Revised: September, 2022

Go straight to the Calendar

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
EDIS 710: Field Practicum in Talent Development Education
Syllabus and Calendar for Spring, 2023

Dr. Jennifer Groman
jgroman@ashland.edu,
147 Schar College of Education,
(cell) 419-651-2586 (office) 419-289-2157
Office hours 4:00-6:30pm Wednesdays
See link on Bb to sign up for a Zoom appointment
Other days/times/platforms by appointment

Ungrad/GRAD XXX
Credit Hours: 3
Field/Clinical Hours: at least 50

Course number & title:
EDIS 710, Field Practicum in Talent Development Education

Department(s):
Doctoral Studies and Advanced Programs

Catalog Description:
This field practicum emphasizes the application of knowledge gained in the Talent Development program. This is a 2-semester hour practicum experience where students must log at least 50 clock hours directly with identified gifted students. Candidates select instructional strategies and technologies that create meaningful learning experiences for all talented students and explain how their choices reflect a thorough understanding of the school, family, and community contexts in which they work. They implement those instructional strategies, and then utilize self-reflection and the analysis of student performance data to make data-driven decisions about strategies for teaching and learning. Students compile and share their program Resource Notebook with the instructor.

Prerequisites:
Students should have completed the required courses in Talent Development program. MEd candidates must have completed the Core requirements and 21 semester hours to be eligible for the Field Practicum.

The enrollment restriction(s) for this course is(are):25

Fees and charges: Tuition. May include technology fee.

Effective catalog date for this master syllabus: Spring, 2023

Course content: See course content listed under Knowledge criteria.

Student Learning Outcomes See specific SLOs listed under Skills and Dispositions criteria

EDIS 710 Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

| KNOWLEDGE: The graduate education student will have knowledge of: | SKILLS: The graduate education student will have skills to: | DISPOSITIONS: The graduate education student will: | STANDARDS* ODE, OAE, NAGC/CEC, AU SLOs, AU/COE SLOs, Regents |
|---|---|---|---|
| K1. The identification of gifted individuals in their classroom according to the Ohio Operating Standards for the Identification and Service of Students Who Are Gifted, and of the Written Education Plan WEP goals of those students. | S1. Utilize identification information, other assessment data, and student WEP goals to plan instruction for the accommodation of gifted learners. | D1. Appreciate the value of various assessment information and WEP goals in planning instruction for accommodation of gifted learners. | ODE = (a)-(h) OAE = 1.4, 5.5, 9.1 NAGC/CEC =6.2 AU = 1, 2 AU/COE = 5 Regents = 1.2, 1.3, 4.2, 4.4, 6.5 |
| K2. Purposes for and components of the Written Education Plan (WEP); their home/local district interpretation of the Ohio Operating Standards and WEP, components of effective WEP goals and communicating with stakeholders. | S2. Utilize the Written Education Plan in planning for instruction, including writing effective WEP goals and communicating with stakeholders. | D2. Value the strengths and weakness of their district Written Education Plan and having effective goals for its use in planning for instruction of gifted individuals. | ODE = (h) OAE = 5.5 NAGC/CEC = 6.1 AU = 1 AU/COE = 5 Regents = 1.2, 4.2, 4.5, 6.5 |
| K3. Demographic information of their teaching context – classroom, building, district that may impact teaching and learning. | S3. Utilize demographic information of their teaching context to plan a lesson with attention to and responding to needs of the gifted, as demonstrated by those demographics. | D3. Value the consideration of demographic information from their teaching context in planning educational experiences for gifted students. | ODE = (e) OAE = 4.3 NAGC/CEC = 1.1 AU = AU/COE = Regents = 1.6, 2.1, 4.6 |
| K4. Finding research literature from major theorists and professional journals in the field of gifted education. | S4. Summarize and utilize information from research literature in the field in planning instruction that | D4. Appreciate the impact of using research-based strategies in the classroom to accommodate the needs of gifted students. | OAE = 1.2, 1.3, 3.4, 3.6, 6.4, 6.5 NAGC/CEC = 5.1, 6.4 AU = AU/COE = |

