

**EDLD740B: Advanced Topics in Leadership:
Educational Leadership & Technology
Section 1 | CRN 42914
Fall 2016**

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COURSE OVERVIEW

Education leaders must be confident and comfortable with technology tools that can assist them in advancing the organizational vision and mission. Time and attention is needed to develop a professional philosophy, logic model, and action plan for the application of technology tools in a manner that is responsive to a multicultural and multi-generational workforce and to advance the impact of PreK-16 educational institutions.

This course is designed to provide students with an opportunity to:

- o intentionally and thoughtfully consider one's relationship with technology as a leader,
- o produce an action plan that can be used in one's professional setting, and
- o develop one's own expertise and skills in using technology.

Because each student will be at a different state of integrating technology into their leadership practice, this course will flex toward individual needs and interest to the greatest degree possible. The course will center on a guided exploration of technology based on the student's interest and need for developing a professional philosophy, logic model, and action plan for integrating the use of technology into their leadership practice.

COURSE FORMAT

This course will meet online and face-to-face. Please review the course schedule below. Google Classroom will be utilized for online portion of the course. Please go to <https://classroom.google.com> and sign in as a student using the following code to join the classroom created by the instructor: **mut8c62**.

Students will access to course materials and announcements, and have the ability to post comments and participate in online discussions around assigned readings through Google Classroom. Additionally, they will be able to "submit" their assignments in the Google Drive folder for this classroom using Google Docs.

FACE-TO-FACE MEETING LOCATION

The class will meet face-to-face three times during the semester at California State University San Marcos, Kellogg Library, Room 5201. The face-to-face meetings will be held on Saturdays between 10:00AM - 4:00PM.

CSUSM SCHOOL OF EDUCATION MISSION

The mission of the School of Education community is to collaboratively transform education.

We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University and Community

BASIC TENETS OF CSUSM SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

CSUSM SCHOOL OF EDUCATION ATTENDANCE POLICY

Students *must* participate in 80% of the course sessions to receive credit for this course.

Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible.

Notification of an absence does not constitute an excuse.

CSUSM ACCOMMODATION SERVICES

Students with disabilities requiring reasonable accommodations are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor.

CSUSM ACADEMIC HONESTY POLICY

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an

infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

PLAGIARISM

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website

<http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

GRADING STANDARDS

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> • Includes some of the required elements as delineated in the syllabus. • Some components of the assignment are included. • Provides a few concrete details of the information required for the assignment. • Includes personal viewpoints. • Organization hard to follow. • Many mechanical errors, including APA format. • Hard to read. • Little sentence/vocabulary variety. 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus. • All components of the assignment are included. • Provides concrete details of the information required for the assignment. • Includes personal viewpoints. • Good organization. • Has few, if any, mechanical errors including APA format. • Holds interest – is interesting to read. • Some sentence/vocabulary variety. 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus. • All components of the assignment are included. • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities. • Insightful commentary using personal viewpoints supported by current learning. • Presents clear and logical organization of thoughts. • Has few, if any, mechanical errors including APA format. • Holds interest – is engaging and thought-provoking to the audience. • Uses a sophisticated scholar researcher vocabulary and sentence structure.

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills, and disposition. Therefore, we hold high expectations of your performance, and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE READINGS

- Required: Dixon, B. J. (2012). Social Media for School Leaders: A Comprehensive Guide to Getting the Most Out of Facebook, Twitter, and Other Essential Web Tools. San Francisco, CA: Wiley Publications.
 - (Recommended) The book can be access online free of charge through [CSUSM Library](#)
 - (Optional) The hard copy of the book can be purchased at [Amazon](#)
- W.K. Kellogg Foundation Logic Model Development Guide:
<http://www.epa.gov/evaluate/pdf/eval-guides/logic-model-development-guide.pdf>

COURSE REQUIREMENTS

As adult learners it is assumed that you will read the texts and articles critically, develop questions and analyses, and complete written assignments that will facilitate your own learning and class discussions. It is assumed that all students will work to their highest level since mastering research skills will enable you to conduct and complete a high quality dissertation.

