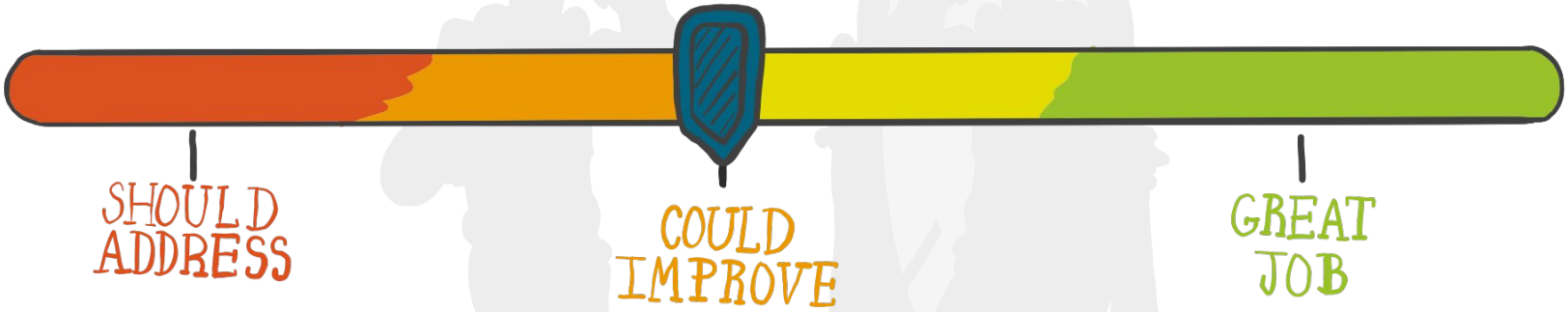
No peer-to-peer (pairs, groups, whole class) conversations occurred during the lesson.

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #2: Prioritize

Student Side:

Students were involved in communication to others (peer-to-peer)

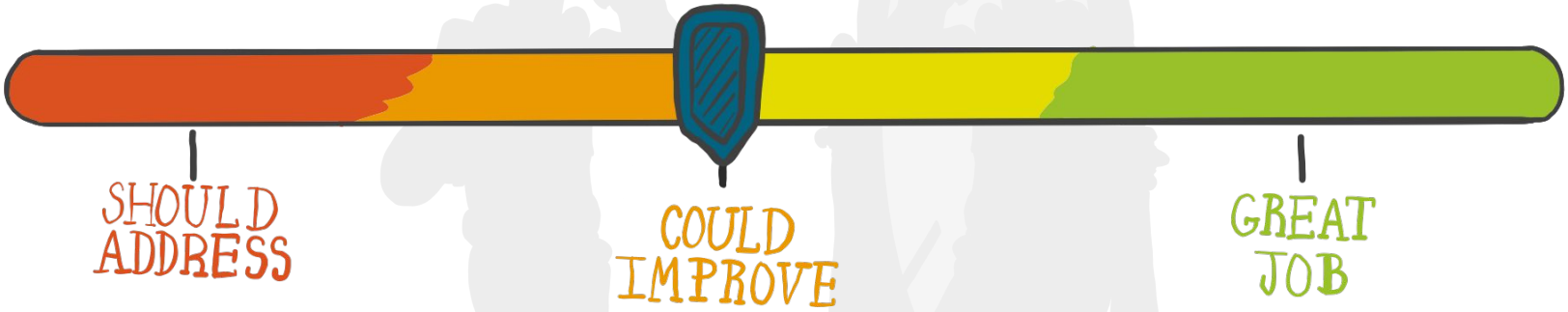


(Discuss what a classroom with "alright" communication would look like)

Step #2: Prioritize

Student Side:

Students were involved in communication to others (peer-to-peer)



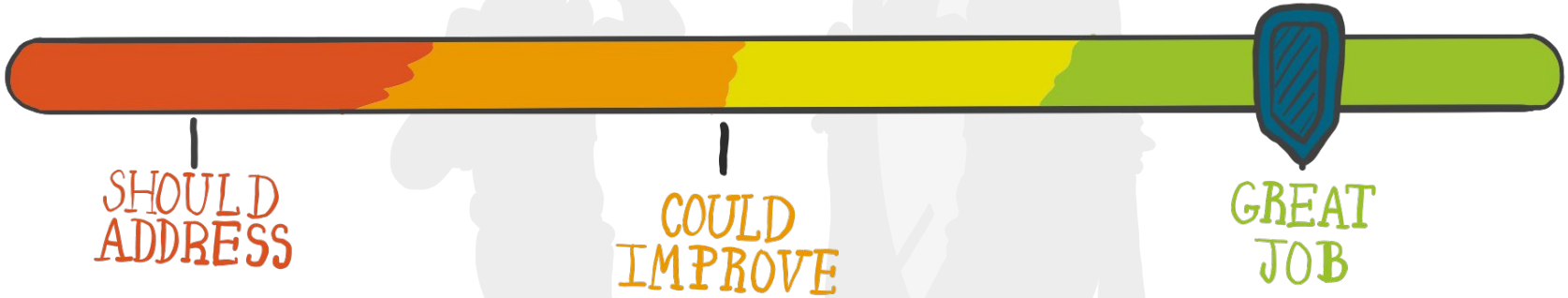
The lesson was primarily teacher directed and little opportunities were available for peer-to-peer (pairs, groups, whole class) conversations. A few instances developed where this occurred during the lesson but only lasted less than 5 min.

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #2: Prioritize

Student Side:

Students were involved in communication to others (peer-to-peer)

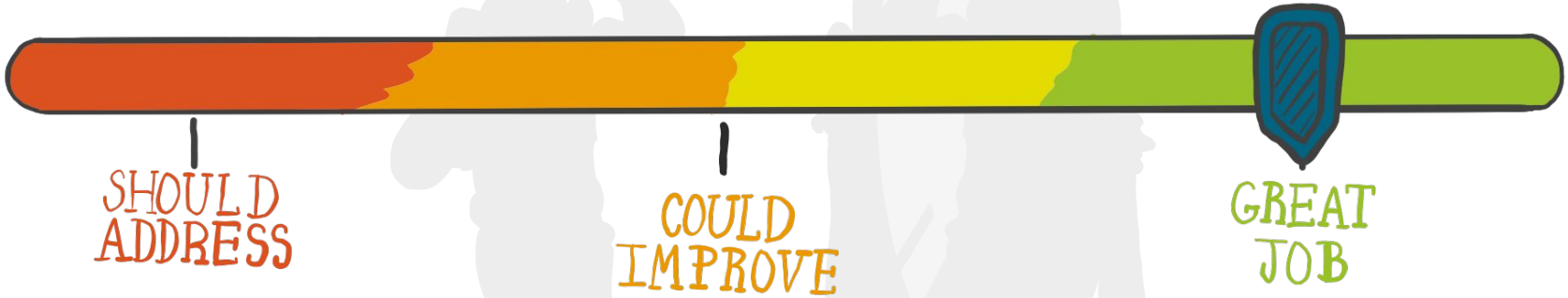


(Discuss what a classroom with "great" communication would look like)

Step #2: Prioritize

Student Side:

