

EDUC378, SOCIAL STUDIES SEMINAR  
Spring, 2009



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Meeting Time: Wednesdays 3:45-6:00 Meeting Place: Hurd 330

Note: This part of the seminar constitutes 50% of the grade for EDUC378. You will be graded on your attendance and your active and thoughtful involvement.

Caveat: Listed below are potential topics for each session. I do not promise that I will stick to this set of topics. Our discussions need to grow from your experiences and your needs. I look for you to actively shape what happens in seminar.

#### **Course Schedule**

*January 21:* Objectives (Lesson and Unit), Understanding by Design (Review), Standards (State, NCSS, Organization), Music (Making history real)

*February 4:* Teaching with Documents, Teaching with Data, Teaching Geography

*February 18:* Using Images to teach the Social Studies

*March 4:* Social Studies and the Middle School

*March 25:* Multiculturalism and Gender, Including Everyone in the Social Studies

*April 8:* Discussing Controversial Issues, Discussing Religion, Teaching Economics

*April 22:* Teaching Citizenship, Thoughts about the National Council for the Social Studies, Teaching Thinking in the Social Studies classroom

*May 6:* What are the social studies?

### **Reflective Journal:**

(Turned in via e-mail every Wednesday before seminar)

Journals are to follow this general format, except for week one of each experience (Week one entry discussed below). Journals should primarily be used for reflections on specific lessons you taught. Choose a lesson where you are not being formally observed.

Here is a suggestion for how to write your lesson reflection. Gather all data about student learning from the lesson (worksheets, quizzes). Try to record data during the lesson or immediately after. You might record data concerning one or two students of concern, particular amount of student participation, nature of student answers, classroom management behavior, involvement during group work, or more. Examine the data about student learning and describe it. Next, discuss what you did in the lesson. Be specific. During the lesson or after, you might want to also record information about what you did. This could include your questions, directions for activities, presentation of content, and more. Don't describe everything in the lesson. Focus on one or two significant events.

Once you have presented your sketch of the lesson, lay out your critique of the lesson. Talk about specific strategies and how you might change them or how you might continue as you have with those strategies. You might also determine you need to stop using a particular method. Ground the critique in a discussion of actual events from the lesson. Finally, discuss your evolving overall approach and overall teaching philosophy.

Reflections should be rich in detail including discussions that convey feelings, yours and the students. You need to convey a clear image of what happened in the lesson and your assessment based on that image. The reflection should be like your microteaching analysis. You do not need to follow the description in the above paragraphs prescriptively. Your entries do need to actively critique what you are doing in particular lessons.

Occasionally, you might be moved to write about something else beyond a particular lesson. You might observe something in the school that concerns you. You might want to write about a particular student. You might want to share your feelings about the experience. Such entries are permitted, but should be the exception and not the rule.

Each entry needs to be about 2 pages.

### **Management Plan Journal**

On the first Friday of each experience, (January 23 and March 20) you need to turn in an entry where you describe your classroom management plan. In around three pages for each experience, write out the plan you will follow for your middle school experience (1/23) and then your high school experience (3/20). Discuss how you will organize your classroom (routines, rules, physical environment and arrangement) and your lessons to create a rich learning environment. Discuss how you will consciously implement the plan, especially on the first few days that you teach. Make sure that you also convey how you will address misbehavior in your class. Talk about how your plan fits in with rules and procedures mandated by the school. Finally, make clear the philosophy that guides your plan.

Your management approach should reflect your personal style of teaching. Don't make your plan a list. Rather, certain issues will take a prominence in your plan. For instance, how you organize the classroom or, perhaps, how you structure your lessons could be a more important part in your plan than other features. Describe those aspects in more detail.