

LITE 737 Educational Technology Leadership

Fall 2021 Syllabus

Instructor:	Dr. Andrea Paganelli	Office:	Gary A. Ransdell Hall - 1011
Virtual Office Hours:	9:00am-2:00pm T, Th (CST)	Telephone Numbers:	Off. 270-745-4420
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Email:	andrea.paganelli@wku.edu	Prerequisite:	none
Course Website:	https://wku.blackboard.com/		

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 or Google Suite, web browser

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.

LITE 737 Course Schedule for Fall 2020 Semester:

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
Four TS modules and website update (75 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.

Big Red Restart Plan Syllabus Statement:

All students are strongly encouraged to get the COVID-19 vaccine. Students who are fully vaccinated will not be required to wear masks or to quarantine if exposed to the virus. Based on the latest CDC and KY public health guidance, WKU will require the wearing of masks while indoors for those who have not been fully vaccinated to protect themselves and others. Persons not fully vaccinated must quarantine if exposed to someone with Covid-19. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill



Healthy on the Hill | Western Kentucky University

While WKU will continue to follow guidance from public health officials and state/federal guidelines, we anticipate a return to normal operations on the Hill for the Fall 2021 semester.

www.wku.edu

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, or online presentation. See the course calendar above for directions on where to submit assignments.

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."

Technical Difficulties:

If you have technical difficulties during this course with BlackBoard, TopNet, or WKU email, you can call the WKU Help Desk at 270-745-7000. However, they will not help you with anything Google. They will help with logging into your WKU accounts but not issues such as how to use a plugin or managing a theme.

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 [Maxwell Sample LITE Website](#). 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

Four Technology Skills (TS) Modules and Website Update (75 points each; 300 total points)

Everyone will use TS-3 Create your own Google Website to either create their class website or update their existing website. If you have a WordPress website from a previous class, you may update that one in similar fashion to the module.

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 Website on the LME 737 Technology Projects page.
- All modules have a scoring rubric as the basis for your evaluation of each module project.

Choice of other Technology Skill modules:

DO NOT complete a module you completed in another class. You are **NOT** required to submit the worksheet but it is recommended that you use the planning tools on the worksheet.

1. [TS-3 Create a Google Sites Website](#) (Use this module to create your Google Site if you have not done this in another LITE class OR to use it to update your existing Google Site for the LITE or ICTE program)
2. [TS-7: Spreadsheets](#)
3. [TS-11: Screencasting](#)
4. [TS-12: Infographics](#)
5. [TS-15: Databases](#)
6. [TS-19: Animation](#)
7. [TS-21: eMagazine](#)
8. [TS-22: Interactive Timeline](#)
9. [TS-23: Interactive eBook](#)
10. [TS-24: Google Earth Tourbuilder](#)
11. [TS-25: DIY Digital Breakout Game](#)
12. [TS-26: Interactive Video](#)
13. [TS-27: Alternative Presentation Tools](#)

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 technology project (must be approved by your instructor before you begin)

20% Project (200 points)

A “20% Project” is where innovative ideas and projects are allowed to flourish and/or fail without the bureaucracy of committees and budgets. You will design your own educational technology project! With autonomy, students are encouraged to seek out their own topics, create their own timelines, research their own products and complete them. The pro for autonomy is that students don’t really see a list of possible ideas and then limit their ideas to that list. They have more freedom to think of a new project. You will have complete autonomy over your own project ideas and products! What is a project you have been wanting to do but have never had time? Here is your chance! 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.

[Educational Leadership Styles](#)
[Styles of Leadership](#)

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.