Classroom Management

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EDUC 450

Part 1: Description

Should room allow, my classroom set-up would consist of a casual meeting space near the front of the room where we would meet and converse about the day ahead in class. In a way, it would be similar to a lounge where students would be able to socialize and, ideally, open up to each other. Seating would likely consist of either: couches, recliners, or bean bags. The goal being that it promotes a friendlier atmosphere within the classroom.

The workspace, however, would be a separate space entirely from the lounge area. Regular desks, tables, and desktop computer stations. For those that have laptops, there will be a few tables for them to be set up on with ports for power sources. While digital art and electronic art do not involve traditional media, I will make sure there is a designated section of tables for students to work with them if it is something they wish to work with on a project. This is mainly to keep materials away from the computers and limit the cleaning that’s required.

As for non-instructional routines, I will likely be working on grading or other things I need to attend to at my desk. I’ll be sure to ask my students if they would like me to check in on how they’re doing by walking around, but I believe in letting them work and ask questions as they need to. One of the things I always felt was that if the teacher is glancing over shoulders that they’re only looking to see if the student is on task rather than how they’re doing on a problem or project. It will, also, be an important teller for me on who is likely to be doing well in class based on the responses I hear.

For students that would like for me to check in occasionally, I will know that they want to receive feedback as they go and they may know they need that extra attention to keep them on task. For students that wouldn’t like me to check in, it will mean they prefer diligently working as they will and ask questions as they pop up, or they are just using it as a way to avoid attention and goof off during the class.

Instructional habits and routines will be handled in the lounge/social space where they’re all gathered and not organized into desk spaces. Here they won’t have their computers in front of them and will be facing the board and television for instruction. Every morning, I will expect them to place their backpacks and things by the computer they choose to work at for the semester/quarter and then meet in the lounge space. I’ll be able to give them video examples of assignments, list out the expectations for the day, interact with them as a whole, and answer/repeat answers to questions from the previous class. It will be similar to a business meeting in the sense that everyone will get updates on what is going on, hear the responses to questions their peers had, and be able to ask new questions they may have thought of. The goal is to use this space to break down some of the students’ social barriers alongside direct instruction time before giving them the work-time they need for projects.

As for handling positive and negative behavior, that will come to whatever the disciplinary code is in place for the district or school. I, myself, will have rules set-up in respecting student work, their personal space, belongings, and the classroom materials. For behaviors, I will likely rely on the school policy in place with maybe an addition of a personal warning to see if it’s something I can help them through or with. If it turns out to be something that can’t be helped, then I will rely on what is in place as it won’t do them any good to be put through a new disciplinary system.

In terms of resource management, it’s likely that everything will be digital with the exception of students that prefer hard copies of assignments to write on or physically reference. As for general time, I would try to limit lectures to be either a fourth or a third of class time if I’m not introducing a new project for the students. Ideally, an art studio allows as much time as needed to work on the project. In comparison to a college course, our studios range from three to four hours long and may have ten to twenty minute lectures scattered throughout for general instruction. This way it is set in a way that the students are accustomed to having plenty of work time to have at their disposal rather than worrying about in class time to finish what they may or may not be able to outside of the classroom—especially if they don’t have the programs or computers at home.

Budget wise, it will be important to have free or minimally priced programs to start with, if no such programs exist at the school (GIMP for Photoshop as an example), but now it is more common in the main districts to have programs like the Adobe Creative Suite because of their uses in real world industry. Generally, though, it will be important to have different programs in mind that will work in a similar fashion if the district/school cannot afford the mainstream programs. These programs are likely to be the materials, as well, unless it’s decided we need a good printer for illustration prints, then aside from personal sketchbooks and possible 3-d materials, it would likely be the most expensive because of ink. In that case, planning around art shows and how the students’ work will be displayed will need to be considered for that area of cost. Otherwise, the general cost of materials will be limited to: printing inks, high quality paper,

**Electronic and Digital Art I**

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Welcome to the Electronic and Digital Art 1 course of Spring 2019! As a brief introduction to this class, we will be covering the basics or digital illustration, animation, three-dimensional design, and/or HTML/CSS coding. Designed as an art studio class, my goal is to have class consist primarily of work time with the exception of necessary lectures to introduce new projects and programs. The rest of which would then be spent as work time in class.

Please keep in mind that while I am trying to give you as much time in class to do so, this class is not designed for time to be used poorly. In fact, it is modeled after the way a college level class would handle the allotted time it has in the day focusing on giving the student plenty of time to work. Those that do not use their time wisely will be missing the opportunity to develop high quality work.

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| **Expectations** | **Grading & Participation** |
| I expect students that are taking this course to take it seriously. While it is a beginning course, the goal is for you to create works of art by using professional level programs and begin developing real world skills as well. For those interested in pursuing this as a possible career path, these skills will be foundational to future courses.  As for the use of phones, you will be allowed to use them to listen to music if you so wish, but they are expected to be left at your computer or in your backpack during instruction. Make sure the volume does not disrupt your neighbors and that I can easily get a hold of you if needed. If you can’t hear the fire alarm, then it’s probably too loud. | The system in place for grading will be a hybrid of **standards based grading** where individual objects will be graded on a scale of 1 to 4. Afterwards, they will then be converted into a **letter based grade** if it is requested or necessary. SBG allows for more feedback on where you are lacking and where you are excelling.  As a disclaimer, if you intend to put absolutely no effort forth and not participate in this class, you will be asked to meet with your advisor OR you are agreeing to receiving a failing grade. If you are expected to give 100% in other classes and sports, then I accept nothing less than what you give them. |
| **Homework/Tests/Quizzes** | **Absences & Tardies** |
| You will be assigned a goal of adding sketches to a sketchbook as a record of thought, making process, and reference of ideas leading up to a project. This can be drawings, words, or anything that helps you. This is expected to be done in class and at home if necessary and will factor into your grade in class.  There will final test at the end of the semester will be an art showcase where you will create a portfolio that is submitted to an “art gallery” to be considered for an upcoming art show.  The other tests will be your projects that you submit throughout the semester, and quizzes will be “milestones” to see where you are at in a project timeline. | Normal rules and repercussions apply as they do within the school’s policy. You are responsible for making sure you arrive to class on time and stay for the full duration of class.  It is acceptable to make runs to the bathroom or if you left something in a locker because we’re people. If you’re going for a fourth time in class, then I will escort you to the nurse’s office to get you tested for wandrus studentitis.  Repeated instances of wandrus studentitis will result in the student being quarantined to the classroom with only being allowed one hall trip unless otherwise stated by a note or faculty member. |

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By signing below, you are agreeing to the following statements:

* *I agree to put forth the effort that is expected of me in this course, and I am aware that it will directly impact my overall grade.*
* *I agree to treat the studio space with respect as well as my fellow students and teacher. (Please; for my sanity.)*
* *I agree that if symptoms occur, I can be tested for wandrus studentitis, and I accept the conditions of the prescribed treatment for as long as deemed necessary.*
* *I am aware that if I am having a bad day or something is wrong that I can talk with Mr. Schreiner if desired or if you need help. (I am here if needed and don’t bite that hard.)*

Student: X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Teacher: X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_