

XAVIER UNIVERSITY

Textbook: Secondary School Teaching, By Kellough & Kellough
(This book is a carry-over from your Methods course)

PROFESSOR: Dr. T. M. Flick

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OFFICE: Cohen 198/ 745-3225

HOURS: by appointment

TECHNOLOGY & TOPICS FOR EDUCATORS - SUMMER 2022

EDMS 350-81/550-81 (CRN 50048/50050)

MONDAY/WEDNESDAY: 6:00 p.m. - 9:00 p.m.

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.

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 2020 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.

APPROXIMATE CLASS SCHEDULE:

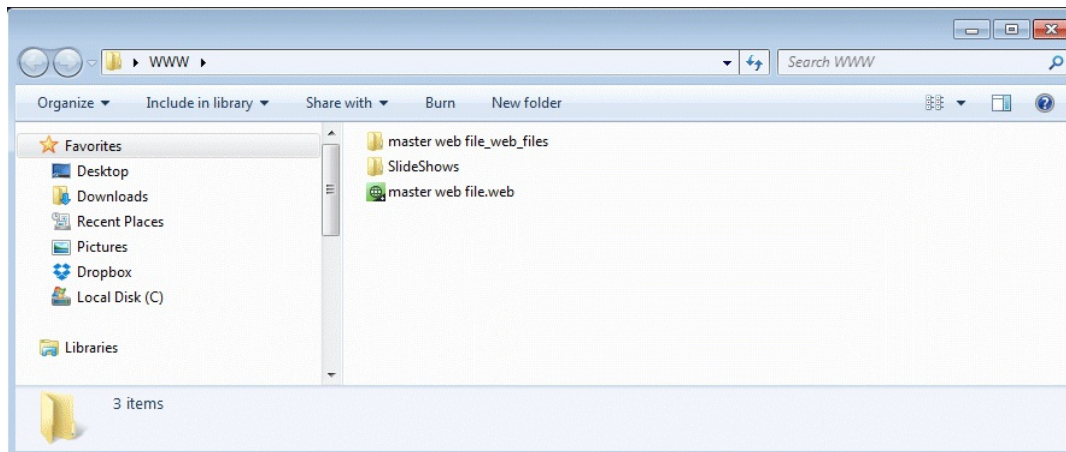
<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
May 9	Introduction-The Web/Portfolio Project & <i>Teacher of the Year</i>	Chapter 1 & 2
May 11	Journal Review Due - Web Construction	Chapter 3
May 16	Video Production	
May 18	Unit & Daily Planning/Reading Levels/Textbook Selection/Typeable PDF	Chapters 4 & 5
May 23	Copyright/Legal Brief	
May 25	On-Line Portfolio	Chapter 6
May 30	Memorial Day - no class	
June 1	Short Student Presentations	
June 6	INITIAL WEB PROJECT DUE /Legal Group Presentations	Chapters 7 & 8
June 8	Preparing Video for Web Site/William Purkey	Chapters 9

Your live web address is:

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 drag to the 'Z' drive to make your slideshows live.

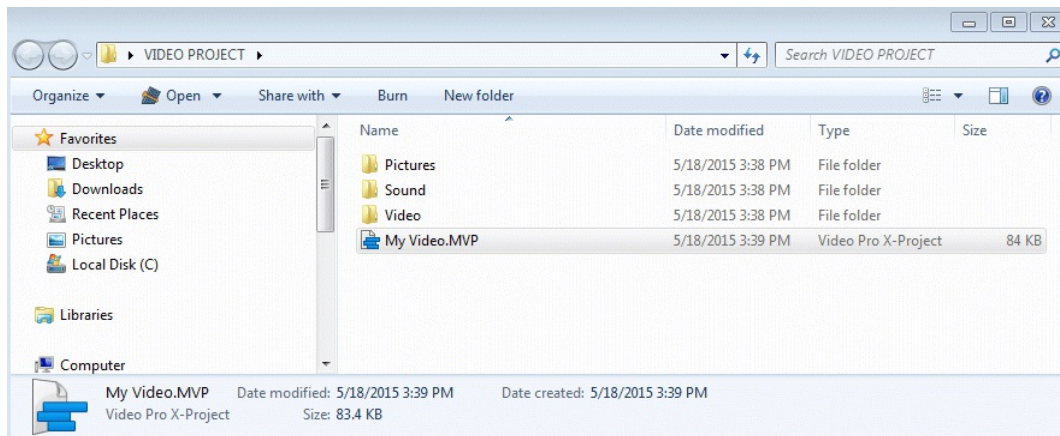
- 4) To publish (make your website live) when working in Xara
 1. Click on 'file' and select 'Export Website.' Navigate to the 'Z:' drive;
 2. Click EXPORT;
 3. Copy the SLIDESHOWS folder to the 'Z:' drive (if you changed the slideshows);
- 5) VERY IMPORTANT! Don't forget to drag your WWW folder from 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.

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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.

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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?*

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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		