

Lamar University
College of Education and Human Development
Department of Educational Leadership



The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for “self-learning” and lifelong learning”, that will equip them to encounter problems and change with confidence.

Course Name: EDLD 5375 Disruptive Innovation in Education

Instructor:

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Virtual Office Hours: TBA
Class Location: Online

Learning Philosophy:

An old adage states: “Tell me and I forget, show me and I remember, involve me and I understand.” I like to take this a step further by adding “challenge me and I learn. Learning is an active and dynamic process in which learners construct new ideas or concepts based upon their current/past knowledge. The making of meaningful connections is key to the learning and knowing. (You can review my full Learning Philosophy statement at http://www.harapnuik.org/?page_id=95)

As your instructor my goal for this course is to engage and challenge you. I want to help you see how this material relates to your career as well as personal development.

Course Description:

Success in leading technological change in your learning environment is directly related to how
Revised September 15, 2014

well you and your organizations are prepared. By embracing technological innovations as opportunities rather than challenges students can proactively use those changes as catalysts to enhance their institution's or district's learning environments.

Course Goal:

Learners will identify technology innovations and embrace them as opportunities rather than challenges and proactively use those changes as catalysts to enhance their institution's or district's learning environments.

Learning Outcomes:

Aligning learning outcomes/goals with activities and assessment:

Learning Outcomes/Goals	Assessment	Learning Activities
<p>Foundational Learners will identify and apply the principles of Disruptive Innovation. Learners will explore and analyze technological innovation and change as a proactive catalyst.</p>	<p>Reflective/application essay Discussion</p>	<p>Read Disrupting Class or Disrupting University and apply the principle of Disruptive Innovation to your particular educational setting.</p>
<p>Application Learners will be able to identify, analyze and evaluate the impact of recent examples of Disruptive Innovation.</p>	<p>Literature review Discussion</p>	<p>Review and examine the major and relevant data sources to identify disruptive trends that are currently or will be potentially impacting K-12 and Higher Ed.</p>
<p>Integration Learners will be able to highlight the opportunities technological innovation spawns and develop strategies to proactively use these opportunities to move their institution/districts toward developing active learning environments.</p>	<p>Case studies - Project/plan Discussion</p>	<p>Examine exceptional examples of organizations using disruptive innovation to move their organizations forward. Identify and apply lessons to the development of your own strategy to move your organization forward.</p>
<p>Human Dimension/Caring Learners will value significant learning environments and strive to develop initiatives and programs that will promote this type of learning in their schools and districts.</p>	<p>Video/Digital Story Portfolio Blog Discussion</p>	<p>Locate and identify an assortment of Ted, Youtube and Vimeo resources that convey the message of significant and active learning and bring these resources together in your blog that can be used to promote this perspective. Develop a your own video that conveys this message.</p>

<p>Learning How to Learn Learners will locate, evaluate and compile web-based resources, experts and communities that will help them to identify current and future disruptive innovation opportunities.</p>	<p>Portfolio Blog</p>	<p>Add and organize the resources in your eportfolio/blog that can help you identify future disruptive innovations. Reflect on your role in leading the adoption of disruptive innovation in your learning environment. Organize your blog resources to support your change agent role.</p>
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Standards: (i.e. NCATE, NETS-A, ISLLC, etc.)

ISTE Standards•C (PDF)

http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-C_PDF.pdf

Digital age coaching

ISTE Standards (formerly the NETS) for Coaches (ISTE Standards•C) are the standards for evaluating the skills and knowledge that education coaches need to guide and support teachers in an increasingly connected and global society.

1. Visionary leadership - a, b, c & d
2. Teaching, learning, and assessments - a, b, c, d, & f
3. Digital age learning environments - b, c, & g
6. Content knowledge and professional growth - a & b

Texas State Board for Educator Certification

<http://www.tea.state.tx.us/index4.aspx?id=3460>

Standards I, II, III, V, IX, X & XI

2011 ELCC Standards for Advanced Programs in Educational Leadership

http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Standards - 1.1, 1.2, 1.3, 1.4, 5.1 & 5.2

CAEP Standards for Advanced Programs

http://caepnet.files.wordpress.com/2014/08/caep_standards_for_advanced_programs1.pdf

Course Prerequisites:

Admittance to master’s program in Educational Leadership

Required Text/Article:

K-12 educators: Christensen C. M., C. W Johnson, & M. B. Horn. (2010). *Disrupting class: How disruptive innovation will change the way the world learns*, 2nd Ed. New York: McGraw-Hill. ISBN 978-0-07-174910-7.

