

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
INSTRUCTIONAL TECHNOLOGY**

**EDIT 790 (a)  
Practicum in Instructional Technology  
Fall, 2014  
Section 001  
(3 credit hours)**

**PROFESSOR(S):**

**Name: Priscilla Norton**  
**Office phone: 703-993-2015**  
**Office location: Thompson Hall, L041**  
**Office hours: W/TH 2:00 – 4:00 pm**  
**Email address: [pnorton@gmu.edu](mailto:pnorton@gmu.edu)**

**Name: Dawn Hathaway**  
**Office phone: 703-993-2019**  
**Office location: Thompson Hall, L041**  
**Office hours: W/TH 2:00 – 4:00 pm**  
**Email address: [dhathawa@gmu.edu](mailto:dhathawa@gmu.edu)**

**COURSE DESCRIPTION**

**A. Prerequisites – None**

**Course description from the University Catalog:** Provides supervised practice in applying knowledge and skills of student's chosen track through placement in appropriate work setting.

**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**

The Integration of Technology in Schools Program (IITS) is guided by the International Society for Technology Education's National Educational Technology Standards for Teachers (NETS for Teachers). These standards are addressed iteratively throughout the 36 credit hour program of which this course is a required component. The NETS for Teachers can be accessed at [http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_for\\_Teachers\\_2008.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm), and a printed version is distributed during the first class of the semester. The NETS for Technology Leaders are added to the professional standards during the final 12 credit hours of the program – again addressed iteratively throughout course assignments, activities, and topics.

## **REQUIRED TEXTS:**

1. Articles distributed in class

## **COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA**

### **A. Requirements –**

1. Implementation of Two Lesson Designs: 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. Implementation of Two Action Research Plan: 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 will be distributed in class.

#### **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**

### Student Expectations

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it

regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

### Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

### PROPOSED CLASS SCHEDULE:

## Master Schedule of Activities and Assignments for ITS Semester 4 (Fall 2014)

**IMPORTANT: MUST HAVE A MOSTLY EMPTY FLASH DRIVE AND BRING TO CLASS REGULARLY!!! Also, please continue to keep an Art Bag handy. You never know ☺**

	Wednesday	Thursday		Wednesday	Thursday
Week 1	8/27	8/28	Week 9	10/22	10/23
Week 2	9/3	9/4	Week 10	No F2F Class	
Week 3	9/10	9/11	Week 11	11/5	11/6
Week 4	9/17	9/18	Week 12	11/12	11/13
Week 5	9/24	9/25	Week 13	11/19	11/20
Week 6	10/1	10/2	Thanksgiving		
Week 7	10/8	10/9	Week 14	12/3	12/4
Week 8	10/15	10/16	Week 15	12/10	12/11

DATE	In Class Activities	Out of Class Assignments
<b>Week 1</b>	Design, Design, Design with DEAPR Course Expectations and Relationship of Courses Syllabi, Timelines, Expectations <b>Use your time well!!!</b> A Research Scavenger Hunt A Hypermedia WebQuest: Explore, Understand, and Begin	<b>PRACTICUM:</b> Begin planning and writing first practicum lesson plan ----- <b>HYPERMEDIA:</b> Complete research for Hypermedia WebQuest <a href="http://mason.gmu.edu/~pnorton/hypermedia/index.htm">http://mason.gmu.edu/~pnorton/hypermedia/index.htm</a> and take notes in preparation for in class writing of briefing paper. Select and bring to class your favorite children's story ----- <b>READING:</b> Read Norton/Sprague – Chapter 8 Read Reynolds – Introduction, Preparation
<b>Week 2</b>	Writing a Briefing Paper - Debriefing Introduction to Multimedia stories Create and get approval of a multimedia story map <b>Remember the Rule:</b> 100% of a finished design is better than 25% of a brilliant idea ☺ A Few PowerPoint Tricks Implementing a multimedia story map Contrasting Multi- and Hypermedia Hypermedia Story Examples	<b>PRACTICUM:</b> Work on lesson plan and writing of Parts 1 and 2 for first Practicum – <b>DUE</b> to pnorton as an electronic attachment by next class ----- <b>HYPERMEDIA:</b> Create a hypermedia story map to turn your multimedia story into a hypermedia story – bring to class!!!! ----- <b>READING:</b> Read <i>The Thinking Classroom</i> – Chptrs 1, 2, 3, 4, and 5 Read Reynolds –Design
<b>Week 3</b>	<b>Practicum lesson and Pts 1 &amp; 2 DUE</b> ----- <b>THINKING:</b> A Superintendent's Request – HELP! ----- More PowerPoint Tricks Work on Hypermedia story design. Use the design template and get signatures. Explore Content-based hypermedia Examples – Use a Rubric	<b>PRACTICUM:</b> Work on implementation of lesson and evaluation design, collect data and student samples ----- <b>HYPERMEDIA:</b> Finish Hypermedia story – <b>DUE Week 4</b> Write a one page design plan for a content-based, hypermedia program you can use with your students. AND Submit your design plan as an attachment to dhathawa three days before Class 4 Begin Interactive Whiteboard Challenge – start by going to <a href="http://mason.gmu.edu/~dhathawa/IB.html">http://mason.gmu.edu/~dhathawa/IB.html</a> ----- <b>READING:</b> <i>The Thinking Classroom</i> – Chptrs 6 and 7 Read Reynolds – Delivery, Next Step
<b>Week 4</b>	<b>Hypermedia Story Due</b> ----- <b>THINKING:</b> Summary of mental management and Logo Challenges -----	<b>PRACTICUM:</b> Work on implementation of lesson and evaluation design, collect data and student samples ----- <b>HYPERMEDIA:</b> Work on hypermedia lesson plan

