

Diverse Needs in the Classroom

myCourses, Communication, Co-teaching

Sara Schley & Mike Stinson

Department of Research

Master Science Secondary Education

RIT/NTID

Overview

- Effective use of myCourses in a lecture/discussion course
- Managing diverse communication needs in the classroom
- Teaching and co-teaching

myCourses: First Attempt

- First integrated into Psychology and Sociology of Adolescence course Fall 2002
- Syllabus, course outline, *all* readings, assignments, grades: Available on-line
- Also used discussion board

myRIT - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail News RSS Feeds

0835 701.01 mycourses

SYLLABUS

SYLLABUS OUTLINE GRADE BOOK PROJECTS FILES MESSAGES DISCUSSIONS CHAT UTILITIES COURSES MORE INFO

EDIT SYLLABUS EDIT READINGS

Syllabus: Psychology and Sociology of Adolescence

General Course Information:

0835 701.01 Psy/Soc Of Adolescence
400PM to 750PM, M
14:1525

Instructor Information::

Sara Schley
Asst. Prof.
Office Address: 14-2403
Telephone Number: 585 475 7981 V/TTY
Fax Number: 585 475 7101
E-mail: sxsdon@rit.edu

Reading Materials:

Required

- Mother Father Deaf: Living Between Sound and Silence. Paul Preston. 1994. Harvard University Press.

"Mother father deaf" is the phrase commonly used within the Deaf community to refer to hearing children of deaf parents. These children grow up between two cultures, the Hearing and the Deaf, forever balancing the worlds of sound and silence. Paul Preston, one of these children, takes us to the

Done Internet

myRIT - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History

0835 701.01

myCOURSES

?