Higher Education: Christensen C. M., Horn M. B., Soares L., & L. Caldera. (2011). *Disrupting college: How disruptive innovation can deliver quality and affordability to postsecondary education*. <http://www.americanprogress.org/issues/labor/report/2011/02/08/9034/disrupting-college/>

Supplementary Text:

Christensen C. M., & H. J. Eyring. (2011). The innovative university: changing the DNA of higher education from the inside out. San Francisco: Jossey-Bass. ISBN 1118063481

Course Expectations:**Participation/Attendance**

There are no actual class times or meetings in online learning. You will not hear the word “tardy” all semester; however, this course will require your regular participation from the first day of classes. Since learning modules represent our online class meetings, your presence in class can only be perceived through your participation in the discussion groups. To encourage regular “attendance,” our online class will follow departmental policy stating that students must attend 80% of the class meetings in order to receive credit for the course. This means that students who fail to participate in more than one module during the semester will not pass the class.

Academic Honesty

Academic honesty is expected on all assignments. All work submitted must be your own work. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work. Clearly cite references when using another’s ideas and use American Psychological Association (APA) sixth edition format for referencing both in body of a paper and in the reference section.

Special Accommodations

It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodation should contact Lamar University’s Office of Services for Students with Disabilities. The Office of Services for Students with Disabilities (SFSWD) offers a variety of services designed to assure qualified students with disabilities (SWD) access to the university’s activities, programs and services. To receive academic adjustments and/or accommodations, contact the SFSWD Director at 409-880-8347 or email SFSWD@lamar.edu to make an appointment to submit documentation of disability and to discuss disability-based academic adjustments/accommodations. Services are provided free of charge for qualified students who have provided proper documentation and completed the intake process.

Electronic Portfolio

TK20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, and dissertation steps are processed, or archived through the TK20 secure portal. All signature assessments will be graded via TK20 by the professor.

It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use TK20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account

may be utilized for seven years from the activation date.

<http://lamar.tk20.com>

Failure to submit required course artifacts to Tk20 will result in the assignment of an incomplete for the course. Receiving an incomplete in the course may result in a hold on your enrollment in subsequent courses.

Grading and Evaluation:

The following are a sample of the activities that will be used to evaluate the mastery of application of the course concepts.

Discussions: 10% of final grade. You are expected to participate in the discussions for each week. Your contributions provide a way of interacting and responding to the course readings, videos and to your colleagues.

Assignments: 70% of final grade. Through the module projects you will have the opportunity to apply the concepts you have learned to your own unique educational circumstances and to demonstrate how you plan on improving your learning environments. The value of each weekly assignment toward your final grade and grading rubric will be provided in the assignment page for each module.

ePortfolio: 20% of your final grade. You are expected to post to and incorporate your assignments to your portfolio blog on weekly basis. A final blog post reflecting on the learning goals for the course and how you plan to move forward with this new knowledge will also contribute to your ePortfolio grade.

Grading

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

A course grade that is less than “C” is unacceptable for credit in the Lamar University Master’s Program in Educational Leadership. A course grade of less than “C” will require the student to retake the course. Students must maintain a cumulative 3.0 GPA to remain in the program.

****Students must maintain a 3.0 GPA (cumulative) to remain in the program.**

Assignment Submission Policy – All assignment are due on the last day of the week, which is Sunday (11:59 PM CST).

Late Work

Because of the unique nature of online learning, unexcused late work cannot be accepted. Students unable to complete tasks and discussion posts on time will be unable to contribute meaningfully to their group. For online discussion to work, all group members need to be

completing the same readings and assignments at roughly the same time. Work or travel commitments are not a justifiable excuse for late or incomplete coursework. Students who know they will be unable to complete an assignment should contact the instructor ahead of time to make arrangements to complete work before it is due. Since online collaborative in nature, your presence will be missed even in our virtual class. Please plan to have your work turned in on time.

