MEE

Motivate, Engage, Empower

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Challenging the student to take control of the learning process is tantamount to his/her enthusiasm for and desire to want to know, and complete the task. To take control is to own, and to own is to establish relevance, and give purpose to the process. What is missing in the majority of classrooms today is the address of this sense of "me" [the "id", the selfcenteredness that dictates a youngster's being] that will transform his/her internalization to one of externalization.

This transformation process in an educational sense is one of situating the student in a learning environment that will respell "me" as MEE. In other words, precise motivation and engagement via cognitive or creative planning and technological hands-on will empower him/her to want to learn within the context of doing it his/her way that will provide meaning, excitement and ownership in the finished product.

Add to that an element of transcendence. By finding ways to display student work in public places, students learn that their work is relevant. This in turn builds greater confidence, and enhances a student's self-worth. When real world situations become part of a student's learning path it may very well beckon the student to begin to think about his/her goals and role in society. And this kind of thinking is a direct result of a student taking control of the learning process.

As a "digital native", today's student walks into the classroom eager to use technology tools within the curriculum. He/she has high expectations in this regard. If these expectations are not met by the teaching staff and administrators, the "id" of the individual student will not be nurtured at optimal levels.

I can assert and authenticate students' "digital desires" and need for taking control of the learning process with the following examples.

Student mentorship workshops in the utilization of graphics software ... transcendence and empowerment [7th and 8th Grades].



Raul Yzaguirre School For Success [RYSS] - Junior and Primary Academies Mentorship Workshop II [Houston, Texas] [January 23-26, 2012]



Raul Yzaguirre School For Success [RYSS] - T.H. Rogers School Mentorship Workshop [Houston, Texas] [December 15, 2010]



Raul Yzaguirre School For Success [RYSS] - Harmony Hills Elementary Mentorship Workshop [San Antonio, Texas] [May 11, 2011]



The left and center banks of computer stations are seen as the RYSS 7th grade core group [names indicated in red] works with the Crespo students to learn the graphics software to be able to make Digital Art.

Raul Yzaguirre School For Success [RYSS] - Crespo Fine Arts Academy Mentorship Workshop [Houston, Texas]
[January 13, 2010]

A firm belief in the utilization of "generic" software to empower students to take control of the learning process.

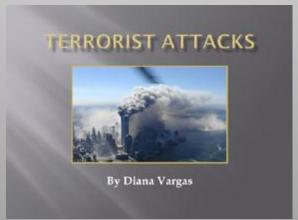
PowerPoint examples ... 9/11









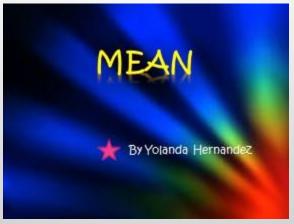




Students were tasked to put together a tribute to those who lost their lives in the 9/11 attacks to be presented at the Tenth Anniversary assembly, 2011.

"Generic" software ... PowerPoint examples ... Grade 7 Math









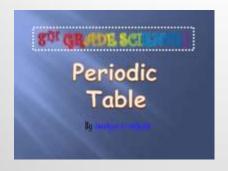


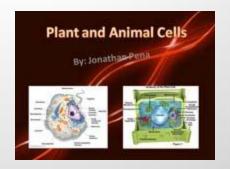


The students were challenged to take control of the learning process to make Math more exciting and interesting to study. They researched the concepts online, then used visuals, text and animation to bring them "to life" ... empowerment.

"Generic" software ... PowerPoint examples ... Grade 8 Science

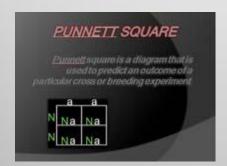


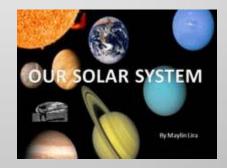


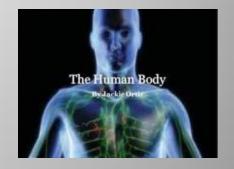






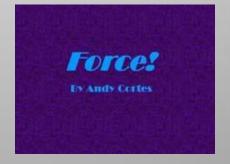








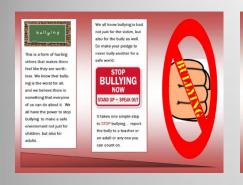






The students were challenged to take control of the learning process to make Science more exciting and interesting to study. They researched the concepts online, then used visuals, text and animation to bring them "to life" ... empowerment.

