

## Artifact Reflection

Remind 101, Group/Discussion Lesson

April 28, 2014

### Artifact description:

The first artifact includes a lesson incorporating student groups and surrounded around discussion and teacher-facilitated class discussion. The second artifact is a screen shot of Remind 101, an online program that allows the teacher to send messages to students' cell phones to alert the students of due dates, last second adjustments, and materials reminders.

### Wisconsin Teaching Licensure Standard Alignment:

Standard 6-Communication:

*The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

These artifacts best align with standard six because they demonstrate my ability to plan lessons around collaboration and interaction between students in the classroom through verbal and nonverbal communication techniques. Remind 101 demonstrates my ability to use media communication techniques to assist students in planning and preparing for activities and assessments in the classroom.

### UW-Platteville Knowledge, Skill, Disposition Alignment:

KSD3.a. Communicates Clearly and Accurately

*The candidate's spoken and written language are correct, expressive and clear, with well-chosen vocabulary that enriches teaching and communicates thoughtfully, responsively, and effectively for a wide range of student understanding and encourages appropriate student language development.*

This artifact best aligns with KSD3.a. Through student-lead discussion and teacher-lead discussion, I can facilitate student language development and vocabulary objective development. Through effective planning and communication, a wide range of student understanding can be achieved by using prewritten discussion questions and graphic organizers. Preplanned discussions also allow me to use expressive, clear, and well-chosen vocabulary that can be otherwise difficult to achieve with on the spot questioning. This lesson format and planning provides students with exposure to well-written and well-spoken language that enriches teaching and communication within the classroom.

**KSD Secondary Alignments:**

KS1.d. Demonstrates Knowledge of Resources

KS3.b. Uses Questioning and Discussion Techniques

**Personal Reflection:****What I learned about teaching/learning:**

I have learned that providing students with the highest level of engaging instruction coupled with as many resources as possible for planning, content, and support leads to the best student achievement. Group-based discussion that funnels into class-wide discussion seems to provide the most opportunities for student learning and collaboration. Of course, this generally also leads to more classroom management issues like focus and content of discussion on occasion, but the trade-offs are well worth the benefits. The format also allows me as the educator to move throughout the room and assist, refocus, and just plain listen, which helps steer the direction of the class-wide discussion afterwards.

**What I learned about myself as a prospective educator:**

I have learned that using this group discussion technique multiple times a week really adds to a student-driven curriculum. The format helps students use other students as a resource instead of deferring directly to me, which helps reduce tedious questions and student stress. This format also allows for the most focus to be placed on the students who need it, while high-level students move at their own pace, giving them more opportunities to assist other students.