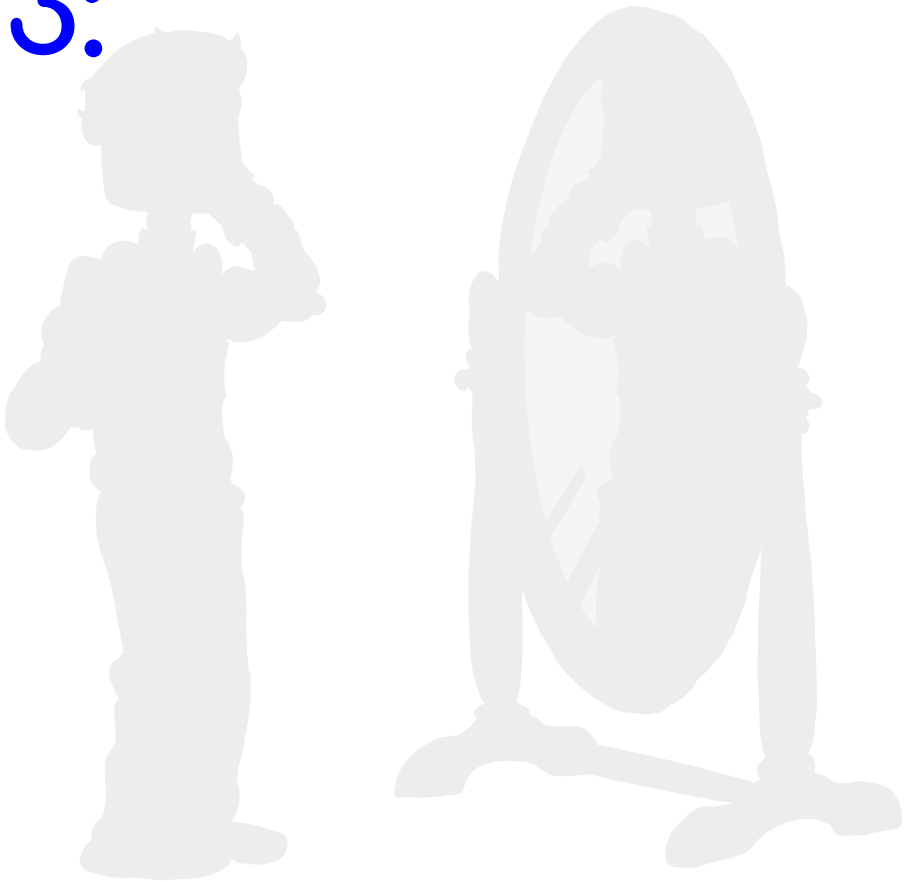
Students were involved in communication to others (peer-to-peer)



Most students engaged in conversations related to the lesson that were respectful, on task, and supportive.

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

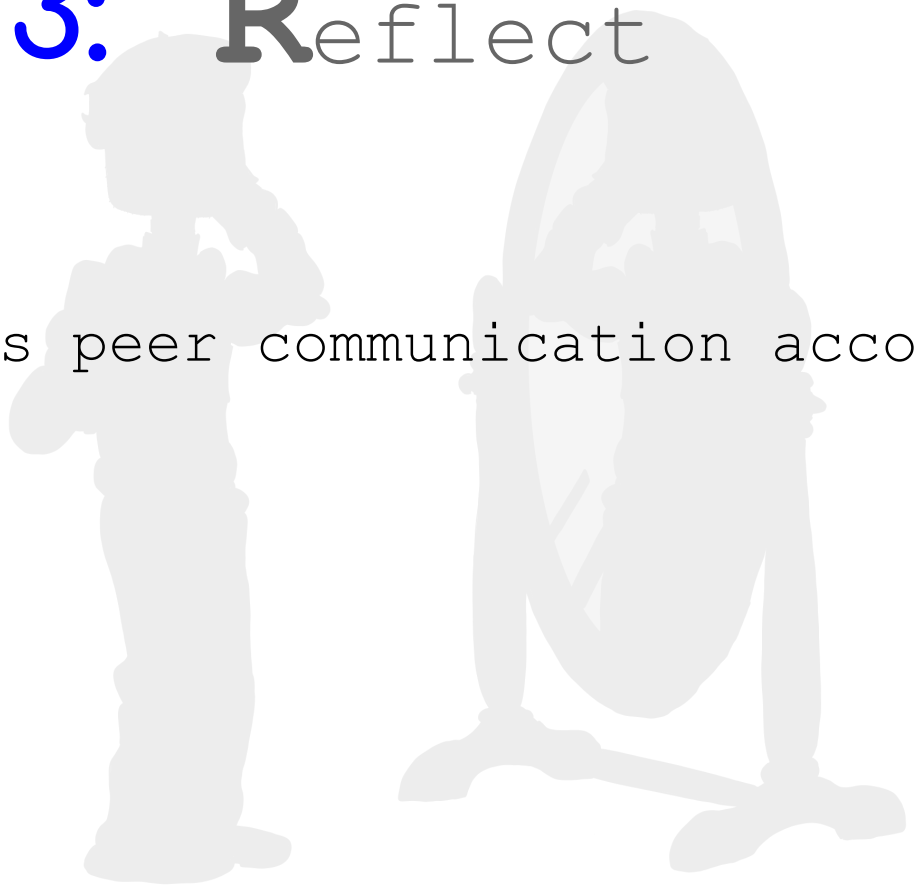
Step #3:



Step #3: Reflect

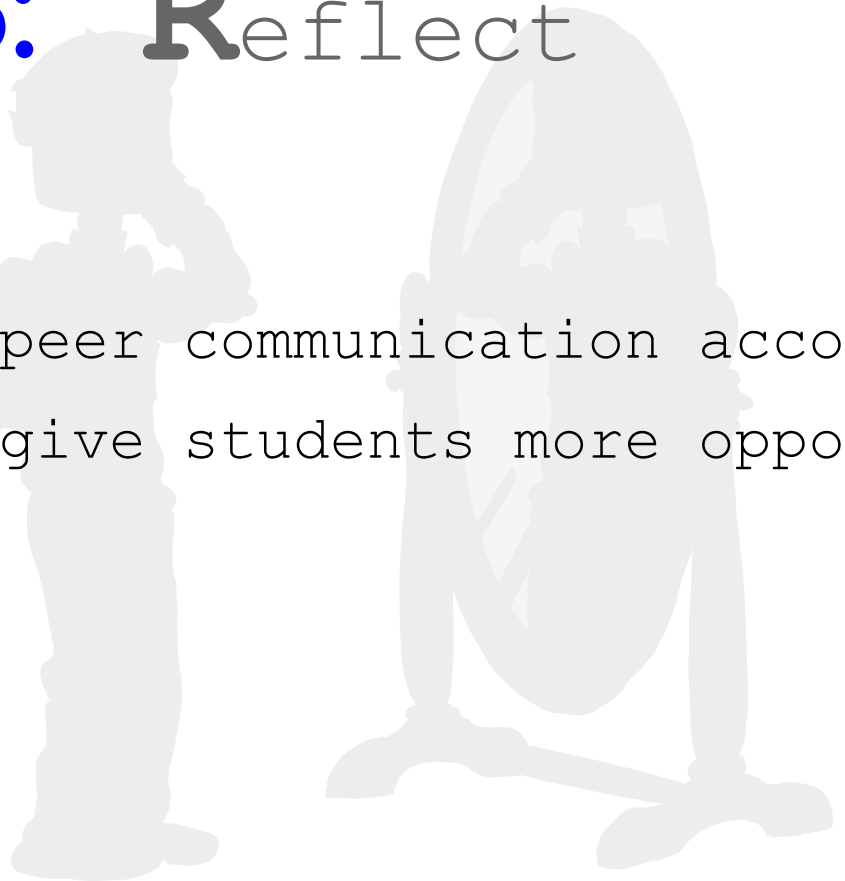
(Discuss amongst yourselves what you reflect on)

Step #3: Reflect



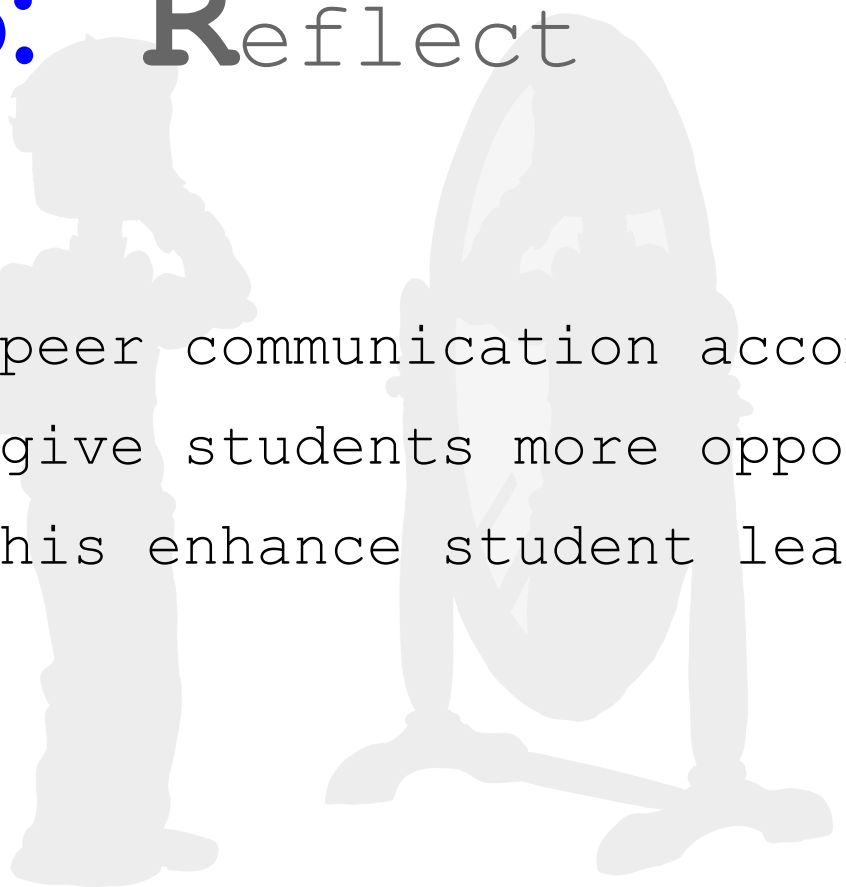
- What does peer communication accomplish?

