

ETEC 615 Technology Studies for Administrators

COURSE DESCRIPTION

EDL 615. Technology Studies for Educational Leaders. Credit 3 hours. This course is designed for educational leaders to provide an overview of microcomputer applications in the school-based administrative environment. Emphasis is placed on working knowledge and hands-on experience with computers and computer applications. The students will review hardware, software, networking and telecommunications, computer security, legal issues, and integration and support of educational technologies. Students will also prepare their electronic portfolio for defense.

Emphasis is placed on:

1. The development of proficiencies with computer technologies such as word processing and presentation software.
2. The development of proficiencies using a variety of electronic tools to facilitate the development of an electronic portfolio for formative and summative assessment.
3. The development of skills necessary to preview and evaluate various electronic tools to support delivery of instruction and management of school business.

Students will establish an electronic portfolio that accurately documents projects and products developed throughout the masters program. The electronic portfolio should contain artifacts and reflections on these projects, products, activities and performances, and demonstrate the application of the knowledge, skills, and dispositions required by the Standards. (Objectives 1, 2, 3)

Use electronic portfolio in implementation skills to assist faculty in the creation and development of professional portfolios. (Objectives 1, 2, 3)

STANDARDS

This course will demonstrate progress in promoting the knowledge, skills and dispositions of students by addressing the following ISTE Standards for Administrators:

LEADERSHIP AND VISION:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

LEARNING AND TEACHING:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

PRODUCTIVITY AND PROFESSIONAL PRACTICE:

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.

- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

ASSESSMENT AND EVALUATION:

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

SOCIAL, LEGAL, AND ETHICAL ISSUES:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

LEARNING STRATEGIES

This class will be conducted as a graduate seminar that blends individual, small group and large group activities. The course is based on the notion that learning is something

people do and knowledge is gained by doing; not something passively received. As such, you are expected to be able and willing to devote considerable attention to assignments and activities and share information and ideas. This is your class! We will discuss and learn what you are willing to bring and share. I want you to get as much practical knowledge from this class as possible. Ten hours of field activities are required and will be based on the needs of your school and activities learned in class.

POLICIES

SOUTHEASTERN POLICY ON CHILDREN IN CLASS:

Students are not to bring children or other family members to class for daycare or babysitting.

SOUTHEASTERN POLICY REGARDING STUDENT BEHAVIOR/CLASS DECORUM:

Students are expected to maintain the highest standards for academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue. Code of Student Conduct may be found at <http://www.selu.edu/StudentAffairs/Handbook/2004/codeofconduct/html>

OPTIONAL TEXTS and MATERIALS:

Brooks-Young, S. (2004) *The Electronic Briefcase for Administrators*. Eugene: International Society for Technology in Education (ISTE).

Brooks-Young, S. (2002) *Making Technology Standards Work for You*. Eugene: International Society for Technology in Education (ISTE).

STUDENTS WITH DISABILITIES:

If you are a qualified student with a disability seeking accommodation under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

CLASSROOM DECORUM:

Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples of such activity include but are not limited to entering class late or departing early; use of beepers; use of cell phones; and being rude to others. Classroom behavior deemed inappropriate and cannot be resolved between faculty and student may be referred to the Office of Judicial Affairs administrative or disciplinary review as per the Code of Student Conduct which may be found at

https://www.southeastern.edu/admin/stu_conduct/assets/2013_2014_code_of_conduct.pdf

EMAIL COMMUNICATION:

As per University policy, only Southeastern's e-mail will be used for class communication.

ACADEMIC INTEGRITY:

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, copying the work of another individual, or any behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in current General Catalogue.

Students agree that by taking this course that all required papers may be subject to submission for textual similarity to Turnitin.com for detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website.