NIPISSING UNIVERSITY

COMMUNICATION: SUMMARY OF AUDIO TAPE ANALYSIS

Name: Jennifer Goldik   **Date:** October 8, 2003
Section: Section 18   **Grade:** Grade 11 – ICE 3E
Setting: Computer Lab   **Lesson Topic:** Installing / Upgrading Computer Hardware

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ANALYSIS:	SPECIFIC EVIDENCE:	INSTRUCTOR FEEDBACK
1) Voice: **(a) Tone:** For most of the class my voice was loud enough for everyone to hear, I did mumble a couple times, but not much. I did not have any complaints from the students about not being able to hear me speak.	"Um, can anyone think of an example of an FRU…or a few examples…there should be lots out there"	
I tried to vary my tone a couple of times when I saw students not paying attention, the class was well behaved, so I did not have to yell at them to be quiet this day, many other days I did have to.	"but then they left us a full **10 Gigabytes** for all the things we're going to create this year, so I've got **tonnes** of space on my laptop."	
(b) Clarity: My voice was clear during the lecture, the students could understand what I was saying to them, and was not asked to repeat what I said because it was unclear. At one point I was looking at material in the textbook and my voice trailed off a bit, which may have made what I said unclear to the students.	"For example when I worked with Nerds On Site what we considered uh an FRU would be what we would keep in the trunk of our car." "We've dealt with this a little bit already back in the first week when we disassembled the computer and didn't quite know what you were doing, but hopefully you have a bit of an understanding now."	
(c) Modulation: I changed speed at which I was talking a couple of times to emphasize certain points. I also put an accent on certain words to make them stand out, to ensure that the students knew exactly what I was looking	"Yup RAM, things like network cards, video cards…" "Can anyone think of anything else that's **not** an FRU within the computer?"	

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for in their answer.		
2) Spoken Language: **(a) Quality:** Many times throughout this class I used slang terminology, such as referring to the class as "guys", and saying "bucks" instead of dollars.	"We're going review what you **guys** had to read after your test yesterday." "…, they're only about a hundred bucks anymore, so it's not too bad to replace."	
I also quite often paused in my speaking by using "uh" and "um".	"Um…sometimes yes, depending on the age of the computer as well."	
(b) Enunciation: I mispronounced a word at one point, but immediately corrected my pronunciation.	"…so that we can partition it, **separate separate** off the different sections of the hard drive…"	
Most of the time my enunciation was quite clear, as it needs to be when using new computer terms with the class.	"So, first question: what is an FRU?"	
(c) Level: During this class a lot of terminology is used that would be at too high a level for many students. These students know their material, and understand what we discuss in class. I also try to explain the new terms, or get students to explain as we go, so that they will understand.	"What FAT 16 does is, it's the file allocation table and it's 16 bit, so it only has so much space to store information about where your files are on the computer." "Student: a Field Replaceable Unit Jenn: Ok, so that is what the acronym stands for…"	

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3) Questioning: **(a) Phrasing:** The students would normally understand the questions the way I originally phrased them, what I was looking for was quite clear to them.	"What is an IDE device?" Student: "It's like the hard drive, CD"	
I did have to provide clarification/help with some question to help the students get the answers I was looking for.	"what is an FRU?" student: "Field Replaceable Unit" "Ok, so that is what the acronym stands for…" student: explained what an FRU is in detail	
(b) Variety: I asked a variety of questions from a short yes/no answers, to definitions, to questions that get class participation, such as a survey type of question.	"Um…what about…say a math co-processor, right on the motherboard, would that be an FRU?" "…has anyone partitioned a hard drive, do you have partitions at home?"	
(c) Level: Most of my questions were very low level knowledge or comprehension questions, though a few did get students to apply their knowledge to the use of a concept in computers.	"Ok, there's 2 IDE cables, how many devices can you connect to the two cables?" "Good, any other reasons?"	
(d) Wait Time: I did wait on a few questions, but many were answered right away. It is not uncommon or unacceptable in this class for the students to answer a question without being called upon.	"Can anyone think of anything else that's not an FRU within the computer? (pause 5 seconds)" "So how many IDE's do you normally have in a computer?" Right away: Student: "2"	
(e) Acceptance: I would address the correct answer, and let the class know that it was right, most of the time just by saying "correct" or "prefect"	"Anybody know how many pins there are on an IDE device?" Student: "40" " Awesome! You guys know your stuff. Your going to be ready to write this test."	

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4) Pacing: **(a) Lesson:** This lesson overall was paced a little bit fast than usual because I knew that the activity could take a while because of the degree of difficulty. Though I tried to slow it down a bit for the important things that students needed to pay attention to. **(b) Rate of Speech:** Throughout most of the class my speech was at a normal pace, towards the end of the class (not on the tape) I did have to speed up a bit to get everything said before the bell rang.	"To partition these hard drives, we're going to need to have FDISK, and we're going to need to have FORMAT" "For example when I worked with Nerds On Site what we considered uh an FRU would be what we would keep in the trunk of our car"	
5) Interactions with Students: **(a) Quality:** I did involve as many students as possible with a variety of abilities, and the quiet students as well. Part way through the class I stopped asking one student questions, as it was obvious he knew all the answers. **(b) Degree of Interaction**: I try to keep this class paying attention by asking a lot of questions as well as telling real life stories. When covering a lot of information form the text book they tend to not pay attention. **(c) Distribution of Attention:** I tried to ask questions of students all over the classroom, and directed the easier questions to those who I knew could not answer the more difficult ones.		

