EDTECH 604: Leadership in Educational Technology

Spring 2014: January 21 - May 9

3 Credit Online Course
Boise State University, Department of Educational Technology
EDTECH Website: http://edtech.boisestate.edu

Instructor information

Dr. Brett E. Shelton
Associate Professor and Department Chair
Boise State University, Department of Educational Technology
Phone: (208) 426-3391
e-mail: brettshelton@boisestate.edu

Office Hours: (Mountain Time)
Tuesday, Wednesday, Thursday: 2:00 to 3:45 p.m.
Virtual meetings may be scheduled by appointment.

Instructor E-Mail Response Time: I typically respond to e-mail twice per day Monday through Friday during the semester. Exceptions to this rule occur when there is a holiday, BSU break, or during other unavoidable situations that sometimes come up (e.g. power failure, out of town presenting a paper, etc.). There will be times during the semester that I am away at an Education Conference which will also disrupt my availability. I will let you know ahead of time when these events occur. If you send an e-mail during the week you should typically have a reply within 48 hours. If you do not receive a reply to your e-mail within a reasonable period of time please send it again. Sometimes e-mail is captured by SPAM filters, is addressed incorrectly, or just simply does not make it through. Also, check your own e-mail filters that screen out junk mail. In the past, my replies to students have sometimes been filtered out and were later located in the junk e-mail or SPAM folder.
EDTECH 604 Course Description

EDTECH 604 LEADERSHIP IN EDUCATIONAL TECHNOLOGY (3-0-3)(F/S/SU). Examines principles that guide innovative leadership of educational technology programs and initiatives. Focuses on the synthesis of theories, models, and processes that guide policy creation and active project implementation. Emphasis on team building, organizational psychology, people and resources, and change management. PREREQ: EDTECH 601.

Course Objectives

- Develop a personal profile of leadership strengths;
- Define and describe theories, models, and processes of leadership;
- Identify characteristics of innovative leadership;
- Examine the pros and cons of leadership simulations;
- Synthesize scholarly literature for leadership in the field of educational technology;
- Disseminate findings from leadership scholarship and practice;
- Lead and participate in discussions about leadership in educational technology.

Course Location and Login Information

Course Access:

This is an online course hosted on the EDTECH Moodle site at: http://edtech.mrooms.org/

Firefox is the recommended browser for Moodle: http://www.mozilla.org/en-US/firefox/new/

If you have taken courses with us before in Moodle, then login as you did before. If you have lost your password, click the "Forgotten your username or password?" link under the login area of the EDTECH Moodle site: http://edtech.mrooms.org/login/index.php

If you have never taken a course in the EDTECH Moodle then you will need to create a new account. Click the "Create new account" button on the Moodle login page: http://edtech.mrooms.org/login/index.php

After you login to Moodle look in the list of courses for a link to EDTECH 604-4201: Leadership in Educational Technology (SP13). This link will be visible on the course start date of Tuesday, January 21 (possibly earlier). The enrollment key can be found in an e-mail sent during the week before the semester begins.
Course Materials

Required Textbooks

Strengths Based Leadership: Great Leaders, Teams, and Why People Follow
Tom Rath and Barry Conchie (Authors)
ISBN-10: 1595620257
Gallup Press (2008)
Kindle Edition

Simulations and the Future of eLearning
Clark Aldrich (Author)

Recommended Textbook

This book is not required, but you are encouraged to obtain it. It is a good reference for leadership theory and assessment instruments.

Leadership: Theory and Practice (6th ed.)
Peter G. Northouse (Author)
ISBN-10: 1452203407
Sage Publications (2012)
Kindle Edition

Additional Readings and Videos

Additional articles, eBooks, and videos will be assigned for each course topic. These materials will be either (1) open source or (2) available in full text through the Albertson's Library website.

Technology Requirements

Aside from the obvious technologies needed to engage in an online course (i.e., Internet access, computer, etc.), you will need the following.

