

## **College of Education**

### **Vision Statement**

We develop educational leaders who create tomorrow's opportunities.

### **Mission Statement**

Our mission is to prepare professionals to serve and lead education and human services organizations.

## **EDL 732: Educational Leadership and Planning for Technology**

### **Department of Educational Leadership**

*We have to abandon the idea that schooling is something restricted to youth. How can it be, in a world where half the things a [person] knows at 20 are no longer true at 40 - and half the things he knows at 40 hadn't been discovered when he was 20? Arthur C. Clarke*

**Location:** Online (asynchronous)

**In Person:** NAU, COE Room 180  
NAU North Valley Room 134

**Instructor:** **Dr. Rosemary Papa (Flag)**  
**Dr. Stephen R. Hart**

**E-Mail:** **Use Blackboard Learn MESSAGES (internal course Email)**  
External email use for immediate response [rosemary.papa@nau.edu](mailto:rosemary.papa@nau.edu)  
Home phone Dr. Papa, Sedona: 928 284 4015  
Dr. Hart: 602 751 4839

### **COURSE DESCRIPTION**

Systems analysis and computer uses in education; emphasizes management of computers.

Letter grade only. Retrieved December 5, 2012 from

<http://catalog.nau.edu/Courses/results?subject=EDL&catalogYear=1213&catNbr=732>

### **ELCC 2011 STANDARDS covered in this course**

#### **ELCC 2011 Standards District Level**

1. Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district (ELCC 2.4 District Level)
2. Candidates understand and can efficiently use human, fiscal, and technological resources within the district (ELCC 2011 District Level)
3. Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies (ELCC 6.3)

#### **ELCC 2011 Standards Building Level**

4. Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4)
5. Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations (ELCC 3.2)
6. Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC 6.3)

#### **COE and PEU Evaluation of Dispositions**

- Modeled professionalism regarding democratic enterprise.
- Exhibited openness to diverse cultures, individuals, and to new ideas through inquiry and self-reflection.

- Modeled professional ethics and sound professional judgment.
- Demonstrated empathy in their relations with faculty, staff and students.
- Demonstrated willing leadership to their profession.

**GENERAL COURSE GUIDELINES**

Graduate courses require active sharing and debate of course readings. Active class/internet participation is vital and consists of (1) web attendance; (2) active and thoughtful participation in class/internet discussions based on a thorough and critical analysis of readings; (3) participation in group activities; and, (4) completion of written assignments.

Absences will be handled on an as needed basis with additional assignments required. Late posting is considered an absence. Contact of explanation should be made to Dr. Papa and Dr. Hart.

**Grading & Assessment of Student Learning Objectives**

Students will receive course grades in recognition of the quality of their work on writing assignments and class/discussion participation. All written assignments must follow current APA style (6<sup>th</sup> edition). Information on correct APA citing can be found in BbL under weblinks or Google for examples found on the internet.

*Discussion Responses are due no later than end of Monday (11:59pm) each week. Comments to others posting (minimum 2) are required. These comments should be substantively focused on content and not just, i.e., "great job," "I agree," etc. Postings are worth 1-3 points (sometimes 4pts for exceptional, documented insight). To earn the 3 points one must refer to the pages being reacted to, that is, that prompted the discussion note. Only 1-2 pts are possible without noting the page numbers.*

The total points possible in this class are 75 points.

The calculation is listed below:

Discussions 3x7 =	21 points with 4 additional exceptional points possible in Discussions
Assignment 1 =	25 points
Assignment 2 =	25 points
Total points =	75 points
67-75 points =	A
60-66 points =	B

**TEXTBOOKS AND REQUIRED MATERIALS**

**Required**

Papa, R. (Editor). (2011). *Technology leadership for school improvement*. Thousand Oaks, CA: Sage Publications.

**Optional Suggested Reading List**

Approaches to Questions. PDF in BBL

Bart, M. (2012, March 19). [Blended Learning Course Design Creates New Opportunities for Learning](#), Faculty Focus.

Chickering, A. & Ehrmann, S. C. (1996, October). Implementing the seven principles: Technology as lever. *AAHE Bulletin*, pp. 3-6. PDF in BBL

Kelly, R. (2012, March 22). [Understanding the Online Learning Experience](#), Faculty Focus.

McCoy, D. (2012, March 26). [Getting Started with Student Blogs: Tips for the Digital Immigrant](#), Faculty Focus.

New York Times. (2012, May). Information on free online courses from Harvard & Stanford. [http://www.nytimes.com/2012/05/04/opinion/brooks-the-campus-tsunami.html?\\_r=2&emc=eta1](http://www.nytimes.com/2012/05/04/opinion/brooks-the-campus-tsunami.html?_r=2&emc=eta1)

U.S. Department of Education. (2009). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. PDF in BBL

Weimer, M. *Learner Centered Teaching: Five Key Changes to Practice*, chapter 4. PDF in BBL

Khan Academy <http://www.khanacademy.org/>

**COURSE OUTLINE**

While the syllabus indicates materials to be covered during specific periods, it is given as a general guideline only. *Adjustments may be made as conditions dictate*. It may not be possible to discuss all the materials listed in the syllabus in class.

Many times online classrooms can inhibit participant discussion of the topics. Others may have passion or points that inhibit you. Your task is to augment the group discussion of the topics. The topic will frame the discussion with some questions; however, the discussion from there on is yours.

**ASSIGNMENTS**

In addition to the Discussion Board postings are two major assignments.