Step #3: Reflect



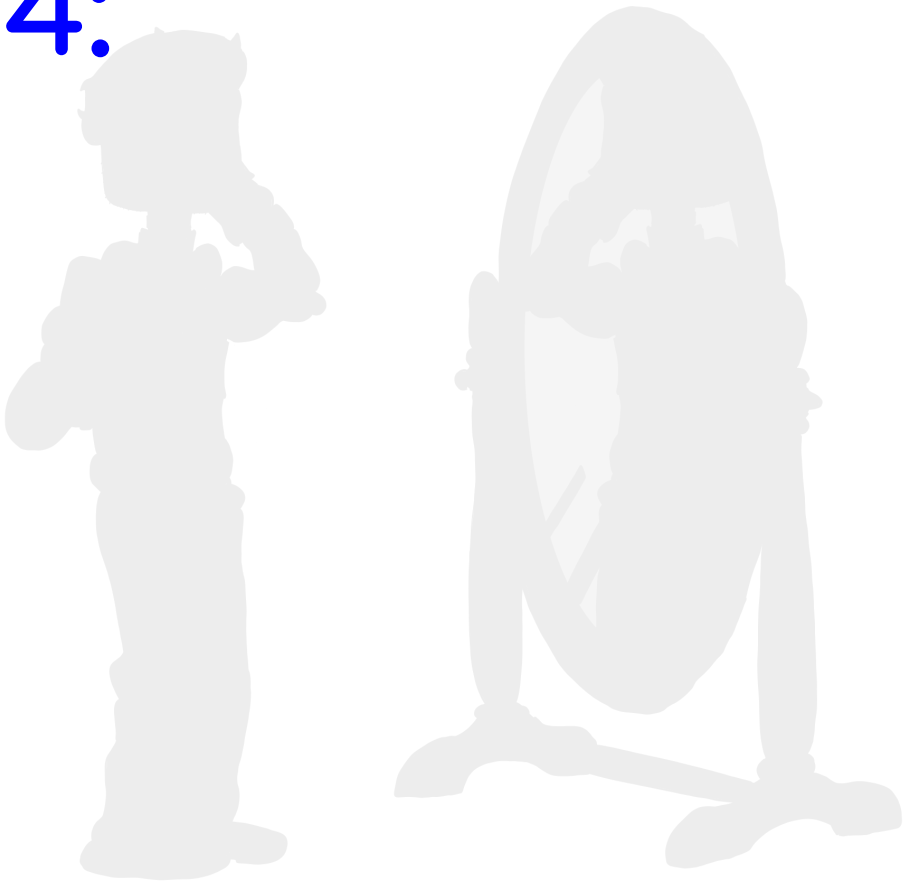
- What does peer communication accomplish?
- How can I give students more opportunities?

Step #3: Reflect

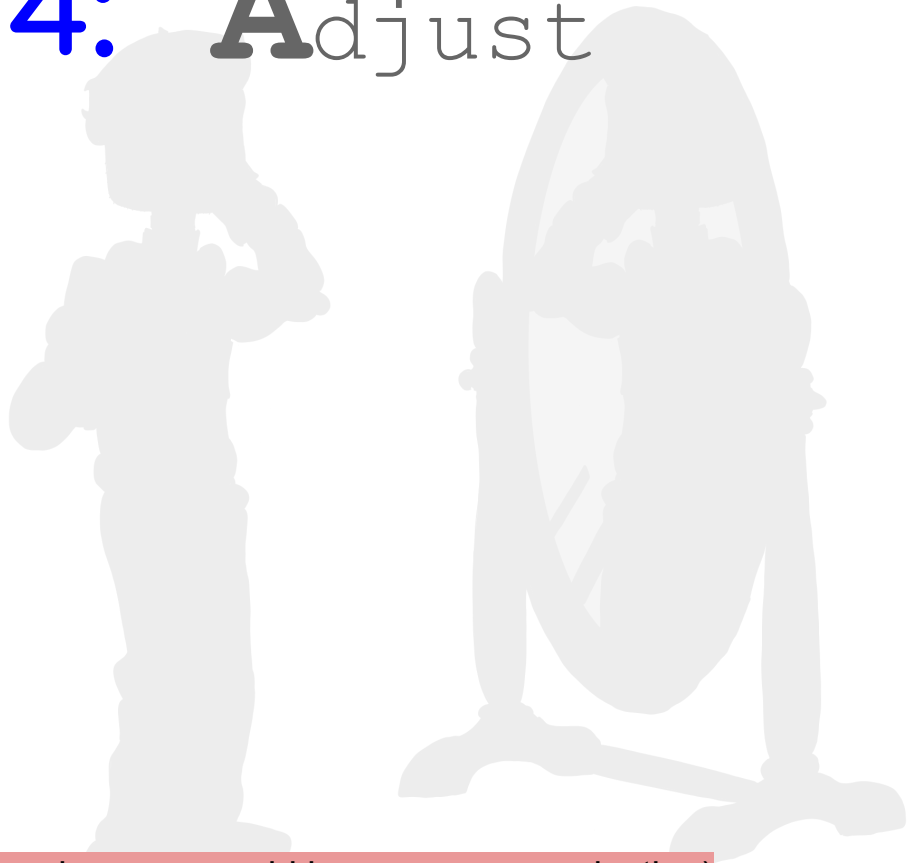


- What does peer communication accomplish?
- How can I give students more opportunities?
- How will this enhance student learning?

Step #4:

