

**TECHNOLOGY & TOPICS FOR EDUCATORS - SPRING 2020**

EDMS 350/550-01 (CRN: 10007/10017)

Tuesday 7:00 p.m. - 9:30 p.m. (Cohen 190)

**COURSE DESCRIPTION:**

This course will provide teacher licensure candidates with the general professional knowledge and skills that are necessary for success in both K-12 classrooms and the school community. Specifically, students will study:

- 1) technology and computers as they relate to the teaching professional both in the execution of classroom instruction, assessment and professional productivity;
- 2) case law as it relates to teacher liability and professional behavior both in and out of the classroom;
- 3) effective principles of classroom management and discipline;
- 4) general course and lesson planning techniques;
- 5) general principles of student motivation.

**JOURNAL REVIEW:**

The student will review a current article on technology in the classroom or other appropriate topic (in your licensure field). Follow the required format and submit by posting (linking) the paper on your web site as a PDF file.

**WEB PAGE PROJECT (On-Line Portfolio):**

All students will construct a personal web site (including components of the *portfolio project*).

**LEGAL BRIEF:**

The student will write a legal brief on an assigned court case related to education and be involved in a class presentation of the case. Follow the required format and submit by posting (linking) the paper on your web site as a PDF file.

**PORTFOLIO PROJECT:**

The student will develop a teaching portfolio to be a part of the web page. Specific requirements of the plan will be discussed in class.

**PRESENTATION SOFTWARE:**

The student will develop short topics to present to the class using presentation software and other technology.

**FIELD EXPERIENCE:**

Although no field experience is required for this course, previous field experience log sheets in electronic format will be posted on your web site. (<http://www.xavier.edu/education/forms>)

**FILM COMPARISON ESSAY:**

Essay assignment is to compare and contrast the methods of school improvement at Garfield High School and Eastside High School. Watch the films (1) *Stand and Deliver* and (2) *Lean on Me* to gather your thoughts for the essay. Be sure to comment on the relevancy to current schools.

**EVALUATION:**

- 1) Since a major portion of the class will involve discussion and participation, **ATTENDANCE IS MANDATORY**. A grade penalty will be assessed for missing class.
- 2) Your final grade will be an equal weighting of your completed web portfolio project, web page, and project presentation/self evaluation.

**NOTE:**

**Please turn off cell phones during class.**

**APPROXIMATE SCHEDULE:**

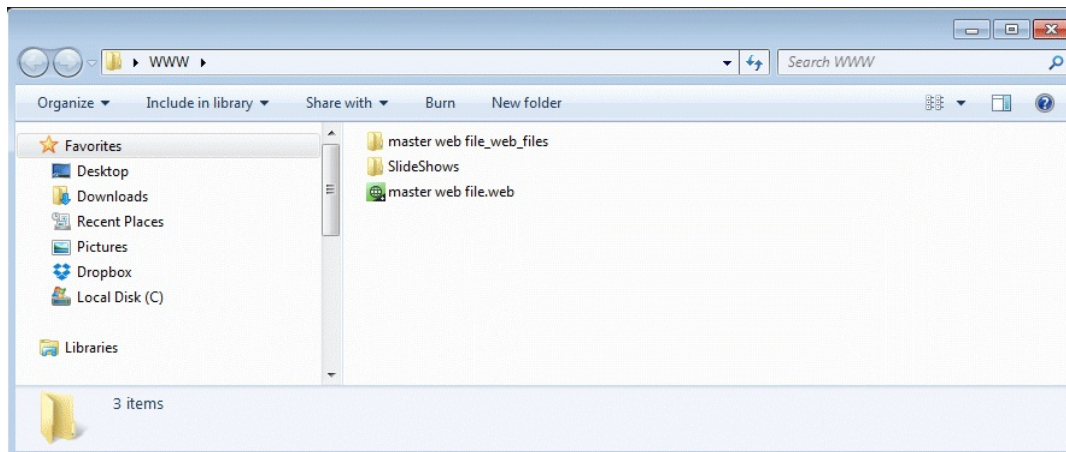
<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>ASSIGNMENT</u></b>
January 14	Introduction-The Web/Portfolio Project & <i>Teacher of the Year</i>	Chapter 1 & 2
January 21	<b>Journal Review Due</b> - Video Production I/Web Construction	Chapter 3
January 28	More Video and Web Production	
February 4	Web Based Slide Shows	
February 11	Lab Session (C3)	
February 18	Legal Brief/Copyright	Chapters 4 & 5
February 25	Unit & Daily Planning/Reading Levels/Textbook Selection	Chapter 6
March 3	<b>INITIAL WEB PROJECT DUE</b> /Legal Group Presentations	
March 10	Spring Break	
March 17	Lab Session	
March 24	On-Line Portfolio - Ohio Standards	
March 31	Film: <i>Stand and Deliver</i> - Discussion of Film Project	Chapters 7 & 8
April 7	Grading Software	
April 14	William Purkey - <i>School Should Be A Place For Everyone</i>	
April 21	Lab Session	
April 28	Lab Session	
May 5	WEB PROJECT EVALUATION/Final Class Day	

