

LME 737 Educational Technology Leadership

Fall 2018 Syllabus

Instructor: Dr. Marge Maxwell
Office Hours: 9:00am-2:00pm T, Th (CST)
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Prerequisite: none

Required Text:

none

Required Special Instructional Materials Needed:

Required Hardware, Software, and File Formats:

Hardware:

- PC/Windows-based computer with Internet Access *OR*
- Macintosh with OS 10
- Web camera and noise-cancelling microphone

Software:

- Microsoft Office Pro 2007 or 2010 for Windows (Word, Excel, Access, PowerPoint), web browser
- If you are a Macintosh user, you should use MS Office 2008.

File Format:

- You must save MS Word files in the 1997-2003 format. In other words, save Word files as .doc (not .docx or .rtf).

Media: USB Drive (flash drive) highly recommended. Since many students work on more than one computer, a flash drive makes it more convenient to transport files you are working on.

Course Description:

This course emphasizes educational technology leadership, professional development, and instructional management. Students will use productivity tools (word processing, databases, spreadsheets, and presentation graphics) and the Internet in designing and teaching a technology webinar. Topics may include some of the following:

- Verbalize a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision
- Design curricular and instructional strategies and learning environments to integrate appropriate technologies to maximize learning and teaching.
- Apply technology to enhance their professional practice and to increase their own productivity and that of others.
- Ensure the integration of technology to support productive systems for learning and administration.
- Verbalize the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Course Objectives:

1. Graduate students will create their own blog website scoring 3 or higher on the rubric.
2. Graduate students will design their own creative educational technology project scoring 3 or higher on the rubric.
3. Graduate students will critique and offer insightful interpretations in educational technology leadership topics scoring 3 or higher on the blog rubric.
4. Graduate students will create 2-3 original technology products given appropriate software and tools scoring 3 or higher on the rubric.
5. Graduate students will create a personal reflection about educational technology leadership scoring 3 or higher on the rubric.

Instructional Methods:

Demonstrations, discussions, reading assignments, written assignments, technology demonstrations, use of computer software and productivity tools, tutorials, informational videos, field experience

Course Topics:

Educational Technology Leadership: definition and origin; Overview of current technology systems and applications in education; Issues in educational technology; Productivity tools: definitions, characteristics, issues, assessment, integration strategies, lesson activities; Integrating the Internet into Education; Locating Internet resources for educational and instructional applications; Collaboration with other educators; Diverse needs of pupils; Assessment of instructional technology and strategies.

Course Disposition Statements: (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.)

Level 1		Level 2	
Indicator	Description of Target Level 5	Indicator	Description of Target Level 5
a. Values learning: Attendance	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	g. Values diversity	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
b. Values learning: Class participation	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	h. Values collaboration	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
c. Values learning: Class preparation	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	i. Values professionalism: Respect for school rules, policies, and norms	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.
d. Values learning: Communication	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	j. Values professionalism: Commitment to self-reflection and growth	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.
e. Values personal integrity: Emotional control	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	k. Values professionalism: Professional development and involvement	Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.
f. Values personal integrity: Ethical behavior	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	l. Values professionalism: Professional responsibility	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.

Standards addressed in this course and Critical Performance Indicator:

KTS Standard VI: Demonstrates Implementation of Technology
KTS Standard X: Provides Leadership Within School/Community/Education
ISTE Educator Standards (2017)

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Educators:

- Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

- Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

EPSB's code of ethics (url: <http://www.kyepsb.net/legal/ethics.asp>)

EPSB Themes: Closing Achievement Gap

Course Schedule for Fall 2018 Semester:

Link to WKU fall Academic Calendar: http://www.wku.edu/registrar/academic_calendars/calendar_fallterm.php

All assignments are due by 11:59pm of the due date.

Red text indicates due dates.

Green text indicates where to submit assignments.

