EDU 320 Journal

Caleb Knudsen

Professor Mike Taylor

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| Due Date: February 17, 2016  Course Quotes  The Courage to Teach: p. 1  “If you are a teacher who never has bad days, or who has them but does not care, this book is not for you. This book is for teachers who have good days and bad, and whose bad days bring the suffering that comes only from something one loves.” | Personal Lived Experience  I personally have the biggest fights with the people I love the most. Losing something or someone isn’t extremely important unless the object or individual is. I want to love teaching enough that I will have a few bad days, and learn to be okay with it because of my passion and altruism. |
| The Courage to Teach: p. 2  In fact, knowing my students and my subject depends heavily on self-knowledge. When I do not know myself, I cannot know who my students are. | This is a large part of why I myself am becoming a teacher. I realize the difficulties each individual faces in and out of the classroom. My goal is to help guide my students towards victory over their transgressions. This is a goal I cannot achieve without finding success for myself. Before I can lead the blind, I too must be able to see. |
| The Courage to Teach: p. 3  “… But none of that will transform education if we fail to cherish—and challenge—the human heart that is the source of good teaching.” | I love this portion of the reading because it shows the clear disconnect between school administration and what needs to be fixed. Often effort is put towards fixing education while misreading the problem. I became an education major to become a teacher because of the many poor teachers I had growing up. If we can make better teachers we will have happier learners, more successful learners, and most importantly lifelong learners. |
| The Courage to Teach: p. 4  “Intellect, emotion, and spirit depend on one another for wholeness. They are interwoven in the human self and in education at its best, and I have tried to interweave them in this book as well.” | This quote makes me happy because it shows how much self-improvement goes into the field of education, pushing us as teachers to become the best we can be so that our students might be the best they can be as well. |
| Borich, 2014, p. 4 (Chapter 1)  “The term good teaching changed to effective teaching, and the research focus shifted from studying teachers exclusively to including teachers’ effects on students.” | I find this to be an important concept because as much as we desire to have good, upstanding citizens as our instructors they need to possess the capability to relate to and guide their students as well. While the book (in my opinion) takes away a bit of the importance of being a good person, it is undoubtedly true that being effective is what is needed in the classroom. |
| Borich, 2014, p. 6  “However, multiple observations extending across different days, teachers, or schools could reveal consistent patterns of teacher-student interactions. These patterns of classroom behavior then can be related to student outcomes-such as classroom tests, student projects, oral performances, portfolio assessments, and standardized tests- to determine their effects on student performance.” | Everything a teacher says and does effects a student’s learning. Student comprehension is ingrained in every part of the students’ lives. This is why I place so much importance on creating lifelong learners. Observing classes and identifying what makes the students get actively involved is a huge aspect of contemporary instruction and is a huge component of what is going to create lifelong learners for our future. How we treat the students will be noted in their work both in and out of our own classrooms. |
| Borich, 2014, p. 8  “Clarity is a complex behavior because it is related to many others, such as your organization of the content, lesson familiarity, and delivery strategies (whether you use a discussion, recitation, question-and-answer, or small group format). Research shows that cognitive and oral clarity of presentations vary substantially among teachers. | Clarity is huge because the whole point of teaching is to have an instructor guide those who are less knowledgeable about a specific subject to a better understanding of it. If the teacher cannot grasp a concept themselves or at least guide students on how to learn on their own then the teacher becomes useless to the class. I have had several teachers who knew little to nothing about their subject area, and we as students suffered because of it. |
| Borich, 2014, p. 9  “The more time allocated to teaching a specific topic, the greater the opportunity students have to learn.” | While I agree in theory to this statement, I believe time is only one small aspect of teaching any topic. You could spend all the time in the world on a subject, but if the student is not passionate about the topic it could prove fruitless in the end. This quote is referring to teacher task orientation, an important discipline teachers must follow and improve upon to catch their students’ attention, |
| Borich, 2014, p. 11  “Student engagement in the learning process, called engaged learning time, is a key behavior that refers to the amount of time students devote to learning in your classroom.” | Naturally, the more time students spend engaged in learning, the more likely they are to expand their knowledge. I am a firm believer in creating lifelong learners, and this is one of my favorite topics of discussion. To get students engaged, we must make the topics interesting for all who are involved. No student will attempt to become active learners if they do not see learning as a fruitful endeavor. An example of getting students engaged comes from my High School history teacher, Mr. Fairbanks. Mr. Fairbanks used to make us put on “Mock Trials” to discuss the pros and cons of huge points in history such as the bombing of Hiroshima, the Civil War, and other controversial events. He was inspiring as a teacher. |
| Borich, 2014, p.11  “An important key behavior for effective teaching is the variability or flexibility of delivery during the presentation of a lesson. | The ability to adapt to any situation is incomparably valuable for any teacher. This is a huge part of classroom management and I hope to never be caught off-guard without at least somewhat of a game plan. |
| Borich, 2014, p. 12  “Even though a teacher may be task-oriented, providing max content coverage, the student may be disengaged.” | I have had many teachers who stay on top of their schedules, lead the class in a time-efficient manner, and are extremely organized, yet fail to hit the mark. Often, it takes time and effort to engage students, and I was a particularly fickle learner. This was a component of why my sites were guided towards teaching. |
| Borich, 2014, p. 12  “Minimize time-consuming activities, such as giving directions and organizing the class by instruction by writing the daily schedule on the board.” | I am a bit worried about this part of teaching. I am not an organized or balanced individual so adapting to my classroom will be a challenge. I think that by sticking to my lesson plans and material from this class, my classroom management class, my educational psychology class, and other resources, I will be able to efficiently run my classroom and not have to waste too much time and effort explaining steps to my students. |
| Borich, 2014, p. 14  “All five key behaviors---lesson clarity, instructional variety, teacher task orientation, student engagement, and success rate---are essential for effective teaching.” | I agree with this statement because each component listed is valuable to keep the students’ interest and their ability to follow along. Even if a student is engaged or interested by the variety, if they lack clarity on the lesson they will fall behind. |
| Borich, 2014, p. 15  “Applying: Using a student’s idea to teach an inference or take the next step in a logical analysis of a problem (to increase success rate).” And “Comparing: Taking a student’s idea and drawing a relationship between it and ideas expressed earlier by the student or another student (to encourage engagement in the learning process).” | My ethics and philosophy teacher, Dr. Echelbarger, is a perfect example of both of these methods. He is incredible at taking what a student says and either applying it to his lesson or comparing it to what we should be gaining from the class. I always feel engaged in his classroom and hope I can do half the job he does in terms of inspiring my students to learn and discuss what they have gained from any given material. |
| Borich, 2014, p. 19  “Another helping behavior is probing, which refers to teacher statements that encourage students to elaborate on an answer---either their own or another student’s.” | Here is a skill I believe I possess. However, as with any other skill, I wish to improve immensely before I begin my teaching career. Possessing the ability to allow students to learn for themselves is crucial to being an efficient instructor. I hope to be able to ask the right questions that inspire my students to think about how they can best figure out a problem. |
| Borich, 2014, p. 19  “Understanding comes from one’s interactions with the environment. Cognition is not only within the individual but also comes from perceptions and experiences that are distributed across the entire context in which the learner is situated.” | This is the third essential attribute of constructivism and my personal favorite. Learning is never a stagnant concept. Students need to be engaged and eternally stimulated if they are to process what they see (sensory memory) into what they will forever remember (permanent memory). Here lies a problem also however, if the stimulant is too strong the student may forget what they learned and only remember what they felt. An example of this would be my teacher Mr. Fairbanks pretending to be injured for two weeks only to bang his cane on a desk to teach a lesson about a courtroom mishap that occurred in the 1800’s. (1800’s if I’m not mistaken) |
| Borich, 2014, p. 21  “Effective teachers provide a warm and encouraging classroom climate by letting students know help is available.” | I never want my students to believe that I am too far above them to ask for help. I desire to be an inspiring role model to whom they come for help in every facet of their lives. If my students do not think I am encouraging, inspiring, and loving, I have failed to adequately do my job. |
| Borich, 2014, p. 23  “Emphasize the importance of students’ personal experiences to promote interest and attention.” | If students feel their experiences are noted, they will find interest and excel in the classroom. Oftentimes, students feel as though what they have been through is not important, and will then shut-down their learning process. This stunts their growth and is damaging for their progress in life. I will not allow this to occur in my classroom. |
