



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

ETEC 530 Leadership in Educational Technology and Media

Spring 2021

ASEC/Education & Technology

Course Information

Instructor: Dr. Rachel Bindman	Email: Rachel.Bindman@csulb.edu
Virtual Office Hours Days/Times: Saturdays, 3:00-4:00pm and by appointment	Office Hours Zoom Link: Meeting ID 810 3335 6293
Class Days/Times: 1/23, 2/6, 2/20, 3/6, 3/20, 4/3, 4/17, 5/1 1:00-3:00pm	Class Zoom Link: Meeting ID: 880 2432 7496

Catalog Course Description

Examines the role of leadership as it relates to the implementation of educational technologies and media. Theory, knowledge, and skills necessary to use, evaluate, plan, manage, and implement technologies effectively. Administrative issues associated with computers, including security and cyber-ethics.

Course Student Learning Outcomes and Goals

Upon successful completion of this course, candidates will be able to:

- Define effective leadership attributes necessary to lead a technology-rich environment.
- Analyze systemic factors in an organization that may either support or inhibit change.
- Plan for implementing technologies/media in an organization.
- Research technology-related funding opportunities.
- Identify issues related to managing technology and media.

Required Texts/Course Materials:

Bolman, L.G. , & Deal, T.E. (2011). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.

Gardner, H. M. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.

(See excerpt in e-reserves.)

Meadows, D.H & Wright, D. (2008). *Thinking in systems. A primer*. White River Junction, VT: Chelsea Green Publishers.

Additional readings are on e-reserves and will be assigned for discussion.

Gardener, J. W. (2000). "The Nature of Leadership" in *The Jossey-Bass reader on educational leadership*. San Francisco: CA, Jossey-Bass Inc., pp. 3-12.

Senge, P. (1990). "Give me a lever long enough. . . and single-handed I can move the world," in P. Senge, *The Fifth discipline: The art and practice of the learning organization*, pp. 3-16.

E-reserves access: available via the Library: https://csulb.libguides.com/er.php?course_id=72933
(password: etec530spring)

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please feel free to contact me by email, telephone, or virtual office hours. If office hours are not convenient, we can arrange other mutually convenient times for an appointment. I generally reply to emails within 1 to 2 days and if you have not received a reply to an email within that time frame, please resend it. If you have an urgent matter that needs immediate attention, please contact me on my cell phone (310.990.8273) Virtual office hours will be held Saturdays from 3:00-4:00pm (Zoom Meeting ID: 810 3335 6293).

Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

Week	Topics, Readings and Assignments (should be completed before synchronous class meetings)	Due Dates/Deadlines: All assignments due before class at 1pm unless specified otherwise)
1 1/23 (synchronous) 1:00-3:00pm	Course overview. Review of syllabus, assignments, class policies, texts & readings	
2 1/30 asynchronous)	Gardener/Senge: Gardner: "The Nature of Leadership," Chapter 2; Senge- "Give Me a Lever Long Enough (e-reserves):	Disc. Board #1. Opens 1/30 9:00am, closes 2/6, 11:00pm
3 2/6 (synchronous) 1:00-3:00pm	<i>Leading with Soul</i> : Chapters 1-6. Leadership & personality tests; Vision & mission statements, Developing interview questions for leaders.	Disc. Board #2. Opens 2/6 9am; closes 2/13 at 11pm. Complete leadership/ personality surveys before class (2/6)
4 Feb 13 (asynchronous)	<i>Leading with Soul</i> : Chapters 7-17, Interludes. + Postludes	Vision/Mission Statements (2/13) Disc. Board #3. Opens 2/13, 9am; closes 2/20, 11pm
5 Feb 20 (synchronous) 1:00-3:00pm	Class interviews with ed/tech leaders (guest speakers).	No new discussion board
6 Feb 27 (asynchronous)	<i>Thinking in Systems</i> : Chapters 1-2	Midcourse survey; Group Synthesis I (google doc) by 11pm); Disc. Board #4. (opens 2/27 9am; closes 3/6 11pm)
7 March 6 (synchronous) 1:00-3:00pm	Class interviews with ed/tech leaders (guest speakers); <i>Thinking in Systems</i> : Chapters 3-5.	Group presentation planning. Disc. Board #5—opens 3/6 9am, closes 3/13 11pm
8 3/13 (asynchronous)	<i>Thinking in Systems</i> : Chapters 6-7; Planning group presentations	Disc. Board #6—opens 3/13 9am, closes 3/20 at 11pm
9 3/20 (synchronous) 1:00-3:00pm	Discussion of <i>Thinking in Systems</i> ; Group presentations (2); Planning projects	Reflections on group interviews of leaders (by 11pm);
10 3/27 (asynchronous)	Group presentations & planning project development; CUE Virtual Conference March 18-27, 2021	Planning project dev't; Group synthesis II by 11 pm (google doc)
11	• Spring Break March 29-April 2	
12 4/3 (synchronous) 1:00-3:00pm	Group Presentations (3)	Group Presentations
13 4/10 (asynchronous)	Group presentations & planning project development;	
14 4/17 (synchronous) 1:00-3:00pm	Group presentations (3)	Group presentations
15 4/24 (asynchronous)	Planning project drafts	Submit draft of final project to Turnitin prior to class (4/30)

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16 (synchronous) 1:00-3:00pm	5/1	Project Presentations with Turnitin Scans (due 4/30);	Final Planning Project (Thurs. due 5/6)
Finals Week		Final Exam - May 15, 2021 1-3pm	

Course Evaluation Components and Grading

Evaluation Components

Course assignments are provided below; grading rubrics and exemplars are included on beachboard. There is a written final exam that will be administered **May 15, 2021 from 1-3pm**. For group assignments, all participants will receive the same grade. There is no extra credit.

Course Grading

Grading Scale

Letter Grade	Percentage
A (180-200 pts)	90-100%
B (160-179.9 pts)	80-89%
C (140-159.9 pts)	70-79%
D (120-139.9 pts)	60-69%
F Under 120 pts	59% and below

Evaluation Components and Weight

Evaluation Component	Points	Weight
Discussion Board Participation (5 discussions of 5 points each as a participant)	25	12.5%
Discussion Board Participation (1 discussion as facilitator)	15	7.5%
Personality Surveys; Vision & Mission Statements	10	5%
Group Synthesis of Required Textbooks (2 @ 10 points each)	20	10%
Reflections on Class Interviews with Leaders	14	7%
Group Presentation – Research Project	30	15%
Planning Project	35	17.5%
Class activities/participation	21	10.5%
Final Exam	30	15%
Total	200	100%

Discussion Board Participation

You will participate in online discussions in Beachboard. There are a total of 6 discussion boards that will open up on different Saturdays at 9am, and close one week later. For each discussion, please make one substantive post by the following Monday at 11:59 pm, and one reply to peers after that, but no later than Wednesday at 11:59pm, and one reply after that, but no later than Saturday at 11:00pm. These are just the minimum requirements. You are free to make additional posts beyond this. To receive full credit, the posts must be

done at three different time intervals per the directions. The idea is not just "making posts" but to have discussions with your classmates.

Commented [A6]: 2cIPA, 5cPA

Discussion Board Facilitation and Analysis

In this assignment, you will demonstrate your understanding of one or more readings from the course by facilitating and analyzing a discussion. This process is a way for you to engage with the material while also giving you practice with this mode of interaction.