Week of:	WKU Calendar Events You Should Know	Course Activities and Assignments
M 8/27 Week 1	8/27 First day of Fall Semester	<ol style="list-style-type: none"> Orientation Activity: <ol style="list-style-type: none"> Email Orientation Activity to Instructor no later than Sunday 9/2 Technology Skills Module (begin this week and complete the second week of class) If you have NOT already created a blog website for your LME coursework, you must complete TS-3 Create Course Blog including About Me page (due in second week on 9/9) If you HAVE already created a blog website for your LME coursework, you have two assignments: <ol style="list-style-type: none"> update your website: Add a “parent” webpage for LME 737, a “child” webpage for “20% Project”, a “child” webpage for “737 Technology Projects”, and add a blog category named “Ed Tech Leadership” Complete a TS module of your choice that you have not completed before. Embed the project on your 737 Technology Projects page. The topic of your product should be a curricular topic. (due in the second week on 9/9) Subscribe to the following Educational Technology newsletters: Email your instructor indicating that you have subscribed to all five newsletters/resources by Sunday 9/2. You will receive emails from these newsletters/resources (you can unsubscribe when this course is completed if you like). You will use these resources for Ed Tech Leadership Blog So be sure to keep the emails, maybe put them in a special folder in your email. <ol style="list-style-type: none"> eSchool News: https://www.eschoolnews.com/ THE journal: https://thejournal.com Technology Edvocate: http://www.thetechedvocate.org/ Emerging EdTEch: http://www.emergingedtech.com/ Diigo in Education: https://groups.diigo.com/group/diigoineducation
T 9/4 Week 2	9/4 Last day of drop/add	<ol style="list-style-type: none"> Technology Skills Module (begin this week and complete the second week of class) <ol style="list-style-type: none"> If you have NOT already created a blog website for your LME coursework, you must complete TS-3 Create Course Blog including About Me page; Email your blog website address to your instructor by Sunday 9/9. If you HAVE already created a blog website for your LME/LITE coursework, you have two assignments: <ol style="list-style-type: none"> update your website: Add a “parent” webpage for LME/LITE 737, a “child” webpage for “20% Project”, a “child” webpage for “737 Technology Projects”, and add a blog category named “Ed Tech Leadership” Email your blog website address to your instructor and describe the revisions you have made by Sunday 9/9 Complete a TS module of your choice that you have not completed before. Embed the project on your 737 Technology Projects page. The topic of your product should be a curricular topic. Place or Embed the project on your blog website by Sunday 9/9.
M 9/10 Week 3		<ol style="list-style-type: none"> Comment on at least two other students’ About Me page on their blog website by Sunday 9/16 (Links to all students’ websites will be posted in BB. Be sure to APPROVE all student comments on your own About Me page.) Ed Tech Leadership Blog 1: Reformers; post to your blog category “Ed Tech Leadership” by 9/16 BlackBoard Discussion Board to brainstorm about 20% Projects during the week, final posts by Sunday 9/16
M 9/17 Week 4	9/20 Deadline to apply for December 2018 graduation	<ol style="list-style-type: none"> 20% Project Proposal; post on your blog website by Sunday 9/23
M 9/24 Week 5		<ol style="list-style-type: none"> Review and comment on your assigned three students’ 20% Proposals by Wednesday 9/30 (Then your instructor will comment on each of them by Sunday, 9/30) Begin work on your 20% Project when you receive approval from your instructor
M 10/1 Week 6		<ol style="list-style-type: none"> Complete a second TS module and place/embed project on your Blog Website by Sunday 10/7 Work on 20% project
M 10/8 Week 7	10/11-12 WKU Fall Break	<ol style="list-style-type: none"> Work on 20% project and post a brief progress report on your 20% page of your website by Sunday 10/14 on your 20% webpage.

M 10/15 Week 8	10/15 Priority Registration for Winter Term 2019 10/19 Last day to withdraw with grade of W	Work on 20% project 11. Ed Tech Leadership Blog 2: Ed Technology Leadership and Advocacy; post to your blog category “Ed Tech Leadership” by 10/21
M 10/22 Week 9	10/23 Priority Registration begins for Spring 2018 semester 10/26 60% point (grade of FN if no course work completed after this date)	12. Work on 20% project and post a brief progress report on your 20% page of your website by Sunday 10/28
M 10/29 Week 10		13. Ed Tech Leadership Blog 3 and TS Module: Ed Technology Trends; post to your blog category “Ed Tech Leadership” by 11/4
M 11/5 Week 11	11/9 Last day to submit work to remove a grade of Incomplete from Spring 2018 or Summer 2018	14. Work on 20% Project and post a brief progress report on your 20% page of your website by Sunday 11/11
M 11/12 Week 12		15. Ed Tech Leadership Blog 4: Effective Technology Integration; post to your blog category “Ed Tech Leadership” by 11/18
M 11/19 Week 13	11/21 – 25 Thanksgiving Holiday Break	Work on 20% Project
M 11/26 Week 14		16. Final 20% Project due Wednesday, 11/28/17, Post the file on your 20% webpage
M 12/3 Week 15		Work on Ed Technology Reflection
M 12/10 Week 16	Final Exam Week 12/15 Commencement	17. Final: “My Educational Technology Leadership Style”; Post as an linked file to your blog category “Ed Tech Leadership” by Wednesday 12/12/17