| Borich, 2014, p. 23  “Encourage student-to-student and student-to-teacher interactions in which students take responsibility for evaluating their own learning.” | As I have said before, I intend to create lifelong learners: Individuals who love knowledge for the sake of growth in emotional, mental, and physical intelligence. A big step in getting to this goal requires that they are able to identify both their strengths and weaknesses. Humility is a wonderful asset for any individual, and it is one I hope each of my students possesses. |
| Borich, 2014, p. 40 (Chapter 2)  “Some researchers have suggested that differences in academic performance between high and low achievers may actually increase with the use of ability grouping by creating a loss of self-esteem and motivation for the low group.” | Grouping struggling students with peers who are also struggling is not a well-planned endeavor. Students need to be able to grow and by mixing the experiences that they come in contact with I will be able to facilitate that growth at least on a social level. All of their lives they will meet individuals with varying levels of experience. We may as well get them started in experiencing and learning (or even teaching!) others to be the best they can be right *now*. |
| Borich, 2014, p. 40  “Adaptive teaching in contrast, works to achieve success with all students, regardless of their individual differences.” | This goes back to my ideals on learning styles. In no way is an analytical thinker and a kinesthetic learner going to benefit in the same way from a lecture. However, giving students the opportunity to experience different lessons will expand their threshold of knowledge and allow them to adapt to varying scenarios. This is the same adaptation that you, as a teacher, will need to do to make sure every student is following along and benefitting from each and every lesson. |
| Borich, 2014, p. 41  “The goal of differentiated instruction is to give learners alternate paths with which to learn.” | Some students benefit more from art and music while others need absolute silence. Some students require group-work and discussion while others require time to work through their introspective minds. By demonstrating different ways to accomplish goals, I can guide my students to becoming the best they can be. |
| Borich, 2014, p. 42  “Specific abilities, in which we all differ, are the most useful aspects for understanding the learning needs of your students… so knowing your learners’ specific strengths and altering your instructional goals and activities accordingly will contribute far more to your effective teaching than will categorizing your students’ performances in ways that indicate only their general intelligence.” | This falls under the category of multiple intelligences, a concept stating that the separate abilities of students’ is indifferent to their score on the IQ test. I strongly back this theory because I appreciate the many colorful ways in which people learn, adapt, and grow. As stated in several of the previous comments, students have millions of different ways to learn, and we must allow them to express these styles if they are to flourish. One of my teachers always allowed me to draw everything I wanted to express, that had a huge impact on my life and allowed me to learn in my own way. I hope that I can impact my own students in such a way. |
| Borich, 2014, p. 44  “It is believed that learners vary in their ability to process information of an emotional nature and in that way they use it in completing school tasks.” | No two students, and in fact, no two people are the same. I plan to be as open-minded as possible to the varying learners I run into throughout my career. Some of my teachers recognized my emotion-driven work and would often give me more time to express myself or vent when I ran behind. This was important to me, and I plan to pass it on in my own instruction. |
| Borich, 2014, p. 49  “Most differences in educational achievement occurring among racial and ethnic groups can be accounted for by social class.” | This is extremely important and reminds me a bit of my multicultural education course that I took at MSU. (I will explain this a bit during my presentation of Chapter 2) During this course diversity was vastly important and by the transitive property so was realizing that learning had nothing to do with ethnicity but rather the origins of the learner. “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” –Albert Einstein |
| Borich, 2014, p. 49  “Important is the role of cooperative grouping, in which culturally different learners must act together to accomplish group goals.” | The world is a huge place, filled with billions of different personalities. By placing students in scenarios where they are forced to interact with others, we are allowing them to develop a life-skill which will help their social and emotional well-being. I personally have always loved team-activities such as scaling walls or folding tarps while standing on them. These are great activities to allow the various minds that are working to mesh with other personalities that may perceive a different side of the coin. |
| Borich, 2014, p. 51  “Some parts of personality lie dormant until stimulated into action by some events… it also is the reason that some students and teachers may never quite see eye-to-eye. Although such personality conflicts are rare, they can be harmful to classroom rapport if left to smolder beneath the surface.” | My teacher, Mrs. Hecker, and I never got along. She was consistently rude and impatient with me, and, in return, I was consistently lazy and standoffish towards her. I always got my work done and was intelligent enough to finish my coursework, but hated to work for her because I never felt appreciated. I hope to never make my students feel this way. Also, I hope to never get a student like myself, but I probably will. |
| Borich, 2014, p. 53  “Another aspect of personality that will influence your learners’ achievement is learning style, which represents the classroom conditions under which someone prefers to learn.” | As I have said, everyone’s learning style is different. I cannot learn in a lecture hall setting due to my obstinate ways and my attention deficit disorder. Some students work great in that setting. This is why teachers need to change up their lessons and be prepared to adapt to any and all situations. |
| Borich, 2014, p. 55  “As a teacher, you will quickly notice that one of the most powerful influences on a student’s behavior is the peer group.” | I agree with this quote to an extent. Some learners benefit from introspective work. However, in all circumstances, I believe we have something to gain from other learners. No two minds think alike so the sharing of information could change the world. This is why the globalization of society has furthered our progress in the last 200 years so much. Teaching is such a huge part of societal progress and I hope to stimulate that change in my students. |
| Borich, 2014, p. 56  “Only the active participation of parents, community groups, and educators in partnership with one another to create a learning culture will bring about the desired objectives.” | It is difficult to create a learning culture in a destructive environment. This is why it is so important to get everyone engaged and constantly try to inform everyone you meet of the importance of learning. Bringing in parents and role models and showing that learning is an important aspect of their life is a great way to inspire students. |
| Borich, 2014, p. 60  “You can reduce these achievement differences in your classroom in several ways…Willingness to integrate a variety of learning aids into your lessons, such as computer instructional software, audio visuals, learning centers, and exploratory materials along with alternative formats as to how learning is assessed.” | My learners with exceptional needs course was excellent for describing this phenomenon. Often we are going to have students in the class who require various instructional tools and strategies to help them follow along. It is my job to help students become the best they can be, and teaching students with particular needs in a way that makes them feel no different from their peers is the way to do that. |
| Borich, 2014, p. 70 (Chapter 3)  “Mutual trust and confidence was created by alternating between lessons that were aimed at presenting knowledge, skills, and concepts in a traditional teacher to student format, while other lessons were learner-centered in which the teacher entered the learner’s world by choosing topics that could be framed by their direct experiences in collaboration with one another.” | The best teachers I ever had were the ones I would now either call personal friends or incomparable inspirations. One teacher, Mr. Fairbanks, was always invested in my love of music. He would often relate his lessons about life to my love of music, making it more learner-centered than teacher-centered. I appreciated that greatly, and he is one of the reasons I am becoming a teacher myself. |
| Borich, 2014, p. 73  “To the extent that students desire the rewards conferred by teachers, teachers can exert a degree of leadership and authority.” | I don’t know what to think of this quote. Yes, teachers need to have authority, but their needs to be trust, understanding, patience, and love as well. Being a teacher is being a guide to one’s best self, *that* is what I believe. |
| Borich, 2014, p. 79  “The classroom climate is the atmosphere or mood in which interactions between you and your students take place.” | If a teacher is not excited to be in their position, the students will notice, and be equally unenthused. My teacher Mrs. Ellwein was never very excited to teach. |
| Borich, 2014, p. 80  “In addition to arranging the social climate of your classroom, you also must arrange the physical climate.” | Mrs. Strizich, one of my 6th grade teachers, had the brightest and happiest classroom in the whole school. It was impossible not to be at least a bit excited to learn in her room. I hope I can set the bar even higher with my classroom someday. |
| Borich, 2014, p. 82  “Establishing rules and procedures to prevent classroom discipline problems will be one of your most important classroom management activities.” | This was covered in my classroom management course. I am excited about this part, because it will force me out of my shell and create in me a desire to keep everything prepared and organized. |
| Borich, 2014, p. 86  “Transitions are as much psychological barriers as they are actual divisions between activities.” | Transitions must be smooth and brief, if they aren’t the students will be focused on the last lesson and the class will get nowhere. |
| Borich, 2014, p. 88  “Effective classroom managers give assignments that immediately follow the lesson or activity to which they relate and explain which in-class lesson or activity the assignment relates to… it is also important to convey assignments in a manner that motivates your students to complete them.” | Mrs. Ellwein, my High School math teacher, was terrible at this concept. She would teach something, give homework on something else, then wouldn’t take time to explain what we were learning. She taught me many negative and many positive things in my time with her, and I can only thank her because she inspired me to become a teacher because of both. |