The Professor retains the right to implement a “grace period” for extenuating circumstances such as health issues, family crisis or other significant life events. You must request the use of the grace period and contact your Professor as soon as possible to make arrangements.

Course Plan

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

Academic Continuity Plan

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University’s website’s homepage www.lamar.edu for instructions about continuing courses remotely.

Course Outline

Note: Throughout this course you are required to post items to your eportfolio, which can also be referred to as your blog. You can use an eportfolio that you created in another course. If you haven’t created an eportfolio prior to this course please use any blog site (WordPress, Blogger, Typepad, etc.) to create a blog site that you can use for the purpose of pulling together resources, links, articles and related materials that will support your continued learning. Full instructions on creating and using the eportfolio/blog can be found at the end of the Week 1 module on the course website.

This outline provides **only** a general overview of the readings, media, activities, and assignments that are fully detailed on the course website.

Module 1	Disruptive Innovation – The Ride You’re On
	<p>Readings:</p> <ul style="list-style-type: none"> • Disrupting class: How disruptive innovation will change the way the world learns. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Disrupting college: How disruptive innovation can deliver quality and affordability to postsecondary education.

	<p>Video/Media</p> <ul style="list-style-type: none"> • The Ride You're On • Disruptive Innovation • How to Spot Disruptive Innovation Opportunities • Sir Ken Robinson - Do Schools Kill Creativity? <p>Discussion</p> <ul style="list-style-type: none"> • Discussions are directly related to the video components of each module. <p>Assignments</p> <ul style="list-style-type: none"> • Reflective/application essay • ePortfolio/Blog posts
Module 2	Picking Your Line – Where Does the Data Suggest We Need to Go?
	<p>Readings:</p> <ul style="list-style-type: none"> • Horizon Reports for K-12 or Higher Ed - 2014, 2013, & 2012 • The ECAR Study of Undergraduate Students and Information Technology – 2013, 2012 & 2011 • Mary Meeker Internet Trends 2014 & 2013 <p>Video/Media</p> <ul style="list-style-type: none"> • Picking your line • Progressive Education <p>Discussion</p> <ul style="list-style-type: none"> • Discussions are directly related to the video components of each module. <p>Assignments</p> <ul style="list-style-type: none"> • Literature review • ePortfolio/Blog posts
Module 3	Case Studies – What Lines Are Others Taking?
	<p>Readings:</p> <ul style="list-style-type: none"> • Mobile Learning at ACU • To stay as current as possible additional cases study examples will be identified provided shortly before the start of each course. <p>Video/Media</p> <ul style="list-style-type: none"> • The Lines That Went Before you • Innovation at Google <p>Discussion</p>

	<ul style="list-style-type: none"> Discussions are directly related to the video components of each module. <p>Assignments</p> <ul style="list-style-type: none"> Project Plan Outline ePortfolio/Blog posts
Module 4	Driver of Change – Using Change to Enhance The Learning Environmnet
	<p>Readings:</p> <ul style="list-style-type: none"> Digital Story Telling Cookbook Sample <p>Video/Media</p> <ul style="list-style-type: none"> Using Change to Enhance Your Learning Environment The Twenty-First Century Learner Forum The Importance of Urgency <p>Discussion</p> <ul style="list-style-type: none"> Discussions are directly related to the video components of each module. <p>Assignments</p> <ul style="list-style-type: none"> Digital Story Video ePortfolio/Blog posts
Module 5	Change is a Process – Not an Event
	<p>Readings:</p> <ul style="list-style-type: none"> Disrupting class: How disruptive innovation will change the way the world learns. <p>Video/Media</p> <ul style="list-style-type: none"> Change is a Process Not an Event Nicholas Negroponte: A 30-year history of the Internet <p>Discussion</p> <ul style="list-style-type: none"> Discussions are directly related to the video components of each module. <p>Assignments</p> <ul style="list-style-type: none"> Project Plan ePortfolio/reflection