

Best Practices in Technology Integration

Title: *“To Be or Not To Be?” A Career Awareness Project*

Subjects: Social Studies, Careers, Computers, or Technology

Intended Grade Levels: 7-8 Grade Students

Description:

The purpose of this unit is to have students gain an awareness of the Six Michigan Career Pathway Clusters and possible careers for their future. Throughout their research the students will be introduced to many different components of technology including computers, digital cameras, scanners, sound, video, multimedia projectors, the Internet, distance learning, and many more. The students will also be introduced to different Career Preparation software including MOIS and ex Bridges. After completing their research, the students will create a PowerPoint® presentation based on the Career or Career Cluster of their choice. It will be created in the computer lab in collaboration with other core teachers. This project will take approximately 7-9 weeks to complete. The students will be given a student questionnaire at the end of the lesson to determine the projects' significance.

Narrative:

Students will research the different Six Michigan Career Pathway Clusters and through the process of using different components of technology, the students will determine one “Michigan Pathway” or “Career” that they are interested in pursuing.

What makes this a Best Practice is that it integrates technology into the curriculum. It covers both the Technology and Career and Employability Skills standards and benchmarks. Technology and Career and Employability Skills standards were based on standards from all four academic core areas. It also anticipates that the students will have an increased awareness of the Six Michigan Career Pathway Clusters, an increased appreciation and awareness of the different uses of technology, the ability to create and present a PowerPoint® presentation, and the ability to demonstrate:

- ◆ Active Listening Skills
- ◆ High Order Thinking
- ◆ Deep Knowledge
- ◆ Substantive Conversation
- ◆ Connections to the World beyond the Classroom.

The application of technology improves this lesson because it makes this lesson more interesting for the student. The main focus of this lesson is to teach students about Career Awareness and at the same time, this lesson meets the state benchmarks for technology. Students are interested in this lesson not only because they are planning for their future but also because they are learning about computers, digital cameras, scanners, sound, video, multimedia projectors, the Internet, distance learning, and many other components of technology.

“To Be or Not To Be?” A Career Awareness Project

The instructional strategies that will be used in this project include teacher presentations, student presentations, cooperative learning, and mastery learning.

This lesson takes into consideration different learning styles and skills. It is taught using visual aids, a multimedia projector, handouts, sound, hands-on experiences, video, distance learning, cooperative learning and rubrics. This project takes in consideration all learning styles so that every student can be successful.

Curriculum Benchmarks:

TECHNOLOGY

Michigan Department of Education
Instructional Technology Standards

A technology literate learner will:

1. Use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer);
2. Use technologies to retrieve, organize, manipulate, evaluate, and communicate information;
3. Apply appropriate technologies to critical thinking, creative expression and decision making skills;
4. Employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments;
5. Apply ethical and legal standards in planning, using, and evaluating technology.

CAREER AWARENESS

Michigan Department of Education
Career and Employability Standards

1. All students will apply basic communication skills and perform math operations in work related situations.
2. All students will acquire, organize, evaluate, and interpret information to implement a career decision.
3. All students will demonstrate the ability to combine ideas or information in new ways.
4. All students will make decisions and solve problems by specifying goals and constraints, generating alternative, considering risks, and choosing the best alternatives.
5. All students will understand complex systems and work with a variety of technologies.

It was decided to concentrate on these objectives based on the school districts goal to integrate technology and increase career awareness at the Middle School level.

Detailed Timeline:

- Teacher prep time is Monday-Friday from 9:47 to 10:36.
- Approximately 600 students are participating in this project.
- Eight sections are taught with 25 students in each section.
- Students meet everyday for approximately 45 minutes.
- Students meet for 1 semester.
- See attached worksheet for specific details.

Materials/Hardware/Software:

The specific materials that will be used include the following:

HARDWARE:

Gateway Computers (one computer per student)
1 Digital Camera
1 Scanner
1 Microphone
3 Color Printers
1 Laser Printer
1 Television
1 VCR
1 Multimedia Presentation Projector

SOFTWARE:

Windows® 98
Microsoft™ Office® 97
BRIDGES—A subscribed Internet site
MOIS
Internet Explorer®-one specific web site includes
<http://www.cx.bridges.com>

VIDEOS:

Career and Technology related

TEACHER HANDOUTS:

PowerPoint presentation handouts
Career related handouts

DISTANTANCE LEARNING:

Career related field trips

TRAINING:

Technology Conferences
Career Preparation Conferences
MACUL Conference
KETC Meetings

Teacher Preparation:

1. Prepare enough handouts for each student or place them on a network server where all students can access them.
2. Create a student data folder on a server for each student, or supply the students' with disks.
3. Learn how to use the MOIS Structured Search.
4. Learn the Six Michigan Career Pathways and the Careers in each Pathway.
5. If available, learn how to navigate in ex Bridges (An Internet site devoted to career awareness and development).
6. Learn how to setup a basic PowerPoint® presentation.
7. Learn how to use a:
 - Digital camera
 - Scanner
 - Data/Video projector
 - Microphone (to record sound)

Prerequisite Student Skills:

1. Know basic computer skills
 - Open files
 - Save files
 - Keyboarding skills
 - Etc.
2. Know how to use the Internet
3. Have a basic understanding of the uses of technology
4. Have a basic understanding of the Six Michigan Career Pathway Clusters.

Activities/Procedures:

See attached worksheet

Assessment/Evaluation:

The anticipated result is that the students will have an increased awareness of the Six Michigan Career Pathway Clusters, an increased appreciation and awareness of the different uses of technology, the ability to create and present a PowerPoint presentation, and the ability to demonstrate:

- ◆ Active Listening Skills
- ◆ High Order Thinking
- ◆ Deep Knowledge
- ◆ Substantive Conversation
- ◆ Connections to the World beyond the Classroom.

The student results will be measured in two ways. **ACADEMICALLY:** The students will be given a student questionnaire to determine an increased awareness of the Six Michigan Career Pathway Clusters. Also, the information presented in the student's presentation will be an indicator. **TECHNOLOGY:** The student's PowerPoint® presentation will be the indicator that determines their ability to use different forms of technology. A rubric will be used to evaluate the presentation.

The indicators that the teachers can look at during the course of the project to achieve the desired student results include teacher observation, peer observations, and assessments.

The anticipated result for all teachers involved is that they will have an increased awareness of the Six Michigan Career Pathway Clusters, an increased appreciation and awareness of the different uses of technology, and the ability to create and present a PowerPoint® presentation.

The results will be measured by a student survey to determine the effectiveness of the project. In addition, the indicators that will be used by the teachers throughout the project to determine the desired results include class discussion, teacher observation, and input from other core teachers.

Follow-up Activities:

The learning activities that will follow this project include an 8th grade Career/Technology project that will build on the skills taught in this project. The 8th grade project will include further research and presentations. This will enable the students to develop an Educational Development Plan (EDP) based on their chosen Michigan Career Pathway Cluster. Both of these projects will prepare students for high school in the following areas: Communication skills (language arts), logical analysis skills (math and science), careers (Social Studies), self-awareness (Social Studies), and advanced computer skills (Business Services and Technology).

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