| Borich, 2014, p. 89  “By giving students a framework for remembering the rules, the teacher organizes the content and indicates how it should be stored and remembered.” | This goes back to classroom management, and demonstrates the importance of knowing what you want and possessing the capability to ask it of your students. |
| Borich, 2014, p. 93  “A short comment about your interests, hobbies, or special experiences---even family or home life---often is appreciated by students, who at the end of this first day will be struggling to remember just who you are.” | I am so excited to share who I am with my students. Each of my lessons are based on trying to make my students the best they can be. The reason for this is I want to be the best I can be, and all of my passions are aspects of that desire. I will utilize my art, music, speech, and emotional skills in the classroom. I want all of my students to know exactly who I am as a person, that way I am less intimidating and can be more of a role model to them. (Hopefully) |
| Borich, 2014, p. 94  “Plan to devote some time to discussing your classroom rules and your overall expectations about both conduct and work. This is the time to resolve student uncertainties and let your learners know what to expect.” | This is the part I really dread about teaching. First impressions are huge. I’ve had teachers who gave terrifying, incredible, and even disappointing first impressions. All of this was simply derived by them stating their expectations for the class. Hopefully I can come across as driven and stern, but later be seen as loving and inspiring. |
| Borich, 2014, p. 94  “Have a definite procedure for closing in mind…” | Without a conclusion, there is no definitive lesson the students will learn. |
| Borich, 2014, p. 95  “For now, you know that constructivism and learning communities go hand in hand. One cannot exist without the other. Constructivism is the creating of shared ideas framed from the learners experience and developmental level in the context of the naturally occurring dialogue of the classroom.” | One of the best ways to learn new concepts is to discuss your ideas and beliefs with others. This allows you to learn a new perspective and to gain some new insights that you may have never seen. |
| Borich, 2014, p. 106 (Chapter 4)  “Jones and Jones (2009) agree with Glasser that cooperative learning is a way to make the classroom a place learners want to be… They believe classrooms that emphasize cooperative learning motivate all children to engage in learning activites and that whole-group instruction, in which students compete with one another for limited rewards, inevitably causes half of all students to be bored, frustrated, inattentive, or disruptive.” | Cooperative as opposed to competitive learning is vastly important. I have had many classes try and create a race among students for the highest grade, it never worked out. I believe students should be working as a team and utilizing all their resources to gain knowledge as opposed to keeping it to themselves for their own benefit. I am excited to learn more about this matter and expand my opinion. |
| Borich, 2014, p. 107  “Positive reinforcement occurs when the frequency of a behavior is increased by providing a desired reward after the behavior has occurred. When given a desired reward after performing a behavior you will likely repeat it.” | This is so important. Whether it is as a parent, teacher, or simply a mentor, positive reinforcement is vastly better than negative reinforcement in my opinion. We learned about this concept in Educational Psychology and Early Field Experience. To give something is better than to take something away/ |
| Borich, 2014, p. 110  “In sum, deficiencies in the areas of setting rules, establishing routines, monitoring, and creating a praise and reward structure clearly had a negative effect on the overall management and organization of the classroom.” | The worst example I can think of this problem was with one of my High School teachers, Mrs. Hogan. She was unable to control her classroom and was consistently overrun by her students’ incessant need to talk and cause disruption. Many of us felt bad for her because she lacked the backbone to silence the students but also she missed her mark of starting early to earn control. |
| Borich, 2014, p. 111  “Logan (2003), Rinne (1997), and Leriche (1992) use the concept of low-profile classroom management to refer to coping strategies used by effective teachers to stop misbehavior without disrupting the flow of the lesson. These techniques are effective for so-called surface behaviors (Levin and Nolan, 2006), which represent the majority of disruptive classroom actions. Examples of surface behaviors are laughing, talking out of turn, passing notes, daydreaming, not following directions, combing hair, doodling, humming, tapping, and so on... (113) When used skillfully, the low-profile techniques of anticipation, deflection, and reaction should promote lesson flow.” | The best example of this I can think of was my teachers Mr. Fairbanks and Mr. Watterson. Mr. Fairbanks would make a joke of disruption, but was adept at making the class stay on task. He would throw paper “canon-balls” at the disruptor then ask for their undying attention. Mr. Watterson simply suggested standing in front of the student’s desk and putting a hand on it. The first was noticeable, the second was subtle. Both were equally effective. I’ve also heard of teachers discussing secret ways to communicate as to eliminate chance for embarrassment. I will come up with my own strategy. |
| Borich, 2014, p. 113  “When disruptive behavior persists and you have assured yourself that you have taken low-profile steps to deal with it, you may need to increase your involvement in responding to the problem.” | This will be a breeze for me I believe, simply because I work well in one-on-one situations and will be able to talk it out with my students. As with everything though, this will take some time and learning on my part. |
| Borich, 2014, p. 116  “Some learners are naturally reinforced by learning to write, read, color, answer questions, play sports, solve equations, answer textbook questions, or write essays. But some are not. Many learners may require external reinforcers to begin to engage in certain classroom activities they do not find naturally reinforcing. For such children, external reinforcers have two important roles to play (1) They allow you to shape and improve the behaviors you desire through the use of positive reinforcement, and (2) they enable you to transfer their control over the learner’s behavior to natural reinforcers. | This goes back to the importance of varying instruction, multiple intelligences, and inspiring students to use the tools they are given for learning. I am a firm believer in guiding students to learn all that they can about themselves and their learning style. In this way, they can better accommodate themselves in classroom, work, home, and other environments for future reference. For me personally, I have learned that I am a visual learner and work best in group discussions. I dislike working with partners and am a creative type who enjoys music and art in the background. However, too much of these stimuli and my ADD kicks in and I am distracted. These are the things I want my students to know about themselves. |
| Borich, 2014, p. 116  “But rewards and punishments generally are not equally effective in promoting a desired behavior. Given two choices to keep Daniel in his seat---the punishment of extra homework or the reward of something interesting to work on---the reward usually will be more successful.” | Once more this is the positive reinforcement argument. I will utilize positive reinforcement in a way that coerces further learning from my students. Such as “If you do x, you can do (student’s natural skill which inspires learning)” In this way I plan to make them view their skills as positive alternatives to negative outcomes or behavior. |
| Borich, 2014, p. 120  “Active listening is when the listener provides feedback to the speaker on the message heard and the emotion conveyed and thus opens the door to further communication by letting the speaker know he or she was being understood and respected.” | Nothing upsets me more than when someone doesn’t listen to what I have to say. What I have to say is important to me and I want to have people listen to my thoughts on certain topics. Naturally, the same will go for students. I want my students to feel respected and heard, so I plan to work on active listening particularly in the classroom setting. |
| Borich, 2014, p. 123  “One of the most encouraging advances in the understanding of classroom management is the emerging field of culturally responsive teaching.” Further on, the book describes an attribute known as “intercultural competence” (p. 124) “…Appleby was thoroughly knowledgeable about the backgrounds of his learners, and as a result, he was able to bridge the differences between the school and community/home cultures.” | To attain intercultural competence, one must understand the concept of diversity and understanding. No two individuals are alike. We, as teachers, need to be able to listen to what are students say, what they are used to, and where they come from in everything they do. Diversity is very important, and I hope I never make my students feel inferior due to my own ignorance of cultures. |
| “If Chuck Schwan had his way, those tests would go away”…”Schwan's son, a fourth ­grader this fall, won't "participate in any standardized tests, other than what's required for a grade. That's where I'm at," Schwan said. "I think it's too many. Yes, absolutely. I think it's too many at any level," said Schwan, who would end standardized testing. "It takes away from creativity. It forces kids to learn to a test, not to learn to their ability."” (Kerr, 2015, p. 1) | I agree with Schwan to an extent, however, I feel those tests were a great part of why I have certain aspects of who I am today. By challenging oneself, it becomes imperative to develop skills which may be difficult at times. The concept of standardized testing is an interesting one because while they force the students to “learn for the test”, a concept which I thoroughly despise, it also forces the student to expand their threshold of knowledge, which may assist them in future endeavors. |
| “While the department says other factors should be considered, such as student work and parent feedback, teachers, unions and others worry there's too much emphasis on test scores.” (Kerr, 2015, p. 1) | I agree with this. Relying on test scores is setting people up for failure because the test only assesses the moment it is taken, not all factors of the students’ lives. |