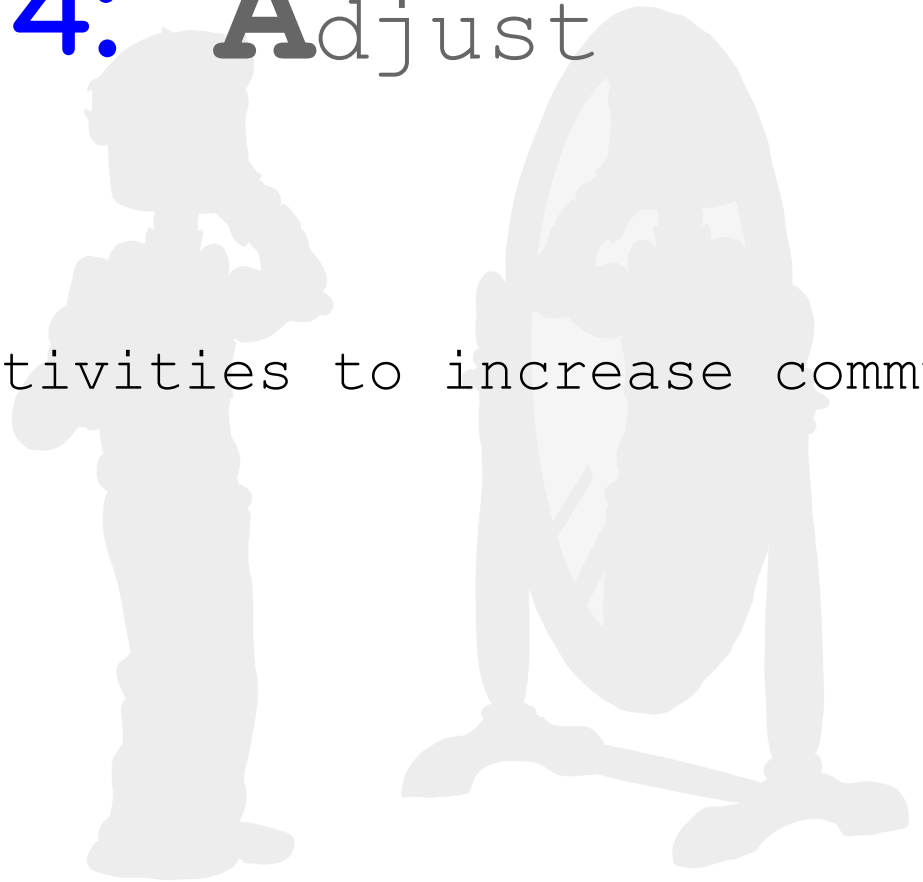


Step #4: Adjust



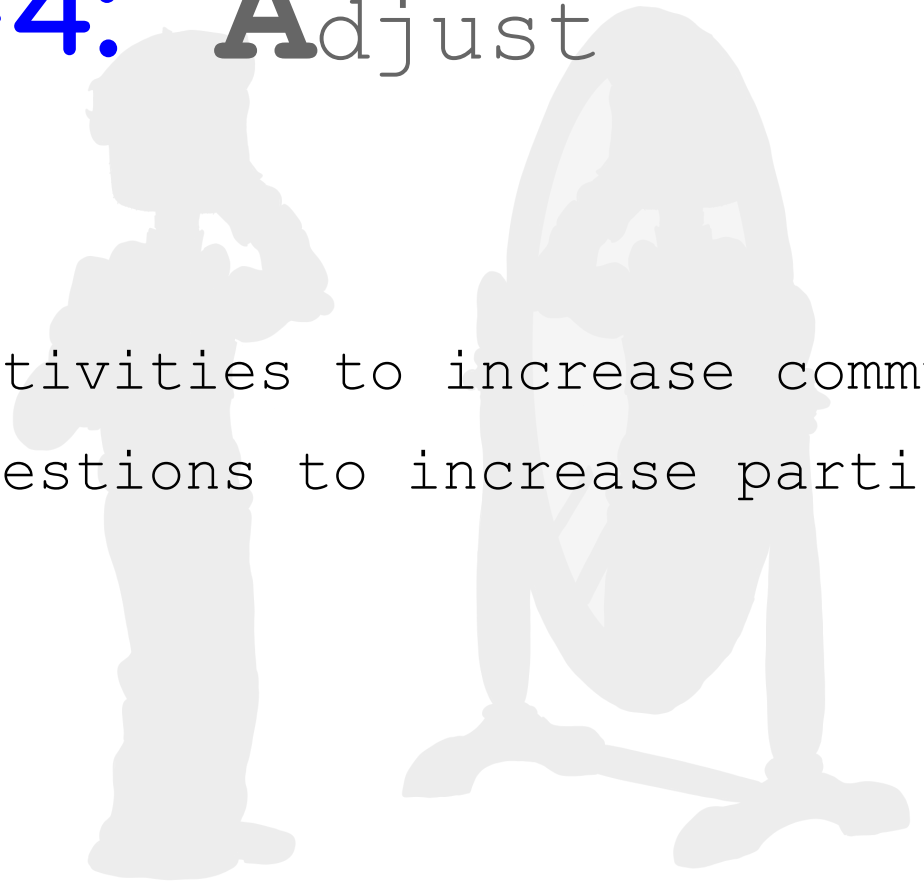
(Discuss amongst yourselves how you could improve communication)

Step #4: Adjust



- Design activities to increase communication.

