Syllabus

Course Overview

This course focuses on promoting change and innovation in K–12 schools. You will develop your own technology skills and investigate technology-based strategies that promote learning for all students. In developing exemplar lesson plans and an action plan for technology innovation, you will examine the professional literature, gather feedback through professional collaboration with stakeholders within the school as well as parents and community members, and develop a persuasive argument to promote your proposal for sustainable technology innovation to decision makers.

Consider these course-level essential questions:

- What does the professional literature say about promoting change in K–12 schools?
- What is the most relevant technology innovation for your educational setting from the perspectives of stakeholders in the school community?
- Who do you need to talk to and what do you need to say to promote your action plan for technology innovation?

Video Presentation

In Unit 10, you will be required to create and upload a video presentation using Kaltura Media. Refer to Using Kaltura [PDF] for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Analyze research and theories for innovation and change related to the use of technology and media.

2   Collaborate with teachers in opportunities to incorporate 21st-century technology skills in classroom instruction.

3   Develop plans for innovative practices that help meet the needs of diverse learners.

4   Communicate with family, community, and colleagues both verbally and nonverbally in a manner that is professional, appropriate to the purpose, and culturally responsive.

Course Prerequisites

Prerequisite(s): This course requires access to an educational institution, students, and/or classroom practitioners.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum computer requirements. The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the Course Materials page on Campus for more information.
Kaltura
      External or built-in microphone
      Headset with microphone

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Anthony, A. B., & Patravanich, S. (2014). The technology principal: To be or not to be? *Journal of Cases in Educational Leadership, 17*(2), 3–19.
- Basak, S. K., & Govender, D. W. (2015). Development of a conceptual framework regarding the factors inhibiting teachers' successful adoption and implementation of ICT in teaching and learning. *International Business and Economics Research Journal, 14*(3), 431–436.
- Beabout, B. R. (2012). Turbulence, perturbance, and educational change. *Complicity: An International Journal of Complexity and Education, 9*(2), 15–29.
- Campbell, H. (2012). Planning to change the world: Between knowledge and action lies synthesis. *Journal of Planning Education and Research*, *32*(2), 135–146.
- Coggins, C., & McGovern, K. (2014). Five goals for teacher leadership. *Phi Delta Kappan, 95*(7), 15–21.
- Cooper, K. S., Stanulis, R. N., Brondyk, S. K., Hamilton, E. R., Macaluso, M., & Meier, J. A. (2016). The teacher leadership process: Attempting change within embedded systems. *Journal of Educational Change, 17*(1), 85–113.

- Emo, W. (2015). Teachers' motivations for initiating innovations. *Journal of Educational Change, 16*(2), 171–195.
- Gonzales, L. (2016). Four tips for effective teacher leadership. *Tech and Learning, 37*(4), 32–33.
- Greer, D., Rowland, A. L., & Smith, S. J. (2014). Critical considerations for teaching students with disabilities in online environments. *Teaching Exceptional Children, 46*(5), 79–91.
- Griffiths, D., & Goddard, T. (2015). An explanatory framework for understanding teachers resistance to adopting educational technology. *Kybernetes, 44*(8/9), 1240–1250.
- Gundy, M. S., & Berger, M. J. (2016). Towards a model supporting educational change. *International Journal of Information and Education Technology, 6*(3), 232–235.
- Hashey, A. I., & Stahl, S. (2014). Making online learning accessible for students with disabilities. *Teaching Exceptional Children, 46*(5), 70–78.
- Hechter, R. P., & Vermette, L. A. (2013). Technology integration in K–12 science classrooms: An analysis of barriers and implications. *Themes in Science and Technology Education, 6*(2), 73–90.
- Huang, X., Craig, S. D., Xie, J., Graesser, A. & Hu, X. (2016). Intelligent tutoring systems work as a math gap reducer in 6th grade after-school program. *Learning and Individual Differences, 47*, 258–265.
- Hull, G., Scott, J., & Higgs, J. (2014). The nerdy teacher. *Phi Delta Kappan, 95*(7), 55–60.
- Iriti, J., Bickel, W., Schunn, C. & Stein, M. K. (2016). Maximizing research and development resources: Identifying and testing "load-bearing conditions" for educational technology innovations. *Educational Technology, Research and Development, 64*(2), 245–262.
- Jackson, G. T., & McNamara, D. S. (2013). Motivation and performance in a game-based intelligent tutoring system. *Journal of Educational Psychology, 105*(4), 1036–1049.
- Keengwe, J., & Hussein, F. (2014). Using computer-assisted instruction to enhance achievement of English language learners. *Education and Information Technologies, 19*(2), 295–306. doi:http://dx.doi.org/10.1007/s10639-012-9214-z
- Kim, C., Kim, M., Lee, C., Spector, J. M., & DeMeester, K. (2013). Teacher beliefs and technology integration. *Teaching and Teacher Education, 29*, 76–85.
- Latham, A., Crockett, K., McLean, D., & Edmonds, B. (2012). A conversational intelligent tutoring system to automatically predict learning styles. *Computers and Education, 59*(1), 95–109.
- Loogma, K., Tafel-Viia, K., & Ümarik, M. (2013). Conceptualising educational changes: A social innovation approach. *Journal of Educational Change, 14*(3), 283–301. doi:http://dx.doi.org/10.1007/s10833-012-9205-2
- Lukacs, K. S., & Galluzzo, G. R. (2014). Beyond empty vessels and bridges: Toward defining teachers as the agents of school change. *Teacher Development, 18*(1), 100–106.
- Moolenaar, N. M. (2012). A social network perspective on teacher collaboration in schools: Theory, methodology, and applications. *American Journal of Education, 119*(1), 7–39.
- Moreno, C., Luria, D., & Mojkowski, C. (2013). The latest twist on spreading innovation: One school at a time. *Phi Delta Kappan, 95*(3), 8–11.
- Morgan, H. (2014). Maximizing student success with differentiated learning. *The Clearing House, 87*(1), 34–38. doi:10.1080/00098655.2013.832130
- Ogawa, R. T. (2015). Change of mind: How organization theory led me to move from studying educational reform to pursuing educational design. *Journal of Educational Administration, 53*(6), 794–804.
- Paxton, D., & Van Stralen, S. (2015). Developing collaborative and innovative leadership: Practices for fostering a new mindset. *The Journal of Leadership Education, 14*(4), 11–25.
- Polleck, J., & Shabdin, S. (2013). Building culturally responsive communities. *The Clearing House, 86*(4), 142–149.
- Rus, V., D'Mello, S., Hu, X. & Graesser, A. C. (2013). Recent advances in conversational intelligent tutoring systems. *AI Magazine, 34*(3), 42–54.
- Schrum, L., & Levin, B. B. (2013). Preparing future teacher leaders: Lessons from exemplary school systems. *Journal of Digital Learning in Teacher Education, 29*(3), 97–103.
- Schultz, K., & McGinn, K. C. (2013). "No one cares about this community more than us": The role of listening, participation, and trust in a small urban district. *Urban Education, 48*(6), 767–797.
- Sheppard, B., & Brown, J. (2014). Leadership for a new vision of public school classrooms: Technology-smart and learner-centered. *Journal of Educational Administration, 52*(1), 84–96.
- Sinha, S., & Hanuscin, D. L. (2017). Development of teacher leadership identity: A multiple case study. *Teaching and Teacher Education, 63*, 356–371.
- Smith, S. J., & Basham, J. D. (2014). Designing online learning opportunities for students with disabilities. *Teaching Exceptional Children, 46*(5), 127–137.
- Stoll, L. (2013). Systemwide reform under pressure: A global perspective on learning and change. *Journal of Educational Administration, 51*(4), 564–570.
- Vangrieken, K., Dochy, F., Rae, E., & Kyndt, E. (2015). Teacher collaboration: A systemic review. *Educational Research Review, 15*, 17–40.
- White, D. G., & Levin, J. A. (2016). Navigating the turbulent waters of school reform guided by complexity theory. *Complicity, 13*(1), 43–80.
- Wood, P. (2017). Overcoming the problem of embedding change in educational organizations: A perspective from normalization process theory. *Management in Education, 31*(1), 33–38.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- EdTechTeacher. (n.d.). Tech tools by subject and skills. Retrieved from http://edtechteacher.org/tools/