Course Evaluation: (based on accumulated points)

Orientation/Welcome Blog/Participation	50
Ed Tech Leadership Blogs (75 points each)	300
20% Project	200
Final “My Educational Technology Leadership Style” Paper	150
Three TS modules (100 each)	300
TOTAL	1000

Grading Scale

A = 90% = 900-1000

B = 80% = 800-899

C = 70% = 700-799

Grades and Student Feedback: Your instructor keeps grades on an MS Excel spreadsheet, **not** in BlackBoard’s grade book. You will be sent a personal Student Feedback Form after each project is graded providing you with grades and feedback.

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) You will be working on different components of your IDP throughout the semester. It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Submission of Assignments:

1. Assignments will be submitted in various locations—your blog website, BlackBoard, email to instructor, online presentation, or the Electronic Portfolio System. See the course calendar above for directions on where to submit assignments.

2. Your final CPI must be submitted to the Electronic Portfolio System.

Emails to Instructor:

1. ALL emails to your instructor **MUST** be in the following format:
LME 737, Last Name, Topic
Emails without this format will (gently) be returned to you to revise the subject. I am not trying to be rude! My email program sorts mail according to the class number. If you do not use this standard email format, your message may get lost and many have been lost in past courses. Please help me with this!
2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software (Entourage) will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
3. Please avoid emails with "humorous" attachments or emoticons, texting abbreviations, viruses by using virus-checking software, and using floppies that have been used on public machines. Use correct English grammar and spelling in all emails to your instructor. Remember that your emails are professional communication with your instructor.

Naming Files: In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, "Maxwell.TS-6.Database.doc".

Late Assignments: Assignments turned in after due dates during the semester will result in a **10% reduction per day** unless prior arrangements were made with the instructor. Any assignments turned in **after the last due date (see course calendar)** will result in a **20% reduction per day** unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before due date.

Plagiarism: To represent work for course assignments or projects taken from another source (**INCLUDING WEB SOURCES**) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [**INCLUDING THE INTERNET**] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Plagiarism also includes submission of the same assignment for more than one class.** Plagiarism could result in a grade of an "F" for the assignment and /or the course.

WKU subscribes to TurnItIn, a plagiarism service which gives professors an originality report for each student paper turned in. Your assignments may be checked through this service.

Participation and Communication: Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You **ARE** a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior:

<http://www.albion.com/netiquette/index.html>.

Disability Accommodations Statement: "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC, room A-200. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

Course Assignments, Projects, and Evaluation

Orientation Activity. (50 points)

1. Two parts to the About Me webpage on your blog: 20 points
 - a. Post any information about yourself that you would like to share with your classmates and embed a Web 2.0 Introduction of yourself. See the instructor's sample website at <http://margemaxwell.lmeatwku.tech>. For Web 2.0 lists or ideas you can visit [CREaTe Excellence Resources](#). You need to add three things: (1) embed an Intro using Web 2.0 tool (not just a link but embed it in the post), (2) give some information about yourself and (3) APA references for sources used in your Web 2.0 introduction. See due date on course calendar.
 - b. Comment on at least two other students' post on their About Me webpage. See due date on course calendar.
2. Completed, signed Orientation Activity emailed to instructor 5 points
3. Email with all components to instructor 5 points
4. Participation (these points given after submitting your final reflection) 20 points
 - Maintaining contact with the instructor and responding to specific information request by the instructor.
 - Professional courtesy to other users in the course site.
 - Attendance and participation in all three online webinars

Three Technology Skills (TS) Modules (100 points each; 300 total points)

Everyone will complete TS-3 Create your own Blog Website IF you have not done this in a previous LME Educational Technology course.

