



Faculty of Education

EDU5205: Leadership and Technology

Course outline for Spring/Summer 2014

1. Course Details & Important Dates

Term: Summer 2014

Course Type: Synchronous Online

Day Offered: Mondays and Wednesdays

Time Offered: 6PM-9PM

Location: Online: <http://uoit.adobeconnect.com/educ-5205g-201405-11085>

CRN Number: 11085

Classes Start: May 5, 2014

Classes End: June 18, 2014

Course Website: www.EDUC5205.weebly.com

For other important dates go to [Important Dates for Graduate Studies](#)

2. Instructor Contact Information

Instructor Name: Dr. Laura Pinto

Office: EDU 527

Phone: 416.224.2091 (preferred) or 905.721.8668 ext. TBD

Email: laura.pinto@uoit.ca

Office Hours: On campus: Tuesdays 10AM-3PM; Online: after class or by appointment at any time via telephone, Skype or Adobe Connect

3. Course Description

Significant educational leadership principles and models in the use of technology and the influence of information and communication technology on educational leadership are explored and applied. Course topics include common vision, analysis of needs, development, access and security, integration into instruction, assessment and evaluation, professional development, infrastructure of the school system including administrative software, community relationships, ethical legal issues and other educational policy implications. The result will be a plan of significant value to the M.Ed. candidates' educational technology leadership role.

Credits: 3.0

Hours: 36 hours

4. Learning Outcomes

On the successful completion of the course, students will be able to:

- Critically examine a variety of leadership paradigms

- Apply leadership theory and a conceptual framework to current educational or professional settings
- Demonstrate an understanding of how leaders can realize the potential of technology for organizational effectiveness, student engagement and student learning
- Use technology to support both their own learning and the collective learning of others in the course

Since this course offered as a part of an M.A./M.Ed. program, an underlying theme throughout the course will be to prepare you to engage in scholarship at the graduate level.

5. Course Design

The course is comprised of twelve (12) three-hour sessions and multiple opportunities for one-to-one conversations with the professor scheduled at mutually convenient times. In-class sessions will be conducted using Adobe Connect at the URL provided in this outline. The synchronous nature of Adobe Connect requires your **full** attendance and participation in order to contribute to discussions and the construction of collaborative knowledge about issues raised in class. You will be expected to participate using **both video and audio** at all times.

Course assignments have been designed to allow all students flexibility and choice, in keeping with a self-directed learning philosophy. In-class activities will contribute to the exploration of ideas that can be applied to assignments.

Graduate students are requested to sign in prior to class start time to make certain that the necessary equipment is functioning optimally.

As this course is taught using a variety of digital technologies it is essential that you have adequate computer hardware and software in addition to a stable internet connection. The following technical requirements are taken from the UOIT Faculty of Education Graduate Studies website.

6. Outline of Topics in the Course

Note that up to date links to all materials appear on the course website:

www.EDUC5205.weebly.com

Note: Please refer to the course conceptual framework on the website which will applied to case examples related to content. The conceptual framework outlines organizing topics.

Session	Theme	Outcomes By the end of the session, students will:	Readings/Resources
1 May 5	Course introduction	<ul style="list-style-type: none"> • Use technology to support both their own learning and the collective learning of others in the course 	N/A
2 May 7	Leadership Paradigms	<ul style="list-style-type: none"> • Critically analyze a variety of leadership paradigms • Use technology to support both their own learning and the collective learning of others in the course 	<p>Day, D.V. & Antonakis, J. (2012). <u>Leadership: Past, Present and Future</u>. In D.V. Day & J. Antonakis, (Eds), <i>The Nature of Leadership: 2/E</i>. Thousand Oaks, CA: Sage. NOTE: Read only to p. 12</p> <p>Fullan, M. & Leithwood, K. (2012). <u>21st Century Leadership: Looking Forward: An Interview with Michael Fullan and Ken Leithwood</u>. In <i>Conversation</i>, 4(1)</p>
3	Leadership		Please refer to <u>topics in this leadership</u>

