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EDMS 4100
2nd Reflection
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What Kind of Educator Will I Be?

What I have learned: Why Become A Teacher and Different Methods To Teaching

Why Teach?

Here are "Ten Reasons to Become a Teacher", taken from
http://www.yesican.gov/publications/tenreasons/
I found all of these reasons to be inspirational and very true to why I do really want to become a teacher and go into the teaching profession.

1. To ignite the spark of curiosity in children.

2. To practice three of life's most valuable virtues: kindness, patience, and understanding.

3. To experience the joy of seeing children learn to read, write, and do arithmetic – and set them on a path to success in school and in life.

4. To share your love of learning with young minds and help students discover their potential.

5. To see the world through a child's eye while sharing your knowledge – and to learn something in return.

6. To make the same kind of difference in a child's life as your favorite teacher made in yours.

7. To help children understand the diversity of cultures and values that make our country strong and proud.

8. To serve children, your community and your country.

9. To turn your love of learning into a love of teaching.

10. To share your passion. If you like seeing a child's eye light up with understanding, you belong in the classroom.

Some Pros and Cons of Teaching

Pros	Cons
★ Expanding minds	↓ Feeling failure when you do not reach a students needs
★ Being a positive example	↓ Overwhelming the first year
★ Camaraderie with teachers	↓ Spend lots of extra time doing work at home or after school hours
★ Summer vacation, winter and spring break	↓ A lot of pressure
★ Impacting someone's life	
★ Fresh start each year	

* The list could go on forever these are just a few examples.
*The following is a quote about teaching which I really enjoyed from the article, "Excellent Educators" by Linda Kovaric:

> *"There is, nevertheless, the most important reason to stay: Every year you have a chance to fall in love again – with your students and with teaching. To remember why you decided that the classroom was where you belonged. To remember how much that one special teacher influenced your life. To remember the magic in your*

classroom when your students could do it with out you. Every day for a teacher is one of infinite challenge. No day is the same as the one before. No class is the same as the one that just left. You are not always a model of perfection and rarely everyone's favorite teacher; however, you have the time and opportunity to try to be one of the best."

"The Satisfactions of Teaching" an article by Elliot Eisner

1. Great Ideas
   - Ideas that children can chew on the rest of their life
   - Great ideas have legs ... they take you some where
2. Immortality
   - As a teacher you are a major part of a students life and they are a major part of your life
3. Performance
   - Custom job, it is unique
   - Form and content can not be divided
   - How it is taught influences the way it is learned
4. Artistry
   - Craft a performance, influence its pace, shapes rhythm and tone, so the parts merge into a coherent whole
   - Depends on the body of knowledge
   - Make things meaningful
5. Passion of Learning
   - If you have a passion for what you are doing as the teacher, the students will know and see it and be more enthusiastic for learning
6. Making A Difference
   - As a teacher you have the power to make and impact in your students lives forever

*** It is important to remember that the student is a whole person, so you must address the whole child. They have an emotional side and it is important to nurture them beyond the classroom.
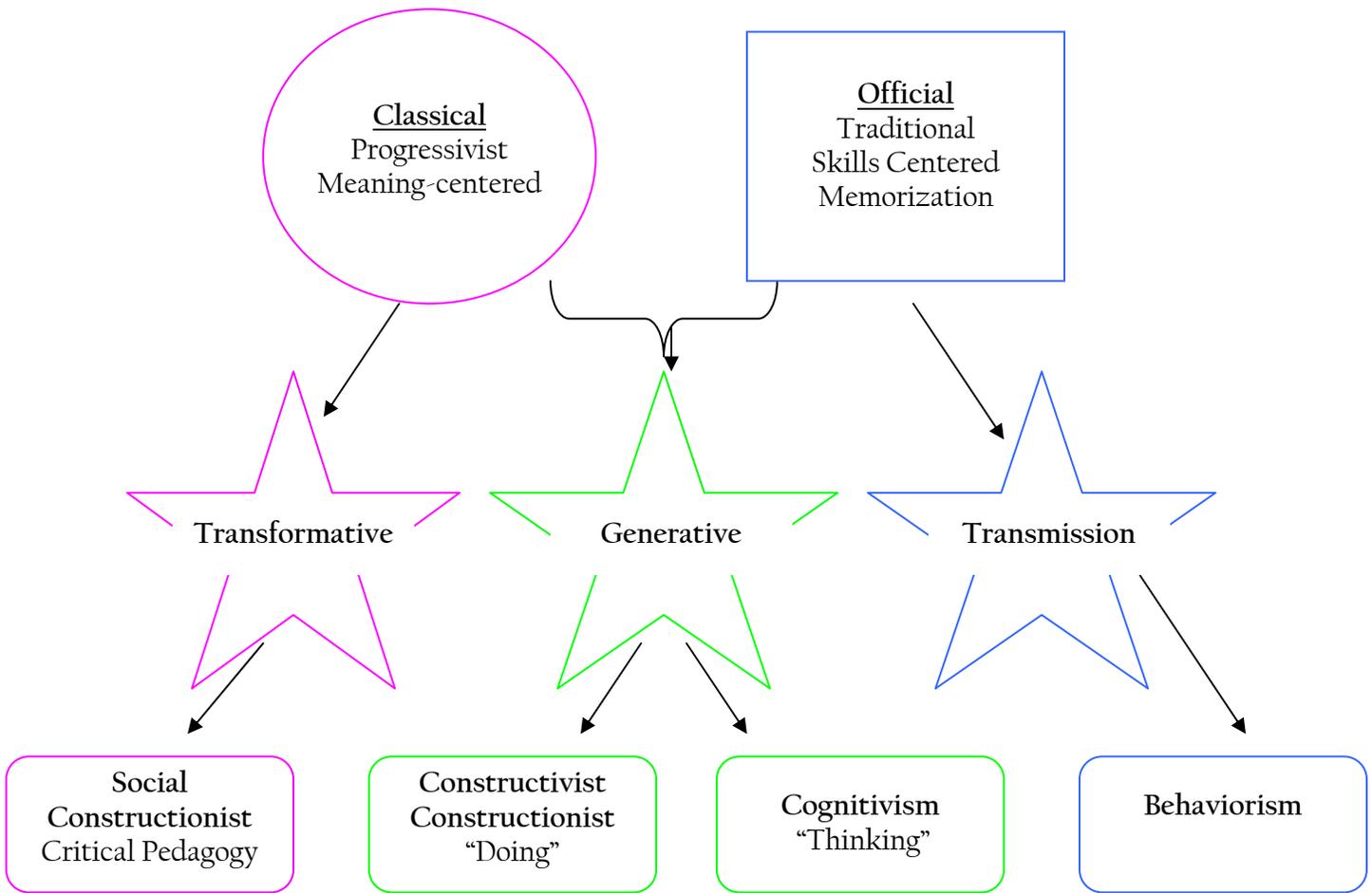*** "Not everything that is measurable matters, and not everything that matters is measurable."

