

The Process, Product, and Placement of Instructional Materials in the Educational Market

by

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May, 2014

An Essay submitted to
Kent State University
in partial fulfillment of the requirements
for the Master of Liberal Studies degree

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ACKNOWLEDGEMENTS

Thank you, Dr. Jennifer Larson, for graciously serving as Advisor for this capstone essay. You have been a tough but great instructor for various courses, which have spanned from my undergraduate to graduate work. The knowledge that I gained from those courses helped direct my advanced curriculum at the high school level.

I would also like to thank Dr. Michael Mayo, who is serving as Reader. I enjoyed attending your course in fall, 2012. The marketing courses that I took were an exciting, new topic for me to study. I learned quite a bit about business and marketing, and I hope to be successful at them in the future.

Chapter I

Introduction

I pursued a Liberal Studies Masters so that I could choose a combination of courses that best served my interests: Classical Latin, Curriculum/Methodology, and Marketing. I realized quickly in my first year of teaching that I needed various ideas and materials with which to engage students' interests for learning Latin. In fall, 2009, I copyrighted my first instructional material. A marketer for an educational catalog was interested in this material, yet when she presented me with options (sell the copyright, produce the materials myself, or collect royalties from the company's productions), my attachment to my work inhibited negotiations. This classroom calendar and accompanying instructional plans had been my first production and copyright, so I had not expected to receive such quick interest in it. I had so much pride in it that I could not part with the copyright. Additionally, I did not have the means to produce it myself. By the time that I had made a decision, I lost the contract. Thus my need for Liberal Studies arose. I wanted not only to further my knowledge in Latin, its curriculum and methodology, but also to acquire the business skills that would teach me how to share my instructional strategies with others.

This narrative capstone essay will report the ways in which educational reform influenced my teaching strategies and demonstrate how my Liberal Studies' subjects came together cohesively to assist me in developing marketable instructional

materials so that I can not only facilitate students' language acquisition but also aid the preservation of Classical Latin in public schools.

Chapter II

Greenfield McClain High School (2004-2007)

They called me The Northerner, but I did not care because Greenfield McClain Village School District was my first real employer in the education profession. After one year of substituting and earning meager wages in northeast Ohio's schools, this teaching position gave me a livable salary and benefits, so I tolerated names like The Northerner as long as administrators signed my paycheck.

In 2004-05 the population of Greenfield was 5,114, with a per capita income of \$14,306 and average household income of \$30,805 (Greenfield: Village in Ohio). Approximately seven hundred students attended the high school where I taught Latin I-IV and Language Arts. Amid the jokes about my upbringing in northeast Ohio, it was in this modest town that I not only acclimated myself to farm life but also survived my first years of teaching and educational politics.

The village of Greenfield is situated among the Appalachian hills across southern Ohio's Highland, Fayette, and Ross counties. McClain High School, named after its late benefactor and entrepreneur Edward Lee McClain, is the centerpiece of this rural community (Greenfield). It acts as both a school and "a museum filled with statues, murals, paintings, friezes and other pieces" (Greenfield). In its vestibule, a replica Augustus of Prima Porta stands alongside a sculpture of the goddess Athena. Replica slabs of Greece's Parthenon line the second floor hallway from which I use to ascend to

my third-floor classroom. Next to my former classroom poses the winged Nike, and just as she stands victoriously overlooking the third-floor hallway, I too once stood victoriously at the threshold of McClain High School.

Walking through its doors on August 15, 2004, after signing my first contract, I felt as if I had conquered the world. A rush of enthusiasm overwhelmed me with the thoughts of my very own classroom, desk, and students. The freshly waxed floors, polished desks, and real blackboards dazzled my eyes. I was so excited, for I had done what several classmates were struggling to do: I had obtained a full-time, permanent job in my field.

I fondly remember those 15 minutes of enthusiasm, for it was only a few minutes later that my mentor rushed me into the cafeteria where we entered a world of educational politics and jargon. It was the first of many in-service teacher work days. Here, seated in the school cafeteria with staff members, partaking in the complementary doughnuts and coffee, I began my “real” job, teaching to the test. At the front of the cafeteria, representatives from the Ohio Center for Essential School Reform began a series of workshops. For the next three years, it was these workshops and in-service mentorship that set the foundation of curriculum upon which I have built my ten-year career. This foundation consists of Ohio’s mandates for school reform and the application of Benjamin Bloom’s theoretical work about taxonomies in order to meet state mandates.

Education Reform and the Ohio Graduation Tests

In my opinion, school year 2004-05 was the perfect time to enter the education profession because the state of Ohio had entered a period of educational reform. In 2004, the Ohio Department of Education (ODE) began transitioning from the state administered Senior Proficiencies tests to new tests named the Ohio Graduation Tests (OGT). Therefore, the first in-service day among the staff at McClain High School almost presented parity among the veteran and new teachers, for the entire staff was entering an era for which it needed to create new curricula in order to prepare students to demonstrate mastery of the standards, which the OGT assesses. In addition, McClain's curriculum director sought help from the Ohio Center for Essential School Reform, which provided coaches, who facilitated the curriculum alignment, assessment, and instruction for OGT (Ohio Center). The coaches came one day per every nine weeks for a total of four teachers' work days. During these days, the staff either generated instructional materials or analyzed data from assessments. The coaches provided a controlled environment in which new teachers could express thoughts or ideas without being intimidated by veteran teachers, who were either territorial or skeptical towards yet another educational reform in their careers. The OGT and the Ohio Center for Essential Reform's educational philosophy are the foundation on which I developed my Language Arts and Latin curricula and, afterwards, instructional materials.

Currently (2014), the Ohio Department of Education is phasing the (OGT) out in preparation for another reform. However, in school year 2004-05 the OGT "[was] a key part of Ohio's education reform to establish an aligned system of standards, assessments and accountability for Ohio schools" (A Guide to the Ohio Graduation Tests 1). The

OGT consists of tests in reading, writing, mathematics, science, and social studies (A Guide to the Ohio Graduation Tests 1). Since my teaching contract was for both Latin and language arts, the school assigned me three language arts classes, where students would have to meet proficiency requirements on the reading and writing OGT. 2004-05 was the perfect time to enter the education profession because the “graduating class of 2007 was the first class responsible for taking the OGT and passing all five tests as a graduation requirement” (A Guide to the Ohio Graduation Tests 1). Those students who were sophomores in spring 2005 or 2006 took the OGT, but Ohio did not permanently record scores on students’ transcripts. It evaluated the tests for norm-referencing purposes by using students’ data to edit test questions for rigor and fairness. The two years of transitional time allowed teachers like me as well as students to acclimate themselves to the new demands without major repercussions. The English Department designed apt curricula during this norm-referencing phase of the tests.

As mentioned before, the McClain curriculum director sought help from the Ohio Center for Essential School Reform because students’ OGT scores would be included among 18 performance indicators by which the ODE labels school districts with one of the following designations: excellent, effective, continuous improvement, academic watch, and academic emergency (2003-2004 Annual Report). These 18 indicators measure student achievement on tests in four grade levels: third (only reading OGT), fourth, sixth, and tenth (2003-2004 Annual Report). The final two indicators are the schools’ attendance and graduation rates. Altogether, the 18 measurements form a performance index score (PI) by which the ODE determines a school’s designation.

Entering school year 2004-05, McClain High School was in continuous improvement (2003-2004 Annual Report). However, ODE determined this PI score from students' performance data on the old achievement tests, the Proficiencies. Thus, the curriculum director sought help, for she foresaw that McClain's staff could acclimate themselves to the new achievement demands, raise student achievement scores, and upgrade the school to a higher designation.

In addition, 2004-05 was the second year for which the "federal *No Child Left Behind Act* [required] Ohio to set AYP [adequate yearly progress] goals each year and raise the bar in gradual increments so that all of Ohio's students are proficient on state reading and mathematics assessments" (2003-2004 Annual Report). In fact, the ODE had determined that 2013-14 would be the year by which 100% of Ohio's students would score proficient or above on both their reading and writing tests (2004-05 AYP Goals). Therefore, the McClain English Department not only had to focus on the school's goal for passage rate but also the state's goal for student achievement on the reading OGT. "To meet AYP, schools and districts must also test at least 95 percent of enrolled students in reading and mathematics, and meet targets for attendance and graduation rates" (2003-2004 Annual Report). For 2004-05, Ohio had aimed to have 71.8% of its students score proficient or above on the reading OGT (2004-05 AYP Goals).

The Ohio Graduation Tests Workshop and the Literacy Curriculum Alignment Project

To help McClain's staff meet goals for OGT, PI, and AYP, the Ohio Center for Essential School Reform offered a workshop called "Understanding the OGT." Within the workshop was an initiative called the Literacy Curriculum Alignment Project

(LCAP). The OGT workshop and the LCAP helped the English Department create a new language arts curriculum. The curriculum later served as the foundation on which the teachers altered their instructional methods so that the questions, both during instruction and on final assessments, resembled questions seen on the OGT. If students were not only familiar with the format but also the types of questions that were on the OGT, then students would be conditioned to perform well on the tests. Many educators refer to this method of instruction as “teaching to the test.”

The coaches sent by the Ohio Center for Essential School Reform divided the workshop into three segments (power standards, understanding the OGT, and question writing). Test questions assessed state standards. Standards-based education is a process born from a 1983 publication, *A Nation at Risk*, which was written by the National Commission on Excellence in Education (Standards-Based Education). It claimed that the “American public school system was not adequately preparing students for future demands of work and life, [so] educators turned to standards as an attempt to raise student expectations and performance” (Standards-Based Education). Since then, the “*No Child Left Behind Act* mandates that all states create strong standards that specify what every child should know and learn,” rather than allowing textbooks to dictate classroom practice (Standards-Based Education). Each standard defines an individual skill, and instructional activities should integrate many standards in each lesson (Standards-Based Education).

