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Halloween science worksheets for high school

Teach students the basics of vocabulary music with these free activities, printing. Print pdf: Challenge the basics of music and complete the activity. Print pdf: Sheet music theme writing a story, poem or article about music. Write accurately your final project on the music theme sheet. December 13th is violin day. The violin is a bended string instrument and is the highest member of the violin family. The violin has four strings, a hollow body, an unseen finger panel and a bow. Print pdf: Music basics coloring page and image color. Print pdf: Music coloring basics and image color. Print pdf: Music basics coloring page and image color. Deborah Corneson on motivating students who don't want a career at STEM Christina Rizga September 9, 2020 Camilo Hunica Editor Note: In 1998, the most common teacher had 15 years of experience. In recent years, this number is closer to only three years leading the classroom. The series focuses on teaching on the wisdom of veteran teachers. Deborah Corneson is happy to see that American society has begun to put a higher value on science education. In the past decade, government officials, business leaders, and teachers have argued that stem training should be a national priority – because it can help students get jobs with international giants like Google or Tesla and join the global economy. However, Corneliusson told me that references to global economic competition often occur in rural communities, such as her hometown of Ada, Oklahoma. Some rural students do not want to leave their small towns, many of whom view them with deep pride and a sense of belonging. Cornelison, who was a high school science teacher for 26 years before joining the Oklahoma Department of Education, designed her classrooms in a way that would engage students who do not primarily look at the benefits of education in terms of a prestigious job or a college admission letter -- or who may not want to pursue a science career at all. When I spent a week with Corneliusin in March 2018, I explained how she shows students a broader attraction to science, including how to use scientific projects to improve their communities. This interview has been slightly modified for length and clarity. Cristina Razja: You've won national awards for your education, especially on project-based learning. Can you explain what that looks like in your classroom? Deborah Cornelisson: All of my students' projects — whether individual or group — were always about identifying real problems in society, collecting useful data, preparing experiences, and then finding solutions. The way I studied has changed a lot since I started teaching in 1988. But I always wanted our projects to go beyond typical cooking lab experiments, in which students are only asked to follow directions, which tell you exactly what to do and what to emphasize. I wanted my students. Learn skills that will help them to be more successful in life and work: exploration, critical thinking and problem solving through collaboration. For example, a group of ninth graders worked on a research project that achieves CO2 levels in the classrooms of Peng Junior High School. First, they tested almost every semester in our building, and found that co2 levels in some places were much higher than they should be, especially in crowded classrooms after lunch. The students analyzed the layouts of the building and discussed their findings with the maintenance manager in charge of heating, ventilation and air conditioning systems. Together, they came to the initial conclusion that it might have been a matter of how much fresh air the building was bringing in. It costs more money to heat and cool this fresh air, so systems are sometimes modified as a cost-saving measure. The amount of fresh air has been increased to improve air quality, with retesting until co2 levels are within recommended levels. Another group of students worked on a healthy food project and, as a result, reinstated the cafeteria salad bar, which had been removed. They started surveying students about what they were having for lunch and what they wanted to change. They met with cafeteria workers for supporting evidence. They engaged experts, analyzed their data, and wrote a presentation on healthy eating habits that they then used to educate their peers. They then presented their findings to the supervisor. One project examined the impact of sleep deficits in adolescents. They all had their colleagues complete sleep records for two weeks as they collected data. They looked at data on the importance of adequate sleep and habits that improve sleep, such as waking up at the same time each day, reducing the use of electronics before bed, and increasing exercise. They then made an offer to the school board and taught the community about the importance of adequate sleep, and in their post-project surveys of students at our school, they learned that 90 percent of them said they had improved their sleeping habits. At times, student projects have changed state policies: one of them has developed better school contingency plans, such as annual closure exercises, inspired by a state law that expanded these plans to all universities in 2007. Rizga: Did you intend to teach your science classes civic participation as well? Cornelison: I've always wanted to find ways to show students how science can help us address global problems at the local level and allow students to experience a sense of agency. It's a big incentive for teenagers: you believe in giving students a choice of what to investigate in their projects, but did they always know what they wanted to look for on their own? Corneliuson: No, sometimes the students didn't know. Helpthem find their topics by encouraging them to read the news and look for They were interested in investigating and doing something about. Throughout my career, I have also kept folders on various topics with newspaper articles or magazines cut on various issues that may be of interest to students. With some research, reading and discussion, we have always settled on something meaningful. Rizja: What are some of the additional skills your students have learned by doing projects, rather than engaging in science in a more traditional way through lectures and occasional laboratories? Cornelison: They're