Analysis of Learners

Entry behaviors:

The learners would need to be able to successfully create a bar graph with the data. Since I knew some students would need help in correctly graphing their results, I had the students work in groups. Working independently at this stage would limit certain students in my class in being able to correctly represent their findings in a bar graph.

My learners will need to know how to record a stable video using a Sony handheld camcorder. They will also need to demonstrate mastery (at least 90% accuracy) in knowing how to multiply three digits by one digit, four digits by one digit, how to do long division without remainders, and how to do long division with remainders.

Prior knowledge of topic area*:*

Multiplication and division were initially taught in third grade.

Attitudes toward content:

I make learning fun and interactive in my classroom, therefore my learners have a positive attitude towards the content.

Attitudes towards the delivery system*:*

My learners are excited they get to create instructional videos like the ones I provide for them; they are essentially teachers-in-training.

Academic motivation (ARCS):

A – I love having active participation in my class. My students are used to a "get up and do it" environment that involves group work. I also put music and we have established a positive environment in my class. Overall the attention is great.

R – My students have previously been taught multiplication and division since it is a TEK they were taught in third grade and it is a skill that can be applied in real world scenarios. It is relevant to them since they themselves get to create instructional videos.

C – "It's OK to make mistakes 😊" is a sign I have on my class. Fostering a supporting environment is crucial to the success of my class. Having my learners peer tutor other leaners is beneficial to my learners who are new to the country, are in RTI, or have been diagnosed as ID. All my learners feel successful through a successful implementation of cooperative grouping.

S – The students were rewarded with "classroom points" upon completion of their work. My students have a sense of satisfaction, as they know they are also working towards another goal, which is to get the most classroom points (which we display in a bar graph). The students receive intrinsic and extrinsic satisfaction.

Education and ability levels:

I have a wide range of learners with varied instructional backgrounds and different cognitive abilities. There are some learners that are new to the country and haven't been exposed to multiplication or division as extensively as the learners who were at the same school last year. I also have students that quickly and effectively grasped the concept of multiplication and division that they themselves can peer tutor other learners in the classroom.

General learning preferences*:*

My classroom adapts to me. I love to "get up and do it," so the learners in my class have the freedom to do so as well. I feel blessed to have achieved great things with my learners, so I strongly believe my learners love to be active participants in my class, rather than just passing by.

Attitudes toward class, group, or organization:

The learners love my class (I have many drawings my learners have made that say, "Best teacher in the world" to support my statement), and since the learners are grouped both homogenously and heterogeneously depending on the task, my learners are quite familiar and pleased to work with one another.

Group characteristics:

53 students in total, but the "Pink Group" in my advanced math class was chosen (four learners). All my learners have worked both homogenously and heterogeneously. The overall impression I have for this and any group is: *I've seen many wonderful, unexplained, fascinating, and intriguing things in the classroom setting, and the use of technology amplifies the risk taking but yields greater rewards.*

What data sources did you use for your responses to the previous questions?

It is a TEK that hasn't been performing too well based on the data gathered in a prior assessment.

What implications do these answers in your learner analysis have for the way you design your instruction?

The way I design the instruction in my classroom is a success. The learners who are expected to do well on multiplication and division assessments do well, but I have a varied range of learners with different academic backgrounds, and I since my learners are used to working with each other daily, I knew that having learners peer tutor each other would be a great strategy to implement in my classroom.