



# BRANDON UNIVERSITY

*Founded 1899*

## Faculty of Education Graduate Studies & Field Research

### 01.755 Administrative Leadership in Educational Institutions Regular Session 2013/2014 Term 2

**Instructor Name:** Dr. Jacqueline Kirk (Jackie)  
**Education Main Office**  
**Telephone:** 1-204-727-7380  
**Cell:** 1-204-730-0164  
**Email:** [kirkj@brandonu.ca](mailto:kirkj@brandonu.ca)

#### **Course Description:**

This course is designed to introduce graduate students to the study of educational leadership. The following principles have been utilized in the development of this course:

1. Leadership has been widely researched and widely documented. It is my goal to introduce students to as many aspects, and perspectives of educational leadership as possible.
2. Individuals within the class will have specific interest areas within the broader context of educational leadership. Therefore, the course components have been organized to honour the interests of individual participants.
3. Understanding a variety of perspectives enables learners to understand each topic more deeply. Therefore, a strong emphasis has been placed on participant interaction to enable each of us to learn from each other.

#### **Course Objectives:**

Students will:

- Develop a personal definition of leadership.
- Articulate a personal philosophy of educational leadership.
- Utilize their personal experiences to conceptualize, analyze, and connect with the theoretical perspectives expressed in the literature.
- Share their personal opinions openly within the classroom community in recognition that learning is enhanced with the consideration of many, sometimes incongruent, perspectives.
- Synthesize theory and practice in both written and oral communications.

## Required Texts & References:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## Course Assignments (APA version 6.0 required):

Assignments	
<b>Personal Interest Topic/s:</b>	
Research Paper (Outline – Mar. 4 <sup>th</sup> , Paper – Mar. 25 <sup>th</sup> )	50%
<b>Conversation Partner Assignments:</b>	
Synchronous Chat Assignment (Jan. 28 <sup>th</sup> , Feb. 18 <sup>th</sup> , Mar. 4 <sup>th</sup> )	10%
Book Review Assignment (Feb. 18 <sup>th</sup> )	10%
<b>Topic of the Week Assignments:</b>	
Online Discussion (ongoing on Ning)	10%
Gathering and Collecting Materials (ongoing online)	10%
<b>Other Assignment(s):</b>	
Leadership Model and Definition (Present Mar. 18 <sup>th</sup> or 25 <sup>th</sup> )	10%
<b>Total</b>	<b>100%</b>

### 1. Research Paper (50%)

The research paper should be 7-10 pages in length and must include more than 10 research articles in the reference list. Outlines for the papers will be due approximately 3 weeks prior to the paper due date. APA format (6<sup>th</sup> Edition) MUST be utilized. I will post an assessment rubric for the essay on Moodle.

### 2. Conversation Partner Activities (20%)

Your conversation partner will give you a person with whom you can discuss assignments, share ideas, and collaborate on learning outcomes. In this class there are three assignments that you should complete with your conversation partner:

- a) Synchronous Chat Assignment (10%) – Once you and your partner have spent several weeks collecting and reading resources about the different topics in Educational Leadership. I would like you to host a synchronous online discussion. We will utilize a different platform on each of three nights for three 1 hour discussions each night. On January 28<sup>th</sup>, we will use Adobe Connect without the telephone. On February 18<sup>th</sup>, we will use Twitter and on March 4<sup>th</sup>, we will use Google+. Then, we will have a basis for comparison. This assignment will be self/peer assessed.
- b) Book Review Assignment (10%) – Choose a book to read. Discuss it as you read via email, text, Ning, telephone conversation, or over coffee. Choose to do this assignment together or separately. If you choose to hand in two reviews, make sure that you have collaborated on editing and revising. 2 pages. I will post an assessment rubric on Moodle.

3.

