

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
EDIS 710 Field Practicum in Education
Syllabus and Calendar for Spring, 2021

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Office hours 5:30-8:00pm 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: 50/90

Course number & title:
EDUC 710, Field Practicum in Education

Department(s):
Doctoral Studies and Advanced Programs

Catalog Description:
A field experience which emphasizes the application of knowledge gained in the M.Ed. program (Curriculum and Instruction). Candidates collaborate to select instructional strategies and technologies that create meaningful learning experiences for all 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 analyze student performance data to make data-driven decisions about strategies for teaching and learning.

Prerequisites:

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

Fees and charges:
Tuition. May include technology fee.

Student assessment criteria:
Four module submissions, including a Context Chart of district/building/classroom demographics, a project overview, a mid-semester check in, and a final write-up. Discussion board posts.

Suggested texts and/or references:
None.

Suggested instructional strategies:

Small-group discussion	Project planning and implementation
Research	Teaching and reflection
Independent inquiry	

Description of field/clinical experiences:

FIELD EXPERIENCE

The graduate student will plan and implement a curriculum project with students/individuals in a school or classroom setting. A minimum of 30 field hours,

CLINICAL EXPERIENCE

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

Graduate Credit Only

Academic Integrity

Students are responsible for reading, understanding, and abiding by the academic integrity policies in the Ashland University catalogs:

<https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy>

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.

Student Accessibility

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.

Tutoring included in your tuition

AU provides students with peer tutoring **in any of your undergraduate courses**, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. **We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.**

Please visit www.ashland.edu/tutor for a full drop-in courses schedule or click on “One on One Tutoring” to request a tutor by filling out the form, and we will be in touch with you very soon. The ideal time to request tutoring is during your 3rd week of class to get you ready for your mid-term taking place during week 8.

Questions? Denisia Stoops, Tutoring Programs Coordinator, dstoops@ashland.edu, 419.207.6779, or 701 Library during regular business hours.



Walk-in



Request a tutor

Ashland Multiliteracy Center (AMuLit Center)

The writing center has expanded services to become the Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication, or AMuLit Center for short.

- Receive one-on-one feedback from an AMuLit Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- 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/center-academic-support/amulit-center> - to schedule your appointment today!

Course and field/clinical experience objectives:

Knowledge

The graduate education candidate will have knowledge of:

1. The impact of cultural diversity in educational settings
2. Family structures in a dynamic changing society.
3. School and community resources
4. The impact of teacher expectations on students
5. Self-assessment and reflection as a step in professional growth
6. Assessment and the use of data
7. Technology and its impact on teaching

Skills

The graduate education candidate will have skills to:

1. Recognize and accommodate cultural, ethnic, gender, exceptionalities, and socioeconomic diversity
2. Set positive expectations for student achievement
3. Plan, teach, and evaluate a variety of lessons in the classroom setting
4. Use technology in the classroom
5. Use self-assessment techniques
6. Use a variety of assessment strategies and use data effectively

Dispositions

The graduate education candidate will:

1. Appreciate and respect cultural, racial, ethnic, gender and socioeconomic diversity
2. Be involved with the community
3. Demonstrate that they believe all children can learn and that each individual is important and can be a contributing member of society
4. Value the impact that teacher expectations have on student achievement.

Assessment – The Practicum Project

The online submission of assignments and the interaction with the supervisor will be the basis of the assessment. This may include planned and completed activities, reflection papers, and self-assessment. Candidates will complete a project that allows them to demonstrate the following:

1. Broad range of instructional strategies and technologies
2. Analysis P–12 student learning
3. Analysis of classroom and school performance data
4. Evidence of data-driven decisions about strategies for teaching and learning
5. The implications of research for practice

6. Collaboration with the professional community
7. Reflection to identify their strengths and areas of needed improvement
8. Reflection on their practice in the context of theories on teaching and learning
9. Demonstration of classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.

The project will be carried out in a site that has:

1. Male and female P–12 students
2. Students from different socioeconomic groups
3. Students from at least two ethnic/racial groups
4. English language learners
5. Students with disabilities

You are required to find your own practicum placement.

