

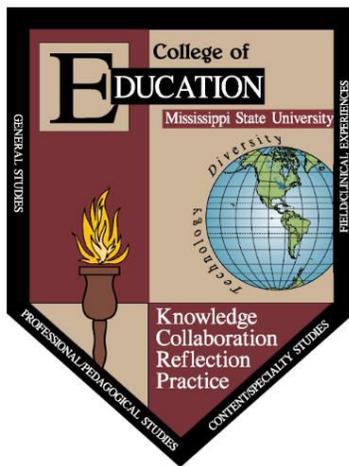
**MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION**  
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT  
COURSE SYLLABUS

**Course Prefix and Number:** TECH 8753  
**Course Title:** Technology Issues for School Administrators  
**Credit Hours:** 3 credit hours  
**Method of Instruction:** *LECTURE = UCCC Code C*

**Catalogue Description**

Three hours lecture. Investigates the trends and issues in instructional systems that impact school administrators.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Course Objectives:**

Upon completion of the course, the student will be able to:

1. Discuss what it means to integrate technology into the instructional process and methods of fostering an environment and culture for technology integration. (CFPO #4)
2. Determine the relationships between curricular design, instructional strategies, learning environments, and technology integration to maximize learning and teaching. (CFPO #5)
3. Define methods in which technology can be applied to enhance their professional practice and to increase their own productivity and that of others. (CFPO #5)
4. Identify methods for ensuring the integration of technology to support productive systems for learning and administration. (CFPO #11)
5. Explore how to use technology to plan and implement comprehensive systems of effective assessment and evaluation. (CFPO #6)
6. Research the social, legal, and ethical issues related to technology and how to model responsible decision-making related to these issues. (CFPO #12)

## **Detailed Course Outline:**

1. Introduction to Technology and Planning– 3 hours
  - Needs for planning
  - The Systems Approach
2. Basic Concepts of Planning– 3 hours
  - Schools as social systems
  - Common elements of educational planning
  - Planning for technology
3. Technology, Learning, and Equity Issues– 3 hours
  - Equity issues
  - Copyright issues
4. Technology Standards and Policies – 3 hours
  - Technology standards
  - Mississippi Teacher Technology Standards
5. Technology for School Leadership - 3 hours
  - Specialized administrative applications
  - Integrating it all together
6. Decision Making – 3 hours
  - Information infrastructure
  - Evaluation and nurturing the process

7. Technology in Instruction – 3 hours
  - Instructional computing
  - Integrated learning systems
8. Multimedia in Education – 3 hours
  - Multimedia software
  - Multimedia teaching and learning
9. Data Communications, the Internet, and Educational Applications – 3 hours
  - The Internet
  - World Wide Web
  - Multimedia
10. Distance Learning – 3 hours
  - Definitions
  - Audio/video/computer technologies
  - Distance program design
11. Hardware/Software Selection and Evaluation – 6 hours
  - Hardware planning and evaluation (3 hours)
  - Software planning and evaluation (3 hours)
    - Administrative/instructional software evaluation factors and criteria
12. Professional Development – 3 hours
  - Staff development planning model
  - Designing and implementing effective staff development programs
13. Facilities, Policies, and Procedures – 3 hours
  - Staffing and administration
  - Central laboratories
  - Physical environment
14. Financial Planning for Technology – 3 hours
  - Cost effectiveness of technology
  - Time line for financial planning
  - Budget model

**Text(s):**

Picciano, A. G. (2010). *Educational leadership and planning for technology*. Merrill Prentice Hall: Upper Saddle River, N.J.

**Description of Instruction:**

Campus 1, 2 & 5 - Lecture; class members will be exposed to lecture, class discussion, individual projects, group activities, exams and project presentations during this course. Student participation will play a large part in the success of instructional delivery herein.

**Campus 5** – Lecture. The class will be taught by lecture and discussion method via CANVAS and WebEx. Class materials will include handouts, preparation guidelines, and supplementary materials. Special needs students will receive instruction to accommodate the individual learner's needs.

**Honor Code:**

**Campus 1, 2 & 5** - The honor code states: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the honor code, to accept responsibility for learning, and to follow the philosophy and rules of the honor code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or consequences of the honor code.

For additional information please visit: <http://www.honorcode.msstate.edu>

**Campus 5 specifically** - Online tests will be administered with random ordered questions. All written assignments must be submitted through Turnitin.

**Technology:**

Students use various application software programs to prepare materials for the course requirements, including papers and projects. They use other technologies in the preparation of their presentation. They also use the Web for research and for posting and retrieving information.

**Diversity:**

Diversity will be addressed in this course through group discussions and projects.

**Accommodations for Students with Disabilities:**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335, and <http://www.sss.msstate.edu/>.

**University Safety Statement:**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

**Field Component:**

There is no field component in this course.

**Evaluation of Student Progress:**

Assessment of Concepts and Skills/Evaluation of Student Progress:

- **Participation:** Students will attend the class synchronously and asynchronously (e.g., face-to-face or through WebEx and Discussion in Canvas) to share ideas of the subject matter being discussed and learn from each other (Objectives 1- 6).
- **Exams:** Formal written exams will be administered to assess students' knowledge of the trends and issues in instructional systems discussed in class (Objective 1-6).
- **Research Paper:** Students will conduct a review of literature and write a research paper on a selected topic of technology issues for school administrators (Objective 1-6).
- **Interview Report:** Students will conduct an interview with a current practicing school administrator to: 1) explore various real-world technology issues that face at his/her job, 2) understand how the school administrator that student interviewed deal with the issues s/he identified, and 3) identify his or her perspectives on how the issues have been developed and impacted on his/her school administration (Objective 1-6).
- **Technology Issue Presentation:** Students will research the related literature and present technology issues in-depth that school administrators have at their jobs, so students can gain better understanding how the issues have been developed and impacted on school administration (Objective 1-6).
- **Professional Development Plan:** Students will determine a need for a group of teachers or administrators in which technology would be a component of the solution. Then students will design a professional development program to address the need (Objective 1-6).

<b>Assignments/Projects</b>	<b>Points</b>
Participation (10%)	100
Mid-Term (10%)	100
Final Exam (10%)	100
Research Paper (10%)	100
Interview Report (10%)	100
Technology Issue Presentation (20%)	200
Final Project: Professional Development Plan (30%)	300
<b>Total: 100%</b>	<b>1000</b>

**Grading Scale:**

Points	Grade
900- 1000	A
800 - 899	B
700 - 799	C
600 - 699	D
Below 600	F

**Attendance Policy:**

**Campus 1 & 5:** In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor and provide appropriate documentation.

AOP 12.09 ( <http://www.policies.msstate.edu/policypdfs/1209.pdf>)

**Campus 5:** Student participation in both chat room discussion and completion of discussion board will be used to determine attendance. Students are required to inform the instructor if they are not able to participate in chat room and discussion board activities.

**Title IX Policy:**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

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