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| | accommodates the needs of gifted students. | | Regents = 1.8, 3.6, 6.1 |
| K5. Project planning on a topic of their choice that ultimately improves gifted education in their working context and allows for direct interaction with a stakeholder group. | S5. Plan and implement a project of their choice that ultimately improves gifted education in their working context and allows for direct interaction with a stakeholder group. | D5. Value their role in improving gifted education in their working context and utilizing stakeholders in the process. | ODE = (a)-(h)<br>OAE = 3.2<br>NAGC/CEC = 2.1, 3.2<br>AU =<br>AU/COE =<br>Regents = 5.1 |
| K6. Various assessment strategies for instructional planning, intervention or differentiation, and showing student growth, including student self-assessment and self-reflection. | S6. Utilize various assessment strategies in instructional planning, intervention or differentiation, and showing student growth, including student self-assessment and self-reflection. | D6. Value the use of a variety of assessment strategies in instructional planning for various purposes. | ODE = (f), (g)<br>OAE = 4.5, 5.3, 5.4<br>NAGC/CEC = 4.2-4.4<br>AU =<br>AU/COE =<br>Regents = 4.6 |
| K7. Technology for instructional planning, management of the teaching and learning environment and record-keeping. | S7. Utilize technology for instructional planning, management of the teaching and learning environment, and record keeping | D7. Value the power of technology for instructional planning, management and record-keeping. | OAE = 9.5<br>NAGC/CEC = 5.2<br>AU =<br>AU/COE =<br>Regents = 3.5 |
| K8. Consider specific characteristics and needs of students with gifts and talents of diverse backgrounds (minority, twice-exceptional, cultural), and their families, especially those evident in their working context. | S8. Accommodate the specific characteristics and needs of students with gifts and talents of diverse backgrounds, and their families, especially those evident in their working context. . | D8. Appreciate the impact of considering specific characteristics and needs of students with gifts and talents of diverse backgrounds, and their families, especially those evident in their working context. | ODE = (e)<br>OAE = 1.5, 2.3-2.5<br>NAGC/CEC = 1.1, 2.1, 2.4, 6.3<br>AU =<br>AU/COE =<br>Regents = 1.1, 1.3, 1.6 |
| K9. How to formulate a personal teaching philosophy for their place in the field gifted education. | S9. Express their personal teaching philosophy for gifted education and their place in the field. | D9. Value the importance of having and expressing a personal teaching philosophy for gifted education and their place in the field. | OAE = 1.3<br>NAGC/CEC =<br>AU =<br>AU/COE =<br>Regents = 6.2 |

| K10. Various applicable standards and competencies in the field of gifted education as related to curriculum including:<br>-NAGC Pre-K to Grade 12 Gifted Programming Standards;<br>-NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education;<br>-ODE Ohio Operating Standards and Gifted Competencies;<br>-OAE Assessment Framework for Gifted Education. | S10. Effectively utilize the standards and competencies in the field of gifted education to structure, clarify goals, and provide accountability within their teaching context and home school/district. | D10. Value the various standards and competencies as tools to structure, clarify goals, and provide accountability in the field of gifted education into their teaching context. | OAE = 1.4, 3.6<br>NAGC/CEC = 6.1, 6.5<br>AU = 1, 2<br>AU/COE = 5<br>Regents = 1.2, 3.6 |
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| K11. Skills and protocol for graduate level professional writing, speaking and presentation according to the Publication Manual of the American Psychological Association (APA) 7th Edition. | S11. Write, speak, and give presentations and professional development with graduate level professionalism according to APA 7th Edition. | D11. Value the need for writing, speaking, and presenting with graduate level professionalism as a way to further the field of education, gifted education for their own growth and advancement. | OAE = 6.2<br>NAGC/CEC = 6.4<br>AU =<br>AU/COE =<br>Regents = 5.1 |

Referenced Standards
Ohio Department of Education Gifted PD Competencies (see p. 2)
Ohio Assessments for Educators Strands
NAGC/CEC Teacher Preparation Standards
Ashland University SLOs
Ashland University College of Education SLOs
Ohio Board of Regents – 2008 Ohio Modified NAGC/CEC Program Standards

Faculty who frequently teach the course:

Licensure programs in which course is required:
Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:
Graduate Credit Only

**Academic Integrity Policy**
Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (https://www.ashland.edu/administration/office-records-and-registration).

**HLC statement for online and hybrid courses**
This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

**Academic Support Services**
The Graduate, Online, and Adult Center for Academic Support (GOAS Advising)  assists online and adult students throughout their academic journey from admission to program completion. The advising staff can assist students with degree planning, course registration, campus resources, academic success strategies, university policies, and procedures.  For more information, visit their website at https://www.ashland.edu/administration/graduate-online-adult-center-academic-support.