- Educational Technology and Mobile Learning. (n.d.). Teacher tools. Retrieved from http://www.educatorstechnology.com/p/teacher-tools.html
- Educational Technology and Mobile Learning. (n.d.). The 20 digital skills every 21st century teacher should have. Retrieved from http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html
- Educational Technology and Mobile Learning. (n.d.). The 31 educational Web tools every teacher should know about. Retrieved from http://www.educatorstechnology.com/2013/12/the-31-educational-web-tools-every.html
- Herold, B. (2015, June 10). Why ed tech is not transforming how teachers teach. *Education Week.* Retrieved from www.edweek.org/ew/articles/2015/06/11/why-ed-tech-is-not-transforming-how.html
- iNACOL. (2015). Planning and designing for K–12 next generation learning. Retrieved from files.eric.ed.gov/fulltext/ED561325.pdf
- Muthler, S. (2015). The best interactive Web tools for educators. Retrieved from http://www.edudemic.com/best-web-tools/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Association for Educational Communications and Technology (AECT). (n.d.). Retrieved from http://aect.site-ym.com/
- Association for Middle Level Education (AMLE). (n.d.). Retrieved from http://www.amle.org/
- Buck Institute for Education (BIE). (n.d.). Retrieved from http://bie.org/
- Changing Works. (n.d.). Monroe's motivated sequence. Retrieved from http://changingminds.org/techniques/general/overall/monroe_sequence.htm
- Collinson, V., & Cook, T. (2013). Organizational learning: Leading Innovations. *International Journal of Educational Leadership and Management, 1*(1). Retrieved from http://dx.doi.org/10.4471/ijelm.2013.03
- Cortez, M. B. (2017, March 22). The 2017 honor roll: EdTech's must-read K–12 blogs. Retrieved from https://edtechmagazine.com/k12/article/2017/03/2017-honor-roll-edtech-s-must-read-k-12-it-blogs
- Council for Exceptional Children. (n.d.). Retrieved from http://www.cec.sped.org/
- EdTechTeacher. (2016). Blogging. Retrieved from http://edtechteacher.org/apps/blogging/#AppTable
- Evans, K. (2017, June 13). How to start a blog: Your step-by-step guide to getting your first blog up and running in no time! Retrieved from https://startbloggingonline.com/
- Frick, T. (n.d.). Diffusion Simulation Game. Indiana University Department of Instructional Systems Technology. Retrieved from https://www.indiana.edu/~simed/istdemo/
- Fullan, M. (2006). *Change theory: A force for school improvement.* Centre for Strategic Education, Seminar Series Paper 157.
- International Literacy Association. (n.d.). Retrieved from http://www.literacyworldwide.org/
- National Art Education Association (NAEA). (n.d.). Retrieved from http://www.arteducators.org/
- National Association for Gifted Children. (n.d.). Retrieved from http://www.nagc.org/
- National Association for the Education of Young Children (NAEYC). (n.d.). Retrieved from http://www.naeyc.org/
- National Council for the Social Studies (NCSS). (n.d.). Retrieved from http://www.socialstudies.org/
- National Council of Teachers of English (NCTE). (n.d.). Retrieved from http://www.ncte.org/
- National Council of Teachers of Mathematics (NCTM). (n.d.). Retrieved from http://www.nctm.org/
- National Science Teachers Association (NSTA). (n.d.). Retrieved from http://www.nsta.org/
- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ⟫ Educational Leadership in the 21st Century

Introduction

At any given time, most educators are implementing something new in their schools—a new curriculum, a new reading program, a new mathematics computer program, or a new technology. While many of these changes are top-down, meaning that the direction for the change comes from school or district administration, teacher-leaders are also making grassroots changes, starting in one or two classrooms. In this unit, you will learn about the characteristics of those individuals who lead educational change and innovation.

Following are the essential questions for this unit:

- How does change occur in schools?
- What characteristics do educational leaders exhibit?

Learning Activities

u01s1 - Leaders of School Change

Change in schools begins with leaders, teachers, principals, and instructional coaches, as well as other stakeholders in the wider educational community.

In this study, you will learn about the characteristics of effective leaders, what change looks like in schools, and how educational leaders can promote innovation and change.

Readings

- Beabout, B. R. (2012). Turbulence, perturbance, and educational change. *Complicity: An International Journal of Complexity and Education, 9*(2), 15–29.
- Coggins, C., & McGovern, K. (2014). Five goals for teacher leadership. *Phi Delta Kappan, 95*(7), 15–21.
- Cooper, K. S., Stanulis, R. N., Brondyk, S. K., Hamilton, E. R., Macaluso, M., & Meier, J. A. (2016). The teacher leadership process: Attempting change within embedded systems. *Journal of Educational Change, 17*(1), 85–113.
- Gonzales, L. (2016). Four tips for effective teacher leadership. *Tech and Learning, 37*(4), 32–33.
- Lukacs, K. S., & Galluzzo, G. R. (2014). Beyond empty vessels and bridges: Toward defining teachers as the agents of school change. *Teacher Development, 18*(1), 100–106.

u01s1 - Learning Components

- Develop graduate level research skills.
- Examine educational theories related to effective leadership and school change.
- Conduct a search of the professional literature.

u01s2 - Assignment Preparation

In your Unit 2 assignment, Application of Theory to Leading Innovation and Implementing Change, you will submit a comprehensive search of the professional literature about leading change, with a specific focus on educational technology innovation. Read the assignment instructions and scoring guide in Unit 2, and begin working on the assignment components in this study.

Multimedia

Click **The Literature Review** to form perspectives of process and product for your literature review assignment.

Course Resources

The Literature Review

u01s2 - Learning Components

- Develop graduate level research skills.
- Understand how to write an evaluative literature review.
- Conduct a search of the professional literature.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01d1 - Experiences With School Change

Since the early 1980s, when the National Commission on Excellence in Education reported in *A Nation at Risk: The Imperative for Educational Reform* (1983) that public education in the United States was in dire straits, schools have implemented change after change, looking for what works. If you have been teaching for any length of time, you have been involved in some sort of change initiative.

For this discussion:

- Identify a change that was implemented in a school where you have worked that has significantly improved learning outcomes. If you cannot think of a good example from your direct experience, you are welcome to find a case study reported in professional literature.
    - Evaluate why you think this change was effective.
    - Identify the leaders of this change. Be sure to use titles, not names—the assistant principal, the instructional coach, and so on.
    - Analyze what these leaders did that contributed to the positive outcome.

- Identify a change your school has implemented that has not been as effective.
    - Identify the leaders of this change. Be sure to use titles, not names.
    - Analyze what these leaders did that contributed to the not-so-positive outcome.

- Reflect on what you have learned from these two examples.

- Draw conclusions about the qualities of effective change and change leaders.

Your initial post to a discussion should be 200–300 words.

Response Guidelines

Respond to at least two of your colleagues—try to choose those who have had the fewest responses thus far.

In each response, compare the similarities and differences between your experiences and those of your colleague. Review the qualities of effective change leaders presented by your colleague. Based on your experience and the unit readings, which of the qualities seems most important? Why do you believe that quality is most important?

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Reference

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Retrieved from http://www2.ed.gov/pubs/NatAtRisk/index.html

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Examine educational theories related to effective leadership and school change.

Unit 2 ❯❯ The Educator as Researcher

Introduction

Teaching and leading innovation requires educators to focus first on their own learning. One purpose of researching the professional literature is to examine the divergent opinions of acknowledged experts and expand on or disagree with those opinions.

In this unit, you will thoroughly review the professional literature on teacher leadership and on technology-driven teaching and learning. You will engage in thinking, analysis, and problem solving that reflects scholarly intellectual standards, incorporates sound reasoning, and strives for equity and fairness. Consider these essential questions:

- How do historical and current theories align with best practices for teachers leading educational change?
- How do historical and current theories align with best practices in technology-driven teaching and learning?

Learning Activities

u02s1 - Searching the Professional Literature

An examination of professional literature provides critical feedback for any educational innovation. Your review of the literature for the Unit 2 assignment will have two focuses. First, you will want to conduct a review of the current literature to be sure you have a thorough understanding of the options that exist for technology implementation. Second, you will need to search the literature to learn more about leading change in an open system such as a school or district.

In Unit 1, you examined some of the literature on educational leadership. As you continue to read through the literature, you will find conflicting views or results among researchers. It is important that you point out these differences and evaluate why there are discrepancies between findings and how and why your perspectives align or do not align. The literature review you write will provide a rationale for your own philosophy of educational innovation.

It is imperative that you use only scholarly sources for your literature review. A scholarly source is one that has been peer reviewed. This review endows the source with the approval of a body of experts in the field related to the study. Remember that you are a scholar, part of a community of scholars whose ideas and findings will provide the backdrop for your research efforts.

You have already completed some readings in the first unit. In this study, you are assigned the readings listed below. Your literature review should reflect at least six additional readings and involve your own search of the professional literature. You are encouraged to use the research guides for your literature search.

Readings

- Schrum, L., & Levin, B. B. (2013). Preparing future teacher leaders: Lessons from exemplary school systems. *Journal of Digital Learning in Teacher Education, 29*(3), 97–103.
- Sheppard, B., & Brown, J. (2014). Leadership for a new vision of public school classrooms: Technology-smart and learner-centered. *Journal of Educational Administration, 52*(1), 84–96.
- Sinha, S., & Hanuscin, D. L. (2017). Development of teacher leadership identity: A multiple case study. *Teaching and Teacher Education, 63*, 356–371.

