

Learning Environment & Situational Factors to Consider

1. Specific Context of the Teaching/Learning Situation

How many students are in the class? Is the course primary, secondary, undergraduate, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, blended, flipped or in a classroom or lab? What physical elements of the learning environment will affect the class? What technology, networking and access issues will affect the class?

Roughly 20 students are in the class. The course is primary. It will be a Kindergarten math lesson/unit(s). Class meetings are five times a week. The duration of the meetings will be 120 minutes. The course will be delivered in a live blended learning classroom. The physical elements of the learning environment that will affect the class are a three station rotation blended learning setup. Three groups with roughly six to seven students in each group. Technology station, teacher small group and play based/hands on learning station will be the station setup. Technology issues are that there are only four iPads per class room which means I will have to incorporate the students on Chromebooks or iPads will have to be shared. Because of the timing of this, technology for our classroom may not have been passed out yet. I will have to reorganize my setup until technology is passed out if that is the case.

2. General Context of the Learning Situation

What learning expectations are placed on this course or curriculum by: the school, district, university, college and/or department? the profession? society?

Number grades will be required throughout the course. Math TEKS will have to be followed. The general overview is that students will have to be able to independently read, write and represent numbers 0-20 in multiple ways. Rote count from 0-100 beginning from any number. Apply the knowledge and skills of numbers 0-10 using sums and minuends up to 10.

3. Nature of the Subject

Is this subject primarily theoretical, practical, or a combination? Is the subject primarily convergent or divergent? Are there important changes or controversies occurring within the field?

The subject is practical. The subject is also primarily divergent because there are different ways to represent numbers (ten-frames, counting bears, dominos, number

words, etc.). I feel that the controversy within this subject and grade level is that learners at this age are “too little” to understand addition and subtraction. Aside from it being required by the state, learners at this age are sponges and have capability of applying this knowledge once a solid foundation of numbers is established.

4. Characteristics of the Learners

What is the life situation of the learners (e.g., socio-economic, cultural, personal, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals and expectations?

A large majority of the learners are low socio-economic. Family involvement is minimal. There is usually no reinforcement of the material at home. Prior knowledge is also minimal. Although some have been through our HeadStart program, their focus was social emotional which means their exposure to the classroom material is usually minimal as well. Most students will know numbers 0-5 pretty fluently, but application of those numbers and representing those numbers in a variety of ways is usually where struggle occurs. Because math is tactile and kinesthetic most learners enjoy this subject, typically boys more so than girls. As described earlier, the learning goals are for learners to read, write and represent numbers 0-20 in a variety of ways. Addition and subtraction using sums and minuends up to 10. Rote count to 100 starting from any given number.

5. Characteristics of the Teacher

What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?

The teacher believes she is the facilitator rather than provider. The teacher wants to provide her learners with a learning environment where they can apply the skills they have acquired and use them in relevant, real world, authentic learning opportunities. The teacher enjoys math and that spark is shared by the learners as well. The teacher understands that the environment that the learners come from sometimes plays a factor in their learning. Her hope is that engagement and involvement in their own learning will deter bad behavior. The teacher is very familiar with the subject. One of the teacher's strengths in teaching is allowing learners to recognize their mistakes and letting them navigate through that struggle before giving an answer.