CABRINI COLLEGE

EDG 646 TECHNOLOGY & COMMUNICATION

Semester:	Summer II
Credits:	3 Graduate Credits
Meeting times and places:	Mon., June 24 & Tues., June 25 – 4:15-9:30 PM at Pennridge Central Middle School
	Wed., June 26 – Fri., June 28 – 8:30 AM-4:55 PM at Souderton High School
Instructor:	Lyn Hilt
Office Hours:	By Appointment
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Cabrini College Mission

Education of the Heart

Cabrini College is a Catholic institution of higher education dedicated to academic excellence, leadership development, and a commitment to social justice. The College welcomes learners of all faiths, cultures, and backgrounds and prepares them to become engaged citizens of the world.

Cabrini College Core Values

As the principal component of graduate offerings at Cabrini, the graduate program reflects fundamental elements of the College mission, most specifically the shared core values of

- **Respect**—Consistent demonstration of integrity, honesty, respect and trust;
- **Community**—Demonstration of concern for the personal and professional well-being of others;
- **Vision**—Willingness to take risks for the sake of the College and, especially, the students, and willingness to be open, stand up for one's beliefs, challenge others, admit mistakes, assume responsibility, and change one's own behavior when necessary; and
- **Dedication to Excellence**—Commitment to a performance based work culture characterized by a shared expectation of proficiency, effectiveness and hard work and by proficiency in interpersonal communication, teamwork and organization. (*Cabrini College, Graduate Programs, 2010-2011 Catalog,* p. 5)

Graduate Studies Goals

Graduate programs at Cabrini College strive to develop within individuals the knowledge, skills, and disposition embodied in the mission and core values of the institution. Learning experiences in graduate programs provide opportunities for students to:

- Gain competence in their chosen field of study or subject area;
- Establish methods of inquiry, research and problem solving;
- Gain confidence as a leader in their profession; and
- Serve others, having received an "education of the heart." (*Cabrini College, Graduate Programs, 2010-2011 Catalog,* p. 5)

Catalog Description:

Students will examine leadership methods, strategies and tools for ensuring effective technology and communications strategies in schools and the school community. Students will explore and practice the use of technologies available to support today's administrator or principal. Current issues related to the use of technology in education will be examined. Students will study and practice with web-based tools such as WebCT, web pages, PowerPoint and the use of the Internet.

Learner Outcomes:

The student will:

1. Examine leadership methods, strategies and tools for ensuring effective technology and communications strategies in schools and the school community.
2. Explore and practice the use of current digital technologies available to support today's principal in the areas of collaboration, creation, and professional growth.
3. Examine current issues and legislative topics related to the use of technology in education.
4. Understand the importance of technology professional development for teachers and administrators and the use of technology to support data use/assessment and school initiatives.

Graduate Goal: Gain competence in field of study or subject area.

Learner Outcome	Alignment with PDE Standards	Alignment with Other Relevant Standards
Students will examine the transformation of pedagogy and supervision/evaluation practices supported by the use of digital tools.	PDE Corollary PIL 1	NETS*A 2 ISLLC 2
Students will learn the ways in which a principal can establish a digital footprint and develop a personal learning network in order to grow professionally.	PDE Corollary PIL 3	NETS*A 2-5
Students will discover how to harness the power of social media and digital technologies to improve communications both within and beyond their school communities, including the use of blogging to both communicate with the school community and support reflective practice.	PDE Corollary PIL 3	NETS*A 2,3,5 ISLLC 3
Students will learn how to use web tools such as Google Docs to provide opportunities for increased collaboration among stakeholders in the organization as well as tools for creativity, communication, and curation.	PDE Corollary PIL 3	NETS*A 2,3 ISLLC 2
Students will examine the role of technology to support assessment and data-informed decision making.	PDE Core PIL 3 PDE Corollary PIL 2	NETS*4 ISLLC 2

Graduate Goal: Establish methods of inquiry, research and problem solving.