Session	Theme	Outcomes By the end of the session, students will:	Readings/Resources
May 12	Paradigms Presentation s		paradigms page . Focus on the readings for your assigned topic.
4 May 14	Technology in Education: What do we mean?	<ul style="list-style-type: none"> • Demonstrate an understanding of how leaders can realize the potential of technology for organizational effectiveness, student engagement and student learning • Use technology to support both their own learning and the collective learning of others in the course 	<p>Selwyn, N. (2009). The digital native - myth and reality. <i>Aslib Proceedings</i>, 61(4), 364-379.</p> <p>VIDEOS: Ken Robinson, Michael Fullan (see website)</p> <p>You will be responsible to work with additional readings in small groups during class.</p>
5 May 19	VICTORIA DAY – WORK ON INDEPENDENT PROJECTS		
6 May 21	The Digital Romance: Technology to Support Teaching/ Learning	<ul style="list-style-type: none"> • Apply leadership theory and a conceptual framework to current educational or professional settings • Demonstrate an understanding of how leaders can realize the potential of technology for organizational effectiveness, student engagement and student learning • Use technology to support both their own learning and the collective learning of others in the course 	<p>Bigum, C. (2012). Chapter 2: Schools and computers: Tales of a digital romance. In L. Rowan & C. Bigum (Eds.), Transformative approaches to new technologies and student diversity in futures oriented classrooms: future proofing education, pp. 15-28. New York : Springer Science +Business Media</p> <p>Selwyn, N., 2011, Editorial: In praise of pessimism-the need for negativity in educational technology, <i>British Journal of Educational Technology</i> [E], vol 42, issue 5, Wiley-Blackwell Publishing Ltd., West Sussex United Kingdom, pp. 713-718</p>
7 May 26	Leadership interview sharing	<ul style="list-style-type: none"> • Apply leadership theory and a conceptual framework to current educational or professional settings • Demonstrate an understanding of how leaders can realize the potential of technology for organizational effectiveness, student engagement and student learning • Use technology to support both their own learning and the collective learning of others in the course 	<p>N/A: Presentations</p> <p>Please carefully review tasks on the course website</p>
8 May 28	Final Project Planning	<ul style="list-style-type: none"> • Apply leadership theory and a conceptual framework to current educational or professional settings • Demonstrate an understanding of how leaders can realize the potential of technology for organizational effectiveness, student engagement and student learning • Use technology to support both their own learning and the collective learning of others in the 	<p>N/A: asynchronous session – post your plan for the final project for peer and instructor feedback</p>

Session	Theme	Outcomes By the end of the session, students will:	Readings/Resources
		course	
9 June 2	Leadership, Technology and Standards	<ul style="list-style-type: none"> • Apply leadership theory and a conceptual framework to current educational or professional settings • Demonstrate an understanding of how leaders can realize the potential of technology for organizational effectiveness, student engagement and student learning • Use technology to support both their own learning and the collective learning of others in the course 	<p>Dexter, S. (2008). 6.1 Leadership for IT in Schools. In Voogt, G. & Knezek, G. (Eds). Springer International handbook of information technology in primary and secondary education, pp. 543-553. New York: Springer Science+Business Media, LLC</p> <p>International Society for Technology in Education (ISTE®) standards for administrators</p> <p>In class resource: Corrigan, J. (2012). Leadership standards: Marginalizing diversity. <i>International Journal of Education</i>, 4(2), 138-145.</p>
10 June 4	Professional Development	<ul style="list-style-type: none"> • Apply leadership theory and a conceptual framework to current educational or professional settings • Demonstrate an understanding of how leaders can realize the potential of technology for organizational effectiveness, student engagement and student learning • Use technology to support both their own learning and the collective learning of others in the course 	<p>For Higher Education: Price, L. & Kirkwood, A. (2001). Enhancing professional learning and teaching through technology: a synthesis of evidence-based practice among teachers in higher education. York, UK: Higher Education Academy. (only pp. 9-35)</p> <p>For K-12: Riel, M., and Becker, H. (2008). Characteristics of teacher leaders for information and communication technology. In Voogt, G. & Knezek, G. (Eds). Springer International handbook of information technology in primary and secondary education, pp. 397-418. New York: Springer Science+Business Media, LLC</p>
11 June 9	Ethical, Legal and Policy Issues	<ul style="list-style-type: none"> • Apply leadership theory and a conceptual framework to current educational or professional settings • Demonstrate an understanding of how leaders can realize the potential of technology for organizational effectiveness, student engagement and student learning • Use technology to support both their own learning and the collective learning of others in the course 	Refer to website: Choose readings based on ONE of the 3 topics in the Session outline
12 June 11	Course consolidation	<ul style="list-style-type: none"> • Use technology to support both their own learning and the collective learning of others in the course 	N/A

7. Required Texts/Readings

There is no required text for the course; individual readings/resources appear in the table in Section 6 of this syllabus (above) as well as on the course website. Access to many of them require a valid UOIT online Library login.

Several of our course readings are from this online book (available at no charge). If you plan to print them, please refer to individual sessions as this is a very long publication.

