SHADOW A STUDENT FOR ONE DAY

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**Abstract**

 In this article, I tried to get an overall picture of a student's day. I mentioned my observations about a student, Altuğ Gemalmaz. He was an 11th grade student in class 11 C, in the Özel Bilkent High School. I listed the main activities of each lesson the student did. That is, I accounted how much time the student spent to sit and listen to the teacher, to interact with the teacher or to work with other students or work alone. Moreover, I mentioned about the student's impressions of the day and his study habits or learning strategies both in school or at home. Finally, I added my own impressions of a student's day.

*Key Words:*Student, student's day, impressions

**Introduction**

The purpose of this article was to express my observation about how a student spend his time at school. I was a shadow of a student whose name was Altuğ Gemalmaz. He was 11th grade student. He was a smart and sober-minded student. I listed the lessons attended by the student during the day. I tried to get a picture of how much time the student spent for each part of the lesson.

**A Student's Day**

**In Geometry Lesson**

 Altuğ's first lesson was geometry with the teacher Ece Biçer. The student was sitting on the first chair of the top of the class. The lesson started at 8.30 am. The topic of the lesson was analytical geometry. The student spent ten minutes for preparing, sitting and listening the teacher. In the next ten minutes, teacher used visual aids and student was doing practical work by using worksheets. Altuğ was listening to the teacher's explanation and he was interacting with the teacher. In between 8.50 and 9.05 am, student was working alone and solving the problems on his textbook. He used two minutes for each problem. Then, when teacher was questioning some students to solve the problems on the board, Altuğ continued to solve his problems on his textbook. He did not wait for listening his friend's solution because he had already solved the problem. Yet he controlled if the answer he did was right. In the meantime, Altuğ asked the points not understood to his teacher one by one. Teacher did not like his writing style and warned him then he changed it. In the 10 minutes left to the lesson, the teacher demonstrated the solution method of the area of the quadrilateral by interacting the students. Altuğ answered teacher's questions related this topic simultaneously. He also asked question. His question was that if I did like this, would it be true. And the lesson ended at 9.10 am. My first impression about Altuğ was that he was a smart and sensible student. Also, he was a noiseless student unlike the other boys in the class but he joined and listened the lesson carefully. That is, he did not make any unreasonable noise. I liked this aspect of him.

**In History Lesson**

 The second and third lesson were history. The topic of the lesson was The Ottoman Empire. Lesson began at 9.10 am. My student prepared for the lesson. He had all lesson materials. I observed that he was a tidy student since he had a file to hold the lesson worksheets together. At 9.20 , the teacher explained her lesson plan of the day and wrote it on the board also. Meanwhile, the student was listening to the teacher quietly. Then teacher was teaching by interacting with the students. She was questioning about the previous topic. My student engaged the lesson by answering the questions. By the way, a student wanted Altuğ to close the window so he missed that part of the lesson. Hence, he wanted the teacher to repeat the last part. While the teacher was asking questions, she was putting a plus next to the names of students who answered it or joined the lesson. Altuğ was one of the two students in the class who gained two plus. From 9.40 am to 9.50 am, the students were taking the notes from the board. Meanwhile, Altuğ was looking his watch for controlling the left time. I understood him because I still did the same thing, sometimes.

 It was a break time for 15 minute at 9.50 am. In this period, I had a chance to talk with my student. Even, he was such a good student that he said: " Teacher, was there any question that you wanted to ask to me? I could answered them with pleasure." before I asked. After the break the lesson was again history. In this lesson, the teacher used visual aids. The students watched a presentation video about the topic. Meanwhile, teacher was explaining and students were listening to her. Next, the student read and added some notes emphasized by the teacher on his working paper. Finally, the last five minutes, teacher evaluated the lesson and Altuğ listened to her carefully. In that lesson, I watched out that although other schoolboys in the class were talking too much unrelated with the topic and disturbing the teacher, my student carried on listening quietly and joining the lesson. If I were him, I would not concentrate the lesson.

**In Chemistry Lesson**

 The fourth lesson began with the answering the questions of students at 10.45 am. The topic of the lesson was chemistry reactions. My student did not do his chemistry homework. So, he did not have any question from the homework worksheet while the other students were joining the lesson by questioning. However, he followed the lecture by taking notes of problems' answers and asking the points of the solutions that he did not understand to his teacher. At 11.45 am, the teacher had already finished to give the answers to all problems. Then, she demonstrated a new topic, so student was listening to and watching her. From 11.55 am to the end of the lesson, teacher responded to misunderstood points.

**In Philosophy Lesson**

 The sixth and seventh hours were the philosophy lecture. The topic was so interesting. It was the main substance of the philosophy and the information. Lesson began at 1.00 pm with the reminding and questioning about previous topic, the birth of philosophy. Ten minute later, teacher explaining what the information was. She did it by questioning to the students. Most of the students and my student, Altuğ, was interacting with the teacher. Since the subject was so argumentative, the students discussed heatedly. There were too many opinions beside there was too much noise. From 1.20 pm to the end of the lesson, the students were arguing about what the information mean. The philosophy teacher asked a new question : "What was a subject mean and what was the difference between a subject and an object?". My student, Altuğ, engaged with the lesson and he tried to explain what the subject was to be. I had to admit that neither this lesson was an ordinary philosophy lecture for me nor my student had ordinary opinions. Altuğ had lots of different ideas about the topic. For example, according to my student, the person who lived under someone's guard consciously or unconsciously and who accepted this as this was without querying was to be an object. I was impressed to heard such a long definition from a 11th grade student. At the end of the lesson I learned so many things from both teacher and the students. There was no age to learn.

**In English Lesson**

The last lesson of the day was English. However, since the teacher of the lecture was not there, my student and others in the class were going to watch a drama performed by the IB class students.

 For the time being, I benefitted this opportunity to ask some questions to my student about his study habits and learning strategies. He said that he did not any studying habits because he did not need to study. More clearly, he went to dersane in the remaining times outside of the school. Thus, he already repeated and did enough practices for any lectures studied in the school. Furthermore, by doing both school and dersane homework he thought he studied enough. In addition to this, as far as I observed, Altuğ was learning and understood more by hearing than by seeing. His audio abilities was developed more than visual ones. Then, I wanted the student to explain his impressions of the day. He told that it was such an extraordinary day that I had a big chance to observe the different types of student profiles. Indeed, there were different students, for instance in that day, two of the students in the class was nearly punished disciplinary. And some students did not stop talking through the lessons whereas some of them were concentrating the lesson. Also, Altuğ added that the day in terms of whish the day included different disciplines both so I had an opportunity to watch them.

Figure 1. The amount of time on each activity

**Conclusion**

 The purpose of this article was to talk about a student's day through my sight as a teacher. Through a school day, I observed an 11th grade student, Altuğ Gemalmaz. I expressed the activities did in the different lectures. And, I tried to describe the student's attitude and approach to these different kinds of lessons. Additionally, I discussed with my student his impressions of the day. Hence, I understood the psychology of a student just from a different point of view, from the view of a teacher.

"A Bilkent student does not lie, cheat, or steal or tolerate those who do. On my honor, as a Bilkent student, I have neither given nor received unauthorized aid on this academic work."

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