The Department of Educational Leadership would like to congratulate Josh Crossland on his winning master’s project, Achievement Level and Pressure to Commit Academic Dishonesty, for the Department’s Master’s Project Award for the 2013-2014 academic year. His project advisor was Dr. Daniel Matthews. This research is timely because of the increasingly high stakes put on academic achievement measures such as grades and test scores, along with the common assumption that such high stakes create pressures to cheat. As Mr. Crossland notes, prior research and writing frequently “implies that academic dishonesty is a growing epidemic at all levels of education.”

Mr. Crossland noted that the purpose of his research was “to learn more about the pressures students face to cheat at school.” He investigated possible causes of academic dishonesty by having students rate the degree of pressure they felt and discovered that the greatest pressure was not from external pressures or extrinsic sources, but “from a personal desire to do well.”

Mr. Crossland recognized that pressures to commit academic dishonesty may well differ for students depending on the level of the academic demands of the courses in which they are enrolled.

His research therefore went a step further to determine if the types of pressures to commit academic dishonesty were associated with the number of challenging academic courses the students are enrolled in. Through an analysis of the results, he found a clear relationship between academic level of courses, which he defined as the number of Advanced Placement (AP) courses a student was enrolled in, and pressures to commit academic dishonesty. His analysis of the results by the number of AP courses taken, show that, while not statistically significant, “the middle curricular level groups,” those students taking 1, 2, or 3 AP courses, reported the highest overall pressures; students with zero AP courses, or those with 4 or more AP courses, reported feeling less pressure overall to commit academic dishonesty.

It is clear that – at least at the high school at which this study was done – the greatest pressure overall was from students’ own desire to do well, but it is also clear that how strongly students felt the various types of pressures was related to the curricular level of their courses of study. The study found that it was not those with the most-demanding course loads – defined as those with the most AP courses – but the students taking zero or just a few AP courses that reported higher pressures from specific sources.

In sum, Mr. Crossland’s research is important because it adds to our understanding of pressures on students to commit academic dishonesty, it contributes to our understanding of how those pressures differ by academic level, and the research has very clear implications for practice. We are pleased to grant the Department of Educational Leadership Master’s Project Award for the 2013-2014 academic year.

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 30.40 SUBSTITUTE SUBCHAPTER C) host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and D) work in collaboration with site mentors to complete the assessment of the candidate's performance during the internship as required pursuant to Section 30.45. d) Programs shall ensure that each candidate: 1) successfully completes the training and passes the assessment required under Section 24A-3 of the School Code [105 ILCS 5/24A-3] before receipt of endorsement; and 2) passes the applicable content-area test (see 23 Ill. Adm. Code 25.710 (Definitions)) prior to receipt of endorsement.

Taken from http://www.isbe.net/rules/archive/pdfs/30ARK.pdf
**From the Chair:**

The EDL department has developed two new graduate certificates in the area of technology. Please see the description of each program and course titles below. If you are only interested in completing a set of courses for the ISBE Technology Specialist endorsement, you will need to apply for a graduate certificate program in order to qualify for financial aid. A federal application for gainful employment has been submitted. Once approval has been received, students will be able to apply for financial aid through the university. If you or a colleague in your school are/is interested, please call Ms. Ryan Williams at 206-7516 for more information.

**Graduate Certificate in Educational Technology and ISBE Technology Specialist Endorsement**

The department has received approval by the Illinois State Board of Education to offer courses leading to the Technology Specialists Endorsement. This endorsement program requires a 24 credit hour set of courses taken online through the Master Teacher Leadership (MTL) program. This set of courses will prepare you for K-12 school district technology coordinator positions. Students may also choose to apply for the Graduate Certificate in Educational Technology and will receive e-tuition because it is an online program over 18 hours. A federal application for gainful employment has been submitted. Once approval has been received, students will be able to apply for financial aid through the university.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDL 515</td>
<td>Online Teaching &amp; Learning</td>
<td>4</td>
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<td>EDL 516</td>
<td>Instructional Design for Technology</td>
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<td>EDL 517</td>
<td>Educational Technology Leadership</td>
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<td>EDL 518</td>
<td>Educational Technology Systems</td>
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<td>EDL 547</td>
<td>Technology in the Curriculum</td>
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<td>EDL 555</td>
<td>Foundations of Technology in the Curriculum</td>
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**Graduate Certificate in Higher Education Online Pedagogy**

The Department of Educational Leadership has been approved to offer a 12 hour graduate certificate in online pedagogy for higher education and community college faculty. The purpose of this certificate is to assist higher education faculty who would like to learn how to teach online. The set of courses will help them learn effective practices for teaching online, build course content, and design quality assessments for their course.

**EDL 515 Online Teaching & Learning**

4 hrs.