| “In Congress, the House and Senate passed separate bills last month to update the No Child Left Behind education law. The bills, among other things, would prevent the Education Department from mandating or giving states incentives to adopt or maintain any particular set of standards, such as Common Core.” (Kerr, 2015, p. 2) | Again, keeping the education field fluid in the various areas is crucial to keeping learning alive. We cannot let set standards slow or demean select regions. It is important for our future as a society to keep the standards dynamic to the ability of the learners, while also promoting development and growth. |
| “Slette said computerized STAR (Standardized Testing and Reporting) exams used by the district to assess math and reading skills are particularly helpful, because they give fast feedback to teachers and administrators on strategies and materials used to teach those subjects.” (Shmidt, 2015, p. 2) | Meanwhile, there are other strategies to assess the students in a much better way. The STAR exams are simply exhausting for the students and once again leave no room for assessing the personal lives of the students. |
| “Still, Cizek doesn't see efforts by parents around to the country to opt­ out from having their kids take assessment exams to be more than a "boutique movement" or a fad. Every parent wants to know how much their child is learning in comparison to other children, he said. "The more information we have about kids' performance, the better we can serve those kids," Cizek said.” (Shmidt, 2015, p. 2) | This is very true because a personal teacher will get to their students much better than a teacher that cannot read their environment. Students need lessons which adhere to their needs, not lessons set out by the collective whole. |
| “School testing helps kids get the services they need, just as medical testing helps patients get the care they need, she said. "You bring your child to the doctor, and they say, 'Well, we're not going to run any tests to see what he has. But we're going to give him this antibiotic and maybe it will work.' We would never prescribe a medication to a child without running some tests to determine what they needed! That's how I look at this," she said.” (Shmidt, 2015, p. 2) | Assessment is crucial, however, I believe it needs to be multi-intelligent as deeply as our students are multi-intelligent. One stagnant level of testing is simply not enough to learn about the students needs. So, yes, it is like medicine. In the way that it sometimes needs to be changed according to the individual. |
| “Standard 5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.” (Borich, 2014, p. 131) | I love this standard because it implies real-world use as opposed to simply placing the students into boxes. |
| “Goals are general expressions of our values that give us a sense of direction”…”Standards are derived from goals to more specifically identify what must be accomplished and who must do what in order to meet the goals.” | Goals are a perfect way to allow the students to grow and develop into LEARNERS and not just students. This way, they can become the best they can be. |
| “…thinking curriculum, one that focuses on teaching learners how to think critically, reason, and problem solve in authentic, real-world contexts (Borich & Hao, 2007; Borich, 2006)” (Borich, 2014, p. 134) | Back to my LIFELONG LEARNER lesson. This is great because they aren’t learning just for a test. |
| Objectives have two practical purposes. The first is to move standards toward classroom accomplishments by identifying the specific teaching strategies through which standards can be achieved. The second is to express teaching strategies in a format that allows you to measure their effects on your specific learners. A written statement that achieves these two purposes is called a behavioral objective.” (Borich, 2014, p. 137) | Behavioral objectives can be crucial to meeting goals, particularly if the teacher assessing the objectives understands how to guide the students towards the correct behavior. Often, teachers struggle to guide their students toward the correct behavior, making their job a lot more difficult. |
| “Word choice in writing behavioral objectives is important because one word may have different meanings, depending on who is reading or hearing it.” (Borich, 2014, p. 137) | This is the case for any literary scenario, which makes language such a beautiful thing. For a behavioral scenario, word choice is crucial because the students need a clear design for what to do in order to complete their goals accurately and efficiently. I hope I can make this distinction clear in my future classroom. |
| “…called an expressive objective because it allows for a variety of correct responses or for students to express themselves in a variety of ways for which there is no single correct answer.” (Borich, 2014, p. 137) | Expressive objectives will undoubtedly be utilized often in my classroom. |
| “Performance assessments measure a skill or behavior directly, as it is used in the world outside your classroom.” (Borich, 2014, p. 144) | This is an immensely important concept. Teachers should learn to understand that their purpose is to teach for life, not to teach for the next test. I strongly believe that teaching for tests alone is a foolhardy endeavor. |
| Cognitive Domain in descending order from most to least authentic: Evaluation, Synthesis, Analysis, Application, Comprehension, and Knowledge. (Borich, 2014, p. 143) | I truly appreciate the order of these various domains, each descending from a true understanding down to the beginning of a new lesson. |
| Affective Domain in descending order from most to least authentic: Characterization, Organization, Valuing, Responding, and Receiving. (Borich, 2014, p. 149) | To become adept in any of the domains, true understanding to the point of it becoming a part of who you are is required. |
| Psychomotor Domain in descending order from most to least authentic: Naturalization, Articulation, Precision, Manipulation, and Imitation. (Borich, 2014, p. 150) | Imitation may be the first step |
| “Although it is convenient for an objective to contain behavior from only one of the three domains at a time, keep in mind that including one or more behaviors from the other domains also may be required.” (Borich, 2014, p. 154) | This goes back to the multiple intelligences discussion, portraying clearly that teachers who lack the capability to adapt their lessons to their students’ needs will fail miserably on account of losing their students’ interest and cooperation. |
| I attended the lecture/speech given by Stephen Noakes on 1/28/16. | Mr. Noakes lecture was extremely eye-opening. In my enclosed perspective of the world I had no idea the horrors which mutilate certain regions through war and turmoil. Mr. Noakes’ lecture was very matter of fact but certainly kept a level of emotional attachment which only one who viewed such atrocities could convey. I appreciated the way Mr. Noakes often related to the subject, saying something along the lines of “I am not proud of what I have done, but I know that it has happened and the world needs to know.” This gave me a great feeling of respect and insight on this man, and made me feel good about attending his speech. It was an interesting talk and I was glad he took the time to tell his story. |
| (Chapter 6) “Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.” (Borich 2014, p. 163) | I hope to be as efficient a teacher as is described in this book. While I truly believe I will be talented at helping students relate to and comprehend their course material I am a bit worried about meeting the rigorous content area requirements. In particular I am a bit worried about the math and science aspect of my elementary education major, but, this will just be another aspect of learning how to become better at my job. |
| “State standards and curriculum guides derived from the grade, subject, and school district clearly specify the content that must be covered and in what period of time.” (Borich 2014, p. 165) | While some may see this guide as daunting or pesky I feel I will welcome it openly. As an individual who struggles to stay organized anything that gives me a guide for which I can “color between the lines” is welcome in my book. My hope is that I meet the requirements for the classes I teach and I do not lose track of time when it comes to planning new units and lessons. |
| 5 Inputs of the Planning Process  Knowledge of Goals and Objectives  Knowledge of learners  Knowledge of subject-matter content and its organization  Tacit knowledge acquired from day-to-day experiences and feedback in the classroom  Knowledge of teaching methods  (Borich 2014, p. 164) | These 5 inputs are all highly important aspects of any teacher and lack of any area can cause a collapse in the teacher’s instructional ability. I particularly respect the adaptability input regarding tacit knowledge. While no one student is the same, it is similar that no one teacher is the same. Therefore, we must find where we are adept and allow that to flourish for the sake of our students and for the sake of growth. |
| “The important pieces of unit and lesson planning begins with implementing the five planning inputs in Figure 6.1. This stage of the planning process takes a system perspective, meaning your lessons will be part of a larger system of interrelated learning, called a unit.” Borich 2014, p. 164) | I don’t know why it feels like a new concept but reading the term unit has made me excited to teach all over again. I find myself thinking of lesson plans all the time but having full units will make my life so much easier and more exciting. My hope is to now adapt my lessons into larger units which will enrapture my students and make them desire to learn all the more. |
| “Although some teachers might wish this were true, most quickly realize that as many decisions must be made about content-what to teach-as about learning needs and outcomes.”(Borich 2014, p. 167) | Setting goals is extremely crucial. While it may be fun to bring Dr. Seuss or Harry Potter into the classroom, they need to have some particular outcome with which they can guide the students toward. This is something I tend to forget sometimes and it is always nice to become grounded once more by hearing it. |
| “The higher levels of behavior can rarely if ever be achieved in a single lesson. Thus lessons must be placed within a unit…”(Borich 2014, p. 168) | Building behavior is the same as building or dropping a habit, it takes time, hard-work, and often failure. Building something great takes work, and I hope I can show my students that by making them work hard to learn that which they need to know. |
| “Although teaching parallels many other fields by using visual devices in planning, it is also a unique profession in many way. Unlike that of a business, the product of education does not roll off an assembly line, nor does education build its product using the mathematical laws and physical materials used by the scientist and engineer. Consequently, your visual blueprints differ from those of others but at the same time reflect the qualities that have made pictures so important to planning in these other professions.” (Borich 2014, p. 169) | I recently discussed this concept with an acquaintance of mine. Being a teacher does not necessarily mean we are the most intelligent people, rather, it means we have the capability to see the potential in others and the sense to help them reach that potential. Teachers are guides and their primary goal is to create individuals who are the very best they can be. In this way, teachers have very different blueprints than other professions in that they are implemented to create the people who fill said professions. |
