Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
EDUC 638 Syllabus

LEADERSHIP IN EDUCATIONAL TECHNOLOGY

COURSE DESCRIPTION

Leadership in Educational Technology will examine the roles of leadership in community, leadership in administration and leadership in the schools from a Christian worldview. This course will provide educators with both the theoretical and the practical considerations for planning and implementing technology. Basic concepts of technology and planning that use systems theory are presented. Emphasis is placed on the importance of the total application of technology as opposed to any individual component, be it hardware, software, facilities, personnel, or finances. This course will form a foundation from which technology leaders will provide leadership and become agents for realizing the powerful potential of technology in their schools.

RATIONALE

The technology leader will experience variance from community to boardrooms to principal meetings. This course will focus on theoretical and practical implication for leaders who work in the world of technology.

I. PREREQUISITES

EDUC 631

II. REQUIRED TEXTBOOK(S)

Click on the following link to view the required resource for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. MATERIALS FOR LEARNING

A. Computer with audio and graphics card
B. Headset
C. Video Recording Device
D. Screen Capture Program
E. Internet Access (broadband required)
   (Microsoft Office 2010 is available at a special discount to LU students.)
G. Video Conferencing Software (Must allow for multiple presenters.)
   (Free 30 day trials are often available.)
H. Blog Site (WordPress, Blogger, etc.)
I. Twitter Account for Professional Use
J. LiveText Membership
K. E-Portfolio

IV. MEASURABLE LEARNING OUTCOMES
I. Develop an administrative technology vision, mission, and values statement in accordance with the technology plan to ensure understanding and commitment among district/business and community.

2. Develop goals and strategies consistent with the administrative technology vision, mission, and values statement by analyzing current status and trends relative to future needs in order to align the technology plan with appropriate objectives.

3. Enhance professional knowledge using industry resources (e.g., conferences, publications, social media, local, regional, and national associations and legislation) in order to enhance personal effectiveness as a technology director/leader.

4. Exercise leadership by being a role model, empowering personnel, building effective teams, promoting the exchange of information, and making sound decisions in order to achieve administrative technology goals and promote technology objectives.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

Complete assigned and self-directed readings and view corresponding instructional material. Please note that this is a self-directed reading and research course, so students will be primarily responsible for choosing readings that correspond with their research interests.

B. Course Requirements Checklist

As the first activity in this course, please read the syllabus and Student Expectations. After reading the syllabus and Student Expectations, the student will then complete the related checklist found in Module/Week 1.

C. Blog Posts (Modules 1, 2, 4, & 6)

Create introductory and reflective video blog entries on topics from the reading, social media and class content to process and extend understanding. You will complete four blog activities. Each blog activity will be completed in two parts: (a) an initial video blog entry to a personal blog and (b) two comments to peers’ initial blog entries. You are expected to respond to comments posted on personal blogs.

D. Twitter Chats (Modules 3 & 5)

Participate in two Twitter chats selected from the list provided by your instructor. After each chat, reflect on your experience addressing the questions posed by your instructor.
E. Technology Plan Project (Modules 2, 3, 5, 6, & 7)

Collaborate with team members to develop a technology plan based on a case study from either personal experience or one identified in the textbook. The case study technology plan can relate to K-12 education, corporate sectors, higher education, or government entities. Base your technology plan on current best practices. Cite references using current APA formatting. Upload the technology plan to your e-portfolio (the culminating project for your program).

F. Technology Plan Presentation (Module 7)

Create a collaborative 10 minute screencast explaining your technology plan and the decisions that you made. Upload your presentation to the community section of the discussion board in Blackboard or other area approved by your instructor.

G. Research Paper (Module 8)

Write an 8-10 page research paper in Educational Technology current best practices: Particularly, findings in leadership in educational technology in K-12, Government, Higher Ed., or Corporate sectors. Include a minimum of 7 references and adhere to APA 6 formatting. The student may join with classmates or peers for the conference presentation proposal, but the individual contribution to the proposal must be identifiable. The Research Paper must be submitted via LiveText and Blackboard and is due by the end of Module/Week 8.