Standards-based instruction intends to provide a fixed point of reference, which clearly lists what teachers should teach per grade level and what students should learn

(Standards-Based Education). First, teachers select one or more standards for a lesson; then, the standard/s guide the instructional planning that leads to the assessment of the standard/s. Standards are also a common language that teachers, in one school district or many, can discuss (Standards-Based Education). As a common language and reference point, the standards moderately align the curricula in all state schools, which allows students who move from school to school an equal opportunity for seamless education (Standards-Based Education). In addition, educators can more easily identify and remediate struggling students according to the numbered standards that they fail to achieve (Standards-Based Education).

The first part of the OGT workshop was power standards. At the national level, most teachers in all states agreed there were too many standards to implement within the K-12 time frame. Two questions arose from this situation. “What essential understandings and skills do our students need?” and “What standards can be clustered or incorporated into others?” (Ainsworth 10) Although teachers aim to teach all standards, some standards are “essential” for school, life, and achievement tests while other standards are simply “nice-to-know” (Ainsworth 10-14). Those essential standards are power standards.

The coaches led McClain’s “teachers through an analysis of the state-wide tests, and the frequency of the questions asked on those tests” (Ohio Center). From that data, we identified power standards that were essential to both the school district’s and the state’s curricula. Teachers measured standards against two sets of criteria in order to determine power standards. The first criteria by which we chose power standards were

endurance, leverage, and readiness (Ainsworth 13). A standard endures when it “provides students with knowledge and skills that will be of value beyond a single test date” (Ainsworth 13). A standard’s leverage provides “knowledge and skills that will be of value in multiple disciplines” (Ainsworth 13). Finally, a standard “provides students with essential knowledge and skills that are necessary for [readiness] in the next grade or the next level of instruction” (Ainsworth 13). If teachers did not identify power standards by the first set of criteria, then we used the survival approach, which meant a power standard was a skill relevant to school, life, and state tests (Ainsworth 14).

After the staff labeled its power standards, it distributed them over six grading periods on a huge chart. Unlike its neighboring schools, which had four, nine-week grading periods, McClain had six grading periods (six weeks each) in its school year. We cross-referenced the standards with the textbooks and created a pacing chart for the order in which we taught the standards. Since the OGT only assesses achievement through the end of students’ sophomore year, the high school staff created pacing charts for its ninth- and tenth-grade instructors only. Then, the staff in the elementary, middle, and high schools met and discussed a vertical alignment in their pacing charts so that the curricula were as seamless as possible.

After the portion about power standards, the coaches moved the workshop into an explanation of OGT followed by a breakdown of the types of questions on them. “The OGT in reading contains 32 multiple-choice, four short-answer and two extended-response test questions that measure student achievement related to the four academic content standards” (A Guide to the Ohio Graduation Test 2). These standards are the

following: acquisition of vocabulary; concepts of print, comprehension and self-monitoring strategies; informational, technical and persuasive text; and literary text (A Guide to the Ohio Graduation Test 2). The writing test's format is similar to that of the reading test's; however, it has 10 multiple-choice questions, one short-answer question and two writing prompts that measure student achievement related to three academic content standards (A Guide to the Ohio Graduation Test 8). It assesses standards about the writing process, its application, and its conventions (A Guide to the Ohio Graduation Test 8).

In this workshop segment, the coaches introduced the Literacy Curriculum Alignment Project (LCAP). The LCAP was a simulation of the OGT experience for students. The high school teachers developed questions pertaining to the identified power standards and created seven assessments for each subject on the OGT. We made four assessments per subject at the ninth-grade level, and we administered them every nine weeks. For the tenth grade, teachers made only three tests per subject because the ODE administered the actual OGT during the fourth quarter. These seven assessments resembled the OGT in their format and breakdown into multiple choice, short-answer, and extended response questions. The contents on each test reviewed those power standards dictated by the pacing chart and taught within the nine weeks prior to the test.

The coaches got this practice from the educational examiner and consultant Benjamin Bloom, whose work stated that “[b]efore the reader can classify a particular test exercise he must know, or at least make some assumptions about, the learning situations which have preceded the test” (Taxonomy 51). Thus, when students were

familiar with the test format and its questions on the LCAP, they associated the OGT's questions with those seen on the LCAP and applied the same mental processes used on the LCAP questions to those on the OGT. As a benefit for the teachers, the coaches intended the LCAP to help identify students who were weak in a skill. The teachers then remediated struggling students' deficiencies in an attempt to maximize the proficiency rate on the students' first attempt at the actual OGT. If students failed the initial OGT, they had six additional attempts prior to graduation to pass them. However, the higher the number of students who demonstrated proficiency on the initial OGT, the better the performance index scores were for McClain. Thus, we used the LCAP to help maximize the passage rate of students' first attempt at OGT. In addition, the coaches claimed that LCAP helped teachers compare each other's lessons and instructional methods based on student performance. It brought about more collaboration. Therefore, the coaches designed the LCAP around Benjamin Bloom's *Taxonomy of Educational Objectives: The Classification of Educational Goals*, also known as Bloom's Taxonomy.

Bloom's Taxonomy: The Classification of Educational Goals

In 1956, Bloom and his collaborators established a taxonomy, which classified the ways individuals act, think, or feel as the result of participating in some unit of instruction (Taxonomy 12). In particular, *Taxonomy of Educational Objectives: The Classification of Educational Goals* outlines the first of three defined domains, the cognitive. The cognitive domain "includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills"

(Taxonomy 7). Educators use the cognitive domain the most for test and curricula development (Taxonomy 7).

Bloom's Taxonomy divides educational objectives into the following six categories: knowledge, comprehension, application, analysis, synthesis, and evaluation (Taxonomy 18). The taxonomy is in hierarchical order where the "objectives in one class are likely to make use of and be built on the behaviors found in the preceding classes in this list" (Taxonomy 18). The taxonomy graduates from simple knowledge to complex evaluation. For example, to ask a student to tell where Goldilocks lived is a simple recall question in the knowledge category. However, to ask a student to judge whether Goldilocks' story really happened or not is an evaluation for which students must both recall knowledge and defend their reasoning based on evidence. Thus, the evaluation category encompasses the knowledge category and all those in between them. In addition, the taxonomy divides the skills in these six cognitive steps of complexity into lower (knowledge, comprehension, and application) and higher (analysis, synthesis, and evaluation) levels (Forehand 1).

The workshop for the LCAP merged instruction in Bloom's Taxonomy with OGT preparation. As the English department generated its quarterly assessments, it not only adhered to the formats of the reading and writing OGT but also conscientiously applied a variety of questions that were formulated according to Bloom's Taxonomy. When setting up the taxonomy, Bloom's research had naturally facilitated an exchange among teachers of numerous test items, which exemplified various low- and high-level questions in the six categories (Forehand 3). "This led to a natural linkage of specific verbs and

products with each level of the taxonomy” (Forehand 3). Thus, we consulted a flip chart of these action verbs and intentionally varied them in the questions in order to familiarize students with them. For example, if the teachers designed three questions that pertained to application on one LCAP test, then each question began with a different synonym, such as “demonstrate,” “show,” or “illustrate” (Bloom’s Taxonomy Action Verbs). The principals had the chart made into a series of posters, which teachers hung in their classrooms. The coaches and principals encouraged all teachers to incorporate the vocabulary into daily instruction and assessments beyond the LCAP.

After one year’s tedious work, the entire high school staff had generated all 35 quarterly assessments, which it administered during the 2005-06 and 2006-07 school years. Teachers graded students’ answers by applying points that spanned from zero to four and varied among the question types. After teachers graded the tests, we input the data on the Oasis page, a part of the Ohio Center for Educational Reform’s website. The website assembled the data into easy-to-read graphs, which indicated student performance on each power standard. From this data, teachers reanalyzed the test questions and addressed editorial problems or fairness issues. Then teachers identified standards on which students performed the weakest and attempted remediation during class time.

The Effects of In-service work at McClain High School

I resigned from the Greenfield McClain School District after the 2006-07 school year. To my knowledge, the district did not rise from continuous improvement to effective in the years after I left. In addition, I was not an employee when the staff

reviewed the first official OGT results from the spring 2007 sophomores. However, the in-service work that I had done definitely evoked both positive and negative thoughts from me about teaching.

It affected me positively because I was a language arts teacher, and the process for the LCAP gave me a framework within which to create my lesson plans. It was easy to consult the pacing chart and determine what standards I taught each week. Contrary to what was said about standards, “students [learning] what is important, rather than allowing textbooks to dictate classroom practice,” the textbooks had the same power standards as Ohio and McClain’s teachers (Standard-Based Education). Thus, the textbook and the pacing chart overlapped in several areas, and instructional materials were available without my having to create them. Altogether, instructing language arts was somewhat easy in those years.