Your live web address is:

[http://site.xavier.edu/your\\_login\\_name](http://site.xavier.edu/your_login_name)

## **BASICS OF WEB PAGE CREATION**

- 1) ALWAYS backup your WWW folder to at least two backup locations (like external hard drives or flash drives). The WWW folder is not stored on Xavier's system. If you loose your backup, you will have to start the project over.
- 2) ALWAYS work on your website from the WWW folder from YOUR DESKTOP. In other words, drag the WWW folder from your backup device to the desktop prior to making changes or additions.
- 3) The content of the WWW folder is: (If other files show up, see you instructor immediately)



- ✓ **master web file.web** - is the XARA editor version of your website
- ✓ The Folder **master web file\_web\_files** contains PDF and other content files for your website
- ✓ The Folder **SlideShows** contains the slide shows for your website. This folder must be manually dragged to the 'Z' drive to make your slideshows live.

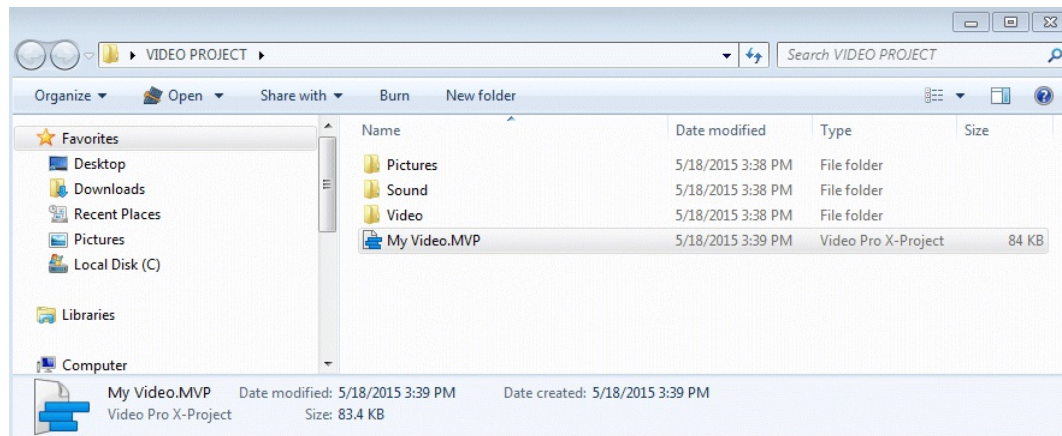
- 4) To publish (make your website live) when working in Xara
  1. Click on 'file' and select 'Export Website.' Navigate to the 'Z:' drive;
  2. Click EXPORT;
  3. Copy the SLIDESHOWS folder to the 'Z:' drive (if you changed the slideshows);
- 5) VERY IMPORTANT! Don't forget to drag your WWW folder from the desktop back to your backup devices. Be sure to select 'Replace All' if asked. If you do not complete this step you will loose all of the changes made during your work session.

## **To Burn your website to a DVD or CD**

- 1) Double click on the 'My Computer' icon.
- 2) Navigate to your 'Z' drive and select all files and folders.
- 3) Drag the selected files to the CD/DVD drive
- 4) From the resulting screen, be sure to click 'burn' or 'burn to disk.'