"Generic" software ... Publisher examples ... Grade 7 brochures re: Bullying























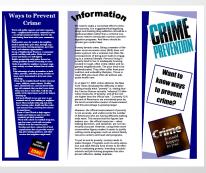


The students honed their writing and publishing skills as they became more sensitized to the issue of bullying via research on the Internet and organization of their information and visuals within the software. They also presented their brochures through projection and discussion in the classroom to practice public speaking. Several of the students intimated their personal experiences of being bullied during this phase of the project.

"Generic" software ... Publisher examples ... Grade 8 brochures re: Social Issues







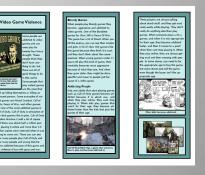




















The students honed their writing and publishing skills as they became more sensitized to social issues via research on the Internet and organization of their information and visuals within the software. They also presented their brochures through projection and discussion in the classroom to practice public speaking.

"Generic" software ... Publisher examples ... Grade 8 brochures re: RYSS







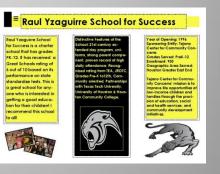








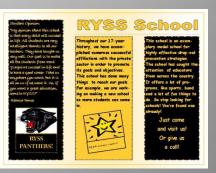












The students honed their writing and publishing skills as they promoted their school, and gained a better understanding of the educational process. They also presented their brochures through projection and discussion in the classroom to practice public speaking.

"Generic" software ... Publisher examples ... Grade 7 brochures re: Media Influence











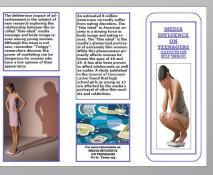














The students honed their writing and publishing skills as they became more sensitized to media influence via research on the Internet and organization of their information and visuals within the software. They also presented their brochures through projection and discussion in the classroom to practice public speaking.

"Generic" software ... Word examples ... Grades 7 and 8

Bullying Opinion

Buttying is a very lead othercod been inside these capt, it is not yet rules and the property of the hort a lot of people. So of the property of the property

I bet a bully wouldn't like to be treated like that, so he shouldn't do the same I set a suity wouldn't six to be treated like that, so he shouldn't do the same thing. If you are a bully, listen and be respectful feether it's too late. Don't regret it. You will regret it if the person you builted commits suicide. You made this person feether will be the same that the person feether will be the same for you to make fain, and officize someone. You've not perfect either. Nobody is, Only God is. You should stop, and start thinking about what you and your builving friends have done. You should talk to a teacher about it, or tell your parents. Counseling can help you. Kimberly Alaniz, 8th Grade, 8YSS

Tribute to Native Americans



Resume for RYSS

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> President of States's County award, entirplast, 6th gualey certificate, memoring strategies in CRAP software of T.H. Region Unions nights and shown of CaC, India. Tomas Clark States Stemanian School States States

Name And partiest attendance characters.

Chile Rescue Appreciation

Dear President Piliera

I congratulate you for all your hard work to help the miners. What you did was worth it because you helped families get their family members back. It took a long time to get the miners to their families. case their relatives. And it was hard work for all the miners to travel all the way in that tunnel. There were 35 miners, and all of them were recoved. So, we thank you for all your hard work.

Alan Bartolo, 8º Grade, RYSS

Congratulations to New Ambassador



the consistence registrie. Dispressibleties in private field President Charma choice you title the 13.6 Architecture to the Distribute Registrie. Privat figures out, and gain to that Tragastrie Submit for Mansen. (gain to the Architectures of the you. A charma private in the private time to this world, Tragastria Determina great Submit New your private. The Sums Steve all Distributes for the special Tragastria Submit Stevil to you. The world beginn you show. The Sums Steve all Distributes for the special Transit Stevil to you. The world beginn you will be your specials for the SULES, Steve III. There for proposed this or great plant of the SULES STEVE STEVE

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Computers and History



Computers have been part of history for a long time, and we have been using them in so many ways today. We even use them for almost everything. History is one of the main topics in research. Today, computers are very useful when we talk about history. Computers have been very important in our daily lives, and they are also very useful by helping us understand in a very special way. Most importantly, computers do not only help us with history, but they have been part of history for a long time.

