

Field Report #2 Directions: Cognitive/Language Development Dr. Ferguson

Instructions: You may complete this assignment alone or with your partner. If you complete it with a partner you will share the grade for this report. Each of you must attach the notes you took during the observation. Be sure to put both partners' names on the report when you turn it in. I will assume that you both worked on all parts of this report. Because of the opportunity for collaboration, I expect a high quality of ideas, evidence, and writing. If you do not have a partner to work with, you must have at least one EDUC 210 classmate give you feedback on your report. This report must be based on three hours of classroom observations.

Paper length: 2 pages maximum (excluding the reflective analysis), double-spaced, 12 point font, 1 inch margins. Your report should address the following and should include each topic below, with each section labeled.

1. Description. In one paragraph describe the class(es) you visited - include the school, teacher, grade, etc., and give a brief overview of activities observed. KEEP THIS SECTION VERY BRIEF AND TO THE POINT.

2. Cognitive Development Characteristics. IN ONE PARAGRAPH: Describe EVIDENCE examples of students' cognitive development. You might provide an example of a student's response to questions or look at samples of their work. The examples should be included only to illustrate and support the analysis statements you make about your observations. Analyze students' thinking from Piagetian and Vygotskian perspectives.

3. Language Development Characteristics. IN ONE PARAGRAPH: analyze overall language development by providing EVIDENCE examples of students' language that illustrate and support broader analysis statements. For example, you might include answers that students give to questions, examples of students' humor, or look at written samples of their work. Compare the cognitive and language development of students. Provide actual details from your observation when you talk about such concepts as articulation, syntax, semantics, etc.

4. Individual activity. IN ONE PARAGRAPH: Do one of the cognitive/language activities if possible when you do this observation. In order to do the activity, make sure you check with the teacher first. Attach any notes from the activity to your observation notes when you hand them in. Include your conclusions in the appropriate section above. If you are collaborating with a peer on this observation, you might each try an activity with a different student (hopefully with the students you will use for your case study). In this section, briefly describe what you did and spend most of

the paragraph explaining what the activity tells you about the students' cognitive or language development.

5. Reflective analysis. In this section, include three parts. What? Describe one thing that stood out to you from your observation that relates to **cognitive or language development**. Include your thoughts and reactions to this thing in some detail. So What? Again in some detail, describe why what you discuss in the What? section might be important. What might it say about your own attitudes and thinking? How might it be important to good teaching? Does it suggest any problems or strengths of your own or in teaching that you want to remember? Now what? In this part, describe how you can use what you describe and analyze in the what, and so what sections in your future. You could write about something you want to remember in the future, give yourself a goal related to your professional future, or describe something you want to do in your classroom in the future. (This is the implications section.) AS WITH OTHER SECTIONS, WORK TO MAKE THIS SECTION ONE PARAGRAPH IN LENGTH.