



**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

**ETEC 580 Field Experience**

**Summer, 2021**

**College of Education/Applied Studies in Education and Counseling**

**Librarianship Program/Applied Disabilities Studies Certificate**

Students investigate and experience occupations or environments that incorporate educational technology. Librarianship students will also model effective practices in administering a library program under the supervision of a qualified library professional. Applied Disabilities Certificate (ADS) candidates will have individual adjustments made to requirements as appropriate to their placement.

**Course Information**

<b>Instructor:</b> Mary McCarthy	<b>Email:</b> Mary.McCarthy@csulb.edu
<b>Virtual Office Hours Days/Times:</b> Monday 10 –11 a.m. or by appointment E-mail Mary.McCarthy@csulb.edu	<b>Office Hours Zoom Link:</b> <a href="https://csulb.zoom.us/j/4844366246">https://csulb.zoom.us/j/4844366246</a>
<b>Class Days/Times:</b> No formal class sessions; experience happens on-site (or site's online presence)	<b>Class Zoom Link:</b> <a href="https://csulb.zoom.us/j/4844366246">https://csulb.zoom.us/j/4844366246</a>

**Catalog Course Description**

**ETEC 580 - Field Experience in Educational Technology**

(3 units)

Prerequisite: [ETEC 523](#) or [ETEC 529](#). Department Consent is required. ETEC 580 is the final capstone experience for teacher librarian candidates.

Students investigate and experience an occupation or environment utilizing a form of educational technology. Under instructor guidance, students perform 90 field experience hours in educational technology environments. Instructor approval is required for site selection.

Letter grading only (A-F).

**Course Student Learning Outcomes and Goals**

Student Based Learning Outcomes:

By the end of the course, each student will demonstrate their knowledge and skill to:

- a. Apply knowledge and skills from coursework to work settings.
- b. Demonstrate knowledge of various and complex processes involved in the successful development, implementation, and practice of certain educational technologies.
- c. Explain the role of educational technology and media information within a specific organization.
- d. Analyze the knowledge, skills, and dispositions needed to effectively administer and implement an educational technology or library program within an organization.
- e. Collaborate with personnel within an organization.
- f. Apply ethnographic research techniques to investigate an issue related to the use of educational technology and information.

Subject Matter to Examine at the Field Site:

- I. Educational technology processes (SLO a, b)
  - A. Developing educational technologies
  - B. Deploying educational technologies
  - C. Using educational technologies
- II. The role of educational technology and media information within a specific organization (SLO a, c)
  - A. Assessing the role of educational technology and media information within an organization
  - B. Carrying out the role of educational technology and media information within an organization
- III. The administrative role of the educational technology/information professional (SLO a, d)
  - A. Assessing the role of the educational technology/information professional within an organization
  - B. Carrying out the role of the educational technology/information professional within an organization
- IV. Managing resources (SLO a, b, c, d) **teacher librarians only**
  - A. Assessing material resources (print, audio-visual, digital)
  - B. Organizing material resources
  - C. Maintaining material resources
- V. Managing services (SLO a, b, c, d)
  - A. Assessing educational technology and media information services
  - B. Assessing human resources who provide educational technology and media information services
  - C. Supervising and coordinating educational technology and media information services
- VI. Collaboration (SLO a, e)
  - A. Identifying existing and potential collaborators
  - B. Identifying existing and potential areas for collaboration
  - C. Practicing collaboration within an organization

At one site you will conduct ethnographic research and analysis of a pertinent issue at the site.

### **Program Student Learning Outcomes**

SLO #1: Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and communication within the global community.

SLO #2: Synthesize leadership principles within the practice of information and educational technology. For example, collaborate with educational partners to support student learning.

SLO #3: Apply instructional design principles to locate, evaluate and develop educational materials.

SLO #4: Integrate theoretical perspectives to review, interpret, and apply research in learning technology.

SLO #5: Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.

SLO #6: Design, develop, implement, and assess learning experiences.

SLO #7: Promote reading for learning, personal growth and enjoyment.

SLO #8: Organize collections according to standard library cataloging and classification principles.

## Required Texts/Course Materials:

There are no required texts.

Recommended Texts (as appropriate for the position)

American Association of School Librarians. (2017). *National School Library Standards*. <http://standards.aasl.org/>

California State Department of Education. (2011). *California model school library standards*. Sacramento, CA: Author.

<https://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>

California State Department of Education. (2010). *California Standards K-12* <https://www.cde.ca.gov/be/st/ss/index.asp>

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). Chicago, IL: University of Chicago Press.

## Mode of Delivery and Technical Requirements

This course is fieldwork, and the mode of delivery and technical requirements may vary. As conditions allow, the fieldwork may be done on-site or virtually. The class does not meet apart from the site.

