**Analytic Memo 1**

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**Week 1 - 9/10 – 9/14**

**Field Notes:**

* Students were disappointed when they realized they were still going to be learning math
  + This was the first day of the blog. Given their lack of knowledge using blogs and that many of my math support students have had negative experiences in math, I didn’t expect them to display increased excitement. My hope is that as they familiarize themselves with the blog they will see how it can help them learn and will eventually be motivated to participate in the blog.
* Many of the students are reading below their age level and struggle to read the discussion post on their own. I ended up reading it out loud to the class.
  + Could potentially impact their ability to read and comment on their peers’ posts next week.
* 8 out of 9 students were on task the entire time
* Students struggled to think outside the box (in order to answer the question).
  + Math support students have difficulty with mathematical concepts. The goal is that the blog will build their skills in explaining and reasoning.
* Worried about spelling and grammar when they realized their peers would be reading their writing
  + This is backed by research

1. **What data did you collect this week?**

This week the students took the *Technology Knowledge Survey*, the *Pre-Study Student Survey*, and wrote a post to the first discussion question. During the discussion post I wrote down field observations and filled out the *Teacher observation Form* to record student motivation during the study.

1. **Review the qualitative data that you collected this week. List five to ten words (potential codes) that come to mind as a result of this data. Write a short (one or two sentences) explanation for each word explaining why you chose to include this word.**

* Low Reading Level - Reading level may affect their ability to understand writing prompts or peer comments which may also affect the quality of their writing
* Lack of Blogging Experience – Not understanding the purpose of a blog.
* Authentic Audience – Students are conscious of what they put on the blog because they know their peers will be reading it.
* Reasoning Ability – student blog posts will show if their explanatory and reasoning skill are improving over the course of the 6 week study.
* Difficulty of Questions – students may struggle to explain their thinking if they are having difficulty thinking outside of the box. The questions may be too difficult.

1. **In a table, share the quantitative data that you collected this week. This data should not be individual according to student – but should be presented in the form of averages or percentages. Write a short explanation (one or two sentences) of what you think this data means in terms of your research question (s).**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Technology Knowledge Survey* | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree |
| **I like using technology in the classroom.** | 7 | 2 |  |  |  |
| **I have used a Chromebook in the past year** | 8 |  |  | 1 |  |
| **I have used Google Classroom before.** | 7 | 2 |  |  |  |
| **I know what a blog is** | 2 | 2 | 3 | 2 |  |
| **I have written a blog post before.** |  | 1 |  | 4 | 4 |
| **Blogging in math can help me learn** | 1 | 1 | 6 | 1 |  |

The results from the *Technology Knowledge Survey* show that all students have used a Chromebook and are experienced in using Google Blogger. Supporting evidence was also found during field observations. All students successfully signed into the Chromebook and knew how to access their email account without teacher assistance. However, results from the survey also show that students are not experienced in using blogs. Only 4 out of 9 students agreed to having knowledge of what a blog is and only 1 student has written a blog post in the past. 6 out of the 9 students neither agreed or disagreed that blogging would help them learn math. Given their lack of knowledge and experience using blogs, it is understandable that the students would be unsure if blogs could help them learn.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Pre-Study Survey* | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree |
| **I enjoy learning math** | 3 |  | 3 | 3 |  |
| **I struggle to learn math** | 1 | 4 |  | 3 | 1 |
| **I am motivated to get good grades in math** | 3 | 3 | 3 |  |  |
| **I always give it my best effort in math class** | 5 | 3 | 1 |  |  |
| **I learn best in math when** | I work in a group, help from teachers, help from peers | | | | |
| **The most difficult part of math for me is** | When its not explained well, word problems, problem solving | | | | |
| **My peers help me learn** | 2 | 3 | 3 |  | 1 |
| **Its easy for me to explain my thinking in math** | 2 | 2 | 2 | 2 | 1 |
| **I feel confident in my mathematical abilities** | 2 | 3 | 1 | 1 | 2 |

The results from the *Pre-Study Survey* display mixed results among the 9 students surveyed. Generally, students believe that they are motived to learn and give their best effort in math class. This information will be useful when compared to the mid-study survey next week.

1. **Write at least one paragraph (it could be more if you like) reflecting on your experience of the week in terms of both student performance and your own practice.**

I think that week 1 went okay. The students access Google Blogger without any issues and were on task and engaged when blogging. After reading some of their blog posts I am worried that their writing skills may impact their ability to effectively explain their thinking. My hope is that students will expand their thinking and must further explain their post when they receive comments/questions from peer comments. This will spark conversation that will support and strengthen their explanatory skills.

I also think I need to spend some time further explaining blog is. Although they understand what the study is about, I think they are unsure of why a blog might be beneficial and what it is intended to do. Understanding the purpose of writing a blog will hopefully strengthen their ability to explain their thinking. Something I noticed was that when students found out their peers would be reading what they wrote they went back and carefully scanned what they wrote. This is backed by research in Chapter 2 stating that students’ quality of writing becomes better when they know their peers will read it.

1. **Write a few sentences (it could be more if you like) outlining the way that this week’s memo is different from last week’s memo.**