

12th ELA Students Present
Post Interview

Interviewer: Are you ready to roll?

Teacher: Ready to roll!

Interviewer: Good. How do you think you were effective in communicating the purpose of the lesson?

Teacher: I think it was communicated pretty clearly and effectively for a first year project and then by giving the students the context that this was experimental and that I was constantly looking for feedback, it helped. It's nice to hear from the students reflections of doing this project. Was it clear as far as why some students chose or got so much time to do their presentation in class while others had limited times and/or why some students were allowed to do the sharing via website and not share it with the class or why everybody was not informed as to what project everyone did. I think it becomes also then a sense of not just ownership or but it becomes a sense of accountability, right? I think maybe that part could be added but then again I want to also keep it like real to the world as well.

[00:02:00] Then if you're an artist, scientist, I mean it's not like everything's going to be published and everyone will have access to it. You do your YouTube thing and you throw it out there. It's not like it's instantly going to go viral, right. There's that aspect of it too to consider if I should make it a requirement to share with our online platform a link if you did a public sharing or not. Haven't decided that yet.

Interviewer: Which parts of your instructional practice do you think were most effective in supporting students to meet their learning objectives?

Teacher: Definitely the idea of meeting the standards seems to have been hit over the head with some of these students and they try to make sure that those parts were met in their presentations of some sort. I think that was really clear, clear instructions for the most part even though some students may have questions. Maybe just their level of confidence at taking a risk, I think it's probably maybe the underlying fear because it was also a new project for them.

Interviewer: What role did organization play in planning or classroom set up?

Teacher: These organization and planning, very minimal time on my part as as far as what here is a list of your multiple pages of standards to choose from. Here's all the novels that will possibly be utilized for the AP exam. Put together your project and ideas, right? Then as far as organization it's like so and so submitted evidence for literary standards check but the presentation will cover the science and the history and the research and all of that. I think breaking down the assessment checks for the teacher that's meticulous and then also being willing to allow the students to fail at their presentations or how they thought they're presentations were going to

come out.

[00:04:00] One student did an experiment putting up blank pieces of paper on the wall from ... Was it "The Stranger" from Camus, "The Stranger" where it focuses on the theory of [Non- alism 00:04:11], right, that not everything has a specific purpose. She thought by experimenting by putting these random pieces of paper on campus that it would encourage people to construct meaning. It did for a couple of days. It just did it for over the extended time of two weeks. Which one does that tell us about our attention span, right? Then people started to write on those pieces of paper because they wanted to have meaning. She started off her public presentation with, "I think that my experiment failed because this is what happened." The way that she presented it when the students started responding they said, "Oh, is this that paper? I was wondering who that was. We thought it was a sociology experiment."

It really wasn't a failure but giving the students the space I guess to learn from failures, or what they perceive as failures, or to be able to critically then look at what they delivered versus what they expected and give them space to communicate that and internalize that, I think that's education for sure.

Interviewer: What role did behavior management play in this lesson as far as expectations, procedures, routines, discipline?

Teacher: Discipline. I think again the courses are set up so that everyone is respectful, mindful of presenters and of whoever is speaking and has the floor or the attention. I think with this unit, besides just a proposal, I may need to have them submit their final before the presentation so that I can clarify how the length. A lot of them gave me an estimate, "Oh, I just need five minutes for my presentation." I was like, "Oh, you get five minutes." No, the presentations actually took like three to four times longer than they what they had listed down as what they needed. I think for sure that part needs to be amended. I need to get into a pre-check of their presentations if they're going to utilize class time because class time is so precious, right, and/or have them tape and rehearse and give me the time.

[00:06:00] I think a little rehearsal formal presentation skills could also then be incorporated as well. The very minimal students who memorized their speeches or has specific cues to say this phrase by this frame or this phrase, a lot of them I think pretty much wing it when it comes to presentations. That's something that I think we can add for next quarter.

Interviewer: How do you think the last [inaudible 00:07:27] with regards to the student engagement?

Teacher: I think the students who truly understood the letter outcomes of incorporating the social awareness or social activism part of what aspect of their novel is relevant to today's society, I think those presentations were probably the most engaging for

[00:08:00] the students. Their peers actually had a lot more questions to ask them, whereas the students who just presented more like a traditional book report, who didn't understand the essential question, it was definitely traditional/passive learning, sharing of information and nobody was really engaged. They were polite but they weren't engaged. Those students who, for whatever reason, had been absent and had been missing the examples just didn't get it. If you're not here you don't know how to play the game.

Interviewer: How do you think the students found this lesson meaningful or relevant?

Teacher: From the assessment, found a lot of positive feedback from the reflections as far as they found this like the most challenging assignment, that it was interesting to try to get all the disciplines and find those connections with their novel of choice. Also some of them were really excited about having to go and they wrote letters to senators and the Women's Rape Prevention Center and just taking the initiative to say, "I'm going to do this," right, and then submitting evidence of their letter. "I'm going to get in touch with this university professor to help me with this cycle," just whatever or something, something. I'm like, "Oh way you do that," right, and allowing them to tell me that they can do this that this is what they're going to do.

[00:10:00] I guess it allows them to stretch more because we never know where a student's comfortable ceiling may be so that they're allowing themselves to do this. "I'm going to write a letter to the senator because I want to ... We need to ..." I'm like, "Okay, yeah," right? I would rather the students did find it meaningful and relevant and maybe give themselves the sense of agency, voice, that they can do something about it now. That was good.

Interviewer: How would you like to develop this lesson in the future?

Teacher: Oh gosh, I don't know. Do I want to do this again? No, I think for sure this unit, as many of my units, needs to be tweaked. I mean I'm glad that it's one of the first that crosses different standards from the different courses and I like how the students also then can pull in knowledge, right, from their other classes as well. I think I probably will use it. I think again, more of time management skills on my part and/or time checks of some sort to make sure that we're not running out of time or everyone feels that they had their chance to be at the center of the stage to say, "Look at what I did," which I think that's what a lot of them do want. Say, "Hey, look I did this and this is so great. You should see it. Don't you agree?" I think a lot of them want that and that's a good thing, right? When a student says, "Wow, this is what I've done. You should check it out." "Yeah, okay, I'm excited." Yeah, I think I'll give this unit another round.

Interviewer: Cool, I think you should. I love the idea of ...