1. Carefully read the material in advance for the topic you signed up for.
2. Prepare one or more prompts for soliciting fellow students' participation. You may incorporate a brief summary of key points of the readings you will discuss. Your goal is to facilitate a discussion in which your classmates discuss the meaning of key ideas from the readings and make linkages between theoretical ideas and practical settings. If you have multiple readings, your prompts can either discuss them individually or cut across multiple readings. Your prompt lead to a discussion that relates to one or more course SLOs:
 - o Define effective leadership attributes necessary to lead a technology-rich environment
 - o Analyze systemic factors in an organization that may either support or inhibit change
 - o Plan for implementing technologies / media in an organization
 - o Research technology-related funding opportunities
 - o Identify issues related to managing technology and media.

Post your prompt to the "Weekly Discussion" forum on BeachBoard before the discussion opens.

3. Facilitate and encourage participation, making comments to facilitate the discussion and keep it on topic. You should closely monitor the discussion and post facilitating comments on at least three separate days during the week you facilitate.
4. After the discussion is over, analyze your participants' messages. Summarize the findings as well as the results of the discussion. ("One of the main areas of disagreement was X. However, there was an over consensus that Y. About ¾ of the participants felt that Z, highlighting that ..."). This discussion should be 300-600 words.
5. Also reflect on what you have learned as a designer and facilitator of the on-line discussion activity.

Commented [A7]: 2cIPA, 5dPA

Mission and Vision Statements

In this assignment, you will write personal mission and vision statements and compare them to an organization you belong to. Your personal mission and vision should be about your core values and purpose, and not tied to a particular job position.

1. Vision Statements: Create a personal vision statement. Then copy the vision statement for an organization you belong to, and provide citation to the source. Use a separate heading for each of these two statements. Vision statements require growth and change that is either implied or explicit. (25 – 35 words, 3 pts.).
2. Mission Statements: Create a personal mission statement with core values. Then identify a mission statement and core values for the same organization that you used above, likewise providing a citation. (50 – 100 words, 3 pts.).
3. Comparison: Now write a concise comparison of your vision and mission statements vs. your organization's.

Commented [A8]: 5aPA, 5dPA, 6aPA

Interview with Leaders

We will be interviewing a set of educational technology leaders as a class. After the interviews, write reflections concerning the guest speakers that came to class. Your reflections should address all of the guest speakers from outside of class, and at least one of the student speakers from inside class. For each speaker, please address the following questions.

What is your "take" on what the interviewees were saying? Briefly describe each speaker's background and his or her key points.

What connections do you see between what the interviewees had to say and readings from the course? Were there any surprises?

Of all the points made by the interviewees, which ones seem most important, and why? Please describe at least one "most important" point from each speaker.

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Group Presentation – Research Project

We will form groups to research topics and present them to the class. This activity will allow the class as a whole to obtain a further breadth of view on issues related to leadership and technology, based on the topical texts listed for each topic: social media in schools, personal learning networks, technology planning and implementation, library media, BYOD, CUE. Each group will give a presentation of its topic (15-20 minutes) plus a planned class discussion or some kind of interactive activity (15-20 minutes). Presentation materials should be well-crafted.

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Planning Project

This assignment is intended to give you flexibility to engaging in planning related to technology in a real-world setting. No matter which option you choose, your work will address the following learning outcomes:

- Plan for implementing technologies/media in an organization
- Research technology-related funding opportunities
- Identify issues related to managing technology and media

Choose one of the following options described further below. This assignment should be new original work.

Required Components

- background information about organization(s). (Note: If you quote a mission statement it should be cited.)
- needs assessment
- plans and timeline for addressing needs, including plans for meeting needs of diverse learners
- evaluation component
- references if applicable
- Community Partnership Plan: Create a 2-year community partnership plan that links educational technology users with stakeholders in the community.
- 1-Year Staff Development Plan: Create a technology staff development plan for an organization to develop the ability of staff to use educational technologies, to take place over the period of one year. Give specific information regarding how the proposed staff development will be carried out.
- 5-year Technology Use Plan: Develop a 5-year technology use plan for an organization. Your plan should include information about the site, a needs assessment or description of current needs, an evaluation component, discussion of how needs of diverse learners will be met, and references. References should be in APA format. Please also discuss proposed technologies and funding possibilities.
- Grants: Find a grant application. Write a proposal that could be submitted for educational technology

