

EDCI 777 * Research to Practice *** Section 001**
Fall 2014

Thursdays, 7:20 p.m. -- Thompson Hall, Rm. 1017

Associate Professor Dr. Lorraine Valdez Pierce
[Ph.D., Georgetown University]

Mailing Address Graduate School of Education, CEHD, MSN 4B3
George Mason University, Fairfax, VA 22030-4444

Office Location Thompson Hall, Suite 1500, Rm. 1502

Office Hours Mondays, 3 – 5 p.m. (online) & by appointment

Phone: (703) 993-2050

To make an appointment, leave messages or ask a question:

Email: lpierce@gmu.edu

To fax a document:

FAX: (703) 993-5300

Course prerequisites: Admission to Graduate School of Education in CIMM, CISL, or CIFL program. ***Completion of ALL other courses in these programs.*** *Possible exceptions:* Concurrent enrollment in EDRS 590 or elective or permission of instructor. This is the capstone course for the M.Ed. in Multilingual/Multicultural Education and, as such, represents the culminating experience in this graduate program.

Course Schedule: This course is offered each Spring and Fall semester but not in Summer.

Catalog Description: 3 graduate credit hours

Provides culminating experience that synthesizes and applies essential elements of second language teaching and learning. Emphasizes teacher as change agent through critical inquiry into practice. Promotes collaboration between ESL and grade-level teachers to advance achievement of English language learners and language minority students.

MASON ALERT

Register to be informed of emergency situations on campus by cell phone (automatic sign up for GMU email). Go to <https://ready.gmu.edu/masonalert/>

All students will use their GMU email account with access to the Internet.

This course and all parts of this syllabus were designed by Dr. Lorraine Valdez Pierce.
George Mason University Graduate School of Education/CEHD

Expanded Course Description

This capstone course aims to have program candidates synthesize, evaluate, and reflect on the essential elements of what they have learned in the M.Ed. program and apply these to their own teaching. If candidates are not currently in the classroom, they will be asked to collaborate with a teacher who is. A major focus of the course is the nurturing of teacher-leaders through critical inquiry into educational practices that have an impact on culturally and linguistically diverse students. This inquiry will have as its purpose to help *increase student learning and achievement* among English language learners, language minority students, and foreign language learners.

In the capstone course, candidates become part of a learning and research community by sharing with others what they have learned through applying research to practice. Teachers no longer work alone; schools have seen an increase in teacher teams working with student cohorts. ESL and FL teachers are often a part of a grade-level team and, as such, are responsible for informing general education teachers about how to help English language and foreign language learners participate in grade-level classes.

Overview of Course

Essential elements of this course include: reflection on teaching; collaboration; Action Research through field work, problem solving and innovations in teaching; applications of technology; and development of presentation skills. Candidates will collaborate with peers to identify a research question in curriculum, instruction and/or assessment and design an Action Research Project that investigates the question. The Action Research Project and the presentation on the project will make use of technology to facilitate learning as well as professional development. Candidates are especially encouraged *to develop instructional and/or assessment models to be shared with other teachers, including general education, grade-level teachers* who are relatively unfamiliar with second language teaching approaches. Candidates will try out instructional interventions or assessment approaches that address a real-life need demonstrated by an actual group of teachers and/or students.

Because of the brevity of this course (one academic semester), the main focus is on learning how to plan and carry out action research, step by step, engage in reflective teaching practices, and make these practices more effective. The reality is that one semester may not allow time for much learning progress by PreK-12 students, given standardized testing schedules, holidays, and other disruptions in the school day. Since the action research process is cyclical, once you have learned the process, you can continue implementing your instructional interventions in subsequent semesters and across multiple years, either by yourself or as a member (or leader) of a Professional Learning Community (PLC).

Course requirements consist of a multi-stage **Action Research Project** and a **Teaching Demonstration**. Each course requirement will be evaluated using a scoring rubric or rating scale.

Course Objectives

Candidates enrolled in this course will:

1. Identify a student learning need or challenge and develop a research question for addressing the need in a classroom setting or school;
2. Propose and apply an innovative, research-based instructional or assessment intervention aimed at meeting the learning need, and subsequently improving both teaching effectiveness and possibly student learning;
3. Collect, analyze, and interpret data to determine the impact of the innovation or instructional intervention (e.g., on student learning);
4. Develop professional presentation skills using computer technology; and
5. Learn to work as change agents by collaborating to make improvements in the education of English and foreign language learners and language minority students.