still learning the content and the scientific process, but they've also acquired a lot of other useful skills that will help them in their lives: working together as a team, delegating work, solving problems, managing time, planning, providing ideas to others, and working with community members to implement positive solutions. They have learned how to deal with the frustration and confusion that can come from drawing your path. They learned how to ask for help from others, and they should help others themselves. They developed their analytical side and were able to use their creative skills. They also became a very good writer, because they had to explain everything they did and analyze it coherently. In fact, a lot of support and individual teaching happened through writing, where I was helping my students understand their work: what did I actually find? What does all this mean? Why does it matter? I've seen their thinking through this process, and that's how I built my relationships with the students. After that, almost every year, my students were trained for weeks before presenting results to their peers or the school board, or at teacher and parent conferences or state and national SCIENCE, Technology, Engineering and Mathematics events. Presentations have increased risk and motivation. The beauty of these projects, I believe, is that in the end -- after all the conflicts -- they really felt that they owned them. Their data I've had was their work was really proud, and most of them still tell me that it was the highlight of their high school years. Rizja: How have you changed the way you teach with experience? Corneliuson: I started teaching the way I've always taught myself: with lectures and some labs where students just followed directions to confirm some concepts. This evolved into a different way, often actively starting in which students discovered something and discussed their findings together. So instead of just focusing on the right or wrong answers, which is important in science, it also helps them think about their thinking. This means learning how to move from questions that require answering yes or no or responding to questions that reveal the depth of knowledge: Tell me more or what does that mean? Over time, you also prioritize providing feedback on work that involves students showing their thinking, and removing any misunderstandings. After teaching the same concepts year after year, you learn to be proactive Addressing these misconceptions, but you also know that sometimes multiple exposures to concepts require different ways to develop this deeper understanding. This growth is really associated with professional development, because the more you learn about effective research-based teaching practices and what you are looking for as evidence of learning, the more you can integrate them. Rizja: What kind of professional development has helped you grow more? Cornelison: Teachers often believe that professional development is what the school brings to them, but for me, professional development is what I choose to do to meet the specific challenges I faced in my classroom. Much of this was through informal learning, such as collaborating and meditating with my colleagues about successful scientific research projects and how we can improve them. Almost every year I taught, I also went to the National Association for The Teaching of Science conferences, which offered me sophisticated ideas and new tools, such as an effective virtual lab or a fun game to review concepts. I also went through the process of issuing national council certificates in 1998, which has already improved my practice. Rizja: What kind of collaboration with your colleagues has been more useful and effective? Corneliuson: I think it's very helpful to visit each other's classrooms and discuss what you've noticed and can bring to your classroom. Also, focusing on student work: What student work shows you can learn from? The student's work must provide a guide to rigour in the classroom. Rizja: What helped you stay in the class for 26 years? Corneliuson: My class wasn't a test topic, and it gave me a lot of freedom to do innovative things. In our school there wasn't much focus on prep testing. If I had been in a school that focused so much on it, it would have been very difficult for me to reconcile that with my beliefs about effective teaching. My work has always been based on standards, but my students have always been able to see how science standards apply to their lives and communities. Rizja: Is the teaching experience important? Corneliuson: If a teacher learns every year, he or she will know a lot more in 20 years than in five years. I think the most experienced teacher has a broader and deeper knowledge of their content and a better perspective on what works and doesn't work with different learners. The older teacher will be more mature and have more life experiences, which may include parenting. This helps to understand children. If the teacher is effective and has studied for a long time, she has a wider network of colleagues. Rizja: What would have made your practice more effective? Corneliuson: More time to plan during the school day to create more robust and more intentional lesson plans and collaborate with colleagues. Fewer and longer periods every day. Most of our classes are only 45 minutes. More collaboration between classmates to promote interdisciplinary learning, we Cooperation a lot. Rizga: What values did you try to embody in the classroom? Corneliuson: I tried to be very honest. I wanted my students to know that I was a real person, especially since I was known for teaching. I wanted them to know that I had a lot of failures, and that my successes came from a lot of learning from other people and their support. I wanted them to know who I am as a person and encouraged them to explore what they care about as well. I appreciated their efforts and tried to model a strong work ethic. I've always tried to be fair I've taken care of them but I wasn't their companion we enjoyed together and joked, but I was an adult and professional in the room. This article is part of our teaching project, supported by grants from the William and Flora Hewlett Foundation, the Spencer Foundation, the Bill and Melinda Gates Foundation, and the Banta Rea Foundation. Foundation.

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