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**Loyola University Maryland**

**AD682 Technology for Leaders of Learning**

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# Technology for Leaders of Learning

## Program Description, a.k.a. Syllabus



**RATIONALE**

Why are you here?

**LEARN**

What will you learn?

**DELIVERY**

How will you learn?

**EXPECTATIONS**

What is expected?

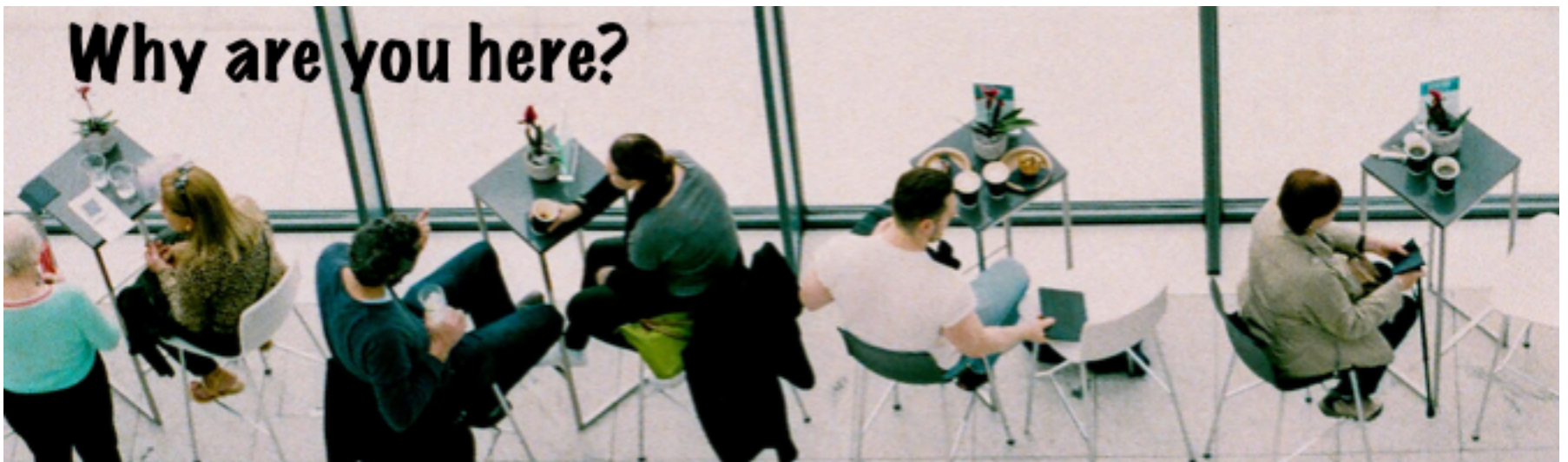
**CRITERIA**

How did you do?

**HELP**

How can we help?

### Why are you here?



**Vision.** *Technology for Leaders of Learning* envisions students interacting with technologies in collaborative, inquiry-based learning environments with teachers, administrators, and parents/guardians who are willing and able to assist them in transforming knowledge and skills into products, solutions, and new knowledge.

**Challenge.** The challenge is to support leaders of learning to acquire and apply new and better ways of teaching and learning with technology to help teachers and students achieve the vision. This challenge expects leaders of learning to embrace and use technology, plan for its successful implementation, and make on-going adjustments and improvements as technology evolves in the 21st century.

**Real World Impact.** The power and potential of technology have already changed the world outside of the education sector. For example, the movement by the financial industry to use ATMs, home and mobile banking and investing, loan application software, and e-commerce on the Internet demonstrates how a vision of technology changed the industry. To support changes such as these in the business sector, educators will be expected and required to use technology as a way of doing business in schools and classrooms. Otherwise, the education sector will simply not be able to deliver the knowledge and smart skills its students will need to compete in the 21st century workplace. ***What, then, do these technology trends mean for Leaders of Learning?***

Throughout the nation many educators and stakeholders are asking:

- "Does my school reflect the expectations of the 21st century? For example, how do I persuade my teachers to use technology routinely and creatively while planning, teaching, assessing, and improving?"
- "Why are innovators changing their vision of technology from integrating technology into curriculum, teaching, and assessment to integrating curriculum, teaching, and assessment into technology?"
- "How do I motivate teachers to think, analyze, evaluate, create, consume, remix, and share information about best practices with each other?"
- "How does a school use Web 2.0 mass collaboration applications to enhance teaching, learning, professional development, and school improvement?"
- "Who will provide the leadership and resources to develop and deliver customized online instructional activities that support each student's learning preferences and pace?"
- "How do I know my students are acquiring the skills, knowledge, and processes they need to be successful with applying content and technology in the 21st century?"

