

**MEDT 7481****INDEPENDENT PROJECT IN MEDIA**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Distance Support:

Distance Learning Library Services -  
<http://www.westga.edu/~library/depts/offcampus/>  
Ingram Library Distance Learning Services -  
<http://westga.edu/~library/depts/offcampus/>  
Ingram Sullivan Ingram Library -  
<http://www.westga.edu/~library/info/library.shtml>

**COURSE DESCRIPTION**

Prerequisite: Consent of advisor and instructor.

Preparation of an independent project under the direction of a faculty member. Advanced topics in theory, issues, trends, and media or instructional technology techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

**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. plan and carry out an original project using appropriate resources (ALA & AECT, 1998) (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS Propositions 3, 4; ISTE: 1A,B, II A,B,C,D,E, III A-D, IV A-C, V A-D, VI A-C; LM:1-4);
2. prepare a written report outlining the results of the project (ALA & AECT, 1998) (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS Propositions 3, 4; ISTE: II B, D, E, III A-D, IV A-C, V A-D; LM: 2-3);
3. utilize classical or current writings reported in the professional literature (ALA & AECT, 1998) (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS Propositions 3, 4; ISTE: IV A-C, VA-D; LM: 3, 4);
4. utilize research and library skills to plan, conduct, and prepare the final project (ALA & AECT, 1998) (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS Propositions 3, 4; ISTE: IV A-D; LM 2, 3).

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

### **Required Text:**

Dependent upon the project.

### **References:**

Dependent upon the project.

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

### **Link to Conceptual Framework**

The focus of this course is to provide the students with an opportunity to enhance her/his knowledge in selected areas of interest related to media. This includes advanced topics in theory, issues, trends, and media or instructional technology techniques. Through the preparation of an independent project, under the direction of a faculty member, candidates specialize in topics, studies, and projects in the area of specialty. The overall evaluation for this course is structured so that all aspects of the student's project and the final presentation of the project presented to the instructor is in an electronic portfolio format. As students complete their electronic portfolios, they will have demonstrated achievement in the areas of decision making: choosing a topic to explore in-depth that will advance the student's knowledge and skills, evaluating and selecting materials to review in the content area, and the type of portfolio that will be submitted (e.g., CD, web page, zip disk) (course activities 2,3); leadership: taking responsibility for searching for information related to the selected topic and working with the instructor to advance his/her knowledge, developing materials for inclusion in the electronic portfolio and final PowerPoint presentation given to the supervising instructor (course activities 2-4); lifelong learning: examining a topic in-depth to add to the student's knowledge base (course activities 1-4); being adaptive: changing educational practices based on more informed choices as a result of the knowledge gained from exploration of the topic (course activities 2-4); collaboration: working with colleagues and stakeholders related to the selected topic (course activities 1-3); cultural sensitivity: adapting interventions and professional practices to meet the needs of diverse students, faculty, and administrators (course activities 1-3); empathy: demonstrating sensitivity to the needs of individual, family, and community needs (course activities 2-3); knowledge: drawing on pedagogical, content, and professional knowledge related to the topic, including knowledge from other individuals when planning and carrying out the project (course activities 1-3); being proactive: implementing new interventions and innovations in media to better serve children, faculty, and/or administrators (course activities 1-3) and reflection: engaging in ongoing, continuous reflection related to the selected topic to determine the effectiveness of interventions/ innovations and school changes that are needed to more effectively integrate media and technology into the curriculum (course activities 1-4).

### **Assignments:**

1. A proposed project work schedule must be designed and a copy given to the university supervisor. This is to be submitted within the first week of class to the university supervisor. (Objectives 1, 2, 3, 4; checklist)
2. The student must e-mail the instructor or if working with other students in the project post to the class listserv at least once a week, sharing his/her project experiences. (Objectives 1, 2, 3, 4; teacher observation)
3. An electronic portfolio must be compiled to reflect the project experience and submitted during exam week on a date that is agreed upon by the university supervisor and the student. The portfolio must include the following elements:
  - i. In an electronic format of the student's choosing (CD, Zip disk, web page),

- ii. A table of contents that links all materials within the portfolio,
- iii. Demographic information on the student and a digital photo
- iv. Materials used during the independent study (e.g., correspondence, instructional materials, training materials, assessments),
- v. The list of activities completed during the course,
- vi. A log that accounts for the project hours and describes the tasks undertaken, Entries in this log/journal must be specific to time, date, tasks, persons, and events.
- vii. A PowerPoint presentation providing an overview of the entire experience, selected digital photos, reflective thoughts on the value of the project experiences, suggestions for improvements (if needed), some of the more challenging experiences and how the student handled these and/or anything unique that took place that was noteworthy.

(Objectives 1, 2, 3, 4; teacher observation, checklist)

4. A debriefing presentation about the project experience will be shared with the instructor and other students enrolled in this class during the last class meeting. (Objectives 1, 2, 3, 4; checklist)

The presentation must adhere to effective PowerPoint design principles, contain all of the items listed in 3vii above, and be presented the last class period.

### Evaluation Procedures:

The instructor will evaluate the student's work for the class using rubrics. The student's grade will reflect his/her performance on the below class activities.

Class Activity	Percent
Electronic Portfolio	85%
Presentation of the Project during the last week of class	15%

### Electronic Portfolio Rubric

The student's Electronic Portfolio will be evaluated applying a 1-4 scale to the factors listed below. A total of 40 points is possible.

(Key: 4 = Excellent, 3 = Good, 2 = Average, 1 = Below Average, needs work).

Factors:

- Uses effective PowerPoint design principles
- Links work and connect to documents
- Contains a log of days and times the student worked on the project
- Contains a list of activities that were completed during the project
- Contains materials used during the project
- Creativity
- Grammar and spelling
- Contains final PowerPoint presentation that is delivered the last day of class to the instructor and other students are completing an independent study

### Final PowerPoint Presentation Rubric

The student's PowerPoint presentation, showcasing the independent study, will be evaluated applying a 1-4 scale to the factors listed below. A total of 40 points is possible.

- Uses effective PowerPoint design principles
- Contains background information on the student
- Summarizes the project – its goals, objectives, activities, and results
- Contains reflections on the value of the project
- Contains reflections on improvements that could be made
- Contains reflections on the most challenging aspects of the project and how situations were handled
- Creativity
- Grammar and spelling

### **Grading Policy:**

The following standards will be used during the grading process: A = 92-100%, 82-91% = B, 71-81%, F = below 72%.

## **CLASS POLICIES**

### **Submitting Assignments**

Students are expected to keep up with the weekly learning plan and submit assignments by the due dates. Valid reasons for submitting work late must be cleared with the instructor in advance. Due to the brevity of the summer term it is extremely important that **students keep up** with the weekly plan. Only original work may be submitted for credit and grading. Work will not be accepted late, without a 10% penalty per class meeting it is late.

### **Professionalism**

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

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

Students are expected to follow his/her project schedule and be actively involved in the project all semester. Class projects must be turned in by the due dates. Projects that are late will be deducted 5% each day late. If extenuating circumstances develop please contact your instructor immediately.

**CLASS OUTLINE**

<b>Week</b>	<b>Activities</b>
Week 1	Introduction, assignments, expectations, and overview of practicum
Week 2 – 15	Work in the school(s)
Week 16	Meet with the project director and present your project

**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 2003-2004 Connection and Student Handbook.

Students who violate the academic code on any assignments will be given an F on the assignment and an F in the course. Students will be notified immediately of this violation. Infractions may include cheating, plagiarism, disruptive behavior and disorderly conduct.