
Sul Ross State University

Department of Education Fall 2021 Syllabus

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ED 6379 Implementation of Ed Tech Program in the Educational Setting

Course Description:

3-0) This course examines best-practices for the implementation of educational technology programs in the educational environment through the development of specific goals and a strategic plan. Although educational settings will be emphasized, strategies can be applied to a variety of settings and occupations. *Recommended to be taken after ED 6378 Integration of Technology into the Curriculum

Required Textbook: No required textbook

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

National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to "the four Cs." Washington, DC. Retrieved from <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

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:

1. The learner will be an active, engaged participant within the learning community through contributions of relevant questions and value-added responses in the Virtual Classroom, threaded discussions, and peer reviews of student created projects.
2. The learner will demonstrate an understating of the basic issues involved in the administration of educational technology.
3. The learner will demonstrate an understanding of the need to plan for the implementation and integration of technology.
4. The learner will demonstrate an understanding of Federal and State educational technology planning.
5. The learner will articulate a clearly defined goal, means, and justification for a technology plan.
6. The learner will articulate a clear, concise technology plan. .

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 Coaches

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

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

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** **7 @ 20**
- 5 Reflection Journals **5 @ 20 points**
- Needs Assessment **40 Points**
- Multimedia Presentation **40 points**
- Final Technology Plan (Capstone Artifact) **100 points**

TOTAL 420 points

A=420-394 points, B=393-350 points, C=349-306, D=305-262, F=2613 and below

All assignments are due on the scheduled date. Late assignments will not be accepted!

Modules	Assignments	Due Dates
Getting Started Module	In this module you will: <ul style="list-style-type: none"> • Submit Discussion Board Introduction Post • Review: <ul style="list-style-type: none"> • Creating Your Ed Tech Blog • Project Management • What is Peer Review • The Sul Ross Library • APA 7th Edition Formatting • Go to Module 1 	Aug 28th
Module 1: Introduction to Technology Strategic	Participate in Learning Community Introduction Discussion View: <ul style="list-style-type: none"> • Let Students Drive How We Use Technology, Not IT Directors 	Aug 28th

<p>Planning</p>	<ul style="list-style-type: none"> • COVID 2025: How an explosion in remote learning changes education - Randal Picker on COVID 19 • Strategic Technology Planning in a COVID & post-COVID world: A panel discussion • Explore Digital Leadership Opportunities at Texas K12 CTO Council: https://www.texask12ctocouncil.org/cpages/home <p>Read:</p> <ul style="list-style-type: none"> • Thomas, S., Department of Education, E. O. of E. T., & American Institutes for Research (AIR). (2016). Future Ready Learning: Reimagining the Role of Technology in Education. 2016 National Education Technology Plan. In Office of Educational Technology, US Department of Education. Office of Educational Technology, US Department of Education. • Department of Education, E. O. of E. T. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update. In Office of Educational Technology, US Department of Education. Office of Educational Technology, US Department of Education. • Long-Range Plan for Technology 2006-2020 (2006). Texas Education Agency. • https://blog.tcea.org/ed-tech-strategic-planning/ <p>Review: https://tea.texas.gov/academics/learning-support-and-programs/technology-planning</p> <p>Discussion: Trends in Strategic Planning for Texas, K-12, and Higher Education.</p> <p>Review ISTE NETS Standards for Administrators</p> <p>Journal Reflection 1: Create a purpose statement as a digital leader. What is your vision statement as a technology leader? What is your role as leader in educational technology?</p>	
<p>Module 2: Supporting Learning through Technology</p>	<p>Engage in Digital Learning Goals and Objectives KWHL</p> <ul style="list-style-type: none"> • Explore ISTE Student Standards and Digital Literacies, https://www.ods.txstate.edu/current-student-resources/assistive-technology.html, • https://www.atia.org/home/at-resources/what-is-at/ • http://newtech.coe.uh.edu/ <p>Read:</p> <ul style="list-style-type: none"> • Nelson, K., Courier, M., & Joseph, G. W. (2019). An investigation of digital literacy needs of students. <i>Journal of Information Systems Education</i>, 22(2), 2. • Digital Promise. (2–16). Designing Technology for Adult Learners: Applying Adult Learning Theory. Designing Technology for Adult Learners: Applying Adult Learning Theory. Published. https://lincs.ed.gov/professional-development/resource-collections/profile-1020 	<p>Sept 4th</p>

