

**WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION**

**COURSE NUMBER:       EDT 6045**

**COURSE TITLE:   Special Topics in Educational Technology**

**Faculty Contact:**

**Course Description**

The course is a capstone course focused on professional capacity to facilitate the adoption and diffusion of a new technology initiative. The project requires conducting inquiry into the management of a technology initiative, writing a technology plan for implementation, and sharing a prototype and data results with an established local or global learning community. Candidates will be involved in shared decision-making and collaboration while demonstrating fluency in technology. Topics explored include adoption and diffusion, data-driven decisions, legal issues, professional development, and professional leadership capacity. *Prerequisites: EDT 6005, EDT 6010, EDT 6020, and EDT 6035.*

**Minimum Time Requirements (in clock hours):**

<b>Teacher Led Instruction</b>	<b>SEA</b>	<b>Fieldwork/Clinical</b>	<b>Lab</b>	<b>External Learning</b>
35	5			70

College Education Program Attributes

The manner in which we prepare educators is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
- 2.





and (c) Knowing What Resources are Already in Place.  
Research for the Literature Review and Write the



**Learning/Performance Outcomes**

**PROGRAM COMPETENCY 5. RUBRIC** *Engage in Professional Growth and Leadership:*

Complete a Technology Initiative in an Action Research format.

**Graduation Competencies:** *Disciplined Inquiry*

**SEA Scoring Rubric:** See Appendix A.

**Course Attendance Policies:**

Federal guidelines related to financial aid and veteran's benefits require that attendance be taken each week that the course is

McNamara, C. (2008). *Basic guidelines for successful planning process*. Retrieved April 22, 2009,

[http://www.managementhelp.org/plan\\_dec/gen\\_plan/gen\\_plan.htm#anchor4292987248](http://www.managementhelp.org/plan_dec/gen_plan/gen_plan.htm#anchor4292987248)

McNamara, C. (2008). *Strategic planning*. Retrieved April 22, 2009,

[http://managementhelp.org/plan\\_dec/str\\_plan/str\\_plan.htm](http://managementhelp.org/plan_dec/str_plan/str_plan.htm)

National Center for Education Statistics (n.d.). *Forum Unified Education Technology Suite Part 1: Planning Your Technology Initiative* Retrieved May 25, 2009, from

[http://nces.ed.gov/pubs2005/tech\\_suite/part\\_1.asp](http://nces.ed.gov/pubs2005/tech_suite/part_1.asp)

Rogers, C. (2009). *A primer in diffusion of innovations theory*. Retrieved April 22, 2009, from <http://www.rogerclarke.com/SOS/InnDiff.html>

Valdez, G. (n.d.) *Critical issue: Technology leadership: Enhancing positive educational change*



**Appendix A.**

**PROGRAM COMPETENCY 5. RUBRIC Professional Growth and Leadership  
STRUCTURE EXTERNAL ASSIGNMENT**

**COURSE: EDT 6045**

**TITLE: Special Topics in Educational Technology**

**PROGRAM COMPETENCY 5.** Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

**GRADUATION COMPETENCY:** *Disciplined Inquiry*

**EVALUATED ASSIGNMENT:** Candidates will participate a global learning community to research and plan the implementation of an innovative technology initiative. The outcome of the assignment is to demonstrate leadership capacity for managing a technology initiative for an educational organization.

**TASKSTREAM ASSIGNMENT:** This required assignment must be uploaded into the e-folio site, Taskstream for a passing grade in EDT 6045

<b>Scoring Elements PC# 5 Performance Indicator</b>	<b>Emerging (1)</b>	<b>Beginning (2)</b>	<b>Developing (3)</b>	<b>Proficient (4)</b>	<b>Transformative (5)</b>
5.1 Candidates participate in local and global learning communities to explore creative applications of technology to improve student learning.	The candidate explores local learning communities.	The candidate explores and discusses			



teaching profession

**Rubric for Portfolio**  
**A rubric for scoring the portfolio entries**

<b>Portfolio Elements</b>	<b>Emerging</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Transformative</b>
<b>Narrative</b>	Description is poorly written explanation.				







### Technology Plan Website Rubric

Directions: The overall appearance and components of the website will be scored. The generic rubric will be used to rate the project.

Scoring Elements	Needs improvement 1	Poor 2	Basic 3	Satisfactory 4	Excellent 5
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#### 1. Technology





<b>Points</b>	<b>Criteria</b>
2	Interacted and engaged with colleagues