
Sul Ross State University

Department of Education Fall 2022 Syllabus

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EDUA/EDSR 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 8 @ 20
 - 5 Reflection Journals 5 @ 20 points
 - Needs Assessment 40 Points
 - Multimedia Presentation 40 points
 - Final Technology Plan (Capstone Artifact) 100 points
- TOTAL 440 points

A=440-394 points, B=393-350 points, C=349-306, D=305-262, F=2613 and below
Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!

Dropping a Class. During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by Oct. 24, 2022.

Modules	Assignments	Due Dates
<p>Module 1: Introduction to Technology Strategic Planning</p>	<p>Participate in Learning Community Introduction Discussion</p> <p>View</p> <ul style="list-style-type: none"> • Let Students Drive How We Use Technology, Not IT Directors • 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>Oct. 23</p>
<p>Module 2: Supporting</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- 	<p>Oct. 30</p>

<p>Learning through Technology</p>	<p>resources/assistive-technology.html,</p> <ul style="list-style-type: none"> • 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>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>CoSN’s 2018-2019 ANNUAL INFRASTRUCTURE REPORT</p> <p>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-resource/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>Nov. 6</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 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>	<p>Nov. 11</p>
<p>Module 5: Reviewing a Technology Plan</p>	<p>Discussion: Review Critique Technology Plan/Peer Review 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 	<p>Nov. 18</p>
<p>Module 6: Developing a Needs Assessment</p>	<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</p>	<p>Nov. 27</p>

	<p>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>	
Module 7: Writing and Implementing a Technology Plan	<p>Technology Plan and Multimedia Creation Sharing of Technology Plan Dec. 6 @ 7 pm. Discussion: Share technology plan and presentation Journal Reflection 5: Reflect on your learning this semester. What goals did you meet? How will you continue your professional learning moving forward?</p>	Dec. 7

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

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:

RGC Disability statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801.

Alpine Disability statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, 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 mschwartz@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, SUI Ross State University, Alpine. Texas, 79832.

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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.

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

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.

- 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>

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.