

Mindy Perry

I felt that I organized my instruction based on the objectives and goals that I was trying to accomplish. By starting the presentation with a few power point slides, I was able to introduce myself, explain to the class of middle school students what we were covering in the entire 50 minute period, why we were learning the lesson, and obtain a quick base level of knowledge about the student's familiarity with the public library's online catalog. I appreciate in my life knowing what is expected of me, so it is important that children know what is expected of them, in order to put the fear of the unknown to rest. Students will then concentrate on the lesson instead of what might come next. After the power point presentation, I went directly to the online catalog. I had 2 tabs with the public library's URL already up; one for me to log into my account, and the other to perform searches where the students could model my behavior. When I practiced the lesson, I found not having both tabs was clunky and caused problems, so I looked for a solution. After the initial instruction and no one had questions, I had the class start the scavenger hunt. I prepared for the possibility that I may have needed a minute or two extra if no one asked any questions.

I felt that my instruction met my objections. The students were able to perform a variety of searches, request a book, and understand their home page. I believe that I effectively delivered my instruction while maintaining engagement from the students. I used eye contact, pointed to the screen a few times, and walked around the room instructing students one-on-one if need be. Next time I give this lesson, I would try to get the 'students' to participate more in answering

my questions. I understand it was different because my real audience was grad school students and my intended audience was middle school students.