

## Session 3 Adapted: Revised Assignment

Sept 9<sup>th</sup>, 2020

Expected length: 1-1.5 pages

In respect to Scholar Strike being implemented in solidarity with the Black Lives Matter movement, Professor Gonzalez and I have determined that we shall dedicate this week's session to the strike. Therefore, **we will not hold a class session Wed. Sept. 9th**. However, we will realign the focus of the philosophical content meant for our class session, allowing us to develop a short-related assignment.

### Part 1:

1. Please visit the website: <https://academeblog.org/2020/09/02/scholar-strike/>
2. Research the associated sources and locate material that you desire to view.
3. Identify & confirm: security, legal status, ethical applications of content.
4. View Scholar Strike Videos: (Note several of many resources on YouTube.)  
[https://www.youtube.com/playlist?list=PLYUxPrLg-HnalLipOv7VODn\\_ZHIQyzs\\_a](https://www.youtube.com/playlist?list=PLYUxPrLg-HnalLipOv7VODn_ZHIQyzs_a)  
<https://www.youtube.com/watch?v=6Y-FQUyFO7U>

### Part 2:

First, list 2-4 website addresses that you watched.

Then, write a brief response to each of the critical topics associated with BLM and how you anticipate it to impact the classroom setting. (i.e.: "When children learn to fear authority figures and not trust them, they are not likely to develop a healthy respect for worthy relationships. This will challenge our efforts to work collaboratively in the classroom.")

### Part 3:

Write three sentences related to your teaching philosophy which will reflect your sense of awareness and inclusiveness for all learners; given the context of the Black Lives Matters Movement.

Example:

*As an educator I am dedicated to taking actions that address the current shortcomings of our educational system, thus providing access to successful learning opportunities for all learners.*

*I am committed to fighting against the school to prison pipeline. I choose not to depend on a punitive disciplinary system. I affirm the identities of all my learners and aim to facilitate their empowerment by speaking truth to power.*

**Keep this assignment simple and direct. The topic is a powerful source and could become too much too fast. Please monitor and keep to 1-1.5 pages.**

***We will follow up on the philosophical content of your Portfolio Page at the end of September and in October.***

# Rubric

## Group Technology In-Class Assignment

5 Points

You've already rated students with this rubric. Any major changes could affect the assessment results.

### Group Technology Assignment

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Within your group plan an experience that incorporates Ed Tech to provide opportunities for students	<b>3.0 pts</b> <b>Full Marks</b> Group completely works together to plan an experience that incorporates Ed Tech to provide opportunities for students <b>and ethical use noted.</b>	<b>2.0 pts</b> <b>Partial Mark</b> Group plans an experience that partially incorporates Ed Tech opportunities for students.	<b>1.0 pts</b> <b>Partial Marks</b> Group plans an experience that attempts to incorporate Ed Tech opportunities for students.	3.0 pts
This criterion is linked to a Learning Outcome Groups create an activity that shows students achieving and/or demonstrating content specific learning.	<b>1.0 pts</b> <b>Full Marks</b> Group completely creates an activity that shows student achieving and/or demonstrating content specific learning.	<b>0.0 pts</b> <b>No Marks</b> Group does not create an activity that shows student achieving and/or demonstrating content specific learning.		1.0 pts
This criterion is linked to a Learning Outcome Group creates an activity that shows student self-assessment.	<b>1.0 pts</b> <b>Full Marks</b> Group successfully creates an activity that shows student self-assessment.	<b>0.0 pts</b> <b>No Marks</b> Group does not create an activity that shows student self-assessment.		1.0 pts
Total Points: 5.0				