Capella Library Research Guides

- Research Guide – Education Technology and Innovation.
- Research Guide – Teacher Leadership in Digital Transformation.
- Research Guide – Teaching and Learning: Technology.

u02s1 - Learning Components

- Understand how to write an evaluative literature review.
- Conduct a search of the professional literature.

u02a1 - Application of Theory to Leading Innovation and Implementing Change

Demonstration of Proficiency

By successfully completing this assignment, you will demonstrate your proficiency in the following course competency and assignment scoring guide criteria:

- Competency: Analyze research and theories for innovation and change related to the use of technology and media.
  - Critically review the scholarly literature.
  - Analyze theories in leading educational innovation with technology.
  - Synthesize the professional literature on leading educational innovation with technology.
  - Evaluate the degree to which perspectives promoted in the scholarly literature align with one's own.

Overview

You have already completed some readings on the theories and best practices that support educational change. In this assignment, you will engage in a comprehensive search of the professional literature about leading educational change, with a specific focus on educational technology innovation.

Your objective is to analyze and evaluate **at least six scholarly sources** in addition to your course readings that support educational innovation. A scholarly source is a source that has been published in a peer-reviewed journal, either in print or online. It should have been published within five years of the date of this course, preferably more recently than that. Educational theory changes rapidly; educational practice does not. Educational innovations, once adopted, will be in use for a long time, so they should be based on information that is as up to date as possible.

Instructions

Use the Capella Library or other resources to locate at least six sources that support educational innovation and focus on how to implement educational change. Submit a literature review in which you:

- Critically review the scholarly literature.
- Analyze theories on leading educational innovation, particularly in educational technology.
- Synthesize the literature to determine major themes and practices.
- Use appropriate graduate-level writing skills and APA formatting.

Note that this is an evaluative review; you are evaluating the perspectives of the authors as either supportive of or contradictory to your own views. No part of this review should be generic. Be comprehensive, explicit, and thoughtful.

Be sure to refer to the scoring guide for this assignment to ensure that you meet the grading criteria.

Submission Requirements

- Submit 7–10 typed, double-spaced pages.
- Written communication is free of errors that detract from the overall message.
- Resources and citations are formatted according to APA style and formatting standards.

- Font and font size is Times New Roman 12-point font.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

u02d1 - Sharing Findings

For this unit's assignment, you are conducting a search of the professional literature on leading educational change and technology innovation. You began your reading and research in the previous unit, so by now, you should have a good collection of relevant sources. In your initial post, address the following:

- Which of the readings (assigned or researched on your own) did you find most valuable to your understanding of the topics?
- Why was this source so valuable?
  - Which points were the most persuasive?
  - In what way(s) will you draw on this source in your own efforts to lead change?

Response Guidelines

Respond to the posts of at least two other learners.

- Compare and contrast your chosen "most valuable" resource with that of your colleague.
- Make suggestions for how your colleague might refer to the resource in persuading others about the value of teacher leadership and educational technology innovation.
- Discuss how your colleague's chosen reading supports or challenges your own views.
- Make any additional relevant comments or pose questions or concerns based on your own research or experience.

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

u02d1 - Learning Components

- Understand how to write an evaluative literature review.

Unit 3 ≫ Teacher Technology Proficiency

Introduction

The International Society for Technology in Education (ISTE) developed a list of technology standards for students, teachers, administrators, coaches, and computer science educators. According to the ISTE Standards for Teachers (2008), all 21st- century teachers should be able to:

- Facilitate and inspire student learning and creativity.
- Design and develop digital age learning experiences and assessments.
- Model digital age work and learning.
- Promote and model digital citizenship and responsibility.
- Engage in professional growth and leadership.

This unit will focus on how teachers develop technology skills. Consider these essential questions:

- In which technology skills are you proficient?
- Which technology skills should you develop to best inform your action plan?
- Why are these skills the most important to develop?

Reference

International Society for Technology in Education (ISTE). (2008). ISTE standards for teachers (2nd ed.). Retrieved from http://www.iste.org/standards/standards-for-teachers

Learning Activities

u03s1 - Technology-Driven Teaching and Learning

Before a teacher can inspire students through the design of technology-driven experiences and model digital age learning, he or she needs to learn how to use the tools that enable those achievements. In this study, you will endeavor to master three new digital tools that you can use in your teaching practice.

Technology Integration

- Emo, W. (2015). Teachers' motivations for initiating innovations. *Journal of Educational Change, 16*(2), 171–195.
- Hashey, A. I., & Stahl, S. (2014). Making online learning accessible for students with disabilities. *Teaching Exceptional Children, 46*(5), 70–78.
- Hull, G., Scott, J., & Higgs, J. (2014). The nerdy teacher. *Phi Delta Kappan, 95*(7), 55–60.
- Kim, C., Kim, M., Lee, C., Spector, J. M., & DeMeester, K. (2013). Teacher beliefs and technology integration. *Teaching and Teacher Education, 29*, 76–85.
- Smith, S. J., & Basham, J. D. (2014). Designing online learning opportunities for students with disabilities. *Teaching Exceptional Children, 46*(5), 127–137.

Educational Tool Research

Look through some of the Web sites below and choose three skills or tools with which you are not currently proficient but that you feel would enhance teaching and learning in your classes.

For each skill or tool you select, follow the series of links provided until you feel you have mastered this technology sufficiently to implement it in your teaching practice. To master these skills, you may have to conduct additional research beyond these links. You will also want to practice using these tools by creating examples that would work in your classroom. You will then be able to incorporate these into the lesson plans you will submit in the Unit 5 assignment.

Note the features of the tools you like and dislike. Also note if the tools would be used only as an instructor resource or if you would plan on having your students use the tools as well.

In the unit discussion, you will explain your process and the skills you have acquired.

- EdTechTeacher. (n.d.). Tech tools by subject and skills. Retrieved from http://edtechteacher.org/tools/
- Educational Technology and Mobile Learning. (n.d.). The 20 digital skills every 21st century teacher should have. Retrieved from http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html
- Educational Technology and Mobile Learning. (n.d.). The 31 educational web tools every teacher should know about. Retrieved from http://www.educatorstechnology.com/2013/12/the-31-educational-web-tools-every.html
- Educational Technology and Mobile Learning. (n.d.). Teacher tools. Retrieved from http://www.educatorstechnology.com/p/teacher-tools.html
- Muthler, S. (2015). The best interactive Web tools for educators. Retrieved from http://www.edudemic.com/best-web-tools/

u03s1 - Learning Components

- Research the literature on the use of educational technologies to support equity and diversity.
- Examine educational theories related to effective leadership and school change.
- Examine educational technologies and their alignment with content and technology standards.
- Master new technology skills.

u03s2 - Assignment Preparation

In Unit 5 you will submit a selection of dynamic lesson plans to support the efficacy of innovation in educational technology. In preparation for this assignment, complete the following tasks in this unit:

- Read the assignment instructions and scoring guide in Unit 5 carefully, if you have not done so already.
- Identify how you will showcase the diversity of the technology or technologies you have chosen.📑
- Determine what lesson structure and components to include to present and/or model the lesson plans to your colleagues. For example, an overly detailed lesson plan would not be persuasive, while an overly general lesson plan would leave your colleagues confused.
    ◦ Think about what information would need to be present for teachers to get a good idea of how the technology could be used in their classrooms and to feel excited, rather than overwhelmed, by the technology.

u03s2 - Learning Components

- Evaluate the efficacy of educational technologies.

u03d1 - Proposed Technologies for the Exemplar Lessons

In Unit 4 you will be engaging in professional collaborations with your colleagues and through online professional communities to gather feedback from the field that will inform the exemplar lesson plans you will submit in Unit 5. This discussion serves as an additional venue for receiving professional feedback.

In your initial post:

- Present the technology or technologies that are the focus of your exemplar lessons. Your lessons can focus on implementing a new technology within your school or on reimagining the purpose of an existing technology within your school to maximize its usefulness.
- Provide a brief rationale describing why this technology or these technologies are relevant for your school and how it or they will improve teaching and learning within the school.
- Pose 2–4 questions on which you would like professional feedback. These questions should focus on the viability of the technology and its ability to meet teachers' or students' needs.

Your initial post to a discussion should be 200–300 words.

Response Guidelines

Respond to at least two of your colleagues—try to choose those who have had fewest responses thus far. It is important that everyone receives feedback in this discussion. Thus, if you notice a post that has not yet received feedback, it is your professional responsibility to respond to that post. To respond in a thoughtful manner, it may be necessary for you to do research on the technology discussed in the post if you are unfamiliar with how it works or what its purpose within education is.

In your response to each colleague, consider the following questions:

- Is the technology presented in the post relevant to the school setting described?
- Would the technology presented be a good way to improve teaching and learning in the way your colleague describes?
- What potential factors, concerns, or benefits could your colleague be overlooking?
- What challenges may your colleague encounter in attempting to implement this technology?

Then, answer the questions posed by your colleague. If you conducted research and found any useful resources, suggest them to your colleague.