| “An interdisciplinary unit is a laterally planned unit of study in which topics are integrated to provide a focus on a specific theme. This approach to learning helps students make connections across subjects, themes, and concepts.” (Borich 2014, p. 172) | I love this type of learning and I am so glad to finally have a name for it. One of my biggest rules to learning is comprehension and application. By connecting the unit to another relevant unit, we are encouraging the students to continue on the path we have already created for them. Interdisciplinary units are an excellent way to help our learners grow. |
| “To achieve a thinking curriculum in your classroom, we have emphasized the importance of choosing some unit outcomes at a higher level of thinking (for example, application, analysis, synthesis, decision making), rather than specific lesson outcomes.” (Borich 2014, p. 179) | This is how to create lifelong learners. By guiding the students towards real world application, critical thinking, and active learning there is no telling where the students will go in their pursuit of life. By choosing these “higher levels of thinking” as opposed to specific lesson outcomes we are allowing the student to develop and grow without placing the outcome of their learning in a box. Lesson outcomes can be greatly beneficial but they are often too specific and leave no space to stretch the imagination and creativity. |
| “Why should your students care or want to know about this topic?” (Borich 2014, p. 184) | Interesting the students is a difficult thing to do but it is very possible. If the students are bored by your class it is highly unlikely they will benefit from your instruction. To keep things interesting to all the students a teacher must be sure to provide diverse instruction which reaches learners of all styles while also making projects which are both fun and wholesome for the students’ education. I am excited for this aspect of teaching because there will always be some room for improvement. |
| “What do you want students to know and be able to do?” (Borich 2014, p. 185) | This is an excellent question, particularly when paired with the excerpt from page 179 regarding higher thinking as opposed to lesson outcomes. I want my students to be able to learn and comprehend what they do and the things they are passionate about, and so, pointing them towards a simple lesson outcome may not be the best course of action to guide them towards lifelong learning and solid comprehension of that which they read. |
| “What student needs, interests, and prior learning will be a foundation for this lesson?” (Borich 2014, p. 186) | Each of these four questions are listed as the four steps of teaching new content to students which will build off of foundational content. This question in particular pertains to scaffolding and using what the students may already know to further advance their understanding of some specific lesson taught within the classroom or even beyond. |
| “What state standards and curriculum guide content will be taught?” (Borich 2014, p. 187) | This is an extremely important question to ask yourself when instructing a class. I am currently learning about the importance of standards not only in this class but also in my PE, language arts, and classroom management classes as well. Standards are a really great guide to reaching particular goals that the students and I set up for ourselves. |
| (Chapter 7) “The use of technology in the classroom can provide a media environment in which different learning needs can be met using multiple presentations of information, from different sources and at different levels of difficulty.” (Borich 2014, p. 207) | I agree with this statement completely, however, I struggle greatly to find technology that follows the standards in terms of learning and also breaks free of the usual stereotypes technology falls into. Examples of this stereotype include being distracting, doing the work for the students, or failing to allow the students to visualize concepts for themselves. I am interested to hear what the class has to say about this. |
| “Content mapping is a type of graphic organizer---or mind tool---for knowledge organization that can help students interpret, represent, and organize information by making a graphic in cooperation with one another.” (Borich 2014, p. 214) | I have never heard the term content mapping used however I believe I have utilized this at some point in my schooling. I will undoubtedly be looking into this tool for future use because it sounds like an excellent way to combine the analytical and creative learners in groups which will encourage active learning and social development. |
| “Keep in mind that monitoring responsibilities include providing models of possible solutions that can lead students to the right or an acceptable solution as well as encouraging them to challenge each other’s thoughts.” (Borich 2014, p. 215) | Leading by example is crucial to building strong individuals. Whether this is through being a role-model, writing and reading correctly, or simply utilizing technology correctly, students will not grow if they cannot look up to me, their teacher. |
| “The classroom response system (or clickers) is another type of interactive technology.” (Borich 2014, p. 217) | Throughout my education I have used and enjoyed clickers simply for their anonymity, competitive nature, and feeling of control. I think I would utilize technology in a similar way but I’m not so sure I would use the traditional clickers to assess my students’ knowledge of particular subjects. I’ll have to see but this was one of the few types of technology which interested me in Chapter 7. |
| “To design your instruction and technology integration for meaningful learning the learning tasks your students complete should be active, constructive, collaborative, authentic, and goal oriented (intentional). (Borich 2014, p. 218) | I feel these attributes fall into far more categories than simply technology alone. I believe being fun, active, collaborative etc, are all excellent ways to make the learners want to keep pushing forward. This information is helpful for me and I will try to remember it when I am struggling with a promethean board or laptop. |
| “While technologies for instruction abound in the market place and are being commonly used in educational settings, you should be mindful to thoughtfully select the classroom technology you chose and not be influenced by the popularity of any technology.” (Borich 2014, p. 219) | I believe in quality over quantity in any measure, and this is an excellent example. Often teachers get technology fever and fall head over heels over technology that appears popular. While this may often lead towards learning or growth it often just becomes a hassle for the teachers to learn the new equipment and instruct their students properly using it. I will have to conduct research on the technology I use and I must admit I am a bit worried about the whole technology concept. I feel as though technology is often overused just because it is there, and my goal for my classroom is to use what works and catches my students’ interest, not just what is there. |
| “The effectiveness of technology depends on how teachers are able to integrate it into their lesson planning.” (Borich 2014, p. 220) | This is the case for any lesson and any classroom. It all depends on attitude, and I believe I am working on mine to integrate a fun and learning conducive environment to my future classroom. |
| (Chapter 8) “Effective questions are those for which students actively compose responses and thereby become engaged in the learning process.” (Borich 2014, p. 226) | I am learning to better develop my questions so that I don’t confuse or bore my students. One aspect I know I will struggle with in teaching is expecting too much out of my students and not knowing what questions to ask. This is one of the things I am excited to work on during my student teaching experience. |
| “The teacher behaviors in this chain of events include the activities of structuring, soliciting, and reacting.” (Borich 2014, p. 227) | Build the question, ask the question, and give feedback on student responses. This format simplifies the questioning process a bit and calms my nerves. By developing the question in a way that we can see a sort of standard for it, it makes it much easier to guide the students towards a better understanding of that which we are reviewing. |
| “The lopsided proportion of recall questions to thought questions is alarming.”(Borich 2014, p. 227) | I would agree, and problematic as well. This goes back to my much repeated anecdote, “Teach for life, not for tests.” By teaching students to simply memorize and recall facts and dates we are stunting their academic growth and denying them their problem solving ability. On the other hand, we NEED recall questions and should never get rid of them due to their effectiveness in expanding the students’ minds. Recalling things is an invaluable trait to have, however, my point is that relying solely upon recall questions can become very dangerous. |
| “A question that limits an answer to a single or small number of responses is called a convergent question (direct or closed). For these questions, the learner has previously read or heard the answer and so has only to recall certain facts. Convergent questions generally ask the learner to respond at the knowledge, comprehension, and application levels… Up to 80% of all questions may be of this type.” (Borich 2014, p. 228) | I am personally partial to divergent questions however I see the value in convergent questions since the students need to have some facts to base their knowledge off of. |
| “Another type of question encourages a general or open response. This is the divergent question (indirect or open). Divergent questions generally ask the learner to respond at the application, analysis, synthesis, and evaluation levels, requiring higher order thinking. Divergent questions, therefore, have no single right answer, although they can have wrong answers.” (Borich 2014, p. 228) | Divergent questions are excellent second-step questions. I personally believe that divergent questions imply deeper comprehension and learning and must be trained thoroughly so we can create brilliant thinkers, passionate individuals, and better people. If one can actively problem solve and collect their thoughts, they will be an overall more successful individual than those who cannot complete this constructive form of thought. |
