



School of Education
Master of Science in Education
Course Requirements (Syllabus)

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number EDAM 5037		Course Title Inquiry-Based Learning in the 21st Century Classroom	
Section/Semester	Location Online	Meeting Times	

Instructor/Facilitator Contact Information

Instructor/Facilitator Name		Office Hours (if applicable)	
Phone Number	E-mail	Best time(s) to be contacted	

Course Description from Graduate Bulletin:

Prepare students for the 21st Century workplace. Learn how to use inquiry-based learning to encourage students to investigate, research, collaborate, and incorporate technology to solve real-world issues. This course will explain how inquiry-based learning helps students “learn how to learn” through observation, reason, critical thinking, and the ability to justify or question knowledge.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings: No textbook is required for this course. All materials needed by the learner are embedded within the online multimedia presentation and will be downloaded and printed by the learner as needed.

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website
<http://www.pdesas.org/>

International Literacy Association
www.reading.org

Course Pre-requisites:

EDAM 5030: Teaching in the 21st Century: The Need for Change

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes**21st Century Teaching and Learning (21CPO)**

1. Identify the gap that exists between current instructional practices and the skill set needed by students for success in the 21st Century workplace.
2. Understand the role collegial collaboration plays in establishing a 21st Century classroom.
3. Apply the principles and components of 21st Century instruction to create an authentic learning environment.
4. Understand the changing role of the teacher and the student during 21st Century instruction and learning.
5. Effectively utilize technology in 21st Century instruction to promote higher level thinking skills.
6. Develop and implement appropriate assessment strategies for 21st Century instruction.

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	Evidence of Learning*
1. Identify the definition and principles of inquiry-based instruction and its relevance in a 21st Century classroom.	SELO 1,2,3,4,5,6,7 GEPO 1,2,3,4,5 21CPO 1,2,3	<ul style="list-style-type: none"> • Unit 2 Sync Point Discussion • Unit 2 Essay • Action Research Report • Oral Presentation • Metacognitive Research Review
2. Recognize and incorporate the components of inquiry-based instruction.	SELO 1,2,3,4,5,6,7 GEPO 1,2,3,4,5 21CPO 2,3	<ul style="list-style-type: none"> • Unit 2 Essay • Unit 3 Sync Point Discussion • Unit 4 Sync Point Discussion • Unit 4 Essay • Action Research Report • Oral Presentation
3. Understand the changing role of the teacher and the student during inquiry-based instruction.	SELO 1,2,3,4,6,7 GEPO 1,2,4,5 21CPO 2,3,4	<ul style="list-style-type: none"> • Unit 2 Essay • Unit 3 Essay
4. Effectively utilize technology in inquiry-based instruction to promote higher level thinking skills.	SELO 1,2,3,4,6,7 GEPO 1,2,4,5 21CPO 2,3,5	<ul style="list-style-type: none"> • Unit 2 Essay • Unit 3 Essay • Unit 4 Sync Point Discussion
5. Develop and implement appropriate assessment strategies for inquiry-based learning.	SELO 1,2,3,4,6 GEPO 1,2,4 21CPO 2,3,6	<ul style="list-style-type: none"> • Unit 3 Essay • Learning Log: Authentic Assessment

*Learners are required to complete additional activities not listed in this table. These activities are designed to scaffold learning so learners are able to successfully complete the key assessments that are designated as evidence of learning.

Course Requirements & Assessments

Each assessment within the course is aligned with one of the course objectives (learning goals). Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

Learning Log Entries: Throughout the course, learners will complete a number of activities that require them to reflect on course concepts, activities, and new learning in their Learning Log. Learning log entries are viewed and scored by the instructor/facilitator only.

Online Discussions: Throughout the course, learners will engage in online discussions with their course colleagues in which they discuss their knowledge and experiences around a course topic or activity. Discussions can be viewed by all learners in the course and they are scored by the instructor/facilitator.

Essays: At the end of units 2-4, you will be required to respond to an essay question that covers topics presented within that particular unit.

