The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDAD 5320, Systems Thinking Theory and Application
Fall 2014

COURSE DESCRIPTION

This class will provide an overview, background and foundation in systems theory and performance technology. This focus will assist in developing a vision of teaching and learning with technology as a major component. Topics covered include performance technology, general systems theory, needs assessment, and change management. A class project, including a needs assessment and final report of potential solutions is required of all students.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

The course is required for a Master of Education degree in Instructional Technology, and can be used as an elective for a Master's degree in Education (Elementary Education, Curriculum and Instruction, Mid-Management).

INSTRUCTOR INFORMATION

Name: Julie Fernandez
E-mail:jfernandez@hbu.edu
Office Phone:
Office Location: Hinton 365
Office Hours:
M 3:00-4:30　　**T** 5:30- 6:00　**W** by appointment　**Th** 4:00- 5:00　**F** by appointment

This course will be web-enhanced using Blackboard. Please access this site through the HBU Portal or at www.blackboard.hbu.edu

LEARNING RESOURCES

AACTE Committee on Innovation and Technology (2008). *Handbook of technological pedagogical content knowledge (*TPCK) for educators. Routledge, NY. ISBN-10: 0805863567

Pitler, H., Hubbell, E.R., Kuhn, M., and Malenowski, K. (2012). *Using technology with classroom instruction that works*, (2nd Ed). ASDC, VA. ISBN-10: 1416614303

Smith, L. (2008). *Schools that change: Evidence-based improvement and effective change leadership*. Corwin Press, CA. ISBN-10: 1412949521

Supplementary Resource (not required)

Rogers, E.M. (2003). *Diffusion of innovation*. Free Press, New York, NY. ISBN-10: 0743222091

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will give students the skills, expertise and confidence they need to increase the use of technology. This integrated use should help them ask they strive for professional excellence, while also providing their students with critical 21st Century Skills.

The learning experiences in the courses throughout the School of Education Graduate Program support the Ten Pillars, especially, Pillar I (Build on the Classics), Pillar III (Embrace the Challenge of Christian Graduate Education), Pillar V (Increase our Cultural Impact through our faculty), Pillar VI (Renew our Campus, Renew our Community),and Pillar IX (Cultivate a Strong Global Focus).

RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION

The mission of The School of Education is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a **solid pedagogical grounding** in the art, science and practice of teaching;

- **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,

- an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education, this course will equip graduate students with not only technology tools they can use in the classroom but also gain experience in creating and assessing student-centered technology lessons, which will increase student achievement and motivation.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES DEPARTMENT OF CURRICULUM AND INSTRUCTION

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:
- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Goals. Systems Thinking Theory and Application is designed to facilitate appropriate research-based technology instruction by communicating and collaborating with educational stakeholders, mentoring, coaching and consulting with colleagues: providing professional development opportunities for faculty and making decisions based on converging evidence from research (Standard V, Master Technology Teacher Certification standards). Students in this course will examine the importance of Technological Pedagogical Content Knowledge (TPCK) and learn about how to effect change in a school setting. Change theory will also be addressed.

At the end of this course students should be able to:

1. Examine research that relates to effective technology integration (TPCK).
2. Identify common characteristics of schools that change.
3. Create and administer a professional development in the area of integrating instructional technology using *Instruction that Works*.
4. Demonstrate competency in developing a professional development plan with detailed materials for conducting at least one session.
5. Develop communication pieces to be used in the classroom with students, parents, and administration.
6. Identify ways in which they (as change agents) can minimize resistance to change and maximize the effects of the teaching innovation.

The SBEC website with detailed standards can be found at:
http://www.sbec.state.tx.us/SBECOnline/mtp/mtt/standards.pdf

This course addresses Master Technology Teacher Standard V, which includes the following competencies:

- Collaborate with administrators, colleagues, parents/guardians and other members of the school community to establish and implement effective technology integration;
- Use leadership skills to promote effective integration of technology in the curriculum, encourage support and engage others in the integration process;
- Apply effective mentoring, coaching and consultation skills and strategies (e.g. observing, negotiating, providing feedback, problem-solving) to support the use of technology among students;
- Develop strategies for positive change in instructional practices;
- Design opportunities for ongoing professional development that addresses identified student technology needs, are appropriate for the intended audience and are based on a convergence of research evidence in the field of instructional technology;

Develops strategies for facilitating change in instructional practices through a professional development piece
   Technology Writing and Oral Objectives. SBEC Technology Standards are incorporated into this course. Students are also required to use appropriate technology in a variety of ways in their own work as well as in instructional settings. These uses should include a variety of instructional software applications. Students are expected to utilize formal, standard English usage in both written and oral communication.