EXIT

SYLLABUS

OUTLINE

GRADE BOOK

PROJECTS

FILES

MESSAGES

DISCUSSIONS

CHAT

UTILITIES

COURSES

MORE INFO

OUTLINE

ASSIGNMENTS

CALENDAR

CREATE SESSION

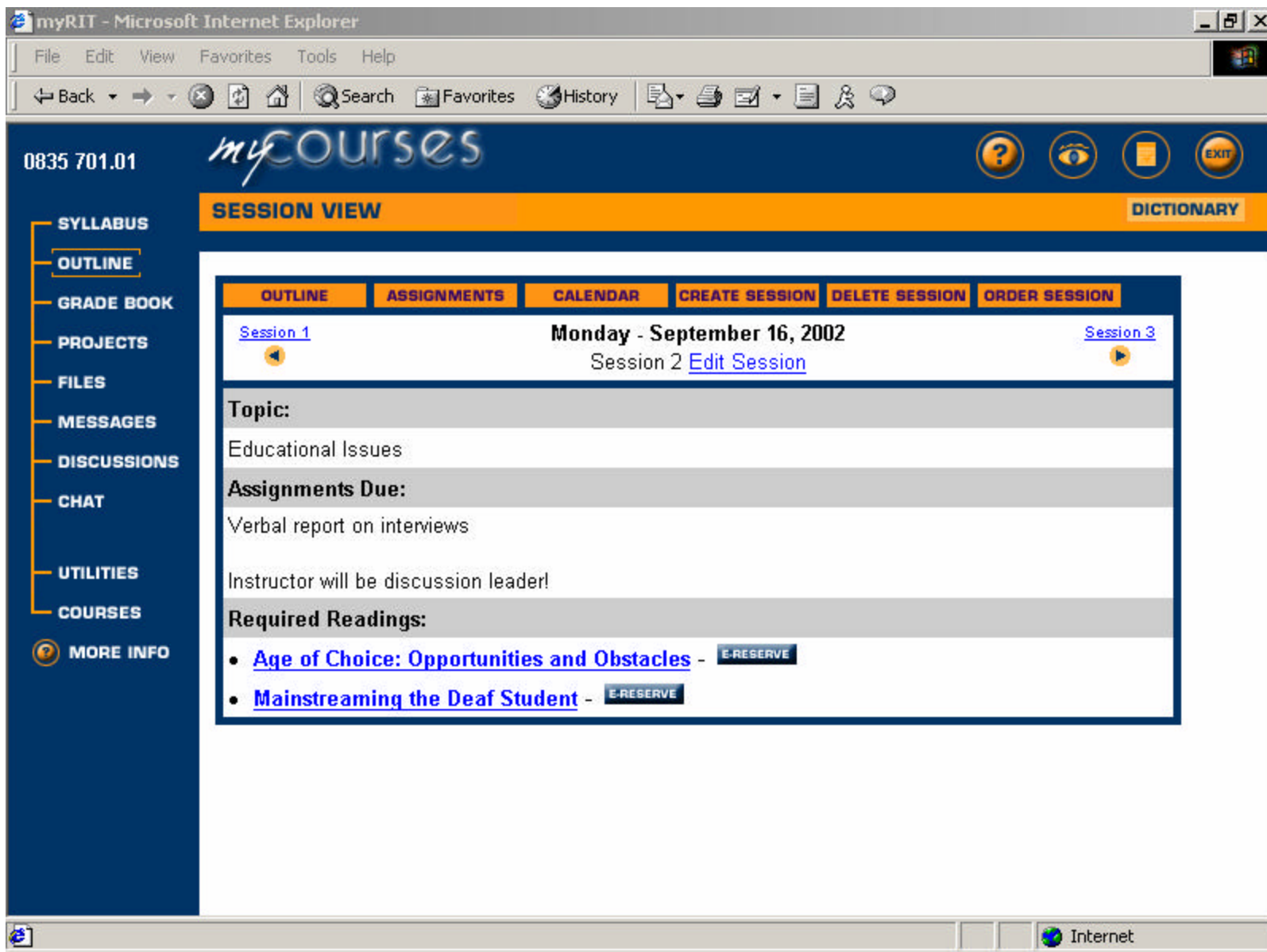
DELETE SESSION

ORDER SESSION

Legend:
= visible,
= hidden,
= edit

Date	Session	Topic		
Sep-09-02	Session 1	Introduction	=	=
Sep-16-02	Session 2	Educational Issues	=	=
Sep-23-02	Session 3	Educational Issues, Family Issues	=	=
Sep-30-02	Session 4	Family Issues	=	=
Oct-07-02	Session 5	Cognitive Development	=	=
Oct-14-02	Session 6	Cognitive Development -- Round 2	=	=
Oct-21-02	Session 7	Personality and Emotional Development	=	=
Oct-28-02	Session 8	Identity Issues	=	=
Nov-04-02	Session 9	Deaf Community	=	=
Nov-11-02	Session 10	Student Presentations, Optional supplemental readings	=	=
Nov-18-02	Session 11	Final Exam	=	=

Internet



myRIT - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail News RSS Feeds

0835 701.01 mycourses

PROJECTS

SYLLABUS
OUTLINE
GRADE BOOK
PROJECTS
FILES
MESSAGES
DISCUSSIONS
CHAT
UTILITIES
COURSES
MORE INFO

PROJECTS CREATE PROJECT ORDER PROJECTS OPTIONS

Projects
Listing of projects associated with this course.

Legend: = visible, = hidden, = edit, = delete

+ Cognitive Strategies Assignment Due: Oct-14-02			
+ Guidelines for being a discussion leader			
+ Identity Issues Assignment			
+ Interview Assignment			
+ Student Presentations - End of Quarter			

Start | Internet | 3:33 PM

myRIT - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail News RSS

0835 701.01

myCOURSES

?

eye

envelope

EXIT

PROJECTS

DICTIONARY

SYLLABUS

OUTLINE

GRADE BOOK

PROJECTS

FILES

MESSAGES

DISCUSSIONS

CHAT

UTILITIES

COURSES

MORE INFO

Guidelines for being a discussion leader

Notes:

Everyone in the course will have responsibility for leading on-line and in-class discussions. During our first class session, leaders for topics will be selected. Depending on course enrollment, leaders may work in pairs or small groups. The job of discussion leader requires the following:

* Post two to four cogent questions related to the reading on the on-line discussion board for that week's topic (click on the "discussions" button on the left of the My Course screen, post your questions within the topic/session, not under "general discussion"). These questions should be tailored to stimulate class members' thinking about the articles assigned, as well as their synthesis of course materials.