Your essay should be written with the following general APA specifications:

- *Margins:* 1 inch margins (top, bottom, right, and left)
- *Font Size and type:* 12 point Times New Roman

- *Line Spacing:* double spaced throughout the entire paper
- *Spacing after punctuation:* One space after punctuation marks within a sentence (commas, semicolons, etc.) and two spaces after end punctuation
- *Paragraphs:* Indent 5-7 spaces or .5 inches
- *Page numbering:* One inch from the right edge of the paper on the first line of every page

For more information on APA please refer to <http://www.professionalpractice.org/current-students/resources/>

Action Research Written Report: After completing your action research cycle in Unit 4, you will prepare a report that will explain your research methods and findings.

Oral Presentation: At the end of Unit 4, you will prepare an oral presentation to share your action research methods and findings with 3-6 of your peers. Your presentation should be between 5-15 minutes and will need to be videotaped and submitted to your facilitator. Please see the Video Instructions at the end of this document to prepare for this activity.

Multiple Choice Questions: At the end of units 2-4, you will be required to answer 5 to 10 multiple choice questions that cover content presented within that particular unit. Multiple choice questions are scored electronically upon submission, and cannot be submitted a second time.

Metacognitive Research Review: The culminating activity for this course will be to conduct a metacognitive research review where you will critically analyze a topic through published articles, books, and research studies. The metacognitive research review must be written completely in accordance with APA (American Psychological Association) standards.

Course Rubrics

	Learning Log Rubric Performance Levels			
	Advanced 8 points	Proficient 7 points	Emerging 5 points	Novice 4 points
Completeness	Completes all aspects of the activity with reflective responses.	Completes all aspects of the activity.	Completes some aspects of the activity.	Does not complete the activity.
Understanding of Course Content	Entry demonstrates a strong understanding of course concepts.	Entry demonstrates a clear understanding of course concepts.	Entry demonstrates some (limited) understanding of course concepts.	Entry demonstrates little or no understanding of course concepts.
Application of Course Content	Entry demonstrates definite and appropriate application of course concepts.	Entry demonstrates a clear application of course concepts.	Entry demonstrates limited evidence of application of course concepts.	Entry demonstrates little or no evidence of application of course concepts.
<p>** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.</p>				

** The term “reflective response” involves going beyond the lower-level thinking indicated by a response such as: “Good idea, I agree.” More appropriately, these responses should add to the discussion with a reference to research or studies, a personal education story, or the posing of an open-ended question.

	Online Discussion Rubric Performance Levels			
	Advanced 38 points	Proficient 32 points	Emerging 26 points	Novice 19 points
Frequency of Postings	Responds to the initial posting by facilitator and posts multiple replies to other group members' postings.	Responds to the topic posted by facilitator and posts 1 reply to other group members' postings.	Responds to the topic posted by facilitator or posts multiple replies to other group members' postings.	No postings.
Timeliness of Postings	Response to initial posting and multiple replies to other members' postings are done within specified time period.	Response to initial posting and reply to other member's postings are done within specified time period.	Response to initial posting or reply to other member's postings are done within specified time period.	Postings are not done during specified time periods.
Content of Postings	Responses are insightful, demonstrate a strong understanding of course concepts and definite application to practice.	Responses demonstrate a clear understanding of course concepts and some application to practice.	Responses relate to course concepts, but no elaboration. Evidence of possible misunderstandings.	Responses are not related to course concepts or no posting.
<p>** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.</p>				

Essay Rubric					
Formal Writing Assignment Scoring Rubric © Wilkes University, Master's Education Dept.					
Points/Proficiency	Advanced	Proficient	Basic	Below Basic	No credit
Written Communication	67 points	57 points	46 points	34 points	
FOCUS <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	Sharp, distinct controlling point made about a single topic with evident awareness of task	Apparent point made about a single topic with sufficient awareness of task	No apparent point but evidence of a specific topic	Minimal evidence of a topic Incoherent	Assignment not submitted
ORGANIZATION <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly.</i>	Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 0 errors	Functional arrangement of content that sustains a logical order with some evidence of transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 1 to 4 errors	Confused or inconsistent arrangement of content with or without attempts at transition. In sections of the assignment specified in assignment instructions,* APA style is utilized with 5 to 8 errors	Minimal control of content arrangement. In sections of the assignment specified in assignment instructions,* APA style is utilized with 9 or more errors	
STYLE <i>The choice, use of arrangement of words and sentence structures that create tone and voice.</i>	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structures	
CONVENTIONS <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>	Evident control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation	
<p>** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.</p> <p>*Assignment instructions in the Learning Guide will specify expectations for APA use, such as, completion of title page, reference page, abstract, etc.</p>					

