

Question, Questions, Questions

Those are one of the most difficult things to do in a class to get at the deepest learning. How do you ask them questions so that they fit all your learners? How do you ask the students so that they get thinking happening and create that “uncomfortable” place where learning occurs without making is so uncomfortable that they shut down.

I believe it takes a classroom environment that is safe and allows exploration. All students should feel welcome and at ease. Questions that make us go to that uncomfortable place should not be set out to the class without a dialogue. There needs to an accompanying conversation to fully digest the question; scaffolding.

I appreciated the speaker because she reiterated what we are learning; it cemented and made more real the ideas we have been discussing for the last few years. For example, the idea that assessment guides our teaching not the other way around is very important. It is important, as we have heard from day one in this program, to start from where the students, the children, are. Why would we want to teach something that is beyond their current ability? That is not to say we do not challenge them but we have to challenge them in a place where they will have success. To do this questioning in a way that would not promote success would be of no benefit to us and to the children.

Hear . . . I forget See . . . I remember Do . . . I understand

I really liked the idea of in an upper level schooling to work with the other staff to tie lessons together. As is done in elementary schools, the overlapping of subjects shows the real application and gives a deeper understanding of the content being taught. I also feel it is possible for a teacher to do this on their own if there is not that ability in a school. In Socials, do an art piece that represents the content. In math have the journal piece. In cooking class, highlight the reading of the recipe and the math that

exists naturally there. In gym class, have them log their activity levels in a journal. Have them create a skit that they can do around a physical activity to incorporate drama. There are many ways to work other disciplines into your lessons, it might take some creativity yet it can happen.

The art of teaching is the art of assisting discovery. -- Mark Van Doren

I think a great way to get all students involved is to incorporate a lot of discussion into the class. Of course discussion does not work for all but it can easily be worked into a lesson for all. Discussions can be aided with graphics for the visual learner. For the kinesthetic learner having an object that they can hold as a representation of the lesson or having them be the stenographer for the class. Their job will be to take notes to keep track of the teacher and make sure they do not forget anything. Incorporating movement into the lesson will help them out also, maybe doing a brain gym activity or having stations for them to visit.

To teach is to learn twice. -- Joseph Joubert

Teaching is not all about having the students learn but also learning ourselves. For me, this happens when I am learning the material for the lesson. As well, it happens when I am in the process of teaching. As was discussed earlier, assessment guides our teaching; this relates to learning while teaching. If a certain method of instruction is not working, learn from it and change it. If a method of dealing with an issue with a student is not effective, find another method to use. As I said in my last reflection: if we stop growing, we will stop learning. If we stop learning how can we pass on the desire to learn to our students?