**Solution.** Throughout the United States and other countries, new models and practices for using technology to support learning are evolving.

- **On the downside,** these models are pioneering efforts and not widespread practice.
- **On the upside,** the results of effective educational leadership will help to pave the way to improve student learning through dynamic and scalable models.

This program provides you with professional knowledge, skills, and resources needed to ***design and***

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**Program Learning Layouts.** *Technology for Leaders of Learning* plays out in Learning Layouts -- *our way of blending people, learning, and technology*. For each Learning Layout, our approach requires you to a) identify a measurable learning goal, b) take real world actions needed to reach that goal, c) complete learning activities that help practice the actions, and d) access what you really need to know to complete practice activities and develop products. The following seven Learning Layouts are designed to help you think creatively, collaborate, and apply *Technology for Leaders of Learning* in your school and classroom..

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### **Learning Layout 1: My Home Base and Self-Assessment**

1. **My Program Support:** This part contains the program description, projected schedule, criteria and due dates for products, and resources such as references, video tutorials, and an interactive glossary. We strongly suggest that you bookmark and visit "My Program Support" often throughout the program.
2. **Self-Assessment of Technology for Leaders of Learning:** This part contains two activities for self-assessing your proficiency for *Technology for Leaders of Learning* and for applying the self-assessment results. The results of the self-assessment appear as red, yellow, or green indicators in front of Learning Layouts 2-7.

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### **Learning Layout 2: Leadership and Innovation**

1. **Measurable Learning Goal:**  
[Enter your goal to increase student learning on classroom and high-stakes assessments]
2. **Real world action you must take to reach the learning goal:**  
Create, lead, and support a team process to design a *learning technology action plan (LTAP)* to improve student learning.



3. **Realistic activities to practice the action:**

- **Practice 1:** Creating a network of *Technology for Leaders of Learning* teams
- **Practice 2:** Benchmarking learning technology innovations
- **Practice 3:** Integrating learning into technology

4. **Essential information needed to complete the practice activities:**

**Videos:** How the LTAP development process works, benchmarking, transforming learning

**InfoFeeds:** Sustaining and disruptive innovations, research findings, learning layouts, learning goals, and benchmark LTAPs

**Website:** How much to make an APP?

**Coaching Tip:** Your Coach shares insights and experiences

**My Team's Learning Technology Action Plan (LTAP):** LTAP templates and editor

**Collaboration:** Peer and coach feedback and assessment

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### Learning Layout 3: Professional Development

1. **Measurable Learning Goal:**

*[Enter your goal to increase student learning on classroom and high-stakes assessments]*

2. **Real world action you must take to reach the learning goal:**

Design a **Web 2.0 Demo** of a blended professional development model to hook, engage, and support teachers.

3. **Realistic activities to practice the action:**

- **Practice 1:** Identifying the features and benefits of blended learning teams
- **Practice 2:** Benchmarking blended professional development models
- **Practice 3:** Integrating professional development into technology

4. **Essential information needed to complete the activities:**

**Video:** Your Coach highlights models for blended learning

**InfoFeeds:** Benchmarking blended professional development models and related research findings

**Website:** Digital learning systems for professional development

**Coaching Tip:** Your Coach shares insights and experiences

**My Web 2.0 Demo:** Select a Web 2.0 Demo tool to develop a demo

**Collaboration:** Peer and coach feedback and assessment

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### Learning Layout 4: Personalized Learning

1. **Measurable Learning Goal:**

*[Enter your goal to increase student learning on classroom and high-stakes assessments]*

2. **Real world action you must take to reach the learning goal:**

Develop an **Infographic** of an e-learning module to support data-driven personalized learning.

3. **Realistic activities to practice the action:**

- **Practice 1:** Exploring e-learning module prototypes
- **Practice 2:** Accessing data to align results and instruction
- **Practice 3:** Designing personalized learning for each student

4. **Essential information needed to complete the practice activities:**

**Video:** Your Coach highlights models for personalized learning

**InfoFeeds:** Benchmarking data sources for analyzing results, related research findings

**Website:** Evidenced-based practices for Personalized learning

**Coaching Tip:** Your Coach shares insights and experiences

**My Infographic:** Select a digital tool to develop an infographic

**Collaboration:** Peer and coach feedback and assessment

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## Learning Layout 5: Digital Learning Systems

### 1. Measurable Learning Goal:

*[Enter your goal to increase student learning on classroom and high-stakes assessments]*

### 2. Real world action you must take to reach the learning goal:

Construct a ***Solution Brief*** that demonstrates why and how a digital learning system supports school improvement.