Most importantly, the LCAP helped me design the Latin curricula, and it served as the foundation upon which I created lessons and assessments. Unlike my language arts classes, there were no teacher’s materials for me as the Latin teacher. I instructed from an old seventh edition of the *Latin for Americans* textbook series. There were no instructor’s manuals, nor did the publisher, McGraw-Hill Companies, have extra copies available. In addition, the school district did not purchase new materials for my students. As the sole Latin teacher, I had no willing co-workers with whom I could consult about Latin’s power standards or the pace at which I should teach material. The textbook marginally helped me, for it had unit goals listed at the beginnings of chapters, but it lacked adequate drill exercises and unit assessments. Therefore, I not only had to create

lesson plans but also create practice activities and all assessment materials. The strategies that I learned within the OGT workshop enabled me to focus and to navigate those first three years of teaching. With each chapter, I graduated myself through the workshop process. I identified standards to be learned for particular chapters, and I purposely asked all questions, whether during instructional time or assessment, in the way of Bloom's Taxonomy. I rotated the action verbs among questions, and I attempted to vary the lower- and higher-level questions in each unit. By the end of my third year, I had a framework for my own curricula across four levels of Latin. By no means were they excellent curricula, but they served as baselines to which I added, or from which I eliminated, activities and assessments as I matured. Without that OGT workshop, I know that I would have struggled severely in those three years.

However, there were some negative effects, which I observed during the LCAP process. First, the students were tested too much. So that we did not have to change the bell schedule, we administered the quarterly tests over two 50-minute periods. As the teacher, I only worried about two tests, but the students were taking five subject tests every nine weeks. This testing was in addition to anything assessed in elective courses and the mid-term and final exams. Because students were not involved in analyzing the results, they did not see the value in taking the tests. Thus, several students neither read nor answered the questions to the best of their abilities. These actions affected the teachers' ability to determine whom they needed to remediate, for we could not identify struggling students solely by test results. By my third year, the faculty and students derogatorily referred to the tests as "LCRAP".

Furthermore, I disliked how often the coaches and teachers blamed themselves for students' poor achievement on simple practice tests. We knew that students were not taking the LCAP seriously, yet we continued to edit test questions over and over again. We blamed ourselves for poorly-written questions, or we faulted the place in which we assessed the skill on the pacing chart. Several times, we reorganized the pacing chart, which then led to our editing the quarterly assessments in order to keep to the pacing chart. The process became redundant and tedious for the teachers.

Finally, it was claimed that the LCAP workshop helped teachers collaborate on their lesson plans and share instructional practices. However, the distribution of students according to their academic promise and motivation was not equal. Whether I compared student distribution between two teachers' schedules or compared it between two classes within my own schedule, it was disproportionate. Traditionally, at McClain and most schools, the teachers with seniority instruct the highest achieving (college-bound) students. New teachers like me instruct students who have a variety of academic and behavioral problems. In my one language arts class alone, thirteen out of twenty-five students had Individual Education Plans (IEPs). Several students had reading skills far below grade level. Thus, there was no collaboration among lesson planners, for my lessons often provided the basic survival skills to pass the OGT, whereas the other teachers prepared their students for college acceptance.

Despite the negative observations, I valued the LCAP experience because I learned how to compose questions, which modeled those on achievements tests. It also provided the process upon which I relied to create my first curricula. I did not like

teaching to the tests, but this was the process that my employer valued, so I did it.

Although I stated that students and staff disliked the LCAP and neglected tests, I discovered that students did improve their comprehension of these question types and their responses even if the material was not related to LCAP. When I did not acknowledge that I had written the test questions like those on the OGT, the kids answered them anyway. However, if I even hinted that an assessment dealt with LCAP, the students dismissed the work. Therefore, I think the OGT workshop and process for the LCAP were successful for me as a teacher, and, in slight ways, benefitted the students. An analysis that explains why the students and staff felt insulted by the process is best left for another paper.

Chapter III

Regeneration: Cuyahoga Falls High School

In fall 2007, I accepted a new position as the Latin teacher at Cuyahoga Falls High School, an urban, public school district near Akron, Ohio. Demographically, Cuyahoga Falls is comparable to McClain High School. The majority of its student population is Caucasian (91%) followed by those students belonging to two or more races (4%), African Americans (2%); Asians and Hispanics (1% each) (Cuyahoga Falls, Ohio). Perhaps the biggest differences between the schools are population and socio-economic status. Annually, Cuyahoga Falls High School enrolls approximately 1700 students, over twice the number of students at McClain (Cuyahoga Falls, Ohio). In fall, 2007, the foreign language department offered Latin, Spanish, French, and German. In 2009-10, the district dropped German. Again, I was the only Latin teacher, but my work day consisted of all Latin classes. This schedule allowed me the freedom to research, implement, and hone new instructional practices, which supplemented the framework of curricula I had made while teaching at McClain. In addition, since I no longer taught language arts, I was able to skip Cuyahoga Falls' version of the LCAP process. Under new administrative leaders, the departments whose subjects were tested on OGT were just starting the process of curriculum mapping and creating quarterly tests. Fortunately, I was able to avoid this process and focus upon Latin instruction. I viewed this as a chance for regeneration, a renewed spirit for teaching.

Howard Gardner and the Theory of Multiple Intelligences

The board-approved textbook was, again, *Latin for Americans*. I did not abandon the curricula that I had made at McClain. However, I addressed the areas where I thought it needed enhanced, like my acknowledging the second and third domains of Benjamin Bloom's complete taxonomy. I did not feel that OGT and other achievement tests adequately measured the intelligence of my students. "[S]tandardized tests are attractive because ... the public is familiar with standardized testing. Virtually every parent has taken standardized tests, so they expect their children to do the same" (Hoerr 2). However, these tests tend to measure the "scholastic" intelligences, mainly linguistics and logical-mathematical skills (Hoerr 2). I observed, on the other hand, that my students express their intelligence through other modalities, including the affective and motor-skill domains (Taxonomy 7). The affective domain includes "objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment" (Taxonomy 7). The motor-skill domain addresses those objectives that engage physical skills (Taxonomy 7). Ohio designated Cuyahoga Falls an excellent school district, so its district administration did not preach teaching to the test. The students were accustomed to meeting Ohio's AYP goal and showing strong PI scores. Administrators wanted not only to continue the instructional goal that had resulted in proficiency on the OGT but also to differentiate instruction, an idea popularly designed around Howard Gardner's theory of multiple intelligences. With differentiated instruction, teachers more affectively assess the affective and motor-skills domains as well as the cognitive.

In 1983, psychologist Howard Gardner reviewed studies of intelligence and cognition, which led him to say that there exists a number of different intellectual strengths, or competences, in addition to the “scholastic intelligences” (Gardner 59). The theory of multiple intelligences (MIT) was Gardner’s attempt to classify human intellectual competences better than researchers had done prior to 1983 (Gardner 60).

At the time, the “Symbol Systems” approach heavily influenced Gardner’s work. The Symbol Systems was a countermovement to Swiss psychologist Jean Piaget, who studied children’s errors on achievement tests (Gardner 17). According to Gardner, Piaget believed that “it is not the accuracy of the child’s response that is important, but rather the lines of reasoning the child invokes” to make his/her response (Gardner 17). At a time of little standards-based instruction, achievement tests primarily probed for knowledge reflected from “living in a specific social and educational milieu” (Gardner 18). Tests did not show one’s potential for intellectual growth. Two individuals may earn the same intelligence quotient (IQ) score, but one may still have opportunity for intellectual growth while the other may be at the peak of his/her intellectual growth (Gardner 18). Therefore, achievement tests do not account for “fluid” knowledge; they measure “crystallized” knowledge (Gardner 18).

In *The Origins of Intelligence in Children*, Jean Piaget concluded that intelligence is an adaptation entangled in a network of relationships between a human and the environment (Piaget 1-19). “[B]y incorporating new elements into earlier schemata the intelligence constantly modifies the latter in order to adjust them to new elements” (Piaget 6). Piaget defined stages of human development along distinct points of

increasingly complex schemata. Humans generate intelligence from their interactions with material objects and other human beings. One of Piaget's defined stages was the toddler stage. During the toddler stage, humans begin to separate their interior thoughts from merely repeating the actions of external stimuli to interacting with them in order to set intentions free and find ends (Piaget 154). Gardner interpreted Piaget's words to mean that, in this stage, toddlers "use various images or elements-such as words, gestures, or pictures-to stand for 'real-life' objects in the world, and [they] can become skilled in deploying various symbol systems, like language or drawing" (Gardner 19). In addition, "each new stage does not abolish in any way the behavior patterns of the preceding stages;" new behavior patterns are "superposed" on the old ones (Piaget 331). The end-state of human cognition is in early adolescence, a time when humans can form reason about the world by figuring out the implications of sets of elements (symbols) and behavior patterns (Piaget 332-336).

Gardner and fellow researchers used some of Piaget's method to focus on a "full range of symbol systems encompassing musical, bodily, spatial, and even personal symbol systems (Gardner 26). However, they dissented from Piaget's view that intelligence depended on the solitary individual's actions within the world and that there was a specific age range in which certain intelligence domains developed or stopped evolving (Gardner 27). The symbols system approach stressed that culture "defines the stages and fixes the limits of individual achievement" (Gardner 27). Unless the culture values an intelligence type, one will make little or no progress in it (Gardner 26). These

studies led Gardner to suggest that there are multiple intellectual strengths, and each has a developmental potential that is rooted in cultural context (Gardner 59).

Gardner's studies are now known as the theory of the multiple intelligences (MIT). Gardner "identified intelligences that are rooted in biology and that are valued in one or more cultural settings (Conti and McClellan 17). In no particular order, they are: bodily/kinesthetic, existential, interpersonal, logical-mathematical, musical, naturalistic, verbal/linguistic, and visual/spatial (Conti and McClellan 13). "All normal individuals possess each of the skills to some extent; however, individuals differ in the degree of skill and their combinations" (Conti and McClellan 17).

