

## EDL 7040

### Educational Organizations and Technology

Summer 2016

Department of Leadership and Educational Studies  
Reich College of Education, Appalachian State University

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<b>Instructor:</b> Dr. Terry McClannon Instructional Technology Program Appalachian State University <a href="mailto:mcclannontw@appstate.edu">mcclannontw@appstate.edu</a> Cell: (828) 963-0863 Call/Text	<b>Class Meetings:</b> Wednesdays: 6:00pm-8:30pm RCOE 414D  <a href="#">Persistent Google Hangout Link</a> <a href="#">Discussion Tool: Closed Facebook Group</a> <a href="#">Discussion Tool: Google Group</a>
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### Course Description

Students in this course will develop strategies for forming and implementing a vision for incorporating digital and communications technologies into educational settings. They will have an opportunity, as current and future educational leaders, to investigate examples of these technologies in schools and other educational settings. These experiences, combined with appropriate leadership skills, will enable current and future educational leaders to successfully plan for and implement computer and communications technologies into their respective educational settings.

### Course Texts/Readings

*ISTE Standards for Administrators*

[http://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-A\\_PDF.pdf](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-A_PDF.pdf)

*ISTE Essential Conditions*

<http://www.iste.org/standards/essential-conditions>

*Digital Leadership: Changing Paradigms for Changing Times*

Eric Sheninger (Author)

Amazon:

<http://www.amazon.com/Digital-Leadership-Changing-Paradigms-Times/dp/1452276617>

*Cyber Law: Maximizing Safety and Minimizing Risk in Classrooms*

Aimee Bissonette (Author)

Amazon:

[http://www.amazon.com/CyberLawMaximizingMinimizingClassrooms/dp/1412966159/ref=sr\\_1\\_1?ie=UTF8&qid=1368561990&sr=81&keywords=Cyber+law%3A+Maximizing+safety+and+minimizing+risk+in+classrooms](http://www.amazon.com/CyberLawMaximizingMinimizingClassrooms/dp/1412966159/ref=sr_1_1?ie=UTF8&qid=1368561990&sr=81&keywords=Cyber+law%3A+Maximizing+safety+and+minimizing+risk+in+classrooms)

## Evaluation

Working under the assumption that we are motivated professionals, I anticipate that everyone will do her/his best work—in reading carefully, in writing thoughtfully, and in participating actively in class online discussions. All assignments will be expected to be completed, and completed on time, in a professional manner using the APA format for citations. Assignments that fail to meet guidelines, lack depth/breadth, or lack coherence, will receive lower grades. As necessary, the instructor may request that students re-submit weak assignments to ensure learning objectives are satisfactorily met.

Preparation and participation*	20 points
Self-Assessment	5 points
Visioning	10 points
Bloom's/SAMR Project	15 points
Cyber Law/Issues Project	15 points
Final Project	25 points
Final Reflection	10 points
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Total	100 points

*\*Participation includes both active participation in face-to-face meetings and rich contributions to synchronous and asynchronous online discussions.*

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## Syllabi Policy and Statement Information

Academic Integrity Code

Disability Services

Attendance Policy

Statement on Student Engagement with Courses

<https://academicaffairs.appstate.edu/resources/syllabi-policy-and-statement-information>

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## Activities and Assignments

- 1) Asynchronous & Synchronous discussions of *Digital Leadership* by Eric Sheninger

You will be responsible for all readings and assignments listed on the syllabus and/or assigned in class. Since this class is highly dependent on participant interaction, being prepared for class and submitting work in a timely manner is critical for success.

Reading/discussion expectations:

- One individual per week ([Click here to Schedule](#)) will make post(s) to course discussion tool to facilitate asynchronous discussion based on reading
  - \*This is not to be an overview of the entire reading. No summaries!
    - Outline 1-2 key concepts from reading(s) that you feel are important and share reasoning
    - Post should facilitate a discussion related to how this concept relates to leadership, school improvement, educational technology or other related areas. Pose questions to facilitate interaction/discussion. What are the implications of your readings for your own practice as leaders? What practical ideas are provided? What questions remain for your consideration?
    - **Post should be submitted by 7pm on the Sunday after your scheduled date**
      - \*Example: Sign-up date (6/8/16). Make post to discussion tool by Sunday, 6/12/16 & facilitate discuss through the week.
- Classmates are expected to read, reflect and respond to posts
- Individuals will be expected to facilitate a **5-7 minute** discussion of reading and responses at following synchronous class session.

