

Ashland University  
Dwight Schar College of Education  
Department of Doctoral Studies and Advanced Programs  
Syllabus and Calendar  
Online Coursework  
Summer A, 2020

Dr. Jennifer Groman  
[jgroman@ashland.edu](mailto:jgroman@ashland.edu),  
257 Schar College of Education,  
(cell) 419-651-2586 (office) 419-289-2157  
Office hours 10:30-12:30 daily  
Other hours by appointment, Zoom or Phone

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  
Research  
Independent inquiry

Project planning and implementation  
Teaching and reflection

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](mailto: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](http://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](mailto: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.**

#### Point Distribution for EDUC 710

Point distribution:

| <b>Week due</b> | <b>Assignment</b>   | <b>Points Possible</b> |
|-----------------|---|------------------------|
| Week 1          | Padlet Forum 1: Introduction slides                             | 20                     |
| Week 1-3        | Module 1: Context   | 20                     |
| Weeks 3-6       | Module 2: Research and Planning                                 | 20                     |
| Week 6          | Padlet forum for Module 2:<br>Project ideas Forum and responses | 20                     |
| Weeks 6-9       | Module 3: Checking In   | 20                     |
| Week 10         | Module 4: Practicum Project Paper or Presentation               | 70                     |
| Week 10         | Padlet forum for Module 4:<br>Project Summary Forum             | 10                     |
| Week 12         | Rewrites are due, if needed                                     |                        |
|                 | <b>Total</b>  | <b>180</b>             |
|                 | <b>Passing score<br/>(must attain 80% in all submissions)</b>   | <b>144+</b>            |

#### Formatting 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 Modules**

Summer is an unusual time to offer a practicum course. Practicums usually involve interaction with students, which is not usually possible during the summer. For this summer practicum, you have two options. Whichever you choose, I encourage you to use the recent COVID-19 challenges to rethink how you work with students. Did the past few months call attention to any needs in your teaching? Does the future hold a challenge in your teaching that you might address now with research and planning time?

Here are your choices:

| <b>Group paper:</b>   |                                    | <b>Personal Project:<br/>Paper or Presentation</b>   |
|---|------------------------------------|--|
| <p>You will research into a COVID-19 inspired topic/strategy for a group published paper on teacher responses to the COVID-19 challenge.</p> <p>Individual student sections will be approximately 1000 words, to include an introduction to the school, how it responded to COVID, a challenge COVID presented that the student researched, a short lit review on that challenge, and how the student will move forward.</p> <p>Dr. Groman will write an introduction and a conclusion, and will assist in APA editing of individual student sections.</p> <p>Any EDUC 710 student who is interested may submit a section, and all student sections will have a similar format.</p> <p>Interested 710 students will commit to one final read-through of the entire paper in Fall, 2020 before submission to the journal.</p> <p>Note from Dr. G: I am currently considering <i>Journal of Curriculum and Pedagogy</i>. I will appear as first author, student/authors' names will appear in alphabetical order.</p> | <p><b>Purpose</b></p>              | <p>You will research a topic or strategy of interest for a personal learning project to improve your practice. You may consider reflecting on how COVIDs challenged you, and how you might improve your practice.</p> <p>You will write a full, ready to use unit, series of lessons, or other project plan, to use next year, including a plan for pre- and post-assessment to plan and determine growth. The finished product is either a written paper or presentation.</p> |
| <p>You will complete a chart outlining your district context and demographics, and summarize your district's response to the COVID-19 school closing.</p> <p>You will identify an issue, topic, or strategy that emerges from this chart and form a research question/project idea.</p>   | <p><b>Module 1<br/>CONTEXT</b></p> | <p>You will complete a chart outlining your district context and demographics, (and summarize your district's response to the COVID-19 school closing if you wish and it is relevant to your project). You will identify an issue, topic, or strategy that emerges from this chart and form a research question/project idea.</p>  |

|   |   |  |
|---|---|--|
| <p>You will find and read at least 5 scholarly articles on your research question/project idea and write a Literature Review.<br/>Module 2 also includes a sketch of your project plan and first steps.</p> | <p><b>Module 2<br/>RESEARCH</b></p>                           | <p>You will find and read at least 5 scholarly articles on your research question/project idea and write an Annotated Bibliography for each article.<br/>Module 2 also includes a sketch of your project plan and first steps.</p>   |
| <p>You will submit an update to Dr. Groman on the Project Plan with any questions or assistance needed. This is informal.</p>   | <p><b>Module 3<br/>PLANNING<br/>&amp;<br/>CHECKING IN</b></p> | <p>You will submit an update to Dr. Groman on the Project Plan with any questions or assistance needed. This is informal.</p>  |
| <p>You will write-up a project paper. Use the Module 4: Group Published Paper Instructions as a guide.</p>  | <p><b>Module 4<br/>FINAL PROJECT<br/>WRITE-UP</b></p>         | <p>You will write-up a project paper or a project presentation (PPT or other format). Use the Module 4: Personal Project Paper/Presentation instructions as a guide.</p>   |
| <p>Post a short narrative or a couple of slides to overview your project on the Mod 4 Padlet column. Read and comment on other Mod 4 submissions on Padlet.</p>   | <p><b>Final sharing of project</b></p>                        | <p>If you opted for a Mod 4 paper – post a short narrative or a couple of slides to overview your project on the Mod 4 Padlet column.<br/>If you opted for a Mod 4 presentation – post your presentation Mod 4 Padlet column.<br/>Read and comment on other Mod 4 submissions on Padlet.</p> |
| <p>You will need to submit to Dr. Groman a co-author information sheet and commit to a final read-through (Google doc) and approval of the final paper draft sometime in September.</p>                     | <p><b>Other</b></p>   |  |