ISEL GOMEZ, 7TH GRADE, RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Tribute to African Americans

Media Influence

Media influence can be bad, but it can also be good. Interacting with media can surely get our attention for a while, but how do we know when its stop? Moderation is the tay. Tennegers are carious about the new technologies around them. Sometimes, they on our know when it is inter to just, but that is exactly why solicit jovents and teachers) are needed to tell us, and teach us how much media we need.

Believe it or not, having too little media is also a huge problem because it would be like having teneagers trapped in one little cape wanting to set themselves freeze to expire the world. If the adults did not let them out of the cape, they would find rebellious ways to get out.

The fact is that teenagers were born in a world filled with media, and avoiding it would be impossible. Meda plays a big role in their liver. Not having media around them would be like not being also to breather. They car't live with it, and they cart five without it. Moderation, control, and balance will help them deal with media in a pool way.

Opinion

Media Influence on Teenagers



[Buffalo soldier, 25th Infantry, Co. A]

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Research by Artadna Suazo, 8th Crade, RYNS

"Generic" software ... MovieMaker examples ... Grades 7 and 8

"To know one's parents ..."

The students were asked to interview their parents [take notes], convert the notes into third-person stories, read their stories onto a voice recorder, combine their voice recordings with music via Audacity [sound editing software], and then use their voice/music combinations with photographs via MovieMaker to produce movies [slide shows].







"Generic" software ... MovieMaker examples ... Grade 8

Social Issues Documentaries

The students participated in a classroom assignment involving MovieMaker to make movies [slide shows] re: social issues. The students were asked to do research on their specific issues via the Internet, then use the information with visuals to enhance their movie editing skills [sequencing, timing, transitions, titling (typography)] to tell their stories.







Bullying Project

The students used GIMP [Photoshop equivalent] software and images from the Internet to make Digital Art about bullying. As a result, greater understanding of the social problem came to the forefront with acquired skills of manipulating photographs ... utilizing various tools and filters within the software.

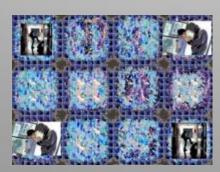














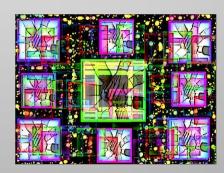


Core Values Project

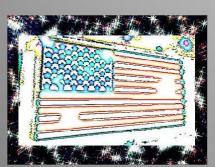
The students were given the RYSS four "Core Values" [Junior Academy theme] ... HONOR, RESPONSIBILITY, COMMITMENT, CITIZENSHIP ... to research the meaning of online, and then translate those meanings in GIMP [Photoshop equivalent] software as Digital Art. As a result, vocabulary enhancement came to the forefront with acquired skills of manipulating photographs ... utilizing various tools and filters within the software.





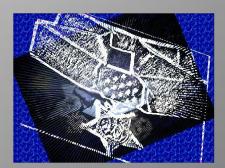






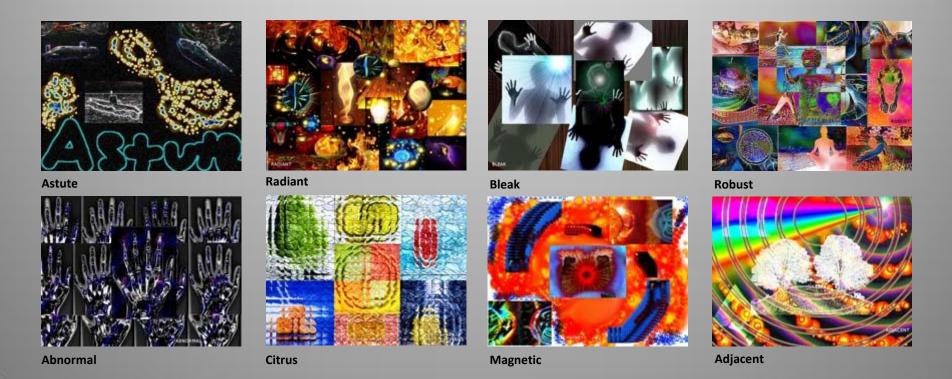






DA_LA7_RYSS

The students were given Grade 7 Language Arts words to research the meaning of online then translate those meanings in GIMP [Photoshop equivalent] software as Digital Art. As a result, vocabulary enhancement came to the forefront with acquired skills of manipulating photographs ... utilizing various tools and filters within the software.



