

EEA 534: Technologies for Learning

School of Education and Leadership

3 Credits

Effective Date ()

Course Dates:()

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

Contact Information

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

Course Description

This course introduces students to both technology literacy and applications. Students learn to use digital tools to gather, evaluate, and use information to plan and conduct quality research, manage projects, solve problems, and make informed decisions. Applications include the electronic portfolio, instructional and curricular decisions, research and assessment, assistance to teachers, and the impact of technology on school and societal change.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

In this course, learners:

- Apply ethical practice in technology use
- Apply technology skills
- Evaluate responsible citizenship and contributions to community
- Evaluate data for school improvement
- Interpret individual differences in decisions and actions; demonstrate ability to negotiate across these differences

Additional Information

Declaration of Inclusion

The CityU Master in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely-abled communities

Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](#)). City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course's objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

Grading Scale

The grades earned for the course will be calculated using CityU's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

Course Assignments and Grading

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Current and Emerging Issues in Technology	20%
Technology Plan Support of School Improvement Initiatives	30%
Personal/Professional Technology Use Presentation	30%
Learning Management System and E-Program Portfolio	20%
TOTAL	100%

Course Assignment Details

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Current and Emerging Issues in Technology

The student discusses a current technology-based educational issue; describes relevant emerging political, social, economic, legal, and cultural implications in the local community; and analyzes the issue in relation to the educational needs of children and the role of schools in a democratic society, considering the positions of the various stakeholders. For this assignment's product, the student chooses an electronic communication medium (i.e., slide show, Wiki, video, blog) and uses it to present a summary and reflective analysis with an annotated bibliography that integrates at least seven sources using APA style of citing and referencing. The student provides (a) a summary of the educational and sustainability issues, which places local concerns and conflicts in broader perspective and identifies the multiple perspectives and competing values that define the local political context; and (b) a reflective analysis that explores implied assumptions and beliefs, considers each alternative's positive and negative outcomes for all stakeholders, and identifies possible strategies for principal influence that would advance the community conversation by advocating equitable and inclusive policies that benefit all children and families.

Components	% of Grade
Summary	30%
Presentation Medium	40%
Reflective analysis	30%
TOTAL	100%

Technology Plan Support of School Improvement Initiatives

Using a Student-selected presentation medium, students prepare and share a report including (1) an executive summary of the school/district's Improvement plan, (2) an analysis of how technology supports and needs to support school improvement initiatives identified in the school/district plans, and (3) a summary of recommendations and rationale for next steps in the technology to support the plan. While sharing this information in a manner determined by the instructor, students also (4) demonstrate personal use of various forms of technology needed to gather information and to create and share the report.

To gather information needed for this report, locate, and review your school/district use of technology, school/district improvement plans (SIP), and relevant school/district professional development plans. Locate and review local, national, and international technology standards applicable to the use of technology, and other improvement plans as relevant to this task. Analyze the use of technology for how well it supports school improvement initiatives identified in the plan and how well it addresses important technology standards. Especially analyze efficacy of technology regarding positive impact on learning, professional development, cultural diversity, ethical use and practices for educational technology, emerging technologies, and involvement of stakeholders. Identify the use of educational technology strengths and areas for improvement. Determine recommendations and rationale for "next steps" in the use of educational technology and a brief description of the resources (human, financial, facilities, technological) required to address your recommendations.

Components	% of Grade
Technology Plan Executive Summary	20%
Analysis	20%
Recommendations and Rationale	20%
Student Use of Technology	20%
Educational Technology: Identify and analyze standards, trends, and best practices	20%
TOTAL	100%

Personal/Professional Technology Use Presentation

Students become acquainted with current and emerging hardware, software, and their associated use issues to build capacity as school leaders. To identify technologies and issues, students interview two school-based administrators and two administrative support staff. Using this information and media of Student's choice, students develop and share an electronic presentation to communicate findings and a plan to become proficient and remain current in job-embedded technologies.

The electronic presentation has two parts:

Part A – Technologies Used on the Job: (1) Description of the administrative context (school/district, administrative role, administrators, and support staff interviewed), and (2) technology annotations, including hardware and software tools used, applications of each technology in relationship to the components of the administrator’s role, and issues associated with the technology.

Part B – Technology Proficiency Plan: (1) A prioritized list of skills that need to be learned, (2) actions needed to acquire the skills, and (3) a plan for remaining current on matters of technology trends and emerging issues. Students share their electronic presentations in a manner designated by the instructor.

Components	% of Grade
Administrator and Support Staff Interviews	30%
Technology Annotations	40%
Technology Proficiency Plan	30%
TOTAL	100%

Learning Management System and E-Program Portfolio

Students become familiar with CityU’s LMS (learning management system) and creation of an Educational Leadership Program’s electronic portfolio. Students use the Learning Management System (LMS) resources and tools in courses to locate the course syllabus, assignment rubrics, and learning resources; to communicate and collaborate in learning activities. Students develop an understanding of the underlying concepts, structure, and procedures needed to set up an electronic portfolio.

Components	% of Grade
Learning Management System	50%
Program Portfolio	50%
TOTAL	100%

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment’s due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus and in the Learning Management System classroom.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all CityU's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should always be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment, and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment, and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and

procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the **my.cityu.edu** student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception, and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.

