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
- 4 Review Quizzes
- Blog Development
- Twitter Chat Question Planning
- Twitter Chat Google Slide Resource Creation
- Twitter Chat Participation
- Portfolio of Learning Tool (Capstone Artifact)
- Professional Development Plan/Presentation (Capstone Artifact)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Discussion Board</td>
<td>5 @ 20 points</td>
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<tr>
<td>4 Review Quizzes</td>
<td>4 @ 20 points</td>
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<tr>
<td>Blog Development</td>
<td>5 @ 20 points</td>
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<tr>
<td>Twitter Chat Question Planning</td>
<td>20 Points</td>
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<tr>
<td>Twitter Chat Google Slide Resource Creation</td>
<td>50 Points</td>
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<tr>
<td>Twitter Chat Participation</td>
<td>50 Points</td>
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<tr>
<td>Portfolio of Learning Tool (Capstone Artifact)</td>
<td>50 points</td>
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<tr>
<td>Professional Development Plan/Presentation</td>
<td>50 points</td>
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• Capstone Presentation 100 points

TOTAL 600 points

540 - 600 points = A grade
480 - 539 points = B grade
420 - 479 points = C grade
360 - 419 points = D grade
Less than 360 points = F grade

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

<table>
<thead>
<tr>
<th>Modules</th>
<th>Assignments: (Subject to Change)</th>
<th>Due Dates (Subject to Change)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 2: The Future Ready Teacher Post-COVID</strong></td>
<td><strong>View Future Ready: Growing Teachers as Leaders</strong>&lt;br&gt;<strong>View We Must Take a Strategic Approach to Technology Integration</strong>&lt;br&gt;<strong>Explore ISTE Standards for Students, Teachers, Digital Coaches, Leaders</strong>&lt;br&gt;<strong>Read:</strong>&lt;br&gt;• Post Covid Teaching and Learning Resources&lt;br&gt;<strong>View EdTech in a PostCovid World</strong>&lt;br&gt;</td>
<td>July 15</td>
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</tbody>
</table>
| Module 3: What is Technology Integration? | View COVID and Education: Challenges, Opportunities, and Future of Learning  
Future Ready Quiz  
Blog Refinement and Reflection Blog Assignment: What does it mean to be future ready Post-COVID? | July 20 |
| --- | --- | --- |
| Module 4: Universal Design for Learning | View: Leveraging technology to increase classroom engagement  
View: UDL at a Glance  
Read:  
- https://udlguidelines.cast.org/  
- Review Key Questions to Consider UDL  
Participate in Improved UDL to Improve Learning Engagement Discussion and Peer Review  
Blog Post/Peer Review 3 Learning Apps and Strategies to Improve Student Motivation and Engagement  
Quiz 3: Universal Design for Learning | July 24 |
| Module 5: Learning Technology for Administrators | Continue Planning for Learning Engagement Professional Learning (Plan Due)  
Start Designing Learning Resource in Google Slides | July 29 |
| Read: |  
**Participate in Digital Leadership and Integration of Technology Discussion and Peer Review**  
Complete Professional Learning Resource in Google Slides | |
| Module 6: Andragogy Approaches for Educational Technology Learning for Adult Learning | Participate in Discussion and Peer Review: 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: | Aug. 3 |
- 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)

View:
- Adult Learning Theory | Knowles’ 6 Assumptions of Adult Learners

**Blog Post/Peer Review:** Improving Andragogy of Educational Technology Training for Adult Learning

Synchronous Twitter Chat: Learning Resource Chat at 8 pm CST on Aug. 3

<table>
<thead>
<tr>
<th>Module 7: Learning Resources</th>
<th>View: How to Find and Evaluate OER</th>
<th>Aug. 6</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><a href="https://researchguides.austincc.edu/oer/criteria">https://researchguides.austincc.edu/oer/criteria</a></td>
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<td></td>
<td>Portfolio of Learning Tool Capstone Artifact: Professional Learning Plan (2-4 Page paper)</td>
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<td><strong>Quiz 4: Learning Resources</strong></td>
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<tr>
<th>Module 8: Assessment of Learning Resources and Professional Development</th>
<th>Portfolio of Learning Resource Tool Due</th>
<th>Aug. 8</th>
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<tbody>
<tr>
<td><strong>Portfolio of Learning Resource Tool Due</strong></td>
<td><strong>Professional Development Plan for Leaders and Teachers Capstone Project Presentation in MSFT TEAMS @ 7 pm CST</strong></td>
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</tbody>
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**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’ 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 432-837-8203  Counseling and Accessibility Services

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.

Course Readings


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.


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