Voogt, G. & Knezek, G. (Eds). [Springer International handbook of information technology in primary and secondary education](#), pp. 543-553. New York: Springer Science+Business Media, LLC

Since APA format is used in field of education, all assignments should follow APA citations. Please refer to [Purdue's Online Writing Guide APA](#) manual to guide your work.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Detailed assignment descriptions appear in Section 9 of the syllabus below.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

Grade	Percentage	Description
A+	90-100	Very Good to Excellent. Student
A	85-89	Demonstrates mastery of understanding the
A-	80-84	key concepts, skills and values of the course.
B+	77-79	Acceptable to Good. Student demonstrates
B	73-76	adequate understanding of the key concepts,
B-	70-72	skills and values of the course.

Since this course offered as a part of an M.A./M.Ed. program, assignments should reflect scholarship at the graduate level.

9. Assignments

Assignment criteria are specified in the detailed assignment descriptions and in the instructions. Read them carefully to ensure that you have fulfilled all aspects of the requirements. Late assignments policy is as follows:

Non-negotiated late assignments: An assignment that has been submitted late without prior agreement between the student and the instructor to extend the deadline will be assigned a grade of zero.

Negotiated late assignments: An assignment that has been submitted late in accordance with a mutually agreed deadline and penalty (if applicable, will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms).

Extenuating circumstances: Instructors will consider, on a case-by-case basis, rare extenuating circumstances which may cause an assignment to be late. Examples of

extenuating circumstances include hospitalization, death of a loved one, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the instructor's discretion to work out the extension in this situation.

Assignment/Task	Description	Weight	Due
Contributions to the community	You are expected to thoughtfully participate in discussions of course readings and issues. Active and informed participation in course activities is critical to the success of this course. The participation grade will be determined by your contribution to class discussion based on the quality of your contributions during synchronous and/or asynchronous sessions. I will be looking for evidence of meaningful and well-considered critique of concepts and full video participation. Overall, showing engagement with the course material through applications from real life experiences and reading or watching resources will contribute to both your learning and that of others in the course. See attached rubric for details.	15%	Ongoing
Leadership Paradigm Presentation	Prepare a brief presentation for the group about a leadership paradigm (see website for details). Your presentation should include: <ul style="list-style-type: none"> • Brief history of thought and major theorists in this paradigm • Assumptions underpinning this leadership paradigm (include ideals, roles, competencies, goals it identifies etc.) • Commentary on how the paradigm situates power and authority (who has power, and why; whose authority drives the organization) • The advantages and disadvantages of this paradigm for organizations and groups Refer to the rubric at the end of the syllabus for criteria	20%	May 12
Leadership Interview	The purpose of this assignment is to connect theory to practice. Identify a technology leader and conduct an interview, either by video (you may use the Adobe Connect M.Ed. General room or other technology) or by email. After the interview, reflect upon the responses, and make connections to readings, resources, and class discussion. You will submit to your instructor: <ul style="list-style-type: none"> • Either a video link or transcript of your interview • An analytic summary that connects the interview to leadership theory • An APA-style reference list of any sources you site in your summary You will be asked to share your findings on May 26.	30%	May 26
Final Project	This assignment is designed to allow students to explore a topic related to leadership and technology in an educational setting in keeping with a self-directed learning focus. Individuals can opt to work alone or in groups of up to 3 people. No exceptions will be made to this maximum. While students may select a problem or topic of interest to them, the assignment must reflect a graduate level of study, which includes a focus on analysis over description, originality in work, and appropriate scholarly citation. Refer to the rubric at the end of this syllabus for details, as well as the resources on the course website. You may choose a paper on a specific topic, or construct a case study, as detailed on the website.	35%	June 16

This course allows opportunities for learners to opt in to collaborative group work for graded assignments. In such cases, the instructor expects that all group members fully contribute to the assignment. To ensure equitable contributions the instructor requires that all group members

complete and submit a [Group Process Evaluation](#). Based on the evaluation, individual grades may be adjusted.

Since this course offered as a part of an M.A./M.Ed. program, assignments should reflect scholarship at the graduate level.

10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the disability services department in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

11. Professional Conduct

Both synchronous and a-synchronous communication in this course will be held to the highest standards of professionalism, respect, and accountability.

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

A **single instance of plagiarism** in this course will result in dismissal from the graduate program.

13. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of programs and instructional effectiveness.

As the university does not administer course evaluations for graduate courses, the instructor will administer her own course evaluation in order to receive student feedback for ongoing improvement. This will be administered at the end of the course, and the instructor will not view the evaluations until after final grades are submitted.

