EDA6271: Technology Leadership for School Leaders

Syllabus- Fall 2025

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Course Overview

In this **asynchronous online course**, students are equipped to become educational leaders navigating the evolving technology landscape, fostering digital transformation while addressing challenges such as equity, data privacy, and sustainability in educational environments. You will explore key theories, research, and practical tools to evaluate, implement, and sustain technology infrastructure in modern educational settings, ensuring that digital tools and systems are integrated effectively to support connectivity, innovation, and long-term organizational goals. You will also focus on how to support the digital transformation of 21st-century schools and learning organizations, harnessing technology-enabled networks to connect people, spaces, resources, and ideas, navigating the rapidly evolving technology marketplace with a focus on evaluating, procuring, and deploying technology solutions, and managing student privacy, data usage, and other security concerns in a digitally defined ecosystem.

Course Objectives

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

1. Identify and analyze the platforms, systems, and processes that form the technology infrastructure within their educational organization.
2. Apply leadership strategies to facilitate the digital transformation of schools and educational organizations.
3. Use tools, resources, and research to assess and adopt technology solutions that align with educational goals.
4. Evaluate and adopt digital learning tools to enhance teaching quality and improve the educational experience.
5. Leverage emergent technology tools, frameworks, and protocols to build trustworthy, interconnected, and adaptive school communities.
6. Strategically evaluate, procure, and deploy technology-based products in the complex education technology marketplace.
7. Review and apply local, state, and federal regulations (FERPA, COPPA, CIPA, and TEACH Act) to ensure student safety, data privacy, and ethical technology use in teaching and learning environments.

Course Expectations

Students are expected to:

- **Prepare:** Complete all assigned readings and be ready to engage in discussions and activities.
- **Participate:** Actively contribute to online forums and class discussions with substantive and reflective responses.
- **Communicate Effectively:** Engage respectfully with peers, build on existing discussions, and cite resources appropriately.

- **Meet Deadlines:** Submit assignments on time. Late submissions will incur a grade penalty unless prior arrangements are made.

- **Maintain Confidentiality:** Exercise discretion when discussing sensitive information encountered during assignments or forums.

Required Course Materials

- Sheninger, E.C. (2019). Digital Leadership: Changing Paradigms for Changing Times. 2nd Edition. Corwin.
- Shirky, C. (2010). Cognitive surplus: How Technology Makes Consumers into Collaborators. New York: Penguin Press.
- Additional required readings provided via the course module. We will draw from following resources and frameworks below:
    - Florida Center for Educational Technology
    - Digital Promise
    - K12 Blueprint Edtech Leadership Report
    - Future Ready Schools Framework
- Consistent with UF's computing policy, students must have access to a personal computer with reliable Internet access, a microphone, and a camera

Technology Tools and Platforms

When relevant throughout the course, students may utilize digital tools to help convey topics and share ideas succinctly and visually. Instructions for using each tool will be provided within the respective assignments. Students should register for the following accounts/newsletters:

- Miro
- Padlet
- EdSurge | Newsletter
- Digital Promise | Newsletter
- Google for Education | Google Educator Community

Course Assessments

Discussions

These exercises provide opportunities for students to engage with current events, course readings, and industry reports. Students will respond to prompts that encourage critical thinking and application of course concepts to real-world scenarios. Discussions emphasize collaboration, reflection, and advancing conversations with peers. Posts are due by Sunday at the end of the assigned week at 11:59pm unless otherwise stated. Proper "netiquette" (internet etiquette) is expected during all discussions. No late submissions will be accepted.

- Exercise 1a/Discussion1: COVID and AI "Transformation" How's it going? **(10pts)**
- Exercise 1b/Discussion2: Future-Ready Schools Diagnostic **(10pts)**
- Exercise 1c/Discussion 3: Emerging Technology Adoption & Hype Cycles **(10pts)**
- Exercise 1d/Discussion4: Ethical Technology Leadership in the Age of AI **(10pts)**

Technical Review Exercises

These assignments focus on evaluating and reviewing technology solutions in students' specific organizational contexts. They are divided into three areas:

1. **Systems and Infrastructure:** Students analyze the hardware and software components of their organization's technology stack, gaining familiarity with key functions a decision-making process.
    a. **Exercise 2a: Systems MAP and Infrastructure Review** – A visualization map and analysis of essential technology architecture, including legacy and cloud systems, servers, and data custody. **(15pts)**
    b. **Exercise 2b: Ecosystem and Endpoint Devices Review** – An analysis of device and connectivity infrastructure with recommendations for improvement. **(15pts)**
2. **Technology Adoption and Implementation:** Students review existing protocols and systems, assessing their organization's approach to adopting, implementing, and sustaining technology.
    a. **Exercise 3a: Inventory of Technology –** Review of needs, protocols, and system contacts; identification of areas for enhancement in technology adoption and sustainability **(15pts)**
    b. **Exercise 3b: Technology Adoption and Implementation Brief** – An interview and evaluation of school's technology leader, reviewing of plan, focusing on testing, scaling, or abandoning solutions. (**15pts)**
3. **Instructional Technology:** Students evaluate tools and methods for integrating technology into teaching and learning, ensuring alignment with organizational goals.
    a. **Exercise 4a: Learning Management System (LMS) and App Review** – A comprehensive evaluation of LMS and learning app options for suitability within the organization. **(15pts)**
    b. Exercise 4b: Teacher Observation Utilizing Technology – Application of the TIM-O framework to assess instructional technology use. **(15pts)**

Case Study Exercises

These assignments apply course concepts to a common case study, such as Nexus Middle School. Students will explore typical scenarios in technology leadership, diagnosing challenges and proposing strategic solutions based on course theories and frameworks.

- **Exercise 5a: Technology Systems Review** – Identify high-level takeaways that speak to inventory and culture, recognize trends, areas of concern, and priorities. **(20 pts)**
- **Exercise 5b: Digital Learning Assessment** – Evaluate tools and needs as they relate to digital learning, using frameworks like TIM and Hidden Dimensions. **(20 pts)**
- **Exercise 5c: Digital Learning Assessment** – A deeper dive into instructional technology needs using frameworks and tools related to e-learning. **(20 pts)**

Future Ready School Planning

In this capstone project, students will apply insights from various exercises and course learnings to create a comprehensive Future Readiness Report. This report will highlight their school's organizational and technical readiness for technology, provide actionable recommendations, and include a single Request for Proposal (RFP) to advance their school toward future readiness.

- **Exercise 6a: Request for Proposal (RFP)** – Develop a solution proposal following industry procurement processes. **(20 pts)**
- **Exercise 6b: Future Ready Schools Assessment** – Identify a strategic plan for future readiness across three horizons and compartmentalize priorities. **(20 pts)**

Assignments must be submitted to Canvas for credit (Sunday by 11:59pm). No late submissions will be accepted.

Course Policies

University Policies

In accordance with policies efforts to ensure consistency in documentation and uniform messaging across the University, please visit: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/ . This website is maintained by the Office of the Provost to provide students with academic policies (including grading, GatorEvals, Honesty Policy) and campus health and wellness resources.

Submission & Lateness Penalty

It is the student's responsibility to ensure that all assignments have been received by the instructor via Canvas. If you suspect you are having computer or Canvas issues that are preventing you from submitting an assignment, you may email the assignment to the instructor to earn credit (before the deadline). If the file is too large to submit through email, please share it with the instructor via OneDrive by the deadline. Late assignments will be accepted with a **10% reduction in grade per day after** notifying Dr. Cobo that the assignment will be late. Late posted forum discussions and/or replies will also result in a **10% lowered grade**.

Contacting the Instructor

Please contact the instructor via email (awolfson@ufl.edu) or Canvas's Messaging feature with any questions or concerns. Please allow 24-48 hours for a response. A lack of response to your inquiries consistent with the timeline outlined here is never an excuse for late submission of work. Office hours with the instructor are available by appointment via Zoom at the student's request.

Instructor Feedback

It is the instructor's goal to provide students with sufficient feedback on assignments no later than one week past an assignment's deadline. Assignments will be graded in Canvas using the attached rubrics or category criteria. If you do not earn full credit on any item within an assignment, the instructor will provide a thorough explanation for the decision. Please do not hesitate to contact the instructor with follow-up questions regarding your assignment grades. Weekly announcements will also be posted to Canvas with important deadlines, updates, etc. As was mentioned earlier, students are responsible for viewing these announcements, so please adjust your Notification settings in Canvas accordingly.