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Make informed choices about lesson plans that align with teacher needs, and diversity factors such as cultural background, experience level, developmental and readiness levels.

Unit 4 ⟩⟩ Facilitating Change Through Collaboration

Introduction

The phenomenon of school change has evolved from a model in which the principal and district administrators steer the course of innovation and remediation to one of shared decision making among all stakeholders—those who have an interest or concern in the proposed change, including teachers, parents, and community members. Thanks to the ubiquitous nature of global communication, this group can include professionals outside of the immediate school community who can collaborate to contribute ideas, design frameworks, and propose initiatives to promote transforming systemic change. This kind of shared leadership requires open-mindedness, confidence, humility, the ability to reach consensus, and a willingness to be accountable.

Louis, Leithwood, Walstrom, and Anderson (2010) suggest that in schools' efforts to improve student achievement, school- and district-level leaders should allow all stakeholders in the school community to have more significant influence over decisions.

You have already examined the professional literature as a source of feedback from the field to drive action planning. In this unit, you will collect feedback from professional collaborations, which take place in professional learning communities (PLCs), through virtual professional organizations, or through collegial interaction. Feedback from colleagues and PLCs within the target educational setting is especially important, as it will provide you with a sense of how an innovation initiative might fit into the existing school culture. You will address these essential questions:

- How can professional development inform a plan for change?
- What is the best approach for soliciting useful feedback from other stakeholders?

References

Garmston, R. J., & Wellman, B. M. (2013). *The adaptive school: A sourcebook for developing collaborative groups* (2nd ed.). Lanham, MD: Rowman & Littlefield.

Louis, K. S., Leithwood, K., Walstrom, K. L., & Anderson, S. E. (2010). Learning from leadership: Investigating the links to improved student learning. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf

Learning Activities

u04s1 - Professional Collaboration

In this study, you will examine how professional collaboration can provide feedback that supports your plan of action for technology implementation. The successful implementation of your plan of action will depend on acceptance and support from your colleagues. In fact, part of your plan of action will involve developing feedback protocols for supporting your colleagues in the implementation of the technologies you are promoting. Hence, it is strongly recommended that you develop a collegial relationship in the early stages of planning.

Readings

- Moolenaar, N. M. (2012). A social network perspective on teacher collaboration in schools: Theory, methodology, and applications. *American Journal of Education, 119*(1), 7–39.
- Vangrieken, K., Dochy, F., Rae, E., & Kyndt, E. (2015). Teacher collaboration: A systemic review. *Educational Research Review, 15*, 17–40.

Blog Creation

Set up a blog to encourage professional collaboration among your colleagues in your school or district. On this blog, describe your ideas for change and encourage your colleagues to share their ideas about technology implementation, potential challenges to implementation, and their previous experience with school change initiatives.

- Before setting up your blog, it will be beneficial to look at a few great examples of blogs. View the following resource for a repository of blogs.
  - Cortez, M. B. (2017, March 22). The 2017 honor roll: EdTech's must-read K–12 blogs. Retrieved from https://edtechmagazine.com/k12/article/2017/03/2017-honor-roll-edtech-s-must-read-k-12-it-blogs

- After viewing a few blogs, set up your own blog. You may choose any platform you would like, but some suggestions are available in the following resource.
  - EdTechTeacher. (n.d.). Blogging. Retrieved from http://edtechteacher.org/apps/blogging/#AppTable

- If you have no experience with blogging, you may refer to the following resource:
  - Evans, K. (2017, June 13). How to start a blog: Your step-by-step guide to getting your first blog up and running in no time! Retrieved from https://startbloggingonline.com/

Professional Organizations

Explore at least three of the professional organizations listed below to discover the resources and support they offer. Initiate contact with a professional organization and participate in some form of professional collaboration, such as communicating in a professional forum, a webinar, or a conference. Even if you already belong to a professional organization, use the links below to access a variety of online PLCs. You are encouraged to find additional organizations that best fit your interests, so you may also choose another recognized professional organization if you wish.

After exploring these resources, share your learning from these virtual professional collaborations with your colleagues on the blog you created, to drive further discussion, planning, and problem solving.

- Association for Educational Communications and Technology (AECT). (n.d.). Retrieved from http://aect.site-ym.com/
- Association for Middle Level Education (AMLE). (n.d.). Retrieved from http://www.amle.org/
- Buck Institute for Education (BIE). (n.d.). Retrieved from http://bie.org/
- Council for Exceptional Children (CEC). (n.d.). Retrieved from http://www.cec.sped.org/
- International Literacy Association. (n.d.). Retrieved from http://www.literacyworldwide.org/
- National Art Education Association (NAEA). (n.d.). Retrieved from http://www.arteducators.org/
- National Association for Gifted Children (NAGC). (n.d.). Retrieved from http://www.nagc.org/
- National Association for the Education of Young Children (NAEYC). (n.d.). Retrieved from http://www.naeyc.org/
- National Council for the Social Studies (NCSS). (n.d.). Retrieved from http://www.socialstudies.org/
- National Council of Teachers of English (NCTE). (n.d.). Retrieved from http://www.ncte.org/
- National Council of Teachers of Mathematics (NCTM). (n.d.). Retrieved from http://www.nctm.org/
- National Science Teachers Association (NSTA). (n.d.). Retrieved from http://www.nsta.org/

u04s1 - Learning Components

- Examine how professional collaboration can provide feedback that supports a plan of action for technology implementation.
- Examine educational technologies and their alignment with content and technology standards.
- Examine the feedback from stakeholder collaborations in light of the professional literature on technology innovation.

u04s2 - Assignment Preparation

In Unit 5 you will submit a selection of dynamic lesson plans to support the efficacy of innovation in educational technology. In preparation for this assignment, complete the following tasks in this unit:

- Read the assignment instructions and scoring guide in Unit 5 carefully, if you have not done so already, and make a plan for completing the assignment.
- Select a technology or set of technologies you would like to propose for implementation in your school to improve teaching and learning. This could mean bringing a new technology into the classroom or utilizing an existing technology in new ways.
- Select at least six peer-reviewed articles to cite in your assignment.
  - These articles should relate to using your selected technology in schools as well as how to effectively implement school change.
  - You may refer to Research Guide – Education Technology and Innovation to begin your research in the field of education and technology.
- Identify the subject areas or grade levels you will want to address in your exemplar lessons.
  - Meet with colleagues from these areas to gain a perspective on the needs of teachers and students. In your assessment of student and teacher needs, consider diversity factors such as cultural background, experience level, developmental and readiness levels, and so on.
  - Explore what professional communities say about your chosen technology and its implementation in a school.

Multimedia

Click **Coaching Guidelines** to work with the coaching model and to prepare for your assignment.

Course Resources

Coaching Guidelines

u04s2 - Learning Components

- Make informed choices about lesson plans that align with teacher needs, and diversity factors such as cultural background, experience level, developmental and readiness levels.
- Examine the feedback from stakeholder collaborations in light of the professional literature on technology innovation.

- Engage in professional collaboration to elicit feedback that supports a plan of action for technology implementation.
- Make informed choices about lesson plans that align with teacher needs and diversity factors such as cultural background, experience level, and developmental and readiness levels.

u04d1 - Analyzing Feedback From the Field

Review the literature on the technology or technologies you have selected and compare different perspectives on its (their) implementation in educational settings, as presented by fellow professionals and scholarly literature. Be sure to consider points of commonality and divergence in the literature and the professional community.

Consider the following in your initial post:

- How do different articles in the professional literature discuss implementing the technology you propose?
- What challenges does the literature identify?
- How do the perspectives expressed in the professional literature align with or diverge from those expressed in professional communities?
- What ideas might you need to consider as you think about implementing this technology?
    ◦ Propose proactive strategies, based on research and theories, for overcoming potential challenges to implementation of an action plan.
    ◦ Remember that potential challenges may arise from a variety of sources, such as administration support, teacher buy-in, technological constraints, or other existing initiatives.

Response Guidelines

Respond to at least two of your colleagues. In your response to each colleague, consider the following questions:

- How do your findings from the professional literature align with or diverge from those of your colleague?
- How do your findings from professional communities align with or diverge from those of your colleague?
- What ideas might your colleague need to consider in planning to implement this technology?
    ◦ Propose proactive strategies, based on research and theories, for overcoming potential challenges to implementation of an action plan.

Answer any questions posed by your colleague. If you conducted research and found any useful resources, share them with your colleague.

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Examine how professional collaboration can provide feedback that supports a plan of action for technology implementation.
- Research the literature on the use of educational technologies to support equity and diversity.

Unit 5 ›› Leading Innovation in Education Technology

Introduction

Spector (2013) reports that enablers of the successful integration of new educational technologies generally encounter two areas of challenge: technology infrastructure and educator receptivity to change.

The first category of challenge may no longer be as insurmountable as it once was. There is a vast variety of new and affordable technologies, and many teachers have reason to expect all students to have their own mobile devices through which they can engage in technology-driven learning.