Participation (20%)

Your attendance and active participation online and during face-to-face meetings are essential to achieving the student learning outcomes for this course. Students are expected to come prepared to discuss the readings and to engage in meaningful conversations that support the further development of one's academic voice. Students are expected to participate in an online discussion 4 times during the semester. The rubric for online discussion participation is available online through Google Classroom.

Logic Model—Due October 26 by 11:55PM (40%)

A logic model (or theory of change) is a tool to analyze a problem and identify possible pathways and plan of action to find a sustainable and systemic solution through an intervention. It is traditionally used to plan, implement, and evaluate programs by managers and funders as a framework but can be applied within any organization (i.e. schools) to support improvement and change. As part of this course, you will develop your own logic model to integrate technology into your leadership practice and/or the context in which you are conducting your research (i.e. dissertation). Your logic model should contain the following elements:

1. Problem Statement
2. Assumptions
3. Short-and-Long Term Outcomes
4. Outputs
5. Strategies and Activities
6. Resources (Inputs)

A logic model template will be provided to help you organize, develop strategies, and reflect on the problem you would like to solve. More information will be provided during face-to-face class meeting.

Grant Proposal—Due December 6 by 11:55PM (40%)

The final project for the class is writing a grant proposal that utilizes your logic model, synthesizes existing literature related to the problem you are trying to solve, and identifies the methods to implement and gather data to evaluate how the goals are achieved. The grant proposal should include the following elements:

1. A description of the problem statement
2. A brief exploration of the existing literature around the problem (literature review).
3. A logic model
4. Overarching research/evaluation questions
5. A description of methodology
6. A description of impact and significance of the proposed project
7. A budget

Your grant proposal should be at least 2000 words. More information will be provided during face-to-face class meeting.

CLASS MEETING SCHEDULE

Date	Topics & Activities
September 28 - October 2 MONDAY-FRIDAY Online	<i>Introduction to Leadership & Technology</i> Read: Dixon Chapters 1, 2, 3, & 4 Forum Post: <u>Friday, October 2:</u> 1 Initial Post (at least 400 words) & 2 Peer Responses Due
October 10 SATURDAY 10AM-4PM	<i>Developing a Logic Model for Technology Use in Your Institution/Workplace</i> Read: W.K. Kellogg Foundation Logic Model Development Guide
October 12 -16 MONDAY-FRIDAY Online	<i>Gathering Information at Your Institution/Workplace to Refine Your Logic Model</i> Read: Dixon Chapters 5, 6, 7, & 8 Forum Post: <u>Friday, October 16:</u> 1 Initial Post (at least 400 words) & 2 Peer Responses Due
October 24 SATURDAY 10AM-4PM	<i>Finalizing Your Logic Model & Generating Evaluation Questions</i> Find/Read: A quantitative study related to the problem you identified in your logic model <u>Logic Model due October 26</u>

Date	Topics & Activities
November 2 - 6 MONDAY - FRIDAY Online	<p><i>Analyzing Current Literature/Research related to Your Evaluation Questions</i></p> <p>Read: Dixon Chapters 9, 10, 11, & 12</p> <p>Forum Post: <u>Friday, November 6:</u> 1 Initial Post (at least 400 words) & 2 Peer Responses Due</p>
November 21 SATURDAY 10AM-4PM	<p><i>Writing a Grant Proposal to Get Funded to Study the Evaluation Questions</i></p> <p>Find/Read: A qualitative study related to the problem you identified in your logic model and/or evaluation questions</p>
November 30 - December 4 MONDAY-FRIDAY Online	<p><i>Finalizing & Submitting Your Grant Proposal</i></p> <p>Read: Dixon Chapters 13, 14, 15, 16, & 17</p> <p>Forum Post: <u>Tuesday, December 4:</u> 1 Initial Post (at least 400 words) & 2 Peer Responses Due</p> <p><u>Grant Proposal due December 6</u></p>