Gardner based MIT on the following three principles. A type of intelligence is "(i) a property of all human beings; (ii) a dimension on which human beings differ; and (iii) the ways in which one carries out a task in virtue of one's goals" (McFarlane). He sampled "candidate intelligences" as widely as possible among the various criteria (signs), and "nominated those that fared the best within the ranks as intelligences (Gardner 62). He neither included something "merely because it exhibits one or two of the signs, nor [did he] exclude a candidate intelligence just because it fails to qualify on each and every account" (Gardner 62).

Gardner's first and second signs of intelligences were their "potential isolation by brain damage" and their existence in exceptional individuals such as people with savant syndrome and prodigies (Gardner 63). The distinction of a human ability against a background of mediocre or very low human performance allows an intelligence to be seen in isolation (Gardner 63). "To the extent that the condition of the prodigy or the

idiot savant can be linked to genetic factors, or [through non-invasive means] to specific neural regions, the claim upon a specific intelligence is enhanced” (Gardner 63). At the same time, “the selective absence of an intellectual skill – as may characterize autistic children ... - provides a confirmation-by-negation of certain intelligence” (Gardner 64).

Gardner also observed that intelligences often have identifiable core sets of operations and a developmental history, “through which normal as well as gifted individuals pass in the course of ontogeny” (Gardner 64). Along their histories are disparate levels of expertise, and these levels help people to identify ranges of individuals spanning from the novice to the expert prodigy (Gardner 64).

Our current intelligences reach back millions of years; therefore, Gardner nominated some of the intelligences because they were “more plausible to the extent that one can locate [their] evolutionary antecedents” (Gardner 65). In addition, he especially believed that “one of the features that makes a raw computational capacity useful (and exploitable) by human beings is its susceptibility to marshaling by a cultural symbol system” (Gardner 66). For example, language, pictures, and mathematics are three symbol systems that are important to humans.

Although Gardner admitted that psychometric findings from achievement and intelligence tests were not his “heroes” because they can be unfair and interpretations are not always straightforward, they were relevant to his work (Gardner 66). “To the extent that the tasks that purportedly assess one intelligence correlate highly with one another, and less highly with those that purportedly assess other intelligences, [his] formulation enhances its credibility” (Gardner 66).

The final sign by which candidate intelligences could be nominated was the support from experimental psychological tasks. “Such experimental tests can provide convincing support for the claim that particular abilities are (or are not) manifestations of the same intelligences” (Gardner 65).

As stated before, achievement tests like the OGT traditionally cater to the “scholastic” intelligences (linguistic and logical-mathematical). As a result of Gardner’s research, he named the bodily/kinesthetic, existential, interpersonal, musical, naturalistic, and visual/spatial as well as the linguistic and logical-mathematical as intelligences. Therefore, the district administration encouraged teachers to incorporate instructional strategies into the lesson plans, which put Gardner’s MIT into practice and differentiated learning.

Learning Styles

In order to incorporate MIT effectively into my lesson plans, we had to identify students’ prevalent learning styles. Our foreign language department accomplished this through semantic questionnaires, which required students to rate their preferences for certain learning scenarios. Once we had identified students’ prevalent learning styles, I deduced the least preferred styles for which I tried to create more inclusive lesson plans. I also had to evaluate the learning and teaching styles that I preferred. I had noticed that many teachers taught in the styles by which they were taught. I analyzed the ways in which I learned and instructed Latin; I not only confirmed my least used styles but also compared the students’ choices to mine and found common

denominators that fit both learners and teacher. By incorporating more of the least preferred learning styles into my lessons, I created more parity among all styles. I did not abandon instructional strategies that I had used at McClain, but I added to them in order to create curricula around MIT.

According to Ehrman, Leaver, and Oxford, “[r]esearchers and practitioners use learning style research with personality and cognitive styles to determine ability, predict performance, and improve classroom teaching and learning” (314). Since the 1980’s there have been few changes in the models used for identifying learning styles. A popular model is the mental self-government theory by psychometrician Robert J. Sternberg. Researchers often cite his studies in conjunction with reports about MIT. According to Sternberg and Li-fang Zhang, “learning styles are generally viewed as dealing with preferred ways of learning material...whereas the styles of which we speak deal with preferred ways of thinking about material” (245). The mental self-government theory “holds that styles can be understood in terms of constructs from human notions of government” (Sternberg and Zhang 247). In other words, the kinds of government are “external reflections of ways people can organize or govern themselves,” and be understood in terms of functions, forms, levels, scopes, and leanings of government (Sternberg and Zhang 247). Altogether, Sternberg identified 13 thinking styles, which Zhang later rearranged into three Types in 2002 (Fan and Zhang 46).

It was easy to categorize my students’ and even my learning styles. My students and I had mirror-like educational paths. In order to graduate during the late 1990’s, I had to pass the Proficiencies, the predecessor to the OGT; my students, of course, had to pass

the OGT. Therefore, I easily identified that our conditioned style, not necessarily our preference, lies in the “executive” branch of functions (Sternburg and Zhang 247).

Executive students have a predilection for structured situations; they prefer “to be told what to do ... and take “naturally to memorizing given material, taking multiple-choice or short-answer tests” (Sternberg and Zhang 247). For example, these students excel at memorizing the capitals of the 50 states. They prefer to answer multiple-choice questions that assess the recall of facts. These types of questions are used primarily with elementary students because their cognitive development is less complex than that of young adult students. However, activities of recall are prevalent in high school curricula too because students must recall facts in order to generate answers to higher-level questions. For example, math students recall the formula ($\text{rate} \times \text{time} = \text{distance}$) in a math problem in order to calculate the distance that a car has traveled.

My teaching strategies catered most to the executive because I was taught primarily in this way. In fact, Sternberg’s research discovered that “teachers’ thinking styles tend to match the stylistic ideology of their schools” (Fan and Zhang 49). Further analyses suggested that “students did make conscious efforts in matching their own learning styles with their teachers’ teaching styles” (Fan and Zhang 49). The OGT workshop had trained me to diversify the nature of my questions; however, I observed that the executive learning style was still prevalent among my students, for they memorized several facts across all subjects.

Although the executive function prevailed, it was not always the preferred function. All students exhibited predilections in varying degrees between the legislative

and judicial functions as well. Legislative students have preferences for situations that require creation and in which they can decide what to do and how to do it, rather than to be told (Sternberg and Zhang 247). Judicial students like tasks that require evaluations or analyses (Sternberg and Zhang 247). Teachers assess tasks using these functions less than tasks of the executive function in daily education, for creative and analytical tasks often involve extended written responses or projects, which are time-consuming to create and to grade. The judicial and legislative functions can be assessed by multiple-choice questions, but in daily tasks they are still fewer in number than multiple-choice questions of the executive function. I did observe; however, that parity among the functions increased with the students' age. Sternberg and Zhang attributed this to the notion that "as people get older, their thinking tends to become more complex, at least to a certain point" (Fan and Zhang 48).

Among the forms of mental self-government (monarchic, hierarchic, oligarchic, and anarchic), the students' preferences either differed greatly from or met marginally with my preferred forms. I typically taught in two styles, but stemming from my McClain experience, I was most often a monarchic teacher, "who has a preferred way of doing things, and who does not much like to do things in other ways" (Sternberg and Zhang 248). Examples of monarchically-oriented learners would be those people who devote very large chunks of time to one aspect (Sternberg and Zhang 247). The students and I were the most different in this form. I had attended school throughout the 1980's and 1990's, a time when few students had internet connections, cell phones, and other electronic devices at hand to distract them. My involvement with the "hypermedia"

environment was not equal to that of my students, whose lives began during this media frenzy (Fan and Zhang 50). The students; therefore, were oligarchic in function because they liked “to do multiple things within a given time frame, but [had] trouble setting priorities” (Sternberg and Zhang 248). Even the district administration observed this disparity between teachers and students. It reacted by weaving several technology workshops into the in-service days, and it approved a policy named Bring Your Own Technology (BYOT) to school in its student handbooks. Since its inception, there is more parity between the teachers’ and students’ technological savvy and usage.

I also had many external work issues such as attending educational workshops, coaching sports, or caring for sick family members. These activities often distracted me from completing highly effective lesson plans. Thus, at times, I was also the anarchic teacher, “who [was] very disorganized in [her] teaching style, but who nevertheless is very creative and sparks creative ideas in [her] students” (Sternberg and Zhang 248). Several students were like me in this form. Because I had trouble keeping track of assignments and staying organized, I affected the students’ abilities to stay organized (Sternberg and Zhang 248). I did not take total blame; the majority of students exhibited poor organizational skills on their own. Interestingly, several students and I exhibited the hierarchic function. It did not apply to the classroom as much as it did to extracurricular activities like sports, marching band, or musicals. Hierarchic pupils have predilections “for tasks, projects, and situations that allow creation of a hierarchy of goals to fulfill” (Sternberg and Zhang 248). All of us athletes, musicians, and thespians set goals, which we worked to fulfill. For example, some athletes set a team record by season’s end, or

the marching band learned new music and its choreography by a Friday night's game. As a result, I eventually trained myself to set daily goals in my classroom in order to accommodate this learning style. I either announced the daily goal or wrote it on the board. The school district also adopted this measure as part of its teacher evaluation process. Since then, I have decreased my anarchist ways.

