LME 737 Educational Technology Leadership

Fall 2014 Syllabus

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

Required Text:  

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.  
• Use technology to plan and implement comprehensive systems of effective assessment and evaluation.  
• Verbalize the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Course Objectives:  
1. Groups of graduate students will create a multimedia presentation and conduct an online webinar scoring 3 or higher on the rubric.  
2. Graduate students will critique and offer insightful interpretations in a group book study scoring 3 or higher on the rubric.  
3. Graduate students will create two original technology products 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.)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Description of Target</th>
<th>Level 2</th>
<th>Description of Target</th>
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<tr>
<td>Indicator</td>
<td>Level 5</td>
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<tr>
<td>a. Values learning: Attendance</td>
<td>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.</td>
<td>g. Values diversity</td>
<td>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.</td>
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<td>b. Values learning: Class participation</td>
<td>Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.</td>
<td>h. Values collaboration</td>
<td>Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.</td>
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<td>c. Values learning: Class preparation</td>
<td>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.</td>
<td>i. Values professionalism: Respect for school rules, policies, and norms</td>
<td>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.</td>
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<td>d. Values learning: Communication</td>
<td>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.</td>
<td>j. Values professionalism: Commitment to self-reflection and growth</td>
<td>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.</td>
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<td>e. Values personal integrity: Emotional control</td>
<td>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.</td>
<td>k. Values professionalism: Professional development and involvement</td>
<td>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.</td>
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<td>f. Values personal integrity: Ethical behavior</td>
<td>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.</td>
<td>l. Values professionalism: Professional responsibility</td>
<td>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.</td>
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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 Standard 3. Model Digital-Age Work and Learning
ISTE Standard 5. Engage in Professional Growth and Leadership
EPSB’s code of ethics (url: http://www.kyepsb.net/legal/ethics.asp)
EPSB Themes: Closing Achievement Gap
Course Schedule for Fall 2013 Semester:
Link to WKU fall Academic Calendar: [http://www.wku.edu/registrar/academic_calendars/calendar_fallterm.php](http://www.wku.edu/registrar/academic_calendars/calendar_fallterm.php)

All assignments are due by midnight of the due date.
Red text indicates due dates.
Green text indicates where to submit assignments.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>WKU Calendar Events You Should Know</th>
<th>Partnering and Technology Assignments</th>
</tr>
</thead>
</table>
| M 8/25 Week 1 | 8/25 First day of fall semester | • Orientation Activity:  
  o Email Orientation Activity to Instructor no later than Sunday 8/31  
  • Orientation email due Sunday 8/31  
  • Create a “professional” Twitter account (if you do not have one) and begin sending Tweets (see information about this assignment below) |
| M 9/1 Week 2 | 9/1 Labor Day – No classes  
  9/2 Last day of drop/add | • Send Tweets  
  • TS-3 Create Course Blog including About Me page due Sunday 9/7; If you already have a Blog website, complete another Technology Skills module that you have not already completed before—Embed the project on your blog website by Sunday 9/7. |
| M 9/8 Week 3 | | • Create a LinkedIn account, create a detailed profile, and invite 5 other professionals and your instructor to link to your account; Complete by Sunday 9/14  
  • Comment on at least two other students’ About Me page on their course blog by Sunday 9/14 (Links to all students websites will be posted in BB.)  
  • Send Tweets |
| M 9/15 Week 4 | | • Discussion Blog 1: due by Sunday 9/21; post to your blog website  
  • Send Tweets  
  • |
| M 9/22 Week 5 | 9/25 Last day to apply for December 2014 Graduation | • Online class meeting about group multimedia projects and CRReaTE  
  • Send Tweets  
  • Complete one TS module and embed project on your Blog Website by Sunday 9/28 |
| M 9/29 Week 6 | 10/2-3 Fall break | • Select groups and topics; One group member email instructor by Sunday 10/5  
  • Send Tweets |
| M 10/6 Week 7 | 10/6 Priority registration for 2015 winter term begins | • Discussion Blog 2: due by Sunday 10/12; post on your blog website  
  • Send Tweets  
  • |
| M 10/13 Week 8 | 10/15 Last day to withdraw with grade of W | • Send Tweets  
  • Work on group project  
  • |
| M 10/20 Week 9 | 10/27 60% point in session (if no coursework is completed beyond this point, a grade of FN will be given) | • Discussion Blog 3: due by Sunday 10/26; post on your blog website  
  • Begin Digital Citizenship Module  
  • Work on group project  
  • |
| M 10/27 Week 9 | | • Send Tweets  
  • Work on group project  
  • Submit Digital Citizenship Module PSA assignment by Sunday 11/2; Embed on your blog website |
| M 11/3 Week 10 | 11/3 Priority registration for 2015 spring semester begins | • Discussion Blog 4: due by Sunday 11/9; post on your blog website  
  • Send Tweets  
  • |
| M 11/10 Week 11 | 11/14 Last day to submit work to remove a grade of Incomplete from spring or summer 2014 semester | • Online Group Presentation  
  • Send Tweets  
  • Work on Final Reflection paper  
  • |
| M 11/17 Week 12 | | • Online Group Presentations  
  • Send Tweets  
  • Work on Final Reflection paper |
| M 11/24 Week 13 | 11/26-28 Thanksgiving Break | • Online Group Presentations and Final Class meeting  
  • Send Tweets  
  • |
| M 12/1 Week 14 | | • Final Paper/Reflection: Upload to EPS (Electronic Portfolio)  
  • |