### 3. Realistic activities to practice the action:

- **Practice 1:** Exploring digital learning management systems
- **Practice 2:** Determining features that support school improvement
- **Practice 3:** Aligning school improvement goals with digital learning systems

### 4. Essential information needed to complete the activities:

**Video:** Your Coach highlights models for digital learning systems

**InfoFeeds:** Benchmarking LMSs, online learning communities, and related research findings

**Website:** eLearning industry articles and best practices

**Coaching Tip:** Your Coach shares insights and experiences

**My Solution Brief:** Design a solution brief for supporting school improvement with a DLS

**Collaboration:** Peer and coach feedback and assessment

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## Learning Layout 6: Social, Legal, and Ethical Issues

### 1. Measurable Learning Goal:

*[Enter your goal to increase student learning on classroom and high-stakes assessments]*

### 2. Real world action you must take to reach the learning goal:

Construct a ***Professional Blog*** to inform staff and stakeholders of a social, legal, or ethical issue related to technology.

### 3. Realistic activities to practice the action:

- **Practice 1:** Analyze social, legal, and ethical technology issues in education
- **Practice 2:** Explore resources about blog design and follower support
- **Practice 3:** Post a series of blog entries from a leader's perspective

### 4. Essential information needed to complete the activities:

**Video:** Your Coach highlights social, legal, and ethical technology issues

**InfoFeeds:** Benchmarking EdWeek Digital Education Blogs and related research findings

**Website** 52 Education Blogs You Should Know

**Coaching Tip:** Your Coach shares insights and experiences

**My Professional Blog:** Develop and share Professional Blog posts

**Collaboration:** Peer and coach feedback and assessment

## Learning Layout 7: Sharing, Assessment, and Kaizen

1. **Overview of Final Learning Layout:** This component contains a review of the Learning Layouts and their connections to real world actions by leaders of learning.
  2. **Dynamic Learning Lab:** This component contains the guidelines for demoing innovations and sharing best works.
  3. **Portfolio Assessment, Your Evaluation, and Program Feedback:** This component contains the activities for completing your online Portfolio Assessment, the AD682 Student Course Evaluations, and the Program Feedback Survey.
  4. **Kaizen:** This component promotes connecting your accomplishments to continued professional development after the program.
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**School of Education Framework:** The following School of Education Framework Learning Outcomes are aligned with the Program Measurable Learning Goals, Real World Actions, Practice Activities, and Essential Information:

### I. Competence

- A. Possesses Broad Knowledge
- B. Creates Productive Learning Environments
- C. Reflects on Practice
- D. Displays Leadership
- E. Forms Community Relationships

### II. Conscience

- A. Behaves Ethically
- B. Is Committed to Social Justice

### III. Compassion: Exemplifies *Cura Personalis*

**Sources:** The Program Measurable Learning Goals, Real World Actions, Practice Activities, and Essential Information were adapted from *Technology Standards for School Administrators* (TSSA, 2009), *National Educational Technology Standards for Administrators* (ISTE, 2002), *Maryland Technology Standards for School Administrators* (2007), and LearningFRONT™ school and instructional improvement standards and projects developed and delivered collaboratively with local school systems, teacher education institutions, and national organizations.

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# How will you learn?

## The LearningFRONT Dynamic Learning Community

The LearningFront Dynamic Learning Community (LDLC) supports professional development entirely over the Internet. It blends what people do best -- *nurture, facilitate, and support* -- with what technology does best -- *process information at the speed of light*. LDLC members become colleagues, join teams, learn, collaborate in cohorts, and share products and performances.

*Technology for Leaders of Learning* is offered through the LDLC Team and Self-Paced Strategies. These strategies help you to complete practice, development, collaboration, and assessment activities and to demonstrate real world actions expected in program learning layouts. The program includes seven learning layouts, which are subdivided into components, and practice activities. Text, graphics, animations, video, and social learning tools such as Syzygy, colleague and team messages, and instant messaging support each learning layout. The program also helps you to use the TaskBuilder and WikiTasks tools to develop and share expected program products.