H. Professional Affiliation Membership (Module 1)

Present evidence of active student membership in ISTE, AACE, AECT or an approved equivalent.

VI. Evaluation and Grading

A. Weight / Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Course Requirement Checklist / Adv. Guide Quiz</td>
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</tr>
<tr>
<td>Membership in Professional Organization</td>
<td>25</td>
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<tr>
<td>Video Introduction with Written Transcript</td>
<td>25</td>
</tr>
<tr>
<td>Reading / Video Reflective Blogs</td>
<td>150</td>
</tr>
<tr>
<td>Twitter Chats</td>
<td>100</td>
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<tr>
<td>Flipping Professional Development</td>
<td>150</td>
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<tr>
<td>Professional Technology Plan</td>
<td>200</td>
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<tr>
<td>Technology Plan Presentation</td>
<td>100</td>
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<tr>
<td>Professional Learning Network</td>
<td>150</td>
</tr>
<tr>
<td>Research Paper &amp; Conference Proposal</td>
<td>100</td>
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</tbody>
</table>
B. Scale

D- = 730–749    F = 729 and below

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Participation

Your on-time participation in each class activity is vital for your learning. You are expected to actively participate with team members, post assignments on time, and return team emails within 24-48 hours. Lack of participation in any assignment or failure to communicate with team members and/or the professor within a timely manner (see above) will result in a reduction of points and will have a negative effect on your final grade.

Liberty University gives each student an email address. Many students use other email addresses as their preferred address; however, students need to understand that University faculty and staff, when sending personal information or general
information, will only utilize a student’s Regent address. You are responsible for all e-mail sent by your instructor to your Liberty account. **Students sending e-mail to the instructor should label the subject line in the following manner:** Course, last name, first name (i.e. EDUC638_Doe, John).

**F. Plagiarism**

According to the plagiarism policy on academic integrity, plagiarism may result in failing the course with an FD (Failed Dishonesty). Plagiarism on any project will automatically result in a zero. Please see the APA manual for information about plagiarism and how it is defined. Additionally, academic misconduct includes not only plagiarism, but academic dishonesty falsification. See *The Liberty Way* for specific definitions, penalties, and processes of reporting.

**G. Disability Assistance**

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## Course Schedule

### EDUC 638
**Leadership in Educational Technology**

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<tr>
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<th>Reading &amp; Study</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Picciano Chs. 1-2 Sheninger Preface and Ch. 1</td>
<td>3, 4</td>
<td>Introduction/Video Blog Membership in Professional Organization PLN (Twitter) 25</td>
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<td></td>
<td>Picciano Ch. 3 Sheninger Chs. 2-3</td>
<td>1, 3, 4</td>
<td>Reflective Blog PLN (Twitter) Technology Plan-Part I 50</td>
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<td>Picciano Chs. 4-5 Sheninger Ch. 4</td>
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<td>PLN (Twitter) Technology Plan-Part II Twitter Chat I 25 50</td>
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<td>3</td>
<td>Picciano Ch. 6 Sheninger Chs. 5-6</td>
<td>3, 4</td>
<td>Reflective Blog PLN (Twitter) Flipping Professional Development 50 150</td>
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<td>4</td>
<td>Picciano Chs. 7-8 Sheninger Ch. 7-8</td>
<td>2, 3, 4</td>
<td>PLN (Twitter) Technology Plan-Part III Twitter Chat II 25 50</td>
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<td>5</td>
<td>Picciano Chs. 9-10 Sheninger Ch. 9-11</td>
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<td>PLN (Twitter) Reflective Blog Technology Plan IV 25 50</td>
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<td>6</td>
<td>Picciano Chs. 11-13 Sheninger Ch. 12 and Appendix Items</td>
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<td>3, 4</td>
<td>Research Paper &amp; Conference Proposal 100</td>
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<td>8</td>
<td>N/A</td>
<td>3, 4</td>
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