CityUniversity
of Seattle

Syllabus

School of Education and Leadership
EEA 534: Technologies for Learning

3 Credits
Effective: Spring 2021/2022

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course introduces candidates to technology literacy and applications in order to find, evaluate, and apply information to inform and improve student learning and teacher pedagogy. Candidates use digital tools to gather, evaluate, and use information in order to plan and conduct quality research, manage projects, solve problems, and make informed decisions. Applications include the electronic portfolio, instructional and curricular decisions, research and assessment, assistance to teachers, and the impact of technology on school and societal change.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Anthony, A. (2012). *[Activity theory as a framework for investigating district-classroom system interactions and their influences on technology integration](#)*. *Journal of Research on Technology in Education*, *44*(4), 335–356.

Provincial Ministry of Education Technology Education Documents and Frameworks

Scholarly Journals in the Field of Educational Technology

[Journal of Technology Education](#)
[Canadian Journal of Learning and Technology](#)
[International Journal of Technology and Design Education](#)
[Learning and Leading with Technology](#)

SUGGESTED RESOURCES

Articles

Cassidy, W., & Brown, K. (2012). *["Making Kind Cool": Parents' Suggestions for Preventing Cyber Bullying and Fostering Cyber Kindness](#)*. *The entity from which ERIC acquires the content,*

including journal, organization, and conference names, or by means of online submission from the author. *Journal of Educational Computing Research*, *46*(4), 415–436.

Davies, P. (2010). *On School Educational Technology Leadership*. *Management in Education*, *24*(2), 52–57.

Davies, R. (2011). *Understanding technology literacy: A framework for evaluating educational technology integration*. *Techtrends: Linking research & practice to Improve Learning*, *55*(5), 45–52.

Johnson, D., Berkowitz, B., & Eisenberg, M. (2010). *Information, communications, and technology (ICT) skills curriculum based on the Big6 skills approach to information problem-solving*. *Library Media Connection*, *28*(6), 24.

Li, J., Snow, C., & White, C. (2015). Teen culture, technology and literacy instruction: Urban adolescent students' perspectives. *Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie*, *41*(3).

Luthra, S. (2011). *The road to lasting tech leadership*. *Learning & Leading with Technology*, *38*(7), 16.

Moore, D. (2011). *Technology literacy: The extension of cognition*. *International Journal Of Technology & Design Education*, *21*(2), 185.

Mirriahi, N., Vaid, B. S., & Burns, D. P. (2015). Meeting the challenge of providing flexible learning opportunities: Cnsiderations for technology adoption amongst academic staff (Relever le défi de fournir des occasions d'apprentissage flexibles: considérations pour l'adoption de la technologie par le personnel universitaire). *Canadian Journal of Learning and Technology*, *41*(1).

Mishra, P. & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108 (6), 1017–1054.

Smarkola, C. (2008). *Developmentally responsive technology-literacy use in education: Are teachers helping students meet grade-level national technology standards?*. *Journal of Educational Computing Research*, *38*(4), 387.

Vanderlinde, R., Hermans, R., & van Braak, J. (2010). *ICT research and school performance feedback: A perfect marriage?*. *Educational Studies*, *36*(3), 341.

Wright, M., Watkins, L., & Scott, D. (2008). *Have we made progress?: Stakeholder perceptions of technology education in public secondary education in the United States*. *Journal of Technology Education*, *20*(1), 78.

Books:

Sheninger, E. (2014). *Digital Leadership: Changing Paradigms for Changing Times.* Thousand Oaks, CA: Corwin Press.

Horn, M. B., & Staker, H. (2015). *Blended: Using Disruptive Innovation to Improve Schools*. San Francisco, CA: Jossey-Bass.

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CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:
- Apply ethical practice in technology use
- Evaluate and manage data for school improvement
- Apply technology skills

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Educational technology standards
- Educational trends in technology
- Legal, economic and social issues surrounding technology
- Staff development planning
- Technology enhanced communication
- Technology integration

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Current and Emerging Issues in Technology	10%
Technology Support of School Improvement Initiatives	30%
Personal/Professional Technology Use Presentation	30%
Blackboard and Program Portfolio	10%
Instructor Determined Assignments	20%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Current and Emerging Issues in Technology

