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ED 6375 Foundations of Educational Technology

Course Description:
(3-0) This course provides the students with an overview of the historical, theoretical, and philosophical foundations of educational technology. Current trends and research, emerging technology, critical issues are examined, and the student has the opportunity to apply newly acquired technological knowledge and skills to a variety of educational environments.

*Must be completed in first 6 hours of coursework.

 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:

- Know the historical foundation of technology and its evolution over the years;
- Understand the general systematic approach to instructional design;
- Understand and apply common learning theories, instructional methods, and instructional design;
- Acquire and share knowledge of the most current technological tools that assist in using collaborative platforms active learning and engagement of digital tools to 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;
- *Develop, create, and share a vision and philosophy of educational technology; and
- *Develop an annotated bibliography that explores and incorporates articles about instructional technology.

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](http://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 Journal Entry 8 @ 20 points 
- Blog Development 8 @ 20 points  
- Annotated Bibliography (Capstone Artifact) 100 points 
- Final Educational Philosophy Project (Capstone Artifact) 100 points  

**TOTAL 520 points** 

A=520-468 points, B=467-416 points, C=415-364, D=363-312, 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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| **Module 1: Defining Educational Technology** | • Participate in Introduction Discussion  
• Watch: What is Educational Technology?  
• https://educationaltechnology.net/definitions-educational-technology/  
• View What is Digital Citizenship?  
• Participate in Journal Reflection #1 | Jan. 18    |
| **Module 2: Learning Theories**      | • Read McLeod’s (2003) Learning Theory and Instructional Design  
• Watch and review resources for Behaviorism  
• Watch and review resources for Constructivism  
• Review Papert and Constructionism Resources  
• Watch and review resources for Connectivisim and Information Processing Theory  
• Participate in EdTech Blog Critique Discussion Assignment  
• Participate in Journal Assignment 2 | Jan. 25    |
| **Module 3: Learning Models**        | • Review the SAMR Model  
• Understanding the TPACK Framework  
• Review ADDIE Model  
• Review ARCS Model  
• Create a professional blog and publish first post  
• Share first blog post using #SRSULearns  
• Participate in Journal 3 | Feb. 1     |
| **Module 4: Learning Environments**  | • Read the following literature.  
• Lin’s (2018) An online learning model to facilitate learners’ rights to education.  
• Journal of Asynchronous Learning Networks, 12(1), 127-143.  
• Investigate a learning environment blog activity.  
• Journal 4 | Feb. 8     |
<table>
<thead>
<tr>
<th>Module 5: Integrating Technology and Instruction</th>
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<tbody>
<tr>
<td>• Watch</td>
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<tr>
<td>o Redefining Learning &amp; Teaching using Technology: Jason Brown</td>
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<tr>
<td>o The Importance of Technology Education at Elementary Level TED Talk: Kasey Dimberger</td>
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<tr>
<td>• Read Literature:</td>
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<tr>
<td>• Review ISTE Standards</td>
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<tr>
<td>• Blog Post: Why hasn't good technology integration occurred in education?</td>
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<td>• Week 5 Journal</td>
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<th>Module 6: Current Tech Trends and Emerging Technologies</th>
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<tr>
<td>• View Singularity Foreshadowing Video</td>
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<tr>
<td>• Read 2020 Horizon Report</td>
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<tr>
<td>• Select an emerging trend to explore from report.</td>
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<tr>
<td>• Publish and share a blog post sharing current trend on the emerging technology. Peer review others.</td>
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<td>• Journal 6</td>
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<th>Module 7</th>
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<tr>
<td>• View EdTech Video: The Student View of EdTech</td>
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<td>• Read the following articles</td>
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110-116.


- Publish and share a blog post sharing barriers you have experienced as a learner, educator, trainer, employee, or parent. What are some considerations edtech leaders should consider to address identified barriers?
- Journal 7

### Module 8: Capstone Project

- Personal Learning Annotated Bibliography
- Personal Philosophy of Learning Statement and Video

#### SRSU 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’ 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.

#### Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage
Microsoft TEAMS Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

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. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

And don’t forget, SRSU offers personal counseling services for students, faculty and staff.

SRSU Safety Pledge - One University/One Community
As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:
• I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.
• I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
• I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
• I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

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ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the
university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: https://www.sulross.edu/page/2454/student-handbook (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

**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.

**I9 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**

7 Inspiring TED Talks on Education and Technology, [http://www.keepntrack.com/7-inspiring-ted-talks-education-technology/](http://www.keepntrack.com/7-inspiring-ted-talks-education-technology/)

Digital Citizenship, [https://www.youtube.com/watch?v=oCkTmZ0bF5Q](https://www.youtube.com/watch?v=oCkTmZ0bF5Q)


https://www.simplypsychology.org/constructivism.html

The Importance of Technology Education at the Elementary Level: Kasey Dirnberger at TEDxMCPSTeachers


Tools in Teaching at Undergraduate and Elementary Level: A Comparative Study. 
Pakistan Journal of Social Sciences (PJSS), 36(2).
Trying to Use iPads in the Classroom. Rural Educator, 38(3), 27-38.
June, 10(2003), 513-553.
Koehler, M., & Mishra, P. (2009). What is technological pedagogical content knowledge 
(TPACK)? Contemporary issues in technology and teacher education, 9(1), 60-70.
technology integration into two social studies classrooms. The Social Studies, 
107(2), 68-73.
evaluating mLearning. Online Learning Journal, 18(2).
Technology.