Instructor: Jennifer Miller, PhD  
Office: MAB 309 C  
Office Phone: 432-837-8013  
Cell Phone: 254.485.0758  
Fax: 432-837-8390  
Email: jennifer.miller@sulross.edu

Office Hours:  
Tue 10-5 pm CST  
Thu 9-11:30 am. CST & by appointment 432-837-8013

Design Consultant & Tech TA: Tim Parsons  
Office: ACR 207  
Office Phone: 432-837-8523

ED 6378 Integration of Technology into the Curriculum

Course Description:  
(3-0) This course examines the advantages and challenges of effectively integrating technology into the curriculum in an effort to promote student motivation, engagement, and learning. Technologies assisting school personnel in assessment, evaluation, record-keeping, and data collection will be examined as well.  
*Recommended to be taken before ED 6379 Implementation of Ed Tech Program in the educational setting.

 Marketable Skills:  
The marketable skills focus on the 4C’s of 21st-Century Skills to include the following 21st century literacies.  
**Critical Thinking:** Students will analyze data, locate solutions to problems, and communicate solutions using a variety of mediums.  
**Creativity:** Students will leverage innovative approaches to think outside the box during problem solving.  
**Collaboration:** Students will apply collaborative workflows when working with others because it is inherent in the nature of how work is accomplished in our civic and workforce lives.
Communication: Students will leverage digital technologies to express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing.

Citation

Program Goals:
1. Design authentic, learner-driven activities and environments that recognize and accommodate learner variability and accessibility. Students will be able to identify common barriers and issues surrounding improper implementation of technological tools in the educational setting, workplace, and/or professional environments.
2. Effectively model the International Society of Technology Education standards and good digital citizenship to inspire learners to use and integrate technology to create equitable and ongoing access to high-quality learning in an educational setting.
3. Plan, provide and evaluate the impact of professional learning for professionals and leaders to use technology to advance teaching and learning in an educational setting. Students will use the use both qualitative and quantitative data to inform their own instruction and professional learning.
4. Understand and apply learning theoretical frameworks and instructional methods to instructional design to facilitate engagement, systemic development, and authentic learning experiences.

This class will address the following Student Learning Outcomes (SLOs):
This course is designed as an introduction to the field of instructional design and technology. By the end of the course, students will be able to:

- Identify applications and issues associated with the effective implementation and support of technology-rich learning environments.
- Acquire knowledge of the most current technological tools that assist in instructional design and learning.
- Understand common drawbacks and pitfalls of improper implementation of technological tools in the educational setting, workplace, and/or professional environments.
- Apply technology resources and tools appropriately when implementing administrative practices, instruction and evaluation.
- Create a professional development plan for technology integration.
- Create a portfolio of learning tools for administrators and teachers.

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

ISTE Standards for Administrators
1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2d,
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Systemic Improvement: 4a, 4b, 4e
5. Digital Citizenship: 5a, 5b, 5c

**ISTE Standards for Educators**
1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b, 3c, 3d
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c
6. Facilitator: 6C, 6D
7. Analyst: 7A, 7B

**ISTE Standards for Educational Leaders**
1. Equity and Citizenship Advocate: 1a, 1b, 1d
2. Visionary Planner: 2e
3. Empowering Leader: 3a, 3b, 3c
4. Systems Designer:
5. Connected Learner: 5a, 5b, 5c, 5d

**ISTE Standards for Coaches**
1. Change Agent: 1a, 1b, 1d
2. Connected Learner: 2a, 2b, 2c
3. Collaborator: 3a, 3b, 3c, 3d
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5a, 5c
6. Data-Driven Decision-Maker: 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

**Required Textbook:** No required textbook (See Course Readings)

**Requirements:**

**Course Requirements:**
- Attendance
  - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.
- Daily Readings
  - We will be covering a good amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required readings and assignments. Please stay prepared to keep up with the rigorous pace of the course.