Action Research Report Rubric					
Formal Quantitative Reasoning Scoring Rubric for Review of Data-Based Articles, Data Analysis or Data-Gathering Assignments ©Wilkes University, Master's Education Department					
Proficiency Level	Advanced	Proficient	Basic	Below Basic	No Credit
	100 points	85 points	68 points	50 points	
Data Presentation	Data ▲ are summarized in a “well-formed” ◀ manner and visually presented so that it is meaningful ► and obvious; presentation has no errors according to APA specifications ▼	Data ▲ are summarized in a “well-formed” ◀ manner interpretable with narrative explanation; presentation includes up to 2 errors according to APA specifications ▼	Data are visually presented but organization of data unclear; presentation includes more than 2 -3 errors according to APA specifications ▼	Data are visually but organization of data unclear; presentation includes more than 3 errors according to APA specifications ▼	Assignment not submitted
Interpretation <i>(For review of data-based articles)</i>	Narrative text accurately corresponds to data as presented; trends correctly identified; implications of results (including statistical significance, if applicable) are insightful and thorough <i>Confirms or challenges author(s)' interpretation with and alternative interpretation of data provided by author(s); provides support for position from additional reading in professional literature</i>	Narrative text accurately corresponds to data as presented; thorough analysis of most data; identifies some correct trends <i>Confirms or challenges with alternative explanation interpretation of data provided by author(s); provides example from professionally relevant experience</i>	Narrative text accurately corresponds to data as presented; few implications of results are attempted, or not fully supported by data <i>Identifies interpretation of data provided by author(s); provides hypothetical example of how information may be applied in professional work</i>	Narrative text does not correspond to data; implications of results are only reiteration of data results <i>Identifies interpretation of data provided by author(s)</i>	
Application	Correctly and appropriately explains application of data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s) and makes specific recommendations for future action	Correctly applies data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s); makes general recommendations for future actions	Demonstrates superficial understanding that data are used to make decisions (e.g., make diagnoses or appraisals); recommendations are not logically linked to data and interpretation	No evidence of linkages among data, data interpretation, application of data to problem solving or recommendations	
** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.					

- ▲ Data: recorded facts gathered from direct observation or experimentation
- ◀ Well-formed: data clustered together with correct form, construction, composition or structuring
- Meaningful: data that become useful information when organized for analysis, to reason, or make decisions
- ▼ See APA Manual for formats addressed by this statement in the rubric (e.g., tables, graphs, etc.) This statement does not apply to visual presentations of data not addressed in the manual.

Oral Presentation Rubric					
Formal Oral Presentation Scoring Rubric © Wilkes University, Master's Education Dept.					
Points/ Proficiency	Advanced	Proficient	Basic	Below Basic	
Oral Skills	100 points	85 points	68 points	50 points	
Organization	well-structured; material focused and ordered to make a unified point or effect	adequately structured; material ordered to make a general point or effect	somewhat structured; material is thematic, but point unclear	lacks structure; speaker provides little or no focus or order to the material	No credit Assignment not submitted
Flow/ impromptu responses to questions	addresses questions carefully and thoroughly, integrating evidence and additional information in responses	adequately addresses questions	somewhat able to appropriately address questions	limited ability to appropriately address questions	
Delivery	Voice, facial expression, body movements effectively and consistently engage listeners and supports important points of presentation	Voice, facial expression, body movements engage listeners and supports important points most of the time	Voice, facial expression, body movements sometimes engage listeners or supports important points	Voice, facial expression, body movements ineffective in engaging listeners or supporting important points	
Language	Word choices clearly demonstrate an awareness of the listeners; language is deliberately chosen to aid the listeners' understanding and is appropriate for age, education, and background knowledge of the listeners	Word choices demonstrate an awareness of the listeners; language is consistent and seems generally appropriate to the listener's understanding of the subject	Word choices indicate an awareness of the listeners; although the vocabulary is appropriate, the language seems chosen more for the speakers convenience than the listeners' understanding	Word choices fail to reflect an awareness of the listeners, because either the vocabulary of the reference to the listeners is inconsistent or inappropriate.	
Audio/ visual materials	Audio /visual materials are polished; substantially supporting and enhancing presentation content	Audio/visual materials how attempt at polish; adequately support presentation content	Audio /visual materials basic; somewhat support presentation content	Audio/visual materials lack polish; do not support presentation content	
<p>** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.</p>					

