Tommy Gober  
EDUC4343

Cooper Reflection

Summary

Mrs. Cooper began today by showing us some of the books she references for her planning. She showed us copies of “What Didn’t I Learn This in College”, a book by Robert Marzano and a book about the SIOP model for working with ELL students. The class discussed what made a good learning environment for students and how to let students feel connected to their classroom. This is especially helpful for language learners; they should be comfortable in their environment and not afraid to try to express themselves in their new language. Mrs. Cooper also discussed that just because students are working, they are not necessarily learning. It is important that they are able to retain the day’s lesson, not just participate.

Reflection/Reaction

This notion that students can be involved by not engaged is instrumental in planning lessons. So often, teachers will bury their students in worksheets or mundane “busy work”. Sure, the students might be on task and cranking out loads of work, but that does not mean they are engaged and actively learning. Through the use of activities like sharing with a neighbor about the lesson at hand, students are able to internalize, summarize and re-teach their peers the lessons of the day. This helps both the student sharing through subject mastery, but also the “shoulder partner” through re-exposure and, as a bonus, the teacher is able to monitor students’ take away from the lesson. It also affords students the opportunity to take and share their thoughts during class. They aren’t expected to have to sit in the class stoic and quiet for hours on end.

Questions: How long does it usually take for students to warm up to the idea of sharing in class?