* Since the class meets on Monday afternoons, these questions should be posted a week before - at the latest, **by ten pm the wednesday** before your designated session

* Come to your designated topic session prepared to lead a discussion on that day's reading assignments. This does not mean you need to prepare a lecture. Instead, prepare yourself to lead the class in a thoughtful discussion of the material.

* If there are two or three designated discussion leaders, you may divvy up the session's material in any way you deem appropriate.

Done

Internet

Pre-focusing class discussion

- Students or faculty can lead discussion
- Weekly assignment: Answer few questions focusing on that week's readings.
- Goal is NOT to write an essay before class
- Rather, to engage in *some* critical thought before class

myRIT - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail News RSS

0835 701.01 myCOURSES ? E S EXIT

DISCUSSIONS DICTIONARY

SYLLABUS
OUTLINE
GRADE BOOK
PROJECTS
FILES
MESSAGES
DISCUSSIONS
CHAT
UTILITIES
COURSES
MORE INFO

TOPIC LISTING OPTIONS OFFLINE VIEWER

Discussions
Listing of discussion topics associated with this course.

Legend: = visible, = hidden, = create topic, = history, = edit, = delete

Topic Order: **New** | [Old](#)

- [-] General Discussions Category
 - [+] [Welcome Here! First Online Assignment!](#) (0 replies, 0 unread) Posted: Sep-12-02 at 2:52 PM by Joshua
 - [+] [welcome here! first on-line assignment](#) (11 replies, 1 unread) Posted: Sep-09-02 at 11:15 AM by SARA SCHLEY
- [-] Educational Issues (Session 2, 9/16/02) (No topics created)
 - [+] [Focus question number two](#) (1 replies, 0 unread) Posted: Sep-15-02 at 9:47 PM by - MURRAY
 - [+] [Focus question number two](#) (11 replies, 0 unread) Posted: Sep-11-02 at 3:48 PM by SARA SCHLEY
 - [+] [Focus question number one!](#) (13 replies, 0 unread) Posted: Sep-11-02 at 3:17 PM by SARA SCHLEY
 - [+] [being adolescent - chapter 2](#) (0 replies, 0 unread) Posted: Sep-10-02 at 8:10 PM by WAYNE CAYEA
- [-] Educational and Family Issues (Session 3, 9/23/02) (No topics created)
 - [+] [Questions for " The School Environment"](#) (10 replies, 0 unread) Posted: Sep-19-02 at 5:49 PM by LATASHA
 - [+] [Note to all: Pick 1-2 questions from each set that the discussion leaders posted for this week!](#) (0 replies, 0 unread) Posted: Sep-19-02 at 12:01 PM by SARA SCHLEY
 - [+] [Cued Speech Demo](#) (0 replies, 0 unread) Posted: Sep-19-02 at 12:01 PM by SARA SCHLEY

