

After completing this course I feel that I have developed a better set of resources, activity ideas and potential lesson plans in order to make my science teaching more engaging for students. In particular, the ability to show students the excitement behind science is definitely something I am going to take with me in the hope that it helps with motivation as well as making learning memorable and enjoyable. In addition, I feel that this course has helped me develop new ideas to help get students thinking like scientists, in terms of developing and testing hypotheses. This was especially seen through the freedom of Science Olympics and it challenged me to use the knowledge I had obtained throughout my education to successfully complete the various challenges. Furthermore, I felt that Science Olympics reminded me of the importance of science and how prevalent science is in our everyday lives. Other activities completed in class and as assignments also supported the view that science is all around us and some of this I plan to take with me and have my students reach the same realization. In particular, I felt that the Science Around Me assignment revealed a lot about our prior knowledge and interest pertaining to science. Although initially it was difficult to come up with a project idea due to the freedom in requirements the assignment was well done by all. I could even see myself using the assignment as a pre-assessment at the beginning of the year to inform my teaching of students' prior knowledge, learning styles, and interests.

Having a background in middle/high school science teaching I found the course helpful in determining students' backgrounds with science and some of the activities that they may have been exposed to as well as how scientific ideas are discussed. The main difference I noticed was a decreased focus on scientific terms in the elementary years. From my experience, terminology is very much the focus in upper year science and learning science is sometimes compared to learning a new language for this reason. Another difference would be that there seems to be a little bit more freedom in how scientific ideas are explored in elementary, where as in high school students' abilities to meet the outcomes is emphasized. Finally, I would say that in elementary the idea of engagement with scientific ideas is necessary in order to keep students focused; however, in the older grades engagement is encouraged but not expected.

Completing the course after having done the final practicum I found the 5E lesson plan less beneficial. With that being said I did enjoy using the 5E format and would be willing to try using it when planning my lessons in the future. Also writing a lesson plan for younger students, as I chose to do mine for grade 4 students, gave me insight into the struggles that elementary teachers face in terms of changing activities often enough during a lesson in order to keep students focused. Additionally, I found the lesson I created fun in the end and this would be something that I would aim to do with science lessons in the future, including those at the secondary level. I also didn't find the science portfolio to be all that beneficial since it seemed to be more like a compilation of documents that we either already had or could easily obtain online. It will be nice to have everything in one place moving forward, although I am not entirely convinced that the documents I included would be documents I would use since it is hard to say where and what I will be teaching. I enjoyed the field trips and felt that they helped us to become knowledgeable about the science opportunities for our students. For the future I would spread them out over the term so that we could use knowledge and photos from the trips in our assignments.