

MYLABSCHOOL SAMPLE INTEGRATION GUIDE *for* The Joy of Teaching: Making a Difference in Student Learning

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WHAT THESE ACTIVITIES ARE

Professors select MyLabSchool materials for use in their courses all the time. Many are even required by their schools to use technology to teach, and find MyLabSchool to be a lifesaver. But many don't have time to explore MyLabSchool to make those choices before their courses begin. This Sample Integration Guide is a solution to that problem.

What follows is a series of assignable activities found on MyLabSchool, hand-picked to correspond with a course that requires this textbook. In many cases, the activities described here also appear in this text as end-of-chapter MyLabSchool features—in slightly different format and directed at your students—so they can be easily assigned.

If you incorporate MyLabSchool activities other than these into your course, and you'd like to share them with us so that we can pass them along to other professors, please send them to us at mlsactivities@ablongman.com. Be sure to name your school and course, and grant us permission to publish them!

GETTING STARTED

If you have not already created an account, go to www.mylabschool.com and do so, using a passcode from your Allyn & Bacon campus rep.

If your students have not already created their accounts, direct them to www.mylabschool.com to do so, using the access code that came with their texts.

Instruct your students to e-mail you to verify that they've created their accounts.

CHAPTER 1: BECOMING A TEACHER

VIDEO—Becoming a Teacher

Penny Brandenburg is a first year teacher. She talks about why she became a teacher, and what she thinks are the characteristics of a good teacher. Her philosophy of teaching is to encourage her students to set educational goals and take ownership of their own learning.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - MLS Video Lab
 - The Profession of Teaching
 - "Becoming a Teacher"

The simplest assignment is to instruct your students to watch this video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- How did Penny’s high school language arts teacher influence her decision to teach? Did you have an experience like this that made you consider teaching as a career? (Encourage students to share their experiences with a classmate and ask for volunteers to share their experiences with the class.)
- What does Penny do to make the students take responsibility for their own learning? (Jot students’ answers on the board and create a “web” or “mindmap” to aid student understanding.)

CASE STUDY—Teaching as a Profession

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated e-mail function to send their work to you for credit.

CHAPTER 2: TODAY’S STUDENTS

VIDEO—Self-Esteem in a Multicultural Classroom

This video clip discusses the importance for English language learners to retain self-esteem about their own cultures and languages while learning about American culture and the English language.

Access the video here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ Foundations/Intro to Teaching
 - ↳ MLS Video Lab
 - ↳ Diversity and Multicultural Education
 - ↳ “Self-Esteem in a Multicultural Classroom”

The simplest assignment is to instruct your students to watch this video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Ask students to brainstorm in a small group the benefits of having students from different cultures in the classroom. Ask students to develop a list of benefits to share with the class. Have a representative from each group come to the board and write down one benefit discussed by the group. Develop a whole class list and discuss.
- Ask students to repeat the process but this time they should brainstorm a list of difficulties English language learners may encounter in school and class.

RESOURCE LIBRARY

What Every Teacher Should Know about English Language Learners



CHAPTER 3: FAMILIES AND COMMUNITIES

VIDEO—Involving Parents

In this video clip, a teacher discusses how she communicates with parents, and why she feels it is important to involve them in the educational process. A parent volunteers to help with a lesson in vocabulary.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - MLS Video Lab
 - School and Society
 - “Involving Parents”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Small group activity: Have students work in small groups that are set up based on content area or grade level they intend to teach.
- Ask students to provide a list of suggestions and guidelines for parent interaction with students within the classroom. Suggestions should be age and subject area appropriate.
- One person from each group should share their suggestions/guidelines with the rest of the class.
- Ask students to think of all the ways they can involve parents in their future classrooms.

MLS SIMULATIONS—Teachers at the Loom

Scenario: Weaving together culture, family, and instruction for culturally and linguistically diverse students with disabilities

Instruct your students to access the simulation and complete any number of the interactive activities that follow, or use them as references for any activities or projects that you might assign. They can print or e-mail their work to you for credit.

CHAPTER 4: SCHOOLS AS THE WORKPLACE FOR STUDENTS AND TEACHERS

VIDEO—The Principal as Leader

Dr. Loraine Monroe delivers a speech to school principals on the nature of the job. She addresses her role as leader and resource. She also talks about the importance of embracing diversity in the school.

Access the video here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ Educational Leadership
 - ↳ MLS Video Lab
 - ↳ The Role of the Principal
 - ↳ “The Principal as Leader”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- How does the speaker define the role/s of the principal?
- Why is it important for the principal to spend time in the classroom?
- The speaker in the video is very credible. How important is credibility in a leader as perceived by staff members?

MLS SIMULATIONS—Guiding the School Counselor

Scenario: An overview of rules and responsibilities

Instruct your students to access the simulation and complete any number of the interactive activities that follow, or use them as references for any activities or projects that you might assign. They can print or e-mail their work to you for credit.

CHAPTER 5: HISTORY OF SCHOOLS IN THE UNITED STATES

VIDEO—PL 94-142

The history of inclusion is discussed, beginning with the passage of PL 94-142 in 1974. This made special education programs available to many students who formerly had no access to public education.

