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 self-centeredness 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] - 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.
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.
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.
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.
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.
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.
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

Tribute to Native Americans

Resume for RYSS

Media Influence Opinion

Chile Rescue Appreciation

Congratulations to New Ambassador

Computers and History

Tribute to African Americans
“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.
“Generic” software ... GIMP examples ... Grade 8

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

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.
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 School Spotlight section of The Paul Revere House Museum website ... transcendence of the classroom as mentioned earlier.
"Generic" software ... GIMP examples ... Grade 7

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.