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# Task 4-Analyzing Teaching

1. *If you could teach these lessons to the same group of students again, what are two or three things you would do differently to improve your students’ understanding of the science concepts, the phenomenon, the nature of science, and science inquiry, based on their varied needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment.*

If I were to teach this learning segment again, I would make sure to have some sort of short, informal assessment before the formal assessment. This could be a short “practice quiz” at the beginning of class before presentations.

I would make sure to have a rubric for the presentations that required each student to participate in the presentation in order to get all of the points. I would do one rubric per group. One of the rubrics’ criteria would be participation and all group members could lose points if one person chooses not to present (see one option below).

I would also put creativity as one of the criteria on a rubric. Though it was strongly encouraged that students presentations were creative (like the one shown in video clip #2), most students did not take advantage of this.

I would also put students in groups of four for the presentations, instead of groups of eight.

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| --- | --- | --- | --- | --- |
| Participation | All participated/ presented equally | Some participated/ presented more or less than others | Some barely participated/ presented | Some not participate/ present |
| Preparation  & Creativity | Activity was well thought out and creative | Activity was thought out and completed in basic fashion. | Activity was not very thorough and was lacking style | Activity was done poorly or rushed |

2. *Citing evidence from your experience teaching this learning segment, explain why you would expect these changes to make a difference in student learning.*

Having a short, informal assessment before the formal assessment would give both the students and me a way to determine their level of understanding and see what they need to work on. This would make students extra motivated to pay attention, ask questions during their classmates’ presentations, and give them an idea of the types of questions they will need to be able to answer. It would give me an idea of what students need extra help before the test, and any misconceptions the class has. A quiz would also give me an idea of what concepts may need re-teaching or clarification.

Providing students with a rubric that had participation as one of its criteria would students encourage to participate more equally in the presentations. Because all members would lose points for unequal participation, it would give all group members a sense of responsibility for each other. I also think that having smaller group sizes would allow everyone to participate more in the presentations.

Using a rubric for the presentations would also give students more focus when planning their presentations. Students would less time figuring out what to do and asking me questions and more time planning their presentations. Although I did not want the presentations to be worth many points, it is still a good idea to give students a reason to do well (besides learning).

Putting creativity, as one of the criteria on the rubric would ensure that most, if not all, presentations were memorable. Students are much more likely to remember the concepts if they are related to something fun, interesting, and/or memorable. The presentation shown in video clip #2 was very creative and very memorable. I have referred back to that presentation to try to help students remember the concepts that were represented, and it has worked, because the students connected to that presentation.