- **Program Coach** - Nick Hobar is the program subject matter expert and author of *Technology for Leaders of Learning* and will serve as your Program Coach. Please use a Colleague Message to contact him directly throughout the program. [Learn More about Nick Hobar](#).
- **Team Strategy** - In the Team Strategy, members complete learning layouts working together, in teams, and independently as part of a scheduled webinar. Members submit practice activities to their coach, colleagues, and teams for formative feedback and to their coach to confirm completion and earn badges. The Team Strategy can include brief coaching sessions for individual members during the scheduled webinar.
- **Self-Paced Strategy** - In the Self-Paced Strategy, members complete learning layouts independently, at their own pace, in their preferred location, and submit work to their coach, colleagues, and teams for formative feedback and to their coach to confirm completion and earn badges. The Self-Paced Strategy can include brief coaching sessions for individual members in a scheduled web conference.

*Technology for Leaders of Learning* supports the LDLC Team and Self-Paced Strategies by leveraging the skill sets of cohort members to offer peer instruction and feedback thereby converting, for example, a 1:12 coach-member ratio to a 12:1 coach-member ratio facilitated by the program coach.

**Program Delivery and Timeline.** *Technology for Leaders of Learning* is delivered as described below and displayed in this [Infographic](#).

**Week 1.**



- **Using the Team Strategy** your program coach will initiate *Technology for Leaders of Learning* by conducting a webinar to meet members virtually, clarify program expectations, establish colleagues and a cohort team, and demonstrate the LearningFRONT integrated social learning and professional development tools used to deliver practice activities and construct expected program products. This webinar will include time for members to start and practice the first and second learning layouts to gain experience with the LDLC integrated tools and virtual collaboration and learning.
- **Using the Self-Paced Strategy**, you will continue to work on the second learning layout after the webinar and practice the LDLC tools.

#### Weeks 2-4

- **Using the Team Strategy**, your program coach will conduct three weekly webinars. During these webinars you will share progress and challenges and prepare for new learning layouts.
- **Using the Self-Paced Strategy**, you will acquire content and skills to complete learning layout practice activities for Leadership and Innovation and Blended Professional Development. Then, you will apply what you learn to complete and submit your draft team Learning Technology Action Plan and your final Web 2.0 Demo. Finally, you will initiate the fourth learning layout on Personalized Learning.

#### Weeks 5-7.

- **Using the Team Strategy**, your program coach will conduct three weekly webinars. During these webinars you will share completed products and challenges and prepare for new learning layouts.
- **Using the Self-Paced Strategy**, you will acquire content and skills to complete learning layout practice activities for Personalized Learning; Digital Learning Systems; and Social, Legal, and Ethical Issues. Then, you will apply what you learn to complete and submit your Infographic, solution brief, Professional Blog and your team's final Learning Technology Action Plan. Finally, you will prepare for the final learning layout.

#### Week 8

- **Using the Team Strategy**, your program coach will conduct a culminating webinar to reflect on your portfolio development, demo action plans, share best works, and build on the collective expertise of your program cohort. The program cohort member relationships and products will serve as powerful professional development resources for use in your school and career development opportunities and to share in learning communities beyond the completion of *Technology for Leaders of Learning*.
- **Using the Self-Paced Strategy**, you will complete your online Portfolio Assessment; the AD682 Student Course Evaluation, if applicable; and the Program Feedback Survey.

#### Program Schedule

*Technology for Leaders of Learning* is delivered through the LDLC according to the schedule of dates and times posted when registering for the program and can be modified for a customized approach with interested individuals and organizations.



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**Expectations:** For a successful outcome to your efforts in *Technology for Leaders of Learning*, you are expected to complete the following learning layouts and products to demonstrate your achievement of the program real world actions. The real world actions are described in the "Begin with the end in mind" in each Learning Layout and the target completion dates are specified below.

Products	Learning Layouts	Completion Dates
<b>Self-Assessment</b>	LL1 - My Home Base and Self-Assessment	During the first Team Strategy Webinar and updated after each Learning Layout
<b>Practice Activities</b>	Learning Layouts 2 - 6	During Team and Self-Paced Strategies
<b>Learning Technology Action Plan (LTAP)</b>	LL2 - Leadership and Innovation	Draft: By the end of Week 4 Final: By the end of Week 7
<b>Web 2.0 Demo</b>	LL3 - Blended Professional Development	By the end of Week 3
<b>Infographic</b>	LL4 - Personalized Learning	By the end of Week 5
<b>Solution Brief</b>	LL5 - Digital Learning Systems	By the end of Week 6
<b>Professional Blog</b>	LL6 - Social, Legal, and Ethical Issues	By the end of Week 7
<b>Portfolio Reflection</b>	LL7 - Portfolio Reflection and Kaizen	During the final Team Strategy Webinar

- [Review](#) the infographic of the program products and timeline projected for developing and submitting program expectations.

