

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 638 LEADERSHIP IN EDUCATIONAL TECHNOLOGY

COURSE DESCRIPTION

Leadership in Educational Technology will examine the roles of leadership in community, leadership in administration and leadership in the schools from a Christian worldview. This course will provide educators with both the theoretical and the practical considerations for planning and implementing technology. Basic concepts of technology and planning that use systems theory are presented. Emphasis is placed on the importance of the total application of technology as opposed to any individual component, be it hardware, software, facilities, personnel, or finances. This course will form a foundation from which technology leaders will provide leadership and become agents for realizing the powerful potential of technology in their schools.

RATIONALE

The technology leader will experience variance from community to boardrooms to principal meetings. This course will focus on theoretical and practical implication for leaders who work in the world of technology.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Develop an administrative technology vision, mission, and values statement in accordance with the technology plan to ensure understanding and commitment among district/business and community.
- B. Develop goals and strategies consistent with the administrative technology vision, mission, and values statement by analyzing current status and trends relative to future needs in order to align the technology plan with appropriate objectives and 21st Century Learning Skills: Communication, Collaboration, Critical Thinking, and Creativity.
- C. Enhance professional knowledge using industry resources (e.g., publications, social media, local, regional, and national associations and legislation) in order to enhance personal effectiveness as a technology director/leader.
- D. Exercise leadership by being a role model, empowering personnel, building effective teams, promoting the exchange of information, and making sound decisions in order to achieve administrative technology goals and promote technology objectives.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, supplemental articles, and lecture presentations/notes.
Complete assigned and self- directed readings and view corresponding instructional material. Please note that this is a self-directed reading and research course. In addition to the required texts, students will be primarily responsible for choosing reading / audiovisual materials that correspond with their research interests and advance levels of technical expertise.
- B. Course Requirements Checklist_MAT / MED Core Advising Guide Quiz
As the first activity in this course, please read the syllabus and Student Expectations. After reading the syllabus and [Student Expectations](#), the student will then complete the related checklist and quiz found in Module/Week 1.
- C. Blog Posts (Modules 1, 2, 4, & 6)
Create introductory and reflective video blog entries on topics from the course texts, scripture from the Holy Bible, trade journals, and supplementary content to process and extend understanding. You will complete four blog activities. Each blog activity will be completed in two parts: (a) an initial video blog entry to a personal blog and (b) two comments to peers' initial blog entries. You are expected to respond to comments posted on personal blogs.
- D. Professional Learning Network (PLN) (Modules 1, 2, 3, 4, 6, & 7)
Develop and grow your professional learning network (PLN) using Twitter to connect with educational professionals. You will actively share links and other online resources through "tweets" related to the use of educational technology and / or leadership in educational technology.

E. Collaborative Technology Plan (Modules 1, 2, 3, 4, 5, 6, & 7)

Collaborate with team members to develop a technology plan based on the provided case study. Base your technology plan on current best practices. Cite references using current APA formatting. The collaborative technology plan must be submitted through Blackboard (Week 7) and LiveText (Week 8). You will also upload the collaborative technology plan (with your individual presentation—see below) to your e-portfolio (the culminating project for your program) during Week 8.

F. Presentation Screencast (Module 8)

Create a 3-5 minute screencast highlighting key components of your collaborative technology plan and the decisions that your team made while developing the plan. Cite current (the last five years) research to support your team's decisions. Discuss the impact on student learning, the development of 21st Century Learning Skills (communication, collaboration, critical thinking, and creativity) among students / faculty), and the ISTE / NETS Standards. Provide a link to your presentation in Blackboard and LiveText (Week 8). Upload your presentation with your collaborative technology plan to your e-portfolio by the end of Week 8.

G. Reflective Analysis (Module 8)

Reflect and analyze course activities in terms of 21st Century Learning Skills (communication, collaboration, critical thinking, and creativity) and the ISTE / NETS standards. Address the questions, provided by your instructor, using current (last five years) research and examples from your professional experiences to support your assertions.