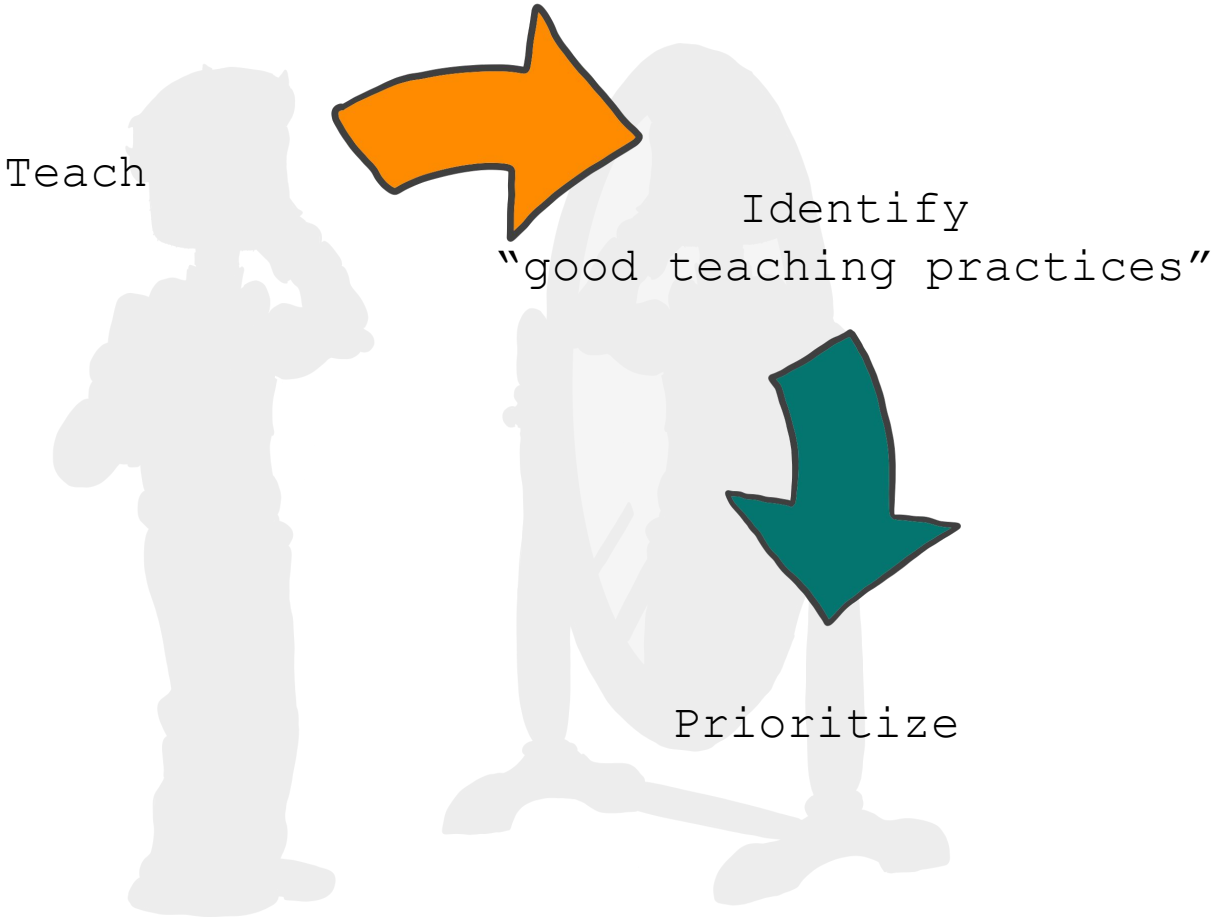
Step #4: Adjust

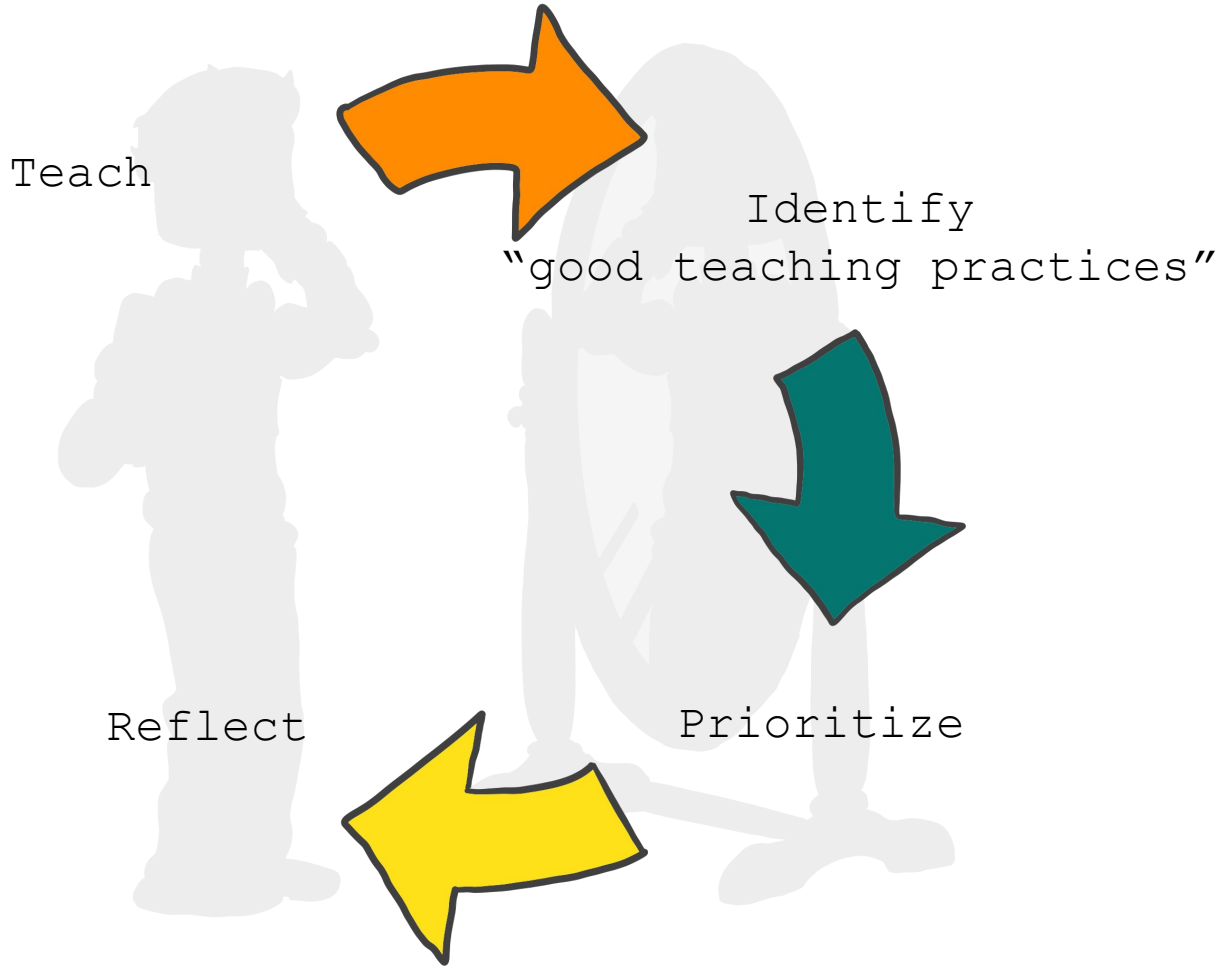


- Design activities to increase communication.
- Design questions to increase participation.

Teach

Identify
“good teaching practices”


Teach
Identify
“good teaching practices”
Prioritize


Teach
Identify
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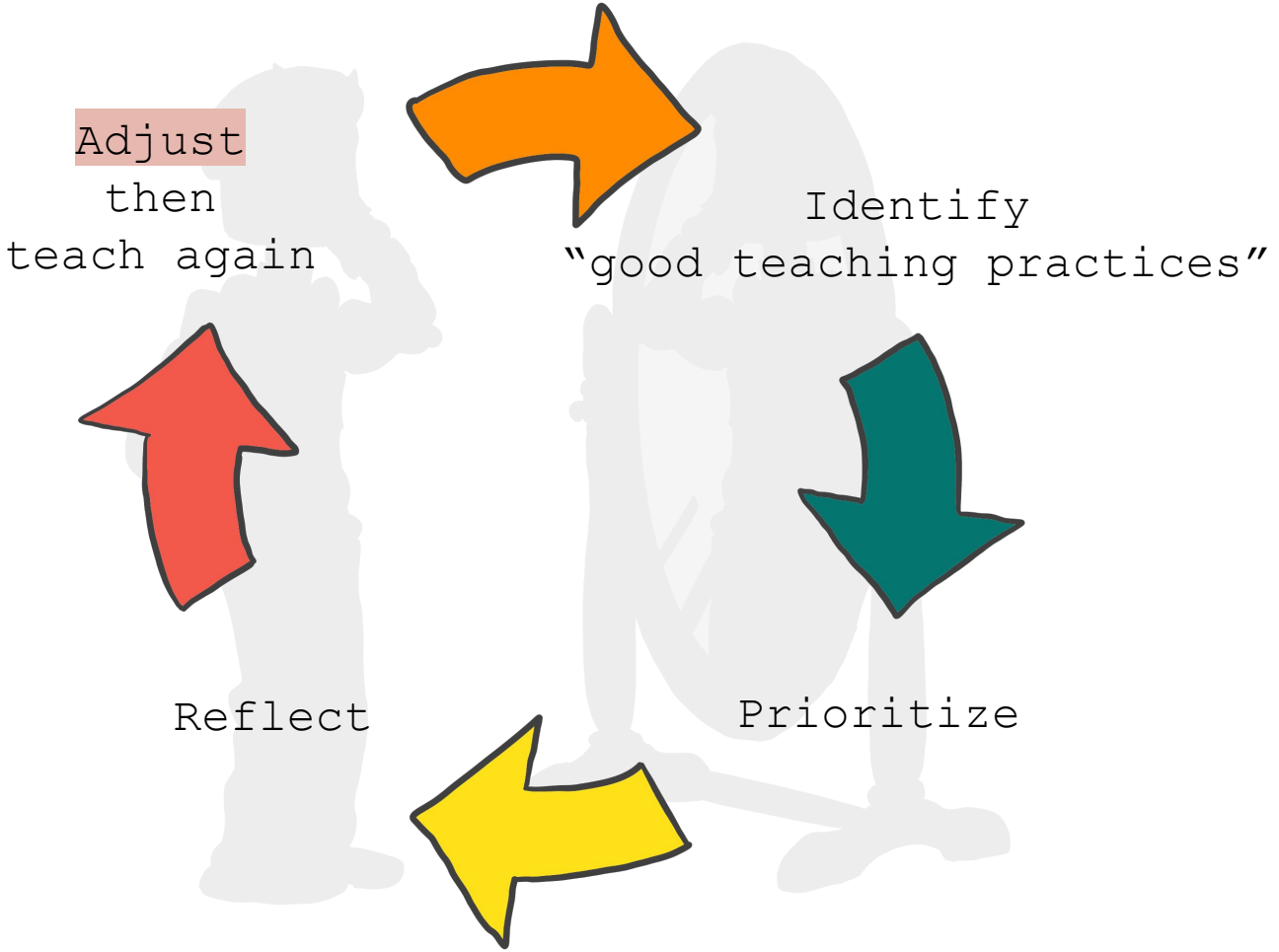
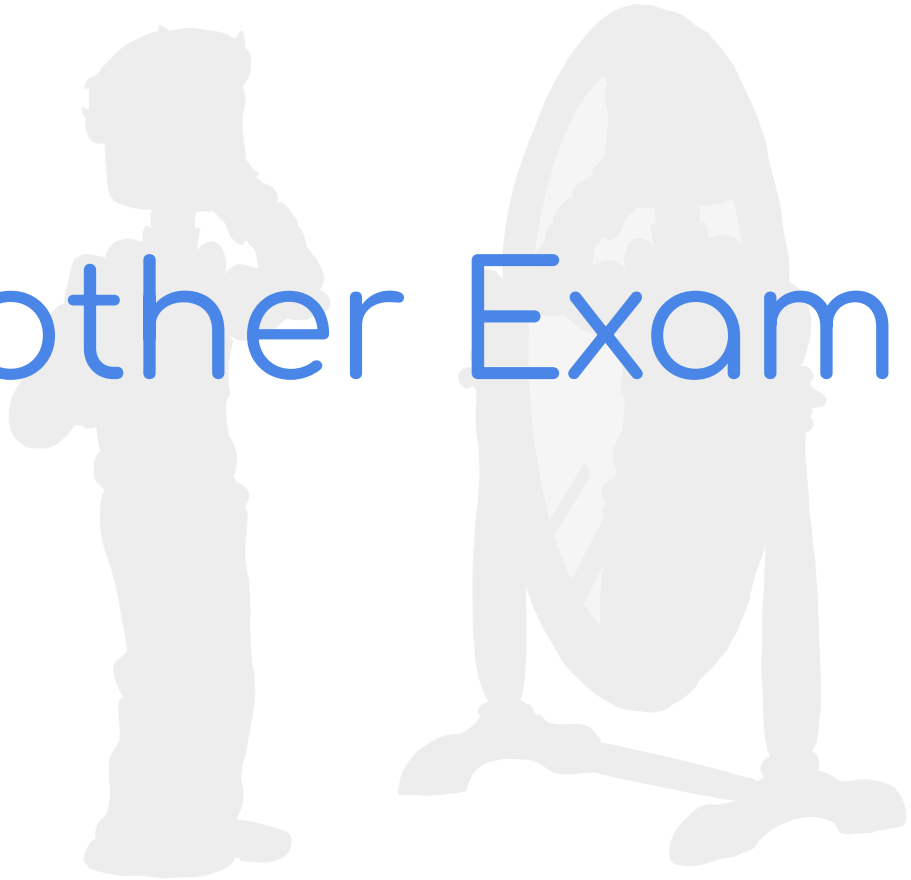
Prioritize
Reflect