**Assignment 1: Choose an Emerging Trend and Initiative**

The topics covered thus far in this course have included: Limited funding and technology constraints (Chapters 1 & 2); Chapters 3 & 4: Data usage issues; and, Chapters 11, 12 & 13: Student learning outcomes or planning for program evaluation using technology tools.

Choose 1-3 emerging technological trends:

- a. Explain why you chose the trend(s) importance for you in your school/district/college/university setting.
- b. Analyze the funding opportunities/constraints that you have chosen for their importance.
- c. Prioritize the data usage needs for your educational setting:
- d. Finalize your priorities through literature citing as to what steps you believe should be taken as if you were the sole decision-maker.
- e. Write using APA format; Length: 1000 words minimum; 4 references minimum.

**Assignment 1 Rubric**

Criteria	Performance Indicators		
	Unacceptable (1)	Proficient (2-3)	Exemplary (4-5 / 8-10)
<b>Trend(s) Identified</b>	Does not relate trend(s) to specifics of setting	Adequately addressed trend(s) in explanation of importance relative to setting	A fully developed explanation is fully described by importance to the educational setting
<b>Funding Analyses</b>	Did not clearly and concisely	Adequately discussed the funding	Presented in a concise and

	articulate the funding opportunities and constraints for the trend(s) chosen	opportunities and constraints for the trend(s) chosen	clear manner the funding opportunities and constraints for the trend(s) chosen
<b>Priorities Supported by Literature</b>	Does not clearly articulate the priorities nor tie them to relevant literature	Adequately prioritizes and ties to relevant literature using 4 references	Exemplary discussion of the priorities for the specific educational setting and supports the priorities with multiple relevant literature
<b>Writing Format, Spelling, Grammar, APA minimum 4 citations</b>	Does not exhibit graduate level writing/organization (pseudo-APA format, no more than 2-5 spelling or grammatical errors, citation of most resources not met)	Exhibits near graduate level writing and organization (pseudo-APA format, no more than one spelling or grammatical errors, citation of resources at minimum)	Exhibits graduate level writing and organization (APA format, no spelling or grammatical errors, citation of resources above the minimum)

### Rubric Scoring

Trends Identified = 5

Funding Analysis = 5

Priorities and Literature = 10

Graduate Writing = 5

Total = 25

### **Assignment 2: Critical Analysis of People Issues**

The topics covered in this course include: Limited funding and technology constraints (Chapters 1 & 2); Chapters 3 & 4: Data usage issues; Chapters 5 & 6 Technology resistance; Chapters 7 & 8 Online course development; Chapters 9 & 10, Risk management; and, Chapters 11, 12 & 13: Student learning outcomes or planning for program evaluation using technology tools. The second half of the course readings focused on people issues. Include in your analysis:

- a. Student issues: learning issues; learner issues; and, safety.
- b. Teacher issues: resistance issues; learning outcomes; and, professional development.
- c. Parent and community issues: buy-in issues; poverty issues of the “haves & have nots.”
- d. Administrator issues: fiscal issues; risk management issues; futurity issues.
- e. Write using APA format; Length: 1000 words minimum; 4 references minimum.

### **Assignment 2 Rubric**

Criteria	Performance Indicators		
	Unacceptable (1)	Proficient (2-3)	Exemplary (4-5)
<b>Student Issues</b>	Does not discuss student issues in coherent manner	Adequately addressed student issues from the learning, learner and safety aspects	A fully developed explanation is fully described regarding the student as learner, the learning process and student safety
<b>Teacher Issues</b>	Does not discuss teacher issues in coherent manner	Adequately addressed teacher issues relative to resistance, learning outcomes, and professional development	A concise and clear discussion of the teacher issues relative to resistance, learning outcomes, and professional development

<b>Parent Community Issues</b>	Does not discuss parent/community issues in coherent manner	Adequately addressed parent and community issues of buy-in and the realities of poverty of the “haves & have nots”	Exemplary discussion of the parent and community issues of buy-in and the realities of poverty of the “haves & have nots”
<b>Administrator Issues</b>	Does not discuss administrator issues in coherent manner	Adequately addressed administrator issues from the fiscal realities, risk management issues and futurity aspects	Fully addressed administrator issues from the fiscal realities, risk management issues and futurity aspects
<b>Writing Format, Spelling, Grammar, APA minimum 4 citations</b>	Does not exhibit graduate level writing/organization (pseudo-APA format, no more than 2-5 spelling or grammatical errors, citation of most resources not met)	Exhibits near graduate level writing and organization (pseudo-APA format, no more than one spelling or grammatical errors, citation of resources at minimum)	Exhibits graduate level writing and organization (APA format, no spelling or grammatical errors, citation of resources above the minimum)

### Rubric Scoring

Student Issues = 5

Teacher Issues = 5

Parent, Community Issues = 5

Administrator Issues = 5

Graduate Writing = 5

Total = 25

## **NAU POLICY STATEMENTS**

### **Safe Working and Learning Environment Policy**

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Safe Working and Learning website

<http://nau.edu/search.aspx?q=Safe+Environment+Policy>

### **Students with Disabilities**

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) website at <http://www4.nau.edu/dr/>

### **Institutional Review Board**

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on the NAU Research website:

<http://nau.edu/SiteSearch.aspx?dc=6442468079&s=nau.edu/research&q=IRB>

### **Academic Integrity**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an

atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook website at: <http://nau.edu/Student-Life/Student-Handbook/>

**Academic Contact Hour Policy**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states that the reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.