

# MURRAY STATE UNIVERSITY

Revised 9/15

## DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: ADM      COURSE NUMBER: 670      CREDIT HOURS: 3

### I. TITLE: Topics in Educational Technology

### II. COURSE DESCRIPTION:

Critical aspects of the management and administration of educational technology will be addressed. Topics covered may include administration and instruction, school and classroom management, networking, distance learning, statistical reporting, pupil scheduling, information retrieval systems, and technology policy issues.

### III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the International Society for Technology in Education's Technology Standards for Administrators (ISTE Standards\*A), and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. determine both personal and community needs along with demonstrating leadership for personnel and student training and usage of technology (KTS #6, 10; ISLLC #4, ISTE Standards\*A #1, 4; InTASC #10),
- B. understand and apply the current Technology Standards for School Administrators, Teachers and Students; to collaboratively develop an appropriate plan for the whole community based on instructional and social needs (KTS #6, 10; ISLLC #4, ISTE Standards\*A #1, 4; InTASC #10),
- C. identify useful electronic devices and web based materials as it relates to student learning and preparation for the work force (KTS #2, 6; ISLLC #2, ISTE Standards\*A #2, InTASC #5, 7),
- D. develop a professional growth plan that will help to ensure full use of hardware and software devices for staff and student learning (KTS #6, 9; ISTE Standards\*A #3, InTASC #10),
- E. apply a variety of methods or strategies using technology to improve student learning and achievement. To review and revise lessons and curriculum to reflect the incorporation of current software, hardware and online enhancements (KTS #1, 2, 4, 6; ISLLC #2, ISTE Standards\*A #2, InTASC #7, 8),
- F. incorporate technology as a means to increase parent, student and staff communication and create a collaborative environment (KTS #6, 10; ISLLC #4, ISTE Standards\*A#3, InTASC #10), and
- G. develop a plan to confront issues related to computer viruses, hacking, website selection, and internet safety for both students and staff (KTS #6, ISLLC #3, ISTE Standards\*A #4, 5; InTASC #10).

The theme of Technology is addressed as the overarching focus of the course as evident by the objectives listed above. Students will engage in conversation about administrator technology use as a tool for instructional and administrative enhancement, as well as student use for academic success. Throughout the course, students will be exposed to and demonstrate various educational/instructional technologies that encourage administrator productivity, effectiveness, and leadership.

Other themes addressed include Diversity, Assessment, and Gap. Diversity is addressed throughout the course as students explore instructional and educational technologies that cater to the individual academic needs of students. Additional activities in this area include the use of technology by the administrator to grow and develop faculty member's professional needs. Assessment, as it relates to technology, is explored through digital assessments activities and subsequent evaluations. Students examine a variety of tools that can be used during the assessment process as it relates to school leadership. Gap is addressed after assessment as it relates to data analysis and professional/school improvement planning.

The COEHS theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning instructional technology in the classroom.

#### **IV. CONTENT OUTLINE:**

- A. Introduction to Technology Leadership
- B. Technology Standards for Administrators, Teachers, & Students
- C. ISTE Standards\* A #1: Visionary Leadership
- D. ISTE Standards\* A #2: Digital-Age Learning Culture
- E. ISTE Standards\* A #3: Excellence in Professional Practice
- F. ISTE Standards\* A #4: Systemic Improvement
- G. ISTE Standards\* A #5: Digital Citizenship
- H. Reflection

#### **V. INSTRUCTIONAL ACTIVITIES:**

- A. Individual and small group discussions
- B. Individual and small group activities
- C. Read and conduct research
- D. Demonstrate various technology tools
- E. Hands-on exploration

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None

#### **VII. TEXT(S) AND RESOURCES:**

##### Required Texts:

Brooks-Young, S. (2013). *Making Technology Standards Work for You* (3<sup>rd</sup> ed.). Washington, DC: International Society for Technology in Education.

Whitehead, B.M., Jensen, D., & Boschee, F. (2013). *Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.

Resources:

Access to an online course management system will be mandatory. ***Use of technology resources is required of all students.*** Other resources will be utilized at the discretion of the professor.

**VIII. EVALUATION AND GRADING PROCEDURES:**

Course grades will be awarded based upon the successful completion of tasks as described in the course syllabus and at the professor's discretion. Assignments and tasks will be graded according to a rubric and/or checklist that will be provided in advance to students. Students are encouraged to contact the professor with questions, needed clarifications, etc.

**Grading Scale:**

100%-90% - A

89%-80% - B

79%-70% - C

69%-60% - D

Below 60% - E

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).