Identify
“good teaching practices”
Prioritize
Reflect
Adjust
then
teach again

Another Example!

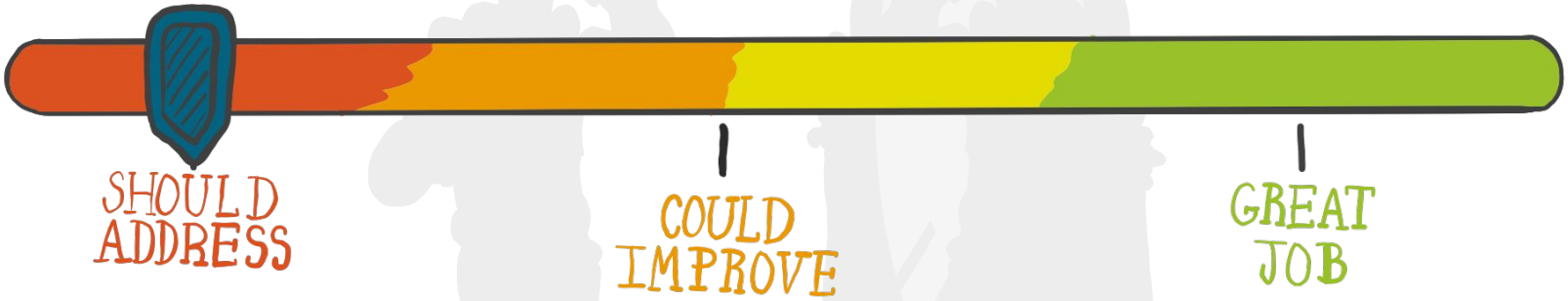


With a tiny advert...

Step #2: Prioritize

Teaching Side:

Provided sufficient WAIT TIME



Step #2: Prioritize

Teaching Side:

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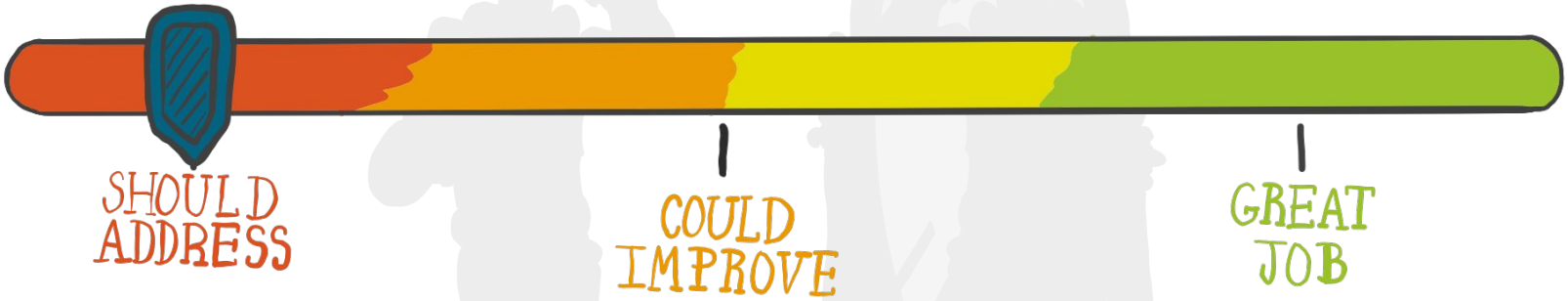


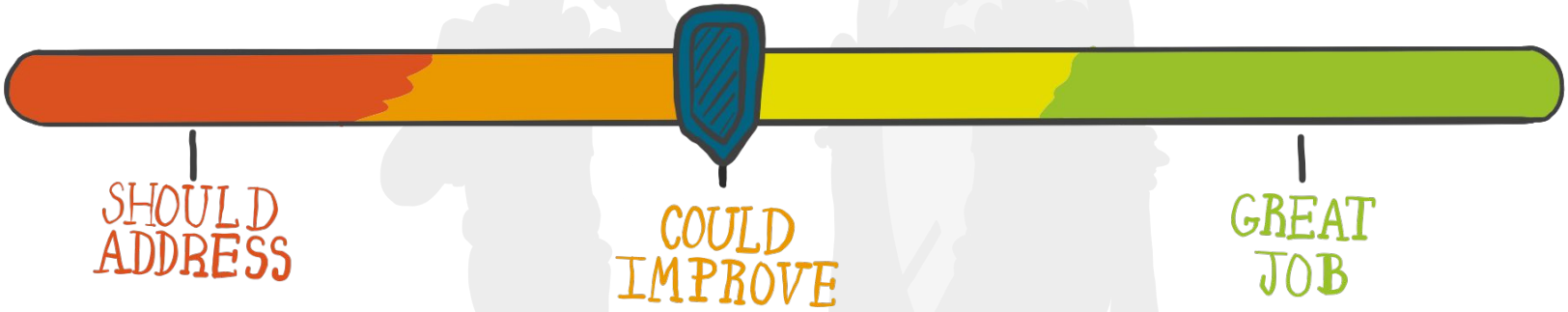
Any questions asked by the teacher were rhetorical in that there was no expectation of a response from the student.

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #2: Prioritize

Teaching Side:

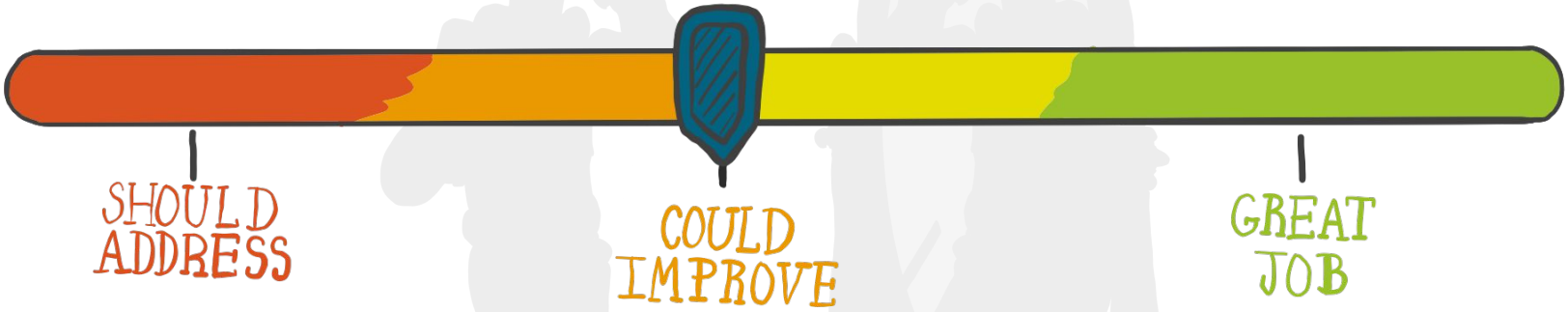
Provided sufficient WAIT TIME



Step #2: Prioritize

Teaching Side:

Provided sufficient WAIT TIME



Teacher questions consist of "lower order" knowledge based questions and responses focusing on recalling facts.

