

Pedagogical Issues in Educational Leadership (EDLD 9534)

Course Syllabus

Summer 2025

3 Credits



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College of Education

Department of Leadership, Technology, &
Human Development

Course Overview, Outcomes, & Structure

COURSE CATALOG DESCRIPTION

This course will explore and critically examine recent scholarly writing and research on teaching and learning in higher education. Topics will include recent developments in adult education theory, innovations in curriculum design and delivery, best practices in college teaching, student support services, and assessment practices.

PREREQUISITE

Admissions to Stage II cohort for EdD in Educational Leadership.

COURSE RATIONALE

This doctoral-level course critically examines various concepts related to teaching and learning in higher education with an emphasis on adult learning and student development at the college level.

COURSE OVERVIEW

Please note that this is a hybrid course with both synchronous and asynchronous online components. The course officially runs from May 19, 2025 to July 14, 2025. There will be a total of **three** synchronous meetings via Zoom. You are expected to attend all of the synchronous meetings. Online work will be released in weekly modules. The scheduled meeting dates are:

- Saturday, May 31, 2025, 1pm – 4pm EST
- Saturday, June 14, 2025, 1pm – 4pm EST
- Saturday, June 28, 2025, 1pm – 4pm EST

COURSE OBJECTIVES/SUBJECT MATTER CONTENT OUTLINE

This course is focused on comprehensive reading and independent reflection. Students will consider key topics to include today's students and teachers (both P-12 and higher education), philosophy of higher education, adult theories of learning, curriculum design and delivery, best practices in college teaching, and the assessment of learning and the evaluation of teaching.

Throughout this course, the learning modules based on the course objectives will direct you to resources that are relevant for the course topics. Asynchronous and synchronous activities will vary. Due dates for assignments will be included in the Folio modules for each assignment. Assignments are typically due no later than 11:30 PM of the due date. Assignments received late may result in a deduction. Folio modules will be posted weekly or may be released as appropriate in advance. On the days that we meet synchronously, you are expected to be ready to discuss the topics reviewed in the prior modules or as identified for class preparation. See the tentative Course Schedule for additional information (subject to change with notice from the instructor).

COURSE LEARNING OUTCOMES

- Demonstrate a comprehensive understanding of contemporary pedagogical theories and their application in diverse educational settings.
- Develop and critically evaluate curriculum designs that align with educational goals, standards, and the needs of diverse student populations.
- Implement effective assessment strategies to measure student learning outcomes and inform instructional decision-making.
- Design and implement inclusive pedagogical practices that foster a supportive and equitable learning environment for all students.
- Explore and integrate cutting-edge educational technologies to enhance teaching and learning experiences.

- Demonstrate leadership skills in designing and facilitating professional development opportunities for educators.
- Cultivate a habit of reflective practice to critically analyze teaching and leadership experiences.
- Develop strategies for continuous improvement in pedagogical approaches, leadership practices, and overall educational effectiveness.

PHILOSOPHY

The goal for graduate education should be to develop critically reflective educators whose practice and decisions integrate theory, research, and experiential wisdom in their professional and personal lives. As a result of their graduate education, learners should develop strong theoretical frameworks so that they can be critically reflective educators. The best manner to develop theoretical frameworks is to read extensively in the field and critically examine the literature with others. In a collaborative learning environment, both the teacher and learner are mutual partners in the learning process. The role of the teacher is to facilitate the collaborative learning process based on mutual respect for all the learners, positive interdependence among the learners, and individual accountability for creating and maintaining the collaborative learning process.

STUDENT LEARNING OUTCOMES (SLO)

At the conclusion of the EdD Educational Leadership Program, each graduate will demonstrate competencies in meeting each of the following SLOs:

Knowledge & Skills (SLO #1)

Candidates in the Educational Leadership programs will demonstrate appropriate professional knowledge and skills of an educational leader.

Student Learning (SLO #2)

Candidates in the Educational Leadership programs will demonstrate leadership decision-making skills in educational settings to analyze problems of practice and implement appropriate leadership strategies to develop meaningful solutions that impact student learning.

Professional Competence (SLO #3)

Candidates in the program will demonstrate and apply practical and interpersonal leadership competence. This will be achieved through experiential opportunities regarding: The capacity to make and act upon ethical judgements in intercultural contexts; the motivation to engage in self-reflection in their academic, professional, and personal lives; and, the ability to achieve organizational goals through socially responsible leadership.