Access the video here:

- ↳ MyLabSchool
 - ↳ Courses
 - ↳ Foundations of Education/Intro to Teaching
 - ↳ MLS Video Lab
 - ↳ Legal Foundations
 - ↳ “PL 94-142”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Using the chalkboard, ask students to brainstorm all the special services they can think of that are provided to students with special needs.
- Ask students: “What is PL 94-142, and how did it change the way students with special needs are classified and taught?”
- Have students share with a classmate any experiences they have had personally with special education services for themselves, a sibling, friend, or classmate. Encourage students to share their feelings on the issue of special education.

RESOURCE LIBRARY:

What Every Teacher Should Know About IDEA 2004

CHAPTER 6: THE SOCIAL CONTEXT OF SCHOOLS

VIDEO—The Inclusive Classroom

With inclusion, students of all abilities are educated together in the general education classroom. Children with special needs are not isolated, but are involved in all aspects of the classroom, curriculum, and learning activities. The classroom diversity that results requires that the teacher function as a part of a cooperative team that includes specialists who offer special services.

Access the video here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations of Education/Intro to Teaching
 - ➔ MLS Video Lab
 - ➔ Diversity and Multicultural Education
 - ➔ “The Inclusive Classroom”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- How has the education of children with special needs changed?
- What are the elements of an effective inclusive classroom?
- What is the general education teacher’s role in an inclusive classroom?
- The inclusion of children with special needs adds to the diversity of the classroom. Evaluate the rewards and challenges of the inclusive model. Explain your answer.

MLS SIMULATIONS—Accessing the General Education Curriculum**Scenario:** Inclusion considerations for students with disabilities

Instruct your students to access the simulation and complete any number of the interactive activities that follow, or use them as references for any activities or projects that you might assign. They can print or e-mail their work to you for credit.

CHAPTER 7: THINKING ABOUT TEACHING AND LEARNING

VIDEO—Developing a Philosophy of Education

In this video clip, several teachers discuss their own philosophies of education. It is pointed out that teachers should be revisiting and refining their philosophies of education throughout their careers.

Access the video here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations of Education/Intro to Teaching
 - ➔ MLS Video Lab
 - ➔ Philosophical Foundations
 - ➔ “Developing a Philosophy of Education”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- In what ways do teachers’ philosophies affect students’ learning? In video clip 1 Penny describes the impact one of her teachers had on her (see Chapter 1). Give examples of teachers you have had who either positively or negatively affected your ability to learn from that person. Can you identify components of those teachers’ philosophies that may have led to the impact you experienced?
- Ask students to take out a sheet of paper and “stop, think, and write,” using the following prompts:
 - Summarize Joyce Madsen’s philosophy of education in one sentence.
 - Summarize Leonia Townsend’s philosophy of education in one sentence.
 - Summarize Lynda Hootman’s philosophy of education in one sentence.
 - Summarize Trent Eaton’s philosophy of education in one sentence.

CHAPTER 8: FOCUSING ON LEARNING AND RESULTS

MLS SIMULATIONS—Content Standards

Scenario: Connecting standards-based curriculum to instructional planning

Instruct your students to access the simulation and complete any number of the interactive activities that follow, or use them as references for any activities or projects that you might assign. They can print or e-mail their work to you for credit.

CASE STUDY—Fostering Student Accountability for Classroom Work

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated e-mail function to send their work to you for credit.

CHAPTER 9: TEACHING STRATEGIES

VIDEO—Strategies for Teaching Diverse Learners

It is important to know students individually to determine how each learns best, and then adapt instruction accordingly. Students learn best when they connect newly learned material to their own personal experience.

Access the video here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ General Methods
 - ➔ MLS Video Lab
 - ➔ Student Diversity
 - ➔ “Strategies for Teaching Diverse Learners”

The simplest assignment is to instruct your students to watch this video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Why did the teacher choose to complete the activity in cooperative groups? Did it appear to be effective? Do you anticipate any problems with this type of classroom learning?
- Think back to your elementary high school education, and write about a cooperative learning experience you had. How did it work? What problems came up and how did the group handle them? Knowing what you now know about cooperative learning, was the topic appropriate for the cooperative learning teaching strategy?

MLS SIMULATION—Using Learning Strategies

Scenario: Instruction to enhance learning

Instruct your students to access the simulation and complete any number of the interactive activities that follow, or use them as references for any activities or projects that you might assign. They can print or e-mail their work to you for credit.

CHAPTER 10: INTEGRATING TECHNOLOGY AND TEACHING

VIDEO—Managing Technology in the Classroom

The value of technology in the classroom is related directly to how it supports the curriculum. This clip discusses the benefits of computers in classrooms and also points out the potential for misuse.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - MLS Video Lab
 - Technology
 - “Managing Technology in the Classroom”

The simplest assignment is to instruct your students to watch this video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Brainstorm advantages of using technology in the classroom. Follow up with a brainstorming session on concerns about the use of technology in the school or classroom.
- How can technology be misused in schools? What constitutes unacceptable use of the Internet, and what should be the result? How does the speaker say they address parental concern that children “may end up in the wrong place” when using the Internet?

