

14/05/2024 - Year 8 STEM class.

Some students struggled with the flow chart method used in the lesson. Their feedback was that they would have preferred to have skipped the flow chart method and proceeded to solving the equation without the flowchart.

In future, I will consider the class context and may present the two methods together as alternatives from which students may choose their preferred method, rather than teaching the methods sequentially.

(APST 3.6)

In my first practicum I taught a very engaged group of Year 8 STEM students introductory algebra. From this teaching experience, I learned how important it was to be flexible with the learning approach you take and be willing to pivot, which I should have done sooner, if students are struggling with a certain strategy or approach. I learned that sometimes it is better to teach multiple strategies to students and enable them to choose the approach that makes most sense to them (APST3.6).