A New Hampshire e-Learning for Educators Online Professional Development Course

Course: IE-07 Educational Leadership in the 21st Century

Instructor: Instructor  email address  phone number

Course Description
Educational Leadership in the 21st Century is an interactive e-learning experience to support exploration and discussion of school leadership in students' technological 21st century world. School leaders review best practices, examine leadership behaviors, and develop strategies to better support their teachers. They follow two administrators who work together to better use technology to support teachers and improve student achievement. Participants discuss ideas and strategies with other leaders in the course and apply them to their own practice. Extension activities provide opportunities to explore more in depth topics of interest.

Begin  Orientation  Week 1

The orientation module for this course focuses on your understanding of online learning and the use of online delivery systems to effectively achieve learning. Included in this unit, is the beginning of understanding leadership in the 21st century. You will be asked to review articles on both online learning as well as leadership. You will be asked to explore the course and try out various content delivery features that we will be using throughout the course.

Unit 2  Technology Leadership  Week 2

Module 2 provides an opportunity for participants to consider their own strengths and challenges as a leader. They explore strategies for fostering a learning environment that leverages technology to help develop students’ 21st century skills.

Unit 3  Collaboration with Technology  Week 3

Module 3 explores how web-based tools enable administrators, teachers, and students to collaborate and communicate with each other and the world. Participants consider how online communities can create positive environment, discuss and learn best practices to protect against online threats and misuse, and explore how technology and policy can work together.

Unit 4  Technology Trends  Week 4

Module 4 provides optional extension activities to explore topics that are expected to transform teaching and learning in the near future. Leaders can complete full or partial lessons on the topics of evolving and more mobile online technologies, online learning, and electronic textbooks.

Unit 5  Principles of Effective Leadership  Week 5

Now that you have explored how the use of technology and digital citizenship translates into leadership, it is time to step back and look at the qualities of effective leaders in general. In this module, you will explore the criteria for effective leadership. As you consider the qualities that effective leaders display, you will also look at considerations and pathways that could help you develop new skills or enhance those you already display. You will look for demonstrations of effective leadership in your course project and help yourself and your classmates improve on those qualities.

Unit 6  Next Generation Teaching and Learning  Week 6

It takes visionary leadership to move teaching and learning toward 21st Century goals and objectives. Next Generation Learning and Teaching has been defined by six attributes that allow for high quality standards, authentic and meaningful student work, while still supporting the ability to personalize learning, support students in their learning and at the time of their choosing, and provide opportunities for a strong student voice. Next Generation Learning and Teaching environments need technology and digital tools to support student success and effective leaders that support and nurture both teachers and students. In this module, you will explore the attributes of next generation learning and teaching. You will look at these attributes in terms of the leadership and technology skills needed to support them. As you define areas in your current school situation that support next generation learning, you will also identify areas where effective leadership can support improvements.

Unit 7  Final Project Sharing  Week 7

In this final session you will be sharing your final course projects with your classmates. You will have a few preliminary readings to help you connect your project work with the overall course objectives, and your discussions will be directed.
toward connecting your project to your learning. All the hard work you have completed to meet the objectives of the course are reflected in your projects. Sharing this work will enable you to look at the thoughts and ideas of others to review evaluate your work and theirs with respect to the objectives and goals of the course. As you share your projects and review the projects of your classmates, you will begin to think more deeply about how data is used to encourage critical thinking. You will also gain an understanding of how collecting and using data with your students can reinforce their learning and achievement.

Outcomes

- Understand how leaders can impact 21st century education by using standards to guide administrative actions and decisions.
- Explore effective professional development ideas for technology integration.
- Examine tools and resources for 21st century schools.
- Investigate online tools to support collaboration and communication.
- Consider policies and practices to ensure safe and ethical online experiences.
- Learn how online communities can create a professional environment for sharing expertise, resources, and ideas.
- Consider the possibilities of new, more mobile technologies and online access.
- Explore the benefits and challenges of online learning.
- Investigate the features and advantages of electronic textbooks.
- Develop a personal technology leadership plan that includes an initial list of action items aligned to targeted and appropriate Common Core and/or state standards.

Course Project

As a final project, participants will complete a planning template that will help them keep track of important concepts related to technology leadership in the 21st century, organize resources, and delineate an initial list of action items. Participants are expected to work independently on the final project throughout the course. Each participant is expected to submit a completed final project to the facilitator before the end of Module 3. A set of Final Project Guidelines is available as a resource for facilitators and participants.

Course Expectations

This course is divided into seven one-week sessions beginning with an orientation week. Each session includes readings, activities, and an online discussion among workshop participants. The time for completing each session is estimated to be five to six hours.

Your instructor will review and assess your progress throughout the course. At the conclusion of each session, your instructor will update your course Gradebook. It is important to review the assessment criteria in the course rubric that will be used to determine your grades. In short, if you pay attention to the following, you will do just fine:

- Make sure you complete the readings each week and do the activities each week. Afterwards, your first posting in the discussion area should make reference to the readings and activities in such a way that your instructor can tell you read the material and engaged in the activities.
- Make sure you post at least 2 message replies in the discussion area each week, and that each posting contains substantial comments (i.e., a comment like "oh, that's interesting" is NOT substantial).
- Choose at least 2 different days each week when you will participate in the discussions. We suggest posting at least once within the first few days of the week, with your second post at least two days before the next week begins. If you only post on one day each week, you will not receive full credit because one posting a week does not help the group develop rich ongoing discussions.
- Make sure you post on time, not after everyone else has moved on to the next week’s discussion.

In order to be eligible to receive a Certificate of Completion, you must participate in all of the weekly discussions and complete all assigned tasks. Participants will be evaluated on the frequency and quality of their participation in class discussions. Participants are required to post a minimum of three substantial comments for each discussion, including one that addresses the discussion starter and demonstrates understanding of the
course/unit concepts, citing examples from the readings. Additional postings should provide substantive comments to other participants, which are thoughtful, relevant, and serve to extend the discussion.

Progress will be reviewed and assessed throughout the course. At the conclusion of each unit, the course Gradebook will be updated to reflect the quality of your participation in the course.

In order to receive a Certificate of Completion at the end of the course, you must earn a passing grade of 60% or more in the course requirements, earning at least 150 out of 250 points.

**Graduate Credit**

If you choose to take the course for graduate credit, there is an additional requirement to complete a Reflection Paper, which is worth an additional 50 points. The guidelines and rubric for this paper are posted in each course. You will need to (a) send your tuition registration form with payment directly to the university graduate studies office no later than the start of Unit 7 of your course and (b) notify your instructor that you have registered for graduate credit. If taking the course for graduate credit, a passing grade is 70% or more, earning at least 170 out of 300 points.