Learner Outcome	Alignment with PDE Standards	Alignment with Other Relevant Standards
Students will examine and reflect upon technology-related issues through in-class discussions and blogging.	PDE Core PIL 1 PDE Corollary PIL 6	NETS*A 1-5
Students will design and complete a cumulative project that will broaden their comfort with and use of technology to support their current and future work as educational leaders.	PDE Core PIL 1,2 PDE Corollary PIL 6	NETS*A 1-5 ISLLC 1
Students will research and write an article review, published as a blog post, on the topic of digital citizenship.	PDE Core PIL 1 PDE Corollary PIL 6	NETS*A 5 ISLLC 1,2

Graduate Goal: Gain confidence as a leader in their profession.

Learner Outcome	Alignment with PDE Standards	Alignment with Other Relevant Standards
The student will become familiarized with ISTE's NETS for Administrators as standards by which principals should strive to achieve digital age proficiencies.	PDE Core PIL 1	NETS*A 1-5
The student will study the development and implementation of policies, procedures, and professional development that support digital age learning and leadership.	PDE Corollary PIL 2	NETS*A 2 ISLLC 2,3
The student will examine leadership methods, strategies and tools for the effective implementation and maintenance of technology in schools and the school community.	PDE Core 1,2	NETS*A 2,4 ISLLC 2

Graduate Goal: Serve others, having received an "education of the heart."

Learner Outcome	Alignment with PDE Standards	Alignment with Other Relevant Standards
The student will understand the role of the principal as lead learner in the organization, one who models and supports the integration of technology.	PDE Corollary PIL 1, 3	NETS*A 3,4 ISLLC 2
The student will learn about ways to harness the power of connected technologies in order to help their schools contribute positively to our world.	PDE Corollary PIL 5	NETS*A 2,5 ISLLC 6

Instructional Approach/Format:

Students will engage with the course content through instructor lecture, class discussions, online discussions, reflective blog posts, small group work, online demonstrations, and student presentations. Students are expected to read textbook and supplemental reading assignments throughout the duration of the course. Students will be required to use information and data from readings and research to actively participate in class/online discussions and complete projects, assignments, and other learning activities. It is expected that students will develop a professional online presence as a result of their work with the technologies introduced in this course.

Student Responsibilities:
Drop/Add/Withdrawal Policy:
The appropriate form from the Registrar's Office must be obtained by the student and the required signatures must be secured within the prescribed time limitations. Students are to refer to the College's Drop/Add/Withdrawal Policy.

Academic Honesty Policy:
Cabrini College is committed to a learning environment that embraces academic honesty. Each member of the Cabrini Community is expected to read, understand and uphold the policies set forth in the *Academic Policies, Procedures and Regulations* manual.

Americans with Disability Act:
Persons with documented learning disabilities who require accommodations, have emergency medical information, or require special arrangements for building evacuation should contact the instructor within the first week of class. Verification of any special arrangements needs to be made through the Coordinator of Disability Services (610-902-8572). Such disclosure is voluntary and is kept in confidence.

Course Materials:
Required Text:
Pflaum, W. D. (2004). *The technology fix: The promise and reality of computers in our schools*. Alexandria, VA:

Association for Supervision and Curriculum.

Required Resources:
Course wiki http://hiltcabrini.wikispaces.com/EDG+646+-Summer+II+2013
Short link: http://tinyurl.com/edg646hilt

ISTE's *NETS for Administrators* and *Essential Conditions*
http://www.iste.org/standards/nets-for-administrators

Recommended Reads:

Boss, S. (2012). *Bringing innovation to school: Empowering students to thrive in a changing world*.

Bloomington, IN: Solution Tree.

Nussbaum-Beach, S., & Hall, L. (2012). *The connected educator: Learning and leadingin a digital age*.

Bloomington, IN: Solution Tree Press.

McLeod, S., & Lehmann, C. (2012). *What school leaders need to know about digital technologies and social*

media. San Francisco, CA: Jossey-Bass.

Richardson, W., & Mancabelli, R. (2011). *Personal learning networks: Using the power of connections to*

transform education. Bloomington, IN: Solution Tree.

Sheninger, E. C., Ferriter, W. M., & Ramsden, J. T. (2011). *Communicating and connecting with social media*.

Bloomington, IN: Solution Tree.

Swanson, K. (2012). *Professional learning in the digital age: The educator's guide to user-generated learning.*

Larchmont, NY: Eye on Education.

