

Lewis & Clark College
Graduate School of Education and Counseling
EDAD 536: Leading with Instructional Technology
Fall 2015 - Syllabus

Instructor: Todd Frimoth
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Office hours: After class meetings and by appointment
Dates: Sept 26, Oct 10, Oct 24, Nov 14, 2015
Time: 8:00 - 3:00
Location: Dubach Mac Lab (Templeton)
Website: http://frimoth.com/EDAD%20536%20-%20Fall%202015/fall_2015.html

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:

- a. A developing skill set of current educational tools and resources
- b. The ability to evaluate and assess current building and/or district technology plan
- c. The value of effective communication through high-quality web interfaces, social

- media and other emerging technologies
- d. Practical techniques to deliver high-quality technology-related professional development
- e. The use of current tools to improve professional practice, and to model for colleagues and staff
- f. Explore the learning impact for students of effective instructional practices integrating technology

Conceptual Framework

“The US Department of Commerce ranked 55 industry sectors, by their level of IT intensiveness. Education was ranked number 55, the lowest—below coal mining.” - Keith Krueger, CEO CoSN

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, teach, learn and create. In this information-based society, a liberal arts, democratic, and public K-12 education system should harness and integrate the power and promise of technology, not shy away or resist it. Prudent educational leaders need the philosophical grounding of this promise, and tools and experience to execute any plan with wisdom, focus, strategy and purpose; and ultimately to benefit the students in which they serve. This course provides administrators and building leaders with the 30k foot perspective as well as some practical, hands-on tools and skills; and leadership and systematic strategies to implement technology appropriately into today's schools.

Required 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.

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.

Major Activities and Course Calendar

Session 1: Sept 26, 2015

- Introductions, course expectations, blogging introduction and instructions, introductory and pre-assessment activity, student expectations, introduction to final project
- *Theme: Education Technology:*
 - "Learning to Change, Changing to Learn"
 - "Bring on the Learning Revolution"
 - The Promise and Peril of Educational Technology
 - Readings: Zucker and Zhao
 - Discussions/reflections/blog
 - Sugata Mitra's SOLEs

- Final project discussion, blog reflection.

Session 2: Oct 10, 2015

- Preparing for the Future: The FutureReady Summit: Sunset High School (8:00-1:00)
- Debrief: Meet at Oak Hills Pub 14740 N.W. Cornell Rd. Portland, OR 97229 (1:30-3:00)
- Final Project Planning
- Blog Reflection

Session 3: Oct 24, 2015

- Responding to Blogs
- Hands-On Day:
 - Google with G Bundy: Google Certified Teacher, TEDx Portland Presenter
 - Video: The Power of Story using Video
 - Web Development with Google, Weebly, WikiSpaces, others
- Final Project Planning
- Blog Reflection

Session 4: Nov 14, 2015

- Visioning & Planning - What's in a Tech Plan if it sits on a shelf?
- Digital Citizenship - Not a separate issue, but integral to our role as educators
- Final Presentations
- Final Blog Entries http://frimoth.com/EDAD%20536%20-%20Fall%202015/fall_2015.html
- Course Evaluation

Bibliography

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

Medina, John J. (2014). ***Brain Rules.*** Pear Press

Pink, Daniel, (2011). ***Drive: The Surprising Truth About What Motivates Us.*** Riverhead Books, Penguin

Pink, Daniel, (2005). ***A Whole New Mind: Why the Right-brainers Will Rule the Future.*** Riverhead Books, Penguin

Sheninger, Eric (2014). ***Digital Leadership.*** Corwin

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

TED.com: Ideas Worth Spreading (2011)

Wagner, Tony (2012). ***Creating Innovators: The Making of Young People Who Will Change the World***. Scribner

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

Zhao, Yong (2012). ***World Class Learners: Educating Creative and Entrepreneurial Students***. Corwin and NAESP

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