

**Project: Write and Present Your Lesson Plan - Critical Teaching Skills for Focusing Attention: How did It Go?**

**Instructions:** After teaching a lesson or activity in which questions played an important part, take time to reflect on the effectiveness of your questions and questioning strategies. *What worked? What would you do differently next time?* You may wish to structure your reflection by using the Reflection Form below. Add items that interest you particularly for the lesson you taught.

How did it go?	Write Your Reflection Here
Did your peers appear to understand the wording of my questions?	I feel that my peers did understand the wording of my questions. What I felt that was misunderstood was the language of my body and the way in which I was presenting. Because I allowed my nervousness to get the best of my ability to present, I found that it impacted my lesson and became a distraction for my peers.
Did I ask both convergent and divergent questions? Low level and high level?	I really tried to engage with my peers with questions and my questions were personal experiences in the classroom. With having them share, I was able to build another level of understanding of the topic. I believe that I cover the convergent and divergent questions.
How did my peers respond to convergent questions? Low-level questions?	There was a moment where Robert asked the question about Bloom's Taxonomy and how remembering the first level of the taxonomy played a role in focusing attention. I tried to answer this but my response still had Robert looking confused. I needed assistance from my other peers and called on Natsumi to provide feedback from her experience as a teacher and that really helped.
How did my peers respond to divergent questions? High-level questions?	My peers responded very well to my divergent questions. I received an overwhelming response from their feedback. For the divergent question, I called on Rozelle to share because just like myself, Rozelle works outside the area of a classroom. I felt that it was important to add to the mix because the topic of focusing attention can be used outside of classroom context. Focus can be related to other working environments. By opening this up with my peers I believe it provided a deeper

	understanding of the material.
Did I use adequate wait time?	The tactic for wait time that I used is one that Professor Schrage would use during our class lectures. When she would say "I'm going to let that simmer"... I used it because it appealed to the class, and because we have been groomed to know what the phrase "simmer" means to my peers.
Did my prompting and probing techniques work?	Yes, I found that by asking questions related to their classroom experience provided additional support to my material. When asked what ways or methods used to close a lesson or activity, Regine shared the activity she uses for closing her lesson. She shared that she has her class do an activity called a graffiti wall. While Regine was sharing her experience, I began to see positive reactions from my peers, especially Taco.
Was I able to involve all students in responding rather than only calling on individuals?	My peers were engaged and involved. I did not have to call on them.
Did students react differently to questions asking for oral, written, or signaled responses? Did they seem to prefer certain response types?	When I called on them, my peers responded without hesitation.
Am I satisfied with how I matched my questions and questioning strategies with individual student needs?	Since this is my first time "teaching" a class, there were things I had missed and overlooked. I did not have problems matching my strategies with "student needs" as participants are all adults.
Did I follow the teaching events in my presentation?	Yes, the Gagne Nine Teaching events have helped in smooth delivery of presentations.