EMDT 5150: Instructional Technology Practicum

Credits: 3

This course requires students to demonstrate their understanding of instructional technology in practice. Students participate in an 80-hour supervised practicum at their workplace or another educational site arranged with their practicum supervisor. During the practicum, students lead professional development and coaching cycles with other educators focusing on the application of technology to learning. At the conclusion of this course, students will have demonstrated their skills in applying educational technology trends and research in a professional setting.

Prerequisites: EMDT 5030 Presentation Design + Delivery, EMDT 5040 Education Design + Evaluation, EMDT 5050 Instructional Media Design, EMDT 5100 Portfolio Project Planning

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Demonstrate strategies to educators about how to incorporate effective research findings in the instructional delivery of required content and in support of technology and information-literacy standards.	Student successfully demonstrates technology strategies to other educators that are grounded in research. Student incorporates a variety of demonstration techniques including modeling, guided practice, and collaboration.	Student demonstrates strategies to other educators that are grounded in research about instructional technology. Alignment to technology and information-literacy standards is overt.	Student attempts to demonstrate strategies to other educators that are grounded in research about instructional technology.	Student does not successfully demonstrate strategies to other educators or strategies are not grounded in research about instructional technology.	EMDT 3	Communication competence
Assist learners in overcoming barriers to using technology for learning	Student can articulate a variety of strategies for helping learners in overcoming barriers to using technology for learning including how to apply those strategies in a particular context.	Student can articulate a variety of strategies for helping learners in overcoming barriers to using technology for learning.	Student can articulate basic strategies for helping learners in overcoming barriers to using technology for learning.	Student cannot articulate basic strategies for helping learners in overcoming barriers to using technology for learning.	EMDT 4	Critical thinking
Organize instructional technology for student or instructor use	Student can articulate a variety of strategies for organizing instructional technology for student or instructor use including how to apply those strategies in a particular context.	Student can articulate a variety of strategies for organizing instructional technology for student or instructor use.	Student can articulate basic strategies for organizing instructional technology for student or instructor use.	Student cannot articulate basic strategies for organizing instructional technology for student or instructor use.	EMDT 4	Critical thinking
Model legal, ethical, and safe practices related to technology use	Student can identify legal or ethical dilemmas in their instructional situation and provide guidance for how to address those challenges.	Student can explain legal, ethical, and safe practices related to technology use and model them in their instructional situation.	Student can explain legal, ethical, and safe practices related to technology use.	Student cannot explain legal, ethical, and safe practices related to technology use.	EMDT 6	Communication competence