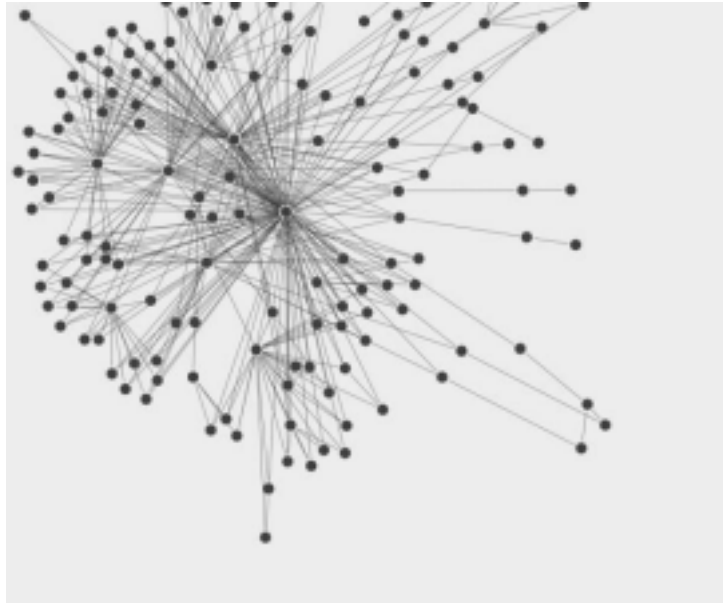




Ethical Leadership and Collaboration in Technology-Enhanced Classrooms

Molloy University
Graduate Education



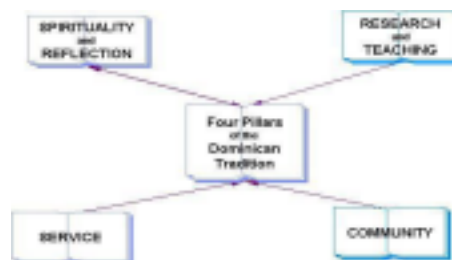
(3 Credits)

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:

By the end of this course, participants will be able to:

1. Identify key AI-related disruptions affecting teaching, learning, and school systems.
2. Explain shared governance and its role in ethical technology decision-making.
3. Apply ethical principles (equity, privacy, inclusion) to AI-related decisions.
4. Propose responsible approaches to digital citizenship and technology use in schools.

Key Topics

1. AI and Emerging Technology Disruption in Schools: How AI and emerging technologies are changing teaching, learning, and school systems.
2. Ethical Leadership and Shared Governance: Who makes technology decisions in schools and how ethical responsibility is shared.
3. Ethics in Teaching and Learning: Equity, privacy, and inclusion in AI- and technology-enhanced classrooms.
4. Digital Citizenship and Responsible Technology Use: Guiding students and staff toward responsible, ethical participation with technology.

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 in the context of emerging technologies.	30%
Policy Brief	Draft a brief on ethical policies for technology use in schools.	20%
Group Project: Shared AI Ethics Synthesis (Google Slides)	Collaboratively synthesize perspectives on an AI or emerging technology issue using a shared Google Slides presentation. Each group member contributes a defined ethical or leadership perspective.	20%
Final Reflection Paper: AI Disruption & Ethics Reflection	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.