EDIT 790 (a)
Practicum in Instructional Technology
Fall, 2013

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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, 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/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/]