Modified August 2014

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LME 737 Syllabus
Course Evaluation: (based on accumulated points)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Orientation/Welcome Blog/Participation</td>
<td>50</td>
</tr>
<tr>
<td>Blogs (50 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Webinars: Group Multimedia Project</td>
<td>200</td>
</tr>
<tr>
<td>Digital Citizenship</td>
<td>100</td>
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<tr>
<td>Networking</td>
<td>50</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>200</td>
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<tr>
<td>Two TS modules (100 each)</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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</tbody>
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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:

**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.net](http://margemaxwell.net). For Web 2.0 lists or ideas you can visit [CREaTe Excellence Resources](http://margemaxwell.net). 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

**Two Technology Skills (TS) Modules (100 points each)**
Select two 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.

Everyone will complete TS-3 Blogs to create their own website if you have not done the in a previous LME Educational Technology course.

Choice of one other Technology Skill module:

**DO NOT**

- Create a project for a module you completed in another class.
- Use a project that you create for one of these modules in your group project.

TS-2: Google Earth  
TS-4: Digital Storytelling  
TS-7: Spreadsheets  
TS-8: Advanced Desktop Publishing  
TS-9: Advanced PowerPoint  
TS-11: Screencasting  
TS-12: Infographics (NEW!!)  
TS-13: Video Editing  
TS-14: Podcasts/ Vodcasts  
TS-15: Databases

*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)

**World Class Learner Blogs** (50 points each, 4 blogs, 200 points total)

Refer to course calendar for blog discussion due dates. The blog reading/viewing assignments, question prompts, and rubric are on posted on BlackBoard. The rubric below will be used to grade all discussion posts and responses.

**Networking with other students:** (50 points)

**Twitter:** sign up for a Twitter account; send 20 or more tweets throughout the semester about a new technology or technology news, model examples of entrepreneurship in education, model schools using higher level thinking or creativity. Many technology news sites give you an option to send it to FaceBook or Twitter. You should follow me at DrMMaxwell. Even if you already have a Twitter account, I want you to create a new one for this class. Please include your name in this new Twitter account name (it can have numbers and other characters) so that we will know who posted the tweet. Please no cute names like “cutiepie” or “punkrockfairy”. Please put a small picture of yourself (not your dog or your child, etc.) Our tweets will only be about the topics above. I don’t want to see your personal tweets or for you to see mine in my other account. You may use any Twitter program you like to view our tweets on your computer or your smart phone.

**Linked IN:** Create a Linked In professional account. Complete a profile, skills, and connect to at least 10 other professionals by the end of the course.

**Webinars: Group Multimedia Projects (200 points)**

In this course you will work in groups of 2-4 on a creative project. Five optional projects are posted in BlackBoard for your group to select. A project option may not be repeated more than once; e.g., Option 1 could be completed by two groups, but not three groups.

**General requirements for all group project options:**

1. Each group member must complete at least one technology product for the group project.
2. All group members must contribute to the Diigo or Delicious social bookmarking site to cite resources used or recommended for your project.
3. Use social collaboration sites to communicate during your project. You can find tools at CReaTe Excellence Resources.
4. All group members must complete the Personal Reflection questions below individually and email responses to the instructor within two days after your group presentation.
   a. Was the work distribution equitable in your group? Were group members respectful of each other? Give specific examples.
   b. What would you have liked for your group to have been able to do if more time were allowed?
   c. What would be a good addition (or substitution) to this project in the future?
What was your overall impression of this project? How would you score your group’s project using the rubric?

5. The group needs to record a screen cast of their entire presentation prior to their online presentation with the class. Post the presentation to YouTube and send the link to your instructor. This serves several purposes—there may be technical problems during the scheduled presentation; if case of an emergency for one group member who cannot participate, then they have a recording of their participation, the instructor can review it after the group presentation, and group members have a very good addition to their technology portfolio.

LME 737 Critical Performance: Educational Technology Leadership Reflection (200 points)

Review these links to learn more about Educational Leadership styles.

http://www.asaecenter.org/Resources/ANowDetail.cfm?ItemNumber=241962
http://ctb.ku.edu/en/tablecontents/sub_section_main_1122.aspx

Write a five to seven page reflection that discusses the following:

1. Describe your educational technology leadership philosophy and style. (Include at least three or more 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; could include textbook from this class but not the links above).
2. Describe your level of technology skills and how you can use them to help and lead others in your work setting.
3. Has Yong Zhao (and/or others from the videos) who authored the book World Class Learners changed your thinking about education, particularly using technology in education? Explain why or why not.
4. Select one NETS Leadership standard (from the list below) and discuss how you demonstrate (maybe even exemplify) this standard in your work setting. You may select either the teacher standards or administrator standards.
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, fifth or sixth edition.

You will upload this reflection to EPS 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.