  - **Weekly Discussion Board** 8 @ 20
  - 4 Review Quizzes 4 @ 20 points
  - Blog Development 5 @ 20 points
  - Final Portfolio of Learning Tool (Capstone Artifact) 100 points
  - Final Professional Development Plan (Capstone Artifact) 100 points
  - **TOTAL** 540 points

A=540-486 points, B=485-432 points, C=431-378, D=377-324, F=311 and below
**All assignments are due on the scheduled date. Late assignments will not be accepted!**

<table>
<thead>
<tr>
<th>Modules</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td><strong>Module 1: The Future Ready Learner</strong></td>
<td>Learning Community Introduction Discussion</td>
<td>July 6</td>
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<tr>
<td></td>
<td><strong>View</strong></td>
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<td><strong>Read:</strong></td>
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<td>Prensky, M. (2012) Teaching the right stuff: Not yesterday’s stuff or today’s --- but tomorrow’s! <em>Educational Technology.</em></td>
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<td>Explore: US Department of Education Future Ready</td>
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<td><strong>What does it mean to be Future Ready? Discussion</strong></td>
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<td><strong>Module 2: The Future Ready Teacher</strong></td>
<td>View Future Ready: Growing Teachers as Leaders</td>
<td>July 13</td>
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<td>Explore ISTE Standards for Students, Teachers, Digital Coaches, Leaders</td>
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<tr>
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<td><strong>Read:</strong></td>
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<td>Thompson, D. J. (2015). Elementary school teachers’ perceptions of the process of integrating technology</td>
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<td><strong>Future Ready Quiz</strong></td>
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<td>Blog Refinement and Reflection Blog Assignment: Preparing Future Ready Instructional Leaders</td>
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<td><strong>Module 3: What is Technology Integration?</strong></td>
<td>What is technology integration discussion and Twitter Chat Planning #SRSULearns</td>
<td>July 20</td>
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<td><strong>Read</strong></td>
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| **Module 4: Motivation and Engagement** | View: Leveraging technology to increase classroom engagement  
Read:  

Explore: Motivation Apps and Strategies for Student Learning  
Blog Post/Peer Review: 3 Learning Apps and Strategies to Improve Student Motivation and Engagement  
Discussion: How have you leveraged technology to increase classroom engagement? What has worked/not worked. What questions or tips would you ask.  
Quiz 3: Student Motivation and Engagement  |
| --- |
| **Module 5: Learning Technology for Administrators** | How should integrating technologies be a part of leadership? How should leadership change to improve technology integration? Discussion.  
Read:  


| July 24 |
| July 28 |
## Module 6: Learning Technology for Teachers

**Discussion:** Describe experiences in technology integration professional development. Was it presented with curriculum or as a separate training through only the technology department? Was there an evaluation component? Were learning objectives included and shared?

**Read:**
- Miller, J., Christensen, R., & Knezek, G. (2017, March). Effect of a makerspace training series on elementary and middle school educator confidence levels toward integrating technology. In Society for Information Technology & Teacher Education International Conference (pp. 1015-1020). Association for the Advancement of Computing in Education (AACE).

**Blog Post/Peer Review:** Improving Professional Development for Teachers and Leadership

**Quiz 4: Professional Learning for Leaders and Teachers**

## Module 7: Learning Resources

**Engage Synchronous Twitter Chat:** Learning Resource Chat at 8 pm CST on Aug. 2

**Read:**
- [https://researchguides.austincc.edu/oer/criteria](https://researchguides.austincc.edu/oer/criteria)

**Portfolio of Learning Tool Capstone Artifact Introduction**

## Module 8: Assessment of Learning Resources and Professional Development

**Portfolio of Learning Tool Due**

**Professional Development Plan for Leaders and Teachers Capstone Project Due**

*Attendance Policy:* Students are expected to attend all scheduled on-campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook.

*Distance Education Statement:* Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' privacy.
information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Americans with Disabilities Act:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services

**ADA Accommodations:**
The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator
Counseling and Accessibility Services

432-837-8203

**Academic Integrity:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation.

**Grading:** All assignments are due on the date posted. Late work WILL NOT be accepted!

This course syllabus is intended to be a guide and may be amended at any time.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

**Course Readings**


Barron, A. E., Kemker, K., Harmes, C., & Kalaydjian, K. (2003). Large-scale research study on technology in K-12 schools: Technology integration as it relates to the


Prensky, M. (2012) Teaching the right stuff: Not yesterday’s stuff or today’s --- but tomorrow’s! Educational Technology.


TPACK, www.tpack.org

Texas Education Agency: Technology Application TEKS.

Thompson, D. J. (2015). Elementary school teachers’ perceptions of the process of integrating technology


Miller, J., Christensen, R., & Knezek, G. (2017). Effect of a makerspace training series on elementary and middle school educator confidence levels toward integrating technology. In Society for Information Technology & Teacher Education International Conference (pp. 1015-1020). Association for the Advancement of Computing in Education (AACE).

Leveraging technology to increase classroom engagement (2019), Elusion, https://www.youtube.com/watch?v=1JtiUb8rlBg.

