

I. COURSE DESCRIPTION

Emphasizes the process of planning for the use of technology in the school. Includes plans for faculty support, alternative arrangements of computer set-ups and planning for staff development.

II. RATIONALE

Organizations have been acquiring computers and related technology equipment for several years. As emerging technologies find their ways into profit and non-profit organizations, there are many stories of equipment gathering dust, poor staff development, lack of technical support, and disillusioned personnel. Without a proper systematic approach, including planning and taking into consideration the restructuring of the organization, costly mistakes will be one of the unfortunate results. At a time when technology is transforming educational and training programs, this course can help the student become a more effective collaborator with other colleagues and a better-equipped manager with the ability to plan for long term direction.

III. COURSE GOALS/OBJECTIVES

A. Knowledge

The student will:

1. Explain the role of change and change management as it deals with educational technology.
2. Prepare goals for a technology support program appropriate to the clientele and institution or district it serves.
3. Describe a staff development program for personnel in an organization.
4. Describe the methods of promoting a technology.
5. Describe strategies that can be used with education personnel in their acceptance and implementation of new technologies.
6. Describe a budgeting process for technology.
7. Describe the conditions to be met to legally install, use and copy software.
8. Describe the educational applications of the technologies used in telecommunications.
9. Describe criteria used in the evaluation of hardware and software.
10. Describe the evaluation process as it relates to technology.
11. Explain equity issues that are affected by technology.

B. Skills

The student will:

1. Evaluate technology plans.
2. Plan a facility that integrates technology.
3. Find solutions for assigned problems.
4. Plan a procedure for the selection of hardware.
5. Learn how to communicate and discuss in online environments.

C. Attitudes and Values

The student will:

1. Recognize the need to keep current in the development and use of emerging educational technologies.
2. Accept the importance of the copyright law and the necessity of compliance when installing, using and managing software.
3. Be sensitive to equity issues including the socioeconomic backgrounds and gender of the users of technology.
4. Recognize the importance of evaluation and assessment in successfully implementing technology in an organization.

IV. COURSE OUTLINE

- A. Course Overview
- B. Technology Leadership
- C. Technology Planning
- D. Staff Development
- E. Integrating Technology with the Curriculum
- F. Evaluation and Assessment
- G. Technology and Equity
- H. Technology and Copyright
- I. Budgeting and Funding
- J. Community Relations

V. REQUIRED/OPTIONAL TEXTS

Picciano, Anthony G. (1999). Educational Leadership and Planning for Technology. 2nd edition. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

- A. Interview a school district technology coordinator. (10%)
- B. Conduct a product evaluation using appropriate criteria. (10%)
- C. Critique a technology plan for your school district or building. (20%)
- D. Class presentation and lead discussion on assigned topic. (30%)
- E. Threaded discussions and Case Study Responses. (30%)

VII. EVALUATION/STUDENT ASSESSMENT

The points earned on course projects will determine the course grade. Based on total points earned, final grades will be assigned as follows:

A	95 -100 %	C	73 - 75 %
A-	90 - 94 %	C-	70 - 72 %
B+	86 - 89 %	D+	66 - 69 %
B	83 - 85 %	D	63 - 65 %
B-	80 - 82 %	D-	60 - 62 %
C+	76 - 79 %	F	Below 60 %

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or www.uakron.edu/studdev/conduct.html (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult www.uakron.edu/access and the Office of Accessibility at (330) 972-7928.

IX. BIBLIOGRAPHY

- DuFour, R.P (1991). The Principal as staff developer. Bloomington, IN: National Educational Service
- Glenn, A. & Knapp, L. (1996). Restructuring schools with technology. Needham Heights, MA: Allyn & Bacon.
- Maurer, M. & Davidson, G. (1998). Leadership in instructional technology. Columbus, OH: Prentice-Hall.
- Picciano, A.G (1998). Educational leadership and planning for technology. Upper Saddle River, NJ. Merrill.
- Poole, B. (1995). Education for an information age: Teaching in the computerized classroom. Madison, WI: Brown & Benchmark Publishers.
- Roblyer, M.D & Edwards, J. (1999). Integrating educational technology into teaching. Upper Saddle River, NJ. Merrill.
- Rivard, J. (1995). Select topics on technology, teaching, and learning. Needham Heights, MA: Simon & Schuster.
- The National Educational Technology Plan (2000). [Online]
<http://www.ed.gov/Technology/elearning/index.html>
- Glenn, A. & Knapp, L. (1996). Restructuring Schools with Technology. Needham Heights, MA: Allyn & Bacon.

*Developed by Sajit Zachariah
Date: Spring 2001*