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

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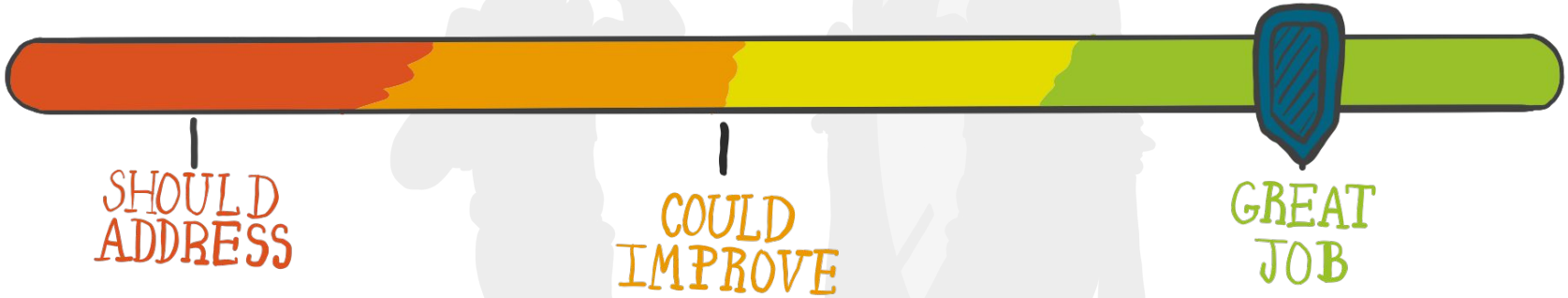

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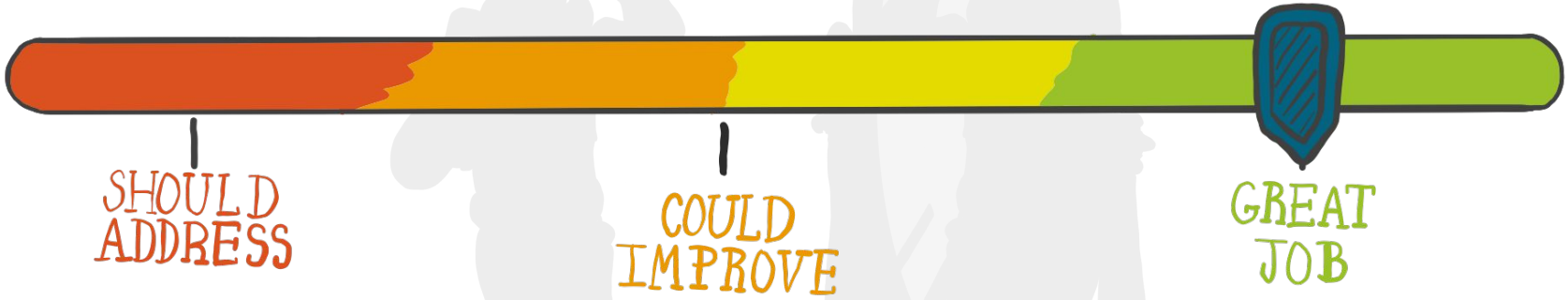


Questions focused on high level thinking like:

Analysis: examines/interprets relationships or patterns.

Synthesis: requires original, creative thinking.

Evaluation: makes a judgement of good or bad, right or wrong, according to personal standards.

citation: GSIOP by Rogers, Yee, et. al. to appear in IJRUME

Step #2: Prioritize

Teaching Side:

Provided sufficient WAIT TIME

How can you tell how much wait time you are giving?

GitHub

Get From GitHub

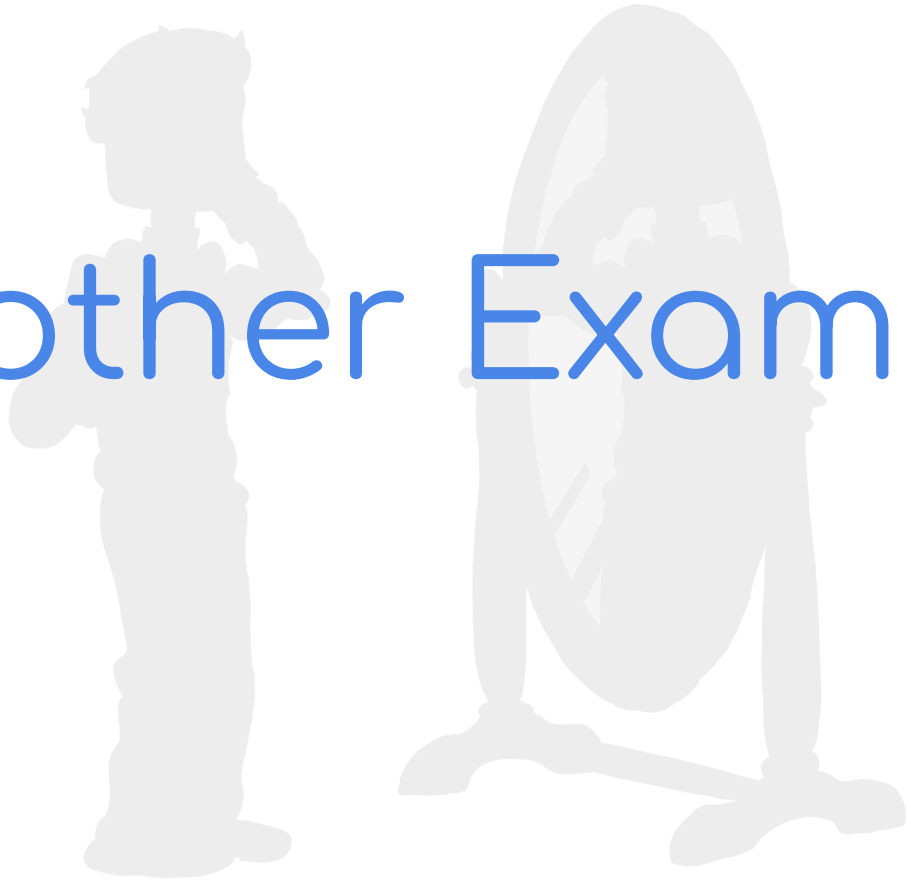
CTE

STAR

Speech -to- text Analytic Resource

An App by Robert Vandermolen and Dr. Hays Whitlatch

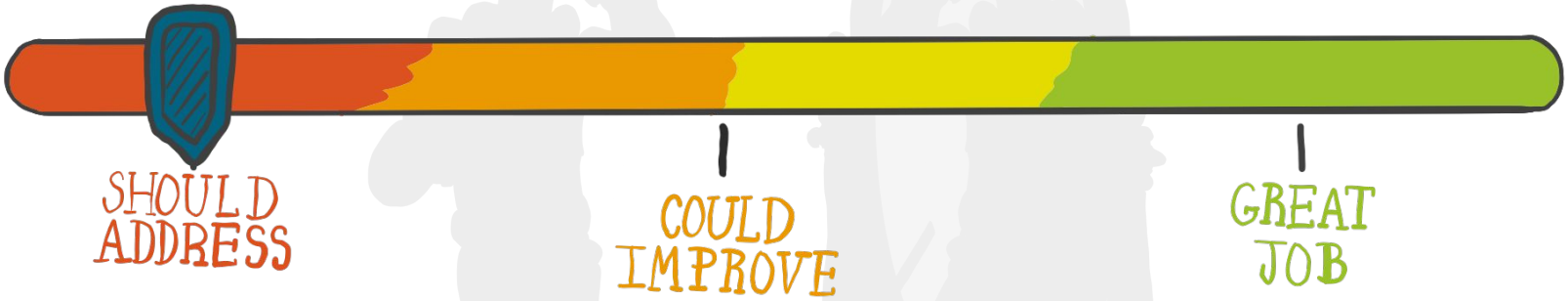
Another Example!