Theory & Problems of Practice (SLO #4)

Candidates in the Educational Leadership programs will demonstrate the development of a professional knowledge base that integrates both practical and research experiences to link theory with problems of practice.

GSU COE CONCEPTUAL FRAMEWORK

1. Commitment to the Knowledge and Dispositions of the Profession

Candidates use his/her new knowledge of higher education pedagogy during the course to design/ redesign a course that encompasses the knowledge, skills and dispositions needed by current and future educational leaders.

2. Commitment to Diversity

During the Pedagogical Issues in Educational Leadership course candidates will reflect upon concepts of diversity and address diversity issues. Candidates focus on the role of diversity with teaching and learning and how the concepts of diversity have changed the higher education landscape. Candidates research, write and discuss how these constructs impact learners and employees.

3. Commitment to Technology

The candidate must present elements of assignments in electronic format and use various technologies throughout the course. Candidates use Folio and Google Drive to communicate with each other and to submit their written materials.

4. Commitment to the Practice of Continuous Reflection and Assessment

Completion of teaching and learning activities offers the candidate an opportunity to assess and to reflect upon the experiences of the candidate during course participation.

TEXT AND RESOURCE MATERIALS

Required Text:

Lovett, M. C., Bridges, M. W., DiPietro, M., Ambrose, S. A., & Norman, M. K. (2023). *How learning works: Eight research-based principles for smart teaching*. John Wiley & Sons.

Suggested Resource:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Structured Learning Activities (Assignments)

EVALUATION/ASSESSMENT

Category	Points	Letter Grade	Percentage
Workshop Design Project	40%	A	100 – 91%
Teaching Philosophy Statement	40%	B	90 – 81%
Participation	20%	C	80 – 71%
		D	70 – 61%
Total	100%	F	Below 61%

First Day Easter Egg!

For reading this syllabus on or before the first day of class, you will receive a 1% bonus to your overall grade. Please send me a Folio email with the subject “Found it” by 11:30 pm on Friday, May 23 to receive bonus points for being a good student!

Workshop Design Project

Course design is a substantial component of being an instructor. For this project, you will create a syllabus for a professional development workshop. Components of the syllabus include a workshop description, learning outcomes, activities, and assessments. Please refer to Folio for detailed information about each component. This project is iterative and cumulative with a final version due near the end of the semester.

Teaching Philosophy Statement

For education professionals, a well-constructed statement of teaching philosophy is an effective way to demonstrate reflective thinking about how you reify good teaching. Throughout the semester, you will articulate responses to Reflective Questions. You will synthesize your responses into a philosophy of teaching statement. Guidelines for this task will be posted on Folio.

Course Policies

The Department of Leadership, Technology, and Human Development within the College of Education at Georgia Southern University is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming for all. The integrity of the University community is contingent upon fulfillment of a trust – that members of the student body will engage in reasonable behaviors to promote and protect the educational environment.

Responsible Attendance and Absences

As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time candidate, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your instructor, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance means that you plan your schedule to manage your time so that you can complete your assignments and assessments on or before the date they are due. For my part, I have provided a syllabus with a separate Course Schedule listing module sessions and due dates for assignments and assessments. I will work to keep the course on the published schedule. If I make adjustments in the schedule, I will provide written notice explaining the change.

The format of the course is designed to maximize opportunities for class discussion; therefore, attendance is essential. You are expected to arrive at each session on time and to remain for the scheduled time. If you must be absent or tardy, please contact me prior to class. Two absences will result in a one-letter grade reduction of your final grade. Absence from all three synchronous sessions will result in a failing grade. I may make exceptions for extenuating circumstances.

Course Schedule & Due Dates

Refer to the Course Schedule and Folio modules for up-to-date details regarding assignments and due dates. When the Course Schedule is updated, notification will be sent to you via Folio.

Communication Away From Class

The nature of doctoral study requires frequent consultation and collaboration outside of class. The Folio site facilitates this process. When you need to communicate directly with me on matters that pertain to this course, you should utilize the email feature in Folio for this course. If you need to communicate directly with me on a matter unrelated to this course, please use my Georgia Southern email address (csorgen@georgiasouthern.edu). All general communication to the class for this course (e.g., announcements, clarification on assignments, etc.) will occur through the email and/or news feature of the course's Folio site. Further, students must be aware that all official communication from Georgia Southern University will utilize the student email address that is assigned by the university; and, it is this email address that university officials will use when the need arises to communicate with students individually. **I regularly communicate using Folio email and strongly suggest forwarding your Folio email to your primary account.**

Instructor's Communication Policy

Email is the quickest way to reach me, but I may be reached through any of the methods listed in this syllabus. I check email daily beginning Mondays after 9am through Fridays at 5pm, and I agree to respond to your inquiries within 48 hours during this time. If I do not respond, please resend me the email. I try to keep up with them; but sometimes, they get buried.

