

POST-TEACHING Reflection and Data Based Decision Making

I taught this lesson in the computer lab, and the instructional strategy I used was the KWL chart. I love using the KWL chart because it allows students to see their own progress and helps them connect prior knowledge to the current assignment.

The lesson topic is tobacco and this topic was chosen for me by Mrs. Barker. What I decided to do first was assess their prior knowledge of the topic. I gave them a short multiple choice quiz, and then I gave each student a KWL chart. There were 23 students in this class, and the quiz consisted of 8 multiple choice questions.

The only thing I did different with the KWL chart was I already filled out the column under (W). I listed 10 questions that Mrs. Barker, and I thought would be good for them to look up. I gave the students specific websites to use and the questions I had listed came directly from those sites. The only thing the students had to do was read and write down the answers.

This lesson was much harder than I expected! The students did not want to read anything! It was hard getting them motivated to answer these questions. I really wished I had not wrote questions for them to answer, but Mrs. Barker wanted me to. The students may have done better with this lesson if they were allowed to write about what they wanted to know. Yes, I know that is the whole purpose of a KWL chart, but we both thought that the students would just write down anything and not learn what they needed to know about tobacco.

The students just wanted me to give them the answers and the whole time they just sat around staring off in space! They kept asking if they could play online games. I ended up going through all the questions one at a time with the students. I would read the questions aloud and then point out where the answer was on the sites. Only a few of the students actually did the work and answered the questions correctly.

Mrs. Barker was also watching and teaching another class that was in the computer lab beside of us. I was trying to teach one class while she was pretty much screaming at the 8th grade class right beside of us. This was a frustrating experience. I ended up giving the students the website for Quizlet so they could at least play the games on there about tobacco. At the end of the class I quickly gave them the posttest and I later found out that only a handful actually did the test.

With this particular group of students they learn best through lecture. If it is left up to them to read and learn on their own; they will not learn anything! I thought the students would enjoy this because they were allowed to use the internet for research. I guess this was old and boring for them. They would have done better learning about tobacco if I had taken them to

the library or created another Prezi. I also think that these students like to see actual objects they are learning. I wish I had some way of showing them a set of lungs.

When I was in middle school there was some kind of organization that brought in a set of lungs that were from a non-smoker and a set that were from a smoker. This would have been awesome for this lesson. In the future I will not use this lesson plan. I will find another way to teach about tobacco. I would combine this lesson with a unit on the respiratory system, and I would do some type of experiment with oxygen and a fake set of lungs or something of that nature. I'm not quite sure yet, but I will figure it out!