## Course Communication

Students are expected to contact the field site and set up their schedule with the Site Supervising Teacher. Communication with the Field Experience Instructor is by email, text, or phone call. All assignment information is on BeachBoard. Assignments are reviewed and turned in online, via email and e-portfolio.

## Course Evaluation Components and Grading

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### Course Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

### Evaluation Components and Weight

Evaluation Component	Linked to SLO	Weight/points
<b>Self-Assessment:</b> At the beginning and end of the semester, students will assess competencies to show growth. (Part of 580 e-portfolio.)	SLO a-f	5%/20
<b>Reflective Log:</b> students describe, analyze, and self-reflect on their workplace experience for each day and site.	SLO a-f	15% /60
<b>Technology Assignment:</b> students participate in a technology process.	SLO b, c	10% /40
<b>Administrative Assignment:</b> students participate in an aspect of technology/media information administration.	SLO d	10% /40
<b>Collaborative Assignment:</b> (Signature assignment) students collaborate with one or more staff at the workplace to manage technology/media information resources or services. For teacher librarians, this consists of a lesson. For non-TL's this can be a coaching session (1-1), or an online tutorial/screencast as well as a typical lesson professional development.	SLO e	25% /100

<b>Ethnographic Research Assignment:</b> students identify one aspect of the workplace setting (at one site) that addresses technology/media information resources or services and conduct an ethnographic research investigation; they write up their activity and analysis and include an action plan.	SLO f	15% /60
<b>E-portfolios:</b> <b>580 e-portfolio:</b> Students maintain an e-portfolio of evidence relative to their workplace experience. <b>For Disability Certificate only students,</b> the e-portfolio consists of 580 assignments only. The 580 e-portfolio will appear as a tab in the program e-portfolio. All e-portfolios should be submitted at the end of the course.	SLO a-f	20%/80
<b>Total</b>		<b>100% /400</b>

**Assignments:** (*Summer, 2021 conditions make these virtual or online activities in coordination with your placement site*).

**All assignments are submitted via e-mail to the instructor ([Mary.McCarthy@csulb.edu](mailto:Mary.McCarthy@csulb.edu))**

**Detailed instructions for assignments can be found on Beachboard under the Content tab.**

**Project Guidelines**

**Writing Standards**

**Grammar and writing**

**Exceeds Expectations**

No grammatical errors. Writing flows well and reflects an understanding of material. Writing is crisp, clear, and succinct. The writing incorporates the active voice when appropriate. Uses pronouns, modifiers, and parallel constructions appropriately.

**Meets Expectations**

The text has 1 or 2 errors in grammar, capitalization, punctuation, and spelling requiring minor editing. Writing is clear and organized. Meaning is evident.

**Meets Some Expectations**

The text has a few errors (3 or fewer) in grammar, capitalization, punctuation, or spelling requiring minor editing and revision. Writing is somewhat organized but tends to wander. Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden.

**Does Not Meet Expectations**

The text has several errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. (4 or more errors). There is a lack of organization. Misspelled words, incorrect grammar, and improper punctuation are evident.

**Unable to Score**

The text has many errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. No organization in writing. Writing is convoluted or does not follow basic conventions.

***Ethnography, Administrative Assignments, and Technical Assignments must be approved by the Field Experience Instructor.***

***All assignments will be due on mutually agreed upon dates based on input from the Site Supervising Teacher and the Field Experience Instructor.***

***At least one assignment must address diversity issues. (ethnicity, disability, socioeconomic status, etc.)***

***At least three assignments must be completed at each site.***

***The Field Experience Instructor reserves the right to have the candidate repeat an assignment if a grade of A or B is not achieved.***

**1.Self-Assessment:** At the beginning **and** end of the semester, students will assess competencies to show growth.

**2. Reflective Log:** Maintain a reflective log; include your name, the Field Experience school, the date, and hours worked that day, activities list, a paragraph of reflection, and the cumulative totals hours worked at the site. Key each entry to the Standard(s) for TL or ETEC competence. These notes can be brief, but by the end of the 45 hours at each site, the reflective log should show evidence of experiences under each Program SLO. Send the reflective log to the Field Experience Coordinator

([Mary.McCarthy@csulb.edu](mailto:Mary.McCarthy@csulb.edu)).

**3. Collaboration/Teaching and Learning: At one site,** collaborate with site staff to manage technology/media information resources or services. Teacher librarian candidates develop and implement a collaborative, standards-based lesson (requiring collaboration with a classroom teacher and the site supervisor) that will include some form of pre- and post-assessment. The lesson plan should include standards taught, a brief description of the class, copies of handouts for student use, presentation aids, links, etc. Include both pre- and post-lesson assessments to measure your impact on student learning. Schedule the lesson at a time the Field Experience Coordinator can observe you at the school. Include the lesson plan, materials, and reflections after lesson delivery in your portfolio when you submit it. Please refer to the Field Experience Collaborative Lesson Assignment document.