The issue of teacher receptivity and the subsequent adoption of new technologies can be more challenging. Teachers and other stakeholders must be willing to examine evidence, especially evidence that may be counter-intuitive or not well aligned with their predispositions.

Any educator who proposes to model best practices in educational technology integration must be prepared to encounter these challenges. In this unit's assignment, you are asked to embed sufficient detail into your exemplar lesson plans so that teachers will develop understanding and confidence, while simultaneously avoiding information overload that might deter them from taking risks. Consider these essential questions:

- What are some of the causes of teacher resistance to technology integration?
- How can teacher resistance be addressed and/or overcome within lesson plans?

Reference

Spector, J. M. (2013). Emerging educational technologies and research directions. *Educational Technology and Society*, *16*(2), 21–30.

Learning Activities

u05s1 - Teacher Resistance

Some teachers easily transfer their embrace of personal use technology to its use in their professional practice. Others may resist integrating new technologies if they perceive that doing so will threaten pedagogical approaches that have become comfortable routines. Some teachers may resist new technologies because they worry that students will be more competent than they are.

In this study, you will examine some of the reasons for teacher resistance to educational technology innovation. This learning will inform your design of lesson plans that will empower, rather than overwhelm, resistant teachers.

- Basak, S. K., & Govender, D. W. (2015). Development of a conceptual framework regarding the factors inhibiting teachers' successful adoption and implementation of ICT in teaching and learning. *International Business and Economics Research Journal, 14*(3), 431–436.
- Griffiths, D., & Goddard, T. (2015). An explanatory framework for understanding teachers resistance to adopting educational technology. *Kybernetes, 44*(8/9), 1240–1250.
- Hechter, R. P., & Vermette, L. A. (2013). Technology integration in K–12 science classrooms: An analysis of barriers and implications. *Themes In Science and Technology Education, 6*(2), 73–90.
- Herold, B. (2015, June 10). Why ed tech is not transforming how teachers teach. *Education Week.* Retrieved from www.edweek.org/ew/articles/2015/06/11/why-ed-tech-is-not-transforming-how.html

u05s1 - Learning Components

- Determine potential challenges to teacher implementation of educational technologies.
- Examine the feedback from stakeholder collaborations in light of the professional literature on technology innovation.

u05a1 - Collaborating and Modeling Best Practices in Lesson Planning

Demonstration of Proficiency

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment scoring guide criteria:

- Competency: Collaborate with teachers in opportunities to incorporate 21st-century technology skills in classroom instruction.
  - Design exemplar lesson plans that align to standards and promote the safe, legal, and ethical use of digital information and technology.
  - Evaluate the impact of professional collaboration on the design of exemplar lesson plans.
  - Analyze how the technology integrated into exemplar lesson plans will support diversity and equity.
  - Analyze potential challenges to teacher implementation of the proposed technology, embedding support to address those challenges within the exemplar lesson plans.
  - Evaluate how exemplar lesson plans will support the promotion of technology innovation to stakeholders.

Overview

In this assignment, you will create and analyze dynamic lesson plans to support the efficacy of innovation in educational technology. The design of these lesson plans may differ from the lesson plans you create to support your own teaching practice.

Refer to the scoring guide to ensure that you meet the grading criteria for this assignment.

Preparation

Consider some of these questions before you begin to craft your exemplar lessons.

- What subjects and grades are taught in your educational setting?
- How will you differentiate instruction to address the needs of diverse students?
  - Consider cultural background, developmental and readiness levels, language differences, speed of learning, experiential knowledge, and so on.
- To what extent and in what specific ways have your collaborations with other educators impacted your design decisions?

- What information would other decision makers, such as administrators, want to know?
- How will you show your technology as valuable for teachers?
- How will you show a variety of integration possibilities for your technology?
- How can you show that your lesson teaches safe, legal, and ethical use of digital information and technology?
- What concerns will your fellow teachers raise? How can you address those in your exemplar lessons?
- How will you balance the need to provide detail so that teachers understand your technology implementation without overwhelming them with too much information?

Instructions

Part 1

Create four exemplar lesson plans that explicitly demonstrate how implementing the technologies you have chosen will look in practice.

Your lesson plans should apply across content areas and across grade levels.

- This will likely require you to engage in professional collaboration with individuals with different areas of expertise. Consider using online professional organizations and social media to further these collaborations.
- Use the questions above to help guide your content.

The lesson plans do not need to be articulated using Understanding by Design or other formal lesson presentation formats. Rather, you are designing vignettes that provide sufficient information for other teachers and stakeholders to see how your technology could be implemented in a variety of classrooms.

Part 2

In a 4–6 page narrative, address the following:

- Evaluate the impact of your professional collaborations on the design of the lessons.
- Evaluate how the technology integrated into each lesson plan aligns to both content and technology standards.
- Explain how each lesson plan will promote the safe, legal, and ethical use of digital information and technology.
- Analyze how the technology integrated into each lesson plan will support diversity and equity.
    - Think about the variety of student needs that exist within your educational setting. Specifically consider cultural background, developmental and readiness levels, language differences, speed of learning, experiential knowledge, and so on.
    - In your lessons, demonstrate how the technology can be used to meet those needs.
- Analyze some of the struggles and questions teachers may have in implementing the technology. These concerns may have emerged from your professional collaborations.
    - Address those common concerns within your lessons, demonstrating how the technology can be successfully implemented to meet the needs of diverse learners.
- Explain how you would use each lesson plan to promote educational innovation to decision makers and other stakeholders, such as parents and community members.

Submission Requirements

Your assignment should meet the following requirements:

- Submit a 4–6 page paper that addresses each aspect of the assignment instructions.
- Submit four lesson plans.
- Written communication is free of errors that detract from the overall message.
- Resources and citations are formatted according to current APA style and formatting.
- Use Times New Roman, 12-point font.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Writing Feedback Tool

APA Style and Format

u05d1 - Incorporating Feedback

Summarize your experiences with collecting feedback from the field (online and in person) and your plans for modeling technology-directed teaching and learning through your exemplar lesson plans. Discuss the relevance of your field work experiences to the design of the lesson plans, including any challenges you have encountered and your plans for negotiating those challenges. For example, if there was considerable resistance to your ideas, you should discuss why you think this has occurred and propose what you will do to increase teacher receptivity to your technology-infused lesson plans.

Response Guidelines

Respond to at least two of your colleagues. In your response to each colleague;

- Compare/contrast your fieldwork experiences with that of your colleague.
- What strategies might this colleague implement to address the challenges he/she encountered?
- What other potential factors, concerns, or benefits should your colleague consider?

As a general reminder, your initial posting to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Examine how professional collaboration can provide feedback that supports a plan of action for technology implementation.

Unit 6 ›› Diversity and Equity

Introduction

The technology innovation you are proposing in your Unit 8 action plan should meet the needs of all students, and the extent to which it does so should be your focus in this unit. You will consider how equity and diversity issues impact technology integration and how technology integration impacts equity and diversity issues, and you will address these essential questions:

- How will I evaluate the extent to which technology implementation is meeting the needs of all students?
- How will I analyze the extent to which student diversity impacts technology implementation?
- How will I analyze the implications for technology integration for teachers of diverse student populations?

Learning Activities

u06s1 - Innovative Technology With Diverse Learners

Educational technologies, adaptive technologies in particular, can provide equitable accessibility to diverse learners. Intelligent tutoring systems are sophisticated branching tutorial software that adapt the sequence of instruction to the needs of the learner through built-in programs that enable the student to learn at his or her own pace and level of achievable challenge.

Critics express concern that students who learn through adaptive technologies are not engaged in authentic, independent thinking. Nonetheless, adaptive technologies are widespread in 21st-century education and worthy of consideration when planning for technology innovation that meets the needs of all learners.

In this study, you will consider how technology implementation is impacted by student diversity and how it impacts diverse student learning needs.

Readings

Use the Capella library to read the following:

- Greer, D., Rowland, A. L., & Smith, S. J. (2014). Critical considerations for teaching students with disabilities in online environments. *Teaching Exceptional Children, 46*(5), 79–91.
- Huang, X., Craig, S. D., Xie, J., Graesser, A. & Hu, X. (2016). Intelligent tutoring systems work as a math gap reducer in 6th grade after-school program. *Learning and Individual Differences, 47*, 258–265.