Contact Information: Email: goa-advising@ashland.edu, Office Phone: 419-289-5081

**Student Accessibility Services Statement**
It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Ashland Writing and Communications Center (WCC)
- Receive one-on-one feedback from an Writing and Communications Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, etc.
- Location: Bixler 104
- Appointments available: M-TH 9am-9pm and F 9am-5pm (same-day appointments now available)
- Drop-in hours: Sun-TH 7pm-9pm (no appointment needed)
- Go to our website - https://www.ashland.edu/administration/wcc - to schedule your appointment today!

**The AU Healthy Minds App**
Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services.

**Attendance Reporting**
Students are required to participate in a course related activity/log in *within the first three days* of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

Bibliography (Learned Societies, Etc.)
Each completed practicum project will include appropriate bibliographic references.

## Course Information

**File format and Storage of work**

All students are expected to submit work in Microsoft Word. This is so I can make comments within the text and return it to you. Please retain a back-up copy of all assignments until final grades for the semester have been posted.

Please name your file in this way:

710_LastNameFirstInitial_ModuleNumber      or      710_JenniferG_Mod3

This helps me to locate files so I can post them back to you on Blackboard.

**You are required to find your own practicum placement**. Contact Dr. Groman if you need assistance adapting this project to your unique work situation.

### Point Distribution

Point distribution:

| Assignment | Points Possible |
|---|---:|
| Padlet forum 1/ Introduction | 20 |
| Module 1: Context and Diversity Chart, Project Ideas | 20 |
| Module 2: Research/ Annotated Bibliography | 20 |
| Padlet forum 2: Project ideas discussion forum and responses (Padlet forum) | 20 |
| Module 3: Rationale, Purpose Statement, and Goals | 20 |
| Module 4: Authentic Audience Project Presentation and Feedback (self-assessment) | 50 |
| Module 5: Practicum Project Final Presentation (Padlet) and Log of hours* | 30 |
| Padlet forum discussion responses | 20 |
| Resource Notebook and meeting* | Pass/Fail |
| **Total** | **200** |
| **Passing score** | **161+** |
| **(must attain 80% in all Module submissions)** | |

**\*This course has two components not included in the EDUC 710 (Field Practicum in Education) due to Ohio Gifted Intervention Specialist Endorsement and Ashland University Talent Development Program requirements to prepare students for the Ohio Assessments for Educators (OAE) exam. These are the Log of Contact Hours and the Resource Notebook.**

**Log of Contact Hours:** The Ohio Department of Education requires 50 contact hours with gifted individuals as part of the application process for endorsement. Ashland University requires a log of at least 50 or more hours contact with gifted individuals;

Use the Log Template on Blackboard. See the example Log also on Blackboard. The Log is turned in with the Practicum Project Paper (Module 5).

**Resource Notebook:** The purpose of the Resource Notebook is to provide graduate students with a repository of work products, readings, professional documents, and other pertinent information. This repository can be used as an ongoing resource in the classroom, as well as a study guide for the Ohio Assessments for Educators Content Knowledge exam for Gifted Education. You should already have this notebook well underway by the time EDIS 710 is taken.

There is a list of required and suggested items to include in the Notebook on Blackboard as well as a pass/fail rubric. Students will make an appointment to meet with the instructor on Blackboard Collaborate or by telephone to go over the notebook in the last two weeks of the semester (or earlier, if the student is ready). Students may submit the notebook electronically or if hard copy, up to 10 digital photographs of key pieces will be submitted to the instructor before the Blackboard Collaborate meeting. It is understood by the instructor that there may be required assignments that are in progress at the time of the Resource Notebook meeting. Those items can be included upon completion, but will not impact the Pass/Fail grade of the Notebook.

**Formatting Module Responses**
[See the APA folder online for detailed information.]
Please format the file name thus:

**710_FirstNameLastInitial_Mod1**     It would look like this:        **710_JenniferG_Mod1**

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**Padlet Forum 1 (Introductions)**
**Post to the Padlet column of your choice (Elementary/Middle OR Middle/High School)**

-Create an introduction video post. Record it in a place or with an item that is meaningful to you. Include professional information (where, what you teach, how long you've been there) and basic personal information (where you live, family, pets, interests) and tell about the place or item and why it is important to you.

-What are your preliminary thoughts on your 710 project?
-Do you have any questions for Dr. Groman or the group?

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**Module 1 (Context and Diversity Chart, Project Ideas)**
**Post to Blackboard Dropbox**
Complete the Context and Diversity Chart using the template. Write a narrative reflection using the prompts in the Chart Template.