Select two additional modules below for a technology skill/program/module that you have NOT used/completed before.

- If you are familiar with all of these, contact your instructor for an alternate assignment.
- Some of the modules will refer to using your product in a "lesson" or to create the project on your "selected curriculum topic".
- Remember that these modules were written with the master's level LME courses in mind where they are creating these technology projects for a specific purpose. In this class you should create them for any authentic, curricular topic (not about a life event like a wedding or your last vacation).
- Create a model product like you would like for your pupils to produce. You are not creating a teaching product.
- The module may tell you a different place to submit your project. For this class, you should embed your project on your Blog Website on the **LME 737** Technology Projects page.

Choice of other Technology Skill modules:

DO NOT complete a module you completed in another class.

1. TS-3 Create a Blog Website
2. TS-4: Digital Storytelling
3. TS-7: Spreadsheets
4. TS-11: Screencasting
5. TS-12: Infographics
6. TS-15: Databases
7. TS-18: Augmented Reality
8. TS-19: Animation
9. TS-20: Coding
10. TS-21: eMagazine

Other options could include: (but there are not any modules created for these)

- Create an iBook with iBooks Author (mac only)
- VoiceThreads with your students
- Propose your own project (must be approved by your instructor before you begin)

20% Project (200 points)

You will design your own educational technology project! See the 20% Project file for details.

Educational Technology Leadership Blogs (75 points each, 4 blogs, 300 points total)

Refer to course calendar for blog discussion due dates. See the "Ed Tech Leadership Blog Prompts" file in BlackBoard for

reading/viewing assignments, question prompts, and rubric. You will post these blog responses on your website.

LME 737 Critical Performance: My Educational Technology Leadership Style (150 points)

Review these links to learn more about Educational Leadership styles.

<http://www.asaecenter.org/Resources/ANowDetail.cfm?ItemNumber=241962>

<http://www.sagepub.com/northouse6e/study/materials/reference/reference4.1.pdf>

http://ctb.ku.edu/en/tablecontents/sub_section_main_1122.aspx

Write a 1000+ word reflection that discusses the following:

1. Describe your educational technology leadership philosophy and style. Include APA citations and references from leaders in the field that have influenced your thinking; some references may be from leadership and some from educational technology.
2. Describe your level of technology skills and how you can use them to help and lead others in your work setting.
3. Locate one video that reflects your Educational Technology Leadership, embed the video in your response, and discuss how it reflects your educational technology leadership.
4. Select two NETS Leadership standards (from the list below) and discuss how you demonstrate (maybe even exemplify) these standards in your work setting.
5. What is one idea or concept that you will take with you or incorporate in your job after you leave this class?
6. What recommendations would you have for this course in the future?

Writing style should be APA, sixth edition.

You will post this reflection to your website as a linked file in a post in the Ed Tech Leadership category of your blog posts by the final due date.

Since this is more of a personal reflection, there will be no scoring rubric for this paper although APA style is a requirement.

TL-VIII Leadership and Vision

Educational technology leaders will facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology leaders:

- A. Identify and apply educational and technology-related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education. Candidates:
 1. communicate and apply principles and practices of educational research in educational technology.
- B. Apply strategies for and knowledge of issues related to managing the change process in schools. Candidates:
 1. describe social/historical foundations of education and how they relate to use of technology in schools.
- C. Apply effective group process skills. Candidates:
 1. discuss issues related to building collaborations, alliances, and partnerships involving educational technology initiatives.
- D. Lead in the development and evaluation of district technology planning and implementation. Candidates:
 1. design and lead in the implementation of effective group process related to technology leadership or planning.
 2. use evaluation findings to recommend modifications in technology implementations.
 3. use national, state, and local standards to develop curriculum plans for integrating technology in the school environment.
 4. develop curriculum activities or performances that meet national, state, and local technology standards.
 5. compare and evaluate district-level technology plans.
 6. use strategic planning principles to lead and assist in the acquisition, implementation, and maintenance of technology resources.
 7. plan, develop, and implement strategies and procedures for resource acquisition and management of technology-based systems, including hardware and software.
- E. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors. Candidates:
 1. participate in a significant field-based activity involving experiences in instructional program development, professional development, facility and resource management, WAN/LAN/wireless systems, or managing changes related to technology use in school-based settings.