- Webcam. We will use webcams in some video chats and discussion posts.
- Microphone headset. Logitech has some good ones, but you can choose whatever you want as long as the sound quality is good.
- Skype: http://www.skype.com/intl/en-us/home We could use Skype for both individual and group calls, if needed.
- Screencasting software is really helpful: Recommended software programs are Camtasia (excellent recording and editing) or Screencast-O-Matic (free, but more limited).
- Internet Access (during this online course you must have continuous access to the Internet).
## Assignments and Grades

Detailed information about assignments and how to complete them will be posted in Moodle as we progress through the semester. Please check the course site and your BSU BroncoMail at least twice per week for course or university related correspondence. The default e-mail address in Moodle is your BSU e-mail address. This is where all course-related messages will be sent.

The assignments for each module are listed below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Module 1: Leadership strengths reflection paper 10%</td>
</tr>
<tr>
<td>2</td>
<td>Module 1: Discussion and participation 10%</td>
</tr>
<tr>
<td>3</td>
<td>Module 2: Leadership simulations position paper 10%</td>
</tr>
<tr>
<td>4</td>
<td>Module 2: Discussion and participation 10%</td>
</tr>
<tr>
<td>5</td>
<td>Module 3: Leadership paper culminating activity 10%</td>
</tr>
<tr>
<td>6</td>
<td>Module 3: Discussion and participation 10%</td>
</tr>
<tr>
<td>7</td>
<td>Module 3: vLeader 40%</td>
</tr>
</tbody>
</table>

Final grades will be based on a traditional percentage scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% to 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% to 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% to 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>
Course Alignment to the AECT Standards

This course aligns to the Association for Educational Communications and Technology (AECT) 2012 Standards.

<table>
<thead>
<tr>
<th>Assignment(s)</th>
<th>AECT Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.</td>
</tr>
<tr>
<td>All</td>
<td>AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.</td>
</tr>
<tr>
<td>3,4,5,6,7</td>
<td>AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.</td>
</tr>
<tr>
<td>7</td>
<td>AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning (p. 4) and improve performance. Advanced Copies of Assignments</td>
</tr>
</tbody>
</table>

Please understand that I am continually updating and revising my course materials. Therefore, it is not feasible for me to provide advanced copies of assignments.

Submitting Assignments

Assignment information posted in Moodle will explain how and where to submit assignments.

Grading Cycle

All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is completed before the next due date. You may track your progress through the Grades area in Moodle. A message is sent out when assignments have been graded.

Late Work

Due dates: Please note all assignment due dates. Assignments must be submitted by midnight Mountain time on scheduled due dates. For time zone information please visit the World Clock Web site: http://www.timeanddate.com/worldclock/

Point deduction for late work: Ten points are deducted for each day an assignment is late. For example, an assignment that is two days late will lose 20 points as a late penalty.
Emergency pass: If you have a major event such as a death in the family, illness, hospitalization, or you are out of town without Internet, you may turn in one assignment under the emergency pass. This assignment may be up to one week late and still qualify for full credit. After the one week extension has passed ten points per day will be deducted until the assignment is no longer worth any credit.

Your responsibility with late work: If you will be late for any reason please e-mail the instructor at brettshelton@boisestate.edu on or before the scheduled due date. When the assignment is completed you must send a follow-up e-mail to let the instructor know it is ready to grade. This is how we calculate the number of days for the late work penalty. Failure to notify the instructor could lead to a grade of zero.

Please avoid end of course late work: Please note that we work under University deadlines for submitting grades at the end of the semester. If you have an assignment that is late at the end of the semester there is a chance that it might not be in on time to make the University grade submission deadline. In this situation, I have no choice but to grade whatever I have at that time and submit grades regardless of the late policy above. Please try to avoid this situation.

Plan your time: It's not fun to be stressed and the projects in this course should be enjoyed. Please do your best to schedule specific times to work on your assignments each week and keep the appointment with yourself. It is in your best interest to start early on each assignment to give yourself time to fix technical problems or get help before the due date passes.

Technical Difficulties

Do make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or server failure, then an automatic due date extension is granted.