- Keengwe, J., & Hussein, F. (2014). Using computer-assisted instruction to enhance achievement of English language learners. *Education and Information Technologies, 19*(2), 295–306.
- Latham, A., Crockett, K., McLean, D., & Edmonds, B. (2012). A conversational intelligent tutoring system to automatically predict learning styles. *Computers and Education, 59*(1), 95–109.
- Morgan, H. (2014). Maximizing student success with differentiated learning. *The Clearing House, 87*(1), 34–38.
- Polleck, J., & Shabdin, S. (2013). Building culturally responsive communities. *The Clearing House, 86*(4), 142–149.
- Rus, V., D'Mello, S., Hu, X. & Graesser, A. C. (2013). Recent advances in conversational intelligent tutoring systems. *AI Magazine, 34*(3), 42–54.
- Jackson, G. T., & McNamara, D. S. (2013). Motivation and performance in a game-based intelligent tutoring system. *Journal of Educational Psychology, 105*(4), 1036–1049.

u06s1 - Learning Components

- Research the literature on the use of educational technologies to support equity and diversity.

u06s2 - Assignment Preparation

In the Unit 8 assignment, you will address how to bring about change within a school and how to implement specific technologies in an action plan. In preparation for that assignment, complete the following tasks in this unit:

- Read the assignment instructions and scoring guide in Unit 8 carefully, if you have not done so already.
- Identify how your chosen technologies are impacted by student diversity.
- Identify how your chosen technologies address diverse student learning needs.
- Begin to align your technology choices with the professional literature regarding the impact of technology on diversity and equity.

Multimedia

- Click **Tools for Action Planning** to view an interactive media piece that will support you in developing your action plan and will provide guidelines to the action planning process.

Course Resources

Tools for Action Planning

u06s2 - Learning Components

- Research the literature on the use of educational technologies to support equity and diversity.

u06d1 - Technologies to Meet Diverse Learning Needs: Peer Review

In this discussion, analyze how the implementation of a technology integration action plan would help meet the needs of diverse learners within your educational setting.

- Focus on factors such as cultural background, developmental and readiness levels, experiential knowledge, language, speed of learning, support systems, confidence, and so on.
- Reflect on the variety of student needs in relation to access to technology. For example, how might learning be affected if students only have access to technology via smart phones rather than having access to laptops or iPads?
    ◦ Be sure to provide specific examples of how this technology would address that variety of students and benefit the students.
- Pose specific questions that you would like your colleagues to answer.

Response Guidelines

Respond to at least two of your colleagues. It is important that everyone receives feedback in this discussion. Thus, if you notice a post that has not yet received feedback, it is your professional responsibility to respond to that post. To respond in a thoughtful manner, it may be necessary for you to do additional research if you are unfamiliar with any aspects of your colleague's analysis.

In your response to each colleague, consider including the following:

- Address the overall effectiveness of your colleague's analysis.

- Comment on the alignment between your colleague's analysis of the educational setting and the approaches he or she is proposing to meet the needs of diverse learners.
- What additional factors, concerns, or benefits should your colleague consider before moving forward with the action plan?
- Answer the questions posed by your colleague. If you conducted research and found any useful resources, share them with your colleague.

As a general reminder, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Make informed choices for an action plan to promote technology innovation that aligns with the specific needs and attributes of the target educational setting and promotes diversity and equity.

Unit 7 ≫ Reflective Action Planning

Introduction

No innovation occurs in schools without effective reflection on "how things are now" and "how people want things to be." In Unit 8, you will develop an action plan for implementing a technology within a specific educational setting. This could mean introducing a new technology or repurposing an existing technology in a meaningful way.

Action plans are sometimes informed by data collection and analysis through the process of research. Since you will not be engaging in actual research for this assignment, you must inform your plan for action by becoming highly knowledgeable about the ideas you wish to promote and the setting in which you plan to promote them. You will do this by gathering feedback from the field.

There are two sources of feedback you should examine. The first is the professional literature. Current, scholarly literature can assist you in making choices about the technologies you will include in your plan and can help you develop a rationale for the changes you are proposing. The other source of feedback is stakeholders in the change process. They are best positioned to address the unit's essential questions:

- What is the current state of technology integration in this setting?
- What are the expressed hopes of stakeholders in this educational setting as pertains to technology innovation?

Learning Activities

u07s1 - Reflective Professional Practice

Gourley (2003) states that action planning is based on the determination of short-term objectives that enable the attainment of long-term goals. She proposes that the planner first establish the long-term goal and then create and organize a series of actions that will lead to its accomplishment. MindTools (n.d.) advises that the planner consider these questions:

- How do I make sure I have covered everything?
- Are there any actions that need to be taken on early in the project for it to succeed?
- Am I clear about when I (or others) need to do key tasks, and in what sequence, to meet deadlines?

Additionally, you should consider this question: How should I manage professional literature and stakeholder feedback that does not support this action plan?

In this study, you will consider the components and steps of action planning.

Readings

- Anthony, A. B., & Patravanich, S. (2014). The technology principal: To be or not to be? *Journal of Cases in Educational Leadership, 17*(2), 3–19.
- Campbell, H. (2012). Planning to change the world: Between knowledge and action lies synthesis. *Journal of Planning Education and Research*, *32*(2), 135–146.

Optional Resources for Further Exploration

- iNACOL. (2015). Planning and designing for K–12 next generation learning. Retrieved from files.eric.ed.gov/fulltext/ED561325.pdf

References

Gourley, C. (2003). A change for the better: How to write an action plan. *Writing*, *25*(6), 8–10. [SEP]

MindTools. (n.d.). Action plans: Small scale planning. Retrieved from http://www.mindtools.com/pages/article/newHTE_04.htm

u07s1 - Learning Components

- Make informed choices about the implementation of educational technology in a specific setting, based on the professional literature and feedback from the field.

u07s2 - Assignment Preparation

In the Unit 8 assignment, you will address how to bring about change within a school and how to implement specific technologies in an action plan. In preparation for that assignment, you should complete the following tasks in this unit:

- Review the professional literature on the change process and teachers leading change.
- Examine pre-existing, publicly accessible data on various aspects of your target educational site, such as graduation rates, student demographics, student achievement—anything that reflects on the efficacy and appropriateness of the model of learning currently in practice in that setting;
- Survey and collaborate with stakeholders at the target site and in the community to understand their perceptions on:
    ◦ Educational change and the receptivity to educational innovation at that specific educational site.
    ◦ The strengths and challenges of the model of learning currently in practice at the target site.

Multimedia

- Click **Action Plan Worksheet** to view an interactive media piece will support you in your completion of the assignment.

Course Resources

Action Plan Worksheet

u07s2 - Learning Components

- Research the literature on the use of educational technologies to support equity and diversity.
- Engage in stakeholder collaboration to elicit feedback that supports a plan of action for technology implementation.
- Make informed choices for an action plan to promote technology innovation that aligns with the specific needs and attributes of the target educational setting and promotes diversity and equity.

u07d1 - Reflective Analysis

Action planning can be a cyclic process, in which the change agent collects information, plans for change, and then reflects back over the plan, often returning to the collection of further feedback and proceeding through the stages again before implementation.

In this discussion, reflect back on the action planning process so far. Analyze how your action plan has been influenced by teacher leadership and change theories.

- Consider how you may design the plan without this theoretical perspective.
- Consider how these theories have modified your perspective on school change.
- Analyze how collaboration with other educational professionals has impacted the development of your action plan.
- Predict how your action plan will facilitate innovation and change in your educational setting.
    ◦ Be sure to include one or more supporting theories and professional feedback to support your predictions.

Response Guidelines

Respond to at least two of your colleagues—try to choose those who have had the fewest responses thus far.

- Evaluate the alignment between theory and action plan that your colleague proposes.
  - Would the theories cited by your colleague align in your own educational setting? Why or why not?

- Evaluate the predictions your colleague makes in relation to the supporting theories and/or feedback provided.
- What additional questions or ideas should your colleague consider before implementing this approach in his or her educational setting?

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

u07d1 - Learning Components

- Research the literature on the use of educational technologies to support equity and diversity.
- Engage in stakeholder collaboration to elicit feedback that supports a plan of action for technology implementation.
- Make informed choices for an action plan to promote technology innovation that aligns with the specific needs and attributes of the target educational setting and promotes diversity and equity.

Unit 8 ❯❯ Strategic Action Planning

Introduction

Action planning must be strategic. An action plan delineates how you and others will use specific strategies to achieve stated objectives. MindTools (n.d.) suggests the SCHEMES mnemonic for strategic planning:

- **S**pace.
- **C**ash.
- **H**elpers/People.
- **E**quipment.
- **M**aterials.
- **E**xpertise.
- **S**ystems.

In this unit, take time to review the vision and mission statements of the educational setting where you are proposing to implement your action plan, and base your proposed strategies on these pronouncements, as they constitute the best evidence of school culture and goals. Consider these essential questions:

- How does my proposed action plan align with the stated mission of the specific educational setting for which it is planned?
- How does my proposed action plan align with the stated vision of the specific educational setting for which it is planned?

Reference

MindTools. (n.d.). Action plans: Small-scale planning. Retrieved from http://www.mindtools.com/pages/article/newHTE_04.htm

Learning Activities

u08a1 - Action Plan for Technology Innovation

Demonstration of Proficiency

By successfully completing this assignment, you will demonstrate your proficiency in the following course competency and assignment scoring guide criteria:

- Competency: Develop plans for innovative practices that help meet the needs of diverse learners.
  - Explain why the proposed technology is expedient, appropriate, and relevant to the specific educational setting.
  - Evaluate how the proposed technology is most appropriate for meeting the diverse needs of students.
  - Analyze the implications of initiating the proposed technology innovation through an action plan.
  - Present a rationale for action plan decisions, including the choice of who to involve and how to involve them, the timeline for implementation steps, and required resources.