TOPICAL OUTLINE
The following topics will be explored throughout the course:
   I.   Effective Leadership
   II.   The Systems Approach
   III.   Educational Change models
   IV.   Schools that Change
   V.   Technological Pedagogical Content Knowledge
   VI.   Classroom Instruction that Works
   VII.   Planning for change and diffusing innovations
   VIII. Creating Professional Development

A class by class outline can be found at the end of this syllabus. The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING/LEARNING STRATEGIES

   This course will be taught from a constructivist perspective utilizing hands-on experiences to enable the participants to develop the ability to create meaningful student-centered, technology-rich learning experiences for their own students. Strategies will include reading, lecture, demonstrations, small group activities, media, and presentations.

ASSESSMENT OF LEARNING

   Course requirements

Presentation on Schools that Change**	Learning Objectives	15%
Midterm paper (Change)	Obj. 2, 6	20%
Creation and presentation of one strategy which synthesizes TPCK and an instructional strategy from *Classroom Instruction that Works*. Present a strategy and add two resources of your own not mentioned.	Obj. 1, 3, 5, 6	30% (15% each)

Two group projects are done one on Chapt. 4-8 and another chapter 9-11, Graded both as group and individual.		
Make a plan for a positive innovative change on your campus. Identify the key stakeholders, the systems affected in the change or innovation, and plan for implementation from innovators to laggards. Address the need for the innovation/change and the outcome you hope to see. Create a presentation to share your idea with the group.	Obj. 2, 5, 6	20%
Final Exam	Obj. 1, 2, 6	15%

Grading Standards

Graduate Grading Scale:

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education Graduate Comprehensive Examination.

94 -100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 69 and below=F

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours. Participation in the University Symposium is a source of bonus credit for this course. More details will be provided at the appropriate time.

Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus and/or provided and discussed in class.

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than insert the appropriate number of class sessions absences occur, the course grade will be "F" no matter what test and paper scores might be.

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both

the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Julie Fernandez

Students are required to read the <u>University Classroom Policy</u> addendum to this course syllabus

<u>Dr. Julie Fernandez</u>   <u>08/101/2014</u>

Instructor's Signature   Date

Syllabus Acknowledgement Statement -Syllabus Information

I am aware of all topics listed and mentioned in this course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to these listed:

- *Course description, Course sequence in the curriculum and pre-requisite information*
- *Instructor information, Learning resources*
- *Relation to the purpose statement of the University, Relation to the School of Education and goals and purposes*
- *Course objectives, Overview/purpose of the course, Aims for the course, On completion of this course, students will be able to.............*
- *The School of Education requirements---TExES competencies, Technology objectives*
- *Topical outline*
- *Teaching/learning strategies*
- *Assessment for learning, Course Requirements*
    - *NOTE: The use of Blackboard and ONLY the HBU e-mail system are required components of this course.*
    - *NOTE: Graduate students will complete a project/paper/presentation which must be pre-approved. A written proposal must be submitted in advance on the assigned date.*
- *Grading Standards*
    - *It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.*
- *Student Appraisal*
- *Academic Honesty, Current Faculty Policy re: Academic Honesty*
- *Grievance Procedures*
- *Absence and Tardy Policy, Late Work, Missed Tests, Incomplete Grades*
- *Class Assignments*
- *Children in Classroom, Learning Disabilities*
- *Classroom Behavior Expectations*
- *Early Alert, Email Policy*
- *Electronic Devise Use in the Classroom*
- *APA Formatting, Turnitin Statement, FERPA (Family Education Rights & Privacy Act)*
- ***The content of this outline and the attached agenda are subject to change at the discretion of the professor.*

By signing this **Syllabus Acknowledgement Statement**, I affirm that I have read and understand the contents of this course syllabus. I understand that at any time during the course, I may request clarification, if needed.

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Printed Name   Signature   Date
(After thoroughly reading this syllabus and the page on cheating and plagiarism, please **print and sign BOTH pages** for submission to the professor by the second day of class **and** submit via Blackboard. Thank you.)

