**Practicum in Area of Specialization: Social Science Education**

**CTSE 7910: Spring 2018**

**Instructor: Class Sessions:**

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and by appointment

1. **Date Syllabus Prepared:** January 2000, Revised January 2018
2. **Texts:** Textbook and/or other resources (journals, research monographs, unpublished research, etc.) Selected as appropriate to the individual practicum topics.
3. **Course Description:**

Provides individual students with experiences relating theory and practice, usually in a school setting. The practicum is designed to provide performance-based experience related to the area of specialization. It is designed to provide students with cooperatively selected activities that will assist them in gaining expertise/experience within a selected area of theory and practice. Flexibility is allowed to provide input by students to identify meaningful problems/applications with regard to their current and future professional activities.

In Social Science Education the practicum is the capstone course prior to completion of all requirements for the Masters degree. Students will submit an exit portfolio that includes: a final report of an action research project, a presentation of the research project to a panel of peers and professors,a videotaped teaching segment with reflection, and any other evidence necessary to demonstrate the abilities required by state technology standards. The approved project/product/research/activity effort associated with the practicum should entail a minimum of 30 hours of documented work or involvement for each one (1) hour of assigned credit and a minimum of 10 hours in a classroom-based field experience.

1. **Course Objectives:**

The course is designed to:

* Provide experience closely relating theory and practice in a school setting.
* Provide various and flexible learning activities to afford the student the opportunity to achieve required or desired experience in an area of specialization.

Students will be able to:

* In consultation with the professor, select a topical area of study related to their areas of specialization.
* Write a proposal to guide completion of the study. The proposal will include a description of the study, objectives, methodology to be used in completing the study or project (including resources), and evaluation.
* Present and discuss project outcomes with a panel of peers and professors.
* Submit evidence that demonstrates the technology proficiencies required for effective teaching and learning.
* Submit evidence of study/project completion in the form of a finished practicum product to include a Professional Work Sample that demonstrates advance teaching proficiencies.

1. **Course Content and Schedule:**

* The course content is developed based upon the individual student’s approved practicum proposal. (See attached guidelines for submitting practicum proposals.)
* The length of time expended in the course will depend on the learning experience selected and credit hours awarded for the activity.
* The student is expected to spend a minimum of 30 hours of documented work or involvement for each hour of credit. At least 10 of those hours will be completed in a field experience in a school classroom. Some learning experiences will require more hours than others, depending upon the activity to be accomplished.

7. **Course Requirements/Evaluation:**

* Attend an orientation session with the professor.
* Identify a topic and obtain approval from the professor.
* Write a proposal describing the study/project and a plan for completing and evaluating the study/project.
* Obtain appropriate written permission to for the school-based portion of the practicum. If the practicum involves research using human subjects, obtain the approval of Auburn University’s Institutional Review Board.
* Prepare a review of the literature using the *Publication Manual of the American Psychological Association* (5th edition). (Begin a list of references while writing the proposal and expand it as work on the practicum progresses.)
* Schedule a minimum of six visits with the professor during the semester. (Checkpoints will be established for each meeting.)

Orientation meeting during Week 1

Week 3

Week 6

Week 8

Week 10

Submit finished product including Professional Work Sample and Documentation of Field Experience form during Week 10

* Present project outcomes to panel of peers and professors.
* Submit evidence of technology competencies.
* The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be the following:

Final product and presentation including a Professional Work Sample up to 80 points

Proposal up to 10 points

Meeting with professor and checkpoints completed up to 10 points

Satisfactory grades will be assigned only to practica that earn at least 70 points.

1. **Class Policy Statements**

Participation: Students are expected to participate in all class discussions and participate in all

exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not

met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a

make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub.

Arrangement to take the make-up exam must be made in advance. Students who miss an exam

because of illness need a doctor’s statement for verification of sickness and should clear the

absence with the instructor the day they return to class. Other unavoidable absences from campus

must be documented and cleared with the instructor **in advance**.

Unannounced Quizzes: There are no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the

first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict

with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail.

Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not

have an Accommodation Memo but need accommodations, make an appointment with the Program for Students

with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to

Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate

professional behaviors as defined in the College’s conceptual framework. These professional commitments or

dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated course, students in

distance education courses shall take all closed resource examinations under the supervision of an approved

proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean

or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who

will manage the examination in a secure manner, requiring students to present a picture ID.