Overview

This assignment will apply the theoretical foundations and best practices for educational innovation with technology. In the assignment, address how to bring about change within a school and how to implement specific technologies in an action plan.

Instructions

Part 1: Evaluation and Analysis

Submit a 4–5 page paper in which you:

- Describe briefly the technology you are proposing to implement through your action plan.
- Provide a rationale for why this technology is expedient, appropriate, and relevant to your school.
  - Base this determination on collaborations with stakeholders at the school or on publicly accessible data through the school or district Web site or community publications.

- Evaluate how this technology is most appropriate for meeting the diverse needs of students, including cultural background, developmental and readiness levels, language, speed of learning, access to technology, and so on. For example, how might the appropriateness of the technology be affected if students only have access to technology via smart phones rather than having access to laptops or iPads?
  - Use peer-reviewed literature to support your evaluation.

- Analyze the implications of initiating this change through your action plan. Address the potential impact on students, teachers, and school-wide programs.
  - Your analysis should align with theories of institutional change, systems theory, and/or an educational change model.
  - Your analysis should be supported by the professional literature and may reflect professional feedback.

Part 2: Action Plan Proposal

Design an action plan that includes the following components:

- A brief analysis of the change you are planning to implement.
- A description of the actions that need to be taken to implement the plan, including a rationale for why these actions need to happen.
  - Be sure to indicate if any steps need to happen concurrently or in a certain sequence.

- A list of the individuals who are responsible for each specific action.
  - Consider who has the time and is appropriately situated to take on these responsibilities, but also consider who is most capable of keeping the objective of meeting the needs of diverse learners at the forefront of the planning and implementation.
  - If it is not clear why an individual is assigned to a certain task, be sure to include an explanation.

- A list of who should be consulted or informed about the project and its findings.
  - In referring to individuals, do not use names, but refer to the position they hold in relation to the plan, such as PTA Chair, ESL Lead Teacher, et cetera.

- A rationale justifying why giving awareness to these individuals is relevant and important to the goals of your project.
  - Note: Be sure to include parents and community members.

- A description of who will monitor the progress, document the effects of implementation, and gather any data that is acquired.
- A timeline of the actions to be taken and the monitoring steps.
- A list of resources needed to carry out the action plan and a rationale for their inclusion.
  - Consider the resources that may be needed within your school and district as well as resources that may be needed from the community. You will also want to think about resources for training and supporting teachers in the classroom.

Submit both parts, the paper and your action plan proposal, for assessment. Refer to the scoring guide to ensure that you meet the grading criteria for this assignment.

Submission Requirements

- Written communication is free of errors that detract from the overall message.
- Resources and citations are formatted according to current APA style and formatting.
- Part 1 is 4–5 double-spaced, typed pages.
- Part 2 is 4–5 double-spaced, typed pages.
- Use Times New Roman, 12-point font.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

u08d1 - Evaluation of Action Planning as a Strategy

In this unit's assignment, you address how to bring about change within a school through an action plan. For this discussion, briefly share your course experience with action planning and discuss your conclusions about the efficacy of action planning as an approach for driving educational change.

For your initial post, consider the following:

- How familiar were you with the principles of action planning before engaging with this assignment?
- What were the positive aspects and the not-so-positive aspects of this action planning experience?
- How well does your action plan align with the stated mission and vision of the specific educational setting in which you propose to implement it?
- What is your overall evaluation of the use of action planning to drive educational change?
    - Do not hesitate to critique the process or express hesitation about its appropriateness in your educational setting. Differing opinions make for a more vigorous sharing of ideas and promote open-minded consideration of views other than one's own.

Response Guidelines

Respond to the posts of at least two other learners by providing **2+2** feedback about their experiences and viewpoints:

- Two compliments.
- Two suggestions.

When writing your compliments and suggestions, be sure to use appropriate language and be specific.

- Compare/contrast your own experiences with those of your colleague.
- Comment on your colleague's perspectives on the use of action planning to drive educational change.
- Pose any other questions or concerns that are relevant, based on your own research or experiences.

As a general reminder, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Make informed choices for an action plan to promote technology innovation that aligns with the specific needs and attributes of the target educational setting and promotes diversity and equity.

Unit 9 ❯❯ Approaches to Innovation

Introduction

Change theory analyzes the process of how an innovation moves from conception to culture (this is how we do things here). It describes the potentially diverse responses to a change initiative by stakeholders, in terms of whether and how quickly they embrace the proposed change.

To successfully persuade stakeholders in the change initiative that the adoption of your proposed innovation is the best decision for positively impacting student learning, you will need to understand how those stakeholders might respond and how to negotiate the challenges that some of those responses may present. In this unit, you will learn about the various change models through which school innovation can occur. Consider these essential questions:

- What are some of the big ideas that underlie the change process in schools?
- What preparation do you need to accomplish the role of change leader?

Learning Activities

u09s1 - The Process of School Change

Change in schools has been studied from various models, including Systems Theory, Fullan's Educational Change Model, and Rogers' Diffusion of Innovation Theory. In this study you will examine varying and divergent views on how educational change occurs. You are encouraged to pay close attention to the roles and responsibilities of individuals and groups who engage in and impact the change process.

Readings

- Gundy, M. S., & Berger, M. J. (2016). Towards a model supporting educational change. *International Journal of Information and Education Technology, 6*(3), 232–235.
- Loogma, K., Tafel-Viia, K., & Ümarik, M. (2013). Conceptualising educational changes: A social innovation approach. *Journal of Educational Change, 14*(3), 283–301.
- Moreno, C., Luria, D., & Mojkowski, C. (2013). The latest twist on spreading innovation: One school at a time. *Phi Delta Kappan, 95*(3), 8–11.
- Ogawa, R. T. (2015). Change of mind: How organization theory led me to move from studying educational reform to pursuing educational design. *Journal of Educational Administration, 53*(6), 794–804.
- Stoll, L. (2013). Systemwide reform under pressure: A global perspective on learning and change. *Journal of Educational Administration, 51*(4), 564–570.
- White, D. G., & Levin, J. A. (2016). Navigating the turbulent waters of school reform guided by complexity theory. *Complicity, 13*(1), 43–80.
- Wood, P. (2017). Overcoming the problem of embedding change in educational organizations: A perspective from normalization process theory. *Management in Education, 31*(1), 33–38.

Multimedia

- Click **Diffusion of Innovation** to view a media piece in which you will encounter different stakeholders in relation to the Diffusion of Innovation. You will determine how to address each stakeholder in relation to adopting an innovation.

Optional Resources for Further Exploration

- Frick, T. (n.d.). Diffusion Simulation Game. Indiana University Department of Instructional Systems Technology. Retrieved from https://www.indiana.edu/~simed/istdemo/
  - To access this site, you will need to register with an e-mail address and password.
  - In the game, you will think strategically to encourage stakeholders to adopt an innovation. The game is "based on empirical research, modeling typical success raters for diffusion activities under real-life conditions."

Course Resources

Diffusion of Innovation

u09s1 - Learning Components

- Engage in stakeholder collaboration to make informed choices in light of stakeholder characteristics and the diffusion of innovation theory.
- Research the professional literature regarding the process of change and stakeholder response to educational change initiatives.

u09s2 - Assignment Preparation

Presentation Preparation

In preparation for your video presentation in Unit 10, complete the following tasks this week:

- Set up and test your microphone and webcam (if you have not already done so), using the installation instructions provided by the manufacturer.
- Practice using the microphone and webcam to ensure the audio and visual quality is sufficient.
- Refer to the Using Kaltura [PDF] tutorial for directions on recording and/or uploading your video in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Multimedia

- View the Collaboration Framework media to explore the components that make up the process of a collaborative framework.
- Click **Systems Thinking in Education** to view a multimedia interactive that describes how systems thinking relates to educational actions.

Systems Thinking in Education

u09s2 - Learning Components

- Engage in stakeholder collaboration to make informed choices in light of stakeholder characteristics and the diffusion of innovation theory.
- Understand how to create and present using Kaltura Media.

u09d1 - Analyzing Flawed Approaches to School Improvement

In his paper *Change Theory: A Force for School Improvement,* Michael Fullan (2006) indicates that the three very common approaches to school improvement—standards-based or district-wide reform initiatives, PLCs, and qualifications frameworks for teachers and administrators—may be flawed. He also provides seven premises for actionable change that may have more merit:

- A focus on motivation.
- Capacity building, with a focus on results.
- Learning in context.
- Changing context.
- A bias for reflective action.
- Tri-level engagement.
- Persistence and flexibility in staying the course.