	<p>Using APPROVED design plan for content-based hypermedia, create a map and cards for your content-based hypermedia program</p> <p>Get approval using design template</p> <p>Use the remaining time to work on your design plan and map</p> <p>Discuss hypermedia lesson plan rubric</p>	<p>Finish Design Map if not done in class</p> <p>Work on content-based hypermedia project</p> <p>Finish Interactive Whiteboard Challenge</p> <p>-----</p> <p><b>READING:</b> <i>The Thinking Classroom</i> – Chptrs 8 and 9</p>
<b>Week 5</b>	<p><b>DUE: Interactive Whiteboard Challenge</b></p> <p>In class review of IWBoard PPTs</p> <p>-----</p> <p><b>THINKING:</b> Summary of strategic thinking and a HUGE Logo Challenge</p> <p>-----</p> <p>Rest of Class dedicated to production of content-based hypermedia project</p>	<p><b>PRACTICUM:</b> Complete implementation of lesson and evaluation design, collection of data and student samples and begin narrative – Parts 3 through 8</p> <p>-----</p> <p><b>HYPERMEDIA:</b> Work on hypermedia lesson plan</p> <p>Finish content-based hypermedia project – <b>DUE Week 6</b></p> <p>-----</p> <p><b>READING:</b> <i>The Thinking Classroom</i>–Chptrs 10 and 11</p>
<b>Week 6</b>	<p><b>Content-based Hypermedia Due</b></p> <p>-----</p> <p><b>THINKING:</b> Summary of Higher Order Knowledge and Activity</p> <p>-----</p> <p>Presentation of content-based hypermedia project</p>	<p><b>PRACTICUM:</b> Work on write up of the story of your lesson using remaining parts described on the practicum guide provided in the first class – Parts 3 through 8</p> <p>-----</p> <p><b>HYPERMEDIA:</b> Finish hypermedia lesson plan – <b>Due next class</b></p> <p>-----</p> <p><b>READING:</b> <i>The Thinking Classroom</i>–Chptrs 12 and 13</p>
<b>Week 7</b>	<p><b>Hypermedia Lesson Plan DUE</b></p> <p>-----</p> <p><b>THINKING:</b> Summary of Transfer of Knowledge and the Big Rap Convention</p> <p>-----</p> <p>Introducing Hypermedia and Your Professional Portfolio</p> <p>Examples – Design, Design, Design! – The Same Old Template</p> <p>Rest of Class dedicated to Professional Portfolio planning – Design the look and feel, create a map, get approval</p> <p>Follow the steps – get signatures</p>	<p><b>PRACTICUM:</b> Work on write up of the story of your lesson using remaining parts described on the practicum guide provided in the first class – Parts 3 through 8</p> <p>-----</p> <p><b>HYPERMEDIA:</b> Work on Portfolio</p> <p>-----</p> <p><b>READING:</b></p> <p>Begin Brooks and Brooks’ <i>In Search of Understanding</i></p> <p>Begin the Forward, Chapter 1, and Chapter 2 in Norton/Wiburg’s <i>Teaching with Technology</i></p>
<b>Week</b>	Entire class is for working on your	<b>PRACTICUM:</b> Finish writing the story of your lesson

