

**MEDT 6491**

## INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY

Semester Hours: 3

Semester/Year: Spring 2005

Distance Support: WebCT Home Page <http://webct.westga.edu> ,  
Web CT Help & Troubleshooting  
<http://www.westga.edu/~distance/help/>  
UWG Distance Learning <http://www.westga.edu/~distance> ,  
Distance Learning Library Services  
<http://www.westga.edu/~library/depts/offcampus/> ,  
Ingram Library Services  
<http://www.westga.edu/~library/info/library.shtml>

Fax: (678) 839-6153 Media & IT Dept.

**COURSE DESCRIPTION**

Supervised internship in a school or training environment. Provides students with experience in applying instructional technology principles and techniques.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**COURSE OBJECTIVES:**

Students will:

1. gain practical experience in all phases of the day-to-day operation of the school technology unit or technology training environment (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D3 lifelong learners; D4 adaptive; D5 collaborative; D6 culturally sensitive; D7 empathetic; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE Ia,b, IIa,b,c,d,e, IIIa,b,c,d, IVa,b,c, Va,b,c,d, VI a,b,c,d,e);
2. identify and be involved in the programmatic responsibilities of the instructional technology support specialist in the technology training environment or school technology unit; (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D3 lifelong learners; D4 adaptive; D5 collaborative; D6 culturally sensitive; D7 empathetic; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE IIa,b,c,d,e, IIIa,b,c,d, IVa,b,c, Va,b,c,d, VI a,b,c,d,e);
3. identify and be involved in the circulation responsibilities of technology hardware and software in the technology environment; (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE II d, VI d,e);
4. identify and be involved in the public relations responsibilities in the technology environment; (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE Ib, IIIa, Va, d, VI a,b,c,d,e);
5. identify and be involved in the technology training responsibilities in the technology environment; (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D3 lifelong learners; D4 adaptive; D5 collaborative; D6 culturally sensitive; D7 empathetic; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE Ia,b, IIa,b,c,d,e, IIIa,b,c,d, IVa,b,c, Va,b,c,d, VI a,b,c,d,e);
6. attend faculty, media committee, and media/technology organizations' meetings (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE Ib, Va,b,c,d, VI a,b,c,d,e);
7. identify and be involved in the networking and electronic responsibilities in the technology environment; (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D3 lifelong learners; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE Ia,b, Vc,d, VI a,b,c,d,e);
8. identify and be involved in the planning responsibilities in the technology environment; (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D3 lifelong learners; D4 adaptive; D5 collaborative; D6 culturally sensitive; D7 empathetic; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE Ia,b, IIa,b,c,d,e, IVa,b,c, Vb,c,d, VI a,b,c,d,e);

9. plan, implement, and evaluate an instructional technology project that meets an identified need in the technology environment; (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D3 lifelong learners; D4 adaptive; D5 collaborative; D6 culturally sensitive; D7 empathetic; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE Ia,b, IIa,b,c,d,e, IIIa,b,c,d, IVa,b,c, Va,b,c,d, VI a,b,c,d,e); and
  
10. demonstrate a knowledge of serving special needs and multicultural groups in the school technology unit or technology environment (i. e., language minority students and/or individuals with either visual disability, physical disability, learning disability, or speech and hearing impairment); (Nets Project, 2000 a & b)  
(D1 decision makers; D2 leaders; D3 lifelong learners; D4 adaptive; D5 collaborative; D6 culturally sensitive; D7 empathetic; D8 knowledgeable; D9 proactive; D10 reflective; NBPTS Propositions 3, 4; ISTE Ia,b, IIa,b,c,d,e, IIIa,b,c,d, IVa,b,c, Va,b,c,d, VI a,b,c,d,e).

### **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

Required Text:

No text is required for this course.

References:

NETS Project. (2000a). *National Educational Technology Standards for Students*. Eugene, OR: International Society for Technology in Education.

NETS Project. (2000b). *National Educational Technology Standards for Teachers*. Eugene, OR: International Society for Technology in Education.

## ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework.** The focus of this course is on all the various position duties of a school based technology specialist. The overall evaluation for this course is based upon the student completing 100 hours of assigned duties with their in-school supervisor. In addition, each student maintains a log of their activities and completes the tasks outlined in the Activities Checklist. Due to the broad nature of the internship, each conceptual framework descriptor is covered in the various course assignments. As students complete the course, they will have demonstrated achievement in the areas of *decision making*: involvement in the programmatic, curricular, technology infrastructure, public relations, and technology planning decisions as they relate to the technology specialist duties (**course activities 1-5**); *leadership*: enhancing his/her knowledge and skills in instructional technology in order to integrate technology more extensively on-the-job and to assist others as needed, developing technology infused lesson plans and instructional materials to enhance the teaching/learning process and motivation in the schools or work place, developing an internet and a technology project to enhance the learning of a selected audience (**course activities 1-5**); *lifelong learning*: studying how to use and integrate technology into the work place (**course activities 1-4a-g, i, 5**); *being adaptive*: changing educational practices to meet the school's technology needs on a daily basis (**course activities 1-4a-g, i, 5**); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in technology (**course activities 1-4a-g, i, 5**); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse learners (**course activities 1-4a-g, i, 5**); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (**course activities 1-4a-g, i, 5**); *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others' postings in the online bulletin board when completing their daily tasks (**course activities 1-5**); *being proactive*: implementing new interventions and innovations in technology to better serve the school's needs (**course activities 1-5**) and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/ innovations and school changes that occur during the internship experience (**course activities 1-5**).

