ETEC 5397: Educational Technology Practicum  
on-line

Spring 2012

Instructor: Stephen Rodriguez, Ph.D.

Office: FC 231; office hours; Tuesday, 2:00—5:00 PM; Thursday, 2:00—5:00, or by appointment

Contact: (361) 825-6033, 825-6076 (fax); e-mail: Use BlackBoard messages to send Internet-based messages to the instructor. Please do not send the instructor e-mail messages except via BlackBoard messages.

I. Course Description: On-the-job guided practice in the planning and use of educational technologies and instructional design skills in the educational settings. Prerequisite: Participants must have completed or must be completing at least 24 semester hours of approved coursework to be eligible to complete this course.

II. Rationale: This capstone experience, ETEC 5397, Educational Technology Practicum, entails three essential activities:

1) Students will be required to develop and maintain a detailed project management plan;
2) Students will be required to conduct an instructional design, technology-based project which entails working with a subject matter expert;
3) Students will be required to submit enroute project deliverables to the instructor during the semester including a needs assessment report, instructional analysis, instructional strategy, and evaluation plan.

This course provides students in the latter stages of their studies in Educational Technology to work with clients both internal and
external to the University in order to demonstrate competence as educational technologists via application of appropriate technologies and instructional design skills.

**General Info**

A capstone experience such as the one afforded by this course stands as the last screening process for students enrolled in the M.S. program in Educational Technology. It offers the student the opportunity to make the transition from being a graduate student to assuming a role in schools or other organizations related to applications of educational technologies.

Under the supervision of the instructor, the student applies and hones the skills and knowledge acquired through prerequisite coursework. The instructor will make every effort to place each student in a setting that addresses the student's needs and that is appropriate in light on the student's career goals.

Assignments of students will be the joint responsibility of the instructor and the appropriate supervisor of programs within the host institution. Assignments will consider the student's preference to the extent possible. Examples of institutions at which student have previously been placed include the Region 2 Educational Service Center, Corpus Christi Independent School District Technology Office, local schools, KEDT public television, and various locations at Texas A&M University-Corpus Christi, including Computing Services, Bell Library, and the Early Childhood Development Center, among others.

The instructor, in cooperation with local institutions, arranges the assignment of each student. This assignment may not be altered without the instructor’s prior approval. Examples of suitable projects include the following: 1) training program development; 2) media development projects such as web site or on-line course materials development; 3) instructional design projects related to the K-12 or business curricula; 4) other special instructional design or media development projects tied to real-world needs, as approved by the instructor; 5) approved research projects.

The instructor is responsible for the following:

1. Admission to the class of qualified candidates.
2. Placement of the students in an appropriate setting.

3. Determination of an appropriate subject matter expert in the host institution.

4. Overall supervision of the student and assignment of the student to a specific teacher, administrator, or other appropriate individual in the host institution.

5. Maintenance of records and reports on the student.

The host institution supervisor works closely with the student, the course instructor, and other appropriate individuals within the work setting. The supervisor observes the student for the following purposes:

1. To ensure that the student gets the very best experience possible.
2. To regularly assist the student wherever possible.
3. To ensure that the student is making satisfactory progress.

The host institution supervisor, along with the instructor, reviews and makes appropriate recommendations related to the final evaluation of the student.

The host institution supervisor also works closely with the student in providing assistance. The success of the course depends upon the abilities and dedication of the host. This individual must realize that supervision is not in the lieu of the normal duties, but that is in addition to other duties. This individual also assists the student in establishing hours to be maintained during the duration of the course, as appropriate.

The host institution supervisor will schedule regular conferences with the student. This should be in addition to the short, informal discussions that occur during the normal day. The purpose of these regular conferences should be to review and preview the work that is done and to provide direction to the professional growth of the student.
IV. Student Learning Outcomes

Prior to graduation, students in the Educational Technology graduate program will:

- apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems; (ETEC 5696 or 5397 are linked to this student learning outcome.)

- develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy; (ETEC 5320 is linked to this student learning outcome.)

- demonstrate knowledge of the field; (ETEC 5300, ETEC 5303, ETEC 5304, and ETEC 5397 are primarily linked to this student learning outcome.)

