

LITE 737 Educational Technology Leadership

Fall 2024 Syllabus

Instructor:	Dr. Marge Maxwell	Office:	Gary A. Ransdell Hall - 1017
Virtual			
Office Hours:	9:00am-2:00pm T, Th (CST)	Telephone Numbers:	Off. 270-745-2435
Address:	Western Kentucky University 1906 College Heights Blvd. #61030 Bowling Green, KY 42101-1030		Fax: 745-6435
Email:	marge.maxwell@wku.edu	Prerequisite:	none
Course Website:	https://wku.blackboard.com/ , http://create-excellence.com , http://margemaxwell.lmeatwku.tech		

Required Text:

none

Required Special Instructional Materials Needed:

Required Hardware, Software, and File Formats:

Hardware:

- PC/Windows-based computer *OR* Macintosh
- Web camera and noise-canceling microphone

Software:

- Microsoft Office or Google Suite, web browser, Internet access

Course Description:

This course emphasizes educational technology leadership, professional development, and instructional management. Students will use research, discussion forums, and productivity tools in designing their own project. 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 design their own creative educational technology projects (20% project) scoring 3 or higher on the rubric.
2. Graduate students will critique and offer insightful interpretations in educational technology leadership topics (in forums) scoring 3 or higher on the forum rubric.
3. Graduate students will create 4 original technology products (to support your 20% project) given appropriate software and tools scoring 3 or higher on the rubric.
4. 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

LITE 737 Course Schedule for Fall 2024 Semester:

Link to WKU fall Academic Calendar: https://www.wku.edu/registrar/academic_calendars/semester_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 8/19 Week 1	8/19 First day of Spring Semester	<ol style="list-style-type: none"> <u>Orientation Activity</u>: Due Sunday 8/25 <ol style="list-style-type: none"> Complete the Orientation Google Form Send the Orientation Email to your instructor (directions are in the Orientation Activity Form) Post in the About Me blog in BlackBoard; Due 8/25 Subscribe to the following Educational Technology newsletters: Email your instructor indicating that you have subscribed to all five newsletters/resources by Sunday 8/25. 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 Forum 2. 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 Advocate: http://www.thetechadvocate.org/ Bryan Alexander's Future Trends in Technology and Education Edtech Aggregation of the best stories from Edtech Update <u>ONLINE Zoom Class Meeting to discuss 20% Projects on Monday 8/19 at 6:30-8:00pm CENTRAL Time.</u> The session will be recorded and made available if you cannot attend.
M 8/26 Week 2	8/26 Last day of drop/add	<ol style="list-style-type: none"> Post your 20% project ideas in the 20% Project Idea Forum in BB; post your own ideas and respond to at least two other students' ideas. Due Sunday 9/1
M 9/2 Week 3	9/2 Labor Day Holiday; WKU Closed	<ol style="list-style-type: none"> 20% Project Proposal; you are pitching your project idea to the class; it should include a purpose, audience, timeline, and resources you will need to complete the project; post in the My 20% Project Proposal Forum in BB by Thursday 9/5 Review and comment on three students' 20% Proposals by Sunday 9/8 (Then your instructor will comment on each of them by Thursday, 9/12/24) <u>Sign up for your individual conference with Dr. Maxwell</u> to discuss your 20% project on 9/12 or 9/13; Be thinking about what technology products you could create with this project. Due 9/8 Attend your individual conference with Dr. Maxwell about your 20% Project on 9/12 or 9/13.
M 9/9 Week 4	9/17 Deadline to apply for December 2024 graduation	<ol style="list-style-type: none"> <u>Ed Tech Leadership Forum 1: AI in Education</u>; submit paper and multimedia project to Forum 1 discussion board in BB; due Sunday 9/15
M 9/16 Week 5		<ol style="list-style-type: none"> First progress report about your <u>20% project</u>; Submit on discussion forum in BB; due Sunday 9/22
M 9/23 Week 6		<ol style="list-style-type: none"> Complete your 1st <u>TS module of your choice</u> that you have not completed before. by Sunday 9/29
M 9/30 Week 7		<ol style="list-style-type: none"> <u>Ed Tech Leadership Forum 2: Ed Technology Trends</u>; submit paper and presentation; Sunday 10/6
M 10/7 Week 8	10/7-8 FALL BREAK	<ol style="list-style-type: none"> Second Progress Report on <u>20% Project</u>; Submit on discussion forum in BB; due Sunday 10/13
M 10/14 Week 9	10/14 Priority Registration for	<ol style="list-style-type: none"> Complete your 2nd <u>TS module of your choice</u> that you have not completed before. by Sunday 10/20