| “Questions at various levels of cognitive complexity can be directed to individuals, to groups, or to the entire class. Occasionally posing questions over the heads of some learners and under the heads of others will keep all students alert and engaged in the learning process.” (Borich 2014, p. 229) | This is simply another form of differentiated instruction; and it is valuable. By placing some students on the spot and allowing them to see their peer’s thoughts on the matter, we place importance upon the skill of critical thinking and group problem solving, particularly use of the people and/or environment around us. |
| “One way of framing questions for heterogeneous classes---and therefore differentiating your instruction---are to design them so different responses at various levels of complexity are required.” (Borich 2014, p. 230) | This is how the real world is. The point of differentiated instruction on a very basic level is to allow students to grow and develop in a manner which will best guide them towards a better understanding of the world around them. If some students struggle, good, it will help them develop what they need to succeed. If some students excel, good, they need to know what it takes to stay on top. In the end, it is best to allow the students to view what the real world is like, and develop their personalities and minds accordingly. |
| “A probe is a question that immediately follows a student’s response to a question for one of these purposes:  To elicit clarification of the student’s response.  To solicit new information to extend or build on the student’s response.  To redirect or restructure the student’s response in a more productive direction.” (Borich 2014, p. 237) | I have always been good at probes. Some teachers use probes in very inconvenient ways which lose students and make it difficult for the class to follow. Meanwhile, some teachers have an incredible talent for probing. The best one I can think of is Dr. Echelbarger. Never have I seen an individual use students’ responses so well to guide their classes’ understanding than him. I aspire to be just like him in this area of the classroom. |
| “An important consideration during questioning and probing is how long to wait before initiating another question.” (Borich 2014, p. 238) | I will struggle with this. It is also a topic we discussed in EDU 320. I have found that wait time is one of the skills which will develop as time passes. So, for the skill of wait time, I will wait. |
| “What is Culturally Responsive Questioning?” (Borich 2014, p. 241) | I believe culturally responsive questioning is possessing the capability to see that each student is different in their own small way and some particular questions will be appropriate for certain groups and individuals and some questions will not be. To see the difference will be a large identifier of the teacher’s maturity. |
| “One of the most common question-asking problems of beginning teachers involves use of the complex, ambiguous, or double question.” (Borich 2014, p. 243) | I will be this teacher I am afraid. I always ask very complicated questions. I am working on this skill. Luckily I am pretty good at probing. |
| “Do You Answer the Question Yourself?” (Borich 2014, p. 246) | I do this often, which again, I need to work on. While answering the question myself may benefit the students in some ways, it is also kind of taking away their opportunity to think critically. Depending on the question, of course. |
| “Do You Use Questions as Punishment?” (Borich 2014, p. 246) | I don’t think this will be a big factor of my teaching. I will have to discuss this with Dr. Taylor. I always despised teachers who did this to me, so I can’t imagine myself using it unless it somehow benefits my students. |
| (Chapter 9) “As we have seen, the teaching of facts, rules, and action sequences is most efficiently achieved through a process called the direct instruction model. Direct instruction is a teacher- or software-centered strategy in which you and/or the computer is the major information provider.” (Borich 2014, p. 258) | To me, this form of teaching has always bothered me. When I was younger, I hated memorizing things. Now that I am older, I see the importance in practicing and memorizing things, however, I also think that lectures and other forms of direct instruction can simply weigh students down and become far too test oriented. I apologize for that run-on sentence. |
| “The degree of mastery learning that occurs is directly related to the time a student is actively engaged in the learning process.” (Borich 2014, p. 261) | I love this statement. For me, the analogy I will use to get this point across is that no talent comes without hard work, time, and dedication. A perfect example of this is learning the guitar. You WILL NOT learn the guitar unless you put the time and effort into playing it. |
| “The first strategy in direct instruction from Figure 9.2 is monitoring and diagnosing to gauge progress and inform reteaching…” (Borich 2014, p. 264) | This is exactly like what our class has been discussing recently. A teacher cannot begin instruction until they have adequately assessed the students’ prior knowledge and understanding. |
| “The second strategy in the direct instruction model consists of presenting and structuring new content…” (Borich 2014, p. 265) | This strategy is equivalent to the development of educational standards which will match up with the curriculum you as a teacher choose to develop. |
| “The third step in the direct instruction model is guided student practice…” (Borich 2014, p. 268) | I always loved this step as a student because I felt good getting the chance to be guided by my mentors. (It didn’t hurt that I was advanced for my age in the elementary setting) |
| “Our next strategy in the direct instruction model is providing feedback and correcting errors.” (Borich 2014, p. 272) | Providing feedback is important in all aspects of life so it should come as no surprise that it is a valuable asset in education. In direct instruction feedback is especially important because it allows the student to direct themselves upon the correct path and further their understanding of the instruction. For example, in Mrs. MW’s class this past week, we corrected the students’ spelling tests. Once the students receive their tests they will see their mistakes and very likely correct them for future use. |
| “The fifth strategy for direct instruction is the opportunity to reach mastery through independent practice.” (Borich 2014, p. 273) | People need time to mull over the things they have learned. Without some time to think, or the ability to think inside our heads, we would never have the ability to develop our opinions and thoughts, therefore rendering our learning abilities as obsolete to a fault. |
| “The sixth and final direct instruction strategy involves conducting regular reviews.” (Borich 2014, p. 276) | Assessment is important at all levels of learning, and direct instruction is no exception. In Mrs. Massey Wheeler’s class this past week, I saw a perfect example of this during the students’ spelling test. |
| “Researchers make a useful distinction between active and passive responding that is related to the accuracy of your learners’ responses. Active responding includes orally responding to a question, writing out the correct answer, calculating an answer, or physically making a response (e.g., focusing a microscope). Passive responding includes listening to the teacher’s answer, reading about the correct answer, or listening to the classmates recite the right answer.” (Borich 2014, p. 273) | The wonderful thing about these two responses is neither of them are wrong. Some students simply need to respond to themselves while others have an inherent desire to ask if they are correct. In my opinion, every student should take the opportunity to try and utilize both in some form or another. I was a student who loved to answer actively unless I felt I was not comfortable with my class’ dynamic. In these instances, I would answer passively, which is okay as long as I (the student in this case) am still in some way participating. |
| “Also body posture, language, and eye-contact form a pattern of metacommunication that that is recognized by the learner acted on according to the message being conveyed, whether intentional or not.” (Borich 2014, p. 278) | Everything we do as teachers will be read into by students. This is (or should be) an expected response considering the analytical trait held by all human beings in regard to emotional, mental, and physiological responses. If a student sees their teacher as positive, they will be far more open to proceeding along the path shown unto them, however, inversely, if the teacher is seen as negative the student will see no reason to follow the teacher’s instruction. This is an evolutionary response devolved back into the classroom. |
| (Chapter 10) “Cognitive physiologists have identified three essential conditions for meaningful learning: reception, availability, and activation…As you may recall, supporting this approach to learning and instruction is a theory called constructivism. Constructivist lessons are designed and sequenced to encourage learners to actively construct meaning that makes sense to them, rather than to acquire understanding through exposure to a format exclusively organized by the teacher.” (Borich 2014, p. 289) | From this definition I believe myself to be a constructivist, or at least I concur with many of the constructivist’s viewpoints. I desire to use sequenced or scaffolded lessons which implement a form of learning which requires deep thinking and hard work to attain the knowledge needed for future application. I want my students to test for their futures, not for their tests. If I can inspire my students to learn what makes them passionate in a way that makes that passion grow then I will have done my job as a teacher and I will feel as though I have fulfilled that which God has asked me to do in terms of my career. |
| “Many changes in how reading, writing, mathematics, science, and social studies are taught have followed constructivist thinking and the indirect instructional strategies that support it.” (Borich 2014, p. 290) | As it should be. The world of education and learning should never remain stagnant and should never stop evolving. As humans we have infinite potential for knowledge and we should never cease in striving to further our development as a species. I feel the constructivist format is highly beneficial for our gain as humans. |
| “Direct instruction strategies are best suited for the teaching of facts, rules, and action sequences, so it makes sense that indirect instruction strategies are best suited for teaching concepts, inquiry, and problem solving.” (Borich 2014, p. 292) | While I understand at a fundamental level, I feel this statement gives bold narrative to the fact that without indirect instruction; direct instruction would quickly die out. I find indirect instruction far more beneficial to the developing young mind because I see it as a way to better process the concepts taught through direct instruction. For example, knowing facts in this day and age can be very important, however, if you can’t problem solve to further yourself in life, those facts are useless. This is particularly true with the rise of the internet age, which renders most information immediately accessible. Direct instruction should never be thrown out, but at a certain point memorizing facts becomes redundant and may lose the learners’ attention. |
