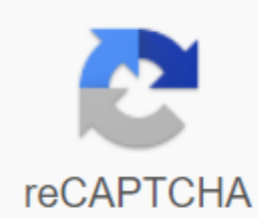


# Guest speaker reflection worksheet



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6th, 7th, 8th, 9th, 10th, 11th, 12th, Higher Education, Adult Education, HomeschoolPage 20h no! We didn't find any results for guest%20speaker%20worksheet. Check your spelling, then try again. This week Dr. Elizabeth Emondson of the Department of Education presented a lecture on misunderstandings in science at the education level and where they come from. If an elementary school student asked, Ms. Mariah, if I went to the Moon would I weigh the same thing? I would instinctively say Yes. To be honest, I wouldn't feel compelled to fix a 9-year-old. On the other hand, if I talk to a professor I'll think about the question and the answer correctly, No, we'll have the same mass, but we won't weigh the same thing on the Moon. Dr. Emondson did a great job testing our knowledge by insinuating the class with very similar detailed questions. His questions made me think excessively and lacked basic concepts in science. The problem here is that I answer different questions with different age groups. However, this is not something I develop at night. It's a sloppy vocabulary that's embedded in my mind, but I don't mean to harm it. During a video documenting students learning about photosynthesis, one of the smartest students in the class doesn't realize that carbon has mass. I think it's interesting that she feels confident in her answers even after weeks of learning about photosynthesis. But, to be honest, I'm not surprised by this misunderstanding. Science is a conceptual discipline. Most people will not understand that carbon has mass by looking at this equation:  $6 \text{ CO}_2 + 12 \text{ H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6 \text{ O}_2 + 6 \text{ H}_2\text{O}$ . How can something have mass if we can't even see it?! That's not possible, is it? I certainly didn't have an understanding of chemistry until I came to college. Most of the time these concepts are pushed aside just from simple notions of not knowing. Or take a shortcut. If something seems plausible, like invisible carbon lacking mass, why challenge your beliefs? To avoid this misunderstanding, I think it is important for students to develop a sound foundation in whatever student you will teach. A house without support will come crumbs down. Some of the causes of this misunderstanding are the use of our vocabulary; the way we use words that were once so interchangeable. In the future we can present material to avoid misunderstandings by using the reward system. Insinuating students and presenting them with exams is one thing, but what if students are rewarded for the right answer? Parents incentivize children all the time to teach them good behavior. Why not reward them in class? I think some of the causes of widespread misunderstanding come from the media. According to the television show The Flintstones, dinosaurs and cavemen lived in the same era. If we avoid depictions of or fairy tale situations in cartoons and in the media, I think this could reduce misunderstandings in science significantly. Some strategies I can use in class to demand attention from students are to call them to answer questions in class. This way everyone is involved. I think a group project and discussing our findings as a group would be a good way to demand attention as well. I think it's important to put a hand on learning. Just like baking soda, vinegar, and balloon experiments. Seeing this really puts things into perspective for me. I always refer back to that mental record; carbon actually has mass. As I said before science is conceptual. The question I have is: How can the carbon cycle and global climate change not be given prevalence in the school system? This is a major trending topic in the world. Children and even adults know it's good to recycle, but do they know why? I spoke to a friend the other day and I asked if he knew what happened to the garbage and waste after being sent to the landfill and he couldn't tell me why. He even asked me where the cigarette smoke went? After I delivered a little speech about how carbon cycled through the biosphere, my friend, a cigarette smoker decided he would start recycling in his house. Before this course, the only time I heard talk about climate change was in the news. However, even hearing about it on television and on the radio, I still don't understand its significance. That's confusing isn't it? But, misunderstandings in science can be found at any level. I think to solve this, first of all we have to start from the source of the problem ... secondary education. I surfed the internet and found an article titled, Construction Analysis of The Mental Balance Chemical Model. This article assesses 10th graders and their knowledge of chemical balance levels. One of the evolving theories is that like most scientific concepts, chemical balance has obstacle-based features that might prevent students from gaining a deep understanding of the nature of the concept. The control group and a group of experimental students were presented with a series of live chemical experiments. Students in experimental groups are guided by tutors who help put experiments into perspective for them using models, training, exploration and reflection. The control group learned from tutors who did not train students using this technique. The experimental group eventually surpassed the control group and was able to create a mental model of interaction between molecules in the micro world. Group who have no deeper understanding of chemical balance, fail to build the correct mental model on chemical balance. Chiu, M.-H., Chou, C.-C. and Liu, C.-J. (2002), Dynamic dynamic processes Conceptual change: Analysis builds a mental model of chemical balance. J. Res. Sci. Teach., 39: 688–712. doi: 10.1002/tea.10041 I think it is important to understand that students learn and think in different ways. I am a visual lean and I learn the best from firsthand experience. Were it not for the coaching, exploration, and reflection I received in my course, I would probably have failed in the question of chemical balance as did the student control group. I'll say it a third time, science is conceptual. Overall, I think it's important that students can understand a deep understanding of science and be able to articulate it to others. But as young scientists we have to lead by example and practice good habits. Today, we live in a time where science and technology are prevalent in our daily lives. So, if we continue to teach our children that dinosaurs and cavemen once lived together, we inevitably dig intact for ourselves. Yes it's a funny idea, but when do we draw a line and realize that it's rotting our brains? We learn from reflecting on experience, good and bad. Reflection Sheet is a very effective tool to use when students display unacceptable or acceptable behavior and can be used in common with the Class Rules. Sheets can be used to help correct unwanted behavior or, alternatively, to strengthen the student to follow the rules and exhibit expected and desirable behavior. When students exhibit unacceptable behavior When students do not follow school/class rules When students are on duty, display appropriate behavior, and follow school/class rules Students are told to go to the Teacher reflection center briefly explaining to students why they were sent and what behavior or rules they violated Students are drawn to reflect on their behavior and complete the Reflection Sheet, discuss it with the Teacher after completion Timer can be used Alternatives to writing may draw, talk to the microphone and record responses, or typing responses to a desk computer that is arranged separately from other students can serve as a reflection center When sending students who exhibit appropriate behavior and follow the rules, students can share with the class the behavior and expectation of what they are caught doing properly. In addition, these students can receive small gifts or stickers towards the prize. speciald.about.com. Become a Problem Solver Sheet. 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