*Old Dominion University Darden College of Education*

**WEEKLY JOURNAL**

*(To be submitted each week to the Old Dominion University Supervisor)*

Use this journal to describe your progress in becoming a Professional Educator in relation to the goals of The Unit’s Model in the Handbook.

Name \_\_Erica Guardino\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_2/15/2016\_\_\_\_\_\_\_\_\_

1. What was the purpose of your lesson this week?

The lesson I will focus on for this journal entry occurred on February 8, 2016. The purpose of this lesson was to give students first-hand experience in conducting research in order to describe the American family as a dynamic social institution and the ways in which it is changing.

1. How did you engage your learners with your materials?

Students were engaged in the material by completing a guided research activity online that was designed to help them further explore the changing nature of family in the United States. The students first visited a landing page that gave them links to various websites with data on families (UNICEF, CDF, etc.) where they would look for specific pieces of information and record their responses in the given blanks on the landing page.

1. Were you effective in meeting the purpose of the lessons – how are you measuring this?

Once the students completed the activity there were to email the results to themselves and to me. I measured the effectiveness of the activity through completion of the assignment and accuracy of the responses. This lesson was not nearly as simple or as effective (based on these measures) as I had anticipated. Many students did not submit any work, and many who did submitted incomplete and inaccurate information. I will be adding questions from this exercise to their unit test (February 23), so that will provide me with an additional measure of comprehension.

1. What are the strength of this lesson? (Identify at least two areas)

This was a well-thought out activity in that it was self-paced and allowed students to exercise several different types of thinking skills: critical thinking, analytical thinking, and use of the affective domain. They were permitted to complete the activity at home and submit at a later time for credit if they were unable to finish in class.

1. What areas will you seek to improve in future lessons?

The students have difficulty perceiving written commands. In the future I would make this activity less self-guided and more class-oriented, with me reading the directions and providing time for the students to find the answers on their own.

1. Did you make any changes in your plans after teaching the lesson? Why or why not?

I had originally not planned to spend time going over the correct answers and possible responses to each question, but given the results of their submissions I amended my lesson plan for February 10 to accommodate review of each question and answer.

1. What do you regard as your most important personal learning experience during this week?

Children do not read directions. If I want them to follow directions, I need to go through them step by step, explicitly in writing and read aloud.

1. Did you have a conference this week with your clinical faculty? How many times? If not, why?

Yes, we met on Friday afternoon as usual (although the time was pushed up due to the early release for snow). I always ask Becky for feedback during our lunch/planning period third block.

1. Tell me about something that happened this week that you are proud of.

I played a game with the students to help them understand James Marcia’s identity statuses; in this game I had the students write down on scrap paper something silly/serious/important/risky that they have done as adolescents, drop it into a hat, and when I pick and read them aloud, they had to identify where the person doing the activity was according to Marcia’s theory. The students loved the activity and asked to go through another round or even do it again next class. I was worried it might become tiresome (some classes have almost 30 students) but they seemed to genuinely enjoy trying to figure out where their friend’s minds were when they were going through these experiences.

1. Are you having problems that you feel require attention and assistance from me?

None at this time.

1. When would be a good time for me to stop by your school next week?

Wednesday and Thursday are testing days for Psychology, so Tuesday or Friday would be best.

COMMENTS: