

INTERACTIVE NOTEBOOK PROMPTS 2004

Those instances where the students were asked to reflect on the Carnegie sites are presented here in bold. All the interactive notebook prompts for the semester are included.

September 2

The big idea of the "150 ways of knowing" article is that teachers need to know their students so that they can transform their subject matter knowledge to make it accessible to them. In reviewing Claire's site this week, did you notice any evidence that she does this kind of transformation subject matter into forms accessible to students? (Comment briefly---and provide examples, if you can think of any.) How might you apply this notion of subject matter transformation (or the model of pedagogical reasoning discussed in the article) to Claire's teaching?

September 9

Adolescent identity formation/development is the process that kids go through as they find their way from childhood to adulthood. From your reading for the week, what aspects of identity formation seem most interesting or salient to you especially as you consider preparing to teach young people during this time period of their changing lives. In what ways do you think identity issues came up in the work you saw of Claire's classroom and/or Marsha's?

September 16

At this point everyone now has a placement---yahoo! So the search for your Case Study student has begun. Who are some of the students you are considering to be the student you will follow for this assignment? Why are you thinking of her/ him? Take into account the readings for this week and think about the social contexts within which the students in your class function. What do you notice about friendships in the class (and for your case study student in particular, if you have chosen someone)? How do the kids relate to the teacher? Do you hear mention of family? What do you notice as you think about your classroom that would be helpful or important for students given the question we're considering this week about adolescence: "*Who am I as I relate to those around me?*"

September 23

We've been thinking about adolescent identity issues including how kids make sense of the world around them as they grow into their adult bodies. Family, friends, and teachers all have an impact on how they see themselves in the world. What new

ideas about adolescents come to mind as you reflect back on the time you spent with your Arroyo partners? What thoughts are worthy of recording before we move from this rich experience to the next?

September 30

Our recent discussions in Ed. 347 about the role of culture in learning lead nicely into our topic for today---the role of culture in adolescent identity formation. Drawing on the readings for this week to reflect on the students in your class and how you see cultural factors influencing who they are becoming. You might consider also your Arroyo partner as you think this through---and better yet, your case study student. What are some of the cultural contexts they're in that might be influencing how they view themselves? Where and how do you see culture influencing the identities of the adolescents you are coming to know?

October 14

The readings this week help us think through the multiple worlds that our students inhabit, and how the borders between home/community and school can be rendered more passable by a thoughtful teacher who creates a classroom within which her/his students feel welcome and safe. Think about the strategy you learned from one of the Carnegie Scholars that you tried in your classroom this week or last---or the strategy you're thinking about trying out. In what ways did (or could) this strategy help you create the kind of classroom Phelan and Davidson suggest would make the "border crossing" easier for students? Comment briefly.

October 27

Over the past several weeks we've begun to think together about cognitive development and what the cognitive capabilities are of the students in your charge. For many adolescents, this is the period of life when they become formal thinkers which allows them to engage in abstract thinking and do "formal operations." As we learn from the readings, however, not all adolescents move easily, or quickly, or fully into this formal reasoning stage. What have you noticed about your case study student when it comes to how he or she thinks? What is difficult for him or her---and what cognitive strengths do you see him/her bringing to the subject matter work of your class? What aspects of the cognitive development readings have helped you most to understand your student's work?

November 4

The capacity to treat others with kindness and concern is a learned ability are the abilities to control one's frustrations and solve problems in ways that are at best supportive of the needs of others and oneself---and at least not hurtful to others

or oneself. Goleman, whom we read for today, talks about this capacity as emotional intelligence---and he advocates for our creating learning opportunities for students to build their capacity for this in schools. To get us started, write about what you have noticed about your case study student's socio-emotional development? Drawing on the ideas you take from Goleman, what are several examples of your student's capacity for such things as interacting with others in a generous manner, dealing with frustration in ways that are not hurtful, solving interpersonal or other problems, etc.? What is your assessment of your student's strengths or needs in this area?

November 11

Eccles argues that for an adolescent to move in a healthy way towards cognitive and social maturity there needs to be a "fit" between the environment of the school/classroom and the developmental level of the student. What kind of fit" do you notice your classroom for your case study student? What structures, routines, expectations, promote his/her healthy cognitive and social growth? In Eccles' terms, which ones might be getting in the way?

November 18

Let's start today's class by working to link the literature we've been reading this term in here with the Case Study students' whose busy adolescent lives we've been contemplating at the same time. Choose one of the themes you're considering for your final case study write up and identify ideas from the course readings that are relevant to your understanding of that aspect of your student's life. Does the theme have anything to do with your student's emotions, for example? Would Goleman's theory help you understand this aspect of the theme you're developing? Maybe the Wlodowski and Ginsberg's discussion of diversity and motivation might be useful as well, or Phelan and Locke-Davidson's notion of the students' multiple worlds. You can begin anywhere. The point is to try to make some links between the readings and what you've observed of one "real" adolescent's life in school.