Done Internet

myRIT - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail News RSS Feeds

0835 701.01 mycourses

DISCUSSIONS

SYLLABUS
OUTLINE
GRADE BOOK
PROJECTS
FILES
MESSAGES
DISCUSSIONS
CHAT
UTILITIES
COURSES
MORE INFO

DICTIONARY

- [-] Educational and Family Issues (Session 3, 9/23/02) (No topics created)
 - [+] [Questions for "The School Environment"](#) (10 replies, 0 unread) Posted: Sep-19-02 at 5:49 PM by LAT
 - [+] [Note to all: Pick 1-2 questions from each set that the discussion leaders posted for this week!](#) (0 replies, 0 unread) Posted: Sep-19-02 at 12:01 PM by SARA SCHLEY
 - [+] [Cued Speech Demo](#) (0 replies, 0 unread) Posted: Sep-19-02 at 12:01 PM by SARA SCHLEY
 - [+] [Info on Newborn Hearing Screening - Law and in NY State](#) (0 replies, 0 unread) Posted: Sep-19-02 at 12:01 PM by SARA SCHLEY
 - [+] [Question for the article "The School Environment"](#) (9 replies, 0 unread) Posted: Sep-18-02 at 5:39 PM by LAT
 - [+] [Questions for articles "The Deaf Child in the Family and at School"](#) (8 replies, 0 unread) Posted: Sep-18-02 at 5:39 PM by LAT
- [-] Family Issues (Session 4, 9/30/02) (No topics created)
 - [+] [Touching Base: How are folks doing re topic for final presentation/paper?](#) (0 replies, 0 unread) Posted: Sep-25-02 at 9:30 AM by - MURRAY
 - [+] [Familiar Aggravations: Questions](#) (12 replies, 0 unread) Posted: Sep-25-02 at 9:30 AM by - MURRAY
 - [+] [Lifeboating: Caring for yourself: Questions](#) (12 replies, 0 unread) Posted: Sep-25-02 at 9:20 AM by Sha
- [-] Cognitive Development (Session 5, 10/7/02) (No topics created)
 - [+] [Dimention of thinking](#) (10 replies, 0 unread) Posted: Oct-04-02 at 10:45 AM by Daniel Ianculovici
 - [+] [some website links related to cognitive development](#) (0 replies, 0 unread) Posted: Oct-03-02 at 10:33 AM by Daniel Ianculovici
 - [+] [cognitive abilities](#) (15 replies, 0 unread) Posted: Sep-30-02 at 12:55 PM by WAYNE CAYEA
- [-] Cognitive Development - Round 2 (Session 6, 10/14/02) (No topics created)
 - [+] [and last thing \(!\): Check in here re your final project/presentation topic](#) (5 replies, 0 unread) Posted: Oct-04-02 at 10:45 AM by Daniel Ianculovici
 - [+] [Check in here if the topic you're focusing on is Area 5: Critical thinking and strategic thinking](#) (0 replies, 0 unread) Posted: Oct-04-02 at 10:45 AM by Daniel Ianculovici

Open the message Note to all: Pick 1-2 questions from each set that the discussion leaders posted for this week!

Internet

Diverse communication needs

- Last fall: 13 students, ~ 1/2 deaf, 1/2 hearing
- Deaf students: ~1/2 preferred more ASL, ~1/4 sim. com., ~1/4 voice/lipreading dependent
- Hearing students: ~1/2 were *new* signers, ~1/4 were decent sim. com. users, ~1/4 could switch easily between sim. com. and ASL. One was a non-native hearing user of English
- Wide variety of other cultures in the classroom – race, religion, schooling, etc.

Managing Communication

- Difficult!
- Class was included in process of developing some strategies
- Students had to take some control over asserting when they were NOT following discussion/conversation
- Writing on the board was always equal-opportunity back-up plan

Discussion Board and Communication Needs

- Started with the goal of an opportunity to pre-focus class discussion
- Very quickly, it became apparent that the discussion board also served to put everyone on a more equal footing *before* any class session
- (Almost) everyone arrived at class with a more thorough reading of articles, as well as some idea of the range of opinions across class-mates

Teaching and co-teaching

- This course has had synergistic quality even before co-teaching
- Mike had previously taught the course, Sara took over the course last fall
- This coming fall, enrollment is doubling – we will be co-teaching
- And we will co-teach two sections

Mike: Course-planning Notes

- Course is geared towards being a combination of:
 - A traditional Adolescent Development course
 - An introduction to the field of Deaf Education
- Students are new to the program (first quarter here)
- Annually – course readings are updated –no single text would suit

Sara: Planning

- Challenge of course is how it serves multiple purposes – Psychological development focus, introduction to deaf education focus
- Many materials and assignments “borrowed” from Mike’s course
- I “added” the myCourses influence

Two sections

- Use myCourses course content modules
- Decide on weekly topics, assignments, syllabus together before course begins
- Maintain “single source” of assignments and course content that is provided from us

Co-teaching

- We have divided the weekly topics – each taking primary responsibility for about half of the topics
- We will co-teach both sections
- During weeks where one of us is primarily responsible – that person will lead both sections, the other will attend at least one section

Goals

- Economy of time spent on teaching?
- Rather – we are looking to feed off of each other, and do solid, collaborative teaching
- Students will benefit
- As will we

Other ideas

- Communication – easy access to emailing group (for students also)
- Chat
- Setting up cooperative learning groups