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**Padlet Forum 2 (Project Ideas Discussion Forum and responses)**
**Post to the Padlet column of your choice**

Post a tweet (280 characters) that gives an overview of what you are considering for your 710 project.

Read all of the posts in your column. Respond with suggestions, ideas, materials or books or authors (if you know of any) or other support for at least two class colleagues.

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**Module 2 (Research/Annotated Bibliography)**
**Post to the Blackboard Dropbox**
You should have a strong idea for your project by week four. Locate at least four articles, book chapters, or other sources to gain more knowledge and insight into your project topic. Use the Module 2 Instructions to write an Annotated Bibliography on each of your sources and five bullet points of new learning.

**Module 3 (Rationale, Purpose Statement, and Goals)**
**Post to the Blackboard Dropbox.**
In this module, you will be planning your project, and writing up presentation slides for your Rationale, Purpose Statement, and Professional Goals for the project. See the instructions and template on Blackboard.

**Module 4 (Authentic Audience Project Presentation)**
You will move forward with your project, completing it if possible. You will create a presentation and share it (synchronous - either in person or virtually) with one or more members of a stakeholder audience of teachers, colleagues, parents, administrators and gain feedback from this authentic audience in any area that is useful to you and in any format. Your presentation should include:

<div align="center">

**I. Title Slide**
**II. Introduction and Rationale**
**III. Purpose Statement**
**IV Professional Goals**
**V. APA list of your annotated bibliography resources (APA reference only)**
[When you present, you can spend a short amount of time telling what you learned from one or two resources]
**VI. Overview of the project and what you will do, including**
**Student (or other stakeholder) Outcomes or Learning Goals**
**VII. Your Learning (revisit your Purpose Statement and/or Professional Goals)**
**VIII. Standards Integration (if applicable)**
**IX. Feedback from your audience and reflection (to be added in Module 5)**
**X. Conclusions and Next Steps**
**XI. References (if you have any other sources beyond section V)**

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For this module you will write a journal telling me about your presentation and giving yourself a point or pass/fail grade. You are on your honor.

**Module 5 (Practicum Project Final Presentation)**
**Create a video outlining your project for classmates, including feedback you received. Post your video to Padlet and post your slides/presentation to the Dropbox.**
**I will view the Padlet videos on Padlet for your grade, but would like a copy of your presentation slides only (Prezi, PowerPoint, etc) in the dropbox on Blackboard.**

Add the feedback from your Authentic Audience to section IX.
Create a video presentation of up to 10 minutes that *outlines* your project as you presented it to your Authentic Audience. It does not have to be the entire presentation, but should be a summary of your project and what you shared with your colleagues. Focus on your learning, on the feedback you

gained from your Authentic Audience with your reflection (added to section IX), and your thoughts on using the project in the future.

View at least three other presentations in your column, and comment meaningfully on them. Especially focus on presentations that do not have comments.

**Resource Notebook Meeting**
See the folder on Blackboard with information about compiling and sharing your notebook with Dr. Groman. Set up a Zoom appointment for a time close to the end of the semester (or earlier, if you wish) to share your notebook. Complete the Resource Notebook Summary form at least 24 hours prior to your meeting.

**710 Module 5 rubric**
**6 of the 8 rubric sections must be present as passing grades.**

|  | Exceeds expectations (Exceptional Pass) | Meets expectations (Pass) | Emerging (Fail) | Does not meet expectations (Fail) | Pass or Fail |
|---|---|---|---|---|---|
| **Title, Introduction & Rationale (10 points)** | Title slide exceeds requirements. Intro and Rationale provide in-depth, professionally presented introduction to the project that includes a strongly detailed personal, professional, and/or data driven rationale for the project. (10 points) | Title slide includes project title, name, and semester. Intro and Rationale include a professionally presented introduction to the project that includes a relevant personal, professional, and/or data driven reason for the project. (8-9 points) | Title slide does not include all relevant information. Intro and Rational are vague or weakly connected to the candidate's personal or professional life, or to data. | Not included or unrelated information presented. 0 points |  |
| **Brief outline of Purpose and Process** | This slide provides a definitive Purpose Statement for the project, and succinctly outlines the process followed. Process outline is brief and precise. | This slide provides a Purpose Statement for the project and briefly outlines the process. | This slide does not include a clear Purpose Statement or does not outline the process in enough detail to be clear, or is overly wordy. | Not included or unrelated information presented. 0 points |  |
| **References** | Annotated bibliography sources are perfectly formatted for APA. Verbal descriptions may be brief, but include relevant information from one or more of the sources. | Annotated bibliography sources are well formatted for APA (two APA errors or fewer). No verbal description of particular, relevant sources. | Annotated bibliography sources lack proper formatting (three or more APA errors). | Not included or no attention to APA formatting in the sources. |  |