Professional Standards addressed by this course

TESOL - 2010
<i>Standard 5.b. Professional Development, Partnerships, and Advocacy</i> Candidates take advantage of <u>professional growth opportunities</u> and demonstrate the ability to <u>build partnerships with colleagues</u> and students' families, serve as community resources, and advocate for ELLs.
ACTFL - 2013
<i>Standard 6: Professional Development, Advocacy, and Ethics</i> Candidates engage in <u>ongoing professional development</u> opportunities that strengthen their own linguistic, cultural, and <u>pedagogical competence and promote reflection on practice</u> . Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand <u>the importance of collaboration</u> to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to <u>equitable and ethical interactions</u> with all stakeholders.

Course Requirements

Project/Demo	% of Final Grade	Due Date
1. Action Research Project (ARP)* [team project]		
Stage 1: Planning - Literature Review and Research Question	20%	Week 4
Stage 2-1: Data Collection Plan	30%	Week 7
Stages 2-2 & 3: Data Analysis & Action Plan	30%	Week 15
2. Demonstration – Teaching Intervention [individual]	20%	Weeks 8 - 12

*Action Research Projects will be conducted in 3-member teams. Pre-service teachers need to work with in-service teachers.


Required Textbook


 Mertler, C. A. (2013). *Action research: Improving Schools and Empowering Educators, 4th ed.* Los Angeles, CA: Sage.

Online Resources for Extending Your Learning

Blackboard:



Sample Action Research Projects
Outlines for writing up each Stage of the ARP Process

 Collaborate – virtual office hours & team meetings (without travel)

 Mertler Book: <http://www.sagepub.com/mertler4e/>
Action Research Mentor App
Author's Video Clips, including messages from actual Action Researchers
Author's Blog
Sample Action Research Reports, Annotated Action Research Reports
Action Research Portraits – examples at each stage of the Action Research process following the same two projects in every chapter
Developmental Templates for Planning each stage of the AR process
Chapter Resources – e-Flashcards (terminology), self-quizzes, PowerPoint slides for each chapter, chapter summaries, additional web resources, selected journal articles on Action Research

Class Schedule

Week # & Date	Topics	Readings to be discussed this week
1 8/28	What is Action Research? Models of Action Research. Group dynamics: Practical aspects of collaboration, member roles. Selecting a research topic. Brainstorming possible research topics. Objectives of this course. Course requirements. Extensive online resources.	<i>Mertler, Ch. 1</i>
2 9/4	Overview of Action Research process: 4 Stages. Cyclical nature of the AR process. Identifying problems. Narrowing your focus. Continue brainstorming possible topics. Forming Action Research teams. Logging hours.	<i>Mertler, Ch. 2 Appendix C, p. 295</i>
3 9/11	Planning for Action Research. Narrowing down your topic. Searching web sites for related literature. Organizing your literature review. <i>Team Work Session.</i>	<i>Mertler, Ch. 3 Appendix C, p. 296</i>
4 9/18	Developing a research plan. Qualitative & quantitative research. From topic to research question – how to. Ethical considerations. Continue reviewing related literature. Due today: Stage 1 – Planning: Literature Review & Research Question.	<i>Mertler, Ch. 4 Appendix C, p. 300</i>
5 9/25	Developing a data collection plan. Qualitative & quantitative data collection techniques. Triangulation of data. <i>Team Work Session.</i>	<i>Mertler, Ch. 5 Appendix C, p. 301</i>
6 10/2	Triangulation Matrix. Revising data collection/assessment tools. Validity & Reliability. <i>Team Work Session.</i>	<i>Mertler, Ch. 5</i>
7 10/9	Teaching Intervention Demo Criteria & Self-Assessment Guidelines. <i>Team Work Session.</i> Due today: Stage 2, Part 1: Data Collection Plan.	
8 10/16	<i>Team Work Session. Mid-Term Feedback Forms.</i> TEACHING INTERVENTION TEAM DEMOS. Send individual Self-Assessment of your demonstration to Instructor by email within 48 hours of your presentation.	
9 10/23	Data analysis. Finding patterns in the data. Descriptive statistics. BEGIN DATA COLLECTION NO LATER THAN THIS WEEK.	<i>Mertler, Ch. 6 Appendix C,</i>

