

## Meeting 17 • 25 May 2010 • Tuesday

Version:  
5/25/10

People: Fischer; Ireton; Konrad; Moore

### Today

(X) = anticipated time in minutes

(0001) etc.=item in document collection on CD-ROM

Key to notes added AFTER the class meets:

√ = topic / activity that was adequately dealt with during the class

+ = topic needs more attention & will be resumed at next / subsequent meeting(s)

- = a topic / activity that was proposed but not carried out - will be taken up later

~~Struck through text like this~~ = a topic / activity that was proposed but ~~not included is not going to be taken up after all~~

*Italic green text like this* = comments after the meeting

Week 8: Team-Based Learning (TBL); Thinking toward project #2/#3	
	materials: from previous sessions
(20')	CBI in the news: Veterinarians need better Spanish skills; we'll outline a course for them.
(30')	More thoughts about Projects 2 & 3, using the handout "Lessons from Immersion" (0094) to loosen up our thinking
(30')	SpeakEasy maintenance: Maggie's curriculum plan (draft 5 May 2010, in handout for #12 06 May 2010); report about new FLL/WLL hire Steve Thorne meeting with Janda and Bostrom: doing CBI "on-line" (whatever that means!)
(20')	The summer 2010 "Humboldt" SINQ: Initial syllabus & activities; what I'm thinking about doing with two skills: arts/graphics; proportion (geometry, arithmetic); the "sextant project"; Mt Hood as replication of Chimborazo

### Upcoming class meeting(s): #16 & #17 & beyond (20 & 25 May & beyond)

CBI, TBL and various subject areas / learner populations

- 1) Continue Stryker /Leaver (or Kasper)
- 2) Read about advanced points of CBI (0115 "Designing a Standards-Based thematic Unit"; 0176 Lear, "Spanish for Working Medical Professionals"; 0356 Bueno, "Creating Community...A Content-Based Approach"; 0436 Armengol, "Developing the Language of Mathematics"
- 3) Read about broader views of CBI: 0276 "Languages Across the Curriculum: A Postsecondary Initiative" and 0268 "The New Paradigm and International Education: Of Babies and Bathwater"
- 4) Read about wider issues in language education: a) college programs (0003, James, "Re-Shaping the 'College-Level' Curriculum"; 0104 Donato, "Literary Discussions"; 0281, Hoecherl-Alden, "Connecting Language to Content: Second Language Literature Instruction at the Intermediate Level"
- 5) Read about SpeakEasy-related issues: 0141, Cummins, "Preparing Students at All Levels for the World of Business in High School and College Language Classes"; 0368 Ulrich, "Putting Language before Business" (provided as photocopy)
- 6) Read some rather speculative ideas: 0101 "Sex, Lies and Video Games"
- 7) Regain handle on basics of language instruction with 0273 Met, Miriam, "Foreign Language"

(above listing goes only up to #0500)

file:///Users/fischerw/Sites/WBF%20Site/~fischer/courses/advanced/408\_508\_CBI/html/meetings/10w/Temp\$\$\$\_.htm



JACQUES VON LUNEN

PET TALK

## Veterinarians try to speak more Spanish

Being a veterinarian has its challenges: After all, the patients can't say what ails them. But what if the animal's owner can't tell the vet, either, or at least can't describe the symptoms in English?

This scenario plays out in Oregon veterinary clinics as the percentage of foreign-born residents increases in the state.

With 11 percent of Oregonians identifying themselves as Hispanic, up from 8 percent a decade ago, veterinarians increasingly need to be conversant in Spanish. One chain of clinics headquartered in Portland contributed to a possible solution and was promptly criticized.

One option for Spanish-speaking parents is to bring their children with them.

"Speaking to clients through children is pretty common," says Nancy Titus, a veterinarian at the Woodburn Veterinary Clinic. About 20 percent of the clinic's clientele is Latino, she says, and a little less than a quarter of those speak little to no English.

The inherent difficulties are obvious: a young child may not understand the financial, medical and ethical nuances of the interaction, or may not know the terminology for a complicated process, no matter the language.

One technician at the Woodburn clinic speaks Spanish. On that person's days off, Titus says, "we're at the mercy of the children." She's resorted to sign language and to laying English and Spanish brochures side by side to conduct consultations.

"I wish we were all trained in Spanish," she says.

25 May 2010 B1

Knowledge of Spanish is an important factor in the hiring of vets and techs for Larry Peetz, owner of the Companion Pet Clinic in Northeast Portland. His clinic sees a lot of Latino clients, but he has every shift covered: two of his employees speak Spanish fluently and the office manager makes sure one of them is there at all times.

Both Peetz and Titus are quick to point out that, language aside, the concern for the animals is universal.

"These clients treat their animals as family members," Titus says. "Some borrow money to come in for treatment."

With the number of immigrants projected to increase, the number of Spanish-speaking veterinarians and technicians is not meeting the demand.

Nationwide, 3.3 percent of veterinary students in the class of 2008 identified themselves as Hispanic, according to the Association of American Veterinary Medical Colleges. For the class scheduled to finish in 2011, that number rises to 3.9 percent.

