

Practicum Video Reflection

Brittany Dortch, February 2015

Prior to this class, students had read an article about growth and fixed mindsets. With this article, they went through the reading process, including preview, skimming, scanning, and annotating the article. As an additional annotating activity, students were divided into groups and assigned a section of the article to annotate, and then depict onto a poster. My lead teacher, Beth Ankcorn, assigned this activity to the students the day before this video was recorded.

The video begins at the beginning of the second session of class (1:15pm – 2:30pm). The first session (11:30am – 12:45pm) was dedicated to finishing students' annotated posters. After their lunch break, I began a discussion on sociology. The purpose of the lesson was to introduce students to their next unit on sociology. To gain interest, I asked students what kind of topics sociologists study. We created a web of topics and ideas on the board, which was really fun. I was impressed with the topics they came up with, such as linguistics, sexual orientation, and business practices. I wasn't expecting them to be forthcoming when I asked for them to give me some ideas, but I was pleasantly surprised. Eliciting information from students can be difficult at times, which is probably why I did not expect them to offer such specific topics.

I have come to learn that this class can be very outspoken and some covet their strong opinions. Although not shown in this video, one student in particular had proven to be a little too outspoken with his opinions. While reviewing answers from their next activity, which I will explain next, this student became quite impassioned and combative with a few of his classmates. It was difficult to get his attention and I had to say his name

repeatedly just for him to quiet down. As a result, I stopped the lesson and told the class that respecting others' opinions is important and we need to practice this in the classroom. I then asked all of them to raise their left hand, place their right hand over their heart, and, together, we made an oath swearing to respect everyone's opinion and to remain calm in class. We then sealed the oath with "I swear" in English, Arabic, and Korean. It was pretty awesome :)

After creating our mind map for sociology, I introduced the next activity. In this activity, there were three posters hung around the room, each with two different subjects. Those subjects included education, technology, elderly, money, poverty, and activities. These subjects were chosen due to their observation in the textbook. Split into pairs of three, I asked the students to write how these subjects are used or viewed in their hometown. I specified hometown because all of the students, except for one Korean student, were from Saudi Arabia and I wanted to have greater variety within the subjects. Students had three minutes to write at each station and rotated to all three posters. At the end of this activity, I walked around to all of the posters and we talked about their responses as a class. While we did this, we also compared their cultural norms and views on these subjects with Spokane's cultural norms and views. To end, I asked them to do two of the pre-reading exercises in their textbook for the remainder of class.

I thought this class was a success and that it engaged the students, creating interest in the upcoming unit and educating them on differing views between themselves and Spokane. If I had the opportunity to do this lesson again, I would ask students to come up to the board and write what they thought were subjects of study for sociology. I enjoy having students come up to the board, and these students seem to respond well to it. I have asked

these students to come up to the board for warmer activities, such as grammar correction and vocabulary match up. They all flock to the board and talk with each other as they make corrections and define vocabulary words. Other than that, I am satisfied with the results of the class. The classes following this one observed a reading from their textbook and a reading about technology and happiness, in which they review and practice the reading process.