Course Syllabus

Technology Literacy 103: Utilizing Social-Networking Support Tools in a Leadership Capacity

Winter/Spring 2009

Course Number:	ED & HUD 795-2, section 797 (#0526C)
Credits:	One (1) Graduate Credit
Prerequisite:	Graduate Standing (Must have earned a bachelor's degree)
Instructor:	Tammy Stephens Work email: tstephens@podetc.com
Location:	Online course
Schedule:	**This online course begins March 2 and ends March 27, 2009.** This course is four weeks in length and will be conducted in an asynchronous format. During this 4-week period, participants will have access to this course 24/7.

Course Emphasis: This online course is designed to help educators learn how to create asynchronous technical support for others in their organizations through the use of social networking and Web 2.0 tools. This course is appropriate for administrators, teachers, library media specialists, and technology leaders.

Course Rationale: Technology is progressing so fast that educators need to help others become self-sufficient at just-in-time learning in order to incorporate technology into the teaching and learning process. Most practicing teachers, administrators, or managers are not involved in vital, active, engaged, professional communities. One barrier is often incompatible schedules. Online tools can transform schedules and provide just-in-time support 24/7. Web 2.0 and social networking tools can build capacity in organizations by supporting networking, collaboration, co-construction of knowledge, and community access (Polin, 2008).

Communities of practice are viewed as emergent, self-reproducing, and evolving entities that are distinct from, and frequently extend beyond, formal organizational structures, with their own organizing structures, norms of behavior, communication channels, and history (Brown & Duguid, 1991; Lave & Wenger, 1991; Barab & Duffy, 2000; Schlager et al., 2002). The purpose of this course is to help educational leaders build the capacity of educators to become self-sufficient in learning to use technology. Throughout the course we will model how to foster learning communities so that participants can go out and help foster these types of learning environments in their own organizations.

Participants will create learning resources for colleagues in their own organizations through peer-to-peer engagement with others in the course. We will model how "social engagement around shared work is a powerful mechanism for supporting learning" (Polin, 2008) through course activities. The design of these projects is that "individual professional development projects become a source of new community members with new skills, which enables the community members to grow, spread innovation, and reproduce itself" (Schlager, 2003, p. 210).

This course is designed to help educators meet specific ISTE National Educational Technology Standards (NETS) for Educators, Administrators, Students, the Wisconsin PI 3402 Teacher Standards, and the Partnership for 21st Century Learning Skills.

References:

Brown, J. S., & Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. Organization Science, 2(1): 40–57.

Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. NY: Cambridge University Press.

Polin, L. (2008). Graduate professional education from a community of practice perspective: The role of social and technical networking. In C. Kimble, P. Hildreth & I. Bourdon (Eds.), Communities of practice: Creating learning environments for educators (pp. 267 - 286). Information Age Publishing.

Schlager, M., Fusco, J. & Schank, P (2002). Evolution of an on-line education community of practice. In K. A. Renninger and W. Shumar (Eds.), Building virtual communities: Learning and change in cyberspace. NY: Cambridge University Press, 129-158.

Schlager, M.S. & Fusco, J. (2003). Teacher professional development, technology, and communities of practice: Are we putting the cart before the horse? The Information Society, 19, 203-220.

Course Description: This online course examines the intersection of three topics: technical knowledge, learning pedagogy, and digital culture. Participants will learn about best practices for serving in a leadership capacity by creating knowledge sharing social networks in their organizations through the use of Web 2.0 and social networking tools. Educators will assess existing resources and peer evaluate one another's work to practice evaluating components of a well designed online technical resource. Participants will demonstrate their knowledge through creation of an online technical resource designed to help colleagues in their organization. Throughout the course we will model a community of practice so that participants can go out and help foster these types of learning environments in their own learning organizations.

