

## **Education Seminar # 4: Unit Expansion, Goals/Objectives, Activities, Resources, and Diversity Issues**

Speakers: Dr. Glenn Markle and Dr. Jon Breiner from College of Education, Criminal Justice, and Human Services (CECH), University of Cincinnati

Date: July 1, 2009

Time: 1:00 to 3:00 p.m. (2 hours)

Prepared by:

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This seminar was jointly coordinated by Drs. Glenn Markle and Jon Breiner on July 1, 2009 in 641 Baldwin Hall from 1:00 to 3:00 p.m.

The ultimate goal of the seminar was to assist in the creation and dissemination of the lesson plan that is developed from the data and research work completed during the RET Site. The seminar was opened with a group discussion of where the teachers were in their research and lesson planning. The teachers were told that their first meeting should be to finalize the topic overview and potential outcomes that they were striving for. The future objectives to manage the creation of their lesson plan should include the following:

1. Misconceptions
2. Scope and sequences
3. Direct experiences
4. Engagement
5. Small group activities
6. Opportunity for student interaction

Eventually they must implement their lesson plan and share with others the plan and its impact. A round table discussion was held to identify student differences as well as modifications and accommodations necessary to address them. Points discussed included the following:

- Student differences – discussion covered following points:
  - Individualized Education Programs (IEPs)
  - Specific learning disability (SLD)
- Modify the curriculum:
  - Small steps
  - Read tests
  - Modify assignments for length/difficulty
  - Give extended time
  - Differences between girls and boys
  - Learning styles
  - Socio-economic status
  - Support for homework (tools, assistance/lack of resources)

To conclude the seminar it was pointed out that in lesson design, consider giving students choices and give a variety of options for students to demonstrate learning to be able to fully address these issues. Understanding, however, it doesn't matter how hard you work on a lesson and creating student engagement, but students have veto power. The teacher has to create a hook to capture the students' attention.