If you experience technical problems with Moodle, please contact EDTECH Moodle Support at: moodlesupport@boisestate.edu

For technical issues with Boise State Google Apps, please contact OIT Help desk at 208-426-HELP or email them at support@boisestate.edu

Reasonable Accommodations

Any student who feels s/he may need accommodations based on the impact of a disability should contact the instructor privately to discuss specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 to schedule a meeting with a specialist and coordinate reasonable accommodations for any documented disability.
Academic Honesty

It is expected that students in this class will create original works for each assignment. We will follow the BSU Student Code of Conduct and also observe U.S. copyright laws in this course.

Please adhere to the following guidelines:

Please do your own original work for each assignment. Work created for other classes may not be submitted for credit in this course. Each project may only be submitted for credit one time by the person who created it. The BSU Student Code of Conduct states: "Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."

All projects and other assignments should contain original text that is written by the student who is submitting it. The exception to this is the use of small amounts of quoted material that is properly cited. Copying and pasting from other sites or projects (including instructor examples) is not permitted.

Images or other media used in projects should be original, used with permission of the owner, come from the public domain, or have a Creative Commons License permitting derivative work with proper attribution given. Please check terms of use on sites containing these items. If in doubt, don't use it.

Please cite the source for materials that are obtained for your projects unless they are created by you. If permission is granted for use of copyrighted materials please post a statement explaining that near those materials.

In the event of academic dishonesty a complaint is filed with the BSU Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).
Course Outline and Schedule

*Note. The instructor reserves the right to modify the course outline and schedule as deemed appropriate and necessary.

Jan. 20-Feb. 7 (3 weeks)

Jan. 20, Monday. Dr. Martin Luther King, Jr./Idaho Human Rights Day holiday (No classes. University offices closed.)

MODULE 1: Leadership Models and Theories

Topics for Module 1

- Overview of models and theories
- Leadership assessments and inventories

Guiding questions

- What is leadership? How do we define it?
- How do existing models, theories, and standards define leadership?
- How do leadership assessments and inventories work? Are they accurate?

Assignments

- Leadership reflection paper
- Discussion and participation
- Leadership assessment results
- Readings and videos for Module 1 are linked from Moodle.

Feb. 10-Feb 28 (3 weeks)

Feb. 17, Monday. President’s Day holiday (No classes. University offices closed.)

MODULE 2: Leadership Simulations

Topics for Module 2

- Leadership and Simulations
- Review of simulation software and literature

Guiding questions

- What are leadership simulations?
- What does the literature say about simulation software?
- What are the pros and cons of using leadership simulation software?
- How do simulation software options compare?
- Can we learn leadership skills through simulations?
Assignments
- Simulations book
- Leadership simulations position paper
- Discussion and participation
- Readings and videos for Module 2 are linked from Moodle.

Mar 3 - May 9 (9 weeks)

MODULE 3: Leadership in EDTECH Organizations

Topics for Module 3
- Leadership in organizations
- Organizational culture and psychology
- Strategic planning processes
- Developing mission and vision
- Organizing an online conference
- Disseminating scholarship of leadership in EDTECH

Guiding questions
- What organizations influence the field of EDTECH?
- What standards of leadership exist and how do they inform practice?
- What is ethical practice in leadership?
- What is effective leadership within an organization?
- How can organizational culture and psychology influence leadership?
- How do we craft an effective mission statement?
- What are the priority EDTECH leadership topics to emphasize during the conference?
- How do we organize an online conference?

Assignments
- Peer review papers: April 24-30
- Leadership paper and online conference presentation: May 10-11
- Discussion and participation
- Readings and videos for Module 3 are linked from Moodle.
BSU Academic Calendar

Please refer to the BSU Academic Calendar for University dates and deadlines: http://registrar.boisestate.edu/academic-calendar.shtml

College of Education - The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The Department of Educational Technology is a diverse and international network of scholars, professional educators and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age work and learning resources in educational environments
- Inspire creativity and expertise in digital media literacies
- Design and develop imaginative learning environments
- Empower learners to be evolving digital citizens who advocate cultural understanding and global responsibility
- Promote and pattern participatory culture, professional practice, and lifelong learning
- Forge connections between research, policy, and practice in educational technology

Content adapted from © 2013 Chareen Snelson, Ed.D., edited by Brett E. Shelton © 2014