

# Field Experience Protocol

Educational Psychology 9:30

Amanda Dennis

## Field Experience Protocol

Name of tutor Amanda Dennis, Educ 235, hour 9:30 AM

Name of Cooperating Teacher/Supervisor Kristen Horrell

Summary of Dates Attended: Feb 13, 15, 22, 27

March: 1, 6, 8, 13, 15, 27, 29

April: 10, 12, 17, 19, 24, 26

May: 1, 3

### **Description of Tutoring:**

The first goal of each tutoring session was to get the student's homework completed. Each day my students would have a worksheet called "Kids News." The worksheet contained sentences that the class had written for the day. They would then have to circle certain letter and words throughout the document. This helped with letter identification as well as their popcorn words. Afterwards, we spent a lot of time reinforcing basic skills that they had trouble with. We focused most of our attention on numbers as well as the alphabet. I would have them write the numbers one through twenty-five, gradually building to higher numbers once they could do it with more ease. We also worked on addition flash cards with the aide of blocks. With letter we took a more relaxed approach. As tutoring sessions went on I realized that they both loved to draw on the board, so I then allowed them to draw pictures, but they had to write the first letter of the object and tell me the sound it made. There were also sessions where we worked on time to the hour. I made a huge clock on the floor and after I stated a time they would use their body as the hands (their hands being the little hand and their feet being the big hand). They had a ton of fun with this. Lastly, we spent some time working with money. They had to know the value of a penny, nickel, dime, and quarter. We reinforced their values by rhymes, such as: nickel, nickel thick and fat your worth five cents, I know that!

I feel that my students have learned the values of money, as well as, their appearance. The one student can now successfully write to twenty-five on his own, when before he could only write to eleven. The other student now better understands time, and they both have learned addition with the aide of blocks. If I could change anything from the sessions it would be to only have one student. I had two students with very different learning needs and I would find myself focusing more on ones needs than the others. It was hard to divide myself between them when I could see the one struggling so much more than the other.

### **What did you learn from this session?**

From this experience I learned that students have very different learning styles. Not all children learn the same way and it is hard to meet each child's needs in every lesson. I have also learned how important classroom management will be as a teacher. I had some discipline problems throughout the sessions and I really did not how to handle them. I would tell the supervisor and I emailed the teacher, but during the sessions there were times when I felt like I did not have any control.

**Summary:**

As a result of my tutoring experience I learned that only one stage of Bloom's taxonomy was used which is knowledge. Bloom identified six stages that include: knowledge, comprehension, application, analysis, and evaluation.

Howard Gardner proposed the theory of multiple intelligences. I feel that throughout our sessions most intelligences were used. Linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical and interpersonal were all applied to most sessions.

Brofenbrenner described the ripple effect. The children's behavior during the tutoring session would often have a ripple effect. They would sometimes misbehave leading me to report their behavior to the supervisor where she would then contact their teacher.

My students struggled with Erikson's theory of industry vs. inferiority. In this stage children are to develop a capacity of industry while avoiding an excessive sense of inferiority. Children must tame the imagination and dedicate themselves to learning, which is something that both my children struggled with.

Maslow created the hierarchy of needs, which states that a child must have the base needs met before they can achieve self actualization. There were many instances where my children's physiological needs such as hunger were not met which made it hard for them to focus.

Piaget believed in four stages of cognitive development. My children were on the verge of transferring from the preoperational stage, in which their motor skills are acquired, to the concrete operational stage, in which children think logically about concrete events.

Kohlberg introduced stages of moral development. My students were only kindergarteners, therefore they are still learning and developing to a great extent. Their moral values are still being shaped.