The levels and scopes of the mental self-government model had two items per category for which comparable numbers of students showed preference. In levels, learning styles can either be local or global (Sternberg and Zhang 248-249). Local learners have leanings towards detail-oriented tasks but sometimes do not see the interrelations among those details (Sternberg and Zhang 248). Global learners lean towards the big picture and abstract ideas, but sometimes can lose touch with the details (Sternberg and Zhang 248-249). My students exhibited these learning styles interchangeably among learning tasks. As for scopes, students were both internal and external depending upon the task. Sometimes, the internal, or introverted, students wanted to work alone, and sometimes, the external, or extroverted, students wanted to work together (Sternberg and Zhang 249).

Leanings are the final notion of government by which people can label themselves in the mental self-government theory. A liberal is one "who resents having to do things in traditional ways" and likes learning or teaching in new ways (Sternberg and Zhang 249). The conservative is one who likes to minimize change and avoids trying new ways of learning or teaching (Sternberg and Zhang 249). This is the second greatest area in which the students differed from me. I was more liberal than students and willing to try

new teaching strategies. The students, however, wanted to remain in the conservative style. I observed two reasons why this difference existed. The Cuyahoga Falls staff was older. Sternberg and Zhang found “older teachers to be more executive, local, and conservative than are younger teachers” (250). Traditionally, seniority drives the educational environment; the staff was prey to the cohort effect. Because the older teachers were most often department chairs and mentors, their conservative teaching styles dominated the school environment. Because students are creatures of habit as well, they preferred to stay in that conservative style with the older teachers.

The transition from McClain to Cuyahoga Falls was easier than I expected, for the theory of mental self-government and MIT overlapped with Bloom’s Taxonomy. As stated earlier, Sternberg’s definition of learning style was the “preferred way of thinking about material” and not “the preferred ways of learning material” (Sternberg and Zhang 245). Because ways of thinking are part of the cognitive domain, Sternberg and Zhang concluded with the same power verbs as Bloom did. However, Sternberg and Zhang did not apply the power verbs to a hierarchical taxonomy; instead, they categorized the power verbs according to the three functions of government (executive, judicial, and legislative) (Sternberg and Zhang 252). The executive encompasses Bloom’s knowledge taxonomy; the judicial includes the taxonomies comprehension, application, analysis, and evaluation; and the legislative function has the synthesis taxonomy (Sternberg and Zhang 252). The theory of mental self-government served as an instrument by which teachers combined Bloom’s Taxonomy and MIT. Thus, I did not have to abandon all the materials and assessments that I had made while teaching at McClain. Furthermore,

Sternberg and Zhang noted among the general characteristics of learning styles that “some people easily can switch among styles; others cannot” (Sternberg and Zhang 246). Therefore, I maintained several instructional and assessment materials inspired by the OGT workshop so that I had a baseline of material, which comforted students who were anxious about learning changes. I simply had to edit lessons and materials.

One example of an edited lesson plan included the study of Latin and Greek word derivations. At McClain, I imitated the way that my mentors had taught and assessed word derivations. I presented Latin vocabulary for each chapter, and the students brainstormed/guessed English words derived from the Latin words. I confirmed whether or not the students guessed correct derivatives. After we compiled a list of derivatives for a chapter, students memorized it for the chapter test and recalled derivatives as answers. This activity was strictly recall and part of the executive function, so I made additional activities that incorporated the judicial and legislative functions. I incorporated the judicial function into my lesson plans by creating a series of worksheets that resembled the reading OGT and the assessment of dictionary entries. With these worksheets, I showed students what the etymology of a word is and how to locate and analyze it in a dictionary entry. The activity enabled McClain students, and now Cuyahoga Falls students, to confirm for themselves the derivations of English words. At Cuyahoga Falls, I incorporated the legislative function into the lesson by assigning students to complete a derivatives collage, a cohesively-themed picture on which they label pictured items by Latin names and list English derivations. Students use their knowledge of etymologies to confirm whether the English words are derivatives of the Latin words that label the

pictures. With these three activities, I am able to cater to the executive, judicial, and legislative learning styles.

After Sternberg identified the 13 learning styles, Zhang rearranged them into three types of learners upon which practitioners could more easily focus. This model is known as the threefold model, which provides a framework “that is more general and that could bring together existing works” across other individuals’ models so that practitioners label all learning styles under Type I, II, or III (Fan and Li-fang 53). Type I thinking styles “(including the legislative, judicial, global, hierarchical, and liberal styles) tend to be more creativity-generating and they denote higher levels of cognitive complexity” (Fan and Zhang 47). These are the learning styles of which Cuyahoga Falls’ teachers aspired to use more, for thinking becomes more complex through cognitive development. We attempted to match the complexity of thinking about a task with the level of complexity expected of high school students at their level of cognitive development. Type I thinking styles carry more adaptive values and are conducive to activities engaging the multiple intelligences other than linguistic and mathematical logical. Type II thinking styles “(including the executive, local, monarchic, and conservative styles) suggest a norm-favoring tendency, and they denote lower levels of cognitive development” (Fan and Zhang 47). Hence, these are used most at the elementary level with young students; however, as I stated before, they still have a strong presence in high schools. Type III styles “(including the oligarchic, anarchic, internal, and external styles) may manifest the characteristics of either Type I or Type II thinking styles” (Fan and Zhang 47). Type III styles are value-differentiated. For example, one may work independently yet creatively;

thus, he/she shows the characteristics of Type I styles (Fan and Zhang 47). However, “one could also work independently but in a norm-conforming manner (thus, showing the characteristics of Type II styles) (Fan and Zhang 47).

Sternberg and Zhang’s threefold model encouraged educational practitioners to focus on the three types of learning styles and to move theory into practice. It enabled people to understand their own or other’s learning styles in terms of five easy-to-monitor dimensions of preferences.

These are one’s preference for high degrees of structure versus low degrees of structure, for cognitive simplicity versus cognitive complexity, for conformity versus nonconformity, for authority versus autonomy, and for group versus individual work. (Fan and Zhang 53)

The threefold model of learning styles encompassed all nine intelligences described by Howard Gardner (McFarlane n. pag.). This originated from the idea that Type I (creative styles), broadly defined, encompassed any of the nine types of intelligence, whereas Type II (practical styles) also comprised several intelligences like those that appeared to be more mechanical than intellectual or abstract (McFarlane n. pag.). “Thus, Sternberg’s idea of ‘learning styles’ represent[ed] almost a ‘contraction’ of what Gardner boldly [placed] out there to allow for flexible considerations in our understandings and definitions of human abilities” (McFarlane n. pag.).

A great example of “flexible considerations” with learning styles is my instructional unit on Homer’s *Iliad*. As with the original lessons about word etymology, I assessed the students’ reading of the *Iliad* through Type II activities that involved basic

recall questions. These questions sought the identification of characters and recollection of plot facts. In order to incorporate more activities of Type I learning styles, I lecture on the five stages of grief that psychiatrist Elizabeth Kubler-Ross identified and explained in her book *On Death and Dying*. The class analyzes how Achilles reacts to his friend's death on the battle field, and it labels the reactions according to the five stages of grief. I assign students to develop an essay in which they compare a situation in their lives to Achilles' situation, and they must report ways that they progressed through the stages of grief. The essay assesses the intrapersonal intelligence and Type I learning styles.

The students also enjoy group translations for which I assign literature circles. Traditionally, translations of passages were my way of confirming whether students one by one translated sentences correctly until each student translated one sentence in the passage. This is hardly rigorous, and it is boring unless you are the one translating a sentence. Therefore, when the story that we are about to translate has significant action, I assign literature circles. In each circle, groups translate the story together; then, they answer grammar questions pertaining to the story and draw a cartoon that summarizes the story. Literature circles allow more freedom of creativity and the students learn to rely on their knowledge of Latin and not my confirmations during translations.

Learning Strategies

The multiple intelligences and the threefold model of mental self-government were parallel to the different methodologies (learning strategies) that were practiced by teachers at Cuyahoga Falls. Learning strategies (overt learning behaviors and actions)

indicate second language (L2) learning styles (Ehrman, Leaver, and Oxford 315).

Educators can use learning style research with personality and cognitive styles “to determine ability, predict performance, and improve classroom teaching and learning” (Ehrman, Leaver, and Oxford 314). Educators use learning strategies under the following conditions:

- (a) The strategy relates well to the L2 task at hand, (b) the strategy fits the particular student’s learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. (Ehrman, Leaver, and Oxford 315)

In the foreign language field, almost all definitions of strategies imply purposeful progress toward a language goal: language teachers call a good set of interlocking, related, and mutually supportive strategies a strategy chain (Ehrman, Leaver, and Oxford 316). Some researchers have conducted field studies that identified a number of available learning strategies. Probably the most recognized are on the following which that Rebecca Oxford concluded in her Strategy Inventory for Language Learning (SILL).

1. *Cognitive strategies* enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, and synthesizing.
2. *Metacognitive strategies* (i.e., identifying one’s own preferences and needs, planning, monitoring mistakes, and evaluating task success) are used to manage the learning process overall.

3. *Memory-related strategies* (e.g., acronyms, sound similarities, images, key words) help learners link one L2 item or concept with another but do not necessarily involve deep understanding.
4. *Compensatory strategies* (e.g., guessing from the context; circumlocution; and gestures and pause words) help make up for missing knowledge.
5. *Affective strategies*, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself, and using deep breathing or positive self-talk, help learners manage their emotions and motivation level.
6. *Social strategies* (i.e., asking questions, asking for clarification, asking for help, talking with a native-speaking conversation partner, and exploring cultural and social norms) enable the learner to learn via interaction with others and understand the target culture. (Ehrman, Leaver, and Oxford 317).