Metacognitive Research Review Rubric					
Formal Scientific Reasoning Scoring Rubric © Wilkes University Master's Education Dept.					
Proficiency	Advanced 50 Points	Proficient 43 Points	Basic 34 Points	Below Basic 25 Points	No Credit
Identification of a problem or topic	Clear, concise problem or topic stated; explains why research regarding selected topic is important to the field; includes case examples in supporting evidence	Problem or topic adequately stated; explains why research regarding selected topic is important to the field; does not include case examples in supporting evidence	Problem or topic statement attempted but, not clearly stated; explanation as to why research on selected topic is important not clear; does not include supporting evidence	Problem or topic is evident but, no explanation as to why research on selected topic is important; no supporting evidence provided	Assignment not submitted
Source quality of literature review	Includes 5-7 data-based articles ▲ from peer-reviewed journals plus at least one primary source (e.g., personal communication with professional expert, review of original document, interview of personal witness, etc.)	Includes 5-7 data based articles from peer- reviewed journals	Includes at least 3 data-based articles from peer- reviewed journals	Includes at least 3 articles from professional journals; one or more is not data-based	
Purpose of Study	Clearly stated so that relationships with problem or topic and design are obvious	Stated so relationship to problem/topic or design is somewhat unclear	Stated so relationship to problem/topic and results is barely recognizable	Present but relationship with key points of assignment is not clear	
Research design: For article review assignment, multiple articles required	Correctly identifies research designs described in all articles reported and concisely	Correctly identifies research designs described in all but one article reported	Correctly identifies one research design	Attempts, but incorrectly labels research designs reported in articles	
Data Gathering Assignment:	<i>Correctly identifies research design(s) appropriate for addressing the research purpose</i>	<i>Correctly identifies research design(s) appropriate for addressing the research purpose</i>	<i>Identifies research design(s) that addresses at least partially addresses the research purpose</i>	<i>Identifies research design(s) that does not address the research purpose</i>	
Method: Article Review	Summarizes methods of all articles effectively	Summarizes all but one method effectively	Summarizes only one method effectively	Method section for each article not summarized	
Data Gathering Assignment	<i>All components of methods section present; procedures explained using research terminology consistently</i>	<i>All components of methods section present; procedures explained using research terminology frequently</i>	<i>At least one component missing; procedures explained using research terminology occasionally</i>	<i>At least one component missing; procedures explained using research terminology occasionally</i>	

<p>Conventions</p>	<p>APA format was used completely and thoughtfully.</p> <ul style="list-style-type: none"> • 1 inch margins are used throughout the entire paper (top, bottom, right, and left) • 12 pt Times Roman font was used throughout the entire paper • The entire paper is double spaced • ALL new paragraphs are indented by 5-7 spaces. • The title page is formatted correctly and includes all components • Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than two errors. 	<p>APA format was used adequately throughout.</p> <ul style="list-style-type: none"> • 1 inch margins are used throughout most of the paper (top, bottom, right, and left) • 12 pt Times Roman font was used most of the paper • Most of the paper is double spaced • Most new paragraphs are indented by 5-7 spaces. • The title page is mostly formatted correctly, but missing a component • Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than five errors. 	<p>APA format was used sometimes, or incompletely.</p> <ul style="list-style-type: none"> • 1 inch margins are used throughout some of the paper (top, bottom, right, and left) • 12 pt Times Roman font was used throughout some of the paper • Some of the paper is double spaced • Some new paragraphs are indented by 5-7 spaces. • The title page is not formatted correctly and missing some components. • Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than 10 errors. 	<p>APA format was not used, or was applied poorly.</p> <ul style="list-style-type: none"> • 1 inch margins are not used (top, bottom, right, and left) • 12 pt Times Roman font was not used • The paper is not double spaced • New paragraphs are not indented by 5-7 spaces. • The title page is not formatted correctly and is missing all components • Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation—more than 10 errors. 	
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NOTE: ▲ data-based articles include presentation and analysis/ interpretation of recorded facts gathered from direct observation or experimentation. Commentaries, expert opinion, review of the literature articles will not satisfy this requirement. Maximum points is 300.