funding. Your assignment submission should include: (1) the funders' directions and requirements, so it is clear how you are responding to them (2) your actual grant proposal, and (3) documentation that you submitted your proposal. The key here is following the funders' requirements, which will vary depending on the grant you are applying for. In the supplementary material, please provide additional details that describe plans for how you will proceed if the grant is funded. You should also include information about what the funder is looking for as described in its request for proposals. Either your assignment or the supplementary material should address your planning to engage with stakeholders and plan for the needs of diverse learners. Note: If you are doing the grant option, follow the funders' guidelines in the documents you send the funder.

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Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 10.5% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

https://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/.

Absences may be excused in limited situations including an illness or injury, jury duty, or death of an immediate family member. For an absence to be excused, acceptable documentation is required. If an absence does not qualify according to the limited circumstances of the CSULB Attendance Policy, you are still allowed *one* absence for personal or professional reason (e.g., a wedding, after-hours work obligation, etc.). Please note you will need to make up any in-class assignments that are graded.

Late Work/Make-up Policy

You are strongly encouraged to keep up with assignments and turn them in on time. Not all assignments can be accepted late. If you have a question about whether an assignment can be turned in late, please contact the instructor prior to the deadline for clarification. In general, late assignments should still be submitted to the BeachBoard dropbox, but it may be necessary for the instructor to create a permit to do this. In general, late assignments should not be emailed to the instructor. However, if you submit a late assignment to the dropbox, please email the instructor to check the dropbox for the assignment.

- If an assignment is of a type that can be accepted late and it is not more than one week past the deadline, it will be subject to a penalty of 10% of the maximum possible points for the assignment.
- If an assignment is of a type that can be accepted late and it is no more than two or three weeks late, it will be subject to a penalty of 20% of the maximum possible points for the same. Assignments beyond three weeks late may only be accepted by special arrangement with the instructor.
- Posts to discussions boards will not be accepted after the discussion board closes. Posts to these discussions that are late do not contribute to the discussion, because other students are no longer reading and responding to them.
- Assignments will not be accepted after May 7, 2021. Also, special sessions of a final exam will not be routinely administered. To request an exception to these policies, you would need to submit evidence of a serious and compelling reason acceptable to the instructor and there will be penalty of 10% of the maximum possible grade of the assignment that is in addition to any other late penalties that may apply.
- Any request for an exception to a policy must be supported by written evidence.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

All work for the course is subject to being scanned by anti-plagiarism software, such as Turnitin. Assignments must be submitted to the electronic Dropbox on Beachboard, and turning in assignments this way is the mechanism that allows them to be scanned by anti-plagiarism software. Assignments that are provided to the instructor a different way than the Beachboard Dropbox (such as emailed assignments) may result in a reduced grade. In particular, an assignment may receive a 0 grade if it was not made available for a scan by anti-plagiarism software.

On occasion, students have requested to submit work to meet requirements for more than one course. Students interested to submit work for more than one course must obtain approval in advance from all instructors involved. Such requests may potentially be viewed favorably if they involve extending and expanding on the work from the perspectives of more than one course. On the other hand, students are advised that such requests are not viewed favorably when they substantially involve re-using previous work rather than extending it. When substantially similar work is submitted for more than one course without receiving advance permission from the instructor, the work is subject to a reduced or 0 grade. Penalties for a single instance of cheating or plagiarism depend on the circumstances, but may include a reduced grade or zero score on the involved assignment/exam, an "F" for course, and/or referral to the Office of Judicial Affairs. In some cases, the Office of Judicial Affairs may impose possible probation, suspension, and/or expulsion.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations .

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments, and deadlines, if situations that arise that necessitate doing so.