History of Education in a Timeline

	2000	
Standards NCLB Scripted teaching Testing		
Cognitivism – Constructivism Social learning, interactive, more critical inquiry	Piaget	

Timeline of Education: Classical vs. Official

	1980	
OFFICAL Top down Memorization Traditional Approach		**CLASSICAL** Bottom Up Meaning and thinking
	1950	
Behaviorism Skinner Thorndike		Frankfort School of Thought · Socio-cultural Learning
	WW II	
Scientific Management Taylor Memorization Parts to whole	Vygotsky	**Progressivist** John Dewey Meaning centered Whole to parts
	1900	
	Socratic Method Plato, Socrates, Aristotle -emerged as Progressivist school of thought	

The Big Ideas of Education

Classical
Progressivist
Meaning-centered

Official
Traditional
Skills Centered
Memorization

Transformative

Generative

Transmission

Social
Constructionist
Critical Pedagogy

Constructivist
Constructionist
"Doing"

Cognitivism
"Thinking"

Behaviorism

The 5 ISM's

Student Centered	Teacher Centered
Meaning–centered	Skills-centered
Classic Theory of Learning	Official Theory of Learning
Problem solving activities	Mandated curriculum
Experiential learning	Memorization
Portfolio assessment	High stakes tests
Intrinsic rewards	Extrinsic rewards
Multiple perspectives	One right answer

	Existential ism		Essentialism
U		(flag)	

✓ Critical Pedagogy	✓ Transmission Model
✓ Creative choice	✓ Back to the Basics
✓ Based on what the child is interested in and they have the choice to choose what and how they will learn	✓ Democratic society over the individual
✓ Focuses on connections to the real world	✓ Extrinsic learning
✓ Think outside the box	✓ Behaviorism
✓ Leader: Sartre	✓ Emphasizes memorization
	✓ Leader: Bagley

	Social Reconstructivism		Perennialism
(pink ribbon) awareness		(books)	

✓ Learn though asking questions, inquiry based	✓ Some ideas are timeless
✓ Exploring outside of the classroom, changing society	✓ Traditional education
✓ Intrinsic learning	✓ Great Books
✓ Choices and challenges	✓ Good for students to learn for themselves
✓ Critical Pedagogy	✓ Understand why
✓ Learning, relearning, and unlearning.	✓ Reading, values, and morals control knowledge
✓ Teacher is there as needed	✓ Leader: Hutchins
✓ Leader: George Counts	

	Progressivism
?	

✓ Cooperative group learning
✓ Seeks to teach through accommodating a student's learning style.
✓ The teacher helps the student generate new knowledge
✓ classical approach created by John Dewey
✓ Learning is done through hands on activities, playing games, and also through the textbook.

Activity Centers

I will have to admit; the first time we did the activity centers I was not to sure about them: it was a really different way of learning for me. We live in a day and age of the Official or Traditional Approach, and this approach of using the activity centers is from the Classical Approach. As the weeks went I realized how much the activity centers were actually doing for my learning. When we were asked to write our first summary in class, I was surprised at how much I actually knew; not because I had memorized it, but because I had learned it. This is definitely one teaching strategy I hope to be able to incorporate into my classroom someday so that my students can learn, rather then memorize content. More information about activity centers can be found http://berkeley.crede.org

1. Joint Productive Activity
   ➢ Teacher and Students Producing Together
   ➢ Facilitate learning through joint productive activity among teacher and students
2. Language Development
   ➢ Developing Language Across the Curriculum
   ➢ Develop competence in the language and literacy of instruction across the curriculum
3. Contextualization
   ➢ Making Meaning: Connecting School to Student's Lives
   ➢ Connect teaching and curriculum to students' experiences and skills of home and community
4. Challenging Activities
   ➢ Teaching Complex Thinking
   ➢ Challenge students toward cognitive complexity
5. Instructional Conversation
   ➢ Teaching Through Conversation
   ➢ Teacher engages students through dialogue