The Role of Leadership in an Instructional Technology Learning Environment

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As Bill Strickland’s (2002) Ted Talk speech is a great example for us to know how leadership role and technology are complementary. There are definitely barriers to integrate technologies, train people, teach learners and communicate with people, but as Bill Strickland said, “make the possible impossible”. Why can’t we as leaders in Instructional Technologies make achievement like him to make a change and integrate technology successfully, build new Silicon Valleys for those people who are needed. There are absolutely too many barriers to deal with such as integrating technology. However, in the 21st century, time is not just having some ideas to talk about, but time for action, time for enthusiasm, time for change, time for standing out to give opportunities to utilize and integrate technology as a complementary with leadership.

In instructional technology field, there are some researchers working on the role of leaderships, barriers, distance learning education, and integrating technology in the classroom environment, Instructional design and technology. In the 21th Century, there are more Digital Natives than Digital Immigrants so that Leaders of the field of instructional technology are responsible to stand out for transformation to choose the appropriate technology to implement.

Before mentioning about technology, I would like to touch on history of instructional tool. The best technological innovation in the history was computer that caught attention of educators. The first instructional tools started off in the 1980s to be used by educators to train teachers (Reiser, 2001).

There are some barriers to integrate technology. Ertmer (1999) noticed that importance of addressing external and internal barriers and integrating technology in education. Teachers struggle to encounter first order barriers and second order barriers. First order barriers such as limited technological equipment, training, and support. On the other hand, second order barriers such as the role of student-teacher, curricular emphases, and test practices (Ertmer, 1999).

Although teachers know how significant to utilize technology in their classroom environment, there are too many barriers that don’t allow them to implement. For example, personal frustration, technical and logistical problems, organizational and personal problems are barriers (Ertmer, 1999). Training pre-service and in-service teachers are beneficial for them to overcome first order barriers to learn technical skills and second order barriers to learn pedagogical models of technology (Ertmer, 1999). Few in-service teachers are successful to integrate technology in the classroom to teach and learn although most of them are willing to implement technology (Parks & Pisapia, 1994).

If barriers overcome, there are some benefits of using technology that distance learning is one of them and Instructional Design and Technology is another tool to implement. According to the Fallon (2011) Interaction between students and teachers in distance learning education in synchronous increases attitudes, motivates earlier completion of coursework, increases performance in assessments, creates learning environments, and give learning opportunities.

IDT (Instructional Design and Technology) Program Information Tool let programs to share their knowledge to be beneficial for every program policies and procedures (Lockee, 2006).

In conclusion, In order to manage knowledge effectively and efficiently, there is a big role of leadership. There are some main processes that make managing successful. Firstly, creating a competitive advantage benefits managing knowledge. Secondly, Creating and sharing knowledge are applying with transformational leadership and also transactional leadership applying with exploiting knowledge. Thirdly, to create better workers is to effectively manage knowledge. Implementing all of them increases the knowledge of leadership (Brytan, 2003).

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