At Oregon State University's College of Veterinary Medicine, about two or three students per class are of Hispanic background, says Susan Tornquist, associate dean of the college. She knows that command of Spanish "would be a good thing for our students to have," she says, and adds that leadership of the school has "talked about an elective (course) for veterinarians in Spanish."

But budget constraints have prevented the school from offering a new course. Also, it's hard for students to "cram in more to the curriculum," Tornquist says.

Another option is bringing in professionals from Spanish-speaking countries.

The American Veterinary Medical Association offers a program that certifies foreign veterinarians for work in the United States. More than 200 from Latin America have gone through the program in the past 10 years.

That's not many, considering 55,000 veterinarians are employed in the U.S., according to the Bureau for Labor Statistics.

One problem is accreditation.

Please see **PET TALK**, Page B3

## Pet talk: OSU weighs Spanish class at vet school

Continued from Page B1

The association's Council on Education has accredited schools in the Netherlands, France, Scotland and Australia, among others. And for the past 15 years, a veterinary school in Mexico has tried to get accreditation, too. The vet college at the Universidad Nacional Autonoma de Mexico (UNAM) has been turned down, primarily because its teaching hospital lagged behind its U.S. counterparts.

So in 2004, Banfield, The Pet Hospital, built a new teaching hospital for UNAM. The chief executive of the large chain of clinics, headquartered in Portland, said in the American Veterinary Medical Association journal that the low ratio of Hispanic veterinary students to Spanish-speaking clients in the U.S. played a role in that decision.

But the chain's vice president, Karen Johnson, downplayed that as a factor, saying instead, "We support

the veterinary profession wherever we can."

After Banfield built the hospital, U.S. veterinarians complained in online forums that the company was trying to bring in cheaper labor. The Mexican vet school charges minimal fees, which means its students don't graduate saddled with debt and could afford to work for less.

Some faulted the Council on Education for even considering UNAM's case, given its perceived impact on the job market for U.S. vets. But the council said it only can take into account academic standards, not political or economic consequences.

And even with accreditation, graduates would need to pass board certification for the state in which they plan to practice, and the panel's decision would have no impact on work-visa requirements.

Jacques Von Lunen blogs  
about pets at [oregonlive.com/pets](http://oregonlive.com/pets).  
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[pets@julunen.com](mailto:pets@julunen.com)



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# Harris Elementary Travels the USA

A USA Geography Project

# VOOOY



Jane Krauss, 4<sup>th</sup>/5<sup>th</sup> grade  
Oregon Teacher

# Harris Elementary Travels the USA

A USA  
Geography  
Project



A professional development video for technology  
integration designed to introduce the  
Travel USA Project found on the Web site:

[www.netc.org/classrooms@work](http://www.netc.org/classrooms@work)

## classrooms@work tools@hand



[classrooms@work](http://classrooms@work) tools@hand

### Tools for Teachers:

Professional Development in Technology Integration

### The video . . .

*Harris Elementary Travels the USA* (15 minutes) introduces Jane Krauss' fourth/fifth grade classroom where student travel agents are preparing a travel itinerary for a German family coming to the USA. The video presents an overview of the Travel USA project, strategies for student group work, organization of computers and workspaces, assessment of the culminating task, and school structures that support technology-enhanced project work. The videos are best used as a "table of contents" to the resource-rich Web site.

### The Web site . . .

provides all the materials created and used by the teacher and students featured in the video, materials you can print, adapt for your purposes, or use as a starting point for your own project. It includes specific descriptions of project activities, teacher narratives describing organization strategies, handouts and organizers for group work, alignment to content standards, assessments and self-management tools, classroom and workgroup arrangements, and many student work samples.

[www.netc.org/classrooms@work](http://www.netc.org/classrooms@work)

Together, the video and Web site are best used for . . .  
workshops, classes, or independent study by teachers interested  
in access to high-quality models of effective use of technology  
in the classroom.



The Northwest Educational Technology Consortium (NETC) is one of six regional technology consortia sponsored by the U.S. Department of Education under contract #R30245009. Consortium partners include:

- Alaska Department of Education and Early Development
- Idaho State Department of Education
- Montana Office of Public Instruction
- Washington Office of Superintendent of Public Instruction
- Oregon Department of Education
- Wyoming Department of Education
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- Northwest Regional Educational Laboratory

NWREL's Northwest Educational Technology Consortium

101 SW Main, Suite 500 Portland, OR 97204

E-mail: [netc@nwrel.org](mailto:netc@nwrel.org) Phone: 1.800.547.6339 ©2000

# Global Challenge at Columbia High

A World Geography Project

V003



*Peter Knowles, 9th grade  
Washington Teacher*

A video field trip to a classroom  
that works, using technology, from

[classrooms@work](mailto:classrooms@work) [tools@hand](mailto:tools@hand)

A series of tools for teachers

A professional development video for technology  
integration designed to introduce The  
Global Challenge Project found on the Web site:

[www.netc.org/classrooms@work](http://www.netc.org/classrooms@work)



## Global Challenge at Columbia High

A World  
Geography  
Project



[classrooms@work](mailto:classrooms@work) [tools@hand](mailto:tools@hand)

**Tools for Teachers:**  
Professional Development in Technology Integration

### The video . . .

*Global Challenge at Columbia High* (15 minutes) introduces Peter Knowles' 9th grade geography project where students take on a research challenge related to Latin America. The video presents an overview of the Global Challenge project, strategies for student group work, organization of computers and workspaces, assessment of the culminating task, and school structures that support technology-enhanced project work. The videos are best used as a "table of contents" to the resource-rich Web site.

