Education Seminar # 3: Lesson Planning and Article Publication- Session 2

Speaker: Dr. John Breiner, Associate Professor of Chemistry, University of Cincinnati, University of Cincinnati
Date: July 2, 2010
Time: 11:00 AM-12:00 Noon
Venue: 757 Baldwin Hall

Prepared by:
Ms. Stephanie Baldwin, Little Miami Junior High School, Morrow, OH
Mr. Deon Edwards, Western Hills Engineering High School, Cincinnati, OH

This seminar was given by Dr. Jonathan Breiner. Dr. Breiner is an Associate Professor of Chemistry and Teacher Education, Department of Chemistry (College of Arts & Sciences) and Division of Teacher Education in CECH at University of Cincinnati. After receiving his Ph.D. in 1996, Dr. Breiner spent 7 years teaching predominantly at-risk students. In 2003 he received a joint appointment with the College Arts and Sciences and CECH with the primary duty of improving science education for pre-service and in-service teachers. Dr. Breiner has extensive experience creating workshops and courses centered at achieving this primary duty. He has created forensic chemistry workshops based on academic content standards for in-service teacher professional development and most recently created a two-quarter chemistry sequence geared specifically for pre-service teachers. Additionally for the past six years, he has developed workshops and programs for inner-city middle school students as part of the GEAR-UP initiative.

This workshop was a continuation of a previous workshop held Tuesday, June 29 from 11:00 AM to12:00 Noon where Dr. Breiner introduced how to get started when writing journal articles.

Dr. Breiner (with Ms. Andrea Burrows in Background by Door) Shows the Teachers Sample Journals

This seminar gave teachers more specific ideas on how to write their journal entries. Dr. Breiner sympathized with teachers that might feel intimidated by the prospect of writing for a professional scientific journal. He talked about his own fears when first writing journal articles and strategies he used to overcome his anxiety. The goal of his presentation was to help teachers feel more comfortable accomplishing the task of writing a professional article for a journal.

Dr. Breiner felt the more journals teachers are exposed to, the more examples they would have to generate their own ideas for journal article topics. He had teachers bring their own journals from home to share as examples. He also brought some of his own personal journals as well as journals from his colleagues. The journal examples Dr. Breiner provided covered both science and math journals as well as separate journals for all grade levels from elementary to middle school to high school.

Several handouts were provided with eight different journal titles where teachers could possibilities submit their articles. By giving examples, Dr. Breiner hoped to reduce the uncertainty for those teachers who were still undecided about which journal to write for. The suggested journals were chosen because they were journal primarily written by classroom teachers for classroom teachers to read and use. Dr. Breiner felt these journals would be the best fit for the RET teachers that might be overwhelmed by the prospect of writing a journal entry for an educational research focused journal that is geared more toward an academic audience.

Teachers still unsure about a journal article topic were urged to browse the sample journals and read as many abstracts and journal titles as possible to develop ideas. In addition, teachers struggling with a topic were welcomed to send their daily journals to Dr. Breiner. He offered to read each journal and give teachers feedback on interesting themes he noticed in their daily responses. Dr. Breiner reiterated that the more journals the teachers read, the more comfortable they would feel and the more ideas they would be able to generate.

The bulk of the remaining time was used by teachers to write their journal articles and get feedback on what they had written.