		TEACHING INTERVENTION TEAM DEMOS.	<i>p. 302</i>
10 10/30		Data Tables: Pre-Test Data Results. Data analysis – Interpreting the data. Reporting the data. USING EXCEL to analyze your data. TEACHING INTERVENTION TEAM DEMOS.	<i>Mertler, Ch. 6</i>
11	11/6	Developing an Action Plan: Reflective Practice. <i>Team Work Session.</i> TEACHING INTERVENTION TEAM DEMOS.	<i>Mertler, Ch. 7 Appendix C, p. 303</i>
12	11/13	Writing the Action Research Report – practical guidelines. <i>Team Work Session.</i> TEACHING INTERVENTION TEAM DEMOS.	<i>Mertler, Ch. 8</i>
13	11/20	Sharing and Reflecting Action Research. Making professional presentations. <i>Team Work Session.</i> TEACHING INTERVENTION TEAM DEMOS.	<i>Mertler, Ch. 9</i>
14	11/27	NO CLASS – Happy Thanksgiving	
15	12/4	Informal presentations on your Action Research Projects. Course Evaluation Forms. Feedback Forms. Materials Release Forms. Due Mon., Dec. 8: Stage 2, Part 2 - Data Analysis & Stage 3 - Action Plan.	

Numerous examples of Action Research Projects are presented in our course textbook and on the author’s website, which includes many online resources.

In addition, you can also find Action Research Projects written by previous students in this course on our class Blackboard web site.

A number of other textbooks also include sample Action Research Projects, and these are listed toward the end of this syllabus.

Technology Requirements

1. Students will be asked to use a personal computer for preparing course requirements, for accessing Blackboard (My Mason), and for contacting the instructor and classmates through email. However, ***personal computers (including tablets, laptops, cell phones) are not to be used during class for any purpose other than taking notes (unless otherwise approved by the course instructor). In particular, please give presenters your full attention by not working with any electronic device while they are presenting.***

2. **Class Web Site:** Each student will access Blackboard using *his/her GMU email login name and password* to obtain course assignments, handouts, and other materials and also to submit course projects and other required tasks. The only way to access Blackboard is at <http://mymasonportal.gmu.edu> and clicking on the **Courses** tab.

If you have problems getting into Blackboard, please email support@gmu.edu or go to <https://itservices.gmu.edu/help.cfm> or call (703) 993-8870.

3. **GMU EMAIL ACCOUNTS:** Students must use their Mason email accounts— either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Description of Course Requirements

1. Action Research Project

How can we improve our teaching? How can we increase student learning? What have we learned in our M.Ed. program about effective teaching and how to measure student progress and learning? What instructional or assessment approaches can we try out to see how they work with our own students?

Candidates will follow 4 Stages of the Action Research Process to improve their teaching and student learning. Teachers will collaborate in teams to identify and address the learning needs of a specific target population (e.g., Grade 9, Level II Spanish class). Each team will draft a research question to address learners' needs. If working individually (not recommended), candidates must get feedback from a team working on a similar research topic. The educational setting will be in one team member's classroom. However, if the team wants to try out the intervention in 2 classrooms, they will also have to analyze the data in both of those classrooms. Conducting this research project in 3 classrooms is not recommended due to the length of time it will take to analyze all data and write up the report. Sample learning needs might include: (1) oral language development, (2) during - reading strategies, (3) vocabulary development, or (4) writing.

Candidates will: identify a topic to research and find an instructional focus; support the focus with a review of the literature in the field; draft a research question; engage in using a teaching intervention to improve student learning, plan and collect data to address the research question; analyze the data; report the data, and establish an action plan to help improve teaching and students' learning.

2. Teaching Intervention Demonstration

Candidates will demonstrate their professional presentation skills and receive peer feedback in class by **demonstrating** the Teaching Intervention used for the Action Research Project. The Teaching Demonstration is actually a simulation, where the presenter plays the role of the Teacher and the audience plays the role of the students who were the target of the teaching intervention.

