

Practicum Guest Lecture Reflection Fall 2009

My second teaching experience was in the practicum seminar for the ECIS licensure program. There were four students in the class, three of whom had ECE licenses already. This class was at the master's level and met face-to-face. In preparation for my guest lecture, I attended one full class session several weeks before my presentation. During my visit, I spoke with the instructor for about five minutes about what she wanted me to include in my presentation. We quickly outlined some ideas on the topic of lesson planning. She provided me with access to the class VISTA space, which contained some relevant course information such as the syllabus.

I used a KWL (K- Know, W- Want to know, L-learned) chart about lesson planning to begin my lecture. It allowed me to gather more detailed information about the students' prior knowledge about lesson planning. My intention was to use the K and W components to tailor my presentation to the identified gaps in the students' knowledge and their interests in the topic. Unfortunately, I found myself reverting to my original outline rather than tailoring my presentation as during the session.

What I gained most from this experience was that I should not over plan for adult learners (like I do for teaching young children. Down-time in presentations to adults gives time for reflection and incorporation of student ideas, as well as assuring adequate time for closure. In the future, I will prepare a concise presentation and aim to have some time left at the end for questions (at least 10 minutes).

Though I went into the class feeling confident about my topic, I found myself fumbling for words at times and losing track of my points. I realized again (as in my online class presentation) that I needed to script my presentation. I also would have liked to work with the instructor more ahead of time to get a better sense of what her expectations were for my presentation.

Video Reflection

0-11 minutes	Intro and began KWL activity	OK
~12 minutes	CF slide	Students said they knew about it, but I talked about it anyway
12:30-17 min.	Linked curricula used in their programs to CF scope and sequence	OK
17 – 22 min	Stopped CF discussion moved to presenting lesson plan templates	Derailed here, felt time pressure, did not make a smooth transition, did not intend to present templates here, rambling
22:45	EB practices vs. programs	Not really relevant, random. If I was going to include this I should have saved it for the part where we walk through the lesson planning process together

~25 – 32 min	Embedding	Not confident talking about this topic. Generally not good.
~26 min	Student question (paraphrased)- do you really have a lesson plan for the whole group, one for small groups, and some for individuals?	YES! I answered her question- then went on another tangent
~31	Embedding overview	OK?—I'd like to talk thought this with you.
32-34	Lesson Plan templates and resources slide	Skimmed over since I already sort of covered this earlier in the presentation
35-end	Literacy Lesson Plan Walk-through	OK- rushed, got the impression it was not what Sanna was looking for/expecting.