DA_SS8_RYSS

The students were given Grade 8 Social Studies topics to research the meaning of online then translate those meanings in GIMP [Photoshop equivalent] software as Digital Art. As a result, a greater understanding of people, places and events came to the forefront with acquired skills of manipulating photographs ... utilizing various tools and filters within the software.

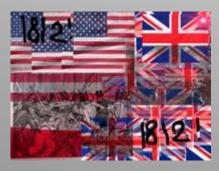














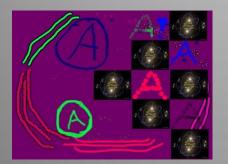


DA_SCI7_RYSS

The students were given Grade 7 Science words to research the meaning of online then translate those meanings in GIMP [Photoshop equivalent] software as Digital Art. As a result, vocabulary enhancement came to the forefront with acquired skills of manipulating photographs ... utilizing various tools and filters within the software.



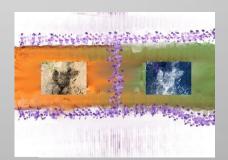
Asteroid



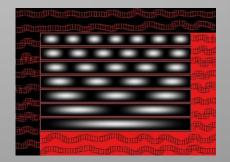
Change



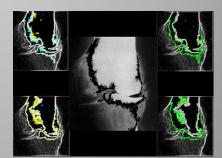
Ecology



Erosion



Impermeable



Joint



Symmetry

Atom

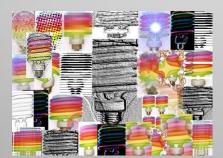
DA_7_8_RYSS

The students were given Grade 7 and 8 Language Arts words to research the meaning of online then translate those meanings in GIMP [Photoshop equivalent] software as Digital Art. As a result, vocabulary enhancement came to the forefront with acquired skills of manipulating photographs ... utilizing various tools and filters within the software.

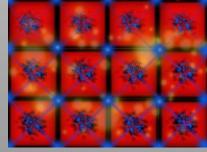




Mentality



Light



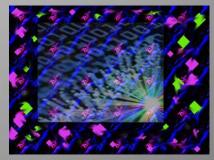








Echo



Data

Transcendence of the classroom as mentioned earlier ... DA_7_8_RYSS was exhibited at various venues.



East End Gallery, Houston Institute of Culture, Houston, Texas.



Talento Bilingue de Houston, Houston, Texas.



Slide Show, 4th annual Carnival of e-Creativity & Change-agents Conclave [2009 CeC & CaC], Sattal Estate, India.



City Council Lobby Gallery, City Hall [Cultural Affairs, Mayor's Office], City of Houston, Texas.

By finding ways to display student work in public places, students learn that their work is relevant. This in turn builds greater confidence, and enhances a student's self-worth.

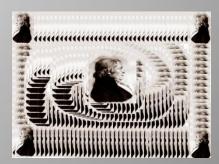
Paul Revere in conjunction with the The Paul Revere House Museum, Boston, Massachusetts

The students researched Paul Revere and his role in the American Revolution, and then translated their research in GIMP [Photoshop equivalent] software as Digital Art. As a result, a greater understanding of Revere and the American Revolution came to the forefront with acquired skills of manipulating photographs ... utilizing various tools and filters within the software.









This project was featured in the <u>School Spotlight</u> section of The Paul Revere House Museum website ... transcendence of the classroom as mentioned earlier.

Web Banner Advertising

The students used GIMP [Photoshop equivalent] software to create banner ads to understand this form of advertising on the Internet. One standard size used by the students: 728X90 pixels.

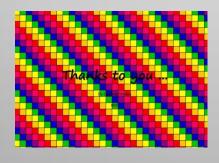


"Generic" ... notepad/source code writing [HTML] ... Grade 7

Web lines: creative writing through acquisition of HTML skills

The students were given the unbridled task of expressing themselves from "within" as they worked with building simple web pages. The "fantastical" process of content appearing on a web page due to a bit of programming language [HTML] was a motivating force for the students to continue, and complete their source code writing.

















"Generic" software ... Audacity examples ... Grade 8

Sound Editing: The Production of Electronica Loops

The students were asked to work with an existing piece of music [public domain, downloaded from the Internet] to create their own sound as "Electronica" loops. They honed their skills with Audacity, sound editing/mixing software as they became aware of this genre of music that artists/musicians are creating worldwide in academia and at the workplace.

















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