Course Objectives:

At completion of the course, participants will:

1. Understand learning theory on communities of practice and how educators learn technology best (WI DPI #9) (NETS-T 5.b)
2. Assess effective uses of emerging technology tools to support learning in the academic environment (NETS-T 5.b) (NETS-S 6.C.) (NETS-A III.C) (21st Century Skills #3)
3. Peer evaluate colleagues' work to continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community (WI DPI #9) (NETS-T 5.b) (NETS-A III.C) (21st Century Skills #4)
4. Collaborate with colleagues using web-based tools (WI DPI #9) (NETS-T 5.b) (NETS-A III.a.b.c.d.e.f.) (21st Century Skills #2)
5. Demonstrate understanding of effective uses of web based tools by creating an online resource to share with other colleagues meeting course criteria (NETS 3.a) (NETS-T 5.b) (NETS-S. a.b.c.d) (NETS-A III.a.b.c.d.e.f.) (21st Century Skills #4)

Course objectives are aligned with the following:

- Wisconsin Standards for Teacher Development and Licensure
- International Society for Technology in Education, National Educational Technology- Teachers (NETS-T)
- International Society for Technology in Education, National Educational Technology- Students (NETS-S)
- International Society for Technology in Education, National Educational Technology- Administrators (NETS-A)
- Partnership for 21st Century Skills (21st Century Skills)

Required Readings:

Downes, S., & Duke-Williams, E. (2007). 25 Tools every Learning Professional should have in their Toolbox Retrieved September 3, 2008, from http://www.c4lpt.co.uk/25Tools/

Helen, S. (2008). Transforming School Communities. *ISTE Leading & Learning with Technology, August 2008*, 12-15.

Kamel Boulos, M., Maramba, I., & Wheeler, S. (2006). Wikis, blogs and podcasts: a new generation of Web-based tools for virtual collaborative clinical practice and education. Retrieved September 8, 2008, from http://www.biomedcentral.com/1472-6920/6/41/

ASAE & The Center for Association Leadership (2008). Web 2.0 Tools. Retrieved September 3, 2008, from http://www.asaecenter.org/wiki/index.cfm?Page=Web%202.0%20Tools

Lindsay, J. (2007). Using Web 2.0 Tools to Create Professional Learning Environments. Retrieved September 3, 2008, from http://www.slideshare.net/julielindsay/using-web-20-tools-to-create-a-professional-learning-environment/

Wenger, E. Communities of practice: a brief introduction. September 3, 2008, from http://www.ewenger.com/theory/

Schedule and Outline:

- Week 1: Survey of Current Technology Support Systems
- Week 2: Assessment and Evaluation of Social-Networking Support
- Week 3: Creation of Online Social-Networking Support Tool
- Week 4: Peer Review Social-Networking Support Tool

Course Outline/Activities Aligned with Learning Objectives:

Survey of Current Technology Support Systems and how these fit social learning theories *(Week One)*

Objectives # 1,2

- Self assessment of participants' current use of socio-technical tools for troubleshooting
- Review of literature on social learning theories and technology
- Exploration of Web 2.0 tools: what they are and how they are utilized to develop technology literacy

Activities:

- **Online Quiz:** Participants will participate in an online quiz to determine what resources they are already using to get help with technical issues
- **Required online Readings**
- **Online Discussion Board:** Identify a technology skill. Find five online help resources about this skill. *(Note: It could be the online help with an application, an online video, an online forum, a podcast etc.)*. Post the technology skill you researched, and the resources you found. Which one did you like the most? Which ones did you like the least? Why?

Assessment and Evaluation of Social-Networking Support *(Week Two)*

Objective # 2

- Collaboratively develop criteria for assessing online support tools
- Practice assessing and evaluating online support tools

Activities:

- **Contribute to the Course Wiki:** Participants will be asked to add to the course wiki by identifying criteria for the Course Scoring Guide for online technical support for educators. We will collaboratively create a scoring guide for these types of resources for the course.
- **Review an online resource using the Course Scoring Guide:** Choose an online skill and online tutorial resource to review using the Course Scoring Guide and your evaluation to the course wiki.

