

## Reflective Teaching Diary, Week 8, Number 3

<b>Student's Name:</b> Keith Alcock		
<b>Activity title:</b> Implementation of Computer Integration		
<b>Number of students in the group:</b> 7-8	<b>Activity duration:</b> 5 days	<b>Age group:</b> 14-17
<b>General description of the activity:</b> [From the lesson plan...] Students add and configure TabPages [or another of the ten different controls or language constructs] for use in their Computer Integration project. They need tabs that correspond to their courses, so everyone's program will be slightly different and the teacher can't reasonably prepare them all in advance. In adding and editing the controls, students learn how they work.		
<b>Why did you select this activity for this group of students?</b> [Again from the lesson plan...] Students have just begun programming for their Computer Integration activity. The first [next] task is to add the TabPages [or one of the other controls] because it allows students to incorporate their schedules across the top of the form and vertically on the Schedule tab. The tabs provide the space to contain students' integration findings from the previous activity. The schedule shows how all the classes are distributed throughout the day and individual tabs show how Information Technology is distributed throughout or at least within a subject area.		

Instructional Objectives	Bloom's Taxonomy Please circle one per objective.
<b>At the conclusion of this lesson students will be able to:</b> add a TabPage [some other control] to a Tab [TabPage] control.	knowledge; comprehension; <u>application</u> ; analysis; synthesis; evaluation
<b>At the conclusion of this lesson students will be able to:</b> name a TabPage [some other control] and assign text to it.	knowledge; comprehension; <u>application</u> ; analysis; synthesis; evaluation
<b>At the conclusion of this lesson students will be able to:</b> modify an existing design.	knowledge; comprehension; application; analysis; <u>synthesis</u> ; evaluation

### Reflective Teaching Diary Entry

Create a one-page diary entry in Microsoft Word or a similar program. The entry should cover general activities, your perceptions of those activities, any questions or concerns, changes you would make in the future, and how you will apply your learning to future teaching experiences.

## Diary Entry

This diary entry contains my thoughts about the programming portion of the Computer Integration project and how that has progressed to date. I am actually very happy with this portion of the project, but this satisfaction may be as much a function of the selection of top students who have been able to start it than with the quality of the project itself.

As the integrated unit approached, it was becoming clear that the two largest, youngest classes would not be ready in time. I would have had to throw all their work in progress away and had them concentrate on this project instead. I believe that would have been very frustrating and unfortunately, because of the thrown away work, they would not have the prerequisites for the project and would consequently not be able to finish it. They should not have been that far behind in the first place and that is to a significant extent my fault. I had help, though, from the homework policy, the large number of Rincon students, the age distribution across the classes, the at least implied definition of a lesson from TaskStream and their counts from Pima, etc. It will be a relief when some of these disappear the next time I [try to] teach.

However, I am also finding problems with the work of students in the other three periods as I evaluate their recent work. They are having significant problems with two of the recent paycheck activities. This has put them further behind schedule than I was aware of. It didn't help then that they lost the day registering Visual Basic on top of that and that they lose the upcoming Friday for grading. There are enough problems that I believe it nearly imperative to go back and review in some way before moving on. In general we have had far too little review of our work. To a large extent this is because of my lax due dates because of the varying skill levels, ages, etc., without possibility to make up the difference in homework. I should have been able to find a solution. In any case I have been reluctant to spend time reviewing an assignment that some students are still working on. In one of the large classes I did split them into groups that were and weren't finished, but then only to hand out the next assignment in two waves. The upshot of all this is that a significant portion of the three smaller, older classes will just barely start the project and certainly not be able to finish.

This leaves the very best students, and they have raced through the project with significant ease. They reported a minor problem or two in the instructions at the web site and I corrected them. I think they would make up for this ease by adding much more complex content to their tabs and I've heard some very creative ideas. (In general students have been most satisfied with the projects where they were given significant input into the task. The Homework Calculator turned into a successful project and the earlier Scratch animation was runner up.) Students did try to take a shortcut or two, which caused some problems, and they are likely to overlook instructions that aren't written in neon and blinking. I'm fairly certain that there is plenty of support in place for the second wave of students from the same three classes. The activity would provide them with a minimal exposure to a maximum number of controls in the shortest amount of time, if they could only get started with time to finish.

Thus, I like this project, but it is either the wrong time or wrong condition to continue it. I will probably cancel the project on Monday and instead go back and fill in holes that I have noticed in understanding so that students will end up with less experience, but a more solid foundation. This should get the grade book tidied up for the end of the quarter and the transfer back to the classroom teacher with far fewer loose ends.