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Dr. Jane Howland
September 23, 2012
ISLT 9484: Teaching Online Courses

<u>**Synchronous Instructional Session (SIS) Reflection**</u>

1. <u>Session Details</u>

   A. Names of Classmates who attended
- i) Krystal Isringhausen
- ii) Dru Duemmel

   B. Date and time of your session
- i) September 23, 2012
- ii) 12:00 PM (Noon) CST

   C. Grade level/content area of focus
- i) 7th Grade – Mathematics
- ii) Measures of Central Tendency

   D. Purpose and expected outcomes of lesson
- i) <u>Objectives:</u>
  - a. The students will be able to correctly find the measures of central tendency when presented with a set of data
  - b. The students will be able to determine the appropriate type of measure of central tendency; mean, median, mode, or range; is appropriate when determining trends in data.
- ii) <u>General Purpose:</u> The purpose of this activity is to provide students with remediation. Measures of Central Tendency are a state required skill that students must know. It is also a heavily assessed area on the MAP assessment, and there have been several students who have not yet mastered the skill to proficiency. Because of this, students will be required to meet for a session of intervention to help bring them to proficiency on this skill.

   E. Outline of activities that occurred during the session, including description of the materials used, what you did, and why
- i) Introductions
  - a. Getting to know each other – tell me one thing about yourself
    - I like to make sure that the students know each other and they are comfortable before the session begins
- ii) Review:
  - a. Review the Measures of Central Tendency Cheat Sheet – The cheat sheet is a step by step directions on how to find each of the measures of central tendency
    - Determine what does mean, median, mode and range mean

b. Watch to the "Measures of Central Tendency" Rap - http://www.youtube.com/watch?v=1jVZi0cNHls
- I chose to use the MCT rap because it describes the measures well and gives examples of how to find each. In addition, it is catchy and I can make connections back to that information later (Building Background)

c. Review the vocabulary – use Vocabulary PowerPoint with visual aids – Making connections back to the RAP
- Mean – Mean One
- Median – Middle
- Mode – Most
- Range – Big minus small

iii) Introduce – You be the teacher assignment
a. Students are to complete the worksheet finding the measures of central tendency for the set of data
b. Students will then work in groups to determine which is the best interpretation of the data
- What is the median of the class's score?
- What is the mode of the class's score?
- What is the mean of the class's score?
- Interpret Angela's scores – Mean, Median, Mode
- How does a zero affect the overall score? If a student got a 50% instead of the zero, how much would that change their mean score? Median? Mode?
- Your principal asked you to give him an overall picture of your class grades. Which measure of central tendency would best describe your class? Why?

iv) Closing
a. Exit Ticket - http://harriganmath.edublogs.org/2012/09/23/measures-of-central-tendency-and-grades/
- Students will comment on an open question on the classroom blog
- Students must comment on one of their peers comments on the blog

F. How you assessed student learning and engagement
i) I was able to determine engagement based on the students answering questions as well as their connections to the information
ii) I was able to determine the student's learning based on their exit ticket as well as their completion and answering of the questions that were connected to the "You Be the Teacher" activity.

G. Blackboard Collaborate features used
i) Uploaded a PDF (Cheat sheet) and word document
ii) Application Share – shared the PDF so that I could explain what the cheat sheet was
iii) Whiteboard – had students complete the table as well as I used it to underline and explain important details
iv) Uploaded PowerPoint to Whiteboard
v) Web Sharing – Shared video and blog using the web sharing feature
vi) Microphone – students collaborated as well as I discussed important items
vii) Polling feature – reviewed objectives to ensure effectiveness

viii)   Smiley Face – to determine understanding of information before moving onto the next subject

2. **Summary of your "students'" feedback**

Overall my "students" feedback was very positive and supportive. Krystal mentioned that I had a great deal of knowledge of the Collaborate program and did not have any weaknesses or suggestions for me. Dru mentioned that I did a great job as well. He mentioned that initially I did not start my recording and that was a concern. In addition, he mentioned that I had not clicked the correct button and therefore he had to manually advance the slides which were difficult to follow. Once I realized I had not clicked the "follow" button, and then it was better. He enjoyed my lesson and my ability to engage both students in the learning and how I made them actually practice the skills. He felt that I met my objectives for my lesson.

3. **Reflection in which you share your general thoughts on the process from planning to implementation, including**

   A. Successes of the lesson
   i)   Overall, I feel that my lesson was a success. Having been a student before doing my session was a great advantage, because I was able to see some technical difficulties and avoid them. In addition, I did a practice session with my mom and husband just to make sure I was comfortable. I feel that the students learned a fair amount and they were able to collaborate. I feel that my objectives were obtained through the training session.

   B. Challenges
   i)   One student's microphone was not working. This made it difficult to allow for collaboration because the students were not able to talk as easily. The one student had to type which was a quick modification I made, but I do feel it deterred from the student learning.
   ii)   The blog was a great connection, but I removed the "comment" option because I was impatient. I was unsure how long it would really take and without being able to see what the students were doing, made it challenging to judge the amount of time used.

   C. Evaluation of the Collaboration features you used
   i)   I feel that all of the features I used were quite affective. Initially, I forgot to record the start, so you may not see the "application share" option but the students were able to review the cheat sheet to ensure that they understood how to use this item.
   ii)   I feel that my wait time and my request for students to answer questions was good. It allowed for further understanding. One time, I unclicked the "follow" me and so my students could not see what I was showing at first, I realized it quickly and was able to adjust to that change.

   D. Changes or modifications that need to be made to the session plan
   i)   I believe that with more students, I would change my plans and make breakout rooms where the students could discuss the questions further. I think that with only two students the discussion was less in depth.
   ii)   The blog was a great option, but my desire was for students to comment on each other's posts. This does not work as well when there are only two students. In addition, I think I would assign that item as "homework" more than an in class activity. I found it difficult to sit their patiently waiting for the students to finish their work. I may change it to allowing them to post their initial comment in class and then the request to comment on another students post after class is over.

E. Tips and strategies that other teachers should use to help this lesson run smoothly
- i) I think one of the most important things is to test all the features ahead of time
- ii) Wait time is very different – since there are no visual cues things like "give me a smiley face when you are ready or if you understand" are great cues for moving forward.
- iii) Be prepared for problems and have backup plans.

4. Two peer sessions you attended -- Provide "teacher's" name, a brief description of the session's purpose, and how you experienced it from the student perspective.

A. Scott Hoskins
- i) Scott focus for his SIS was on the Jim Crow laws as a preview before reading "To Kill a Mockingbird". The activities were ready to go when I logged in and Scott seemed well prepared. The lesson itself was delivered well, but there were some problems, that having not used to program before, he could not have foreseen happening.
   - Scott would not have realized that when he took us to a link that was online, what he was doing on his page did not show on our page. This was to my advantage because I was able to modify my lesson to adjust to that problem.
   - As a student, it was very different from a traditional classroom. Scott did a great job explaining the information, but technology glitches were all over and could have been very frustrating for students and teachers.

B. Christopher Durr
- i) Chris' lesson was over research practices over biases in the media, especially in relation to individuals from the Middle East. The discussions throughout the lesson were detailed and brought out a great deal of emotion. I found this subject difficult to sit back and openly discuss without opinions. As a student, this is probably a good thing, but it was also frustrating.