Grading Scale

A	93-100% of total points	**C**	73-76.9% of total points
A-	90-92.9% of total points	**C-**	70-72.9% of total points
B+	87-89.9% of total points	**D+**	67-69.9% of total points
B	83-86.9% of total points	**D**	63-66.9% of total points
B-	80-82.9% of total points	**D-**	60-62.9% of total points
C+	77-79.9% of total points	**E**	Below 59.9% of total points

**Final course grades that fall between letters in the scale will be rounded up (e.g., a grade of 89.91 will be rounded up to an A-, but a grade of 89.89 will remain a B+). This only applies to your overall course grade, not individual assessment grades.*

Course Outline: Fall 2025

WEEK	Module	DATES	TOPICS	READINGS and RESOURCES	ASSIGNMENTS
1	**Module 1** **Schooling, Learning, and the Digital Transformation**	Aug. 21 -23	Introductions, TIM, and TPACK	Sheninger: Chapter 1 Selected Module 1 Articles	Introductions on Padlet Exercise 1a /Discussion 1: The Digital "Transformation": How it Started; How it's Going Discussion - Share schooling, organization technology in current context
2		Aug. 25 - 30	Digital Transformation and S Curves: Where are we now, and where are we headed?	Sheninger: Chapter 2 Selected Module 1 Articles	Exercise 1b / Discussion 2: Future-Ready Schools Diagnostic – Share survey results and TPACK
3	**Module 2** **Review of Technology Systems in Schools**	Sep. 2 -6	Platforms, Stacks, Clouds, and Legacy Systems	Sheninger: Chapter 3 Selected Module 2 Articles	Exercise 5a: Case Study Technology Systems Review
4		Sep. 8 - 13	Ecosystems and End-Point Devices	Sheninger: Chapter 4 Selected Module 2 Articles	Exercise 2a and 2b - Infrastructure Review (systems map and device review)
5	**Module 3** **Technology Adoption, Implementation, and Integration**	Sep. 15 - 20	Hype Cycle: Technology Adoption	Sheninger: Chapter 5 Selected Module 3 Articles	Exercise 1c /Discussion 3: Emerging Technology Adoption & Hype Cycles
6		Sep. 22 - 27	Implementation and Sustainability Rogers Innovation Curve	Shirky: Introduction – Chapter 1 Selected Module 3 Articles	Exercise 5b Case Study: Technology Adoption and Implementation
7	**Module 4** **Instructional Technology and Digital Tools for Learning**	Sep. 29 – Oct. 4	Learning Management Systems	Shirky: Chapters 2 – 3 Selected Module 4 Articles	Exercise 3a: Inventory of Technology Coordinate Exercise 4b - Teacher Observation utilizing TIM-O
8		Oct. 6 - 11	Instructional Design, eLearning Modalities and Hidden Dimensions	Shirky: Chapter 4 – 5 Selected Module 4 Articles	Exercise 4a: Learning Management System (LMS) Review
9	**Module 5** **Emerging Technology in Learning**	Oct. 13 - 16	Emerging Technologies: Gamification AR, VR, MR, and Mobile Learning	Shirky: Chapter 6 Foresight Leadership Part 1 Selected Module 5 Articles	Exercise 5c Case Study: Digital Learning Assessment
10		Oct. 20 - 25	Emerging Technologies	Sheninger: Chapter 6 Shirky: Chapter 7 Foresight Leadership Part 2 Selected Module 5 Articles	Work on Exercises 6a and 6b
11	**Module 6** **Effective Use of AI in Schools**	Oct. 27 – Nov. 1	Classroom of the Future: AI Literacy & Integration	Sheninger: Chapter 7 Shirky: Chapter 8 Selected Module 6 Articles	Exercise 1d / Discussion 4: Ethical Technology Leadership in the Age of AI
12		Nov. 3 - 8	FL AI Task Force: School District Admin & IT Leaders	Selected Module 6 Articles	Exercise 4b: Teacher Observation Utilizing Technology

13	**Module 7** **Ethical and Strategic Technology Leadership**	Nov. 10 - 15	Foresight vs Strategic Planning: Multiple Horizons	Selected Module 7 Articles	Work on Exercises 6a and 6b
14		Nov. 17 - 22	Student and Teacher Privacy / Digital Overload	Sheninger: Chapter 12 Shirky: Chapters 9-10 Selected Module 7 Articles	Exercise 6b: Future Ready Schools Assessment
15	**Nov. 24 - 29** **Thanksgiving Break**				
16	**Module 8** **Building Future-Ready School Communities**	Dec. 1 -3	Procurement, Purchasing Decisions, and Negotiating with Technology Vendors		Exercise 6a: Request for Proposal (RFP)

**This schedule is subject to change at the discretion of the instructor. There is no final exam for this course.*