1. **Justification for Graduate Credit**

This course will allow individual graduate students to pursue in-depth study of advanced topics within their respective areas of specialization, usually in a school setting. Although guided by the professor at periodic checkpoints, the course requires independent work of the student to design, develop, and produce a product for presentation and evaluation.

# Guidelines for Practicum Portfolio

Your practicum portfolio centers on a classroom-based action research project and includes multiple elements that demonstrate your abilities to master theory and research in the field, to plan and implement research-based instruction, to assess learning in your students and yourself, and to adjust your teaching based on careful, evidence-based reflection. An outline of portfolio requirements and a series of rubrics are included to assist you in self-assessing your final product to ensure it meets the standards of disciplined inquiry.

**Social Science Education Masters Portfolio Requirements**

*Rubric: CTSE 7910 Summative Rubric for Practicum Portfolio*

**Section 1**

Action Research Report with Appendices

*Research Report Guidelines*

*Action Plan for Research Study*

Sections 2-5 of this portfolio provide additional detail and supporting data for the report narrative included in Section I. You may reference those materials in your report as appropriate.

**Section 2**

Research Lesson Materials

*Rubric: Assessment of Instructional Planning*

* Lesson plan from research lesson
* Scaffolds, documents, materials used in lesson
* Place lesson plan and materials on PIH web site

**Section 3**

Reflection on Research lesson

*Rubric: Social Science Education Practicum Self-Assessment of Lesson*

* Video of lesson
* Self-assessment rubric and narrative

**Section 4**

Presentation of Practicum Project

As part of your portfolio, you will present and discuss your project findings with a panel of peers and professors and incorporate participant feedback into your final reflection on study results.

*Rubric: Social Science Education Practicum Presentation Rubric*

* PowerPoint presentation (six slides per page)
* Addendum to Action Research Report: Reflection on implications of peer feedback for final analysis/recommendations

**Section 5**

Technology proficiencies

*Checklist: Technology Ability Standards*

* Note on checklist where standard it met.
* Include documentation of standards not met in practicum project

**Section 6**

Advanced Field Experience Documentation FormCTSE 7910: Summative Rubric for Practicum Portfolio

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| --- | --- |
| **Research Report Components [Portfolio Section 1]** | |
|  | 1. The research question is clearly stated and raises an important issue for investigation.**[C]** |
|  | 2. The research is grounded in an understanding of related work by other researchers. .**[C]]** |
|  | 3. The research is grounded in clear theoretical perspectives regarding social studies education and methods of inquiry. .**[C]** |
|  | 4. The research methods used are appropriate for the research question. |
|  | 5. The research methods used are clearly described. |
|  | 6. The data sources and the reasons for their selection are clearly described.**[A]** |
|  | 7. Data sources are adequate for addressing the research question.**[A]** |
|  | 8. Procedures for collecting data are clearly described.**[A]** |
|  | 9. Characteristics of the selected class and lesson adaptations to account for learner needs are clearly described. **[P]** |
|  | 10. Confidentiality of participants is maintained. |
|  | 11. Data analysis procedures are clearly described.**[A]** |
|  | 12. The research lesson and its relationship to the research problem are clear. Narrative and lesson design account for learner preconceptions and special needs. **[P]** |
|  | 13. Readers gain a clear sense of what occurred during implementation of instruction. Deviations from the plan or unexpected events during the study are reported. Video tape or transcripts of substantial lesson segments are included in the report **[I]** |
|  | 14. Findings from the study are reported clearly, explicitly, and concisely **[A]** |
|  | 15. Adequate data (**including specific student performance data**) is included to support study findings. **[A]** |
|  | 16. Findings are analyzed in light of, and integrated into, the existing research literature. **[C]** |
|  | 17. Recommendations for improving the research lesson and teacher practice are consistent with study findings and existing literature. **[R]** |
|  | 18. Conclusions consider other possible explanations for study results. **[C]** |
|  | 19. Conclusions consider new questions raised by the study and possible follow-up studies. **[C]** |
|  | 20. The report is well-organized and lucid. |
|  | 21. Conceptualization of the study and the lesson demonstrate creativity and originality. |
|  | 22. Presentation and analysis of study data demonstrate creativity and originality.  Graphic, audio, video, and artifactual data are used when appropriate to enhance understanding. |
|  | 23. The final product demonstrates deep, sustained reflection about a significant problem.**[R]** |
| **Research Lesson Components [Portfolio Sections 2-3]** | |
|  | 24**. Lesson planning** demonstrates informed, reflective application of in-depth content knowledge and appropriate instructional and assessment strategies to engage all learners and reach meaningful outcomes [see *Instructional Planning Rubric*].**[P]** |
|  | 25**. Lesson implementation** demonstrates informed, reflective application of in-depth content knowledge and appropriate instructional and assessment strategies to engage all learners and reach meaningful outcomes [see *Classroom Observation Instrument*].[**I]** |
|  | 26. **Reflection** on lesson outcomes demonstrates professional insight and ability and willingness to adjust instruction to improve teaching and learning. [**R]** |
|  | 27. On-line lesson presents the lesson plan and all supporting materials in a clear, concise manner. |
| **Presentation Components [Portfolio Section 4]** | |
|  | 28. Colloquium presentation is well-organized and lucid, effectively summarizes key study components, and demonstrates commitment to reflective dialogue with peers in order to inform wise practice.**[R]** |
|  | 29. Peer feedback is incorporated into final analysis of project (Report Addendum). **[R]** |
| **Technology Proficiencies [Portfolio Section 5]** | |
|  | 30. Portfolio demonstrates proficiency in meeting all state technology standards |

