EDIT 790 (a)
Practicum in Instructional Technology
Fall 2007
Wednesday 4:30 – 7:10 pm

PROFESSOR(S):

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COURSE DESCRIPTION

A. Prerequisites – None

Course description from the University Catalog: Integrates research strategies with reflective practice and robust, systematic, and semester long practice. During this field experience students systematically implement two lesson designs and conduct ongoing summative and formative evaluation of that plan. In addition, students write a comprehensive summary of the plan, the evaluation, and overall outcomes.

B. NATURE OF COURSE DELIVERY

The course is structured around robust field experiences with the guidance of accomplished teachers, faculty, and site-based technology leaders. Thus, the primary methodologies of the course are threefold. First, students engage in robust and sustained teaching and leadership activities. Second, students engage in dynamic and frequent interactions with colleagues, faculty, and site based technology leaders concerning practice. Third, students present to colleagues, faculty, and site based technology leaders about their experiences and about lessons learned from those experiences. Because the primary activities of this course take place in the student's place of employment, the class is predominantly conducted through discussion board (Blackboard) conversations with the instructor and classmates for the first eight weeks and the submission, review, and revision of written documents exchanged electronically throughout.

STUDENT OUTCOMES

This course is designed to enable students to:

1. describe the purposes and processes associated with action research.
2. understand the differences between action research and more traditional approaches to research.

3. examine quantitative and qualitative methodologies for summarizing and presenting evidence related to student learning
4. examine strategies for using evidence to learn from, modify, and or reject educational practices,
5. write coherent, evidence-based analyses of teaching practice,
6. plan, design, and model effective learning environments and multiple experiences supported by technology
7. implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning
8. facilitate a variety of effective assessment and evaluation strategies
9. share and reflect upon the impacts of teaching and learning with technology with peers, faculty, and site based technology leaders
10. evaluate and reflect on professional practice, making informed decisions regarding the use of technology in support of student learning

PROFESSIONAL STANDARDS (International Society for Technology Education – NETS for Teachers)

Standard 1 – Technology Operations and Concepts
B. Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Standard 2 – Planning and Designing Learning Environments and Experiences
A. Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
B. Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.
C. Teachers identify and locate technology resources and evaluate them for accuracy and suitability.
D. Teachers plan for the management of technology resources within the context of learning activities.
E. Teachers plan strategies to manage student learning in a technology-enhanced environment.

Standard 3 – Teaching, Learning, and the Curriculum
A. Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.
B. Teachers use technology to support learner-centered strategies that address the diverse needs of students.
C. Teachers apply technology to develop students' higher order skills and creativity.
D. Teachers manage student learning activities in a technology-enhanced environment.

Standard 4 – Productivity and Professional Practice
A. Teachers use technology resources to engage in ongoing professional development and lifelong learning.

B. Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
C. Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
D. Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

REQUIRED TEXTS:

1. Fleming, Douglas. The AEL Guide to Action Research ERIC # ED 450105
2. Collection of 6 copied action research studies.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements –

1. <u>Implementation of Two Lesson Designs</u>: Students will choose two lesson plans they have designed previously in their coursework or two they create and implement those two plans, managing all site-based and classroom facets that impact effective instruction. Students will be supported by faculty and site-based technology leaders.

2. <u>Implementation of Two Action Research Plan</u>: Students will design a comprehensive assessment plan for their two lesson designs and implement that assessment plan as they teach their two lessons. Students will prepare a written assessment and reflection for each of the lesson designs using guidelines provided in class. The written assessment and reflection will be prepared as a web page and associated with students' online portfolio. Students will be supported by faculty and site-based technology leaders. Guidelines for writing the action research papers will be provided in class.

B. Performance-Based Assessments - This course includes two performance-based assessments.   After implementing each of two lesson plans in their teaching context, students will write an evidence-based action research paper, presenting both quantitative and qualitative data, samples of student work, and a comprehensive analysis of data with reflections for improving practice. The two action research papers constitute the performance-based assessments for this course.

C. Criteria for evaluation - Assessment of each performance assessment is guided by a rubric. The rubrics are as follows:

D. Grading Scale

Requirements	Percentage
Implementation of Lesson Plan One	15%
Implementation of Lesson Plan One	15%
Action Research Paper One	35%
Action Research Paper One	35%

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.