Williamson, R., & Johnston, J. H. (2012). *The school leader's guide to social media.* Larchmont, NY: Eye on

Education

Course Requirements:

Requirement	Learner Outcomes Assessed	Possible Points
Blog posts and comments	1,2,3,4	108
Smackdown contributions	2	18
Final project	1,2,3,4	40
Class participation (includes online activities)	1,2,3,4	75
	Total Points Available	**241**

Assignments/Projects and Due Dates
See http://hiltcabrini.wikispaces.com/Assignments and course day outlines on the wiki for full descriptions of the assignments.

Assignment Description (full details on wiki)	*Due Date*
The Technology Fix blog reflection (#1)	Tues., 6/25 12 PM
Connected Ed Leader blog post (#2); 2 comments on classmates' blogs	Wed., 6/26, 8:30 AM
Digital citizenship article/blog research and reflective blog post (#3); 2 comments on classmates' blogs	Thurs., 6/27, 8:30 AM
Home-school partnerships & tech reflective blog post (#4)	Fri., 6/28, 8:30 AM
Web Tools Smackdown presentation	Fri., 6/28 8:30 AM
Final project and presentation	Fri., 6/28 8:30 AM
Final course summary and reflective blog post (#5); 2 comments on classmates' blogs	Mon., 7/1, 8:30 AM

Assessment and Grading Policy:

Attendance is expected at all scheduled classes. Please notify the instructor if you are unable to attend. Assignments are due by the due date and time indicated. Contact the instructor as soon as possible if you are unable to complete an assignment by the due date. Class participation is expected and accounts for a large portion of your total grade.

Grading Scale

A+	A	A-
235-241	223-234	216-222
B+	**B**	**B-**
212-215	199-211	192-198
C+	**C**	**C-**
187-191	175-186	168-174
D+	**D**	**D-**
163-167	151-162	144-150
F		
143 or below		

Course Outline:

Please visit and read the important information found on our class wiki, located here:
http://hiltcabrini.wikispaces.com/EDG+646+-Summer+II+2013
Short link: http://tinyurl.com/edg646hilt

All daily topics and activities, assignments, project details, and accompanying resources for this course can be found at this wiki! Reference it often!

Date	Course Content/Focus Topics	Readings & Assignments Due
Monday, June 24	Topic: Visionary Leadership NETS for Administrators Technology integration plans and visions, AUPs Tools to explore: Twitter, blogs, Google Docs, Feedly, Diigo Edtech chat on Twitter Project introduction	NETS for Administrators and Essential Conditions *The Technology Fix* Part 1: Commitment and Focus Assignment: *The Technology Fix* Part 1 blog post reflection Web Tool Smackdown and final project introduced (due Friday)
Tuesday, June 25	Topic: Excellence in Professional Practice Principal as lead learner and building a PLN Technology to support communication & collaboration TPACK NETS*T	Assignment: Read a connected educator's blog and post your reflections on your blog. Comment on two of your classmates' posts. Due: *The Technology Fix* Part 1 blog post reflection
Wednesday, June 26	Topic: Digital Age Learning Culture What the Internet is doing to our brains/Pay Attention and other 21st Century Social Media Literacies The modern learner 6 Channels and 9 Characteristics of 21st Century Learning Small group explorations: 4 Cs, SAMR Model, Design Thinking, PBL Director of technology guest speaker	Assignment: Digital Citizenship Article/Blog Post Review Due: Connected Educator blog post and classmate comments
Thursday, June 27	Topic: Digital Citizenship Our digital footprints COPPA/CIPA	Assignment: Blog reflection on the information shared by guest speaker (enhancing home-school

	Copyright, Fair Use, Creative Commons Connected elementary principal guest speaker	communications with technology) Web Tool Smackdown sharing and final project presentations will be Friday
Friday, June 28	Topic: Systemic Improvement Technology to support social activism Technology to support data and assessment, change initiatives *The Technology Fix* recommendations: Agree or Disagree? Web Tool Smackdown Final project presentations Closing reflections	Web Tool Smackdown- sharing Final projects and presentations Assignment: Final blog post summarizing key information learned through our course and outlining future goals, and 2 classroom comments due Monday, July 1

*This syllabus is subject to change.