All members of one Action Research Team will present on the same day, but **each member of the team will be INDIVIDUALLY evaluated on his/her ability to design and present a teaching demonstration.** Skills for design and delivery include: organization, eye contact, use of visuals, gestures, and technology; oral language communication skills; use of humor; and actively engaging the participants.

Candidates will demonstrate applications of technology to their Action Research Project through the use of an in-class computer console, computer-generated instructional materials, and uses of the Internet.

Assessment of Your Work

Your course projects will be assessed using a scoring rubric developed especially for each project. Scoring rubrics are analytic and criterion-referenced, using a fixed scale from 1 - 4. Total combined scores for each project may result in decimal values, as in 3.5 or 3.8 and will be indicated on each project. The rubrics address the following criteria: (1) basis in a body of research; (2) appropriateness of data collection plan; (2) depth of analysis (rather than just description of research) and accurate interpretation of data; (3) application to personal experiences and change process; and (4) coherence and clarity in writing and/or other presentation format. Candidates will receive the scoring rubric for each project before the project is due so that they know in advance how their work will be evaluated.

Free Feedback & Scoring Criteria

In assessing your work, my goals are: to provide you with **feedback** for improvement, to determine the extent to which you have met the **standards and criteria** for performance, and to be as **fair and objective** as possible.

1. I will provide each of you with **free** (ungraded) **feedback** on your projects. This feedback will not only reflect the extent to which you have met the standards for performance but also how you can do better on your next project.
2. Each candidate's work will be assessed using the **criteria** specified in the Scoring Rubric for each project. I will post examples of previous students' projects on Blackboard.
3. To ensure **fairness**, I will read and score your paper several times using the Scoring Rubric for each project. I will also compare papers assigned similar scores to ensure that I am applying the scoring criteria consistently to everyone.

Evaluation for Course Grade

Course grades will be calculated by multiplying the rating received for each project by its assigned weight on the syllabus and then tallying the subtotals for a total score. For example, if a student achieves a total score of 3.9 – 4.0 (on a 4.0 scale), he/she will receive an A . Total course scores from 3.0 -3.69 will be assigned a "B" or "B plus" and scores at 2.9 or below will receive a C. "A"s or "A minuses" will be assigned to final scores totaling 3.7 or above. *[Pluses (+) and minuses (-) are optional and may be assigned at the discretion of the instructor].*

This grading policy is based on past experience using scoring rubrics to assign course grades. Each course instructor develops his/her own grading system. GMU has no official grading policy, although it does assign numerical values to grades received in this course. However, these numerical values have not been calibrated to be comparable to the scores assigned with scoring rubrics in this course.

Other Assessment Issues

Absences: *PLEASE CALL ME ON OR BEFORE THE SAME DAY OF THE CLASS* if you know that you will be late to or absent from class. Leave a message on my voicemail if I am not available. *For same day absences, email will probably not get to me before class, so please use the phone.* Your presence in each class meeting is highly valued. Absence from class means you miss the presentation and group discussion, and we miss your contribution to the session.

Late projects: If you need to request an extension of time to turn in a project, please **CALL ME BEFORE THE DUE DATE (not ON the due date)**. Only one late project will be accepted per student.

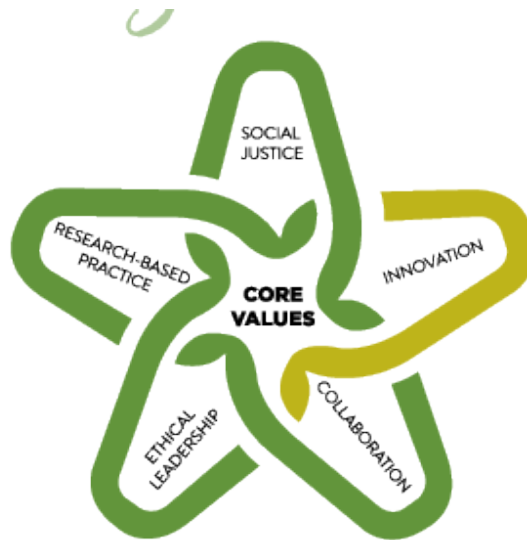
Revised Papers: You will have sufficient opportunities to get feedback on your projects from your peers and from me **BEFORE YOU HAND IT IN**. Therefore, once your project has been turned in, scored, and returned to you, please do not ask for additional opportunities to revise it.

