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EDUC 525

Cogenerative Dialogue #2

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| Student | Description |
| “Eric” | Eric is a fairly hard-working student, but sometimes struggles in class because he is classified as having a general learning disability.  |
| “Laura” | Laura’s grades are the lowest in the class because, despite being very intelligent and hardworking when she comes to school, her very low attendance keeps her behind in her studies and keeps her from passing any of her classes. |
| “Emily” | Emily is a very likeable, nice person, but a bit of a class clown. She very much enjoys disrupting instruction whenever she has a chance. She consistently receives very low scores on her common assessments, probably due to her lack of focus in the classroom. |
| “Robert” | Robert is the top student in the class, and consistently receives the highest scores on all of the common assessments. He always has his homework turned in on time and has perfect attendance. |
| “Geoff” | Geoff is also a highly intelligent person but also very much of a class clown. He generally finishes his work much faster than anyone else in the class, so he becomes bored easily and distracts the other students constantly. |

1. “What is your favorite class at school, and tell me why”
	1. Eric: P.E. we don’t have to sit still or do worksheets and it’s a lot less boring.
	2. Laura: None of them? Ha ha. Math I guess because Mr. Fitch is nice.
	3. Emily: Math because I get to see Mr. Morris. Just kidding. Probably Math, too, because being in small groups is better than being in the classroom. You learn more.
	4. Robert: Yeah Math. It’s not as boring as the other classes because Mr. Fitch is funny and tells us stories.
	5. Geoff: Um, Science for me. Because we don’t do anything in that class so I can draw and make ninja stars and stuff.
2. “What else do you guys like about being in Math class compared to your other classes?”
	1. Eric: Yeah small groups, because it makes it easier to understand stuff. And doing worksheets is better than taking notes I guess.
	2. Laura: Mr. Fitch being nice. And it’s cool because you feel like he actually cares if you’re in class or not or if you get a good grade or not.
	3. Emily: Yeah you guys care about us I guess.
	4. Robert: Mr. Fitch isn’t mean to us or yell at us when we talk.
	5. Geoff: It’s cool because you guys challenge us sometimes and you let me draw if I’m not busy. You don’t give us work just to make us do work.
3. “What about the way he teaches Math?”
	1. Eric: He always will answer questions without getting mad at you for not getting it. And he makes sure we know why we get stuff wrong when we do.
	2. Laura: I feel like he can kind of tell when we don’t get something.
	3. Emily: He doesn’t get mad at us ever if we have questions or something. And he always explains stuff more than once.
	4. Robert: He can give us hard stuff, too.
	5. Geoff: He doesn’t tell us the answer if we get something wrong, he just gives us hints so we figure it out ourselves. And I think doing the test corrections helps us too.
4. What do you guys think is the most important thing for me to remember next year when I am teaching my own class, in order for those students to be successful?
	1. Eric: Be nice to them, and bring them lots of candy. And help them when they need help because sometimes we don’t get stuff even when we are paying attention.
	2. Laura: Don’t jump around a lot like Mr. Fitch does sometimes. It’s better when he’s teaching us and he does it really simple and tells us when he’s talking about something different.
	3. Emily: And don’t make them feel dumb! It’s embarrassing when Mr. Fitch teases me and it make me not want to talk at all in class.
	4. Robert: Make sure that you give them challenging stuff with the easy stuff. It gets boring sometimes and that’s when we don’t pay attention anymore.
	5. Geoff: And don’t do stuff that doesn’t make sense just because “I said so”. That’s the worst when teachers do that, and it makes students listen to them even less.

Participating in these co-generative dialogues has been a nice experience for me, because it has allowed me to gather student opinion, but in a close, small-group setting in which I feel students are more likely to take the process seriously. I do not think there is anything I would change about the “cogen” process in the future, because I think it is also helpful to mix up the small groups a little bit while still keeping a few of the same students for each one. I think I will enjoy using this process in my future classrooms, maybe just picking a few students whose opinions and honesty I trust, in order to gauge my classroom and evaluate how effective my teaching methods and classroom setting are.