

Course Outline

Part I

Programme Title	: Doctor of Education (EdD)
Programme QF Level	: 7
Course Title	: Leadership and ICT in Education
Course Code	: INT8013
Department	: Mathematics and Information Technology
Credit Points	: 3
Course Hours	: 39 hours
Pre-requisite(s)	: Nil
Medium of Instruction	English
Course Level	: 8

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course is designed to prepare candidates with the vision and capability of developing and implementing Information and Communication Technology (ICT) in education plans of school/institute with the goal of developing knowledge required in the twenty-first century. The first part of the course underpins a theoretical foundation on the roles of leadership in using ICT as an agent of change and the needs for capacity building of school/institute. The second part of the course focuses on pedagogical approaches to develop candidates with critical insights into the successful practices and noteworthy issues related to the planning and implementation of ICT in education plans of schools/institutes.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, participants will be able to:

- CILO₁ envision the necessity and roadmap for the integration of ICT into education of school/institute;
- CILO₂ discern the relationship between research, policy and practice in the field of ICT in education;
- CILO₃ identify the influencing policies and successful practices related to the integration of ICT into key dimensions of work of school/institute;
- CILO₄ reflect on the future directions for leading and managing the use of ICT in various types of work of school/institute.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Roles of leadership in using ICT as an agent of change	CILO ₁	Lecture, Lecturer-led Q&A, Guided Research Activities
Relationship between research, policy and practice in the field of ICT in education	CILO ₂	Lecture, Lecturer-led Q&A
Policy initiatives and successful practices related to the planning of ICT in education in schools/institutes	CILO ₃	Lecture, Lecturer-led Q&A
Critical insights into the development of ICT in education plans in schools/institutes, such as the explosion of “informal” knowledge that is being generated in social spaces	CILO ₄	Guided Research Activities

4. Assessment

Assessment Tasks	Weighting	CILO
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	(%)	
4000-5000 words		
(a) Candidates are required to select three journal articles on leading and planning ICT to improve quality of education in school/institute context and write a critique (about 1,500 words) on each journal article	30	<i>CILO</i> _{1,2,3}
(b) Based upon the literature, candidates write an essay (about 3,000 words) on a critical discussion about leading and developing ICT in education plans of schools/institute for delivering quality education in the twenty-first century	70	<i>CILO</i> _{1,2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

- Anderson, R. E., & Dexter, S. L. (2005). School technology leadership: An empirical investigation of prevalence and effect. *Educational Administration Quarterly*, 41(1), 49-82.
- British Educational Communications and Technology Agency (Becta). (2007). *ICT and building schools for the future: an essential guide*. Coventry: Becta.
- Coffield, F, Edward, S., Finlay, I., Hodgson, A., Steer, R., & Spours, K. (2008). *Improving learning, skills and inclusion: The impact of policy on post-compulsory education*. London: Routledge/Falmer.
- Creighton, T. B. (2003). *The principal as technology leader*. Thousand Oaks, CA: Corwin Press.
- Davidson, J. (2003). A new role in facilitating school reform: The case of the educational technologist. *Teachers College Record*, 105(5), 729-752.
- Earl, L. M., & Katz, S. (2006). *Leading schools in a data-rich world: Harnessing data for school improvement*. Thousand Oaks, CA: Corwin Press.
- Flanagan, L., & Jacobsen, M. (2003). Technology leadership for the twenty-first century principal. *Journal of Educational Administration*, 41(2), 124-142.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2005). *Leadership and sustainability: system thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Gibson, I. W. (2002). Leadership, technology, and education: Achieving a balance in new school leader thinking and behavior in preparation for twenty-first century global learning environments. *Technology, Pedagogy and Education*, 11(3), 315-334.
- Gibson, I. W. (2006). Enhanced learning and leading in a technology rich, 21st century

global learning environment. In E. K. Sorensen & D. O. Murchu (Eds.), *Enhancing learning through technology* (pp. 75-102). Hershey, PA: Information Science Pub.

- Gülbahar, Y. (2007). Technology planning: A roadmap to successful technology integration in schools. *Computers and Education*, 49(4), 943-956.
- Kong, S.C. (in press). An empirical study on school-based planning for technology enhanced learning in the twenty-first century. *Technology, Pedagogy and Education*.
- Nance, J. P. (2003). Public school administrators and technology policy making. *Educational Administration Quarterly*, 39(4), 434-467.
- Price, B. (2007). *Managing technology in our schools: Establishing goals and creating a plan*. Lanham, MD: Rowman & Littlefield Education.
- Provenzo, E. F., Brett A., & McCloskey, G N. (2005). *Computers, curriculum, and cultural change: An introduction for teachers*. Mahwah, NJ: L. Erlbaum.
- Quinn, D. M. (2003). Legal issues in educational technology: Implications for school leaders. *Educational Administration Quarterly*, 39(2), 187-207.
- Sanders, M. (2006). Technology education leadership: Observations and reflections. *Technology Teacher*, 66(3), 31-35.
- Tearle, P. (2004). A theoretical and instrumental framework for implementing change in ICT in education. *Cambridge Journal of Education*, 34(3), 331-351.
- Wenig, R. E. (2004). Leadership knowledge and skill: an enabler for success as a technology education teacher-leader. *Journal of Technology Studies*, 30(1), 59-64.
- Whitehead, B. M., Jenson, D. F. N., & Boschee, F. (2003). *Planning for technology: A guide for school administrators, technology coordinators, and curriculum leaders*. Thousand Oaks, CA: Corwin Press.
- Yuen, A. H. K., Law, N., & Wong, K. C. (2003). ICT implementation and school leadership: Case studies of ICT integration in teaching and learning. *Journal of Educational Administration*, 41(2), 158-170.

7. Related Web Resources

Futurelab. (2004). *Literature review in mobile technologies and learning*.

http://www.nestafuturelab.org/research/reviews/reviews_11_and12/11_01.htm

Global Researcher and Testbed Network for 1:1 Technology Enhanced Learning. (2005).

<http://www.g1to1.org/>

Newhouse, C. P. (2002). *A framework to articulate the impact of ICT on learning in schools*. Perth: Specialist Educational Services.

<http://www.eddept.wa.edu.au/cm1s/eval/downloads/pd/impactframe.pdf>

North Central Regional Educational Laboratory. (2003). *enGauge® 21st century skills: literacy in the digital age*.

<http://www.ncrel.org/engauge/skills/skills.htm>

Partnership for 21st Century Skills. (2007). *Maximizing the impact: the pivotal role of technology in a 21st century education system*.

<http://www.picnet.net/basecamp/partnershipfor21stcenturyskills/supportretainer/SIP%20tech%20paper.pdf>

Candidates are also encouraged to visit the following social network sites to keep abreast of the latest information about the explosion of “informal” knowledge that is being generated in social spaces:

Blog of Stephen Downes:

<http://www.downes.ca/>

Quinnovator: Tweets of Clark

Quinn

<http://twitter.com/Quinnovator>

8. Related Journals

Selected articles from international refereed journals will be recommended during the course delivery.

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Participants should familiarize themselves with the Policy.

10. Others

Nil

Last update: 28-08-2017

TPg Courses with other Study Modes

Programme Title : Doctor of Education
Course Title : Critical Literature Review on ICT in Education
Course Code : INT8013
Offering Unit : Department of Mathematics and Information Technology
Credit Points : 3

Delivery mode:

Online learning as the primary delivery mode

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of-Contact Hours
		39

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
6	33	39

Updated as of 28 March 2023