

EDA056 - Educational Leadership and Technology

Course Title	Educational Leadership and Technology			
Course Code	EDA056			
Course Type	Elective			
Level	Master			
Year / Semester	2 nd or 3 rd semester			
Teacher's Name	Dr. Nikleia Eteokleous			
ECTS	10	Lectures / week	3	Laboratories / week /
Course Purpose and Objectives	<p>The purpose of this course is to develop the appropriate knowledge and skills to students in order to be in a position to understand the important role of the educational leader in technology integration in the school environment and educational practice. The students are expected to develop a strong scientific and pedagogical background in relation to the role, actions and characteristics that an educational leader of the 21st century should entail. Additionally, the educational leader of the 21st century should take into consideration the development of the 21st century skills and transversal skills in relation to the integration of educational technology. By the end of the course, the students are expected to be able to design and develop learning environments enhanced with technology as well as actions and educational material using various technological tools.</p>			
Learning Outcomes	<p>By the end of the course, the students should be able to:</p> <ul style="list-style-type: none"> - Explain and describe the importance and the role of educational administration and leadership in regards to technology integration within the educational settings. - Explain and describe the relationship between educational leadership and administration and the design of learning environments that correspond to the demands of the 21st century education. - Explain and analyze the role and the importance of educational leadership and technology in designing and developing learning environments for the 21st century education. - Describe and apply the criteria (rubrics) for assessing the 21st century learning environments in relation to educational technology integration. - List and explain the parameters/ factors that influence the integration of educational technology in the teaching and learning practice. - Understand and explain the role of the educational leader in relation to the factors that influence educational technology integration in the teaching and learning practice. - Describe and explain the educational technology models in the educational practice. 			

	<ul style="list-style-type: none"> - Develop knowledge and skills in using various technological tools - Design and develop learning environments, educational material and actions enhanced with technology.
Prerequisites	/ Required /
Course Content	<p>Course content includes the following units:</p> <ul style="list-style-type: none"> • Introduction to the theoretical framework that describes the relation between Educational Technology and Educational Leadership. • 21st century skills and transversal skills and their relationship to educational technology. • European framework for the development of digital competences for educators and citizens (DigComp & Digital Citizenship). • Parameters that influence the integration of educational technology in the educational practice and specifically the role of the educational leader. • Skills and characteristics of a 21st century educational leader in promoting and enhancing educational technology integration. • Technological tools categories that can be employed by the educational leader in his/her profession for numerous purposes within the teaching and learning practice. • Use and employment of various technological tools – new emerging technology tools. • Selection criteria and rubrics to choose the appropriate technological tools. • Design and development of learning environments enhanced with technology, actions and educational material employing various technological tools and applications.
Teaching Methodology	<p>The teaching consists of lectures that we will introduce participants to the key concepts of the course in regards to contemporary issues of educational technology integration within educational administration and learning practices. Subsequently, the course is organized through group discussions and presentations regarding the concepts under investigation. Additionally, various examples through articles and case studies are presented and discussed through in-classroom hands-on activities. The students are expected to study, understand the use and employ various tools and applications related to the issues examined; design and develop lesson plans and educational material where those tools are used (micro-teaching) and present them in class. The students are also expected to study, present and critically discuss academic articles regarding the concepts of the course.</p>

