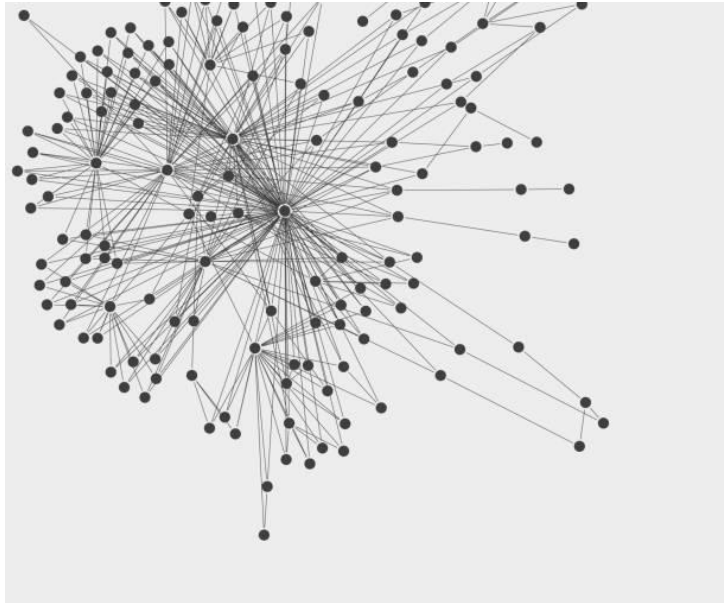# Ethical Leadership and Collaboration in Technology-Enhanced Classrooms

Molloy University
## Graduate Education

(3 Credits)

Course Description

This course focuses on using AI and collaborative technologies to foster teamwork, critical thinking, and ethical decision-making in the classroom. Participants will explore tools such as collaborative platforms, cloud-based systems, and social learning networks to promote interaction and cooperation. The course emphasizes building an ethical framework for integrating technology, ensuring educators are equipped to lead with integrity and inclusivity.

Shared Vision

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.
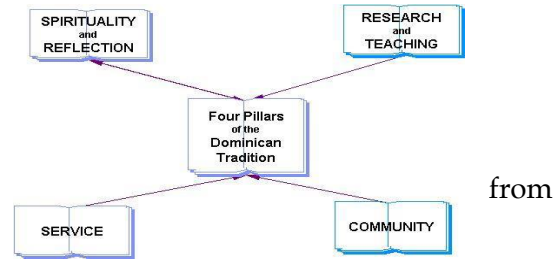
The teaching professionals, both undergraduate and graduate teacher candidates, who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- Belief that all children can learn
- Learner centered and value-centered curriculum and pedagogy
- Ethics and spirituality
- Intellectual curiosity
- Independence and risk taking, while promoting collective identity and responsibility
- Diversity, multiculturalism and pluralism, including divergent thinking
- Passion for teaching
- Commitment to students and their communities
- Civic responsibility through the promotion of social justice and interdependence
- Commitment to democracy

Learning Objectives

Upon successful completion of this course, participants will be able to:

- • Define ethical leadership in the context of technology-enhanced classrooms.
- • Demonstrate effective use of collaborative tools such as cloud platforms, shared workspaces, and social learning networks to foster teamwork and communication.
- • Analyze the principles of digital citizenship and their application in classroom environments.

- • Develop strategies for promoting ethical decision-making and responsible technology use among students and staff.
- • Facilitate collaborative learning activities using AI-powered and other digital tools.
- • Create policies and practices that support an ethical framework for technology integration in schools.
- • Evaluate challenges and opportunities related to digital collaboration in diverse educational settings.
- • Lead discussions or workshops on critical thinking, problem-solving, and the ethical use of technology.

Key Topics

- • Collaborative tools for fostering teamwork and engagement
- • Ethics and digital citizenship in technology integration
- • Promoting critical thinking through technology-enhanced activities

Assignments and Grading

Participants will be assessed on their ability to engage with course materials, collaborate with peers, and demonstrate understanding of key concepts. Assignments include:

Assignment	Description	Percentage of Final Grade
Discussion Participation	Engage in discussions about ethical leadership and digital collaboration.	20%
Policy Brief	Draft a brief on ethical policies for technology use in schools.	25%
Collaborative Project	Work in groups to design a technology-integrated activity for teamwork.	25%
Final Reflection Paper	Write a paper reflecting on leadership strategies for ethical technology integration.	30%

Suggested Readings

- • Sheninger, E. (2019). Digital Leadership: Changing Paradigms for Changing Times. Corwin Press.
- • Ribble, M. (2011). Digital Citizenship in Schools: Nine Elements All Students Should Know. ISTE.
- • Brown, A. L., & Campione, J. C. (1994). Guided Discovery in a Community of Learners. MIT Press.

Participation and Collaboration

This course is delivered online. However, regular participation and collaboration with both faculty and fellow students is a mandatory requirement. Active engagement in discussions, assignments, and peer activities is essential for success in this course.

Academic Integrity Statement

Molloy University maintains and affirms a strong policy of academic honesty. Participants are expected to adhere to this policy. Plagiarism, fabrication, and other forms of academic dishonesty will not be tolerated and may result in disciplinary action.

Attendance

At Molloy University, faculty take attendance and establish course policies for each course. This course requires regular participation in an online course.

Expectations of Academic Integrity for All Students

Honor Pledge and Academic Honesty Policy

Course Withdrawals

View Withdrawal Policy for potential financial implications

View Academic Calendar and/or the course syllabus for the last day to withdraw dates

Incompletes

Incompletes Policy

Health and Wellness

Student Health Services

Student Counseling Center (SCC)

Center for Access and Disability (Access)

Center for Access and Disability

Technical Support

[Student Account, Technology and Canvas](#)

Ally for Canvas

[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)

[Proctorio Resources for Students](#)

Email Accounts

Students are to utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course.

Recording

To foster an environment that encourages and supports the full and free expression of information, ideas, and opinions between students, faculty, and administration of the University; students, faculty, employees, and administrators are prohibited from recording in any manner or by any means conversations, meetings, class lectures, or any communication. The exceptions when recordings are permitted are:

- Students are registered with an approved accommodation that requires "recording" class meetings, lectures, etc., and faculty are notified of the accommodation.

- Faculty, at their discretion, can permit individual students to record the lectures.

- Students are informed in advance by the faculty that "recording" of an assignment, presentation, or video is required for individual or group grading or assessment purposes.

- Faculty informs students that lectures or other course-related resources will be recorded for educational purposes, uploaded into the course management system, or distributed to students as a course resource.

- Recording of ZOOM meetings when all participants consent to the recording.

This is a critical commitment to the collegiate experience at Molloy, and any violation may become a subject of disciplinary action.