

JEP REFLECTIVE QUESTIONS

*Art Smart
PA: Debbie
FALL 2011*

These JEP Reflective Questions are designed to help you reflect upon your experiences as a member of a mini-team so that you can make the most of your community teaching experiences. Throughout the course of the semester, you will observe and participate in the daily activities of those you meet at your JEP site, and you will write about your experiences on a regular basis. These JEP Reflective Questions are designed to help you focus your observations and critically reflect on your experiences in relation to what you are learning about in your USC course.

REFLECTIVE QUESTIONS HINTS:

1. **Read the questions first.** Reading the question before you go to your JEP site is required in order to answer many RQs and having the questions on your mind will when at your site will help focus your observations and improve your response to all RQS.
2. **Write as soon as possible.** As soon as possible after leaving your site, sketch out your answer to that week's RQ. Even just taking a few notes with some difficult moments, things that surprised you or highlights will make writing later much easier and will provide the examples and observations you need to write an outstanding journal.
3. **Proof your work.** Like any college-level writing assignment, proof your work to make sure the writing is clear, error-free, and that you answer the question at hand.
4. **Read and respond to your PA's comments.** The questions are related to and build upon one other. So refer back to previous responses and to take seriously your PA's feedback each week and respond to the feedback by following the PAs suggestions.
5. **Be respectful.** Show your respect by being mindful of the limits of your experience and knowledge. Avoid generalizations and psychological explanations of behavior; in other words, do not make arguments that assume you know how someone else thinks or feels or use these assumptions to explain the way people act or their circumstances.
6. **Use examples.** Focus on writing detailed and concrete accounts of people, social settings and conversations (including direct quotes, when possible). Never make claims without evidence or examples!

YOUR ESSAY ASSIGNMENTS

The core parts of each assignment (which you need to focus on) are highlighted in **bold**. Use the additional questions to guide/supplement your answer. Please refer to the PA agreement you received in training for instructions regarding journal due dates and format requirements.

ESSAY ONE - “Pre-reflection” (1 page, due: 9/26)

Please respond to one of the following prompts. Question #2 is for returning students only.

#1: Over the next eight-weeks you will be taking your college education outside of the walls of the University. Based on what you know about JEP and what you know about your site, what do you imagine your JEP experience will be like? Make sure to explain why you think what you think and use examples from your experiences at USC and in the community to explain yourself. Make your imagined vision of your JEP experience specific by addressing these two questions: **Ideally, what would you like to learn from your experiences in JEP? When you think about JEP, what makes you the most nervous or concerned?**

#2: Think back to your last experience in JEP and think about how you can take what you've learned about JEP, USC and the surrounding neighborhood (or the organization or school you worked with) and improve your experience this time around. **Now that you know something about JEP, what do you hope to learn from doing JEP again? What was the biggest obstacle you faced in your last JEP experience and how will you address that issue this time?** Make sure to use clear and detailed examples from your last JEP experience to explain your reasoning.

ESSAY TWO: Your Team (1.5-2 pages, due: 10/17)

Describe your impressions of your mini-course team. How well are you gelling as a team? What strengths do you think each member brings to the table? What weaknesses are you concerned about, if any? How do you think about your own role in the team? **That is, what strengths and weaknesses do you bring and what skills would you like to develop?**

ESSAY THREE: Your K-12 Education (1-1.5 pages, due: 10/31)

Compare and contrast your experiences at your JEP site with your own K-12 education. How is the JEP school, its facilities, its approach to education and teaching, etc., similar to or different from what it was like at your school? What are some of the unique strengths of the students, from your perspective? What are the challenges facing the students? **Think back to any experiences you may have had learning about art and art history in K-12 settings. Were you exposed to the same kinds of material that you are presenting the students? If so, what was the impact of these experiences?**

ESSAY FOUR: Your Lessons (1-1.5 pages, due: 11/14)

Identify one lesson plan that worked really well and one activity that was less successful. What made the lessons more or less successful? How are you translating complex concepts from art history to make them engaging and interesting to elementary school students? How are the students – and teacher – responding to your efforts?

ESSAY FIVE: Final Reflections (1.5 to 2 pages, due: 11/21)

Reflect on the last eight weeks and compose a summary of what you have learned from your experiences. What kinds of things do you think the children learned from your mini-course? What did you learn in the process of teaching them (about teaching, about the subject matter, about the community, about yourself, etc.)? **How have your experiences shaped your plans for the future of the Art Smart program?** Have you achieved, modified or given up on any of the goals and expectations you set at the beginning of the semester? Describe any special highlights from your experiences this semester.