Online Office Hours

My office hours are by appointment and conducted online. Reach out to me to schedule a time that is mutually convenient. My schedule is quite flexible in the summer. Please know that I'm here for you.

Ethics

Students are expected to display ethical behavior at all times. Cheating, plagiarism, or other unethical behavior will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, an 'F' for the course, dialogue with administrators, and dismissal from the college.

Respect

Class participants will undoubtedly express different opinions on subjects discussed during the course of the semester. Different opinions and professional critiques of ideas are welcomed in this course and should be discussed to gain further knowledge of the varied schematics individuals use to pattern and understand environmental factors.

Guidelines for Participating in Online Course Activities

All class activities are to be completed according to the specific due dates indicated on the Course Syllabus and instructions described in relevant areas of Folio. Students are expected to participate fully in all discussions and to submit postings on time. Students will be assessed by the level and quality of their postings in the discussion forum.

Quality of Submissions

Students are expected to submit high quality assignments during this course. In this regard, ensure that your submissions are edited and free of grammatical errors. The quality of the exposition and the content will certainly impact the grade of each assignment and, subsequently, the final course grade.

Late Submissions

Students may be penalized for assignments if submitted late. Consistently, late assignments can impact the final grade for this course. In the case of late assignments, the instructor will weigh the quality of the submission versus the lateness to determine the grade for the assignment or the course.

Etiquette on Email and/or Discussion Forum

Any posting that contains one or more of the following characteristics will be deleted from the course system and the student will not receive credit for it. Students will be notified (via email) about the deletion of the posting and given the opportunity to post a replacement message for credit.

1. Language that attacks the argument on purely emotional grounds.
2. Shouting-using words in all capitals.
3. Misspellings or grammar errors that compromise your ability to communicate.
4. Personal experiences or feelings that are not clearly employed to make a relevant point.

Academic Writing

Doctoral students are expected to demonstrate a quality of writing that is consistent with the norms of our professional academic community. Written work requiring references will be prepared according to the Publication Manual of the American Psychological Association (7th edition). Students who require editorial assistance in preparing a final draft for a written assignment should seek the assistance of the Writing Center.

Changes to the Course Syllabus

The instructor reserves the right to make changes to or modify course requirements, the evaluation plan, or the course schedule as appropriate. In the event a change is necessary, the instructor will notify students in advance and in sufficient time for students to make adjustments.

University Policies

Academic Integrity

Doctoral students at Georgia Southern University are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity as essential part of each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A candidate who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean. Students are expected to abide by the GSU Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Student Conduct and appropriate penalties imposed that could affect course grade. The Office of Student Conduct is located in Russell Union (912-478-0059).

Plagiarism, which is defined as, but not limited to, the following: the use of paraphrase or direct quotation of published or unpublished work of another person without full and clear acknowledgement. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials is also considered plagiarism.

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another we endorse a culture of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united

in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration. This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse. In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited.

Religious Observances

If religious observance will affect your ability to complete learning activities, please contact me in advance to make alternative arrangements.

Support Services for Students with Disabilities

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Military-Connected Students

I acknowledge the complexities of being a military-connected student. If you are a veteran, on active duty, in the reserves, or a military spouse or dependent child, please stay in contact with me if an aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of the course. Deployments, training and drill schedules, calls to active duty, VA appointments, VA benefit disbursements, and other aspects of service can disrupt academic progress. If you make me aware of a complication, I will work with you and/or put you in contact with university staff who are trained to assist you. Campus resources for veterans, service members, and families are located in the Military Resource Center (MRC). The MRC can be reached at mvs@georgiasouthern.edu or by calling 912-478-6872 (Statesboro), 912-344-3600 (Armstrong), or 912-877-1906 (Liberty).

Bottom Line

Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from me.

***Dr. Sorgen reserves the right to amend the syllabus and/or course schedule at any time.
Appropriate notice will be provided to students.***