GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL TECHNOLOGY

EDIT 790 (a)
Practicum in Instructional Technology
Fall 2010
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

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, 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. Participation is <u>mandatory</u>, as discussions, readings and 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 projects.
4. Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Criteria for evaluation - Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments 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 student 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.

C. 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://academicintegrity.gmu.edu/honorcode/].

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/1301gen.html].

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/]