PLAGIARISM AND CHEATING

Plagiarism and Cheating for Paper Writing/Projects:

1. If you copy another person's paper/project and turn it in as your own, then that is plagiarism.
2. If you copy a paper/project from the Internet or cut and paste parts of Internet articles, and turn them in as your own, that is plagiarism.
3. If you copy another paper/project, make changes to it, and submit it as your own, that is plagiarism.
4. If you copy part of someone else's paper/project, research, or book and put it in your paper without a reference to the original, then that is plagiarism.
5. You cannot submit a paper/project or large parts of a paper/project you have done for another class to this class. Always get a professor's approval before using a prior work or topic from a different class.
6. Getting someone to write parts or all of your paper/project is cheating.
7. Changing references or making up references for a paper/project is cheating.
8. If seven or more words are taken directly from another source it must be quoted and referenced.
9. Giving an old paper/project to someone else to plagiarize or doing someone else's paper/project is conspiracy to cheat.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your paper or reports. This is called plagiarism. Cheating and plagiarism are not allowed in this class. If a student cheats and/or plagiarizes, then the student will fail this course.

Cheating on a Test: Do not attempt to consult with notes or another person about answers during a test. That is cheating. Looking on someone else's test constitutes cheating. If you let someone look at your test paper during the test taking period both the person looking and the helper will receive a "0" for the test and/or fail this course. It is NOT your job to help your friends out during a test. Using stolen tests or "borrowed" tests in which to study for an exam is cheating and will result in the student failing this course.

Other areas of cheating and plagiarism may not been listed. However, you are responsible for knowing them. DO YOUR OWN WORK.

I have read and understood all of these items on these two pages.

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Printed Name   Signature   Date

[For ALL Students: For any student research, paper, project, and or presentation, I agree NOT to use a topic or effort that has been previously used in any other coursework at HBU or other institution.] (Please initial here.) _____

Class Meeting	Date	Class Topics	Readings and Assignments
1	Aug. 25	- Leadership, planning and technology - What makes a good leader? - Why plan – what is involved? - What kind of technology use is worth the effort?	Read Chapters 1 from TPCK Handbook Chapter 1-3 Schools that Change
2	Sept. 8	- Measuring Change - Examining Change - Good to Great – - Meaningful Change - Systematic Change - Focused Change - Measuring Change	Read the Chapters Assigned from Schools that change and work on a presentation for class in groups.
3	Sept. 15	Schools that Change – Summaries and overview Presentations by groups.	Read chapter 2 in TPCK Handbook
4	Sept 22	Good to Great Overview	Read the content specific chapter in TPCK Handbook. Chapter 1 Classroom Instruction that works
5	Sept 29	- Diffusion of an Innovation - The Change model (identifying the players within an innovation) - Illustrating diffusion – what are the roadblocks? - Classroom Instruction that Works Overview	Chapters 12 – 14 Schools that Change
7	Oct. 6	The change Agent Bringing about Significant Change Strategies that Provide Evidence (Ch. 2-3)	Preparing Group Presentations From Classroom Instruction that Works Chapt. 4-8 and TPCK Chapters
6	Oct. 13	Working on Presentations – Learning from Each other	Preparing Group Presentations From Classroom Instruction that Works Chapt. 4-8 and TPCK Chapters
7	Oct. 20	Presentations Review for Midterm	Plan presentations for Classroom Instruction that works CH. 9, 10, and 11 in groups
8	Oct. 27	Midterm	Plan presentations for Classroom Instruction that works CH. 9, 10, and 11 in groups

9	Nov. 3	Strategies that help students Review, Practice and Apply Learning Presentations	Schools that Change Ch. 15-16
10	Nov.10	Internal Dissonance and External Forces related to school change. Can they be overcome?	Chapter 17 Schools that Change Chapter 12 in TPCK Handbook
11	Nov. 17	Leadership in Technology Integration	Schools that Change Ch. 18 Change innovation presentations.
12	Nov. 24	Presentations of innovation/change papers -discussions	Change/Innovation Presentation due
13	Dec.1	Presentations of innovation/change papers -discussions Review for Final Final Reflections	
Exam week	Dec. 9-11	Final Exam	

Bibliography

Adey, P. (2004). *The professional development of teachers*. Kluwer Academic.

Cuban, L. (2001). *Oversold and underused*. Harvard University Press.

Collins, J. (2001). *Good to great,* Harper Collins. NY

Loucks-Horsley, S. (2000). *Designing professional development for teachers of science and mathematics*. Corwin Press.

Picciano, A. G. (2006). *Educational leadership and planning for technology.* Pearson Merrill Prentice Hall.

Rogers, E. M. (1995). *Diffusion of innovations.* Free Press, NY.

Sherwood, D. (2002). *Seeing the forest for the* trees. Inc NetLibrary.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Doubleday/Currency.

Senge, P. M. (2000). *Schools that learn.* Doubleday.