**P=Planning; I=Implementation; R=Reflection; A=Analysis; C=Connections to Research**

*4=Exemplary; 3=Competent; 2=Approaching Competence; 1=Not Approaching Competence*

**Section 1: Action Research Project Report**.

**Research Report Guidelines**

Your report should include the sections listed below. Your report may go beyond the standard paper format to provide the results in a more interactive, multimedia format to provide the audience with a richer experience of the study. Whatever method you choose, your work should reflect disciplined inquiry and rigor.

# I. Introduction

Introduce the study and explain why the question interested you. You may include your theoretical framework here (explaining how your views of the social studies, education, and the how we come to know influenced your choices of questions and inquiry methods). You may also deal with this in a separate section or incorporate it into a consideration of how your work fits with work done by other researchers.

**II. Overview of the Problem/Literature Review**

Situate your question and your study within related work that has been done by other researchers.

**III. Study Design**: Use subsections here to describe:

1. Student participants: Present a brief narrative that describes the characteristics of the class and identifies learning styles and particular needs that should be accommodated for this class.
2. The research lesson: The full lesson plan will be included in Portfolio Section 2. In this portion of the research report provide a brief general description of the lesson. Discuss potential student preconceptions and other difficulties that must be addressed to ensure student success. Discuss accommodations made to account for the needs of all learners in the class.
3. Data sources and collection methods
4. Data analysis procedures

**IV. Findings and Discussion**

Use subsections to describe implementation of the research lesson, lesson outcomes, and interpretation of lesson outcomes in regard to the research question and the existing literature. Include rich data (including specific student performance data) from your study to illustrate and support findings. Consider the most appropriate ways of representing your data. Often non-textual representations capture certain elements of a study in more powerful ways.

**V. Conclusions**

Consider how your findings fit with the existing knowledge base. Consider other explanations for your findings other than those you are hypothesizing. Incorporate all of this into recommendations for improving (a) the effectiveness of this lesson in particular, (b) your overall teaching practice and (c) practice for the general teaching field. Your recommendations should be based upon your data and your hypotheses about why you obtained those results. Discuss future work that should be done in this area of inquiry.

**VI. References**

**VII. Appendices**

You should include samples of student work and may include detailed student performance data and other illustrating materials that would not fit neatly into the main report without disrupting the flow of the narrative.

Action Plan for Research Study

Your action plan should have the following components:

a. Research Question

b. Information (data) needed to address the question

c. Methods for collecting data

d. Research lesson used to address the question/ situate within context of the unit

e. Storage and organization of data

f. Timetable for the study (from conceptualization to end of your school year

g. Copies of necessary permission forms.