Step #2: Prioritize

Teaching Side:

Questions Encouraged Student Thinking



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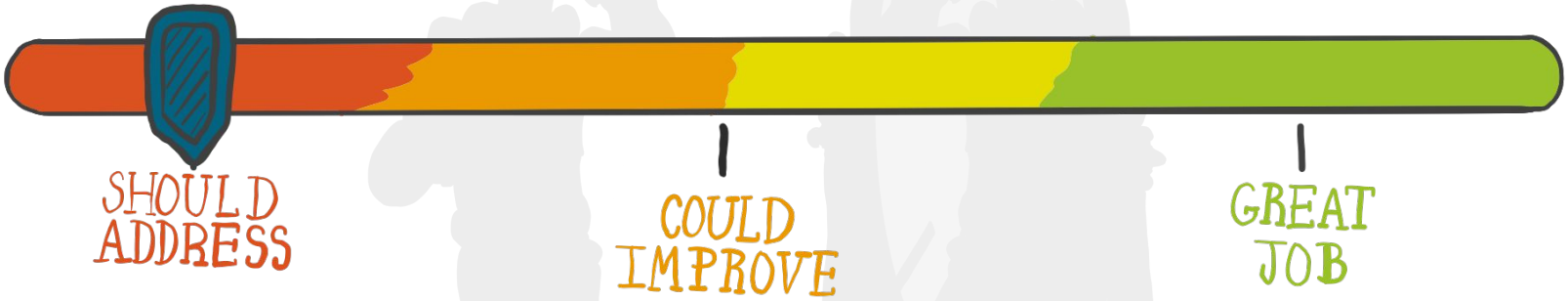

Any questions asked by the teacher were rhetorical in that there was no expectation of a response from the student.

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Step #2: Prioritize

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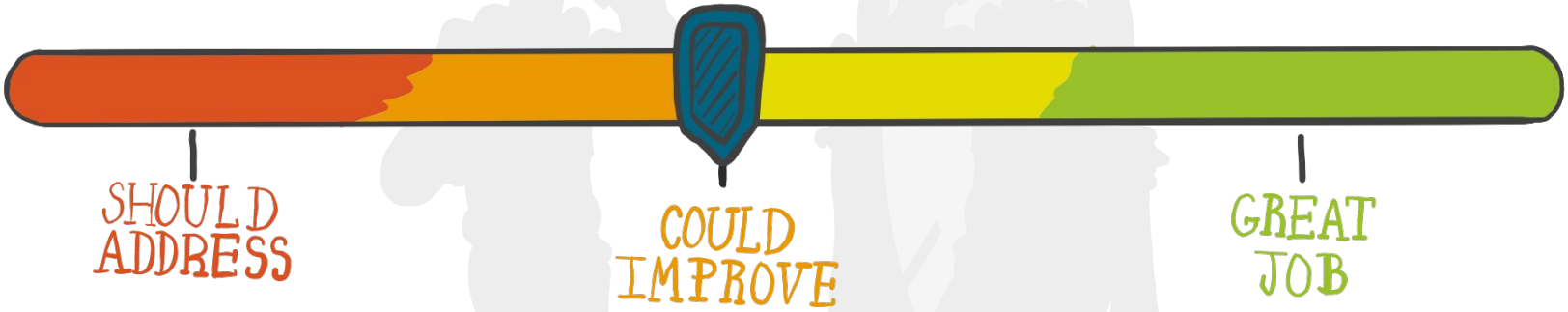
Questions Encouraged Student Thinking



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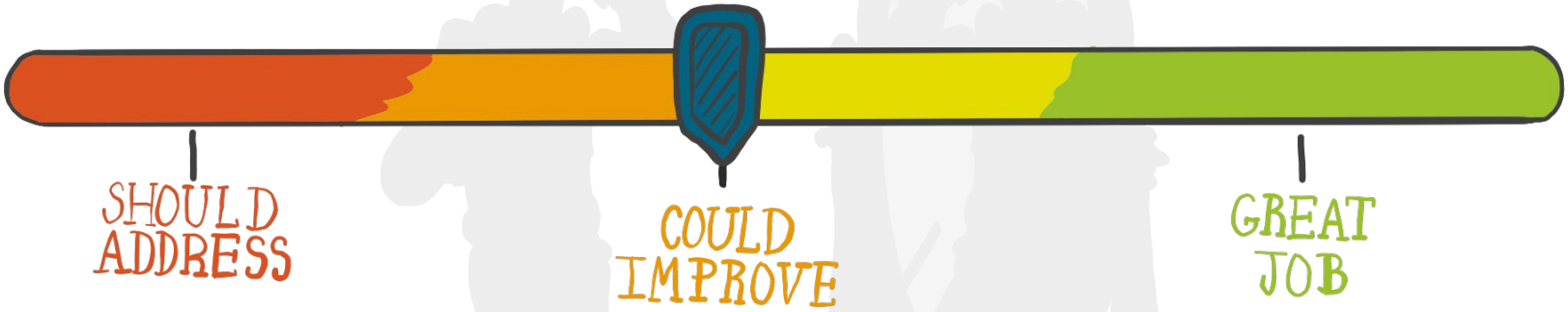

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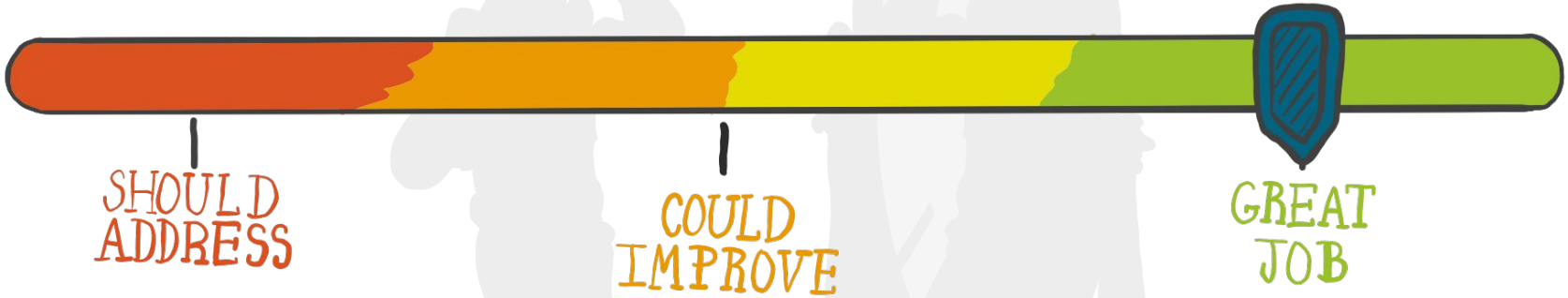

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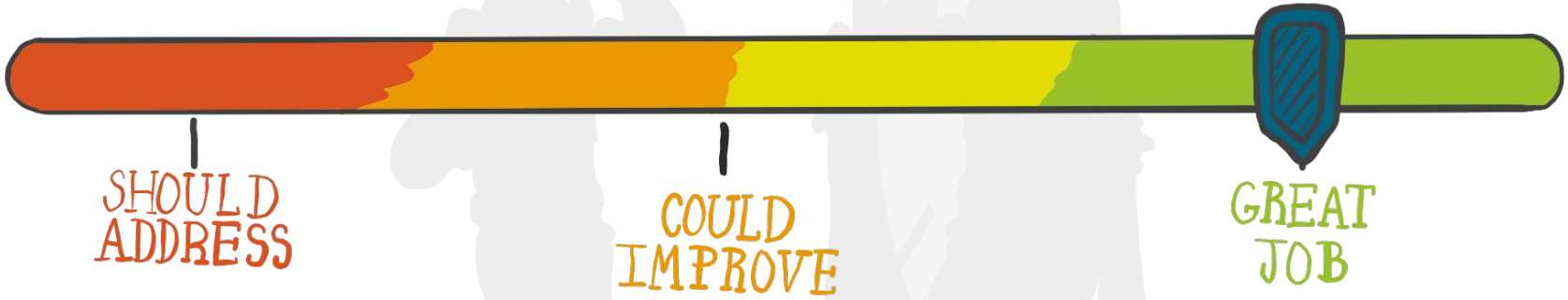

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Thanks