Course Grading

Assessments	Point Value	Weight (% out of 100)
Learning Logs	4/5/7/8	10%
Online Discussions	19/26/32/38	15%
Essays	34/46/57/67	20%
Multiple choice Questions	2 pts. each	5%
Action Research Report	50/68/85/100	10%
Oral Presentation	50/68/85/100	10%
Metacognitive Research Review	0-300	30%

Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor/facilitator in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at <http://wilkes.edu/academics/graduate->

programs/masters-programs/graduate-education/grad-ed-forms.aspx

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor/facilitator must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor/facilitator as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor/facilitator.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's/facilitator's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor/facilitator before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor/facilitator.

Penalties levied by the instructor/facilitator in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

APA Online References: <http://apastyle.apa.org/>
<http://owl.english.purdue.edu/owl/resource/560/01/>

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn. the National Institute for Professional Practice uses its own proprietary learning management system.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to <http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx> or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at <http://wilkes.beta.libguides.com/library/databases>

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is <http://wilkes.libguides.com/gradededucation>

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at <http://www.wilkes.edu/resources/writing>

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations,

as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors/facilitators and possibly other personnel. Both the student's needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor/facilitator at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: <https://www.perms.ed.state.pa.us/>

Class Schedule for the Semester

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.

Video Instructions for Oral Presentation

Your recorded presentation is a course requirement and will be submitted to your facilitator for scoring. Please refer to the *Course Rubrics* section of this document for the rubric used to score your video presentation.

You may manage the actual videotaping process yourself, or you may elect to ask a peer to assist and operate the camera for you. Please review the following details to ensure a smooth and efficient videotaping experience.

Securing Video Equipment

Prior to completing this assignment, you must secure the following video equipment. You may choose to use personal video equipment or speak with your building principal about using your school's video equipment.

- Video camera
- Data storage
- Microphones (if available)
- Headphones, to ensure the sound being recorded (if available)
- Tripod

Acceptable video formats:

- .WMV
- .AVI
- .MOV
- .MP4
- .MPEG
- .FLV

Obtaining Adult Permission for the Video

This assignment requires that you make a 5-15 minute video of you giving an oral presentation of your research findings to a group of your peers. You must have signed permission from any adult

who will appear in the video, before these individuals can be included in the video process. Permission must be obtained ahead of time, prior to making the video.

Each local K-12 public school district and/or county office of education has its own requirements and process for obtaining permission for adults. Some may use a "blanket" permission process whereby an adult signs one form that suffices for all activities during that school year, while others may require a new form for each different activity that takes place during the school year. It is your responsibility to review your district and school videotaping policies, including release forms that may be available.

A sample letter and permission form for this type of activity is provided at the end of this document. Please note, however, that these are only a model and may or may not be usable in your specific teaching context. You should always comply with the policies and practices of the K-12 setting in which you are working.

Maintaining Adult Privacy

Completing this assignment requires you to interact with teachers and others in the school setting. You are responsible for maintaining the privacy of each of these

individuals.

To maintain adult privacy:

- Secure and distribute Adult Release Forms for all who will be attending your presentation.
- Do not make more copies of this video than required by the assignment.
- Do not share the video with your family, friends, or any other person or organization.
- Do not post the video anywhere online, unless it serves an educational purpose.

Violation of any of these privacy requirements with respect to the video can have serious consequences that could affect your career as a teacher.

Tips and Suggestions for a High Quality Video

- Use the best video-recording equipment available when making your recordings.
- Purchase a few new tapes to use for recording or alternate media storage.
- Become familiar with the operation of the video camera and microphones.
- Check all cables and connections prior to the videotaping.
- Complete a practice recording to monitor sound quality and representation of visuals. Remember your presentation must include visuals which must be legible in the video.
- Eliminate as much extraneous noise as possible. For example, fans, heating or air conditioning units, and open windows may cause audible noise in the classroom.
- Place the microphones as close to conversations as possible.
- Strategically position the camera on the tripod to ensure the optimal audio and visual capturing.

Video Upload instructions

If you already have a Dropbox account, please skip the Create a Dropbox Account section and move on to the Uploading to Dropbox section

Create a Dropbox Account

1. Visit www.dropbox.com and download the FREE version of Dropbox.
2. After downloading, you will be prompted to create an account.
3. Create a FREE account. You are not required to buy space on Dropbox.
4. Follow the prompts in order to complete the download.
5. Dropbox will install an icon on your desktop that looks like an open box.
6. Write down your username and password and keep in a safe place. The National Institute will NOT be able to provide you with this information if it is lost.