14. Assignment Rubrics

A: Contributions to Learning Community Rubric

You are expected to thoughtfully participate in discussions of course readings and issues. Active and informed participation in course activities is critical to the success of this course. The participation grade will be determined by your **contribution to class discussion** based on the quality of your contributions during synchronous and/or asynchronous sessions. I will be looking for **evidence of meaningful and well-considered critique of concepts and full video participation**. Overall, showing engagement with the course material through applications from real life experiences and reading or watching resources will contribute to both your learning and that of others in the course.

Criteria	Exemplary (A range)	Strong (B range)	Adequate (C range)	Insufficient
Presence and Interaction	Full participation with video at all session. Regular interaction with peers and builds-on ideas to advance thought or deepen the knowledge. Listens to varied views and provides reflective constructive and/or meaningful comments.	Some participation with video. Usually interacts with peers and builds-on by extending ideas while listening. Always constructive, reflective and meaningful.	Little participation with video. Usually interacts with peers by responding to questions posed or when prompted. Somewhat reflective and constructive or meaningful.	Rarely interacts with peers or responds to questions posed. Limited involvement with questions or ideas.
Inquiry	Asks questions that reflect and extend thinking on the topic or learning for self and community.	Asks questions which reflect and/or clarify. Sometimes extends thoughts for self and the community.	Asks relevant questions which enhance the learning of self and others.	Seldom asks relevant questions.
Connecting Theory with Resources and/or Personal Experiences	Refers and elaborates on required readings. Provides links and connects theory to other resources/ research as well as personal experiences.	Often refers and elaborates on required readings. Often provides links and connects theory to other resources and/or personal experiences.	Often refers to required reading. Less often connects theory with other resources and/or personal experiences.	Seldom refers to required reading and little effort to connect theory with other resources or personal experiences.
Understanding Core Course Concepts and Content	Thorough understanding of course content and concepts.	Good understanding of content and key concepts.	Some understanding of content and key course concepts.	Little understanding: responses tend to be vague, have little depth and/or may be inaccurate.

B: Leadership Presentation Rubric

Criteria	Exemplary (A range) original work, very well organized and expressed, sound critical evaluation, clear command of techniques and concepts, etc. (A+ is outstanding work of unusual quality)	Strong (B range) good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.	Adequate (C range) or below limited grasp of topics; limited accuracy, claims unsubstantiated
Accuracy Accurate description of leadership paradigm Ideas conveyed are cited			
Organization and Synthesis Ideas/concepts are well organized "Big ideas" are summarized, and research or sources are synthesized Synthesis is appropriate to an audience of learners who may not be familiar with the theory			
Presentation The presentation has a clear sense of purpose that reflects planning Group members complete their presentation within the timeframe allotted (NO exceptions) All members of the group share in the presentation The presentation is engaging to members of the class. This might be accomplished through: interaction, questions, visuals, etc.			

C: Leadership Interview Rubric

Criteria	Exemplary (A range) original work, very well organized and expressed, sound critical evaluation, clear command of techniques and concepts, etc. (A+ is outstanding work of unusual quality)	Strong (B range) good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.	Adequate (C range) or below limited grasp of topics; limited accuracy, claims unsubstantiated
Mechanics Logical organization and progression of ideas, proper language and grammar, full and appropriate citations, use of APA format for references			
Nature of Interview Clear explanation of the leader's role in a technology-related initiative or capacity Questions posed elicit responses that are relevant to leadership and technology Questions posed allow the interviewer to gather information about the interviewee's leadership approach			
Application of core concepts Leadership concepts/theory and/or conceptual framework are accurately represented Specific content from interview substantiates conclusions about leadership theory and/or conceptual framework			

D: Final Project Rubric

Criteria	Exemplary (A range) original work, very well organized and expressed, sound critical evaluation, clear command of techniques and principles of the discipline, etc. (A+ is outstanding work of unusual quality)	Strong (B range) good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.	Adequate (C range) or below limited grasp of topics; limited accuracy, claims unsubstantiated
Mechanics Logical organization and progression of ideas, proper language and grammar, full and appropriate citations, use of APA format			
Research/Description Research undertaken for project provides appropriate information or data Approach to information gathering clearly articulated Information gathered is summarized in a way that allows a rich description of the phenomenon or initiative			
Substantiating Claims Claims made are reasonable and accurate Claims are substantiated with reasons and/or evidence			
Application of core concepts Course concepts are accurately represented Use of leadership concepts and/or conceptual framework demonstrates analysis and originality of ideas			