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EDUC 450

Narrative

If I’ve learned anything from this past semester, it’s been the ability to understand how different styles of teaching can be approached and how it really relies on the students’ drive towards overall doing work. The assignments, however exciting, may generate discussion and what appears to be brainstorming, but then the next day they aren’t doing anything. In other cases, students will just run with things.

As a future teacher, it is my aim to ensure all of my students are involved and invested in what they’ll get out of the projects I develop. With that mentality, though, I fear that I will push too hard for all students to be involved and there are cases where others will just flat out not put effort in or have more interest in playing online games. I can try my best to guide them back to the assignment and ask if there’s anything I could do for them, but when all is said and done, I see more benefits in helping those that want to learn.

This does not mean I’ll flat abandon or ostracize the student that’s struggling or refusing to put in effort. I’ll make sure they have all the tools they need should they put the effort in. While I’m waiting to see that effort, I want to make sure that Jack Daul is getting the support they need because they have a dream to become an animator or artist. I’d rather put my own effort into helping those willing to put their effort in as well. Just as the age old analogy goes—you can lead a horse to water, but you can’t make them drink.

Aside from the tough view on students’ effort, I saw that it’s not always them refusing to work. In some cases, their home life makes it hard to concentrate, focus, and put energy into their daily classes. That’s where it’ll be important to develop those teacher-student relationships so that we can help them in ways that count. Rather than just treating them as a lazy student or one that doesn’t put forth effort, I want to make sure they are understood above anything else. I’ve had that moment in schooling where I was forgotten for a year and a half when I was meant to be in the Gifted & Talented program. A student needs the tools to succeed even if it’s just a small hello in the morning.

Out of everything, alongside strategies, ideas, and other things, this is what I’ve taken away from this experience. I have heard the stories of students who struggled and for some it was not wanting to put forth effort. Others were for different reasons, but they all were given those opportunities to succeed and they eventually took them. I don’t want to force the effort, but I won’t wait around while others are working hard and want help right away. When the student is ready, I will be there to help them along just like I will for others that are willing to put in the work and effort because it can’t just be a one-sided exchange—it must be an equivalent exchange where things are created and things are destroyed.