**4. Technology-Enhanced Process or Learning Environment Assignment: At both sites,** participate in a technology-enhanced activity that supports information/knowledge and equity/diversity. Typical projects include: selecting digital resources for purchasing or withdrawal; developing instructional aids for using technology; modifying technology so that students with special needs are ensured physical and intellectual access to information and ideas; developing/implementing technology-enhanced access strategies for LEP students.

**5. Administrative Assignment: At both sites,** participate in an activity that extends beyond the library/tech center itself to identify its role within the site. Typical projects include: assisting in curriculum development; helping plan schoolwide initiatives that involve the tech center or library media program (e.g., cross-curriculum technology, class-size reduction, reform efforts, reading initiatives, etc.); assisting in a staff development effort; assessing an aspect of the library media program considering community needs.

**6. Ethnographic Research and Action Plan Assignment: At one site,** identify one aspect of the workplace setting that addresses technology/media information resources or services, and conduct an ethnographic research investigation; write up your activity and analysis. The area of investigation should address one of the following topics: educational technology processes, administration, managing resources, managing services, collaboration, or the role of educational technology and media information within a specific organization. Sample specific areas of investigation include (but are not limited to): collection development, resource management, student information seeking behaviors, collaboration, supervision/ training of staff or aides (including volunteers), instructional strategies, communication (e.g., website, signage, promotional materials, organizational structure and dynamics, the library's assessment role within the institution. Collect data about the issue (e.g., observation, interviews, content analysis), and analyze the results in terms of your professional domain. Create (but do not carry out) an action plan to address an issue you have identified in your ethnography. Some sources to help you with methodology follow:

[https://www.tesol.org/read-and-publish/journals/tesol-quarterly/tesol-quarterly-research-guidelines/qualitative-research-\(critical\)-ethnography-guidelines](https://www.tesol.org/read-and-publish/journals/tesol-quarterly/tesol-quarterly-research-guidelines/qualitative-research-(critical)-ethnography-guidelines)

<http://education.stateuniversity.com/pages/2361/Research-Methods-QUALITATIVE-ETHNOGRAPHIC.html>

Good context but more thorough/advanced than needed for this experience: <http://www.erialproject.org/wp-content/uploads/2011/03/Toolkit-3.22.11.pdf>

#### **7. 580 e-portfolio:**

Keep an e-portfolio of your entire Field Experience ETEC 580. This e-portfolio will include your: self-assessments, reflective logs (including a final reflection), administrative and technology assignments, ethnography and action plan, lesson plans for any classes you have taught, final reflection, and other evidence for meeting program standards. It will be due to Mary McCarthy and should be included as a link on your Program e-Portfolio.

Program and 580 e-portfolio exemplar: <https://elizabethgsmi.wixsite.com/etecportfolio>

# Course Policies

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## Attendance and Participation

Course Policies: For attendance, withdrawal, grading and late assignment policies, refer to the appropriate section in the current CSULB catalog.

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Director of Disabled Student Services on campus.

Specific Field Experience Requirements (see <http://www.csulb.edu/lmt> for added teacher librarian details):

Candidates (graduate students) are required to complete a minimum of 90 hours. For teacher librarians, a minimum of 45 hours each at an elementary/middle school and at a high school is required. Points are based on accuracy, thoroughness, clarity, and insight exemplifying graduate study quality. Evaluation will be based on thoroughness, clarity, accuracy, and alignment with directions.

Each Site Supervising Teacher will plan a schedule of activities with you at your preliminary meeting, based on your self-assessment of competencies and goals for improvement. This should include three projects that you will complete at that site. At least one project should incorporate technology, and one project should address diversity. (For teacher librarians, all activities should also align with the California Commission on Teacher Credentialing Teacher Librarian Competency Standards 2-8 (<http://www.ctc.ca.gov/educator-prep/standards/Teacher-Librarian-Service-Credential.pdf>.) Be sure the plan includes a list of dates that you will be working on site and the hours you will work each day. Each weekly schedule should include a specific time to evaluate the work completed during the week and to plan the next week. If you are going to be absent, be sure to call your supervisor.

Disabilities Certification student candidates are required to complete a minimum of 90 hours at an approved site. Students should work with patrons/clients under the supervision of the site mentor. Expectations include working with technology and administration.

## Late Work/Make-up Policy

All work is due by the end of the semester. Due to the individual nature of field experience, there are no specific due dates for assignments.

## Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

## University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

## Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmacc@csulb.edu](mailto:bmacc@csulb.edu).

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at [bmacc@csulb.edu](mailto:bmacc@csulb.edu) for reasonable accommodations.

## Additional Information

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### **Student Support Services**

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **Syllabus Changes**

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments, and deadlines, if situations arise that necessitate doing so.