## BASICS OF VIDEO CREATION

- 1) ALWAYS backup your VIDEO PROJECT folder to at least two backup locations (like external hard drives or flash drives). If you loose your backup, you will have to start the project over.
- 2) ALWAYS work on your video from the VIDEO PROJECT folder from YOUR DESKTOP. In other words, drag the VIDEO PROJECT folder from your backup device to the desktop prior to making changes or additions.
- 3) The content of the VIDEO PROJECT folder is: (If other files show up, see you instructor immediately). Be careful not to import files to the story board that are not in the folders contained in your VIDEO PROJECT folder.



- ✓**Pictures** - is a folder to hold pictures to be used in your video
  - ✓**Sound** - is a folder to hold sound and audio files to be used in your video
  - ✓**Video** - is a folder to hold video files to be used in your video
  - ✓**My Video.MVP** - is the Video Pro software mapping file to display your video on the story board
- 4) To export your video in a usable format click FILE, select EXPORT MOVIE, and choose the desired format. Be sure to export the move to the desired location.
  - 5) VERY IMPORTANT! Don't forget to drag your VIDEO PROJECT folder from the desktop back to your backup devices. Be sure to select 'Replace All' if asked. If you do not complete this step you will loose all of the changes made during your work session.
  - 6) You will need to compress your video if you are using the video on the web. Use the software product called **HandBrake**. HandBrake is easy to use and the default settings should work well. Be sure to use the BROWSE button to select the place to export the compressed video and check the WEB OPTIMIZED box. Click the green START ENCODE button to complete the compression. Handbrake outputs in MP4 format.

**Xavier University**  
**ABSTRACTING AND REVIEWING BOOKS/ARTICLES ON EDUCATION**  
*Things to consider and suggestions*

**PAGE 1 HEADING:**

- A. Your Name
- B. Source - Name of publication
- C. Publishing company of book/article
- D. Date of publication
- E. Author (including occupation, interest in education, etc)

**PAGES 1 & 2:**

- A. Purpose of the book/article - *your opinion*
- B. Who is the book/article trying to reach?
- C. A summary of the book/article
- D. A critique of the book/article - *this section is your opinion*  
(include the several positive and negative points)
  - 1. strengths
  - 2. weaknesses

**Follow the required format and submit by posting (linking) the paper on your web site as a PDF file.**

# Xavier University

## Some Court Cases Related to American Schools

### Government Regulation and Support of Nonpublic Schools

Pierce v. Society of Sisters, 1925  
Everson v. Board of Education of Erving Township, 1947  
Wolman v. Walter, 1977 -

### The Evolution Controversy

Edwards v. Aguillard, 1987 -

### Religion and Schools

Lemon v. Kurtzman, 1971 -  
Engle v. Vitale, 1962  
School District of Abington Township v. Schempp, 1963

### Student Rights and Responsibilities

Tinker v. Des Moines Independent Community School District, 1969  
Bethel School District No. 403 v. Fraser, 1986  
Hazelwood School District v. Kuhlmeier, 1988 -  
Goss v. Lopez, 1975  
Wood v. Strickland, 1975  
Ingraham v. Wright, 1977  
New Jersey v. T.L.O., 1985 -  
Honig v. Doe, 1988

### Teacher's Rights and Responsibilities

Pickering v. Board of Education, 1968  
Board of Regents of State Colleges v. Roth, 1972  
Cleveland Board of Education v. LaFleur, 1974  
Steelworkers v. Weber, 1979  
School Board of Nassau County v. Arline, 1987  
Lehnert v. Ferris Faculty Association, 1991

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### FORMAT FOR LEGAL BRIEF

Note that most briefs are relatively short and do not exceed two single spaced typed pages. The following format/style should be used to write a brief.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Citation: *Name of Court Case*

Topic: ex: *Desegregation, Student Rights, etc.*

Issue: *A brief description of the issue at stake. Usually a one paragraph description.*

Facts: *A description/list of the case facts.*

Findings: *How did the court rule?*

Rationale: *How did the court determine its findings? Why? What was the legal basis/precedent?*

## Sally Chase

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<http://www.usf.edu/~schase>

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### EDUCATION

Xavier University, Cincinnati, OH  
Master of Education Program  
Expected Educational Licensure, December 2002  
GPA: 3.8/4.0

Xavier University, Cincinnati, OH  
Bachelor of Arts in English, May 2001  
GPA: 3.4/4.0

### LICENSURE

Two Year Provisional License: Adolescence to Young Adult (7-12), Integrated Language Arts

### EXPERIENCE

Western Hills High School Cincinnati, OH  
Student Teacher (September 2002-December 2002)  
Prepare Freshman English lesson plans.  
Guide 26 students on comparative literature project.  
Recognized for building strong relationships with parents through written updates and personal meetings.

