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Development for Teachers in a Mixed Reality Environment: Skills to Support Positive Behavior in K-12 Students

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Development for Teachers in a Mixed Reality Environment: Skills to Support Positive Behavior in K-12 Students- Mid Project Report

Cornerstone: 3

Dr. Kelley A. Lassman- SOE & Professor Sharon Medow- SOE

6-23-13

A. Original Goals:

- 1) information gathering on best practice in the classroom management and positive behavior support and a curricular review,
- 2) work onsite in the synthetic reality lab with the Teachlive educational director, Dr. Angel Lopez, to create learning modules
- 3) piloting the modules in two courses in the Spring semester,
- 4) ongoing refinement of the learning modules throughout the Spring,
- 5) completed modules implemented for entering summer teacher candidates

Table 1: Key project activities timeline.

	Lassman	Medow	Lopez	Grad Assistant & students
Jan	<p>Work at least 3 days to survey the literature and map curriculum</p> <p>Work at least 3 days onsite at UCF to develop modules and test with the interactors</p> <p>Develop drafts of modules to include in spring</p>	<p>Work at least 3 days to survey the literature and map curriculum</p>	<p>Work at least 3 days onsite at UCF to develop modules and test with the interactors</p>	

	coursework Adapt spring syllabi to reflect new modules			
Jan-May	Pilot learning modules in 2 sections of ED 684: Classroom Management and Collaboration Continuously refine based on student feedback and observations Weekly team meetings	Continuously refine based on student feedback and observations Weekly team meetings	Weekly team meetings	GSR: document changes and refinements Students: lab test modules in coursework and provide feedback
June-August	Weekly team meetings Develop procedures Implement with incoming students	Weekly team meetings Develop procedures Implement with incoming students	Weekly team meetings	GSR: Draft and refine procedural manual Incoming students: modules will be infused into coursework

B. Progress on Original Goals:

To date the investigators have: 1) completed a curriculum review and determined best practice classroom management strategies for teachers in their induction years; 2) collaborated both via

teleconference and onsite at University of Central Florida with our university partners; 3) outlined 16 modules of study for teachers; 4) field tested 4 units of study and conducted extensive revision with both practitioners and our university partners; 5) hired 2 grad assistant researchers; 6) scheduled and selected participants for the summer semesters.

C. Student Impact

To date the student impact has been minor and limited only to those students who field tested the modules. Even so, the 40 students who participated in field testing reported high degrees of satisfaction developing curriculum materials for their colleagues.

D. Faculty Member Impact

To date, other faculty members have not been impacted by this work.

E. Next Steps

June 24 through July 31 the learning modules will be implemented with 24 students. Each will participate in 10 hours in the simulation lab within small groups of 4 colleagues. Additionally we will work with the grad research assistants to print the learning module manuals and collect data with the participants.