

AIL 689

Practicum in Instructional Technology

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Course Catalog Description

Students pursue individual research in educational computer technology and are required to implement, analyze, and report findings in APA format.

Conceptual Framework

Preparation of Professionals as Reflective Practitioners and Ethical Decision Makers: Experiences in academic programs are devoted to developing individuals' understanding of *knowledge construction, learning, pedagogy, and responsible professional practice in the contexts of education*. The University of Alabama's College of Education seeks to prepare professionals who value and demonstrate *reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice*.

Course Objectives and Student Outcomes

The goals of this course are to assist the instructional technology student in identifying and obtaining knowledge about current issues in the discipline as related to issues in education. Course objectives are designed to further prepare tomorrow's teachers and instructional technologists to use technology professionally and efficiently to enhance teaching and learning and are aligned with the International Society of Technology in Education's (ISTE) National Educational Technology Standards

(NETS) (<http://www.iste.org> and <http://cnets.iste.org/>), NCATE, and ALSDE standards. Listed below are specific goals and objectives for this course:

1. To gain a better understanding of scholarly activity in instructional technology within the educational setting.
2. To conceptualize components of technology/multimedia in education.
3. To enhance research and writing skills in preparation of dissertation research.

4. To provide student with an understanding of manuscript preparation and submission processes.
5. To provide student with an understanding of presentation preparation and submission processes.
6. To introduce student to a variety of other professionals in the educational setting and venues for scholarly dissemination.
7. To better prepare doctoral students for the dissertation process.

In addition, students will:

1. have knowledge of how to use technology as a learning tool.
2. identify the benefits of technology to maximize learning and facilitate higher order thinking skills.
3. demonstrate the ability to use a variety of current materials, technologies, and media.
4. demonstrate a sound understanding of productivity and communication software and be proficient in required use to enhance learning, increase productivity, and promote creativity.
5. identify technology resources available in schools and analyze how accessibility to those resources affects planning for instruction.
6. understand the ethical, cultural, and societal issues related to technology.
7. practice responsible use of technology systems, information, and software.
8. use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
9. demonstrate the ability to select appropriate reading and research materials from sources like the Alabama Virtual Library.

Format

Classes will consist of scheduled activities, completion of scholarly endeavors, and presentation of activity in scheduled time periods, concluding on or before the final due date. Each student will identify or be assigned a research project and will work closely with the instructor to develop a research project/prospectus. Since this course is being offered on a semester basis, all course activities must be completed within the designated time.

Suggested Course Texts and Readings

Patten, M. (2009). *Understanding research methods: An overview of the essentials*. 7th edition. Pyczak Publishing (ISBN 1-884585-83-3)

A Student Guide To Preparing Theses and Dissertations, available online at: <http://www.graduate.ua.edu/etd/manual/>

Institutional Review Board (IRB) at The University of Alabama
http://osp.ua.edu/Research_compliance.html

Assigned Readings/Resources will be sent via email, the course management system, or distributed in class, throughout the semester.

Assignments, Related Requirements, and Due Dates

The final grade will be based upon completion of all activities outlined in the course outline. Letter grades will be assigned on the standard ten-point scale: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, and 59%=F. All coursework must be completed before or by the due date.

Incomplete grades. A grade of "I" (Incomplete) is evaluated as an "F," and must be removed within two weeks during the next term of enrollment if the student's overall grade point average drops below a "B" as a result of the incomplete grade. The evaluations of academic progress of students who register with "I" grades still on their records can result in academic probation or dismissal.

Make-Up Policy.

Make-ups can be arranged for exams or assignments missed for religious or medical reasons.

Written Assignments.

All materials for the course should be carefully prepared, processed, and proofread. APA 6th edition style should be followed.

Attendance Policy

Attendance is required for scheduled group meetings. Other meetings are scheduled with individual team members as needed to meet assignment deadlines.

College of Education Statement about Academic Misconduct and Plagiarism

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student, as one's own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and suspension from the University. For more information, see <http://facultyhandbook.ua.edu/?s=plagiarism> .

University Policies

1. Policy on Academic Misconduct. “All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Policy will be followed in the event of academic misconduct.”
1. Statement of Equal Treatment and Disabilities. The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please do so and register for services.

Student Assessment/Course Activities

1. Become familiar with *A Student Guide To Preparing Theses and Dissertations* - students will have an opportunity to respond to their understanding/questions of this document on the course discussion board.
2. Become familiar with research journals and venues in Instructional Technology.
3. Identify research topic, conduct literature review, recognize need for the study, assess potential methodology options.
4. Identify, read, and “assess” two dissertations related to student’s chosen topic. One dissertation must be from the UA database of dissertations. Each student will discuss these on course discussion board.
5. Read and critique one empirical research article.
6. Read and respond to course readings assigned (specific readings will include how to prepare for academic writing).
7. Become familiar with the IRB process and successfully complete the online training module for non-medical research (http://osp.ua.edu/site/irb_training.html) - save your certificate of successful completion.
8. Review and comment on prior IRB proposals.
9. Write IRB for proposed study and submit. All research conducted at the UA by students and/or faculty must receive IRB approval. Your research in this class may be eligible for the exemption, but paperwork must still be completed and the exemption approved. Each proposal will be peer reviewed and reviewers assessed on such review PRIOR to submission to IRB.
10. Completion of research “prospectus” (see description provided by instructor).