

Cheyenne Peters  
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TE 802

### **Teaching Experiment Reflection**

I did my teaching experiment after the student already learned everything and did a quiz review. I wanted them to have a chance to work together and learn from each other before they took a quiz. I felt like that would help them to collaborate amongst each other instead of just depending on me. I also added a catch that if they asked me a question, they would lose a point. This definitely forced them to work with each other. Many did not want to ask me a question and wanted to see if they could figure it out within their group. This activity helped reinforce my overall goals of having the classroom be student-led and a collaborative environment. They were forced to rely less on me and more on their groups. It also allowed the students to recognize their weaknesses in their understanding in the math as they worked together. It was all content they had already seen before, but they got additional practice from the assignment.

The activity went great! The students worked the entire hour and were working the whole hour. I liked how they did a lot of talking about the math and there was very little off task talking. They questioned each other on the work they did. There was a lot more collective effort and teamwork. They asked each other how to do problems and were explaining the problems to each other. In both hours, I got students who usually don't do any work who did something. Some of those students copied the work from someone in their group, but I was glad they were there to see and hear the thinking process.

5<sup>th</sup> hour went way differently than I had imagined. I figured they would have a lot of behavioral issues and distractions. Instead, they were working the entire time. I didn't have to tell people to get off their phones or to stop talking across groups. They got to pick their groups

so their friends were already in their groups. Rather than having personal conversations, they were talking about how to do the work. 3<sup>rd</sup> hour does not seem to do well with group work or working together. They are so used to doing things individually that they don't know how to work together. However, today they did work better than they had previously. They were asking people in their groups questions, only because I had the rule in place that if they asked me a question they would lose a point. In both hours I heard students saying, "How did you do this?", "You have to do this", "I didn't get that answer. How did you get that?" and "I got this as an answer. What did you get?" There was a lot more talking about the math than there normally is.

In both classes, I allowed them to pick their own groups. Because of the opportunity to earn points on an assignment they were missing, 5<sup>th</sup> hour sought out who knew the material and made their groups that way. 3<sup>rd</sup> hour decided to make their groups based off their friends. This caused a problem later because when they were stuck and didn't know how to do a problem, they just sat there. One student complained to me about not knowing how to do a problem and was upset that no one in her group knew how to do the problem. She chose to work with her friends who aren't doing well in the class. Thus, they weren't able to get through any of the problems. This activity helped me see what level of understanding the students had. Some of the questions were really easy, while other required a bit more thinking to do. If the story problem was too hard for them to do, I gave them one where system was given. If that was too hard, I gave them a problem with just an equation and they had to solve for one variable. The same was true for the groups that flew through the problems quickly. I gave them the story problems first to challenge them. One of drawback was if a group didn't know how to do a problem, they didn't

want to ask me a question because they didn't want to lose points. I added in the rule that if they don't understand a problem, they can switch it for a different problem.

I would change some of the questions so that they require more critical thinking. We haven't done a lot of critical thinking problems, so I would incorporate those. For the answers on the board, I would change it so there were more answers than problems. That way the students couldn't use process of elimination and would be forced to solve the problem all the way out. I liked how it was a race and they had to compete against each other to finish first with the correct answers. However, I would hold the students more accountable for everyone doing a problem and coming up to show me. This way, I wouldn't continue to get the same students telling me the answer every single time. Another thing would be to write the score on the board. That way they can see where they are in relation to the other groups. I would do this activity again. The students seemed to enjoy it and they liked the opportunity to earn extra credit. I enjoyed the fact that the learning was student led instead of teacher led.