V. TExES Pedagogy and Professional Responsibilities EC-12

Note: Though not formally covered as part of the course, ETEC students are expected to apply the following competencies, as appropriate, in carrying out their respective projects:

Domain I – Designing Instruction and Assessment to Promote Student Learning

**Competency 004**

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

The beginning teacher:

1. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students.)

Domain III – Implementing Effective, Responsive Instruction and Assessment
Compe1nty 008
The teacher provides appropriate instruction that actively engages students in the learning process.

The beginning teacher:
1. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied needs.

□ Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The beginning teacher:
1. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks.)
2. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
3. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).
4. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, publishing information in various ways (e.g., printed copy, monitor display, Internet document, video.))
5. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.
6. Knows how to evaluate students’ technologically produced products and
projects using established criteria related to design, content delivery, audience, and relevance to assignment.

7. Identifies and addresses equity issues related to the use of technology.

**Competency 010**

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

The beginning teacher:

1. Demonstrates knowledge of the characteristics, uses, advantages, and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.

**Competency 012**

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The beginning teacher:

1. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., technology coordinator).

**VI. Course Objectives:** Completion of the course will generally enable the student to:

1. Conduct and report on a needs assessment of the original presenting problem.

2. Develop a work agreement with the client specifying work products to be delivered at various points during the course.

3. Demonstrate mastery of sound instructional design and media development techniques.

4. Develop an appropriate instructional strategy for attaining desired student learning outcomes.
5. Develop an evaluation plan and related instruments for any instructional materials that are developed.

Additional objectives may be specified for individual students based upon their career interests and the work setting and objectives.

VII. Topics

Causes of performance problems
Needs assessment
Learner characteristics
Varieties of learning outcomes
Instructional analysis
Instructional strategies
Levels of evaluation
Testing and evaluation
Other appropriate topics as students may require

The calendar of meetings for this course will be developed after meeting with participants and determining at what days and times they are available.

VIII. Instructional Methods & Activities

The instructor will communicate with students throughout the term, provide reviews of essential principles and procedures, and regularly review students’ work.

Each student is required to maintain a professional portfolio during the course. This portfolio is to be submitted at the completion of the project and should contain:

1. Vita or resume – best if prepared prior to first reporting to your assignment.

2. A comprehensive project management plan to be completed prior to initiating work on the project.

3. A time log of work completed each day. **NOTE:** The student is required to log at least 90 hours of work in fulfilling course requirements.

4. A compilation of work completed including an evaluation plan.

5. A completed self-evaluation.
The portfolio should be given to the instructor at the close of the course.

**IX. Evaluation:** Evaluation is completed in terms of objectives and purposes. The evaluation survey is completed by the host while the instructor’s evaluation is based upon review of the quality of the student’s course portfolio. The instructor, working with the student, is responsible for obtaining the host’s written evaluation of the student’s work at the end of the term.

The instructor, based on the recommendations of the host institution supervisor, and a review of the student’s compiled portfolio, provides the student’s grade for the course.

Key considerations include the following:
1) host institution supervisor’s evaluation;
2) degree to which the project objectives were attained;
3) the amount of reported work time and scope of work completed;
4) the relative completeness and quality of the student’s compiled work.

**X. Calendar**

**Week of:**

**January 11** Review syllabus

16 January 16: Martin Luther King Holiday
January 19: Face-to-face course kick off meeting: 5:00 PM: check BlackBoard 9 for location: non-local course participants need not attend.

23 Meet with client

30 Develop work agreement document and needs assessment plan
February 6  Submit work agreement document and needs assessment plan

13   Conduct needs assessment

20   Develop needs assessment report

27   Submit needs assessment report: Develop instructional strategy

March 5   Develop instructional strategy

12   Spring break: March 12-16

19   Submit instructional strategy

26   Revise instructional strategy

April 2   Develop instructional materials

9   Develop instructional materials

16   Develop instructional materials

23   Develop instructional materials

30   Submit portfolio: Classes end on May 1

XI. Text: none

XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or
examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **May 2, 2011** is the last day to drop a class with an automatic grade of "W" this term.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by The Southern Association of Colleges and Schools

XIII. Bibliography

Englewood, CO: Libraries Unlimited.

Boston: Pearson/Allyn & Bacon.


