

Technology Lesson Reflection

In general, this lesson would work without the technology, but it would be dryer and less engaging. It would require me to take a different approach to classroom management, hooking the students, and providing them with images of the people in different castes. The technologies that I used were simple, but they were chosen for specific reasons and purposes. In this way, they add value to the lesson. I wanted to ground this lesson in reality, so I used technologies that are available in my student teaching placement.

This lesson addresses the UDL principles. It includes visuals and audio in the form of video clips and a PowerPoint. It also includes text. I have also provided students with the video transcript so they can see the explanation in writing as well. This provides students with a variety of ways to obtain information. Students will work as individuals, in pairs, and together as a whole class. They will discuss their ideas with pairs, and they will also use their notes to write the definition sentence(s). This lesson works for learners who need visuals and/or audio, learners who like the organization of charts, learners who like to discuss their ideas, and learners who need to have information written down. This offers students a variety of ways to take in the information and share what they know.

The technology connects with the content focus through the use of the Discovery Atlas video on the caste system. This video explains and shows the various levels of the caste system and their related occupations. Students will hear the vocabulary from a native speaker, and they will see Indian people portraying the various castes. Seeing this video prior to the short lecture on the caste system will allow students to recognize what I am saying and already have a visual in mind of what I am talking about. The Mean Girls clip will help students to recognize how seemingly rigid social systems in our own culture are very different from the caste system. Typically students have difficult time conceptualizing the difference between caste and class. Using an example that they will be able to relate to in order to show the difference will be a good use of technology to achieve content goals. These two videos will help students to see examples of continuity and change over time and cultures which is an overall curriculum goal. The PowerPoint will help me to make sure that students are understanding the lesson and learning the content when we go through the similarities, differences, characteristics, and definition together. The pyramid slide will also help me to deliver content in an understandable manner that will be easier to remember.

This was the first lesson that I taught, so I was concerned about classroom management, time management, and making sure that the students understood the content. I used technology to help me with all three of these issues. The videos allowed me to hook students in and deliver content in a short amount of time. The caste system video allowed me to deliver content to students in an engaging manner that utilized the UDL principles. The PowerPoint helped me to deliver content and manage the classroom. By putting the worksheets on the projector screen, it will minimize questions and confusion on what students should be doing. By including the pictures at the end, I will be able to focus students on the task at hand and engage them in

answering the questions. The pictures will allow students to notice immediately that we have switched to another task or example. It should also gain their attention in a positive way if they recognize some of the people.

The content, pedagogy, and technology all fit together in this lesson because I included technology with specific objectives in mind that relate to engaging the students, delivering content, making certain that students understand that content, and managing the classroom. The use of technology in this lesson was thought out and actually achieved all of the goals that I wanted it to. Each piece of technology was chosen and used for multiple reasons that worked together.

The advantage of using the Mean Girls clip as a hook is to gain students' attention. Many of them will be familiar with the movie and the specific scene in the clip. This should get the students to wonder what we will be doing in class that day and how Mean Girls will relate to the topic. The video explaining the caste system is an advantage because the video will show examples of the occupations of each caste. It will also have a native speaker pronouncing the words, so students will hear the words before they see them and they can be certain of the pronunciations. So students will hear the names of each caste and their associated occupations, learn their relative positions in society, and see examples of the occupations being performed.

The PowerPoint adds a few advantages. There is a blank slide which I will use to work with the class on the differences/similarities, etc. I will use the stylus to write students' responses on the PowerPoint (or if no stylus is able to be used, I can just stop the slide show and type in the responses). This is a section that will be gone over with the whole class, so it will be perfect to have up large on the projector screen. It makes sense to do this on the PowerPoint itself rather than bother with turning off the projector, raising the screen, and writing on the board. I would have to reverse the process to go back to the PowerPoint. Other than that section, the PowerPoint is simple and mainly used for classroom management. There are a number of worksheets used in this lesson. To speed up the process, I will hand out all the sheets in the beginning of class, but then students may become confused as to which sheet we are on. The PowerPoint will be up to show them exactly which sheet they should be working on at the time. The pyramid slide will be printed and handed out to all students, but having it up on the projector screen will be useful while I give the short lecture on the caste system. Students will be able to follow along easier as I am able to point to the different caste levels and descriptions. The end of the PowerPoint slideshow is for when we will go through the non-examples sheet as a class. By the end of class students are starting to become restless and lose motivation. The pictures will cue them to see that we are coming back together as a whole class and to see which example we are discussing. I actually taught this lesson, and the PowerPoint worked exactly as planned. It helped the students and me to stay on track. Everyone knew what they should be working on. The pyramid gave them a solid and easy visual to remember the castes. Many students even used the pyramid in a subsequent lesson as their example when my cooperating teacher asked them to draw something that would help them remember the caste system. The

end of the PowerPoint got students excited as they recognized certain faces. They were willing to read the examples aloud and share their answers, more so than during parts of the lesson which did not have pictures.

These technologies are simple and available. I wanted to be realistic and use what is actually available in the school that I will be student teaching in. The PowerPoint is perhaps overly simple, but it is not meant to be the heart of the lesson. It is meant to be a tool to help the students focus and to keep myself on track. The videos were meant to excite students, hook them in, and provide them with visuals and audio other than just the lecture. The technology is straight forward, but it fit into my lesson well, worked properly, and accomplished exactly what I wanted it to.