Bibliography	<p>Greek Literature</p> <p>Roblyer. M.D. & Doering A. H. (2016). <i>Εκπαιδευτική Τεχνολογία και Διδασκαλία</i>. Εκδοτικός Οίκος Ιών.</p> <p>Jonassen, D., Howland, J., Marra, M.R., and Crismond, D. (2011). <i>Ουσιαστική μάθηση με την τεχνολογία</i>. Μέθεξις.</p> <p>Καπανιάρης, Α., & Παπαδημητρίου, Ε. (2012). Πληροφοριακός Γραμματισμός στο Νέο Ψηφιακό Σχολείο. Εκδόσεις Ζήτη.</p> <p>Κυριαζής, Σ. Α., Ψυχάρης, Σ. & Κορρές, Κ. (2012). <i>Η διδασκαλία και μάθηση των θετικών επιστημών με τη βοήθεια του υπολογιστή</i>. Παπαζήση, Αθήνα.</p> <p>Νικολοπούλου, Κ. (2009). <i>Οι τεχνολογίες της πληροφορίας και των επικοινωνιών στην προσχολική εκπαίδευση - Ένταξη, χρήση και αξιοποίηση</i>. Εκδόσεις Πατάκη</p> <p>Πρέζας, Β. (2003). <i>Θεωρίες μάθησης και εκπαιδευτικό λογισμικό</i>. Κλειδάριθμος, Αθήνα.</p> <p>Ψυχάρης, Σ. (2011). <i>Η μοντελοποίηση και οι θεωρίες μάθησης στις τεχνολογίες πληροφορίας και επικοινωνίας (ΤΠΕ) στην εκπαίδευση</i>. Παπαζήση, Αθήνα.</p> <p>English Literature</p> <p>Jonassen, D. H. (1999a). <i>Computer as Mindtools in Schools: Engaging Critical Thinking</i>, (2nd ed.). Columbus, OH: Prentice Hall.</p> <p>Jonassen, D. H. (1999b). <i>Designing Constructivist Learning Environments. (Chapter 10)</i>. In C. Reigeluth (Eds.), <i>Instructional Design Theories and Models: A new paradigm of Instructional Theory</i> (pp. 215-239). Mahwah, NJ: Erlbaum.</p> <p>McLeod, S., & Lehmann, C. (2013). What school leaders need to know about Digital Technologies and Social Media. Jossey-Bass.</p> <p>Newby, J.T., Stepich, A.D., Lehman, D.J., & Russel, D.J. (2009). <i>Εκπαιδευτική Τεχνολογία για διδασκαλία και μάθηση</i>. Επίκεντρο, Αθήνα.</p> <p>Richardson. W. (2010). <i>Blogs, Wikis, Podcasts and other powerful Web-tools for classrooms</i>. Corwin Press</p>
--------------	---

	<p>Richey, C. R. (2013). Encyclopedia of Terminology for Educational Communications and Technology. Springer.</p> <p>Murphy, J. (2002). The Educational Leadership Challenge : Redefining Leadership for the 21st Century (National Society for the Study of Education Yearbooks. University of Chicago Press.</p> <p>Additional references Collection of scientific articles in Greek and English</p> <p>Additional sources https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework), https://ec.europa.eu/jrc/en/digcompedu https://ec.europa.eu/education/schools-go-digital_en https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework http://ats2020.eu, http://www.pi.ac.cy/ats2020 http://www.pi.ac.cy/mentep http://mentep-sat-runner.eun.org https://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52018DC0022&from=EN https://ec.europa.eu/digital-single-market/en/desi</p> <p>Journals (indicative list) The course’s bibliography is regularly updated with recent papers from journals such as:</p> <ul style="list-style-type: none"> - International Journal of Educational Management - Journal of Educational Administration - Leading & Managing - Educational Management, Administration and Leadership - Educational Administration Quarterly - International Studies in Educational Administration - School Leadership & Management - Journal of Educational Multimedia and Hypermedia - Journal of Interactive Learning Research - Computers and Education - British Journal of Educational Technology
Assessment	<p>The students will be evaluated based on the following parameters. The assessment methods for the course are presented below along with the value of each assessment towards the overall course grade:</p> <ol style="list-style-type: none"> 1. Develop a report in order to present and critically discuss a scientific article regarding the use educational technology within educational leadership practices + presentation in class (15%)

2. Exercises using various technological tools (15%)
3. Final Project (develop an integration plan where educational technology is integrated within specific school environment for various purposes such as: organization and administration purposes, preparation purposes, and as learning tools within the teaching and learning practice – development of actions and educational material) + presentation in class (20%)
4. Final Exam (50%)

Report and presentation of a scientific article (15%)

The students are expected to develop **a report** where they need to present and critically examine and discuss a scientific article regarding the concepts under investigation. The students are given specific parameters and criteria to follow for the evaluation and the development of the report. The students are also expected to present their findings. The aforementioned contribute 10% towards students' grade. The instructor is providing students with the scientific articles.

Exercises using various technological tools (15%)

The students are expected to learn how to use various technological tools in order to design and develop learning environments, actions and educational material within the educational leadership practice.

Final project (integration plan for technology use within a school environment) + presentation in class (20%)

The **final project and its presentation** in class counts 20% towards their final grade. The students are expected to develop an essay, an action plan/ a roadmap to suggest how to integrate technology at the school and classroom level employing various technological tools/ emerging technologies. The students are requested to take into consideration various parameters presented and discussed in the course, discussed in the literature and current educational trends and practices. The students are expected to develop an integration plan where educational technology is integrated within specific school environment for various purposes such as: organization and administration purposes, preparation purposes, and as learning tools within the teaching and learning practice – development of actions and educational material).

Final exam (50%)

The **final exam** contributes 50% towards students' final grade and covers all the materials learned during the course. It covers all the materials addressed throughout the course. The students are expected to show that they can design and develop learning environments enhanced with contemporary and modern technological tools and applications as well as develop educational material employing these tools.



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Language	Greek