St. Ursuline Academy/Withrow High School Cincinnati, OH  
Field Observer (January 2002-April 2002)  
Observed teaching styles/methods of Freshman and Sophomore English teachers.  
Assisted in instruction and reviewing homework.

Joseph-Beth Booksellers Cincinnati, OH  
Sales Associate (April 1999-December 2001)  
Recommended books to customers and provided literary information.  
Polished communication and listening skills to address customers' needs.

### ACTIVITIES

Mermaid Tavern (1997-2000) Intramural Water Polo (1997)  
Xavier Players Stage Manager (1998-2000) College Friends (1998-Present)

### SKILLS

**Computer Skills:** Extensive knowledge of Word, Excel, HTML and PowerPoint.

### REFERENCES/PORTFOLIO

References and portfolio available upon request.

NAME: John O. Education

COURSE: English 7 DATE OF PRESENTATION:  
1/20/93

PURPOSE:

To begin to develop both effective comma usage and an appreciation for proper sentence punctuation.

INSTRUCTIONAL OBJECTIVES:

At the completion of this class, the students will be able to:

1. punctuate with commas in exercises with at least 70% accuracy
2. punctuate with commas in their own compositions with at least 80% accuracy
3. state the value of correct comma usage

MATERIALS:

1. Textbook: Dawson, Elwell, and Zollinger, Language for Daily Use
2. Student's compositions
3. Dittos of sentence and paragraph exercises
4. Overhead projector

PROCEDURE:

1. Students complete pretest of 10 sentences
2. Students write descriptive paragraph
3. Informal lecture introducing comma use rules
4. Students practice sentence and paragraph exercises orally
5. Students edit classmates' paragraphs
6. Class discussion of application of comma rules

ASSIGNMENT:

Complete comma exercises 1-10 on page 88 of textbook

EVALUATION:

1. Pretest
2. Class Participation
3. Accuracy of Homework Assignments
4. Class Atmosphere

TABLE 14.1 Terms to Use in Determining Components in the Cognitive and Affective Domains

COGNITIVE PROCESSES

(Simple)						(Complex)
1.0	2.0	3.0	4.0	5.0	6.0	
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	
Count	Associate	Apply	Analyze	Arrange	Appraise	
Define	Classify	Calculate	Detect	Combine	Assess	
Draw	Compare	Classify	Explain	Construct	Critique	
Identify	Compute	Complete	Group	Create	Determine	
Indicate	Contrast	Construct	Infer	Design	Evaluate	
List	Describe	Demonstrate	Order	Develop	Grade	
Name	Differentiate	Employ	Relate	Formulate	Judge	
Point	Discuss	Examine	Separate	Generalize	Measure	
Quote	Distinguish	Illustrate	Summarize	Integrate	Rank	
Read	Estimate	Practice	Transform	Organize	Recommend	
Recite	Extrapolate	Relate		Plan	Select	
Recall	Interpret	Solve		Prepare	Test	
Recognize	Interpolate	Use		Prescribe		
Record	Predict	Utilize		Produce		
Repeat	Translate			Propose		
State				Specify		
Tabulate						
Trace						
Write						

AFFECTIVE PROCESSES

(Simple)					(Complex)
1.0	2.0	3.0	4.0	5.0	
Receiving	Responding	Valuing	Organizing	Characterizing by Value System	
Appreciate	Accept	Actively	Classify	Change behavior	
Be alert to	responsibility	participate	Develop a plan	Develop code of	
Be conscious of	for	Assume	for	behavior or	
Be sensitive to	Acquaint self	responsibility	Form judgments	philosophy of	
Perceive	with	for	as to	life	
Show awareness	Be willing to	Be committed to	responsibility	Judge problems	
of	comply with	Be convinced of	Systematize	or issues	
Tolerate	Enjoy	Believe in the	Weigh	Revise	
	Find pleasure in	importance of	alternatives	judgments	
	Obey	Desire to		Show mature	
		develop		attitude	
		Be devoted to			
		idea, ideals			
		Have faith in			
		Rely upon			
		Subscribe to			