Going Digital in Student Leadership
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1. Remixed Leadership Practices with Emerging Technologies
Josie Ahlquist, Lisa Endersby

The authors present an overview of the historical trends in and current state of technology in education (P–20), including platforms, tools, and theories that have influenced this area.

2. Leadership 2.0: The Impact of Technology on Leadership Development
John L. Hoffman, Cara Vorhies

Technological innovation has become a driver of educational and leadership development practices that place students at the center of learning and leadership development experiences. Recommendations for equitable and inclusive practice in using technology in leadership development are discussed.

Marialice B. F. X. Curran, Mike Ribble

This chapter explores a P–20 digital citizenship model that builds upon the respect, educate, and protect model beginning with our earliest learners through elementary, middle, high school, and college.

4. Digital Student Leadership Development
Josie Ahlquist

Social media tools are ubiquitous throughout the college student experience, particularly for students who hold leadership positions on campus. A research study on junior and senior student leaders’ social media use and experience led to a number of findings that inform leadership education practice.

5. Student Activism in the Technology Age
Adam Gismondi, Laura Osteen

This chapter discusses the emergent use of digital technology to inspire, connect, and sustain student activism on campus. An overview of student activism, opportunities, and challenges of this technology, along with recent case studies and implications for practice, are presented.
6. The Virtual Table: A Framework for Online Teamwork, Collaboration, and Communication
Lisa Endersby, Kirstin Phelps, Dan Jenkins
This chapter reviews the complex relationship between technology and leadership, focusing on how technology affects the development and demonstration of skills in communication, teamwork, and collaboration. The chapter also proposes a framework for identifying and assessing key leadership competencies in the digital space.

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This chapter addresses the rapid growth of American industry, and a proposed framework—the mindset for career curiosity—that can be used to prepare students for quickly evolving 21st-century digital work environments.

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Editors’ Notes

Never before has there been such a dramatic shift in how educators recruit, teach, assess, and support students as future leaders. The anticipated and measured changes in student demographics and diversity of educational options have been greatly affected by the advent of digital technologies. From learning management systems to the implementation of online teaching tools, institutions have seen a collective shift both in how high school and college students learn and how practitioners work to provide meaningful learning experiences. This volume of New Directions for Student Leadership broadens the scholarly research and pedagogical discussions of technology beyond student leadership development to include unique opportunities and challenges for leadership education in this new digital age. No text yet has considered these complex intersections of theory, practice, and pedagogy with technology and student leadership development.

Technology in this volume is broadly defined beyond more traditionally identified media such as Facebook, Twitter, and Snapchat. Whereas social media represents a key and timely influence on leadership education, technology also encompasses digital learning tools and platforms in which students, faculty, and administrators can share and critically examine leadership theories and identities. Technology, then, is a tool by which educators can influence and educate youth across all stages of leadership development. Leadership itself can now look different in online spaces and students must find new ways to develop and demonstrate essential skills in teamwork, communication, and conflict management. This volume examines the impact of technology on both the scholarship and practice of leadership education.

Like all texts discussing technology, it is a constant challenge to keep pace with the continual evolution of advances in the field. By the time this volume is published, there will be multiple new studies, findings, and tools that will only further enhance and complicate our understanding of student leadership development in these online spaces. In an effort to keep pace with this change, a variety of sources were drawn upon including published journals, dissertation research, and recent news stories. The authors and editors also made an intentional effort to include content that spans middle school to postsecondary graduation, building, for example, from the digital competencies and skills from the International Society for Technology in Education (ISTE, 2007), digital citizenship in K–12 (Ribble, 2015) and the...
infusion of digital leadership in higher education (Ahlquist, 2015). Another
core of the volume integrates the professional competency areas for stu-
dent affairs educators by ACPA: College Student Educators International
and NASPA: Student Affairs Professionals in Higher Education. The new
technology competency is defined as follows:

Focuses on the use of digital tools, resources, and technologies for the ad-
vancement of student learning, development, and success as well as the im-
proved performance of student affairs professionals. Included within this area
are knowledge, skills, and dispositions that lead to the generation of digital
literacy and digital citizenship within communities of students, student af-
fairs professionals, faculty members, and colleges and universities as a whole.
(ACPA/NASPA, 2015, p. 15)

This competency reminds us that technology is no longer an optional
inclusion in our practice. The attitude of not being “into” technology can
no longer be an excuse for not exploring the innovative possibilities of in-
cluding digital tools in leadership education. The goal of this volume is
to encourage a technology-open mindset in educators committed to pro-
viding timely, meaningful, and accessible learning opportunities. The com-
petency and the articles presented in this volume both offer ways to ex-
plore the impact of technology in our field while also proposing ways
in which practitioners can integrate technology into their work. Educa-
tors must no longer be content with racing to catch up with our stu-
dents and the changing digital landscape; we must now learn to keep
pace.

This volume aims to critically examine and discuss how technology
has affected, does affect, and will affect our work in preparing students to
be future leaders, workers, and learners. We have aimed to provide a com-
prehensive perspective on leadership education in the digital age, including
discussions on working, learning, and leading in these online spaces. Chap-
ter authors have integrated a dual focus on understanding how educators
can best prepare students for this new age of education while also develop-
ing in this space ourselves, no matter whether our work is in elementary,
secondary, or postsecondary education.