The candidate summarizes a current technology-based educational issue; describes relevant emerging political, social, economic, legal, and cultural implications in the local community; and analyzes the issue in relation to the educational needs of children and the role of schools in a democratic society, taking into account the positions of the various stakeholders. For this assignment's product, the candidate chooses an electronic communication medium (i.e., slide show, Wiki, video, blog) and uses it to present a summary and reflective analysis with an annotated bibliography that integrates at least seven sources using APA style of citing and referencing. The candidate provides (a) a summary of the educational issues, which places local concerns and conflicts in broader perspective and identifies the multiple perspectives and competing values that define the local political context; and (b) a reflective analysis that explores implied assumptions and beliefs, considers each alternative's positive and negative outcomes for all stakeholders, and identifies possible strategies for principal influence that would advance the community conversation by advocating equitable and inclusive policies that benefit all children and families.

Components	*% of Grade*
Summary	30%
Presentation Medium	40%
Reflective analysis	30%
TOTAL	**100%**

Technology Support of School Improvement Initiatives

Using a candidate-selected presentation medium, candidates prepare and share a report including (1) an executive summary of the school/district's Improvement plan, (2) an analysis of how technology supports and needs to support school improvement initiatives identified in the school/district plans, and (3) a summary of recommendations and rationale for next steps in the technology to support the plan. While sharing this information in a manner determined by the instructor, candidates also (4) demonstrate personal use of various forms of technology needed to gather information and to create and share the report. To gather information needed for this report, locate and review your school/district use of technology, school/district improvement plans (SIP), and relevant school/district professional development plans. Locate and review local, national, and international technology standards applicable to the use of technology, and other improvement plans as relevant to this task. Analyze the use of technology for how well it supports school improvement initiatives identified in the plan and how well it addresses important technology standards. Especially analyze efficacy of technology regarding positive impact on learning, professional development, ethical use and practices for educational technology, emerging technologies, and

involvement of stakeholders. Identify the use of educational technology strengths and areas for improvement. Determine recommendations and rationale for "next steps" in the use of educational technology and a brief description of the resources (human, financial, facilities, technological) required to address your recommendations.

Components	% of Grade
Technology Plan Executive Summary	20%
Analysis	30%
Recommendations and Rationale	20%
Candidate Use of Technology	30%
TOTAL	**100%**

Personal/Professional Technology Use Presentation

Candidates become acquainted with current and emerging hardware, software, and their associated use issues to build capacity as school leaders. To identify technologies and issues, candidates interview two administrators and two administrative support staff. Using this information and media of candidate's choice, candidates develop and share an electronic presentation to communicate findings and a plan to become proficient and remain current in job-embedded technologies. The electronic presentation has two parts. Part A – Technologies Used on the Job: (1) Description of the administrative context (school/district, administrative role, administrators and support staff interviewed), and (2) technology annotations, including hardware and software tools used, applications of each technology in relationship to the components of the administrator's role, and issues associated with the technology. Part B – Technology Proficiency Plan: (1) A prioritized list of skills that need to be learned, (2) actions needed to acquire the skills, and (3) a plan for remaining current on matters of technology trends and emerging issues. Candidates share their electronic presentations in a manner designated by the instructor.

Components	% of Grade
Administrator and Support Staff Interviews	30%
Technology Annotations	40%
Technology Proficiency Plan	30%
TOTAL	**100%**

Blackboard and Program Portfolio

Candidates become familiar with CityU's Blackboard online learning management system and the Educational Leadership Program's electronic portfolio. Candidates use Blackboard resources and tools in courses to locate the course syllabus, assignment rubrics, and learning resources; to communicate and collaborate in learning activities, including the Student Introductory Assignment (SIA) and scheduled discussions using Discussion Board; and to submit assignments and monitor grades. Candidates develop an understanding of the underlying concepts, structure, and procedures needed to set up the program portfolio

in this course and to complete the portfolio by end of program.

Components	% of Grade
Blackboard	50%
Program Portfolio	50%
TOTAL	**100%**

Instructor Determined Assignments

The instructor may determine other required assignment(s) that become part(s) of each candidate's grade, not to exceed 20% of the course grade. For such assignments, the instructor provides a written assignment description and supporting advance guidance, including a rubric that guides performance expectations for candidates and defines how the instructor will grade the assignment.

Components	% of Grade
TOTAL	**100%**

PROFESSIONAL WRITING

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style (APA 7th edition).

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations
City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity
Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date
Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement
Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services
CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring
CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.