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*Technology for Leaders of Learning* uses a portfolio reflection to measure your performance, award a program completion badge and certificate, and assign grades for higher education classes. Your portfolio reflection will apply the following rubric to measure progress from your initial self-assessment toward the completion of the program vision, challenge, and real world actions. You will consider the rubric performance levels and descriptors as you reflect on your accomplishments in the program. You may seek external validation of your portfolio reflection by sharing it for feedback with a colleague, mentor, or other professional associates.

**Portfolio Reflection: Rubric Performance Levels and Descriptors**

<p><b>Dynamic - A</b></p>	<ul style="list-style-type: none"><li>• I fully understand technology for leaders of learning;</li><li>• I submitted all practice activities that provided vivid examples and answered pertinent questions to demonstrate my knowledge of technology for leaders of learning;</li><li>• I enjoyed learning collaboratively and sharing products with my program colleagues, teams, and coach;</li><li>• I attended all program webinars in accordance with the program schedule, stayed on task, asked probing questions, and took risks to learn deeply;</li><li>• Where appropriate, I offered insightful interpretations or extensions of the program real world settings; and</li><li>• I completed at least four expected program products at the dynamic level and can confidently implement them in my classroom and school.</li></ul>
	<ul style="list-style-type: none"><li>• I substantially understand technology for leaders of learning;</li><li>• I submitted all practice activities that provided relevant examples and answered relevant questions to demonstrate my knowledge of technology for</li></ul>

**Proficient - B**

- leaders of learning;
- I enjoyed learning collaboratively and sharing products with my program colleagues, teams, and coach;
- I attended all program webinars in accordance with the program schedule, stayed on task, and asked probing questions to learn deeply; and
- I completed at least three program products at the dynamic level and with support can implement them in my classroom and school.

**Novice - C**

- I am just beginning to understand technology for leaders of learning;
- I submitted some practice activities to demonstrate my knowledge of technology for leaders of learning;
- I enjoyed learning collaboratively and sometimes shared products with my program colleagues, teams, and coach;
- I attended some program webinars in accordance with the program schedule; and
- I completed only two program products at the dynamic level and need more help to implement them in my classroom and school.

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You will use the colleague and team messaging systems, Program, TaskBuilder, WikiTasks, Syzygy, and other worldwide information services and advanced library search tools identified in the program references to complete program real world action products. In addition to Team and Self-Paced strategies, your instructor is available for online coaching sessions scheduled according to the Coaching Tool.

**References**

[Click here for a List of References](#)

## Special Needs

If you have a disability that is documented with the Disability Support Services Office (DSS) and wish to discuss academic accommodations, please contact your instructor as soon as possible. If you have a learning disability that has not been documented, you may contact the Disability Support Services Office (410-617-2602) for assistance.

[Further support services located here](#)

## Academic Honesty & Honor Code

The Honor Code states that all students of the Loyola community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. All students are expected to adhere to the expectations of Loyola University in regard to matters of academic honesty. It is each student's responsibility to be familiar with those expectations and should know that any purposeful act of academic dishonesty or plagiarism for any course assignment will FAIL the course and be referred to the University for further sanction. If there is any doubt or question regarding the use and documentation of outside resources for academic assignments, your instructor should be consulted (click below for further clarification)

[Plagiarism & Citation Resources](#)

[Plagiarism.org](#)

## Background of Instructor

[Click here for the program instructor's background](#)

## Title and Brief Description of Program for Use in Catalogs and Flyers

**Technology for Leaders of Learning.** This program provides aspiring and experienced school leaders with a vision, research findings, best practices, and practice activities for learning about and using technology to improve the knowledge and skills of children, youth, and adults. School leaders will join a global learning community, work individually and in teams, analyze demonstrations and video episodes, use a computers and mobile devices, access information on the Internet, develop action plans, publish blogs, post WikiTasks, and develop learning technology products for instruction, assessment, and professional development. The program can be customized to support local, state, and national school reform programs.

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