Grading

Week due	Assignment	Points Possible
Week 1	Padlet forum 1: Introduction	20
Week 1-2	Module 1: Context	20
Weeks 2-3	Module 2: Research and Planning	20
Weeks 2-3	Padlet forum 2: Project ideas Discussion Forum and responses	20
Weeks 4 – 9	Module 3: Journal Check-in	20
Week 10	Module 4: Practicum Project Paper/Presentation	80
Week 10	Padlet forum for Mod 4: Project summary discussion forum	20
Week 12	Rewrites are due, if needed	
	Total	200
	Passing score (must attain 80% in all submissions)	160+

Formatting module submissions

[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**

EDUC 710 Calendar

<p>Date</p>	<p>Responsibilities Assignments are due Sunday night before midnight. Unless otherwise stated, the dropbox closes three days after the assignment due date, no penalty points are taken within this grace period. Please pay attention to due dates, especially close to the end of the semester.</p>
<p>Week 1 Feb 8-14</p>	<p>Introductions and researching your school context -View the Syllabus overview video -View the Module 1 video and review the Module 1 information -Begin working on Module 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.</p> <p><u>Due to Padlet</u> -Post your introduction video to the Padlet column of your choice -Comment on others if you wish. Optional</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>
<p>Week 2 Feb 15-21</p>	<p>Your school context <u>Read and do:</u> -Research and complete Module 1</p> <p><u>Due to the dropbox:</u> -Module 1</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard</p>
<p>Week 3 Feb 22-28</p>	<p>Research and Planning -View the Module 2 overview video. -View the APA video</p> <p><u>Due to Padlet:</u> -You could post a video, PowerPoint slides, or a simply written post by Feb 28. Share ideas you have for your 710 project. Respond and connect to at least two other colleagues on either Padlet column as a teacher-colleague and give ideas, thoughts, suggestions, support, etc.</p> <p>-Work on Module 2, not due until the end of Week 5</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard</p>

<p>Week 4 Mar1-7</p>	<p>Research and Planning -Continue working on Module 2 -Respond and connect to at least two other colleagues on either Padlet column as a teacher-colleague and give ideas, thoughts, suggestions, resources, support, etc.</p> <p><u>Due:</u> -Respond to at least two other colleagues on Padlet</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>
<p>Week 5 Mar 8-14</p>	<p>Research and Planning -Finish Module 2 by the end of this week</p> <p><u>Due in the dropbox:</u> -Module 2 (Annotated Bibliography and Project Plan)</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>
<p>Weeks 6 – 7 Mar 15 – 21 Mar 22 - 28</p>	<p>Planning and Implementing -View video overview of Module 3. -Read the instructions for Module 3 -Carry out your project</p> <p><u>Due in the dropbox end Week 7.</u> -Module 3 (Journal update for Dr. G) -Email me throughout weeks 6 – 9 if you need any support, if you have concerns or need ideas.</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>
<p>Apr 1-5</p>	<p>AU Easter Break Weekend</p>
<p>Week 8 - 9 Mar 29 – Apr 4 Apr 5-11</p>	<p>Implementing -View video overview of Module 4. You may submit an APA paper or an APA/professional presentation -Continue carrying out your study and collecting data -Read over Module 4 to prepare for writing your reflection</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up Blackboard.</p>
<p>Week 10 Apr 12-18</p>	<p>Pulling it all together -Complete Module 4, paper or presentation</p> <p><u>Due in the dropbox April 18. No Grace Period. This dropbox WILL close at midnight on April 18, no exceptions:</u> -Submit your Practicum Project paper or presentation --Post a “sketch” (video, PowerPoint, or narrative) of how your project went to the final Discussion Forum. What you learned, what advice you might give colleagues, how your students or you grew. Comment on others. -Comment on two others.</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard.</p>

Week 11 Apr 19-25	Relax -View and comment on Module 4 Padlet Discussion Forum -I will return project papers and presentations this week, which can be revised and resubmitted by April 30 for an improved grade. Wednesday office hours, 5:30-8:00pm. Sign up here :
Week 12 Apr 26 – 30	Done! Be Happy.