Plagiarism: Plagiarism is using an author's exact words as they appear in print without using quotation marks and/or without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. Evidence of plagiarism will result in a rating of 1 and a note to the Dean's office. **Avoid using authors' exact words at all;** instead, paraphrase in your own words. Your papers are too short to submit somebody else's words.

Double dipping: Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It's unethical.

Grade Incompletes (IN): **Are not automatically assigned and are discouraged.** If you need to request an Incomplete grade, you will need to show serious cause for this decision (see Graduate Catalog). I will review your status in this course to determine whether to grant your request.

College of Education & Human Development: 5 Core Values



The College of Education & Human Development is committed to five CORE VALUES:

collaboration, ethical leadership, innovation, research-based practice, and social justice.

Graduate students are expected to adhere to these values both in and out of class.
<http://cehd.gmu.edu/values/>

GMU Policies & Resources for Students

HONOR CODE: NO PLAGIARISM.

a. Students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/the-mason-honor-code/>). The principle of academic integrity is taken very seriously.

What does academic integrity mean in this course? Essentially this:
When you are responsible for a task, you will perform that task. When you rely on someone else's work (online, published, printed handouts, personal communication) in any part of performing your assigned task, you will give full credit in the proper, accepted form.

Violations of the Honor Code in this course include:

1. Copying a paper or part of a paper from a previous student (current or past);
 2. Plagiarizing or copying the words of an author from a textbook or any printed source (including the Internet) without using quotation marks or not inserting a citation immediately following these words;
 3. Working with another individual (who is in this class or not) to prepare your papers for this course (each team member should write his/her own part of the Action Research Project). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. You are being graded on your own ability to write papers.
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).
- e. Students with disabilities who seek accommodations in this course must be registered with the GMU Office of Disability Services (ODS) and inform this

instructor in writing either before or during the first week of class. (See <http://ods.gmu.edu>)

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

g. 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/>).

Professional Dispositions

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

Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt, please ask the instructor for guidance and clarification.

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

Scoring Rubrics follow ---

Stage 1: Planning - Literature Review & Research Question

SCORE	Research Question	Analysis	Relevance	Integration	Writing
4	Drafts research question appropriate to the topic, based in the body of literature, that does not assume an answer, specifying independent and dependent variables, and with potential for informing future teacher actions.	Provides historical context and trends related to the topic, indicates how theory and practice have informed each other, and accurately analyzes research to justify instructional intervention.	Selects research directly relevant to research question and uses citations that support points made.	Integrates review of research by theme and subtopic rather than by individual researcher.	Writes clearly and cohesively with few errors in grammar, mechanics, or word choice.
3	Drafts research question appropriate to the topic but that may not be based in the body of literature, may assume an answer, or may not specify independent or dependent variable, with potential for informing future teacher actions.	Analyzes research but does not use to justify instructional intervention.	Selects research indirectly relevant to research question and uses citations that support points made.	Organizes review of research by theme and subtopic and by individual studies reviewed.	Writes clearly with many basic errors in grammar, mechanics, or word choice.
2	Drafts research question inappropriate to the topic, that is not based in the body of literature or assumes an answer, does not specify independent or dependent variable or that may not have potential for informing future teacher actions.	Analyzes research but misinterprets findings.	Selects research indirectly relevant to research question or uses citations inappropriately.	Organizes review of research by individual research studies.	Writes with lack of clarity and may have errors in grammar, mechanics or word choice.
1	Drafts research question inappropriate to the topic, that is not based in the body of literature, assumes an answer, does not specify independent or	Does not analyze research.	Selects research not relevant to research question and uses citations inappropriately.	Organizes review of research by individual studies as an annotated list.	Writes with lack of clarity and many errors in grammar or mechanics.

dependent variable, and does not have potential for informing future teacher actions.				
---	--	--	--	--