## 2) ISTE\*A Self-Assessment (Individual)

Your first assignment will be to complete a [self-assessment](#) and provide a brief reflection (1-2 pages) based on the [ISTE Standards for Administrators \(ISTE\\*A\)](#). After completing this [self-assessment](#), you will write a detailed reflection based on your results. Your reflection should include, but is not limited to the following questions: What areas of the ISTE\*A standard are your strengths, and how are they demonstrated? Based on the standards and assessment, what areas do you feel you need to increase your knowledge and improve your professional practice? In your current organization are these standards evidenced? What is the perception of technology or digital age learning and its usefulness?

## 3) Bloom's Taxonomy/SAMR Project (Group)

The purpose of this project is to allow you as an instructional leader to have a clear sense of different types and purposes of technology usage in classrooms - to prepare to help teachers/instructors move beyond using digital tools to substitute for more traditional ones into using them to create transformative learning experiences.

- Review resources on Bloom's Digital Taxonomy and the SAMR Model
  - [Bloom's Digital Taxonomy](#)
  - [SAMR](#)
- Each will group create an infographic ([Infographic Tools for Teachers](#)) on its chosen topic which will:
  - Provide a brief definition of the topic/desired instructional outcome(s)
  - Provide a specific instructional idea for that mindtool at each level of SAMR

- Correlate each instructional idea to the appropriate level of Bloom's Digital Taxonomy.

Each group will share their infographic with the class via the course discussion tool. Individuals should review the infographic and post feedback. Groups will facilitate a discussion about their project in class.

#### 4) Visioning (Individual)

The importance of clear vision relating to instructional technologies in education cannot be overstated. Many times, institutions jump onto the latest 'bandwagon', often spending large amounts of money without compelling goals and motivations for doing so (e.g. the "SmartBoard in every classroom!" movement). Your task is to create a vision statement which outlines your view of digital technologies in your environment - or the one in which you wish to work. When all goes well, what does it look like in practice? What are the outcomes? What are the benefits for stakeholders?

#### 5) Cyber Law/Issues Project

- Groups will create Public Service Announcements (PSA) to educate stakeholders (school personnel, parents, students, others) about their group's topic.
  - Format of choice
  - 3 minute time restriction on videos
  - Must include supplemental resources and citations for users to find additional information
- Suggested Topics
  - Cyberbullying/Cybersafety
  - Copyright/Fair Use
  - Digital Identity/Privacy
  - Internet Filtering/CIPA/eRate
  - BYOD
  - Social Media
- **Each individual/group will provide a 2-3 page white paper outlining research of selected topic used to create PSA. Paper should comply with APA guidelines and include references for references.**

#### 6) Online Teaching and Learning Project (Individual or Group)

You have been assigned a new section of an Online class due to the unexpected leave of an instructor. You have been charged with developing an Online lesson/activity for this section. You are to develop or repurpose your Bloom's/SAMR project into an Online lesson/activity that will be taught to this section.

Lesson/activity should include, but is not limited to, the follow criteria:

- Outline Topic for lesson/activity for a **3-4 week timeframe**
- Outline instructional objectives/goals
- Alignment with Quality Matters rubric (where applicable)
- Outline alignments of tools used to address Bloom's and SAMR
- Lesson/activity should incorporate elements to ensure that the 4C's are addressed
  - Collaboration, Communication, Creativity and Critical Thinking
- Select a primary platform for your activity/lesson (provide rationale for choice)
  - AsU Learn course: <http://asulearn.appstate.edu/course/view.php?id=47371>
  - Select a Topic area for your lesson/activity with appropriate title and name
  
- Asynchronous or Synchronous or mixed lesson/activity (provide rationale for choice)
  - For this lesson/activity, you are required to hold at least 1 synchronous session with your class. Select the tool of choice and describe rationale for choice.
- Outline tools (Web 1.0 & 2.0) to be used in course/lesson that include rationale for how the tool will help to address instructional goals. **Integrate a minimum of 2 tools** into lesson/activity
  - Some available tools:
    - [The Padagogy Wheel V4.0 ... the Next Generation](#)
    - Padagogy Wheel on Google:  
<https://drive.google.com/file/d/0B2oX-TrfyP9ta2FNc2hVT1IHcWc/view?usp=sharing>
    - <http://www.schrockguide.net/online-tools.html>
    - <http://oedb.org/ilibrarian/101-web-20-teaching-tools/>
    - <http://edjudo.com/web-2-0-teaching-tools-links>
  