<u>**Scoring Rubrics**</u>:

Final Project and Presentation

Criteria	Exemplary (10)	Proficient (8)	Limited (5)	Unsatisfactory (0)
Format and Design	The student chose a format that stretched him beyond his comfort zone with the use of technology. A tool/format new to the student was used in project creation. Project was highly engaging, creative, and polished. Command of media evident. Design was highly appealing.	The student used an appropriate format to present his project. The student may have used a new tool for his work. Project displayed creativity and had visual appeal. Mixed media was evident. Design was appealing.	A stronger format for the presentation could have been chosen. Basic application of technology skills evident through the project creation. Media was limited. Basic design.	The student did not utilize technology in a creative way in order to present his final project. No visual appeal. Design was flawed and interfered with the project's content.
	Exemplary (25)	**Proficient (20)**	**Limited (10)**	**Unsatisfactory (0)**
Content	All required content was addressed, plus additional content was shared. 5 points per question detailed in the project assignment.	All required content was addressed. 5 points per question detailed in the project assignment.	Some of the required content was missing from the presentation. 5 points per question detailed in the project assignment.	The project did not address the required content. 5 points per question detailed in the project assignment.
	Exemplary (5)	**Proficient (3)**	**Limited (1)**	**Unsatisfactory (0)**
Presentation	Presenter was articulate and expressive in describing his project and sharing it with the class. Presenter is a skilled public speaker and captured the audience's attention. Presenter embedded and shared the project via his blog and/or Twitter.	Presenter shared his project with enthusiasm. Correct grammar and positive public speaking skills displayed.	Presentation effort was minimal. Was not able to hold the audience's attention.	The presenter did not share the project with the class or did so in an inappropriate/ineffective manner.

Total possible points for the final project = 40 points

Class Participation Rubric

Criteria	Meets Expectations (5)	Approaching Expectations (3)	Does Not Meet Expectations (1)	Supporting Explanation
Substance of Participation	__Often cites relevant points from required readings/experiences to support or extend class discussion __Often cites relevant points from sources outside of required readings	__Occasionally cites relevant points from required readings/ experiences to support or extend class discussion __Occasionally cites relevant points from sources outside of required readings	__Rarely cites relevant relevant points from required readings/ experiences to support or extend class discussion __Rarely cites relevant points from sources outside of required readings	
Frequency of Participation	__Frequently enriches and extends discussion by responding to ideas expressed by classmates and/or instructor __Routinely volunteers relevant points of view __Eagerly accepts the challenges of interacting with and incorporating the use of new technologies; displays a growth mindset in terms of new technologies	__Occasionally enriches and extends discussion by responding to ideas expressed by classmates and/or instructor __Occasionally volunteers relevant points of view __Occasionally interacts with/incorporates the use of new technologies; is hesitant to embrace use at times	__Rarely enriches and extends discussion by responding to ideas expressed by classmates and/or instructor __Rarely volunteers relevant points of view __Rarely interacts with/incorporates the use of new technologies and displays a fixed mindset in terms of their use	
Professional Dispositions Evidenced by Participation	__Engagement in class demonstrates consistent preparation for class discussions and activities __Is always respectful and mindful of other's experiences and opinions __Often solicits feedback from peers or instructor	__Engagement in class usually demonstrates consistent preparation for class discussions and activities __Is usually respectful and mindful of other's experiences and opinions __Occasionally solicits feedback from peers or instructor	__Is rarely prepared for class discussions and activities __Is rarely respectful and mindful of other's experiences and opinions __Rarely solicits feedback from peers or instructor	

Daily maximum class participation grade is 15 total points. 75 points total for the week.

Blogging and Commenting Rubric

adadapted from Karen Franker, University of Wisconsin Stout and the work of Silvia Tolisano