Regardless of various studies since, it is not Oxford's list but the name associated with these strategies that changes. Beginning in the early 2000's, most educational circles associated these same strategies with Robert J. Marzano, who divided them among nine categories of instructional strategies in his book, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (Marzano 6).

Beyond the hype for the latest educational guru's trending jargon, it is within the scope of the aforementioned learning strategies that I developed instructional tools to

satisfy the demands of various learning styles, multiple intelligences, and taxonomies in the classroom. The six learning strategies apply to any and all L2 acquisition. It was for these learning strategies that I began creating instructional tools and ideas that I wish to market.

Grammar-Translation versus Reading Method

However, before I describe some instructional tools that I created, I must specify which type of Latin teacher I have become. Among Latin teachers, there are two popular teaching methods, grammar-translation and reading. My dominant teaching method is grammar-translation with intermittent uses of the reading method. Charles Henderson, the editor of *Latin for Americans*, does not tie the text to any single method; its basic orientation is the reading method, but it can be used for grammar-translation (Henderson xii). The reading method was a counter-initiative to grammar-translation promoted in the 1920's by a group of distinguished classical teachers, who examined the aims and methods of classical language teaching (Henderson x). Prior to the 1920's yet after the age of spoken Latin, teachers primarily used the grammar-translation method (Henderson vii). It taught formal grammar, vocabulary, and syntax as preliminaries to translation (Henderson ix). "Although the stated aim was translation into English, much of the grammar was in the form of rules for composition in Latin" (Henderson x). To its credit, the grammar-translation method trained many prominent citizens and classicists, but opponents disliked its subordination of culture, history, and reading comprehension to the mercy of grammar (Henderson x). The burden of rote memorization, recitation of

paradigms, and Latin composition bored some students, which led to their dropping Latin studies (Henderson ix-x).

The 1920's classicists published their deliberations in a summary named *The General Report of the Classical Investigation, Princeton, 1924* (Henderson x). Their report suggested "a shift in emphasis away from memorizing the rules of formal grammar toward reading the Latin with comprehension, and without necessarily 'translating' it" (Henderson x). It still sought the memorization of vocabulary, grammar, and syntax; however, that came after the students "met instances of the phenomen[a] in the context of their reading" (Henderson x). The reading method has been successful, but like the grammar-translation method, it too presents difficulties. "The inadequate knowledge of the endings and their functions slows down the reading comprehension process," and teachers often wonder whether students really know their Latin (Henderson xi).

I consider my teaching to be grammar-translation with some reading method, for I did and still believe in the zone of proximal development, a notion made by psychologist Lev Vygotsky. At any given moment in time, individuals exist in an area or zone in which they can potentially learn. At one end of this range are skills that students can acquire independently; at the other end are learning tasks that they cannot complete, even with the assistance of a more knowledgeable other (Allen 323). "In the middle is the range of tasks that students can achieve if and only if someone more knowledgeable or competent assists them" (Allen 317). From Vygotsky's theory, the 1976 works of psychologists Wood, Bruner and Ross derived the term "scaffolding" as a metaphor to describe the type of assistance offered by the teacher or peer to support learning in the

zone of proximal development (Lipscomb, Swanson, and West 3). The assistant allows the student to complete as much of the task as possible and only helps with tasks just beyond his current capability (Lipscomb, Swanson, and West 3). After initial errors, the student achieves the task with teacher feedback and prompting. Once the student masters the task, the teacher begins “fading” or removing the scaffold so that the student works independently (Lipscomb, Swanson, and West 3).

As stated earlier, *Latin for Americans*’ orientation is the reading method, a process that maximizes scaffolding. By school year 2009-10, after five years of teaching, I felt the reading method sufficed intermittently as a teaching method for the majority of the textbook. Whether or not students knew their parts of speech, case and tense endings, students inferred the meanings of the text and successfully translated and comprehended Latin. Initially, the editor composed the translations in English-style sentences so that students could use their background knowledge to comprehend. The sentences then move toward Latin structure, and, in effect, attempt to scaffold the reader. Furthermore, the reading method does not negate the teaching of grammar; it merely postpones it until after the students have used their social context and background knowledge to construct meaning. I still drilled and assessed grammar tasks. Therefore, my issues with the reading approach became time and subjectivity. To set up group work took more time than explicit teaching, for each student constructed meaning at a different pace, and no two readers derived the same meaning. With so many conclusions, the grading took longer and was more subjective. This was often a counter-progressive approach to the curriculum and pacing chart. Therefore, I most often teach now by grammar-translation

and incorporate the reading method when time allows. I teach more intensely by grammar-translation in the lower level of Latin where I have higher enrollment numbers, and I progress to using more reading method in the upper levels of Latin where I have smaller enrollment numbers and can devote more time for individual feedback.

Furthermore, I am now in my tenth year of teaching, and I have observed that certain portions of the text warrant explicit teaching of grammar. Scaffolding does not negate explicit teaching, for “modeling of desired behaviors” is one of the five different methods in instructional scaffolding” (Lipscomb, Swanson, and West 7). It has not harmed my students’ learning to analyze grammar first, to use the examples I provide, and then to apply my strategies to their work. Furthermore, I was a student teacher under the guidance of a cooperating teacher who not only taught by grammar-translation but also had one of the best Latin programs in Ohio, so I have observed that either method works well.

Some examples of concepts that I prefer to teach using a grammatical approach are the passive voice, relative clauses, and indirect statements (both structure and sequence of verb tenses). For these tasks I precede the reading with the grammar-translation method. I feel students’ background knowledge and social contexts are insufficient to get them to comprehend these concepts. First, the current language arts standards are more literature-based than grammar-based, so they expose students less to the analyses of these skills in their native language than in the past curricula. Second, in their social contexts, media and colloquial speech have conditioned most people to use short and abbreviated language. They speak, read, and hear formal grammar less than

people have in the past. For example, many English-speaking adults cannot explain the uses of “who” and “whom.” With insufficient background and social knowledge, students cannot always infer the second language task without elongated and overly-exerted efforts in scaffolding. Thus, I may not be able to discern that one method is better than the other in terms of students’ L2 acquisition, but I can say that time and subjectivity influenced my leanings towards grammar-translation back in 2009-10, and they still guide that determination now.

Some Teaching Tools

Using either method, I eventually break the Latin grammar down for analysis. It is for these tasks that I began to create most of my educational tools or ideas that I would like to sell on the market. Returning to Oxford’s Strategy Inventory for Language Learning, I designed most instructional tools for memory-related strategies that involve either declarative or procedural knowledge. According to educational researcher Marzano, declarative knowledge is informational; it is factual information about the L2 that has not yet been integrated or automatized (Marzano 60). For example, the definitions of vocabulary words are declarative knowledge. For procedural knowledge, the learner shapes knowledge by adding, changing or deleting steps until he/she performs at a level of automaticity or controlled processing (Marzano 61). Procedural knowledge is conjugating a verb. For example, I show the students the four principal parts of verbs and the six pronoun endings of the present tense. I demonstrate to the students how to apply the pronoun endings to the principal parts in order to form the present tense. Then

we practice both in writing and orally until we no longer have to look at the principal parts and pronoun endings to conjugate a verb.

Mnemonic techniques are far from new; thus, I am not claiming to have developed new learning strategies to market. However, the following materials are a few examples of instructional tools that have helped my students during the past five years. These tools have inspired former students to return to my class and ask permission to share them with peers in college.

“Rhymes can be used to aid remembering ordered relations or patterns because forgetting any step in the sequence destroys the rhyme” (Weinstein 34). When Howard Gardner’s Non-Profit organization Project Zero conducted a construct validity test with 874 people, 18.8% of participants’ results ranked music as their preferred intelligence (Conti and McClellan 27). The musical intelligence ranked second highest after bodily/kinesthetic intelligence, which was at 19.1% (Conti and McClellan 27). Thus, students prefer to learn the tenses as song lyrics. Students use songs as mnemonic devices to help identify, conjugate, and translate the various tenses. Students use songs as mnemonic devices to help identify, conjugate, and translate the various tenses. My lyrics accompany elementary songs, which most students native to the United States recognize. Most recently, the students were enthusiastic about the *Chicken Dance* as the song to which I applied lyrics for the future perfect tense. A song in which I could fit the phrase “future perfect” to a beat had eluded me for years, so it was wonderful to have students not only approve the song but also use it in their learning. The song and its lyrics cater to the musical as well as linguistic intelligence; in addition, the kinesthetic learners enjoy

the actual dancing. The students associate each tune with specific tense endings, and they use the lyrics to help automate conjugation and translation procedures. Again, the idea of music and a compact disc (CD) as a learning tool is not new, but I have found success with it. Other Latin teachers may find that their students benefit from this form of instruction.

I call my second and third most popular instructional tools the Velcro boards and verb blocks. With a few modifications, these ideas are marketable to the teacher who desires to incorporate more differentiated instruction into her/his classroom.

The Velcro boards are both a visual/spatial and a kinesthetic tool by which to learn the present, imperfect, and future tenses in both voices and moods. In each package are 32 chips of laminated, Velcro-backed paper on which I placed pronoun endings, tense indicators, stem vowels, or present stems for five regular verb conjugations. In addition, I color-coded the linguistic elements of the verbs by pronoun endings, tense indicators, stem vowels, and present stems. Then, I created a class set of 35 boards on which students can assemble Latin verb phrases.