8	<p>professional portfolio design. Talk with your peers. Talk with Dawn. Follow the design template.</p> <p><b>Portfolio Design Document DUE end of class</b></p> <p>Begin encoding and assembling</p>	<p>implementation using the remaining parts described on the practicum guide provided in the first class. Create as a web page, upload to portfolio, email address to pnorton – <b>DUE before class Week 9</b></p> <p>-----</p> <p><b>HYPERMEDIA:</b> Work on Portfolio</p> <p>-----</p> <p><b>READING:</b>          Finish Brooks and Brooks' <i>In Search of Understanding</i>          Finish the Forward, Chapter 1, and Chapter 2 in Norton/Wiburg's <i>Teaching with Technology</i></p>
<b>Week 9</b>	<p><b>First Practicum Paper DUE</b></p> <p>-----</p> <p>Time to Share 1<sup>st</sup> Practicum          Top Ten Things . . .          Design Challenge 2          A Cacophony of Case Studies</p>	<p><b>PRACTICUM:</b> Begin planning and writing second practicum lesson plan</p> <p>-----</p> <p><b>HYPERMEDIA:</b> Work on Portfolio</p> <p>-----</p> <p><b>READING:</b> Read Chapter 3 and 4 in Norton/Wiburg's <i>Teaching with Technology</i></p> <p>-----</p> <p><b>UNITS:</b> Think about your classroom curriculum in January and early February. Identify the topic and SOLs related to a unit you expect/want to teach during that time. Bring notes to class.</p>
<b>Week 10</b>	<b>No F2F Class</b>	
<b>Week 11</b>	<p>Design Challenge 3          Timber Lane Detective Agency          Design Challenge 4          A Cacophony of Case Studies          Meet the Design Tool – SOLs          Analyze for Structure, Process, Discourse</p>	<p><b>PRACTICUM:</b> Work on lesson plan and writing of Parts 1 and 2 for second Practicum – <b>DUE</b> to pnorton as an electronic attachment by next class</p> <p>-----</p> <p><b>HYPERMEDIA:</b> Work on Portfolio</p> <p>-----</p> <p><b>READING:</b> Read Chapter 5 and 6 in Norton/Wiburg's <i>Teaching with Technology</i></p> <p>-----</p> <p><b>UNITS:</b> Work on unit designs</p>
<b>Week 12</b>	<p><b>Practicum lesson and Pts 1 &amp; 2 DUE</b></p> <p>-----</p> <p>Design Challenge 5          A Medieval Feast          A Cacophony of Case Studies          Design Challenge 6          Perfect Presidential Candidate          Back to the Design Tool</p>	<p><b>PRACTICUM:</b> Work on implementation of lesson and evaluation design, collect data and student samples          Work on implementation of lesson and evaluation design, collect data and student samples</p> <p>-----</p> <p><b>HYPERMEDIA:</b> Work on Portfolio</p> <p>-----</p> <p><b>READING:</b> Read Chapter 7 and 8 in Norton/Wiburg's <i>Teaching with Technology</i></p> <p>-----</p>

		<b>UNITS:</b> Work on unit designs
<b>Week 13</b>	Design Challenge 7 A Cacophony of Case Studies Design Challenge 8 A Cacophony of Case Studies Back to the Design Tool	<b>PRACTICUM:</b> Work on write up of the story of your lesson using remaining parts described on the practicum guide provided in the first class – Parts 3 through 8 ----- <b>HYPERMEDIA:</b> Work on Portfolio ----- <b>UNITS:</b> Work on unit designs
	<b>Happy Thanksgiving!!!!</b>	<b>PRACTICUM:</b> Finish writing the story of your lesson implementation using the remaining parts described on the practicum guide provided in the first class. Create as a web page, upload to portfolio, email address to pnorton, <b>DUE Week 14</b> ----- <b>HYPERMEDIA:</b> Work on Portfolio ----- <b>UNITS:</b> Work on unit designs
<b>Week 14</b>	<b>Second Practicum Paper DUE</b> Design Challenge 9 A Cacophony of Case Studies Design Challenge 10 A Cacophony of Case Studies Back to the Design Tool	----- <b>HYPERMEDIA:</b> Work on Portfolio ----- <b>UNITS:</b> Finish unit designs
<b>Week 15</b>	<b>Professional Portfolio Template DUE</b> <b>Unit Designs and Evaluation Plan DUE</b> Course Evaluations	Work on Portfolio You Will Do Yourself a HUGE favor if you do!