Creation of on Online Support Tool *(Week Three)*

Objectives #3,4,5

- Create an Online Support Tool for others in an organization
- Collaborate and communicate online

Activities:

- **Create an Online Tutorial Resource on a Technology Operation or Concept:** choose a technology skill that would benefit your classroom or job that you want to learn and create an online tutorial for. You could create an online slideshow, pdf file, podcast, online video, website, forum, blog, social bookmarking site or wiki.
- **Skype with your instructor-** During the development phase of the above project you should sign up for a 30 min. time slot to skype with your instructor to discuss your project.

Peer Review Social-Networking Support Tool *(Week Four)*

Objectives # 3,4,5

- Peer review another students social networking support tool
- Contribute to group knowledge base by adding project to the course's web-based portal

Activities:

- **Peer Review:** Ask one other person in the course to peer review your project using the Course Scoring Guide. You should credit the person as your peer reviewer of the course. Make any necessary revisions to your project based on the feedback you receive.
- **Final Project:** Post your online tutorial resource on the course wiki.

Evaluation and Assessment:

Requirements:

Assignment:	Method of Assessment	% of the Final Grade
Completion of the Online Quiz -*self assessment of what resources you currently use*	Completion of the online quiz	5%
Online Discussion Board Assignment- *post the results of your research and review five online tutorial sites for a technology skill of your choice*	*Exemplary- all information requested is present* *Adequate- most of the information requested is addressed in the posting* *Below Expectations- posting is missing significant parts of the requested information*	20%
Contributions to the Course Wiki- *Participants are expected to actively participate by helping identify criteria for the Course Scoring Guide and sharing resources*	*Exemplary- participant makes helpful suggestions, posts resources and identifies criteria for the Course Scoring Guide* *Adequate- participant makes at least one helpful suggestion for the Course Scoring Guide* *Below Expectations-does not contribute by making suggestions for the Course Scoring Guide*	20%

Review an online resource using the Course Scoring Guide	Posting of results of Online Scoring Guide on the Wiki	10%
Skype with the Instructor- *Online conference with the course instructor about your final project during the development phase*	Makes appointment with instructor and participates in skype planning session with the instructor	10%
Peer Review- *peer review another participant's final project*	Helpful and relevant feedback to peers is given resulting in high quality products. Peer reviewers should be identified on final projects.	10%
Final Project- *Create an online tutorial resource on a technology operation or concept and post to the course wiki*	Course Scoring Guide	25%

Dissemination: The online course calendar will be the main mode of dissemination of important course information and/or assignments. Final projects will be disseminated via the course wiki.

Wisconsin Standards for Teacher Development and Licensure
Wisconsin Standards for Teacher Development and Licensure (WI DPI)
http://dpi.wi.gov/tepdl/stand10.html

> **(4)** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
> **(6)** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
> **(9)** The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

International Society for Technology in Education, National Educational Technology
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2000Standards/NETS_for_Teachers_2000.htm Teacher Standards

> **3. Model Digital-Age Work and Learning**
>
> a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
>
> **5. Engage in Professional Growth and Leadership**
>
> b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

International Society for Technology in Education, National Educational Technology Standards for Students
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

> **Technology Operations and Concepts**
>
> Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
>
> a. understand and use technology systems.
> b. select and use applications effectively and productively.
> c. troubleshoot systems and applications.
> d. transfer current knowledge to learning of new technologies.

International Society for Technology in Education, National Educational Technology Standards for Administrators
http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2002Standards/NETS_for_Administrators_2002_Standards.htm

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.

Partnership for 21st Century Skills:

2. Learning and Innovation Skills

- Communication and Collaboration Skills

3. Information, Media and Technology Skills

- ICT Literacy

4. Life and Career Skills

- Productivity & Accountability
- Leadership & Responsibility