	<p>Review Digital Assessment Resources</p> <p>Discussion: Assessment of Digital Learning</p> <p>Journal Reflection 2: What is digital literacy and why does it matter to technology strategic planning?</p>	
<p>Module 3: Infrastructure, Security and Safety</p>	<p>View: Learning Upgrade: Technology in Public Schools</p> <p>Participate in quick checklist of key questions for infrastructure planning.</p> <p>Review COSN’s Analysis of Costs to Upgrade and Maintain for K-12 Public Schools</p> <p style="text-align: center;">CoSN’s 2018-2019 ANNUAL INFRASTRUCTURE REPORT Total Cost Ownership: https://www.cosn.org/tco</p> <p>Discussion/Peer Review: Share Completed Infrastructure Checklist</p> <p>Explore and Read Cyber Security School Laws</p> <ul style="list-style-type: none"> • https://www.stopbullying.gov/resources/laws/texas • https://www.tasb.org/services/legal-services/tasb-school-law-source/students/documents/cyberbullying.pdf • https://k12cybersecure.com/tag/texas/ • https://k12cybersecure.com/blog/new-cybersecurity-regulations-coming-to-texas-districts-this-fall/ • https://www.common sense.org/education/erate-admins • https://www.educationworld.com/teachers/using-technology-to-combat-bullying-in-schools <p>Journal Reflection 3: How does your organization address cyberbullying in policy and cybersecurity in policy?</p>	<p>Sept 11th</p>
<p>Module 4: Resource Allocation for Instructional Materials</p>	<p>View and explore OER Resources</p> <p>Read:</p> <ul style="list-style-type: none"> • KewalRamani, A., Zhang, J., Wang, X., Rathbun, A., Corcoran, L., Diliberti, M., Zhang, J., National Center for Education Statistics (ED), & American Institutes for Research (AIR). (2018). Student Access to Digital Learning Resources outside of the Classroom. NCES 2017-098. In National Center for Education Statistics. National Center for Education Statistics. <p>Discussion/Peer Review: Digital Resource Management</p>	<p>Sept 18th</p>

	<p>After reading material, consider student resources available in your community. Do the school or district's instructional applications support teaching and learning standards across the curriculum? Is there software support for technology tool skill development? Does the school/district use technology applications to improve communication? Does the school/district have appropriate software and systems to support primary administrative functions? Are the applications in use evaluated for effectiveness?</p> <p>Journal Reflection 4: Describe how OER resources might benefit your community. Were any of these resources new to you?</p>	
Module 5: Reviewing a Technology Plan	<p>Discussion: Review Critique Technology Plan/Peer Review</p> <p>Conduct Needs Assessment</p> <ul style="list-style-type: none"> • Interview of CIO • Data Review <ul style="list-style-type: none"> ○ Digital Learning ○ Assistive Technologies ○ Infrastructure ○ Security ○ Policy ○ Resource Identification and Usage ○ Support Services • Strengths and Weaknesses 	Sept 25 th
Module 6: Developing a Needs Assessment	<p>Share a #edtech tip for teachers or administrators via Twitter at #SRSULearns</p> <p>Explore: Digital Learning Professional Development District Programs</p> <p>Review example Technology Plans and Resources</p> <p>Discussion: What technology-related training and/or professional development do staff receive? What are the goals, methods, incentives, and content of technology-related training and/or professional development for staff? How are training and/or professional development for staff evaluated?</p> <p>Turn In Needs Assessment</p>	Oct 2 nd
Module 7: Writing and Implementing a Technology Plan	<p>Final Technology Plan and Multimedia Creation due.</p> <p>Discussion: Share technology plan and presentation</p>	Oct 9 th
Module 8: Present your	<p>Technology Plan Presentation due.</p>	Oct 14 th

Technology Plan	<p>In TEAMS: Sharing of Technology Plan, October 13th @ 7 pm CST.</p> <p>Journal Reflection 5: Reflect on your learning this semester. What goals did you meet? How will you continue your professional learning moving forward?</p>	
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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

Zoom Guidelines: Please refer and follow Distance Learning/Zoom 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/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

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.

- Department of Education, E. O. of E. T. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update. In Office of Educational Technology, US Department of Education. Office of Educational Technology, US Department of Education.
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- Thomas, S., Department of Education, E. O. of E. T., & American Institutes for Research (AIR). (2016). Future Ready Learning: Reimagining the Role of Technology in Education. 2016 National Education Technology Plan. In Office of Educational Technology, US Department of Education. Office of Educational Technology, US Department of Education.
- Long-Range Plan for Technology 2006-2020 (2006). Texas Education Agency.
- Michelle Schira Hagerman. (2019). Digital Literacies Learning in Contexts of Development: A Critical Review of Six IDRC-Funded Interventions 2016–2018.
- KewalRamani, A., Zhang, J., Wang, X., Rathbun, A., Corcoran, L., Diliberti, M., Zhang, J., National Center for Education Statistics (ED), & American Institutes for Research (AIR). (2018). Student Access to Digital Learning Resources outside of the Classroom. NCES 2017-098. In National Center for Education Statistics. National Center for Education Statistics.
- Tucker, C. (2019). In Tech Rollouts, Don't Forget the Teachers: Before launching a schoolwide technology initiative, leadership must build a sustainable professional learning infrastructure. *Educational Leadership*, 76(5), 55.
- Tang, Y., & Hew, K. F. (2017). Using Twitter for education: Beneficial or simply a waste of time?. *Computers & education*, 106, 97-118.
- Karlin, M., Ottenbreit-Leftwich, A., Ozogul, G., & Liao, Y. C. (2018). K-12 Technology Leaders: Reported Practices of Technology Professional Development Planning, Implementation, and Evaluation. *Contemporary Issues in Technology and Teacher Education*, 18(4), 722-748.