

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

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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: 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, sharing the project with one or more educational colleagues, and a final write-up/presentation. 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 a curriculum project with students/individuals in a school or classroom setting, share it with colleagues to get feedback, and reflect on the process. 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 planned for:

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

Grading

Week due	Assignment	Points Possible
Week 1	Padlet Forum 1: Introductions	20
Week 2	Module 1: Context and Diversity Chart, Project Ideas	*20
Week 3	Padlet Forum 2: Project ideas Discussion Forum and responses (Padlet Forum)	20
Week 4-6	Module 2: Research/Annotated Bibliography	*20
Week 7	Module 3: Rationale, Purpose Statement, and Goals	*20
Week 10	Module 4: Authentic Audience Project Presentation and Feedback (self-assessment)	*50
Week 11	Module 5: Practicum Project Final Presentation (Padlet) Padlet Forum for Module 5 (Commenting on others)	*50
Week 12	Rewrites are due, if needed	
	Total	200
	Passing score (must attain 80% in all Module submissions*)	161+

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**

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 basic personal information and professional information, 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?

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.

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 supports for at least two class colleagues.

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 do a self-assessment in the Module 6 Journal and give yourself points

You will present to 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:

- 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)**

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

Module 5 (Practicum Project Final Presentation)

Post to video to Padlet and post your presentation to the Dropbox.

I will view the Padlet videos for your grade, but would like a copy of your presentation (Prezi, PowerPoint, etc) in the posted to 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 next school year.

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

**EDUC 710 Calendar
Summer Session, 2021**

Date	<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 Tues, June 1 – June 6</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, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 2 June 7 - 13</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 (Context and Diversity Chart, Project Ideas)</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 3 June 14 - 20</p>	<p>Gathering Ideas and Planning -View the Week 3 video (overview of Padlet Forum 2)</p> <p><u>Due to Padlet:</u> -Padlet Forum 2. Share the idea(s) you have for your 710 project topic. You could post a video, PowerPoint slides, or a simply written post by June 16 (Wed). -Respond and connect to at least two other colleagues on either Padlet column as a teacher-colleague and give ideas, books/materials, thoughts, suggestions, support, etc. These comments will give you planning ideas and provide planning ideas for your 710 colleagues. Finish all posts/responses by Sunday, June 20.</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard</p>
<p>Weeks 4-5 June 21-27 June 28-July 4</p>	<p>Research Module 2 overview video. (Research/Annotated Bibliography) -View the APA video -Work on Module 2</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>July 5</p>	<p>No Classes</p>

<p>Week 6 July 6-11</p>	<p>Research and Planning -Finish Module 2 by the end of this week</p> <p><u>Due in dropbox:</u> -Module 2 (Annotated Bibliography)</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 7 July 12 - 18</p>	<p>Planning and Writing -View video overview of Module 3 (Rationale, Purpose Statement, and Goals) -Work on Module 3 -Arrange a time to present your project to two or more colleagues during Week 9</p> <p><u>Due in the dropbox end Week 7.</u> -Module 3 (Rationale, Purpose Statement, and Goals)</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 8-9 July 19-25 July 26-Aug1</p>	<p>Planning and Writing --View video overview of Module 4. You will share a professional project presentation with 2 or more colleagues and get their feedback in Week 10. -Work on your project. Be sure to consider all of the aspects from the Module 4</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 10 Aug 2 - 8</p>	<p>Preparing and Presenting to Authentic Audience -This week you will share your project presentation with 2 or more colleagues and get their feedback.</p> <p><u>Due by the end of Week 9:</u> -Module 4 (Authentic Audience Self-Assessment)</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 11 Aug 9 - 15</p>	<p>Final Presentation to 710 class -View the Module 5 video -Complete Module 5</p> <p><u>Due on Padlet and Dropbox by August 15 (no grace period):</u> -Module 5. -View colleague projects in your column and comment on three</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 12 Aug 16 - 20</p>	<p>Relax and Comment -View and comment on Module 5 Padlet Discussion Forum -I will post comments and grades on the presentations this week. Resubmissions can be done this week, if needed.</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard. Please complete the Ashland University Course Evaluation! You will receive a link in your AU email.</p>