RESOURCE LIBRARY:

What Every Teacher Should Know about Assistive Technology

CHAPTER 11: ASSESSING STUDENT LEARNING AND RESULTS

VIDEO—Forms of Assessment

An 8th grade teacher uses a project to teach students about the scientific method. The end product is graded with a rubric. Experts discuss various forms of assessment, and the interdependence of assessment and instruction.

Access the video here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ MLS Video Lab
 - ➔ Assessment
 - ➔ “Forms of Assessment”

The simplest assignment is to instruct your students to watch this video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Before showing the video, ask students to clear their desks, leaving out only a blank piece of paper and pencil. Ask them to put their name on the top of the paper as they will be taking a brief quiz. After a few seconds, tell students that they will not really be taking a quiz. Discuss student reaction to this exercise.
- Begin class with a discussion of assessment. Ask students to share with a neighbor their experiences as a student with standardized testing. Ask students to share some of their comments with the class.

MLS SIMULATIONS—Classroom Assessment

Scenario: An introduction to monitoring academic achievement in the classroom

Instruct your students to access the simulation and complete any number of the interactive activities that follow, or use them as references for any activities or projects that you might assign. They can print or e-mail their work to you for credit.

RESOURCE LIBRARY:

What Every Teacher Should Know about Educational Assessment

CHAPTER 12: MANAGING THE CLASSROOM AND STUDENT BEHAVIOR

VIDEO—Classroom Management

In this video, experts explain the role of active learning in classroom management. A teacher discusses how implementing active learning strategies engages his students while reducing classroom management problems.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - MLS Video Lab
 - Curriculum Development and Classroom Management
 - “Classroom Management”

The simplest assignment is to instruct your students to watch this video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Before showing or assigning the video, lead the class in a brainstorming activity. Ask students to name concerns they have about teaching and substitute teaching. Write all responses on the chalkboard. Circle those responses that relate to classroom management, then have students watch the video.

MLS SIMULATIONS—Who’s In Charge?

Scenario: Components of a comprehensive behavior management plan

MLS SIMULATIONS—You’re In Charge?

Scenario: Developing your own comprehensive behavior management plan

Instruct your students to access the simulation and complete any number of the interactive activities that follow, or use them as references for any activities or projects that you might assign. They can print or e-mail their work to you for credit.

RESOURCE LIBRARY:

What Every Teacher Should Know about Classroom Management

CHAPTER 13: IMPROVING TEACHERS AND SCHOOLS, AND SCHOOL REFORM

VIDEO—Peer Observation and Evaluation

A principal sets up and participates in a peer observation and feedback program that provides in-school professional development with faculty. As the program evolves, both the observation team and the teacher being observed benefit from the process.

Access the video here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ MLS Video Lab
 - ➔ Educational Leadership
 - ➔ “Peer Observation and Evaluation”

The simplest assignment is to instruct your students to watch this video as homework, answer the questions that follow it, and e-mail you their responses for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Principal Castillo noticed a need for more professional development when he came to Whittier High School. What were the indicators that this was needed?
- Why didn't traditional classroom observation techniques result in positive change? How did the principal change the process to make it more effective? How did he ensure that the staff supported the new protocol?
- Why would a teachers' union object to a peer observation format? Ask students whether they agree with the union's stance on this subject? Would they have made concessions with the union or stood their ground?

RESOURCE LIBRARY:

What Every Teacher Should Know about Action Research

CHAPTER 14: SUCCEEDING IN YOUR TEACHER EDUCATION PROGRAM—AND BEYOND

CASE STUDY—Hang in There!

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated e-mail function to send their work to you for credit.

RESOURCE LIBRARY:

What Every Teacher Should Know about Creating Digital Portfolios

RESEARCH NAVIGATOR™

Instruct your students to pursue their educational interests further with a list of preselected keywords that will lead them to a wealth of academic research on topics related to your course. **Research Navigator™** is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and four exclusive databases of credible and reliable source material including the EBSCO Academic Journal and Abstract Database, *New York Times* Search by Subject Archive, “Best of the Web” Link Library, and *Financial Times* Article Archive and Company Financials, Research Navigator™ helps students quickly and efficiently make the most of their research time.

PORTFOLIO IDEAS

Instruct your students to go to MyLabSchool, access the Allyn & Bacon Lesson & Portfolio Builder, and complete the following:

Create a graphic organizer for your future students that you could include as an artifact in your portfolio. It should relate to your chosen content area and the various types of reading materials and resources that students will use in content area reading for your classroom. Be sure to include a rationale and reflection on this portfolio artifact. Why did you create this organizer? In what ways will it benefit students? How might you improve your graphic organizer? How will you evaluate its effectiveness?

Create a handout for students that you can include in your portfolio as an artifact. This handout should discuss the steps in the writing process with special emphasis on the process of revising. The handout should be clear, easy to read, and understand. Create a rubric you can use to self-assess your handout. In your reflection, discuss your rationale for the steps of the writing process. Which steps will you emphasize with students? Can any steps be omitted? Reflect on how you will know if your handout is beneficial to students.