This course introduces students to online and blended learning. Major concepts and issues, research in the field, and emerging technologies are covered, as well as, practical strategies for designing and teaching online, which students get to practice in the course.

**EDL 508 Effective Practices in Online Teaching & Learning**

4 hrs.

The study of effective practice frameworks and resources from Sloan Effective Practices, Illinois Online Network, Community of Inquiry framework, learning styles for online courses, and instructional strategies in online teaching.

May take EDL 508 Effective Practices or EDL 516 Instructional Design

**EDL 516 Instructional Design for Technology**

4 hrs.

This course will introduce students to techniques of instructional design with a specific emphasis on the design of technology-based learning. Students will learn a variety of instructional design models and work through the steps of designing a unit that integrates technology on everyday teaching and learning.

**EDL 512 Student Assessment in Online Learning**

2 hrs.

This course will introduce various assessment strategies, tools, and frameworks that can be used to evaluate students in the online environment. Participants will work individually and collaboratively to explore various means of assessing online learners.

**EDL 521 Current Events and Emerging Technologies in Education**

2 hrs.

This course surveys the current and emerging technologies, techniques and tools in education. Delivery and engagement technologies; interactive tools; assessment technologies; and administrative tools will be covered. Associated ADA compliance approaches and authentication ascertainment strategies will be addressed.
In the Spotlight: Jennifer Durbin, Principal

Mrs. Durbin is a recent graduate of the Educational Leadership Department and is now the principal at Illini Central High School and Middle School in Mason City, IL.

She got started in the education field by becoming a teacher and then transitioned into an administration profession. Outside of the school environment she is a dedicated wife and mother of five children with ages ranging from 4-17. It's safe to say she is one busy lady!

The attitude I gain from Jennifer is that she is immensely passionate about her job and loves to see her students succeed and provides a supportive environment for her faculty.

Mrs. Durbin is a great example of how the EDL department can help with development of transitioning from a teacher to an administrator.

Here are some questions that may provide more insight:

How did you get to where you are?
Throughout my career I was always told to go into administration and it felt more and more like the right direction for me. After that decision was made I started the program at UIS about 2.5 years ago, and have learned a lot. During the month of January I put together my resume and felt prepared to start interviewing for jobs through the preparation I received from my internship as a principal. Also, another thing I did different was that I spiral-bound my portfolio instead of providing a digital copy, I found this helped me out a lot more and the interviewer looked at it more.

What degrees/certificates do you hold?
I graduated from Olivet Nazarene University in 2005 with a degree in English Education. In 2012, I started my master’s degree at the University of Illinois at Springfield. I graduated in May 2014 with a master’s degree in Educational Leadership.

What influenced you on your career path?
My mom was a secretary at a school, so I grew up surrounded by that environment. I always loved helping people learn a new concept and knew teaching was the profession I wanted to enter into.

How has the program at UIS prepared you for your career as principal?
Every class had something different to offer me. Specifically, I enjoyed Dr. Turner’s class as he offered us situational learning. Also, he taught us to think of a conflict by 1) What’s the problem 2) How do we fix it and 3) What is in the best interest of the students? Through classes, I have been taught about discipline, curriculum, Danielson framework, and teacher evaluation through the state.

What is your personal mission statement?
Always doing what’s best for the kids and always putting them first. What will help the situation improve?

What have been the biggest surprises with being principal?
One of the biggest surprises I have encountered is that every day is different and as principal you are constantly moving around and doing different tasks. It’s important to balance your time. I prefer to always have a to-do-list, to keep me organized.

What’s the most important or valuable thing you have learned whether that be from a time at UIS or because of UIS?
One of the most important lessons I was taught, was the importance of downtime and being able to turn off for the night. I have five kids that range from ages 4-17, so being able to focus on them at night and not worry about my email, is vital to finding that balance.

What would you say is the best piece of advice you have received that could help students going into a similar field?
I would suggest to them to give everything you can to the profession but learn how to say no when it is needed. You have to learn how to prioritize your life, and as mentioned before, find that balance between your professional life and your personal life.

Approval Forms
Special Approval Request Forms (for EDL 526 and/or EDL 531) need to be completed and returned to Jennifer May as soon as possible to receive approval for these classes for summer ‘15 or fall ‘15.

These forms can be found on the EDL webpage under the heading FORMS and printed copies are in a box right outside the EDL office at Brookens Room 377.

Students cannot register for these courses until the approval has been granted and entered into the Banner system.
EDL Faculty Scholarship Highlights


Evaluator (K. Swan), National Distance Education and Technology Advancements (DETA) Research Center, University of Wisconsin, Milwaukee, 2014 to present.

UIS Principal Investigator (K. Swan), WCET/Gates Foundation, “Predictive Analytics Reporting (PAR),” $50,000.00, 2011; $100,000.00, 2012-2013, no cost extension – 2014-2015.


