# <u>Course Description</u> MEDD6609 Digital technology and educational leadership

## **Course description**

This course provides students with the necessary knowledge and working methods to implement educational policies and strategies at the institutional level within the broader educational ecosystem, that leverage digital technology for e-learning and prepare future-ready students for the evolving educational landscape. The course offers a comparative perspective for benchmarking local and international practices and identifies contemporary leadership issues concerning the implementation of digital technology in education across multiple levels.

#### **Course objectives**

On completion of the module, students should be able to:

- 1. Compare, contrast, and critique local policies and practices of integrating ICT in education with those in other countries, drawing on both general and ICT specific literature on leadership and change.
- 2. Demonstrate an understanding of leadership concepts and issues related to policies and strategies of ICT implementation at institutional and cross-institutional levels within broader system-level contexts of education.
- 3. Demonstrate critical reading of literature, the capacity to communicate, collaborate, manage time, and be a constructive team member (to lead and be led) as a self-directed learner.

Key concepts and issues about ICT and educational leadership that students are expected to understand after completing this module:

- Role of ICT in 21st-century education and the nature of ICT-enabled learning innovations
- ICT in Education policies in Hong Kong and other countries: history and current trends
- Conditions for ICT in education to bring about educational transformations
- Theories/models of educational changes and their implications for ICT in education policies
- Leadership concepts and issues related to policies and strategies of ICT implementation as interconnected levels of learning at the individual, institutional and system levels of education

Co	urse learning outcomes	Aligned programme	
		learning outcomes (PLOs)	
1.	Compare, contrast, and critique local policies and practices of integrating ICT	PLO 1	
	in education with those in other countries, drawing on both general and ICT		
	specific literature on leadership and change.		
2.	Demonstrate understanding of leadership concepts and issues related to	PLO 2	
	policies and strategies of ICT implementation at institutional and system levels		
	of education by developing an Online Learning Strategic Plan to address a		
	specific emergency context		
3.	Demonstrate understanding of leadership concepts and issues related to	PLO 4-5	
	policies and strategies of ICT implementation at institutional and system levels		
	of education by analyzing a case study or writing a critical review		
4.	Demonstrate critical reading of literature, the capacity to communicate,	PLOs 4-5	
	collaborate, time manage, and be a constructive team member (to lead and be		
	led) as a self-directed learner		
Course assessment methods			
٠	Reading		
•	Participation in the Course Discussion Forum		
•	Writing portfolios		
•	Participation in group assessments		
Co	Course content and topics		

- Role of digital technologies in 21st Century education
- E-Learning policies as context dependent
- E-Learning as pedagogical innovations
- Different ways of conceptualizing and leading learning innovations
- Models of teacher learning and the scalability of e-learning innovations
- Architectures for learning and infrastructuring for sustainable innovation
- E-Learning implementation as sociotechnical co-evolution and e-learning leadership
- Technology and education systems as ecologies

# Required / recommended readings and online materials

There are key readings for each session. Some may be changed from year to year. The essential readings include: Carretero, S.; Vuorikari, R. and Punie, Y. (2017). *DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use*, EUR 28558 EN, doi:10.2760/38842

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- Kozma, R. (2011). Chapters 1 & 2, A Framework for ICT Policies to Transform Education. In UNESCO (Ed.) *Transforming Education: The Power of ICT Policies*. Paris: UNESCO. Retrieved from <u>http://unesdoc.unesco.org/images/0021/002118/211842e.pdf</u>

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Stein, M. K., & Coburn, C. E. (2008). Architectures for learning: A comparative analysis of two urban school districts. *American Journal of Education*, 114(4), 583-626.

Wenger, E. (1998). Communities of practice: Learning as a social system. Systems Thinker, 9(5), 1-10.

## Other additional course information

Nil