Criteria	Exemplary (3)	Proficient (2)	Limited (1)	Unsatisfactory (0)
Content and Creativity	Posts are very informative, insightful, and/or deeply reflective. Informational posts synthesize learned content and construct new meaning. Posts ask related questions and support opinions using personal experiences or related research. Posts have sophisticated organization. Includes links or embeds of supporting examples or documents to enhance information presented. A focused viewpoint is presented. Posts are creatively and fluently written to stimulate conversation.	Posts provide new information on a topic and/or are reflective in nature. Informational posts attempt to summarize learned content to form new meaning. A few questions may be included to stimulate conversation with readers. Posts have a clear viewpoint with supporting evidence shared. Generally well written and organized.	Posts provide some new information on a topic. Not reflective in nature. Informational posts do not show evidence of integrated resources or learned information. Little original thought shared. Supporting examples lacking. Posts are brief and lack imagination and creativity. Minimal effort made to connect with the readers.	Posts show no evidence of understanding of the topic/content. No new information or supporting examples provided. Little to no evidence of new meaning. Poorly organized. No attempt made to connect with the readers.
Voice	Posts are written in a style that is appealing and appropriate for the intended audience. Interesting to read. Carefully chosen words that are memorable and bring the content to life. Posts reflect the author's unique personality. Sentence fluency is natural and expressive.	Posts are written in a style that is generally appropriate for the intended audience and an attempt is made to use a consistent voice. Posts reflect a bit of the author's personality through word choices that attempt to bring the topic to life. Sentence fluency is evident.	Posts are written in a style that does not fully consider the audience, and the author's voice is difficult to identify. Post has little style or voice. Attempts at sentence fluency made.	Posts do not reflect an awareness of the audience and it is difficult to identify the author's voice. Posts do not reflect the author's personality. Word choice is unimpressive/ inappropriate. No sentence fluency.
Text Layout, Use of Graphics & Multimedia	Selects and inserts high quality graphics and multimedia when appropriate to enhance the content's visual appeal and increase readability. Acknowledges all image and multimedia sources with captions or annotations.	Graphics and multimedia that are mostly high quality and enhance and clarify the content are used. Acknowledges most image and multimedia sources with captions or annotations.	Low-quality graphics and multimedia, which do not enhance the content, are used. Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations.	No multimedia present. Or, does not provide any accurate information about the sources used. Copyright images used without permission.
Community	Several links to relevant resources are included in the post. Links flow within the content. Post is categorized and tagged appropriately.	A few links are included that add to the reader's understanding. Post is categorized and/or tagged appropriately.	One or two topical links are included, may not be embedded into the text. Post may be categorized and/or tagged.	No links to further resources are included, or, links included do not add any value to the content of the post. No categories or tags used.
Citations	All images, media and text created by others display appropriate copyright permissions and accurate citations.	Most images, media or text created by others display appropriate copyright permissions and accurate, properly formatted citations.	Some of the images, media or text created by others does not display appropriate copyright permissions and does not include accurate, properly formatted citations.	No images, media or text created by others display appropriate copyright permissions and do not include accurate, properly formatted citations.

Quality of Writing	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.
Commenting	Shows connection to the blog post content and other comments. Meaningful addition to the topic of the blog post by bringing in new perspective and resources. Expresses original ideas. Cites and links to additional resources.	Show some reference and connection to the post and other comments. Offers some addition to the content of the blog post. New sources of information are mentioned.	Shows some reference and connection to the post. Simple addition to the topic of the post.	No original ideas expressed. Makes minimal reference to the blog post. No links to further information or resources.

Each assigned blog post is worth a total of 18 points. 5 total blog posts assigned. Total of 90 points possible.
Each assigned comment made on a classmate's blog is worth a total of 3 points. 6 total comments assigned. Total of 18 points.

Web Tools Smackdown Presentation

Criteria	Exemplary (3)	Proficient (2)	Limited (1)	Unsatisfactory (0)
Content	Tools shared were highly relevant for future administrative use.	Tools shared could possibly be useful for future administrators.	Tools shared were educational in nature, but not likely to be useful to a future administrator.	Tools shared were unrelated to education or had no relevance to technology use in schools.
Presentation	Presenter was highly knowledgeable about the tool and the way(s) in which it could enhance the work of the school administrator. Examples of use were shared.	Presenter was knowledgeable about the purposes and uses of the tool. Brief explanations of uses were shared.	Presenter had a general idea about the tool and its potential for use by school administrators.	Presenter appeared unknowledgeable about the tool and its purpose.
Technical	Presenter was well prepared to share the tool with the class. Student skillfully navigated his way through the technical aspects of tool use.	Preparation for sharing was evident. No technical difficulties observed.	Presenter lacked confidence when sharing the tool with the class. Minor technical difficulties were evident.	Presenter was unprepared to share the tool. Major technical difficulties were observed.

Each student will share two web tools during the Smackdown for a total of 18 points maximum for this project.