	Winter Term 2025 10/20 60% point (grade of FN if no coursework completed after this date)	
M 10/21 Week 10	10/21 Priority Registration begins for Spring 2025 semester	16. Ed Tech Leadership Forum 3 ; Ed Technology Leadership and Advocacy; Sunday 10/27
M 10/28 Week 11	10/28 Last day to submit work to remove a grade of Incomplete (X) from Spring 2024 or Summer 2024	17. Third Progress Report on 20% Project ; Submit on discussion forum in BB; due Sunday 11/3
M 11/4 Week 12	11/5 Election Day; WKU CLOSED	18. Complete your 3rd TS module of your choice that you have not completed before. by Sunday 11/10
M 11/11 Week 13		19. Fourth Progress Report on 20% Project ; Submit on discussion forum in BB; due Sunday 11/17
M 11/18 Week 14		20. My Educational Technology Leadership Style (paper) ; Due Sunday 11/24
M 11/25 Week 15	11/27-29 Thanksgiving Break; WKU CLOSED	Work to finalize your 20% project (Due Monday 12/2)
M 12/2 Week 16	Final Exam Week 12/6 Individual College Recognition and Graduation Ceremonies	21. Final 20% project including TED Talk AND 22. 4th Technology project; Post to 20% Project in BB; due Monday 12/2
M 12/9	Grades due noon Tuesday 12/10/2024	

Course Evaluation: (based on accumulated points)

Orientation/Welcome Blog/Participation	40
Ed Tech Leadership Forums (3 at 100 points each)	300
My Ed Tech Leadership Style	100
20% Project	200
Four TS modules and website update (90 each)	360
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:

Out of respect for the health and safety of the WKU community and in adherence with the CDC

guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

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.

Emails to Instructor:

1. ALL emails to your instructor **MUST** be in the following format:
LITE 737, Last Name, Topic
For example, “LITE 737, Jones, 20% Project Question”. 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."

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. (40 points)

1. Two parts to the About Me blog in BlackBoard: 10 points
 - a. Post any information about yourself that you would like to share with your classmates. Share one picture of yourself.
 - b. Comment on at least two other students' posts 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 (90 points each; 360 total points)

Select modules below for a technology skill that you have NOT used/completed before. You are creating technology products to use in your 20% project.

- 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 submit your project in BB.
- All modules have a scoring rubric as the basis for your evaluation of each module project.
- You may propose another technology product for your 20% project if the technology does not have a module below.

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](#) (This module is designed for LITE students to create a website for their program. However, you could use this module to create a website for your 20% project.)
2. [TS-7: Spreadsheets](#)
3. [TS-11: Screencasting](#)
4. [TS-12: Infographics](#)
5. [TS-19: Animation](#)
6. [TS-21: eMagazine](#)
7. [TS-22: Interactive Timeline](#)
8. [TS-23: Interactive eBook](#)
9. [TS-25: DIY Digital Breakout Game](#)
10. [TS-26: Interactive Video](#)

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

- 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 Forums (100 points each, 3 blogs, 300 points total)

Refer to course calendar for blog discussion due dates. See the “[Ed Tech Leadership Forum Prompts](#)” file in BlackBoard for reading/viewing assignments, question prompts, and rubric. You will post these blog responses on your website.

Paper: My Educational Technology Leadership Style (100 points)

Review these links to learn more about Educational Leadership styles.

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

See the assignment prompt for [My Educational Technology Leadership Style](#).