### Activities and Assessments

1. Prepare a summary of your educational background, experience with technology hardware and software, and your personal goals for the IT Internship experience. Provide a copy to the university supervisor by **Friday, January 21**. This information will be used to design the internship experience. As many phases as possible of the school technology unit or technology environment should be participated in by the internship student. The particular types of work will be agreed upon in advance by both the university supervisor and the internship site supervisor.  
(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
2. A projected internship schedule must be designed with input from the school IT supervisor and a copy given to the university supervisor. Please submit this schedule by **Friday, January 21**, to the university supervisor. Include the completed INFORMATION SHEET FOR PLANNING THE INTERNSHIP EXPERIENCE and a map (NOT FROM

MAPQUEST!) that includes written directions to the school or location where you will be interning.

(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

3. Students **MUST** post to the main WebCT discussion board at least once a week, sharing their internship experiences.  
(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
4. A portfolio must be compiled to reflect the internship experience and submitted on the last day of class (**April 29**). The last class meeting will be held on **Friday, April 29, 5:30-8 PM**. The location will be announced on WebCT. The portfolio must include the following:
  - a. The completed up-to-date **ACTIVITIES CHECKLIST**.  
(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
  - b. A log or journal that accounts for the internship hours and describes the tasks undertaken. Entries in this log/journal must be specific to time, date, tasks, persons, and events. The minimum number of hours to be spent in an agreed upon school technology unit or technology site is 40 hours (1 hour course credit), 60 hours (2 hours course credit), or 100 hours (3 hours course credit).  
  
A variety of technology activities should be participated in by the internship student. This log/journal (even though in progress) should be shown to the university supervisor during his/her visitation. Failure to complete the required number of internship hours will result in an unsatisfactory grade for the internship.  
(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
  - c. A one- or two-page narrative to include reflective thoughts on the value and/or lack of some of the internship experiences, some of the more challenging experiences and how they were handled, and/or anything unique that took place that was noteworthy. Compliment this with an up-to-date vita or resume. Please follow the standard resume format found in any current resume book in the library. Please proofread and edit your work before submitting.  
(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
  - d. A description of the ways instructional technology was used to serve special needs students. If there is a lack of activities related to these groups, list ways technology could be used to serve special needs groups.  
(Objective 10)
  - e. A floor plan of the school technology unit or technology environment must be drawn close to scale that shows the placement of hardware, software, personnel areas, storage areas, technology installations, etc.  
(Objective 7)

- f. Literature and materials used by the technology site including their instructional technology policies, service request forms, public relations materials, and other forms or documents used by the technology unit or technology site.  
(Objectives 1, 2, 3, 4, 8)
  - g. Two projects incorporating instructional technology should be planned by the intern with a teacher, administrator, or other client at the internship site and carried out during the internship. Each project should address a different need and a different user group. A written description and evaluation of the projects must be included in the portfolio. When possible, the carrying out of the project (e.g. a training session) should be viewed by the university supervisor or videotaped and sent to the university supervisor for review. If students are enrolled for one or two internship hours, one project must be completed during this semester. The second project must be completed during the second internship experience. Students enrolled for three internship hours must complete both projects during this semester.  
(Objective 9)
  - h. An instructional technology training aid or promotional piece should be designed and produced for the internship site. Include a copy of the training aid or brochure in the portfolio. This activity is required for students enrolled for two or three internship hours. (Students who are enrolled for one internship hour will complete this activity during their second internship experience).  
(Objective 4)
  - i. A scrapbook (including pictures, realia, samples of K-12 student work, photographs of the IT project) documenting the students internship experience.  
(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
5. A debriefing presentation about the internship experience will be shared with the university supervisor and other students during the last class meeting on **April 29**. The presentation should involve a minimum of two different types of technology (e.g., PowerPoint presentation, flip chart, slides, videotape, poster, or overhead transparency).  
(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
6. Be sure to ask the supervising media specialist/instructional technologist to complete and send the internship evaluation form to the university supervisor **BEFORE April 29**.

### Grading Policy

Students receiving satisfactory evaluation by the university supervisor and the supervising school technologist receive a grade of "S". To receive a satisfactory evaluation from the university supervisor, all activities described in the preceding section must be completed, demonstrate acceptable student competence for the required task, and be submitted on time. Failure to meet the university supervisor requirements or performing at a level deemed unsatisfactory by the supervising school technologist results in a grade of "U".

## CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in the face to face or online environment in a positive manner.
- Collaborating and working equitably with fellow students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at on campus classes punctually.
- Treating class members and colleagues with respect in and out of the virtual and physical classroom.
- Eliminating interruptions in campus classrooms. This includes cell phones and beepers.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete assignments. This software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <http://www.westga.edu/~mcastu/>

## CLASS OUTLINE

January 14	Introduction, assignments, expectations, and overview of internship
Week 2 – 15	Work in school(s), WebCT posts
April 29	Meet with university supervisor, 5 PM.

WebCT classes will be conducted using WebCT, accessible through the MyUWG portal (<http://myuwg.westga.edu>) or directly through the University WebCT page (<http://webct.westga.edu>). Internet access will be required!!! Assigned readings for all classes and general class information will also be posted on WebCT.

## ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.