### **Topics: Gathering, Collecting, and Discussing (20%)**

I have organized the course into a series of topics. Some topics will be discussed during the asynchronous discussions. Others will be discussed in class. See the Dates section for a list of the topics. There are requirements for this section:

- a) The Ning Discussion (10%) - The online discussion will be located on the Faculty of Education Ning at <http://bu-facultyofed.ning.com/> To participate in the online discussion you will need to join the Brandon University Faculty of Education community. It is a closed community. Which means that your membership needs to be approved before you can contribute. It also means that the information that you post on this site is public within the community but not public on the internet. I am one of the site administrators. So, I will approve you and then, you will be able to log on and add to the discussion boards. I have set up a "group" for the Educational Leadership course and I anticipate that most of our discussion will take place within that group.

Please discuss the topics that are part of that week's work OR any other topics of your choice that are related to Educational Leadership. To earn full marks in this section of the course, you will need to participate on 10-15 different dates that are spread across the 3 month time period.

- b) Gathering and Collecting (10%) - Instead of assigning a textbook we will establish an online space to gather a common set of materials for the course. Each week, I anticipate that each of you will find and read at least one research article. I would like you to post the reference information and an annotation (Google Docs). If someone else chose the same article, just add your thoughts to the annotation. We will also create a database of web-based resources using one of the social bookmarking sites. You will receive marks for regular contributions throughout the course. To earn full marks for this section of the course, you will need to contribute to each of the repository spaces at least 10 times on 10 different days over the 3 month time period.

### **4. Leadership Model and Definition (10%)**

Although you can quickly find a definition of leadership that was constructed by one of the gurus, I believe it is valuable to establish your own personal definition of leadership. Create a model that illustrates your personal definition of leadership and shows how you believe it should work. This assignment should have a technology component. I would invite you to create a diagram in one of many programs OR create a video using RSA or something similar. These models will be presented during the two final class meetings. I will post an assessment rubric for this assignment on Moodle.

**More information about assignments will be posted on Moodle!**

#### **Course Grade Evaluation:**

Minimum grade requirement for graduate program: B

Grade Equivalencies:	A+	96-100	B-	70-74
	A	90-95	C+	65-69
	A-	85-89	C	60-64
	B+	80-84	D	50-59
	<b>B</b>	<b>75-79</b>	F	Under 50%

**Academic dishonesty will cancel out all the calculations above and result in a final grade of F-AD (Fail-Academic Dishonesty)**

(refer to the Graduate Calendar, section 5.3.2)

**Instructor / Course Evaluation:**

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the instructor through the Graduate Studies Office.

**Attendance at Lectures and Practical Work:**

(Please refer to the Graduate Calendar, section 5.3.1.)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend, may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons

**Dates:**

January 7<sup>th</sup> – Introduction, Definition of Leadership, Overview of Assignments

January 14<sup>th</sup> – Mission, Vision, Values, Goals, Systems Theory

January 21<sup>st</sup> – No class – Meet with Jan. 28<sup>th</sup> chat organizers on AdobeConnect @ 6

January 28<sup>th</sup> - Asynchronous Chat – Power, Learning Organizations, Trait vs Process

February 4<sup>th</sup> - No class – Meet with February 18<sup>th</sup> chat organizers on Twitter @ 6

February 11<sup>th</sup> - Chaos and Complexity Theory/Change

February 18<sup>th</sup> – Asynchronous Chat – Shared Leadership, Situational Leadership, Fullan  
(Book Reviews Due)

February 25<sup>th</sup> - No class meet with March 4<sup>th</sup> chat organizers on Google+.

March 4<sup>th</sup> – Asynchronous Chat – Transformational, Ethical or Servant, Transformative  
(Essays Outlines Due)

March 11<sup>th</sup> – Self-Assessment Discussion and Essays – 1 hour on the telephone

March 18<sup>th</sup> – Definition and Personal Models of Leadership Presentations (10 x 10 mins)

March 25<sup>th</sup> – Definition and Personal Models of Leadership Presentations (9 x 10 mins)  
(Essays Due)