**Link to Dr. Groman’s drop-in Zoom office hours**

Join Zoom Meeting <https://ashlanduniversity.zoom.us/j/96334313994>

- Tuesday, June 2, 11-1
- Tuesday, June 9, 11-1
- Wednesday, June 17, 11-1
- Wednesday, June 24, 11-1
- Wednesday, July 8, 11-1
- Wednesday, July 15, 11-1
- Wednesday, July 22, 11-1
- Tuesday, July 28, 11-1
- Wednesday, August 5, 11-1
- Wednesday, August 12, 11-1
- Wednesday, August 19, 11-1 (final office hours)

Summer, 2020 Calendar

| <b>Date</b>                              | <b>Responsibilities</b><br>Assignments are due Sunday night before midnight. The dropbox closes one week after the assignment due date, no penalty is taken within this grace period. Please pay attention to due dates, especially close to the end of the semester.  | <b>Due</b>  |
|--|--|---|
| <b>Week 1</b><br><b>June 1 – 7</b>       | <b>Introductions and Your School Context</b><br>View the Week 1 video overview of the course<br>View the Module 1 video and review the Module 1 information<br><u>Due:</u><br>-Begin working on Module 1. Begin considering which project option you want.<br>-Padlet Forum 1. Visit the Padlet link, this is where you will post for discussions. Post an introduction PPT slide to the Padlet Introduction column, either the K-6 or the Gr. 7-12 column. Include a picture or two, your name, where, who, and what you teach, and any other interesting information you want to share. Read others from both columns and comment as you wish. | <b>Padlet Forum 1 (introduction)</b>  |
| <b>Week 2</b><br><b>June 8 - 14</b>      | <b>Context</b><br><u>Read and do:</u><br>-Research and complete Module 1<br><u>Due in dropbox by midnight June 14</u><br>-Module 1   | <b>Module 1 (dropbox)</b>   |
| <b>Week 3</b><br><b>June 15 – 21</b>     | <b>Research and Planning</b><br>View the Module 2 overview video. Choose your focus before you turn in Module 2 (Group Paper or Personal Project).<br><u>Read and do:</u><br>-Work on Module 2, due mid-Week 5, July 8.  |   |
| <b>Week 4</b><br><b>June 22 - 28</b>     | <b>Research and Planning</b><br><u>Read and do:</u><br>-Continue working on Module 2   |   |
| <b>Week 5</b><br><b>June 29 – July 5</b> | <b>Research and Planning</b><br><u>Read and do:</u><br>-Finish Module 2 by the end of this week<br>-Padlet Forum for Module 2. Write a summary of your project plan and post to your chosen Padlet column: Write a narrative, create a couple of slides, or create a 5 minute or less video that shares your thinking and ideas for your 710 project. What do you want to improve? What strategies are you considering? What assistance might you need from Dr. Groman or others in the group?<br>-Monitor and respond to your chosen Module 2 Padlet column   | <b>-Module 2 to dropbox</b><br><b>-Padlet Forum for Module 2,</b> project plan summary to column of your choice |

|  |   |  |
|--|---|--|
| <p><b>Weeks 6 – 7</b><br/><b>July 6 – 12</b><br/><b>July 13 - 19</b></p> | <p><b>Planning and Implementing</b><br/>View video overview of Module 3.<br/><u>Do:</u><br/>-Read the instructions for Module 3<br/>-Carry out your continued research and project writing<br/><u>Due in the dropbox by midnight July 19</u><br/>-Module 3 (an informal check-in)<br/>-Email me throughout weeks 6 – 9 if you need any support, if you have concerns or need ideas.</p>   | <p><b>-Module 3 (informal update) to dropbox</b></p> |
| <p><b>Week 8 - 9</b><br/><b>July 20-26</b><br/><b>July 27-Aug 2</b></p>  | <p><b>Implementing</b><br/>View video overview of Module 4, focusing on your option.<br/><u>Do:</u><br/>-Continue writing your project and otherwise moving forward with your Module 4.<br/>-Read over the Module 4 formatting instructions to prepare for writing your paper or preparing your presentation. Regardless of the format you use, I expect professional writing and citing sources for ideas that are not yours.</p>  |  |
| <p><b>Week 10</b><br/><b>Aug 3 - 9</b></p>                               | <p><b>Pulling it all together</b><br/><u>Do:</u><br/>-Module 4</p> <p><u>Due in the dropbox by midnight August 9. This dropbox WILL close at midnight on August 9, no exceptions:</u> If you have difficulties with this deadline, please email me immediately.</p> <p>Here is what to post for each option:<br/>-Personal Project Presentation – post the presentation to Padlet and Mod 4 Dropbox<br/>-Personal Project Paper – post a summary of your project to Padlet and your paper to Mod 4 Dropbox<br/>-Group Paper – post your Google Doc link to Padlet and Dropbox</p> | <p><b>Post Mod 4 to Padlet and Dropbox</b></p>       |
| <p><b>Week 11</b><br/><b>Aug 10 - 16</b></p>                             | <p><b>Relax</b><br/>Read and comment on the Discussion Forum<br/>Group Paper students – read at least one colleague’s paper<br/>I will return project papers and presentations this week, which can be revised and resubmitted by August 20 for an improved grade.</p>  |  |
| <p><b>Week 12</b><br/><b>Aug 17 - 23</b></p>                             | <p><b>Done! Be Happy.</b></p> <p><b>Group Paper students - I will be in touch with you in October or so to do a final read-through before we submit the group paper.</b></p>  |  |