Stage 2-1: Acting - Data Collection Plan

SCORE	INSTRUCTIONAL INTERVENTION	VALIDITY & RELIABILITY	DATA COLLECTION TOOLS	WRITING
4	Clearly describes and justifies a single teaching intervention with details on procedures, materials, activities, and learner tasks.	Shows how each data source ensures validity and reliability of results.	Attaches a variety of assessment tools that reflect the nature of the research question and justifies assessment design and scoring format for each one.	Presents a well-organized plan with few errors in writing and uses citations to course textbook and those providing the theoretical basis for the project.
3	Describes the teaching intervention but may leave unanswered questions on procedures, materials, activities, and learner tasks.	Shows how some but not all data sources ensure validity and reliability or may contain inaccuracies in describing validity or reliability.	Attaches a variety of assessment tools but some may not reflect the nature of the research question and/or does not defend assessment design and scoring format for each one.	Presents a plan that needs re-organization or contains errors in writing or needs elaboration. May use citations that do not support points made or incorrect citation format or may omit references.
2	Describes more than one teaching intervention or leaves many unanswered questions.	Contains numerous inaccuracies in description of validity and reliability.	Attaches similar assessment tools, some may not reflect the nature of the research question and/ or does not defend assessment design and scoring format.	Presents a plan that needs re-organization and elaboration and contains numerous errors in writing. Uses few citations.
1	Does not describe the teaching intervention.	Does not address validity and reliability for each data source.	Describes assessment tools that do not reflect the nature of the research question and does not defend assessment design and scoring format. Does not attach assessment tools.	Presents a plan that lacks organization and coherence and contains numerous errors in writing. Uses few and/or irrelevant citations.

FEEDBACK:

Stage 2-2 - Acting & Stage 3 - Developing: DATA ANALYSIS & ACTION PLAN

SCORE	1	2	3	4
DATA ANALYSIS	Includes major inaccuracies in reporting results and/or patterns of change or does not report changes and does not provide a description of revisions made to post-testing tools based on pre-testing results; provides few or no data tables or graphs.	Includes major inaccuracies in reporting results and/or patterns of change and/or does not report changes or may not provide a description of revisions made to post-testing tools based on pre-testing results; data tables and/or graphs may show results for only some data sources and may contain inaccuracies.	Includes some or minor inaccuracies in reporting results and/or patterns of change or may not report changes for each data source, or may not provide a complete description of revisions made to post-testing tools based on pre-testing results; data tables and graphs show results of each data source but may contain inaccuracies.	Accurately reports results and patterns of change for each data source and includes a complete description of revisions made to post-testing tools based on pre-testing results. Provides data tables and graphs that clearly and accurately show results of each data source or assessment tool.
DATA INTER- PRETATION	Does not interpret the data.	Makes many inaccurate and unsupported inferences from the data.	Makes some inaccurate or unsupported inferences from the data; may not compare results to those found in the literature review.	Makes valid and complete inferences from the data, comparing results to those found in the literature review.
VALIDITY & RELIABILITY	Includes serious threats to validity and reliability or does not address validity and reliability for each data source.	Includes serious threats to validity and reliability or contains major and/or numerous inaccuracies in defense of validity and reliability for each data source.	Contains minor inaccuracies or provides incomplete defense of validity and/or reliability for each data source.	Accurately defends validity and reliability of results for each data source.
ACTION PLAN	Does not make connections between data results and proposed action plan and does not reflect on effectiveness of methodology used in Action Research study.	Makes incomplete and/or inaccurate connections between data results and proposed action plan and does not reflect on effectiveness of methodology used in Action Research study.	Makes incomplete connections between data results and proposed action plan and may not reflect on effectiveness of methodology used in Action Research study.	Makes clear connection between data results and proposed action plan and reflects on effectiveness of methodology used in Action Research study.

Name _____ Date _____

Checklist for Teaching Intervention Demonstration

- ___ 1. Explains how demonstration relates to teaching intervention and research question.
- ___ 2. Clearly models the teaching intervention.
- ___ 3. Actively engages ALL participants in activity.
- ___ 4. Speaks clearly using a strong voice, can be heard & understood by all.
- ___ 5. Sticks to the time limit.
- ___ 6. Submits self-assessment within 48 hours of presentation, analyzing strengths and weaknesses of demonstration.

Feedback to the Presenter from the Professor:

5- 6 checks = A (4.0)

3 – 4 checks = B (3.0)

1 – 2 checks = C (2.0)