| “The extensive planning needed for higher order learning is one of the most overlooked aspects of indirect instruction.” (Borich 2014, p. 297) | I feel I am personally prepared for the extra planning my indirect instruction will take due to the fact that it is a primary component of why I decided to become a teacher in the first place. I decided I wanted to inspire deeper thinking and passion in those whose lives I touched. I want my students to be brilliant, but, I want them to find their own path and be brilliant in a way that will make them happy, smarter, and the best they can possibly be. |
| “If the goal of your lesson is concept learning, your instruction will want to emphasize the essential attributes that bind seemingly dissimilar data, materials, objects, or events.” (Borich 2014, p. 299) | An excellent example of this would be my philosophy class which delves into the concept of virtues and vices applied towards real-world issues. This is my favorite class due to its ability to make me think and relate to me on numerous different levels. Hopefully my class will do the same in different ways as well. |
| “The higher order of goals of indirect instruction also includes inquiry learning. If the goal of your lesson is to promote inquiry, you will want your instruction to emphasize how things are organized, how they change, and how they interrelate, within which concept learning may be a part of the larger inquiry process.” (Borich 2014, p. 300) | Much of this is exactly what fuels my own personal teaching philosophy. I want to inspire my students in such a way that they find something they are passionate about, something they believe in. I want my students to find dreams to follow and do whatever it takes to learn more about their dreams. Whether this takes research, assistance, hard-work, or simply time, I want my students to use inquiry learning to benefit their futures. |
| “A problem-centered organization of a lesson or unit recognizes the need to develop problem-solving skills as well as the knowledge and skills to respond to previously unforeseen circumstances.” (Borich 2014, p. 303) | This is one of the most applicable methods of problem solving when it comes to stepping into the real-world. Particularly the work force. I personally ran into many different unforeseen difficulties before my practicum experience last week and I simply had to learn to adapt and problem solve. Teaching students to problem solve is teaching them to survive. |
| “Induction is a form of reasoning used to draw a conclusion or make a generalization from specific instances… Deduction is reasoning that proceeds from principles or generalizations to their application in specific instances… Both induction and deduction are important tools for concept learning, inquiry learning, and problem-centered learning.” (Borich 2014, p. 304-305) | I use deduction often in many areas of problem solving, in many ways, I would define it as a form of assumption towards patterns. I love the TV show Sherlock Holmes, based off the book centered on the protagonist of the same name, which relies heavily on the art of deduction for solving puzzles, problems, riddles, and even crimes. |
| “When student-to-student-to-teacher exchanges grow into protracted interactions among a large number of students, a full-group discussion has begun.” (Borich 2014, p. 310) | I personally believe some of the greatest moments of learning occur in these instances when the teacher begins talking to students and the whole class erupts into intellectual conversation. My college professor from MSU Mr. Watterson was excellent about this, and would often go on rants lasting the entire class period. Yet, I always left the class feeling as though I had learned something. |
| (Chapter 11) “Self-directed learning is an approach to both teaching and learning that actively engages students in the learning process to acquire higher order thinking skills.” (Borich 2014, p. 324) | As has been mentioned many times throughout this journal, I agree wholeheartedly with this concept. Self-directed learning develops from the passion and the mindset of someone who desires to learn more about specific subject. Allowing this type of learning to flourish is the best way to guide students towards future self-sufficient learning. |
| “One strategy for self-directed learning is metacognition, or mental processes that assist learners to reflect on their thinking by internalizing, understanding, and recalling the content to be learned.” (Borich 2014, p. 326) | This, to me, is another way to say scaffolding. This is a form of indirect learning which allows the students to view concepts which they may have already learned and apply those concepts to what they are learning now and in the future. |
| “Metacognitive strategies are most easily conveyed to learners through a process called mental modeling. Mental modeling helps students internalize, recall, and then generalize problem solutions to different content at a later time.” (Borich 2014, p. 326) | The process of mental modeling is an excellent way to allow students to blueprint ideas within their brain to assess the value of all that they process. I believe this is an awesome concept because it allows the students to grow more accustomed to how their brain works and to develop the ability to learn at their own pace and style. |
| “Notice that the teacher is not giving learners the mechanics of getting a right answer: do step A, then B, then C. More importantly, the teacher is providing an actual live demonstration of the mental procedures that may underlie the routine completion of a problem.” (Borich 2014, p. 327) | Demonstration is immensely important because it shows real world application rather than scripted scenarios the students may never see again. The mechanics and conceptual thoughts of problems are the important parts of learning, not the specific details. This is a great example of why learning certain dates after a certain time in one’s education can become redundant and taxing. |
| “The on-the-spot adjustments to content flow and complexity that you make to accommodate individual learning needs are called teacher mediation. Your role during teacher-mediated learning is to adjust the instructional dialogue to help students restructure their learning and move them closer to the intended outcome. In other words, the interactive dialogue you provide helps learners construct their own meaning from the content. This aids retention and the generalization of the reasoning process to other contexts.” (Borich 2014, p. 327) | This entire section (Chapters 11-13) follow exactly the style of teaching which I plan to utilize during my career and I love reading more in-depth in regard to it. Guiding the students’ understanding in a way which allows them to develop the knowledge themselves is a crucial aspect of a teacher, parent, or any individual in a mentoring position of any form. This is the point of teaching where questioning the students’ questions comes into play. By asking the students to continue imploring and exploring that which intrigues them, we are giving them the opportunity to vastly expand their comprehension and their ability to comprehend. Students are useless if they only know that which they have directly seen, they need to be able to problem solve and get out of their comfort zone so they can become lifelong learners as well. |
| “This level of content difficulty and cognitive complexity is the learner’s zone of maximum response opportunity. It is the zone of behavior that, if stimulated by you, will bring a learner’s response to the next level of refinement. Thus a response directed at the zone of maximum response opportunity must be at or near the learner’s current level of understanding but also designed to lift his or her following response to the next higher level. Your directed response need not elicit the correct answer, because at that precise moment, the learner may be incapable of benefitting from it. It should, however, encourage the learner to refine an initially crude response.” (Borich 2014, p. 328) | Nobody learns from staying still.  If a student is unwilling to progress and alter their views of the world they will never grow into a greater understanding of the world around them. This is an excellent way to allow for that sort of growth. By using what the students already know (scaffolding, essentially) the teacher has the capability to stepstool the students’ knowledge up to the next level. Simply by asking the right questions a teacher can spur their students’ curiosity to the next level and guide them towards comprehending new and exciting concepts in their life. The best example I can think of for this concept is Dr. Echelbarger’s redirection of questions in his philosophy class on moral ethics. |
| “Another concept important to self-directed learning is functional errors. Student errors play an important role in the interplay between learner and teacher. If your reaction promotes an inaccurate and meaningless response, the interplay may not be so gentle, at least not in the learner’s mind. But if your reaction create (or even intentionally promotes) a student response that is inaccurate but meaningful, the interplay returns to a gentler state.” (Borich 2014, p. 330) | We need to fail once in a while if we want to truly succeed. Teachers have a heavy burden on their shoulders involving the nurturing of students’ intellects and emotions. When a student is wrong, it should not come across to them as a moment of humiliation. Rather, it should come across as an opportunity to expand their intellect, their opinion, and their experience. Failure should not be something we are afraid of, it should be something we learn from. Teachers have a great role in this transition of mindsets, and we need to take it seriously. |
| “Reciprocal teaching provides opportunities to explore the content to be learned via classroom dialogue. At the center of reciprocal teaching are group discussions, in which you and your students take turns as leader in discussing the text.” (Borich 2014, p. 331) | To me, this aspect of teaching somewhat follows the guidance script which we discussed earlier in Chapter 11. Teachers working with students in a dialogue are a very special gift which we can’t take too lightly. Students are people just as much as the teachers are and treating them as such can be hugely inspirational for them in their future endeavors. Just knowing that a role model believed in them enough to have a dialogue is huge. |
| “This inner speech ultimately leads to a private internal dialogue in the mind of the learner that takes the place of the teacher’s prompts and questions and self-guides the learner through similar problems.” (Borich 2014, p. 335) | This introspection is one of the concepts which are constant through everyone in the classroom, but different for each individual. While everyone needs their inner dialogue to hash out what they have processed, everyone does it at a different speed and in different ways. For me, internal dialogue has been one of the most important parts of my lifelong learning, and my goal is to allow that to flourish for my students. |