To this end, chapters in this volume cover both the scholarship of lead-
ership theory and the practice of leadership education as they intersect with
emerging technological tools and platforms. Early chapters offer insight into
how technology has affected understandings of leadership in a higher edu-
cation context, conceptualizing traditional theories and examining how
both students and administrators navigate this new, complex landscape. The
volume continues with discussions of important considerations for our
work with students as developing leaders, highlighting topics of digital cit-
zizenship, social media use, and activism that combine leadership educa-
tion with technology as a tool and a tactic. The current educational context
and global environment in which leadership is practiced demands a critical lens for reviewing leadership curriculum and pedagogy, particularly in how technology has shaped the identification and development of leaders at all levels. The volume concludes with discussions of how leadership development on campus translates to effective leadership off campus, where digital tools will continue to play a vital role in a student’s personal and professional growth.

Our call to colleagues after reading this volume is one of optimism and encouragement. Going digital in student leadership will guide educators, remix theory, and inspire technology practices to meet the unique digital experiences and needs of today’s students. Although there will always be challenges in this space of expanded access to information and individuals, the opportunity for increased connection and enhanced pedagogical practice can only benefit students, educators, and ourselves as we enter an exciting new frontier of leadership education and practice. We are truly grateful to our colleagues who have contributed to this volume and hope those who read it will be inspired to integrate digital and social technologies into their leadership development practice.

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Editors

References


Josie Ahlquist is a research associate and instructor in the Florida State University Leadership Learning Research Center, teaching undergraduate and master’s courses based in technology and leadership. She is also an independent leadership speaker, educating students, higher education administrators, and faculty around the globe on digital leadership curriculum. For the third year in a row, she has been named to the “Top 50 Must Read Higher Education Technology Blogs” by Ed Tech Magazine, blogging at www.josieahlquist.com.

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The authors present an overview of the historical trends in and current state of technology in leadership education (P–20), including the influence of related platforms, tools, and theories.

Remixing Leadership Practices with Emerging Technologies

Edmund T. Cabellon, Paul Gordon Brown

With the introduction of digital and social technologies, information and ideas are now more easily shared and spread than ever before. With the click of a mouse or the touch of a screen, individuals can connect with others, organize for change, and spread their ideas and information with relative ease. Given these new affordances and abilities provided by technology, the landscape for leadership is changing and the world needs leaders who are conversant in and can adapt quickly to technological change. Leadership and related educational programs have an important role to play in developing the next generation of digital leaders, but these programs can be effective only if the educators themselves understand the complexities of leadership in a digital age.

Educators are increasingly recognizing the importance of digital tools and spaces in accomplishing the goals of leadership education programs designed for students. For example, some programs include the use of multimedia content, electronic portfolios, mobile websites, and applications (Dalton, 2007). Additionally, other leadership programs use social networking sites to engage students in ongoing conversations or prompted discussions (Ahlquist, 2015). The deployment and use of digital tools in leadership has grown over the past decade. Educators are also increasingly taking a more positive stance toward technological integration, framing technology in a more balanced way by recognizing technology’s challenges and benefits (Lederman & Jaschik, 2013). Although these shifts are positive, further work can be done to ensure current and subsequent generations of leaders are competent in the use of digital and social technology tools.

Leadership education requires a new set of knowledge, competencies, and skills in light of societal changes brought on by technology. It is a fallacy to assume that just because young leaders have grown up using digital
and social technologies that they are necessarily savvy in its use toward goal-driven ends (Harvard Business Review, 2010; Spitzer, Morel, Buvat, & Subrahmanyan, 2013). All students, and emerging adults in particular, require a new set of competencies and skills in order to be effective leaders (International Society for Technology in Education [ISTE], 2007). Additionally, educators must also develop skills in order to engage with students and develop programs that are relevant in today’s increasingly digital contexts (ACPA: College Student Educators International & NASPA: Student Affairs Administrators in Higher Education, 2015; ISTE, 2007).

This chapter makes the case that the use of digital and social technology in education is no longer optional, but necessary in order to develop effective leaders. This chapter provides an overview of technology’s influence on students and educators; important knowledge, skills, and competencies needed by both groups; and specific tools and suggestions for their deployment in educational environments. The chapter concludes with recommendations on how to be an effective leadership educator in light of current technology trends.

The Impact of Technology on Leadership Education

Throughout this volume, the authors discuss the various impacts of digital and social technology on students, educators, and educational practice as it relates to leadership. To set the stage for this discussion it is important to understand the complexities of how technology affects these groups. Youth are confronting issues related to an altered learning and developmental environment, issues of reputation management and identity, and how to be effective digital citizens. Educators are confronting shifts in pedagogical approaches, issues of technology accessibility, and a need for additional training and professional development.

Technology’s Influence on the Student Experience. As a result of technology’s pervading influence in contemporary life, today’s students must navigate a significantly expanded and different world than their predecessors did. Educators looking for research on how technology affects the developmental and learning experiences of student leaders will find a literature that is relatively new and evolving. A number of researchers, however, are beginning to examine these areas—including issues of digital identity, reputation, and civic engagement (Ahlquist, 2015; Brown, 2016; Eaton, 2015; Gismondi, 2015). In addition to learning and development, technology is revolutionizing the tools that student leaders use to organize, communicate, and establish and maintain relationships (Gismondi, 2015). Much of this technological change centers around social media and related social technologies. Given the intimacy of social technologies and the human experience, educators should be cognizant that an altered learning environment may affect issues of student learning, development, and identity construction—a topic discussed further in Chapter 4.