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provides all the materials created and used by the teacher and students featured in the video, materials you can print, adapt for your purposes, or use as a starting point for your own project. It includes specific descriptions of project activities, teacher narratives describing organization strategies, handouts and organizers for group work, alignment to content standards, assessments and self-management tools, classroom and workgroup arrangements, and many student work samples.

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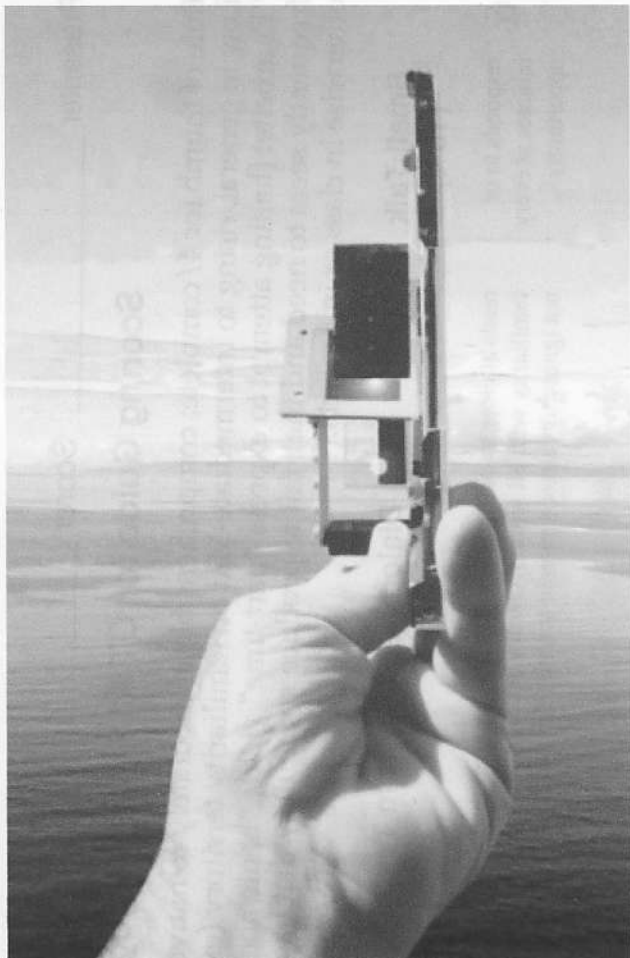
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Sun sight with the CD-Sextant

### Final touches

Bond a round 1x1 Lego piece to the CD surface, to use as a turning knob (the blue piece).

The CD may be hard to turn. In this case, rub the CD hole with a pencil. The graphite is a good lubricant, and will make turning the CD easier. This is important for fine adjustments.

I made 8 such sextants. I will be publishing test results here soon. Stay tuned.

-X-X-X-X-X-

### Bibliography

>> "The American Practical Navigator " by Nathaniel Bowditch  
ISBN 0781220211 - 1200 pages

buy from Amazon

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sextant scale using vector rendering, for best resolution. This is the same program used in the X-tant project.

### **XtantScalePrinter - version 1.1 - download here**

For Windows, 192.874 bytes - This program can be freely used for personal, noncommercial purposes, provided that the credit (name and URL) is not removed from the printed scales.

Mac and Linux users may print this high definition image (300 DPI) with similar results.

- 1) To print the CD-Sextant scale, run the program and check the CD-Sextant checkbox.
- 2) The CD-Sextant is a vernier sextant (see X-tant Project for more details on Verniers). In the case of the CD-Sextant, the small scale radius makes it impossible to divide the scale degrees into smaller ticks. Set the div/degree property to 1. This will give a scale with ticks only for full degrees and a 60' vernier.
- 3) Select your favorite font. Use size 7.
- 4) Press the [Print scale] button.
- 5) After printing, cut around the scale precisely. Don't cut the CD axis hole yet.

### **Sticking the scale**

Sticking the scale is a critical operation. If the scale is not perfectly centered when you stick, you will probably have to remove it in pieces and print a new one. I did this:

- 1) Lift an edge of the sticker paper backing, in the scale part.



- 2) Cut the paper backing edge, to expose a small area of the sticker surface.



- 3) Position the scale on the CD (use the data side), making sure the scale is perfectly centered. Look against a light source to check if scale is centered in the CD center hole. Hold the CD and printed scale with both hands, making sure the printed scale is not out of the CD in any side.

- 4) Once the scale is centered, press the exposed sticker surface against the CD to stick it. This will secure the scale to the CD in the correct