| (Chapter 12) “Attitudes and values are among the most important outcomes of schooling, because they alone provide the framework for guiding actions outside the classroom, where there may be no formal sources of knowledge to fall back on. Cooperative learning is important in helping learners acquire from the curriculum the basic cooperative attitudes and values they need to think independently inside and outside your classroom.” (Borich 2014, p. 354) | I cannot stress enough how close to my own teaching philosophy Chapters 11-13 are. I believe 100% that students attitudes and values which they develop through their education are the important aspects of school. While there are many aspects of education which develop into the foundation for my students’ futures, I believe that the characteristics they develop are vastly more important in the long run. I hope to be the type of teacher to inspire my students to become the best they can be in every way. |
| “These higher thought processes-required for analyzing, synthesizing, and decision making- are believed to be stimulated more by interaction with others than by books and lectures, which typically are not interactive. Books and lectures may be useful for teaching knowledge, comprehension, and application, but they seldom are sufficient to bring about the private, inner speech required for thinking critically, reasoning, and problem solving in real-life settings. These behaviors require interaction with others, as well as reflection on self, to unleash the motivation required for thinking and performing in complex ways.” (Borich 2014, p. 355) | This comes as no surprise considering the vast amount of information that can be learned simply by living out in the real world. As much as the classroom, the peers, and the teachers can be extremely important, the hands on aspect of learning will forever be the best way for individuals to grow. Lifelong learners are developed by people willing to delve into the unknown and experience life. The importance of experience is irreplaceable no matter how you cut it. Cooperation and interaction with others can expand our intellects and help us to be the best people we can be. |
| “Cooperative learning typically uses task specialization, or division of labor, to break a larger task into smaller subparts on which separate groups work.” (Borich 2014, p. 357) | This aspect of education has always been one area where I have felt that I specialize in. By allowing members of a group to be split into their specialty area not only are we allowing the group to become as efficient as possible, but we are also enabling the individuals in the group to harness and drive their talents to the best of their abilities. |
| “Establishing a task structure for a cooperative learning activity involves five specific steps:  1. Specify the goal of the activity.  2. Structure the task.  3. Teach and evaluate the collaborative process.  4. Monitor group performance.  5. Debrief.  (Borich 2014, p. 358) | As with any project that needs to be completed, their needs to be a goal in mind to begin the process. These 5 steps can be invaluable in group work due to their tendency towards team-building and developing for each member. |
| “Research on team oriented cooperative learning indicates that teams of learners can increase the collaborative skills, self-esteem, and achievement of individual learners.” (Borich 2014, p. 368) | In much the same way as the content reviewed on page 355, this quote directs our attention to the interactive aspect of learning. Without other people, the human mind could not flourish and expand his/her intellect. |
| (Chapter 13) “A student’s place or rank compared to other students is revealed by a norm-referenced test (NRT), so named because it compares a student’s performance to that of a norm group (a large, representative sample of learners). Such information is useful when you need to compare a learner’s performance to that of others at the same age or grade level.” (Borich 2014, p. 380) | The NRTs are as important as any other assessment type because they allow the teachers to see what they need to correct, do, and learn for their students. |
| “Constructing a test blueprint before preparing a test ensures that you have adequately sampled the content area and accurately matched the test items to your instructional objectives.”(Borich 2014, p. 383) | I feel this is going to be an area where I struggle quite a bit. I am prepared to create the content and the tests however I am unsure as to how I will evaluate if what they do not know is too important to move on or not. |
| “A good multiple-choice item is the most time-consuming type of objective test-item to write.” (Borich 2014, p. 387) | I’m not sure I agree with this statement, I’ve had many experiences where multiple choice questions lack in many aspects of what the students need for their education. I have had this be particularly problematic at the University of Mary. |
| “A question that allows the student to determine the length and complexity of a response is called an extended-response essay question. This type of question is most useful at the analysis, synthesis, and evaluation levels of cognitive complexity. Because of the length of this type of item and the time required to organize and express the response, the extended-response essay question is sometimes better used as an assignment extended over a number of days or as a take-home test. Because of its length and depth, the extended-response essay question often is of value in assessing communication and higher-order thinking skills.” (Borich 2014, p. 392) | I always loved these types of questions because, depending on the prompt, all the answer needed was proof of comprehension. |
| “A question that poses a specific problem for which the student must recall the proper information, organize it in a suitable manner, derive a defensible conclusion, and express it according to specific criteria is called a restricted-response essay question or essay. (Borich 2014, p. 392) | As I have mentioned before, I have always loved essay responses because they allow me to hash out what I am thinking and place it on the page in a creative and non-restricted way. This is an excellent form of test-making which I am sure I will utilize in the class often (along with some of the aforementioned styles). |
| “Types of Reliability  1. Validity. The test measures what it says it is measuring.  2. Reliability. The test yields the same or similar scores consistently.”  (Borich 2014, p. 396) | Reliability was one of the aspects of test making which I always argued with my highschool teachers over. I was and still am extremely aggressive when it comes to making things fair and even for all parties involved as best as possible. |
| “Aptitude is another term for potential or ability. In systems based on aptitude, students are compared neither to other students nor to established standards. Instead they are compared to themselves.” (Borich 2014, p. ) | Lifelong learners. This is once more one of the most important aspects of my own philosophy. I want students to dislike comfort. I want them to crave improvement. I want them to work as hard as they can for what they want and to never view less as acceptable. I want my students to constantly improve and never allow themselves to be bested by their own perceptions of difficulty. Aptitude tests are great because they record improvement rather than statistics. |
| “The overall goal of formative evaluation is to improve your teaching based on data that comes directly from students and peer observation.” (Borich 2014, p. 399) | I prefer formative over summative because I personally feel it falls under the indirect instruction approach to teaching. |
| “Although summative data can also be useful in modifying your teaching practices (e.g., by adjusting your teaching practices to address known deficiencies at the beginning of the year), the main intent of standardized test data is to present the overall picture or sum total of student progress from one year to the next relative to other students, hence the phrase summative evaluation.” (Borich 2014, p. 400) | Summative evaluations can be extremely important when building the foundation of students’ knowledge. Students need to be able to see what all they’ve learned and organize it in their mind’s eye. |
| (Mind Shift)“‘If we are going to measure something, it’s going to take time and it’s going to take resources and effort,’ said Duckor.” (Schwartz, 2013) | I feel this is an important sentiment in any aspect of life let-alone learning and education. Hard work is the backbone of success and without it logic is nothing. |
| “It would take much more time and money to really develop assessments that measure creativity or resilience, but states have neither the time, money, nor political will to do so.” (Schwartz, 2013) | This makes me sad. Particularly when viewing the various areas which our government wastes money. I feel the field of education is one of the most important and least appreciated areas in terms of government funding and financial stability. |
| “The American educational system was as successful in the absence of high-stakes standardized, centralized forms of assessments, as it is now, perhaps more successful.” (Schwartz, 2013) | I can’t decide what my opinion is on this statement. I see the testing of students as a very important concept yet I can understand someone’s view of it as unnecessary. |
| “But other education researchers wonder if high-stakes testing in any form can truly measure the skills that not only deepen learning, but turn a student into a life-long learner.” (Schwartz, 2013) | As with any other aspect of intellect, there are too many factors to assess the mind of an individual as a whole. One test will not tell us who someone is, it will simply give us a view of one aspect of their mind. |
| “The notion that we have to make accountability an easily measurable test item is one notion of accountability, but by no means the most useful for kids, for teachers or for the society as a whole.” (Schwartz, 2013) | Accountability is extremely important but so is taking into account the cultural diversity of students. |
| “Moving away from tests as the only means to measure knowledge, both at the school level and on state tests, frees teachers up to teach in more dynamic ways.” (Schwartz, 2013) | I agree with this statement, we need to be able to guide the students in as many ways as possible for them to best benefit from their time in school. |
| “For Perlstein, it comes down to the basic fact that teachers, students and schools have a deep capacity for engaging, thoughtful work, but aren’t often given the credit for their efforts.” (Schwartz, 2013) | While the subjects that students are tested on are important, I agree, much of what a learner does goes unnoticed, and it is really sickening. |