

ETES 2320 Creative Activities for Teachers
Meeting Times: TR 12:30 - 1:45, R 2:00-3:15 (Lab)
Spring 2003

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Course Description: This course is designed for persons planning to provide instruction to children, youth, or adults. This course provides opportunities to develop skills in constructing problem solving activities and creating and producing arts and craft objects in order to teach those skills to others. The activities are designed for use in a variety of instructional settings such as elementary schools, child and youth recreational camps and programs, programs for persons with special learning needs, as well as programs designed for senior citizens. The course provides for a variety of activities that infuse academic, vocational, and avocational skills. Instruction focuses on ways to incorporate problem solving, technology, creativity, critical thinking, math, science, language, history, geography, and multicultural issues into "hands-on activities." The course is composed of lectures, independent projects, laboratory work, and guest speakers.

Course Objectives: Learners will:

1. Use the Internet to obtain and produce various arts and crafts items for use in your instructional program.
2. Engage in and utilize outside research activities to produce illustrated learning activities.
3. Employ technology (tools and machines) to problem solve, design and create arts and crafts products from a wide variety of materials.
4. Employ new and emerging technologies to illustrate an arts or crafts activity.
5. Use the Internet to conduct research on multiple issues on creative activities for youth or adults.
6. Conduct research and employ technology that results in planning, developing, and constructing a new Learn Activity Briefs.
7. Work as a member of a small group (2-6 persons) in problem solving situations.
8. Develop a lesson plan that clearly incorporates a vocational or avocational "hands-on activity" with an interdisciplinary approach.
9. Engage in professional development.
10. Work safely at all times.

My Style of Teaching: My teaching philosophy is student-centered. I feel that we are all teachers and students working toward a common goal: knowledge. As developing professionals, we must build a community in which we share and respect all ideas. I expect you to take charge of your own learning and develop lifelong learning skills.

Classes will be conducted using the following teaching style:

1. Lectures, general discussions, demonstrations, problem-solving activities, and team development.
2. Student presentations (research shows that the best way to learn something is to teach it; each student will have the opportunity to lead a class discussion and/or demonstration related to the course content.)

Grades:

Grade	Percentage	Percentage Breakdown of Course Assignments
A	90 - 100%	Design Brief - 15%
B	80 - 89%	Arts and Crafts Activity - 15%
C	70 - 79%	MI: Lesson Plan - 10%
D	60 - 69%	Teaching Demonstration - 25%
F	Below 60%	Reflections (2) - 10%
		Lab Participation - 15%
		Portfolio - 10%

Lab Fee: Each student must pay a \$35 lab fee for the course. Please pay the fee at the University Treasurer's Office in the Business Services Building located at 424 E. Broad Street. **IMPORTANT!** Please bring me the receipt before the end of the second week. Failure to do so will place a flag on your record.

Lab Clean Up: You are responsible for cleaning your area and returning materials to the appropriate place.

Attendance/Participation: Attendance is crucial especially considering the numerous facts, concepts, principles and procedures covered in each class. Missing even one class could set you behind. Realize that if you are absent, even for valid reasons, you are responsible for the material and assignments discussed in each and every class. In addition, I expect each participant to take an active role by contributing and sharing thoughts and ideas, taking initiative, and seeking to help other members of the class. Each participant is expected to remain open to new ideas and different points of view. Attendance records will be recorded at the beginning and conclusion of each class meeting.

Late Assignments: I expect assignments to be completed on time. My standard policy regarding assignments is 10% penalty for late assignments turned in within 1 week of due date. I use this system even in event of "excusable," such as minor sicknesses or other unforeseen conflicts. However, any exceptions to this policy are at my discretion.

First Day Procedures: Harry Wong, author of the well-known book, "The First Days of School," suggests the practice of several procedures at the beginning of a course of instruction. Students want to know 5 things when they enter the classroom:

1. **Where will I sit?** We will start in a group for any type of class discussion/lecture. For team/individual activities, the room is yours to utilize.
2. **What are the teacher's expectations?** Stay engaged in class instruction/discussion and then move chairs back to original positions. I also expect students to be prepared for class everyday by bringing a 3-ring binder as your portfolio, writing utensil, and 3 $\frac{1}{2}$ floppy disk.
3. **What are the rules in this classroom?** Do what is right, do the best you can, and treat others like you want to be treated (respect yourself and others). Each team is set up as a support group. Each member is a support buddy. You're responsible for your own work and behavior. If you have a question after instruction is given, ask your support buddies first. If you are asked for help, please give support. If a team question arises, I will be glad to be of assistance.
4. **What will I be doing this semester?** (See attached schedule)

5. How will I be graded? (See grading scale)

Curriculum Matrix: Over the period of the course, you will have the opportunity to fill five boxes in this curriculum matrix. To assist in interweaving of the threads of concepts into the variety of activities you will be producing along with vocational/avocational life occupations to better communicate with your future students the variety of careers they can explore. As a future teacher uncertain of the multiple grade levels you could be asked to teach, this matrix provides you with the opportunity to work with curriculum K-4 at different stages of development. For example:

	Medical	Ecology	Engineering	Fine Arts
Design Brief		1		
A & C Activities			3	
MI: Lesson Plan	K			
Teaching Demonstration				2

Course Rubrics: A rubric will be used to guide evaluation of each assignment and student input will be a factor in the computation of scores.

How to get the MOST out of this course!

- This course belongs to YOU and its success rests largely with you.
- Enter into discussion ENTHUSIASTICALLY.
- GIVE FREELY of your experiences.
- CONFINE your discussion to the topic or problem under investigation.
- Say what you THINK.
- 6. Only ONE PERSON should talk at a time. Avoid private conversations while someone else is speaking.
- BE PATIENT with other class members.
- APPRECIATE the viewpoints of others.
- LISTEN ALERTLY to the discussion.
- BE PROMPT and REGULAR in attendance.

Semester Tentative Schedule:

DATE	TOPIC	ASSIGNMENTS	DUE DATE
Week 1 8/19	Teambuilding		
Week 2 8/26	Technology Education/Problem Solving/Design Brief		
Week 3 9/2	Problem Solving /Authentic Assessment/Rubrics Design Brief Assignment	Design Brief (15%)	9/19
Week 4 9/9	Instructional Methods Dr. Schell & Multiple Intelligence	Teaching Demonstration	See below
Week 5 9/16	Multiple Intelligence (MI) Arts & Crafts Intro	MI Lesson Plan (15%)	10/3
Week 6 9/23	Arts & Crafts Cont.	A&C Assignment	10/17
Week 7 9/30	Arts & Crafts Cont.		
Week 8 10/7	Centers Ron Barker: Community Helpers	Community Helpers Reflection	10/15
Week 9 10/14	Community Helpers Cont. Centers Cont.		
Week 10 10/21	Team Teaching Preparation Ken Hansing & Career Development		
Week 11 10/28	Teaching Demonstration Fall Break		
Week 12 11/4	Teaching Demonstration/Class Quilt Garner Dewey & Photoshop		
Week 13 11/11	Teaching Demonstration Class Quilt		
Week 14 11/18	Teaching Demonstration/ Class Quilt Field trip: Botanical Gardens	Botanical Garden Reflection	11/26
Week 15 11/25	Teaching Demonstration Class Quilt/Portfolios	Portfolio (10%)	Due 12/5
Week 16 12/2	Teaching Demonstration Arts and Crafts	Course reflection/evaluation	
Finals Week			