Principal 2.0: Harnessing the Tools for Professional Learning Syllabus

Course Overview:

The digital world can be an overwhelming one. There is just so much information out there. We are increasingly accessing the web for everything from news headlines to important education reports to emerging research. Finding, organizing, and sharing all this information effectively and efficiently can be a big challenge for a school administrator.

While many have figured out the use of email to communicate, new tools move beyond the inbox and offer the possibility of communication and collaboration. Most are web-based and can be accessed by multiple users.

Learning how to harness some of these tools is the primary goal of this course. While there are many more of them can be covered in five sessions, the course will focus on some of the core web-based tools that are currently available for managing and sharing information. These include an online news organizer called an aggregator, a collaborative writing tool called a wiki, and an online multimedia presentation tool called Voice Thread. This course will introduce the tools and provide participants with the opportunity to reflect on how their use can help them better communicate and collaborate.

Course Description:

One of the technology standards for administrators that often gets overlooked is that of professional productivity. Web-based tools can support this productivity as they promote effective and efficient use of information. Participants will be introduced to several different tools including weblogs, RSS, wikis, aggregators and Voice Thread and learn how to use them to support both their own work and learnign as well as that of their faculty and staff. They will write a plan for implementing one of these technologies for their own professional growth and also suggest ways they will use it to promote communication and collaboration in their schools.

Course Syllabus

Title

Principal 2.0: Harnessing the Tools

Target Audience

This course is intended for pre-service and in-service school principals for grades K-12.

Prerequisites

To successfully participate and complete assignments in this course, the learner must

- Have past experience using the computer

- Have past experience working with the Internet
- Be familiar with taking an online course

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Goals

In this course, learners will explore web-based tools and how they can be used to support both professional productivity and teaching and learning.

At the end of this course, learners will be able to

- Identify and use web-based tools
- Discuss the pros and cons of using web-based tools in a school
- Articulate a plan for integrating web-based tools in a school

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Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following sessions, working through each session in order.

Throughout the sessions, learners are asked to articulate their ideas in various forms. They are encouraged to reflect on their ideas and experiences in their online journal. The discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a final project, learners will develop their own vision related to both the use of emerging technologies and 21st century skills and then write a reflection paper on the implementation of their vision.

This course is designed to address ISTE's Educational Technology Standards and Performance Indicators for School Administrators. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

This course specifically addresses the following ISTE NETS*A components:

I. Leadership and Vision

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.

B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.

C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.

D. use data in making leadership decisions.

E. advocate for research-based effective practices in use of technology.

F. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.

B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.

C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.

D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

E. provide for and ensure that faculty and staff take advantage of high-quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

A. model the routine, intentional, and effective use of technology.

B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.

C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

D. engage in sustained, job-related professional learning using technology resources.

E. maintain awareness of emerging technologies and their potential uses in education.

F. use technology to advance organizational improvement.

Course Outline:

Session One: General introduction to Web 2.0 tools

Web 2.0 refers to a user-centered, user-created, and community focused version of the Internet, in which much of the content is built and shared in an ongoing, social format.

At the end of the session, learners will be able to:

- Describe this altered definition of Internet and web
- Identify various common components of Web 2.0 tools
- Consider the place of Web 2.0 tools in teaching, learning, and personal productivity

Session Two: Wikis

A Wiki is an easily-editable webpage, designed to be created and edited by multiple authors.

At the end of this session, learners will be able to:

- Define a wiki and its community-oriented structure
- Identify severals uses of Wikis in schools and classrooms
- Make changes to a Wiki to demonstrate its social authorship capabilities

Session Three: Voice Thread

Voice Thread is multimedia tool that allows users to easily create presentations online. In addition, it allows viewers to post text and audio comments.

At the end of the session, learners will be able to:

- Define and describe Voice Thread
- Identify several potential uses of Voice Thread in education
- Use Voice Thread to add comments

Session Four: RSS & Aggregators

RSS (Real simple syndication) technologies help users keep track of the information flow from blogs, wikis, podcasts, online bookmarks, and other collaborative sources of information.

At the end of this session, learners will be able to:

- Describe the purpose of an RSS feed
- Locate and identify RSS feeds from various sources
- Create an RSS feed reader to keep track of various web 2.0 information sources

Session Five: Developing A Plan

New knowledge of technologies is important. However, educators must go beyond technical knowledge to consider how these technologies can support teaching and learning.

At the end of this session, learners will be able to:

- Create a plan for using a new technology as part of teaching and learning
- Reflect on their learning throughout the course
- Share their learning with others

Schedule

It will take about 10 hours to complete this course. Each session has been designed to take approximately two hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

Requirements

Learners are expected to:

- Complete all assignments
- Maintain an online journal
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge
- Be self-directed and self-motivated
- Ask for assistance when needed

Materials
Technical Requirements

- Word Processor
- Internet
- Email
- Adobe Acrobat Readers
- Windows Media Player or Quicktime

Evaluation

This course is evaluated on a letter grade basis. Continuing Education Units (CEUs) will be

given for this class.

<u>Performance Assessment</u>

Your instructor will assess your performance using the following Assessment Rubric. In order to receive credit for this course, you must demontrate a satisfactory level of competence for the course, which means a C average or better.

A=100-90%
B=89-80%
C=79-70%

You will receive feedback for each week's work, usually in narrative form through email. In addition, you can always go to "Grades" to monitor your progress. If you have questions about your participation, please communicate with your instructor.

Assignment	Unsatisfactory = 1 pt	Satisfactory = 2 pts	Exemplary = 2.5 pts
Discussion Board	Learner posts only a single entry, with no interaction with other learners' postings evident.	Learner's postings meet the minimum of 3 (one original thread answering the question and two responses to peers) but they do not go beyond the required scope or are all posted on the same day.	Learner's postings meet the objectives for the assignment in ways that demonstrate understanding, being reflective and extending beyond the assignment. There are more than 3 postings and they are posted throughout the week, rather than on one day only.
Online Journal Entries	The learner does not show any indication of having read any of the articles in the session. The entry does not reflect an understanding of the issues addressed in the session.	Although the learner addresses the issues from the session, the entry is lacking in details and depth. The entry shows only a superficial reading of the articles in the session.	The learner's response shows an in-depth understanding of the issues from the session. The entry shows detail and depth. Learner references readings from the session.
	Unsatisfactory = 1 pt	**Satisfactory = 3 pts**	**Exemplary = 5 pts**
Final Project	Learner's response does not show an understanding of issues related to technology and education. Learner	Learner's response shows some understanding of issues related to technology and education. Learner	Learner's response shows an in-depth understanding of issues related to technology and education. Learner

does not give actions to be taken in order to implement the vision. The response does not reference readings from the semester.	gives general actions to be taken in order to implement vision. The response references some readings from the semester.	gives specific actions to be taken in order to implement vision. The response references readings from throughout the semester.