EDCI 716 – Principles of Technology Leadership  
(3 credit hours)

1. Course Description

This three-hour credit course is designed to explore the relationship of leadership, change, and technology advocacy. Emphasis will be placed on leadership roles that technology educators can take to implement their ideas in schools and on strategies to influence the decisions of policy makers. Additionally, the course will examine how advocacy relates to the functions of leadership and management, life cycle of technology adoption, and transitions of change.

2. Methodology

The course is structured around readings, reflections on those readings, class projects, and on-line activities. Using this collection of activities, the methodology of the course seeks to build clear bridges between technology integration and leadership skill, theoretical/research perspectives, and classroom practice.

3. Objectives

The following objectives have been established for the course:

4. Students will be able to define mentoring, state the roles and responsibilities of mentors, describe effective mentoring strategies, and demonstrate the ability to prompt and respond to a variety of mentoring challenges V-A, V-B, V-D, VI-A, VI-B, VII-B, VII-C, VIII-A, VIII-B, VIII-C, VIII-D, VIII-E;
6. Students will be able to conduct a range of advocacy activities including preparing position papers, formulating and using talking points, preparing and making presentations, and constructing appropriate media communication V-A, V-B, V-D, VI-A, VI-B, VII-B, VII-C, VIII-A, VIII-B, VIII-C, VIII-D, VIII-E; and
4. Texts and Materials

1. Students need to obtain and read:
   

   b.) A collection of readings – some copied and some referenced as web links.

2. Students are expected to obtain and bring to class appropriate materials and supplies to include 3 ½ “ disks, zip disks, and a video tape and note taking materials.

3. Students must have an email account (GMU provides free to students) and regular, systematic, easy access to both telecommunications and a computer.

5. Course Requirements

1. Attendance in class is mandatory, as discussions, lectures, and hands-on activities are important parts of the course.

2. Each student is expected to complete all readings and participate in all discussions.

3. Each student is expected to participate in and complete all classroom projects.

4. Students who must miss a class are responsible for notifying the instructor (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.

5. All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

6. Course Assignments

1. **Online Portfolio** (40 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester’s work; **Performance-based outcome for objectives 1 through 7**;

2. **Online Leadership Mentoring Modules** (20 points): Students will complete a six-week, online course on mentoring. Students will complete each module of the course. **Performance-based outcome for objectives 3 and 4**

3. **Personal Leadership Plan** (20 points): Students will prepare a nine-part personal leadership plan using the guidelines distributed in class. As each part is completed,
students will submit and discuss their developing plan with an online mentor. **Performance-based outcome for objectives 5 and 7.**

4. **Class Participation** (20 points): The class depends heavily on class participation and completion of in class activities. Points will be awarded for participation and completion of these activities.

8. **Evaluation**

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments (see section 6) will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both class participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and the instructor will complete an assessment of the assignment using the rubric created in class. Class participants’ ratings on the rubric will be averaged. Then the class participants’ average will be averaged with the instructor’s ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.