

Reflections on My Lesson

Aaron D'Albey

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Nella B. Anderson, PhD

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Throughout the lesson planning stage my goal was to ensure that my student, Andrew learned every aspect of parliamentary debate so that he would be able to apply his knowledge to his debate classes. Goodwin and Hubbell (2013) ask a valid question regarding the importance of developing deep knowledge and retaining information stating, "how much of what we teach our students today will they retain two weeks, two years, or twenty years from now?" (Be Intentional, Item 10, I help students develop deep knowledge) It was with this question in mind that I set out to ensure that Andrew retained everything he was taught, because if there was an aspect that he was unable to master then there was the potential that he would teach his classes incorrectly.

We had our lesson on Monday, June 15th and it went very well. I was able to deliver all of my content and was able to formatively assess Andrew's progress after each task. Our feedback sessions during our breaks between tasks were very productive and I could tell that Andrew was engaged in his learning.

The only problem came during the period when Andrew was doing research for his argument. Although I instructed him to only find one or two pieces of evidence on the Internet he took it a bit too seriously, which caused the lesson to go over time by fifteen minutes. If he were in one of my regular classes I would have instructed Andrew to finish his research for homework, but I allowed him find what he needed. My rationale was that it was more important that Andrew find good evidence and learn to develop a solid argument than it was for me to keep the class on schedule. Ultimately this worked out because Andrew was able to deliver an outstanding argument and follow up rebuttal. However, in the future I will make extra time in my lesson plans for research.

After his mini-lesson at the end of class I could tell that he had absorbed much what he had learned. Still, I wanted to make sure that he retained his knowledge, so I gave him his pre-assessment again on Friday, June 19th in the form of a summative assessment and graphed the results along with his pre-assessment results (Figure 1). The graph shows that Andrew vastly improved and developed deep knowledge in every area (except for the components of an argument, where he regressed slightly). Overall I'm considering our class to be a great success and am glad I was afforded the opportunity to apply what I have learned.

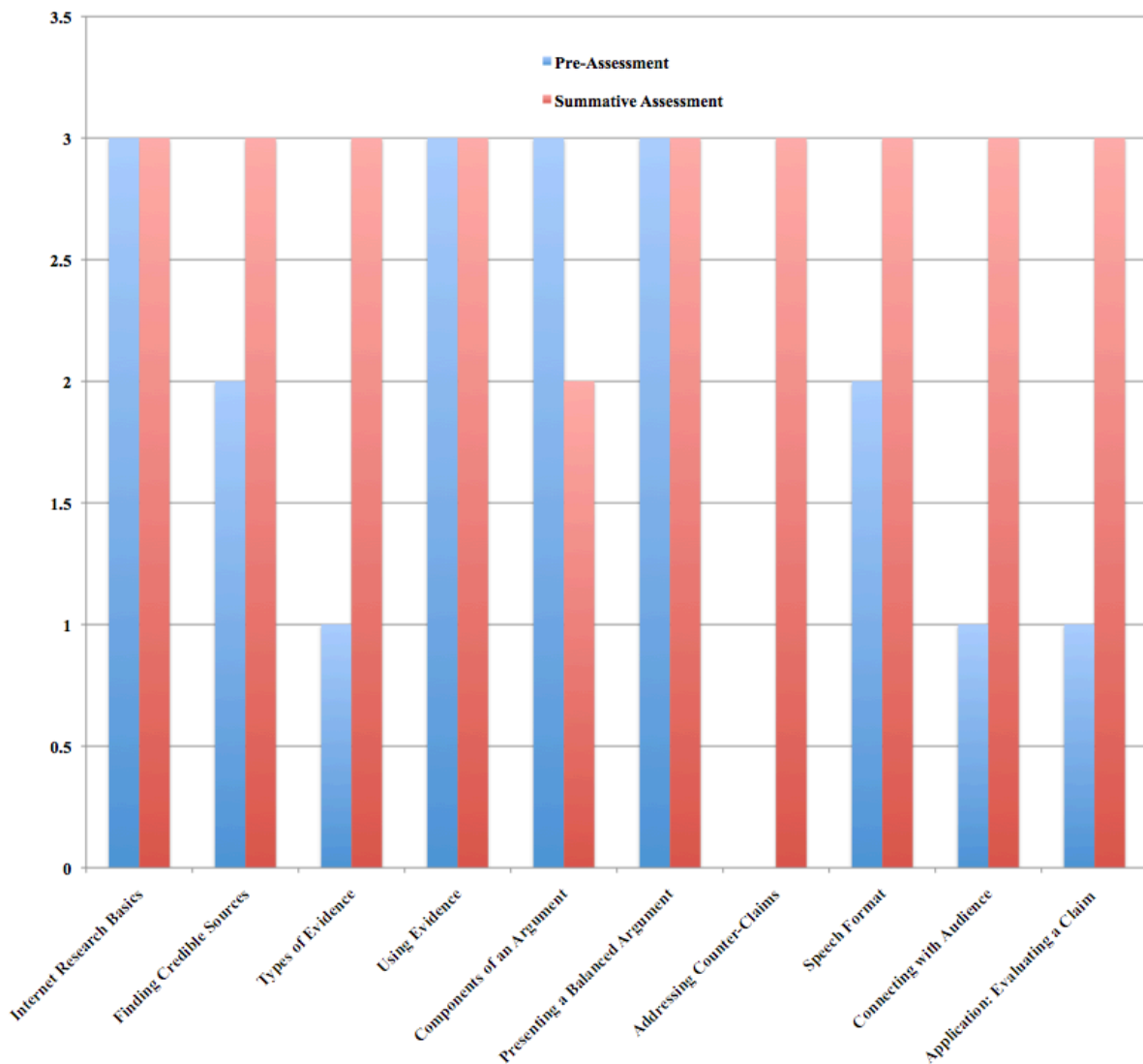


Figure 1. Pre-Assessment versus Summative Assessment results.

References

Goodwin, B., & Hubbell, E. (2013). *The 12 touchstones of good teaching: a checklist for staying focused every day*. Denver, CO: Mid-continent Research for Education and Learning.