- Integrate **at least one** social networking or Social Media or discussion element into lesson/activity
  - Guide to Twitter: <http://www.edudemic.com/guides/guide-to-twitter/>
  - [A Guidebook for Social Media in the Classroom](#) (examples)
  - [Top 15 Social Media Applications](#)
  - [Instagram in Higher Education](#)
  
- Describe how you would/could provide students a choice in the way they present what they have learned
  
- Optional: Present lesson/activity via a non-traditional presentation tool (Web 2.0)  
*\*If possible, present actual lesson/activity in platform of choice. This can be done during your in class presentation. You are not required to create an additional presentation, unless you wish to do so.*

## 7) Final Project (Individual)

Option 1:

- If your dissertation is related to a topic surrounding the use of digital technologies in education, you may use this opportunity to further research and extend your literature review. Please send an outline of your plan for this project to your instructor prior to beginning so that we may agree upon the appropriateness and scope.

Option 2:

- Select at least three educational technology policies currently in place at your institution and compare them to similar kinds of policy at other institutions or districts. How are they similar and different? Trace the development of one of these policies at your institutions. Who initiates, approves, reviews, accepts and enforces these policies? Choose one policy which in need of updating, and, based on your research for this course, suggest specific updates which need to be made, along with a rationale for the changes.
- Project should provide the following:
  - Introduction of topic
  - Brief literature review related to policy area
  - Comparison of key points of selected policies and their development
  - Rationale for update to policy chosen
  - Suggested updates with any necessary explanation
  - References

Option 3:

- Select a topic to research that addresses the use of technology as a change agent to improve educational practices, environments or leadership. Below are a few areas that might be of particular interest, but feel free to choose others:
  - Academic improvement
  - Time and/or classroom management
  - Faculty development
  - Leadership development
- Project should provide the following:
  - Introduction of topic
  - Brief literature review of topic
  - Implications for change
  - References

8) **Reflection**

In a format of your choice, complete a self-assessment of skills and knowledge, a summary of activities undertaken in the class and future plans for continuing to add to or increase skills and knowledge. In other words, what have you done, what have you learned, and how will you use it?

(Please limit comments to 3 pages, if you choose a narrative format.)

Date	Topic(s)	Resources and Activities	<b>Assignment(s)</b> <i>*Note that there is a consistent expectation that you will contribute to asynchronous discussions, even if not specifically stated below.</i>
Week of June 1st	ISTE*A Self-Assessment	<a href="#">ISTE Standards for Administrators (ISTE*A)</a>  Discussion of ISTE Standards	<ul style="list-style-type: none"> <li>● Introductions</li> <li>● Introduction to course</li> <li>● Overview of syllabus</li> <li>● Course schedule</li> <li>● Course discussion tool option(s) &amp; <a href="#">sign-up</a></li> <li>● Discussion/reading expectations</li> <li>● ISTE*A Discussion</li> </ul> <p>Assignment (next week):</p> <ul style="list-style-type: none"> <li>● Sheninger reading</li> <li>● Review <a href="#">ISTE Essential Conditions</a> <ul style="list-style-type: none"> <li>○ Prioritize to 5 conditions to support instruction and organization mission</li> </ul> </li> <li>● Research institutional vision statement, technology plan and strategic plan                             <ul style="list-style-type: none"> <li>○ Outline how technology is reference or could be used to address *Note how easy it was to find and how well disseminated</li> </ul> </li> <li>● Find institutional Acceptable Use Policy (AUP)                             <ul style="list-style-type: none"> <li>○ Easy to find?</li> <li>○ What did you learn?</li> <li>○ How widely do you think it is understood?</li> </ul> </li> </ul>
Week of June 8th	Technology Planning , policy and Vision	Technology Plans  Vision statements	<ul style="list-style-type: none"> <li>● Sheninger discussion</li> <li>● <a href="#">Sheninger TED Talk</a> (In class)</li> <li>● Discussion of ISTE Essential</li> </ul>