H. Professional Organization Membership (Module 1)

Present evidence of active student membership in ISTE, AACE, AECT or an *approved equivalent focusing on the advancement of educational technology.

*Students wishing to submit membership in an alternate educational technology organization must make a written request to the instructor. Such requests must include the organization's mission and a link to the website.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirement Checklist	10
MAT / MED Core Advising Guide Quiz	0
Professional Organization Membership	75
Blog Post Forum 1 (Module 1) Introduction	0
Blog Posts Forums 2, 3, & 4 (Modules 2, 4, & 6)	375
Collaborative Technology Plan (Rough Draft)	100
Collaborative Technology Plan (Final Copy)	100
Professional Learning Network	150
Presentation_Screencast	100
Reflective Analysis	100
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Participation

Your on-time participation in each class activity is vital for your learning. You are expected to actively participate with team members, post assignments on time, and return team emails within 24-48 hours. Lack of participation in any assignment or failure to communicate with team members and/or the professor within a timely manner (see above) will result in a reduction of points and will have a negative effect on your final grade.

Liberty University gives each student an email address. Many students use other email addresses as their preferred address; however, students need to understand that University faculty and staff, when sending personal information or general information, will only utilize a student's Regent address. You are responsible for all e-mail sent by your instructor to your Liberty account. **Students sending e-mail to the instructor should label the subject line in the following manner: Course, last name, first name (i.e. EDUC638_Doe, John).**

E. Plagiarism

According to the plagiarism policy on academic integrity, plagiarism may result in failing the course with an FD (Failed Dishonesty). Plagiarism on any project will automatically result in a zero. Please see the APA manual for information about plagiarism and how it is defined. Additionally, academic misconduct includes not only plagiarism, but academic dishonesty falsification. See The Liberty Way for specific definitions, penalties, and processes of reporting.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 638

Textbooks: Sheninger, E. *Digital leadership: Changing Paradigms for Changing Times* (2014).
Whitehead, B., Jensen, D., & Boschee, F. *Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders.* (2013).

MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Whitehead, Jensen, Boschee Chs. 1-2 Sheninger Preface and Ch. 1 Linked Media Embedded in Assignment Instructions	Course Requirements Checklist Advising Guide Acknowledgement Blog Post Forum 1 (Module 1) Professional Learning Network (PLN) Professional Organization Membership Collaborative Technology Plan	10 0 0 25 75 *
2	Whitehead, Jensen, Boschee Chs. 3-4 Sheninger Chs. 2-3 Sample Technology Plans Linked Media Embedded in Assignment Instructions	Blog Post Forum 2 (Module 2) Professional Learning Network (PLN) Collaborative Technology Plan	125 25 *
3	Whitehead, Jensen, Boschee. Ch. 5 Sheninger Ch. 4	Professional Learning Network (PLN) Collaborative Technology Plan	25 *
4	Whitehead, Jensen, Boschee Chs. 6-7 Sheninger Chs. 5-6 Linked Media Embedded in Assignment Instructions	Blog Post Forum 3 (Module 4) Professional Learning Network (PLN) Collaborative Technology Plan	125 25 *
5	Whitehead, Jensen, Boschee Ch. 8 Sheninger Ch. 7-8	Collaborative Technology Plan (Rough Draft) & Statement of Responsibility	100
6	Whitehead, Jensen, Boschee Ch. 9 Sheninger Ch. 9-11 Linked Media Embedded in Assignment Instructions	Blog Post Forum 4 (Module 6) Professional Learning Network (PLN) Collaborative Technology Plan	125 25 *

MODULE	READING & STUDY	ASSIGNMENTS	POINTS
7	Sheninger Ch. 12 and Appendix Items Linked Media Embedded in Assignment Instructions	Professional Learning Network (PLN) Collaborative Technology Plan (Final Copy)	25 100
8	Presentation Zen Creating an Effective PowerPoint Presentation Linked Media Embedded in Assignment Instructions	Presentation Screencast and Reflective Analysis	200
Total			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.