Tech Ed
ALS #2: Rally Robin

This was the first ALS I used due to thinking it was the most simple way to get started in the Bill Banks stuff. In the IED course our students utilize brainstorming sessions to solve problems. Prior to turning them loose I define the ethics and ground rules for what constitutes an effective brainstorm session. These rules are typically; to not discourage other member’s ideas, stack onto ideas, go for quantity not quality, and embrace the wild ideas. The Rally Robin fits into this activity as its nature supports these rules and quickly provides a healthy environment for students to use these rules. This by far has been the best thing I’ve learned with the ALS. It’s made things a lot easier. Easier from the perspective that it takes a lot of time to move students through the IED curriculum and we are always looking for ways to speed things up in order to cover all the material. Student’s project time is reduced by using this strategy.

German Teacher
Strategy #1: Unstructured Sorts

Date: September 27

Why: I used this technique to introduce a new group of vocabulary.
Students did a pretty good job with this task. Two of the groups put them in the categories of Feminine, Masculine and Neuter nouns. The other students figured out other ways of grouping them not only on their appearance, but according to the vocabulary’s meaning.

I have done this activity again and asked students to not group them that way, but to look for something that the words have in common according to their meaning.

This is a good way for them to identify the words they do not know in the vocabulary list so they know which words they need to study.

Math

Bill Banks-Active Learning Strategies Assignment #3

Strategy  Reciprocal Pairs  Date  September 22

How did it go?  This strategy went very well especially for the topic of solving algebraic equations in a lower level math class. Both students started with similar equations. One student would perform the steps to solving the problem while the other student had the step by step process in front of them to help the other out. Then the students would reverse the process.

What to do different next time?  This strategy worked so well that I don’t think I would change anything. I will use it again and I have even implemented reciprocal pairs in an upper level math class, still following the same guidelines as the lower level class. I believe this strategy can be used at all levels effectively, especially with mathematics.