

ETEC 660
Educational Technology Leadership for Change
3 hours

Master Syllabus

This course is designed to develop within the student an understanding of management of technology for teaching and learning at the school site. These skills will include school wide planning that incorporates instructional design, curriculum integration with standards, logistics of technology implementation within the local site, training and evaluation. This course is designed to serve as a capstone course for skills and techniques developed within the program.

Textbook: To be chosen as course is taught. Because of the rapid technological innovation, the textbook for this course will be reassessed semesterly

Evaluation/Assessment: Students will construct an action research project demonstrating change leadership with regards to educational technology that will be used as part of an authentic assessment

Objectives: Upon completion of this course, each student should be able to:

1. Identify personal leadership skills that will benefit their students and schools. (SBI, KL, PP, CK)
2. Use school data to identify specific needs of students within their schools. (SBI, KL, PP, CK)
3. Utilize knowledge gained from this course to help identify ways to utilize technology to improve student learning throughout their schools. (SBI, KL, PP, CK)
4. Use an appropriate process to develop a feasible plan to address a specific technological needs of students at their school. (SBI, KL, PP, CK)
5. Incorporate into their plans quality technology professional development for parents/educators at their schools. (SBI, KL, PP, CK)
6. Locate potential resources to support the implementation of their plans. (SBI, KL, PP, CK)
7. Identify ways to measure results once their plans are implemented. (SBI, KL, PP, CK)
8. Explain and demonstrate knowledge, skills, and attitudes needed by successful technology leaders of change.
9. Analyze the change process and apply principles of change in facilitating organizational and individual growth.
10. Utilize stages of concern (individual) and stages of group development (organization) in assessing progress and in determining appropriate interventions for change.
11. Explore effective faculty development and its role in creating a culture of continuous learning.
12. Plan for meaningful change considering three elements:
 - a. Content for change (developing instructional programs that effectively employ technology and are based on proven principles of teaching and learning).
 - b. Context for change (creating a collaborative, reflective learning environment).
 - c. Process for change (implementing processes and structures for continuous learning).
13. Use a variety of assessment strategies and procedures to analyze/monitor growth and improvement and the impact on student learning.