This mnemonic device, an example of the method of loci, dates back to the Greek poet Simonides (Weinstein 34). While attending a banquet, Simonides was called out for a message after which the roof of the building immediately collapsed (Weinstein 34). “By recalling the seating arrangement of the guests, Simonides was able to assist the families in reclaiming their dead” (Weinstein 34). The Velcro boards exercise the method of loci in a visual and kinesthetic way to conjugate and translate verbs. As part of an assessment, students assemble requested verb phrases and raise the boards for the

teacher's attention. The activity offers immediate feedback about which students know the parts of tenses and voices. The activity serves as drill practice in lieu of traditional worksheets, and it can also be the instrument by which to assess the summative task. Since introducing this activity, I have decided that the product warrants modifications in order to make it better than it is now. First, it may work better with sheet magnets instead of Velcro since the tearing of Velcro is so loud. However, it is a trade-off, for sheet magnets may eliminate the noise, but magnetic chips may be harder to grasp and remove from the board.

The third instructional tool is verb blocks, which are also a visual and kinesthetic example for the method of loci. Each student receives a set of five differently-colored cubes with which they can decline the perfect passive participle and conjugate the perfect, pluperfect, and future perfect tenses in the passive voice. On each side of the blue cube is one of six different participial stems. An orange cube contains the nominative singular and plural endings for the three genders. Students manipulate the two blocks in order to form the perfect passive participle and modify dictated nouns by number, gender, and the nominative case only. In addition, there are green, yellow, and pink blocks, which have the present, imperfect, and future tenses of the verb phrase "to be." Students add a third block to their participle in order to form verb phrases in the perfect, pluperfect, and future tenses in their passive voice. As with the Velcro boards students arrange blocks on their desks, and their responses offer immediate feedback to the teacher. Students may formatively drill with the blocks in lieu of a worksheet, and

teachers may also assess the conjugations in a summative form isolated from a written test.

The aforementioned activities are just three examples among many mnemonic tools or learning strategies that I incorporate into my lessons. They may supplement written activities in various textbook series and cater to the multiple intelligences, Bloom's Taxonomy of application, and variously-preferred learning styles.

I also have some activities that involve the other learning strategies, but I have focused considerably less upon these ideas, for the text is the dominant tool with which I make students practice the social, compensatory, cognitive, and meta-cognitive strategies. In order to feel ownership of assessments involving these strategies, I want to compose my own textbook series in the future. At this point, however, I enjoy the aesthetic creation most and prefer to develop supplemental activities. In addition, I enjoy creating these tools because some of them, like a wall calendar or weather kit, serve as classroom décor.

Chapter IV: My Metamorphosis from Teacher to Entrepreneur

In fall, 2009, I copyrighted my first instructional material, the artwork of a wall calendar. I had designed a wall calendar similar to those seen in elementary classrooms. It is a calendar large enough to be viewed by students seated anywhere in the classroom. I did not copyright the calendar, for according to Section 102 of the Copyright Act, “[i]n no case does copyright protection for an original work of authorship extend to an idea, procedure, [or] concept...regardless of the form in which it is described...” (Circular 31). The idea of calendars has been used for centuries, so I clearly understood that I could not claim ownership of it. Therefore, I copyrighted the artwork on the calendar’s parts.

The Romans identified their dates relative to one of three major days in the monthly cycle, the Kalends, Nones, or Ides. For example, October 22nd is eleven days before the Kalends of November (a.d. XI KAL. NOV). Therefore, I made the calendar so that it explicitly shows the modern date as long as students know Roman numerals. In addition, I highlighted the Kalends, Nones, and Ides so that students can contrast the days in order to practice and demonstrate their calculation of a Roman date.

A marketer for the Applause Learning educational catalog showed interest in this material, yet when she presented me with my options (sell the copyright, produce the materials myself, or collect royalties from the company’s productions), an attachment to my work inhibited negotiations. I had not expected to receive such quick interest, and I

had so much pride for the artwork that initially I could not part with the copyright. Additionally, I did not have the means to produce it myself. By the time that I had made the decision to sell the copyright, I lost the contract. Thus, my need for a Masters in Liberal Studies arose.

I needed advanced study by which I could further my knowledge in Latin and its curriculum/methodology. In 2009, my individual professional development plan (IPDP) stipulated that I had to pursue six semester hours towards my content area of teaching. At the same time, I wanted to acquire the business skills that would teach me how to earn a profit from my instructional tools and strategies. Therefore, I pursued a Masters in Liberal Studies. With Latin as my major, I satisfied the quota for semester hours in Latin, and I studied marketing and curriculum/methodology through minors in Marketing and English. I aspired to be both a teacher and an entrepreneur.

Latin and English Courses: A Summary of Their Contributions to My Degree

The English and Latin courses enhanced the retrospective report that I wrote in chapters one and two. In the course Second Language Curriculum, students designed course curricula maps and tests according to standards-based instruction and research regarding cognitive testing. However, these exercises focused on second-language courses and not language arts like my time at McClain. During this time, I analyzed my Latin curricula and edited them for reasons particular to foreign languages. It was also essential practice for aligning future products and written works to standards-based curriculum. For example, the world language standards require me to teach communicative skills such as basic conversations that exchange greetings and seek daily

feelings. Because Latin is a dead language, there are not many activities in the market that practice these skills, so I purchased some exercises and materials made for Spanish and French students. I translated them into Latin so that students could practice conversational Latin. Therefore, I enhanced the Latin material that I already have in order to meet requirements of standards. For example, *Latin is Fun* provides easy units such as “The Roman House” or “Roman Schools.” The instructional packets are mostly knowledge based, but I use them to teach directional conversation such as “Open your books to page ...” or “I am eating in the dining room.” In the aforementioned ways, I have been able to align the Latin curricula with the state requirements and meet conversational standards.

The Second Language Acquisition course exercised my ability to identify L2 learning strategies based on various theoretical works like the aforementioned zone of proximal development by Lev Vygotsky. The Latin courses reviewed the works of advanced Roman authors such as Caesar, Pliny, Ovid, Horace, and Catullus. These not only satisfied my employer’s expectations for professional development but also gave me additional practice evaluating advanced literature. As I became more knowledgeable about this literature, I shared those facts with my students during lessons. Discussions and presentations immensely enriched my cultural understandings of the late Republican and early Imperial times of Rome. The classes analyzed both the style and content of written works to appreciate the authors’ abilities to weave history, propaganda, culture, and entertainment into either concise prose or poetry. These courses have helped me to diversify my advanced Latin curricula, for I had always struggled to advance students

from grammar-based writings of the editor to the authentic writings of famous Romans. The contents of these courses, too, will help me to design future products and written works according to standards-based curriculum.

Marketing Experience

I appreciate the content of all my courses: however, the Marketing courses were the most beneficial to my entrepreneurial dream. The two most influential courses were Marketing Management (summer, 2010) and Marketing Strategy and Planning (fall, 2011). These two courses taught me the essentials for entering products into the educational market. In addition, changes in my personal life and its finances evolved so that I can make my business dream a reality. I no longer have to devote extreme amounts of time to advanced education nor commit myself to supplemental coaching contracts, which paid for that education. Thus, I have the opportunity to dedicate myself to this endeavor. The marketing courses emboldened me to open an in-house business via E-commerce as a sole proprietor within five years. Economics specialist Jim McConnon said, “Studies estimate that 20 percent of new small business enterprises are operated out of the home, and this trend is growing” (1). An on-line and in-home business will be a huge sacrifice, but it will give me opportunities that teaching does not. I can be my own boss and express my own ideas with the satisfaction of making my own decisions.

Marketing management aims for competitive advantages by developing positive relationships with target segments, selecting marketing strategies related to corporate goals, and choosing and motivating marketing managers effectively (Svatosova 183). Some important lessons that I learned in the Marketing Management course were the

concepts of a business plan and its marketing mix. The business plan is a basic description of the goals and objectives of one's business and how one plans to achieve them in approximately three to five years (Create Your Business Plan). The United States Small Business Administration provides a step-by-step process for developing a firm's business plan. I intend to open an on-line business within five years, for the business plan has several time-consuming elements such as the product line, market analyses, and appropriate licenses that I have to prepare.

The product and its marketing mix were the next topics of the Marketing Management course. A "[m]arketing mix is a general phrase used to describe the different kinds of choices organizations have to make in the whole process of bringing a product or service to market" (The Marketing Mix and 4Ps). The marketing mix is often, but not always, associated with the four Ps (product, price, place, and promotion), which E.J. McCarthy described in 1960 (The Marketing Mix and 4Ps). There are other marketing mixes such as Boom and Bitner's seven Ps and Lauterborn's four Cs, but this class studied McCarthy's four Ps (The Marketing Mix and 4Ps). Entrepreneurs encircle the target market with the four Ps. As I learned about them, I reflected about those things that I did right and wrong in promoting my calendar. The first of those wrongs was my never having a plan or marketing mix.

In 2009, my ignorance of the four Ps contributed to my inhibitions when the representative from Applause Learning Resources contacted me. The right product satisfies the needs of the target customer (Ehmke, Fulton, and Lusk 1). Associated with the physical product are elements such as packaging and features, which I had not

considered when I wrote various vendors about the calendar. In order to persuade me more quickly to sell the copyright to Applause Learning Resources, the representative brought the calendar's physical elements to my attention. I had sent the calendar pre-assembled with laminated parts. Therefore, she noted the varied costs that packaging and presentation incur. We debated whether or not the consumers should cut out their own pieces and laminate them. We reflected about the color, its ink price and alternatives. She suggested that I also add placards to denote students' birthdays and holidays. In addition, I had to compose directions for its use. This amount of unforeseen work was what finally prompted my decision to sell the copyright. Unfortunately, I had spent so long in my decision-making process that I missed her deadline for the spring catalog.

