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Exit Tickets and Reflections and Tests Oh My

The investigation of video sources for biology use is the focus of the lesson. Students will be able to determine the validity of sources they find and sort them by gradations of that validity. The hope is that students will, at the least, pause before they ingest video information sourced digitally, and, at the most, critically evaluate the digitally sourced videos, rejecting, when necessary sources they might otherwise use. The reality will most likely be that students may leave the lesson with a new perspective on how video manipulates or with a new way to counter that manipulation.

Since this is an isolated lesson and the first one I am conducting as a librarian, feedback is essential to my being able to improve my methodology in order to help students achieve media literacy. The crux of that feedback will be gained formally through the assessments below. However, a more useful assessment, that which is continual and, for seasoned teachers automatic, is the relationship created during the lesson between the teacher and the class which is dependent on the teacher's relationship with each student individually within that class. As a librarian conducting the lesson in a classroom instead of the library, and with a teacher whose style differs from mine, I will count the lesson successful if students maintain focus, are respectful, and learn at least one way validity can be measured. While I would like to see all three determiners - focus, respect, and learning - one or any combination of those I will count as success.

Since the curriculum and pedagogical requirements in this district alter almost daily, I doubt that this exact lesson will be taught again. However, the knowledge I gain about how these freshmen interact, any new language/slang I pick learn, and what they point out as engaging will carry over into future class encounters. Below are the assessments to be used during this unit.

Assessments

Student Summative Assessment

Description

Students will share their chosen videos with the class via Canvas or another application and defend their choice as illustrative of a highly valid source. They will have the option of writing or podcasting (audio recording) their reasoning.

Evidence of Outcomes Met

Evidence that students understood how to choose a valid source will be illustrated in their choice of video and their articulation of its validity. While choosing a valid source may be evidence, the true test of student achievement is in their defense of their choice. A correct defense ensures their choice is not a lucky guess.

Student Self-Assessment

Description

On a 4"x6" notecard student will individually respond to the following questions:

1. Summarize what you learned today.
2. When were you most engaged/focused in the lesson? Why?/What made it engaging for you?
3. When were you were least engaged/focused? What can you do to be more engaged?

Evidence of Outcomes Met

Though this self-assessment is for students, their answers will provide us with evidence of their knowledge regarding analyzing video validity, knowledge of what ideas stayed with them, and a look at whether those ideas correlate to their engagement level. Further, their behavior during the next lesson will illustrate whether the self-assessment in Question 3 was viewed by the student as actionable.

Assisting the Assessors in Assessing Each Other

Description

Since the biology classes average 45 students per section, this assessment will harness the formative skills every master teacher possesses in high school - continuous observation, simulation of the information gained in that observation into an assessment, and recollection of that information at a later date. My colleague and I will focus on how the other:

- includes all students
- responds to off-task behavior
- interacts with students individually and in groups
- responds to student questions
- collaborates with the other

This information will be jotted down first and then shared during our post-mortem of the lesson.

Evidence of Outcomes Met

The outcome is the conducting of an effectively engaging lesson. Evidence that this has been met will be when we discuss how the lesson was, what we observed of our interaction, and how to be better next time. If our observations align of the lesson, then we will be able to better hone the content for next time.

Self-Assessment

Description

Self-assessment will be conducted after reading the exit tickets through purposeful reflection. It has been eight years since I've taught high school students; in that interim society has altered - a higher reliance on technology, more social application, two years of isolation - which has directly impacted their demeanor. While I believe high school students of any generation share similar traits because of their cognitive and emotional development, I am cautious as to the degree to which those traits are still present. Thus, my reflection will focus on my behavior in the classroom, specifically if I responded differently than I would have in 2015. A secondary

focus will be whether the students' writings indicated that they understood the lesson to the degree I anticipated they would have. These reflections will be written.

Evidence of Outcomes Met

Evidence of this outcome will be in my written response.