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EDU 202

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Field Notes Ethnography

Notetaking	Notemaking
<p><u>Day 1</u></p> <ul style="list-style-type: none"> • Period 1: Mrs. Brock's 8th grade Algebra Class at Middleton middle school • November 2nd, 2010 • Mrs. Brock instructs class that the students have a warm up • Students pull out papers and algebra book • Poster on wall: "Learning is NOT a spectator sport." • Class begins talking about things not related to math; Mrs. Brock reminds students that they have a warm up. • One of the students talk about the color brightness of another students shoes • Mrs. Brock jokingly makes a comment about the shoes to the students • 8:20 – goes over warm up problems • Mrs. Brock writes on board with writing pad from desk • Class states answers in unison when asked by Mrs. Brock. (Mrs. Brock asks questions and allows students to just respond w/o raising hands) • Most students sit in seat quietly and focused attention towards front where problems are being showed • "Jason, Alli, are you catching onto this?" – Mrs. Brock 	<ul style="list-style-type: none"> • Is this part of the everyday schedule? • Appears as if Mrs. Brock believes that learning requires active participation • Students seem to have respect for her as it only takes reminding them once for them to get to work • She seems to be a lighthearted person who likes to sarcastically joke with her students • Why does she prefer to just sit at her desk and write on the smart pad instead of just going up to the front of the classroom? • Is it harder or easier for students to understand/learn with this method? • Appears to tell as opposed to ask • I like this method of allowing students to just respond out loud at once. Efficient in quickly knowing whether they have the correct answer. • Seems hard to know if everyone is understanding though, but seeing worksheet scores would provide this knowledge later • Appear to be very well behaved, focused and want to learn the material • keeps student in check and on task

- 8:50 – some students off task telling stories
- chairs are attached to desk but independent of other desk units
- Mrs. Brock looks over answers herself at her desk – works problems out loud
- Murals painted on ceiling
- drawer of calculators by Mrs. Brocks desk that students get and return calculators form
- students stay in seats until bell rings and promptly leave

Day 2

- 8:09 – “Your warm ups in green, you might want to get started on it.” – Mrs. Brock
- class comes in and goes directly to their seats
- Mrs. Brock at desk and look through cabinet
- Most students open books from under their desks and start on warm up
- 8:12 – “Where is JD.” – Mrs. Brock
- During announcements, students listen but continue to write on the paper before them
- A funny story is told on the announcements and students stop writing, look up, and laugh – halting their assignment
- 8:16 – 4 girls walk in and go to their desks
- “Alec is your warm up done.” – Mrs. Brock

- Now that it is getting close to the end of class, seems difficult to keep student 100% focused on work.
- How much class time is lost in these last couple of minutes?
- Would it be worth it to make sure students are working until the very end?
- Or is it better to allow them to become unfocused as a reward for diligently working the rest of the class period.
- Students forced to awkwardly collaborate across aisle and behind them
- I like that she double checks her work to make sure she is teaching correctly.
- Seems as if this is for students to use at will and then return at the end of the class period
- Did she specifically make this rule at the beginning of the year to “train” the students early so not to line up at door?
- Or are they just very well behaved?
- Does Mrs. Brock always have to remind students of the warm up everyday?
- seems difficult to be productive during announcements as most students are half distracted by them
- Possibly the basketball girls doing the announcement as Mrs. Brock does not make not of their tardiness
- A way of getting Alec back on task?
- Even though he is finished, he is still disrupting the students around him
- What is the best way to deal with this?

uses a loud voice that projects across the classroom

- She uses the writing pad to explain example from her desk.
- Word problems and using “and” or “or” is the main problem
- $2|x-9| + 5 \leq 6$
- “Everything not in abs value sign, you have to deal with first.”
- $6 \geq 2|x-9| + 5$
- Mrs. Brock asks for the students response and they reply with answers out loud
- “Any other issues?” – no response
- “Bryce do you want to share your issues.” – Mrs. Brock says in a joking tone.
- “Pass up worksheets.”
- When describing assignment (chapter review) for the day Mrs. Brock also says, “This is also going to be a test of following directions today. Page 245, 1, 3-6.....”
- Alec asks another random question unrelated to assignment that is about a story he is telling the students around him
- Mrs. Brock responses to Alec’s question in a laughing voice
- Poster above door reads: EXIT All who enter bring joy – some by staying, some by leaving
- While students working on Chapter review, Mrs. Brock and I circulated around the classroom.
- At one point, Mrs. Brock explained a problem at the board

Interview question, “Is there a reason you have the room set up in rows?”

- Prevents cheating/copying
- “This is how I have always done it.”
- “I like this kind of set up.”
- Explained how it is harder to help students and get around the classroom. Students are off task more and have less motivation to do their own work and copy off each other.
- It is easier to manage

her, but she is forced to talk over them

- seems to be a good problem to go over as it is tricky
- Mrs. Brock seems to know which students she can joke with
- Seems to decide it would probably be a good idea to also write the assignment on the board, which she does.
- Mrs. Brock seems to be a person who likes humor and sarcasm incorporated into her daily classroom activities.
- Students accepted me as knowing what to do and an authority figure who could be a resource to them.
- She must have realized that many students were missing the same problem and decided to explain it at the board
- Response to my question seems to show that Mrs. Brock is focused on individual work. Her classroom has a content orientation as opposed to a social orientation. Mrs. Brock’s priority appears to be in conceptual knowledge of her subject
- I agree that the classroom is easier to manage set up in rows, harder for student to collaborate though

Love
your
direct quotes!