Course Description

This six-credit hour course is designed to be the capstone field experience for the program. Although students have participated in ongoing field experiences throughout the program, this course organizes field experiences for Program candidates that are robust, systematic, and semester long. During this field experience students systematically implement a comprehensive unit plan 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. Finally, students complete a professional presentation in which they describe their unit, its outcomes, and evidence of successes and future revisions to colleagues and faculty.

2. Methodology

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.

3. Objectives

The following objectives have been established for the course:

1. Students will plan, design, and model effective learning environments and multiple experiences supported by technology II-A, II-B, II-C, II-D, II-E, II-F;
2. Students will apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning III-A, III-B, III-C, III-D, III-E;
3. Students will facilitate a variety of effective assessment and evaluation strategies IV-A, IV-B, IV-C;
4. Students will model the social, ethical, legal, and human responses appropriate for the use of technology in their practice VI-A, VI-B, VI-C, VI-D, VI-E;

5. Students will act in such a way as to contribute to the shared vision for the integration of technology and the fostering of environments and cultures conducive to the realization of the ways in which technology can support effective teaching and learning VIII-A, VIII-B, VIII-C, VIII-D, VIII-E;

6. Students will be able to share and reflect upon the impacts of teaching and learning with technology with peers, faculty, and site-based technology leaders VIII-A, VIII-B, VIII-C, VIII-D, VIII-E.

7. Students will have experiences evaluating and reflecting on professional practice, making informed decisions regarding the use of technology in support of student learning V-B.

4. Course Requirements

1. Attendance in class is mandatory, as discussions, lectures, and hands-on activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions.
3. Each student is expected to participate in and complete all classroom projects.
4. Students who must miss a class are responsible for notifying the instructor (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
5. All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

5. Course Assignments

1. Online Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester’s work; Performance-based outcome for objectives 1 through 7;

2. Implementation of Two Comprehensive Unit Design: Students will implement the 3 to 3 week curricular models designed in EDCI 714, managing all site-based and classroom facets that impact effective instruction. Students will be supported by faculty and site-based technology leaders. Performance-based outcome for objectives 1 through 7;

3. Implementation of Two Comprehensive Action Research Plan: Students will implement the comprehensive action research plans designed in EDRS 590 directed at the assessment and evaluation of the comprehensive unit Design. Students will be
supported by faculty and site-based technology leaders. **Performance-based outcome for objectives 1 through 7.**

4. **Professional Presentation:** Students will prepare and present their comprehensive unit plan, action research results, and reflections on teaching and learning with technology at a collegial exit experience attended by peers, faculty, and site-based technology leaders. **Performance-based outcome for objectives 1 through 7.**

6. **Evaluation**

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants’ ratings on the rubric will be averaged. Then the class participants’ average will be averaged with the instructor’s ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.