Uploading to Dropbox

1. Right click the Dropbox icon on your desktop and click **Launch Dropbox Website**. Or go to www.dropbox.com and sign-in to your account.
2. Create a new folder by clicking the icon that looks like a folder with a green plus sign located at the top of the page.
3. Name this folder: Course code_Last name. For example, **5004_Smith**.
4. Save your video in this folder by clicking the icon that looks like a document with an upward arrow located at the top of the page.
5. Select **Choose Files**.
6. Find your video file and click **Open**. It may take up to 30 minutes to sync your video to the Dropbox website. You will know it has finished syncing when the blue circle turns to a green checkmark.
7. Click the **Done** button.
8. From the Dropbox home page click on the icon that looks like a folder with a rainbow on it located at the top of the page. (Note you may receive a message to verify your email address. If so, follow the instructions.)
9. Select the **I'd like to share an existing folder** option.
10. Select the folder with your course code and file name.
11. Enter your facilitator's email address (contact@professionalpractice.org) and smitchell@professionalpractice.org to invite them to view your video
12. In the message field include a message stating that you have uploaded your video and it is ready to be viewed and graded
13. Click the **Share Folder** button.
14. Once your facilitator and the advisor at the National Institute have accepted this invitation, you will receive notification in the email account you provided to Dropbox.

Dropbox help center: <https://www.dropbox.com/help>

VIDEO CHECKLIST

- Confirm meeting space, date, and time with participants.
- Secure all permissions. Permissions are required if people other than yourself will be shown on the video. This includes students and adults.
- Scan and save copies of all permission slips to your computer. Upload copies of permission slips to your Dropbox account in the course folder where your video will be uploaded. *
- Prior to the start of your presentation, position the camera to film unmanned or ask a peer to manage the camera for you. Keep the focus of the video camera on yourself.
- Your presentation should be between 5-15 minutes. Allow a few minutes at the end for Q&A.
- Your presentation must include visual components either via PowerPoint or printed materials. The visual components must appear in the video recording and must be legible.
- The completed video cannot be a combination of video sessions—it must be one unedited video within the required timeframe.
- The completed video cannot be edited in any manner. Editing is defined to include elimination of unwanted footage, additions of footage, any stopping or starting of the camera, fade-in and fade-outs, and/or blurring of faces.
- Save the video onto your computer and make sure that you can view it. Supported file types are listed earlier in this document and you are responsible for ensuring that your video can be viewed.
- Upload the video to your Dropbox account by the due date set by your facilitator. Videos not uploaded by this time will be marked late and your grade will reflect the actual submission date.
- Notify your facilitator and the National Institute that you have uploaded your video and it is ready to be viewed. You can do this directly through Dropbox.
- Send original copies of your permission slips to the National Institute for Professional Practice if you did not upload them to Dropbox directly. *

* Permission slips must be received by the National Institute in order to receive your final grade.

Address for the National Institute for Professional Practice:

P.O. Box 441
Mount Joy, PA 7522

Dear Colleague:

I am currently pursuing my Graduate degree in 21st Century Teaching and Learning offered by the National Institute for Professional Practice and Wilkes University.

All candidates in this program are required to complete an oral presentation of his/her research findings. Although the videotape involves both the teacher and the audience, the primary focus is on the teacher's presentation. In the course of taping, you may appear on the videotape, but your performance will not be evaluated and your name will not appear on any material that may be submitted. For research and instructional purposes, this video will only be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University.

The enclosed form will be used to document your permission for these activities.

Sincerely,

(Teacher Signature)

Adult Release Form

Name: _____

School: _____

Candidate's Name: _____

Course Name: _____

I am the person named above and I am 18 years of age or older. I have received and read your letter regarding the oral presentation assignment required for the Graduate Program: 21st Century Teaching and Learning. I understand that my performance is not being evaluated by this project and that my name will not appear on any material that may be submitted. I also understand that this video will be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University.

(Please check the appropriate box below)

- I DO** give permission for myself to be videotaped as I participate in my colleague's oral presentation on research and findings.
- I DO NOT** give permission for myself to be videotaped as I participate in my colleague's oral presentation on research and findings.

Printed Name: _____

Signature: _____ Date: _____