Even before hearing considerations about the product's packaging, my biggest concern had been price. "Price is the one 'P' that generates revenue, while the other three 'P's' incur costs;" the price covers costs, conveys the perceived value of the product, combats the competition's offer, and avoids price wars (Ehmke, Fulton, and Lusk 3). I knew neither how to negotiate the copyright's price nor how to determine the calendar's price and profit margin whether I produced it or sought royalties from Applause Learning Resources. I have since learned that the "pricing approach should reflect the appropriate positioning of [one's] product in the market and result in a price that covers [one's] cost per item and includes a profit margin" (Ehmke, Fulton, and Lusk 2). Depending upon the product, I can use intuitive judgment to set prices or follow a number of alternative strategies such as the value-based, the competitive, or the psychological to name a few (Ehmke, Fulton, and Lusk 2). If I do sell to vendors and not directly to the consumers,

then I have to learn the vendor's retail price and what margin it requires as well (Ehmke, Fulton, and Lusk 3).

Most importantly, I should have sold the copyright or collected royalties from Applause Learning Resources because it offered the final Ps, place and promotion, better than I could have in 2009. The place “refers to the distribution channels used to get [one's] product to customers,” and the promotion is the advertising that conveys what the product is, for what the product is used, and why consumers should want it (Ehmke, Fulton, and Lusk 3). To this day, I truly do not understand why (other than fear of the unknown and pride) I did not sell the calendar to the company. The company had on-site means to produce the calendar and had established distribution channels. It had an interface with customers via internet and in person. Applause Learning Resources' catalogs reached foreign language teachers of Latin, Italian, French, Spanish and German. I neither had the time nor money to develop and maintain a customer base in 2009. Altogether, I learned a valuable lesson. My narrow-mindedness about the marketing mix and lack of an appropriate business plan prohibited my product's market entry. My poor business skills set back the potential for future vending through Applause Learning Resources. I am still optimistic, for I can still create a business and marketing mix for the calendar as part of my own product line in the future.

Although the calendar did not enter the market, I practiced designing marketing mixes among other skills in the course Strategic Marketing Management (fall 2011). Whereas I gloomily reminisced about the past in Marketing Management, I gained a confidence for business in Strategic Marketing Management. In this course, I learned

and practiced those objectives, which the woman from Applause Learning Resources had implied in our conversations. Strategic market management is a system designed to help management create, change, or retain a business strategy (Aaker 17). Strategic visions (projections of future strategies) help businesses precipitate choices, cope with change, make long-term views, create resource allocations, strategize analysis and decisions, provide management/control systems, and enhance communication and coordination (Aaker 10 and 17).

An on-line game named Markstrat was the main tool with which students practiced strategic market management in the course. Markstrat offers students and professionals a “risk-free platform to test theories and make decisions” (Markstrat). Its key learning objectives are fundamental strategic marketing concepts, portfolio analyses, master market and competitive analyses, and long-term strategy and focus (Markstrat).

The professor divided students into businesses (teams) of four or five individuals, and she named each team after a vowel in the alphabet. I was a member of team E. Teams competed in 10 weekly rounds. One round equaled one year’s time in business, Teams’ final market shares in two imaginary markets as well as the overall strategic play in the market determined a portion of students’ semester grades. The game and course revolved around the acronym SWOT (strengths, weaknesses, opportunities, and threats). “The goal is to develop a strategy that exploits business strengths and competitor weaknesses and neutralizes business weaknesses and competitor strengths” (Aaker 109). The teams began Markstrat at the same time, but our products were at different levels of market share. Thus, the game stimulated immediate competitor analyses from the start. I

recall that my team began as the second-highest shareholder. Teams then analyzed external and internal business factors in order to create strategies that would gain competitive advantage in market share. Just as my team aspired to overtake the leader, team A, it also had to maintain its competitive advantage over teams I, O, and U. The activity was really fun for me, for it evoked my competitive spirit, and it trained me to think more like a business woman than a teacher.

“Because customers have such a direct relationship to a firm’s operation, they are usually a rich source of relevant operational opportunities, threats, and uncertainties” (Aaker 25). On Monday of each week, the professor released the results of the previous round. My team conducted competitive analyses with which it inferred rival teams’ market segments and customer motivations; we also explored customers’ unmet desires (Aaker 26). These analyses were inferences, for we had access to our statistics but no other team’s exact figures. However, we compared and contrasted available data via competitive strength grids in order to infer changes for our marketing mix and develop/implement marketing strategies. The aforementioned term segmentation is “the identification of customer groups that respond differently from other groups to competitive offerings” (Aaker 26). From this data, we determined the product’s modifications in order to exploit opportunities with the biggest customer groups, who offered the highest profit margins. We also made modifications with respect to our team’s internal financial performance, customers’ satisfaction, strengths and weaknesses, and an identification and prioritization of the threats and opportunities facing the team (Aaker 98). We earned greater market share, but it was not enough to overcome team A,

which was still growing, in one month's play. Both teams' efforts; however, almost obliterated the market shares of teams I, O, and U.

After four weeks, team E trailed team A slightly, but I persuaded my team to adopt a game-winning strategy. It had become apparent in the Bovite market (a name applied by the professor) that no superior competitive advantage existed between teams A and E, so my team decided to focus on a new strategy. There was a second market, called the Vodite, in which teams entered products. The professor opened this market in the fifth week. I wanted to flip the scenario with team A in this market. We did not have the financial means to conduct the research and development. Therefore, I convinced team E to borrow 10 million dollars from an investor (the professor) so that we were the first firm in this market. I saw that by being the first firm in the market we would enter our product into a healthy growth market from which it earned a return on assets and had a one-year advantage over team A. The risk was team A entering the market later but with a better product. Fortunately, the strategy worked, and my team won Markstrat for the semester because team A never gained competitive advantage over us in the Vodite market. Our early market entry earned an initial customer segment, which we expanded with well-planned and -executed strategies. More importantly, I gained a lot a confidence from this activity because its outcome proved that I can compete in this profession.

The Path Leads to E-Commerce

I think now that an E-commerce business is preferable for me to a retail store or B2B (business to business) collaborations, for it allows me to contact and appropriately

serve target markets and segments more cheaply than through conventional physical channels (Mesequer-Artola and Rodriguez-Ardura 2009). It will allow consumers to carry out purchase activities more efficiently by making information about tailored products available (Mesequer-Artola and Rodriguez-Ardura 2009).

“In 2003, the first generation of internet users was fresh graduates – fast to get the concepts of online commerce and shopping” (Shankar 2). It continues to grow for marketers reach consumers by means of search engine marketing (SEM), search engine optimization (SEO), banner ads on websites, e-mail, and mobile advertising (Shankar 2). “In 2008, the *New York Times* with comScore, published an initial estimate to quantify the user data collected by large companies” (Shankar 1). The results showed how advertisers need the innovation of internet marketing, for it discovered the following:

Counting four types of interactions with company websites in addition to the hits from advertisements served from advertising networks, the authors found that the potential for collecting [consumer] data was up to 2,500 times per user per month [than in 2003]. (Shankar 2)

Although I will not be running a large business, the fact that internet marketing increasingly reaches consumers and raises e-commerce sales convinces me that an E-commerce business is the best way for me to reach as many consumers as possible. “[E-commerce] is beneficial for marketing logistics ... to establish and maintain a competitive advantage, shorten components of supply chains, for cost savings and research advantage” (Shankar 2).

Researchers have learned that marketing approaches for e-Commerce are quite different from traditional marketing, and I will have to stay informed about these new marketing trends. “E-Marketing is seen as a promotional as well as an informational tool” (Shankar 2). Madhulika Shankar, author of “A Harbinger of Change: Internet Marketing and E-Commerce,” stated:

[A website] should be informative, entertaining, challenging, and unique.

The homepage should be short, clear and simple to avoid wasting the customer’s time. They should be understandable and easy to search information needed. Moreover, it must continuously be up-to-date for most recent information about the company; customers like to see modification in the website. Products/services available should be represented clearly by key words or images on the Web site (2-3).

Studies with Czech e-shop, which has long been a leader in in the Czech Internet Market also concludes that online customers carry “different characteristics than traditional customers; they are better informed about the products as well as the products of their competitors” (Svatosova 182). These characteristics have led to different marketing strategies from those that I practiced in Markstrat. For example, in Markstrat, I practiced segmenting consumers by demographics, whereas online marketers segment technology-enabled markets by behavior (Svatosova 181). The promotion is tailored rather than mass, and the pricing is more often set by customers and not the firm (Svatosova 181).

Despite my not having practiced marketing strategies that were specific to E-commerce, I feel that the marketing courses have prepared me for the arduous processes

of creating a business plan, researching and developing the four Ps as I enter the market. Now, I am realistic about the processes and not rushing into them or ignoring them like I did with the calendar. The courses have familiarized me with the scope of the market so that I know how to strategize the placement of my products. All that remains is my taking the risk and dedicating the effort and time to this aspiration.

Chapter V

Conclusion

The Latin, English, and Marketing courses have and will help me to succeed in my instruction and business goals. The Latin courses enhanced my understanding of the language and culture of the Romans. Education courses helped me review ways in which the brain acquires a second language and how I can effectively pace and assess second language learning. Marketing courses helped me discover how to write a business plan, find my target market, and identify the four Ps around which I will strategize for competitive advantage in the market. After my pursuit of a Masters in Liberal Studies, I am now more confident than ever that I can complete the processes, create the products, and effectively place my instructional materials in the educational market.

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