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6) Responsiveness: **(a) Gender:** Because of the numbers in the class I did call on boys more than girls, there is one girl and about 18 boys. **(b) Culture:** There are a variety of backgrounds within this class, I tried to pay equal attention to all students. **(c) Special Needs:** With this activity, there was one student who had an extensive amount of knowledge on the topic. Because of this I had him circulating around the room during the activity (as well as myself circulating) to help out other students who were having difficulties.		

REFLECTIVE SUMMARY:

From my analysis of the lesson I taped I have learned many things about the way I teach a class. My lesson is consistently paced and appropriate for all the students to follow, and I interact well with the students by asking questions as I move about the room. I ask a lot of questions to keep them interested and paying attention, but most of these are on the lower levels of Bloom's taxonomy. My voice is well pitched and clear so that the students can all hear what I am asking of them, no matter where I am in the room.

One thing that I am very good with in the classroom is keeping the students calm and quiet. I do this by having a very calm and quiet personality, which makes the students really listen to hear what I am saying. The key to having this work is that I make them want to listen by trying to make the topics as interesting as possible. I also have a good amount of life experiences in the computer and business areas outside of just school. The students really seem to be interested in hearing real life stories that relate to the material that they are learning.

I am very comfortable speaking in front of the class, I enunciate what I am saying quite clearly, and I change the tone of my voice to emphasize points. This helps the students to understand what I am saying, and what is important. I also believe that I give appropriate feedback to the students about the answers they provide in class, and answer their questions in a positive way. This is important because it helps encourage the students, and makes them feel good about interacting within the classroom.

There are, however, some things I need to work on in the classroom. I quite often use "uh" and "um" when speaking to the class, which I believe, makes me seem insecure and unacquainted with the information I am presenting. To fix this I need to become more comfortable with silence in my presentations, as well as being more prepared for the lessons. I currently feel uncomfortable with the seemingly large amounts of silence apparent while I'm presenting. I believe that I often use the "uh's" to fill the silence. I also believe that if my lesson plans are more detailed and I am better prepared for the day that there will be less periods of silence that I will feel need filling. When I return to my placement I will also get one of my stronger students to keep track of the number of times I use these words to fill space in my lecture.

The next major issue I need to work on is the grammar I use in class. I have made several grammatical errors on the tape, and if I expect my students to use proper grammar, I need to do so as well. I need to work on this daily in conversations; I believe that if I improve my daily conversational skills it will help the entire class. I also have access to many books on grammar and business communication which I am planning on re-reading to help improve the way I speak to the class; possibly even reading aloud from these books to emphasize the point in my mind.

The last major issue I need to work on is my questioning skills with the students. I currently ask a lot of questions, but they are all on the lower levels of Bloom's taxonomy. I need to try and ask questions at all levels to challenge the students. I believe the best way for me to do this is to write better questions in my lesson plans, so that the questions are there and ready for me to ask them in class. I did not have questions at all levels in my previous lesson plans because we had not covered that yet, and without forethought computer topics tend to lend them selves to asking a lot of lower level questions like definitions and such.

These problems areas in my teaching will take a while to work on. Although some of the problems can be fixed without much effort, they will all require a lot of practice.

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RUBRIC FOR SELF-EVALUATION OF COMMUNICATION PRACTICES ASSIGNMENT

STUDENT _____   **SECTION** _____

	CATEGORY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Marks
A)	**WRITTEN ANALYSIS**	(.25)	(.50)	(.75)	(1.0)	
1)	**Completeness**	Minimal responses to some questions	Few responses to all or some questions	Full responses to all criteria	Detailed and indepth responses to all criteria	
2)	**Documentation**	Specific evidence missing for many items	Some evidence provided	Specific evidence included	Specific evidence & well documented	
3)	**Organization**	Little evidence of organization	Some evidence of organization	Organized	Concisely and consistently organized	
4)	**Presentation**	Numerous errors that affect readability and presentation	Some errors that affect readability and presentation	A few minor errors	No errors, professionally presented	
						/4
	CATEGORY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MARKS
B)	**ANALYSIS AND REFLECTIVE SUMMARY**	(1-4)	(5-8)	(9-12)	(13-16)	
5)	**Analysis and Self-Evaluation**	Describes communication practices; Reflective summary missing significant aspects of communication strengths, areas for growth and action plan	Some analysis of communication practices; Reflective summary missing some aspects of communication strengths, areas for growth and action plan	Detailed analysis of communication practices; Reflective summary identifies many significant aspects of communication strengths, areas for growth and action plan	Substantial analysis of communication practices; Detailed and indepth reflective summary of communication strengths, areas for growth and action plan	
						/16
						TOTAL /20