**Lewis & Clark College**

**Graduate School of Education and Counseling**

**EDAD 536: Leading with Instructional Technology**

**Summer 2011**

**Syllabus**

**Instructor:** Todd Frimoth

**Phone:** 503-439-9974 (home); 503-591-4160 (work); 971-275-7608 (cell)

**Email:** tfrimoth@lclark.edu

**Office hours:** After class meetings and by appointment

**Meeting dates:** July 11-15, 2011

**Time:** 8:30-2:30

**Location:** Dubach Mac Lab (Templeton)

**Course Description**

This course takes a broad overview of the ever-changing technology landscape —particularly in education. In addition to philosophical and pedagogical discussions and readings, participants will get hands-on experience using educational and management technology. Topics will include research on technology in education, staying current in the rapidly changing landscape, and the role of the administrator in leading technology integration. Administrators will learn to make informed decisions about technology while increasing personal skills in its use.

Prerequisite: None

Credit: 2 semester hours

**Related Standards**

The primary Oregon Administrative standards addressed in this course are:

1.0 Visionary Leadership

2.0 Instructional Improvement

3.0 Effective Management

**Course Objectives**

Understand and know how to apply:

1. A developing skill set of current educational tools and resources
2. The ability to evaluate and assess current building and/or district technology plan
3. The value of effective communication through high-quality web interfaces, social media and other emerging technologies
4. Practical techniques to deliver high-quality technology-related professional development
5. The use of current tools to improve professional practice, and to model for colleagues and staff
6. Explore the learning impact for students of effective instructional practices integrating technology

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| **Conceptual Framework** |

Arguably, the fastest growing sector in our society is technological innovation and access to information. Never before has accessibility to data been greater, deeper, and delivered in multiple ways—thus dramatically changing the way we communicate, collaborate and create commerce. This course provides administrators and building leaders practical and hands-on use of these emerging tools as well as leadership and systematic strategies to implement technology appropriately into schools.

**Required/Recommended Readings and Materials**

There is no required text for this course.

Readings and materials will be provided in class by the instructor and on the class website.

**Course Requirements, Expectations, and Assessment**

Please be on time to each class meeting and do not be absent if at all possible. If an emergency or extenuating situation arises, contact the instructor ahead of time (or ASAP) to discuss your situation. Be actively involved in the life of the class by contributing to dialogues, discussions, tasks, and assignments.

Having a Google account will be necessary to complete the daily blog.

**Assessment Requirements:**

Attendance, Preparation, and Participation 30%

Daily Reflections 30%

Final Project and Presentation 40%

**Attendance, Preparation, and Classroom Participation (30%)**

Various reading assignments, discussion protocols and homework as assigned in class are foundational for learning in EDAD 536.

**Blog Reflections (30%)**

Frequent blog reflections will be expected throughout the course. These are public reflections on the content presented in class and in the readings. Students will be asked to respond to their classmates as well. These reflections represent practical application to what’s being presented.

**Final Project and Presentation (40%)**

Students will decide on a topic for their final project that is related to a desired learning related to technology integration. This could be a skill-based project, a compelling reading related to technology, or even the beginning of a renovated district technology plan. Instructor will approve each project. Each student will prepare a final presentation on this final project and present it to the class as a whole. The integration of technology into the final presentation could be part of the final project itself.

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| **Authorization Levels** |

This course addresses several standards of proficiency required by the Graduate School of Education and Counseling and Teacher Standards and Practices Commission for the continuing administrator license in early childhood/elementary and middle level/high school in the state of Oregon.

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| **Major Activities and Course Calendar** |

**Day 1:**

Morning:Introductions, Center Court, course expectations, blog instructions, introducdtory and pre-assessment activity, Learning to Change, Changing to Learn Video, Sir Ken Robinson and TED.com and Google Docs

Afternoon: Education Technology: The Promise and the Reality, Zucker / Zhao book excerpts, Final Project discussion

Homework: Blog reflection and one hour exploration for Final Project

**Day 2:**

Morning: Blog reading & response, Center Court, Dr. Michael Wesch videos on Ed Tech”, Vision of Students Today”, “Disrupting Class” article, Wordle.net

Guest Speaker: Doug Bundy

Afternoon: Google Sites vs. iWeb, Building a website. Mobile/Micro Technology

Homework: Blog reflection and one hour exploration for Final Project

**Day 3:**

Morning: Blog reading & response, Center Court, Entertainment Education reading, mobile/micro technology- iPad/iPods, tablets, convergent media

Guest Speaker: Steve Halliday

Afternoon: Sugata Mitra and the “Hole in the Wall” – Can children teach themselves?

Homework: Blog reflection, access District Tech Plan document or link. One hour work for Final Project

**Day 4:**

Morning: Blog reading & response, Center Court, Quality Communication via school/classroom web presence, distribution lists, leadership blogs, Presentations,

Afternoon: Power of video – the new 3 ring binder – iMovie, Movie Maker, YouTube, Vimeo, SchoolTube, etc.

Homework: Blog reflection and one hour work for Final Project

**Day 5:**

Morning: Blog reading & response, Center Court, District Tech Plans revival discussion –View Beaverton’s new one. Learning Management Systems – TeacherSource

Afternoon: Final Presentations, course evaluations

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| **Bibliography** |

Zucker, Andrew A. (2008). *Transforming Schools with Technology.* Harvard Education Press

Zhao, Yong (2009). *Catching Up or Leading the Way, American Education in the Age of Globalization.* ASCD

Christensen, Clayton (2008). *Disrutping Class: How Disruptive Innovation Will Change the Way the World Learns*. McGraw Hill

Tapscott, Donald and Williams, Anthony D. (2008). *Wikinomics: How Mass Collaboration Changes Everything.* Penguin Group

*TED.com: Ideas Worth Spreading (2011)*

[*www.frimoth.com/EDAD536-Sum2011/techclass-5.html*](http://www.frimoth.com/EDAD536-Sum2011/techclass-5.html) *.* Class website