



*Department of Educational Leadership and Policy Studies
Educational Administration, Curriculum and Supervision*

EACS 5693 Technology in Educational Administration
Summer 2021
Online June 14 – August 5

Instructor Information:

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Program Area Mission:

The mission of the Educational Administration, Curriculum and Supervision (EACS) Program Area is to promote critical inquiry that addresses important issues relating to teaching, learning, and leadership in order that service and collaboration among colleagues and the professional communities may be enhanced.

Course Overview:

The course is designed to help enhance the skills of school administrators in the area of educational technology leadership. The class is focused on technology leadership at the school building level, rather than technology user skills. The course is intended to develop competencies as promulgated in the *International Society for Technology in Education Standards for Education Leaders* (International Society for Technology in Education, 2015, available online at <http://www.iste.org/>).

Special Needs Students:

Any student requiring special accommodation in the class due to disability is advised to inform the instructor of his/her special needs. Every effort will be made to ensure that the proper accommodations are made to enhance the learning environment for every student. Please refer to the OU Disability Resource Center (<http://www.ou.edu/drc>) as needed.

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Course Format:

The course is offered entirely online, through the Canvas LMS. Link to www.canvas.ou.edu, and login to EACS 5693. If you have substantive (content) questions, please email the professor at maiden@ou.edu. For technical questions about Canvas, please use the Canvas Help feature.

Course Objectives:

The course is intended to assist students in developing competencies in technology leadership, focusing on role-specific technology tasks included in the ISTE Standards:

1. *Equity and Citizenship Advocate*: Leaders use technology to increase equity, inclusion, and digital citizenship practices.
2. *Visionary Planner*: Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.
3. *Empowering Leader*: Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.
4. *Systems Designer*: Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.
5. *Connected Learner*: Leaders model and promote continuous professional learning for themselves and others.

Students should completely familiarize themselves with these standards.

Textbook:

Sheninger, Eric C. *Digital Leadership: Changing Paradigms for Changing Times*, 2nd Ed. (Los Angeles, Sage Publications, 2019). ISBN-13: 978-1544350837.

Outside Reading:

U.S. Department of Education Office of Educational Technology (2017). *The National Education Technology Plan*. Available for full text download at <http://tech.ed.gov/netp/>.

Course Requirements:

The course is divided into four parts, each consisting of two weeks of content:

1. Technology Leadership and Planning
2. Teaching and Student Learning with Technology
3. Educational Technology Social, Cultural, and Legal Issues
4. Technology and School Improvement

Each of the four parts will consist of the following requirements:

1. Readings.
2. A course discussion, to include a discussion response to a prompt and at least two participation replies to other student posts (four sets of postings for the course).
3. One article critique (four total for the course), representing one of the ISTE standard areas. The critiques will include subsequent peer review.
4. A component of the course project (four total components). The final three components will include subsequent peer review.

Each of these requirements are described in detail in the course Canvas page. In addition, other resources will be made available for each part of the course.

Submission of Assignments:

Discussion postings will be made to the relevant areas of the Canvas Discussion Board. The instructor will read and provide feedback and scoring for the discussions, but ordinarily will not participate (the emphasis is on *student* discussions).

Critiques and components of the course project should be submitted to the relevant Assignments page in Canvas. Peer feedback will be provided and received for all four critiques and for the final three components of the course project.

All assignments should be submitted no later than the due date. Any late submissions must be approved by the instructor in advance (excepting emergencies). Unapproved late assignments will include a 10% score deduction for each business day past the due date. Late submissions may also be ineligible to provide and receive peer feedback. Early submissions are welcome.

Academic Honesty:

Please carefully review the University's Office of Academic Integrity website at <http://integrity.ou.edu/>, particularly the Student's Guide to Academic Integrity. All submitted assignments should be the student's original work. All projects submitted to the Assignments area will be reviewed by Turnitin software, a service that provides textual similarity review for the detection of plagiarism.

Course Calendar and Grading:

The course reading schedule is available in the course Canvas site.

Part 1: Technology Leadership and Planning *June 14 – June 28*

| Submission: | Due Date: | Points: |
|---|------------------|----------------|
| Part 1 discussion response | June 21, 2021 | 5 |
| Part 1 pair of participation replies | June 28, 2021 | |
| Article Critique (<i>Equity and Citizenship Advocate</i>) | June 21, 2021 | 10 |
| Critique 1 Peer Feedback | June 24, 2021 | |
| Course Project Component 1 | June 28, 2021 | 10 |

Part 2: Teaching and Student Learning with Technology *June 28 – July 12*

| Submission: | Due Date: | Points: |
|---|------------------|----------------|
| Part 2 discussion response | July 5, 2021 | 5 |
| Part 2 pair of participation replies | July 12, 2021 | |
| Article Critique (<i>Visionary Planner</i>) | July 5, 2021 | 10 |
| Critique 2 Peer Feedback | July 8, 2021 | |
| Course Project Component 2 | July 12, 2021 | 20 |
| Course Project Peer Feedback | July 15, 2021 | |

Part 3: Educational Technology Social, Cultural, and Legal Issues *July 12 – July 26*

| Submission: | Due Date: | Points: |
|---|------------------|----------------|
| Part 3 discussion response | July 19, 2021 | 5 |
| Part 3 pair of participation replies | July 26, 2021 | |
| Article Critique (<i>Empowering Leader</i>) | July 19, 2021 | 10 |
| Critique 3 Peer Feedback | July 22, 2021 | |
| Course Project Component 3 | July 26, 2021 | 20 |
| Course Project Peer Feedback | July 29, 2021 | |

Part 4: Technology and School Improvement *July 26 – August 5*

| Submission: | Due Date: | Points: |
|---|----------------|---------|
| Part 4 discussion response | August 2, 2021 | 5 |
| Part 4 pair of participation replies | August 5, 2021 | |
| Article Critique (<i>Systems Designer or Connected Learner</i>) | August 2, 2021 | 10 |
| Critique 4 Peer Feedback | August 5, 2021 | |
| Course Project Component 4 | August 5, 2021 | 20 |
| Course Project Peer Feedback | August 8, 2021 | |

Following is the grading scale:

A: 117 – 130

B: 104 – 116

C: 91 – 103

D: 78 – 90