

Technology and School Management Syllabus

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COURSE DESCRIPTION

This course is designed to help future school administrators explore the impacts of technology in several key areas:

- Technology as a personal productivity tool
- Technology as a teaching tool
- Technology as a learning tool
- Technology as a data collection and analysis tool
- Technology as a solution
- Technology as a problem

ED 6155 coursework and materials consist of journal readings and related online discussions, guest lecturers, hands-on projects, software demos and online collaboration, as well as Internet and "real world" research into relevant topics.

COURSE REQUIREMENTS

This course is in compliance with Western Association of Schools and Colleges (WASC) standards for graduate level credit. Graduate level courses are expected to require three hours of out-of-class study per week for each hour of "seat time" per week.

Reading/Lecture Reviews

Throughout the semester, students will read several journal articles either online or in print format. Students will also be expected to take notes on presentations from several guest lecturers. Students will then respond to specific questions about the article or lecture in an online discussion forum. After reading their peers' analysis of the article or lecture, students will respond briefly to at least one other post. See table below for details.

Discussion Post	Length	Due *
Reading/Lecture Review	300-500 words	Monday after assignment
Peer Response	100-200 words	Thursday after assignment

* late responses will receive a minimum 20% point reduction

Note: it is strongly recommended that you compose your discussion posts in Word, Notepad or some other application, saving your work to your local drive "just in case." You can then copy and paste your work into the discussion forum.

Textbook

There is no required textbook for ED 6155. Instead, journal articles and other readings will be assigned.

Computer Lab Activities

Computer lab activities are designed for "hands-on" experience with the hardware and software typically used by school administrators. Some class time will be devoted to working on these projects, but it is expected that students will utilize the lab outside of class time to complete their projects.

In general, lab project due dates will fall several weeks after they are assigned. If time allows, students may re-submit up to two projects for a revised grade. Any given project can be re-submitted just once.

Attendance & Participation

Much of the learning in this course is derived from guest lecturers, in-class interactions and synchronous online collaboration. In addition, many course materials and assignments will be supplied during class time. To gain full value from this course, *students are expected to be present at and actively participate in all class or online sessions.* Students are responsible for any material missed when absent. No more than three absences are permitted in order to pass the course with a "B-" or better. It is assumed that the instructor will be notified in a timely fashion about any absences.

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Plagiarism

Plagiarism is defined as deliberately or inadvertently using someone else's actual words or ideas as one's own without attribution to the author or source. Plagiarism is a serious offense in both academic and public contexts. The consequences for students who practice plagiarism in this course may include: re-submission of any paper containing plagiarized material; a grade as low as "F" for the paper and/or for the course; other action deemed necessary by Simpson College & Graduate School.

Assessment of Student Achievement

Grades will be assigned as: A=94-100; A-=90-93; B+=88-89; B=84-87; B-=80-83; C+=78-79; C=74-78; C-=70-73. All criteria listed below are weighted by percent for the overall grade. To earn a "B-" grade will require meeting all objectives at a minimum level of quality and submitting some assignments on or before their due date. To earn a grade of "B" or "B+" will require meeting all objectives at an outstanding level of quality, consistent participation, interaction, inquiry, occasionally helping others, and submitting most assignments on or before their due date. To earn a grade of "A" will require meeting all objectives at a superior level of quality, consistent participation, interaction, inquiry, regularly helping others, and submitting all assignments on or before their due date.

Grading Area	Weight	What an "A" Looks Like...
Reading/Lecture Reviews	30% of grade	Review/peer response is clearly written and organized, evidences ample thought and consideration, integrates student's own experiences, is grammatically correct, is of specified length, is posted on or before due date.
Attendance & Participation	20% of grade	Student attends all classes and online sessions, contributes substantially to in-class discussions, contributes substantially to online sessions and collaborations, helps peers whenever possible, laughs at all instructor jokes.
Computer Lab Activities	50% of grade	Product meets all specified requirements, exhibits attention to additional aesthetic elements (see below), is submitted or posted electronically on or before due date.

The evaluation of all submitted items will include an assessment of student's attention to additional aesthetic elements such as formatting headers and footers, page numbers, appropriate graphics, a minimum number of extra keystrokes for spaces and tabs, etc. It is expected that students will utilize these skills in all future work once they have been taught in order to earn points beyond the minimum requirement. Grading rubrics will indicate the number of points for minimum expectations as well as for the additional aesthetic elements. An "A" grade in this course requires consistent attention to the additional elements.

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OVERVIEW OF LAB PROJECTS

The following projects will be introduced and assigned in class, along with a detailed description and scoring rubric. The order of projects is to be determined, depending in part on the schedule of guest lecturers.

Internet Research (WebQuest), Online Collaboration

Topic(s): Data-driven decision making
Tool(s): Web browser, Internet search engines, Tapped In online environment
Product(s): Tapped In presentation, Tapped In links

Data Analysis and Reporting

Topic(s): analysis of API scores
Tool(s): Microsoft Excel, Web browser
Product(s): Excel spreadsheet(s), Excel charts

"Real World" Research

Topic(s): School technology plan, tech inventory, tech staffing
Tool(s): Microsoft Word, Microsoft PowerPoint
Product(s): PowerPoint presentation

School Communication in the 21st Century

Topic(s): Online communication tools, school web sites
Tool(s): Web browser, Internet search engines, ProQuest
Product(s): Word web site proposal

Technology Issues Close to Home

Topic(s): technology issues in student's own school or district. Choose one:

- Your school's Acceptable Use Policy—acceptable?
- Student privacy and safety—is your school doing all it can?
- Technology staff development—key to success, or waste of resources?
- Teacher technology survey
- Student technology survey

Tool(s): student's choice
Product(s): PowerPoint presentation