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| **Impact on student learning (20 points)** | This section presents student learning resulting from the project with clear and organized pre- and post-assessment data directly related to the Purpose statement. Two or more aspects of student learning are considered and reflected on. (20 points) | This section presents student learning resulting from the project with clear pre- and post-assessment data related to the Purpose statement. One aspect of student learning is considered and reflected on. | This section is vague in its presentation of student learning, pre- and post-assessments are weakly connected to the Purpose Statement. An aspect of student learning is weakly presented or not present. | Not included or unrelated information presented. 0 points | |
| **Impact on your learning points** | This section presents the candidate's learning resulting from the project with clear and organized pre- and post-assessment or reflection data directly related to the Purpose statement. Two or more aspects of the candidate's learning are considered and reflected on. | This section presents the candidate's learning resulting from the project, clearly supported by pre- or post-assessment or reflection data. | This section is vague in presenting candidate's learning from the project, weakly or unconnected to pre- or post-assessment or reflection data. | Not included or unrelated information presented. | |
| **Feedback from Stakeholder Group** | This section presents information about the stakeholder group (number, roles, how you met with them) and two specific pieces of feedback received, which are considered and reflected on. | This section presents information about the stakeholder group and feedback received. Also included is a reflection on that feedback. | This section does not include specific information about the stakeholder group or the feedback received. | Not included. | |
| **Conclusions and next steps** | This section includes the candidate's conclusions and questions that show thought and connection to the project. At least two specific next steps to continue the project work are discussed and reflected on. | This section includes the candidate's conclusions and questions specifically connected to the project. One or more specific next steps are discussed and reflected on. | The conclusions presented in this section are vague or unrelated to the project. One specific next step is weakly or not presented. | Not included or unrelated information presented. | |
| **Writing Conventions** | Candidate's written and verbal communication are exceptional and professional. One or fewer APA or grammatical errors. | Candidate's written and verbal communication are succinct and professional. Three or fewer APA or grammatical errors. | Candidate's written and verbal communication lack professionalism. Presentation quality is inconsistent and unedited with 4 or more errors. | No attention to written or verbal professionalism, no evidence of editing. | |
| **Total** | | | | | |

**EDIS 710 Fall, 2022 Calendar**

| Date | Responsibilities |
|------|------------------|
| | **Responsibilities**<br>Assignments are due Sunday night before midnight. Unless otherwise stated, the dropbox closes three days after the assignment due date, no points are taken within the grace period. Please pay attention to due dates, especially close to the end of the semester, as there may be no grace period. |
| Week 1<br>Jan 9 - 15 | **Introductions and researching your school context**<br>-View the Syllabus overview video<br>-Take the 710 Pre-Assessment<br>-View the Module 1 video and review the Module 1 information<br>-Begin working on Module 1<br>-Padlet Forum 1: Create an introduction video post. Record it in a place or with an item that is meaningful to you. Include basic personal information and professional information, tell about the place or item and why it is important to you. Use this as an opportunity to get to know your fellow 710 students (some may be from the MED program outside the Talent Development Program).<br>-Feel free to view any of the example 710 final presentations that are on the Padlet. These will give you some insights into where we are headed this semester.<br><br>Due to Padlet<br>-Post your introduction video to Padlet.<br>-Comment on at least two colleagues' videos.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Weeks 2-3<br>Jan 16 - 22<br>Jan 23 - 29 | **Your school context**<br>Read and do:<br>-Research and complete Module 1<br>-View the Resource Notebook overview video<br>-Begin preparing your Resource Notebook.<br><br>Due to the dropbox at the end of Week 3:<br>-Module 1<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard |
| Week 4<br>Jan 30 - Feb 5 | **Preparing for Research**<br>-View the Module 2 overview video. *Four sources are required*, the video may say a different number!  Look ahead in the syllabus to see the Module 2 due date.<br>-Work on Module 2<br>-Work on Padlet Forum 2. See below.<br>-Browse the APA folder, view the APA video<br>-Work on your Resource Notebook<br><br>Due to Padlet:<br>-Padlet Forum 2. Share the idea(s) you have for your 710 Project. You could post a video, PowerPoint slides, or a written post by the end of Week 4 (Sunday, please!).<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard |

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| Week 5<br>Feb 6 - 12 | **Research and Planning**<br>-Continue working on Module 2 (four sources)<br>-Respond and connect to at least two other colleagues on either Padlet column as a teacher-colleague and give ideas, thoughts, suggestions, resources, support, as you are able..<br>-Work on your Resource Notebook, sign up for a meeting<br><br>Due:<br>-Respond to your colleagues on Padlet<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Week 6<br>Feb 13 - 19 | **Research and Planning**<br>-Finish Module 2 by the end of this week<br>-Work on your Resource Notebook, sign up for a meeting<br><br>Due in the dropbox:<br>-Module 2 (Annotated Bibliography of four sources and Bullet Points)<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Week 7<br>Feb 20 - 26 | **Planning and Implementing**<br>-Read the instructions and view the video overview of Module 3 (Rationale, Purpose, and Goals slides)<br>-Work on Module 3<br>-Begin carrying out your project<br>-Work on your Resource Notebook.<br><br>Due:<br>-Module 3 to the Dropbox<br>-Email me throughout weeks 7 – 10 if you need any support, if you have concerns or need ideas.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Week 8<br>Feb 27 - Mar 5 | **Implementing and Mid-Semester Check In**<br>-Complete the Mid-Semester Check In survey using the link on Blackboard.<br>-Carry out your project<br>-Work on your Resource Notebook.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Week 9<br>Mar 6 - 12 | **AU Spring Break** |
| Week 10<br>Mar 12 - 19 | **Implementing**<br>-Continue your project<br>-Work on your Resource Notebook<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |

| Week 11<br>Mar 20 - 26 | **Finish Implementing, then Writing up and Preparing to Share**<br>-View video overview of Module 4.<br>-Finalize your project and collect post-assessment data.<br>-Use Module 4 instructions to write up your project presentation for your Authentic Audience.<br>-Arrange a time to present your project to two or more colleagues/your Authentic Audience in the next two weeks.<br>-Work on your Resource Notebook.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
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| Week 12<br>Mar 27 - Apr 2 | **Preparing and Presenting to Authentic Audience**<br>-Use Module 4 instructions to prepare your presentation for the Authentic Audience<br>-Share your project with your Authentic Audience this or next week<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Week 13<br>Apr 3 - 9 | **Presenting to Authentic Audience and Finishing Final Presentation**<br>-Share project with your Authentic Audience and get their feedback<br>-Add Authentic Audience feedback to your Final Presentation<br><br><u>Due:</u><br>-Module 4 Journal (Authentic Audience Self-Assessment)<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Week 14<br>Apr 10 - 16 | **Finishing Final Presentations and Posting by Sunday at the end of Week 14. No Grace Period.**<br>-Make a video no more than 10 minutes and post to the Padlet<br>-Submit your slides only to the Dropbox<br><br><u>Due Sunday - no grace period!</u><br>-Module 5 Video presentation posted to Padlet<br>-Module 5 Slides only posted to the Dropbox<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Week 15<br>Apr 17 - 23 | **Viewing Projects and Commenting and Resource Notebook Meetings.**<br>-View at least two colleagues' projects on Padlet and comment on at least two. Comment on presentations that do not have comments first.<br>-I will be grading and commenting on projects this week and return them to you via the Dropbox. If you wish to improve your grade/score, you may revise according to my suggestions and email your revision to me until the last day of the semester.<br><br>-Meet with me this week for your 20-30 minute Resource Notebook meetings.  If you sign up during my regular office hours (4pm-6:30pm) sign up for two 15-minute time slots. You can arrange another time with me this week, just ask if you need another day/time.<br>-There is a document posted in the Week 10 folder to help you prepare for this short meeting. Access the rubric, as well.<br>-After your Resource Notebook meeting, relax and wait for your grade to be posted.<br><br><u>Due:</u> |

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| | -Comment on at least two colleagues' presentations<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |
| Week 16<br>Apr 24 - 28 | **Final Week! Finish Commenting and Relax!**<br>-Revisions may be emailed to me for an improved grade until the last day of the semester.<br>-Please complete the AU Course Evaluation. You will receive a link in your email.<br>**-**Use the link you saved from Week 1 Pre-Assessment to take your Post-Assessment-Turn in your Log of Hours by the end of the semester.<br><br>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. |