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1. Introduction (including who I am and my topic)

- How I think about and approach my teaching

  Very student-centered (show teaching philosophy)
  - also like to be very accessible to students (including at home, by phone or e-mail)
      -students know this and are in constant contact with me
      - have a good finger on the pulse of the cohort (maybe better than anyone else?)

  Teaching should be more about doing things with students rather than doing things to students
      (William Glasser and Alfie Kohn)
      - try to remove the pressure of grades to facilitate learning (so we can focus on knowledge)
          - Alfie Kohn and Edward Deci (re: intrinsic v. extrinsic learning)

  Teaching and learning should occur in a variety of different contexts, in different places and at different times
      - e-mail listservs, threaded discussions, assignments outside of class, etc.

- What I generally am trying to achieve (in all of my classes)

  Teach in two areas (law and technology) where most students do not have an overwhelming depth of knowledge
      - trying to help students connect new information with what they already know
          - a very constructivist approach (Jacqueline and Martin Brooks)
      - trying to acquaint students with essential, useful resources for their future roles as educational leaders
          (ISTE standards, NCREL, U.S. Department of Education, etc.)
      - trying to impart important information without being the focal point of class
          - do not lecture very much
          - try to incorporate cooperative learning techniques when possible (David and Roger Johnson)

  In technology, also try to individualize my instruction (constructivism) and make it as hands-on as possible
      (self-assessments, personal proficiency time, web site audits, survey projects, etc.)

  Try to model effective teaching (like Dick Shepardson) and effective use of technology
      - break in and out of small groups, whole class discussion, jigsawing, quick reviews, etc.
      - bring in various technologies all of the time to share (PDA and keyboard, pen scanner, AlphaSmart, etc.)
      - feedback and reflection are important
          - being a reflective educator / administrator is a central theme at UC and for me
          - three evaluations per quarter (two mini-) and my own reflection upon those
          - self-reflection by students

2. A Sample Lesson (won't be teaching, but instead discussing what I'm doing and thinking about)

- Goals for this lesson

  To begin the discussion about the larger picture of technology planning
      - also to talk about some specific, concrete issues
  To help students see that leadership in technology is part and parcel of their ongoing leadership responsibilities
      in other areas (not a separate issue or area)

- What's next - guest speakers, rest of syllabus (safeguarding data, integrating technology into the curriculum, etc.)

3. Questions?

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