In your post, respond to the following:

- Which of the three potentially flawed approaches have been used in your school or district? Describe one of the approaches used in your school or district. What empirical evidence do you have that it has been effective or ineffective?
- Which of the seven premises described by Fullan have been implemented in your school or district? Describe how one of the premises has been practiced. What evidence do you have that it has been effective?
    - If your school has not used any of these approaches or premises, speculate about what the results would be.

- What do you think would be the best path for your school to take to promote change and innovation? For example, would it be best to consider one or two approaches and one or two premises—a mix-and-match situation?

If you wish, you may refer to Fullan's paper, located in the Resources.

Response Guidelines

Respond to at least two of your colleagues; try to choose those who have had the fewest responses thus far. Respond to the path to promoting change and innovation your colleague proposes. Consider these ideas as you craft your response:

- Does the approach seem effective?
- Might other premises be added to improve the approach?
- How would this approach work within your school?
- What questions or ideas should your colleague consider if he or she wanted to implement this approach in his or her school?

As a general guideline, your initial post to a discussion should be 200–300 words, and your responses to other learners should be 150–200 words.

Reference

Fullan, M. (2006). *Change theory: A force for school improvement.* Centre for Strategic Education, Seminar Series Paper 157.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Change Theory: A Force for School Improvement

u09d1 - Learning Components

- Examine successful and non-successful approaches to innovation in the professional literature and in personal experience.

Unit 10 ►► Persuasion and Presentation

Introduction

Kurt Lewin's (as cited in Kritsonis, 2005) fundamental premise is that for change to occur people must be motivated to engage in the change process. Before people can become motivated, they must first understand why the change is necessary (or desirable).

The leader of school innovation must challenge the attitudes, values, and behaviors that currently define the school's culture. Only then can stakeholders change their thinking and become proactive in the change process. Successful innovation requires a change leader to diagnose the current situation, assess the motivation and capacity for change, provide clarity and transparency in communication, and involve and empower other individuals who will be responsible for sustaining the change (Lippitt, Watson, & Westley, as cited in Kritsonis, 2005).

In this unit, you will consider your learning on the change process and the various ways individuals respond to the introduction of a change initiative. You will examine the critical process of planning for sustainable action, and you will address these essential questions:

- How can stakeholders in this specific educational setting be organized and empowered to ensure the sustainability of your proposed innovation?
- How will the stages of the innovation process impact your presentation to stakeholders?
    ◦ Diagnosing the existing culture and the stakeholder audience.
    ◦ Determining the capacity for change in the target setting.
    ◦ Communicating clearly and transparently.
    ◦ Empowering stakeholders.
    ◦ Enabling sustainability.

Reference

Kritsonis, A. (2005). Comparison of change theories. *International Journal of Scholarly Academic Intellectual Diversity*, *8*(1), 1–7.

Learning Activities

u10s1 - Stakeholders and Sustainable Innovation

A rationale is a justification. As such, it must go beyond verification—the citing of examples that support your contentions. Stakeholders who are being asked to commit time and energy to a change initiative are less interested in how the innovation worked in other settings than they are in seeing how it would work in their own situation and why. That explicit alignment emerges from a critical analysis of the specifics of the culture into which you are proposing to intrude with your innovation, and that analysis must reflect theory and best practice from the professional literature.

In this study, you will examine how stakeholders can engage in and sustain change and how to persuade them to do so.

Readings

- Iriti, J., Bickel, W., Schunn, C. & Stein, M. K. (2016). Maximizing research and development resources: Identifying and testing "load-bearing conditions" for educational technology innovations. *Educational Technology, Research and Development, 64*(2), 245–262.
- Paxton, D., & Van Stralen, S. (2015). Developing collaborative and innovative leadership: Practices for fostering a new mindset. *The Journal of Leadership Education, 14*(4), 11–25.
- Schultz, K., & McGinn, K. C. (2013). "No one cares about this community more than us": The role of listening, participation, and trust in a small urban district. *Urban Education, 48*(6), 767–797.

Multimedia

- Click **Persuasion and Credibility** to view a presentation that explains components of persuasion and credibility and explains the Rhetorical Triangle.
- Click **Persuasive Speech Planning Tool** to view an interactive piece that will help you learn terminology related to persuasive speeches and help plan for your Unit 10 assignment.

Optional Resources for Further Exploration

Innovation

- Collinson, V., & Cook, T. (2013). Organizational learning: Leading Innovations. *International Journal of Educational Leadership and Management, 1*(1). Retrieved from http://dx.doi.org/10.4471/ijelm.2013.03

Persuasive Speech Structure

- Changing Works. (n.d.). <u>Monroe's motivated sequence.</u> Retrieved from
  http://changingminds.org/techniques/general/overall/monroe_sequence.htm

Course Resources

Persuasion and Credibility

Persuasive Speech Planning Tool

u10s1 - Learning Components

- Examine the professional literature about professional and persuasive presentation.

u10a1 - Modeling and Leading

Demonstration of Proficiency

By successfully completing this assignment, you will demonstrate your proficiency in the following course competency and assignment scoring guide criteria:

- Competency: Communicate with family, community, and colleagues both verbally and nonverbally in a manner that is professional, appropriate to the purpose, and culturally responsive.
  - Analyze the makeup of the stakeholder audience to which the plan will be presented.
  - Justify choices about the presentation, including occasion, venue, and the topics to be addressed.
  - Analyze the main points that would be needed to persuade all stakeholders.
  - Write and present a 3-minute introduction that is designed to grab the audience's attention and persuade them to listen attentively and that meets graduate-level expectations for verbal and nonverbal communication.

Overview

As a leader in your school, you may be asked to develop action plans in the implementation of a variety of initiatives. In this assignment, discuss your ideas for presenting a plan of action to a diverse group of stakeholders, including colleagues, decision makers, parents, and community members.

Instructions

Part 1: Plan

Address the following in your plan:

- Briefly describe the plan you will be promoting in your presentation.
  - Your plan should involve the implementation of an educational innovation, preferably related to educational technology.

- Analyze the makeup of the stakeholder audience to which you would present your plan of action; this group could include colleagues, decision makers, parents, and community members.
- Provide a rationale for your choice of occasion and venue for the presentation.
  - For example, would you present to the school faculty at a faculty meeting? Or would you present to the school board at a board meeting?

- Justify the topics you would address with this group at this occasion and venue.
- Analyze the main points that would be needed to persuade all stakeholders.
  - How could you address their key concerns? How will you support your contentions? Will you refer to the professional literature or personal experience? Why or why not?

- Write a 3-minute introduction designed to grab your audience's attention and persuade them to listen attentively to your presentation.

Part 2: Presentation

Using Kaltura, create a 3-minute video presentation in which you film yourself delivering the introduction you wrote in Part 1 and in which you employ effective verbal and nonverbal communication that is aligned with the purpose of the presentation and target audience.

Elements include:

- Appropriate volume and clear pronunciation.

- Avoidance of fidgeting and distracting interjections.
- A variety of intonation and pacing, and appropriate use of pauses.
- Appropriate posture, dress, and neat appearance.
- Frequent eye contact with the camera.
- Appropriate use of gestures and facial expressions.

Note: For guidance on these elements of effective verbal and nonverbal communication, review the related media included in this unit's study. It is recommended that you allow ample time to practice your presentation until you master all these elements before you record.

You will submit the paper and the video introduction as your artifacts for assessment.

Submission Requirements

- Submit a 4–6 page paper that addresses each of the components in the assignment instructions.
- Submit a 3-minute presentation using Kaltura Media that meets the expectations of the assignment instructions.
- Written communication is free of errors that detract from the overall message.
- Resources and citations are formatted according to current APA style and formatting.
- Font and font size is Times New Roman, 12 point.

Refer to the scoring guide to ensure that you meet the grading criteria for this assignment.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Using Kaltura [PDF]](#)

[Disability Services](#)

[Writing Feedback Tool](#)

[APA Style and Format](#)

u10d1 - Prelude to Persuasion

Perhaps the most important minute in a presentation is the very first one. A presenter has an extremely short amount of time to engage an audience before minds start wandering. For this discussion, attach the introduction you wrote as part of your Unit 10 assignment to receive feedback. Your introduction should:

- Begin with a "hook"—something that immediately grabs the interest of your audience and makes them want to know more. An anecdote sometimes works well or referring to a situation with which everyone is familiar can get everyone feeling like they are on the same page.
- Use language that is common to everyone within your setting.
- Use words that are powerful and attention-grabbing.
- Use words that create a visual image in the listeners' minds.

Response Guidelines

Respond to at least two of your colleagues by providing 2+2 feedback.

- Two compliments.
- Two suggestions.

In your responses:

- Be sure to use appropriate language and be specific when writing your compliments and suggestions.
- Consider commenting on the rationale for the innovation as well as the approach your colleague used to promote it.

- Comment on how you would respond to this first part of a presentation.
- Pose other questions or concerns that are relevant, based on your research or experience with approaches to persuasion.

Undergraduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Understand how to create and present using Kaltura Media.