		AUPs	<p>Conditions</p> <ul style="list-style-type: none"> <li>● Key elements of a Vision</li> <li>● Technology Plans</li> <li>● Acceptable Use policies</li> <li>● <a href="#">Elements of a Vision</a></li> </ul> <p>Assignments (for next week):</p> <ul style="list-style-type: none"> <li>● <a href="#">Review NCDLP Summary</a> <ul style="list-style-type: none"> <li>○ Note the section on “WHAT IS DIGITAL LEARNING?” Do you see digital learning evidenced in your classroom or classes?</li> </ul> </li> <li>● Review <a href="#">National Educational Technology plan</a> (Introduction, Teaching &amp; Leadership) <ul style="list-style-type: none"> <li>○ Write a brief reflection (1-2 paragraphs max) on your thoughts on impacts for K-12 &amp; higher education. Most important elements and implications for teaching in higher education. Is there effective vision for technology integration? Share via discussion tool</li> </ul> </li> <li>● Read: <a href="#">Framework for 21st Century Skills</a></li> <li>● Read: <a href="#">4C’s of 21st Century Skills</a></li> <li>● Watch: <a href="#">SAMR Model Introduction Video</a></li> <li>● Review: <a href="#">SAMR and Bloom’s Taxonomy</a></li> </ul>
Week of June 15th	Technology planning, policy and vision	Instructional frameworks/Models	<ul style="list-style-type: none"> <li>● Shenger discussion</li> <li>● Discussion of NCDLP, 2st Century Skills, SAMR &amp; Blooms</li> <li>● Discussion of Bloom’s/SAMR</li> </ul>



			<p>project</p> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Reading Sheninger:</li> <li>● Work on Bloom's/SAMR project</li> </ul>
Week of June 22nd	<p>Instructional Technology</p> <p>21st Century Skills P21</p> <p>SAMR Model</p>	<p>Framework for 21st Century Skills</p> <p>SAMR</p> <p>Bloom's Taxonomy</p>	<ul style="list-style-type: none"> <li>● Sheninger discussion (async)</li> <li>● Work on Bloom's/SAMR project</li> </ul>
Week of June 29th			<ul style="list-style-type: none"> <li>● <b>Blooms/SAMR Project due</b></li> <li>● Sheninger discussion</li> <li>● Present SAMR Model presentation</li> <li>● Introduction to Teaching &amp; Learning Online</li> <li>● <a href="#">Select Cyber Project Topic</a> &amp; begin research for project</li> </ul> <p>Assignments(Over next 2 weeks):</p> <ul style="list-style-type: none"> <li>● Watch: <a href="#">Quality Matters Video</a></li> <li>● Review: <a href="#">Quality Matter Rubric</a></li> <li>● <a href="#">Review: ASU QM Rubric</a></li> <li>● <a href="#">Synchronous v. Asynchronous</a></li> <li>● <a href="#">Web 1.0 &amp; 2.0 Tools &amp; Wikipedia</a></li> <li>● <a href="#">Online Teaching Strategies</a></li> <li>● <a href="#">Use of Social Media with Class</a></li> <li>● <a href="#">Educator's Guide to Social Media</a></li> <li>● How do you ensure Engagement?</li> <li>● Intentional Interaction</li> <li>● Work on Online Teaching and Learning project</li> </ul>
Week of July 6th	Enjoy your July 4th!		<p><b>July 4th Holiday</b></p> <ul style="list-style-type: none"> <li>● Sheninger reading/discussion (async)</li> <li>● Read (Chapters 1-5) Cyber Law Book</li> </ul>

			<ul style="list-style-type: none"> <li>● Introduction to Cybersafety</li> <li>● Read Hostetler: <a href="#">Cyberspeech Article</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Tweet one comment based on any of readings via Twitter before our next class meeting using #edl7040 &amp; follow at least one educational leader</li> </ul>
Week of July 13th			<ul style="list-style-type: none"> <li>● Sheninger discussion</li> <li>● <b>Share Teaching and Learning Online projects</b></li> <li>● Introduction to Cyberlaw/Safety</li> <li>● Discussion of readings</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● Read: Cyber Law (Chapters 6-9)</li> <li>● Work on Cyber Project</li> <li>● Read: <a href="#">From Written to Digital: The New Literacy</a></li> </ul>
Week of July 20th			<ul style="list-style-type: none"> <li>● Sheninger discussion</li> <li>● Develop Cyber Law project</li> </ul> <p>Assignments::</p> <ul style="list-style-type: none"> <li>● Finalize <a href="#">Cyber Project Topic</a></li> </ul>
Week of July 27th			<ul style="list-style-type: none"> <li>● Sheninger discussion</li> <li>● <b>Present Cyberlaw/Safety Projects</b></li> </ul>
Week of August 3rd			<ul style="list-style-type: none"> <li>● <b>Final Projects Due</b></li> <li>● Discussion of final projects</li> <li>● <b>Submit final reflections</b></li> </ul>