Sul Ross State University

Department of Education
ED/EDSR 6375
Spring 2023 Syllabus

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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

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:

- 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)

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!

Modules	Assignments	Due Dates
Module 1: Defining Educational Technology	• Participate in Introduction Discussion • Watch: What is Educational Technology? • Participate in Module Readings • View What is Digital Citizenship? • Participate in Journal Reflection #1	Jan. 23
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 Connectivisism and Information Processing Theory • Participate in EdTech Blog Critique Discussion Assignment • Participate in Journal Assignment 2	Jan. 30
Module 3: Learning Models	• Review the SAMR Model Resources • Review 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. 6
Module 4: Learning Environments	• Read literature and investigate learning environment • Investigate a learning environment blog activity. • Participate in Journal 4	Feb. 13
Module 5: Integrating Technology and Instruction	• Watch TED Talks • Read Literature: • Review ISTE Standards • Create, Publish Blog Post: Why hasn't good technology integration occurred in education? • Participate in Week 5 Journal	Feb. 20

		June 22
Module 6: Current Tech Trends and Emerging Technologies	• View Singularity Foreshadowing Video • Read Horizon Report • Select an emerging trend to explore from report. • Publish and share a blog post sharing current trend on the emerging technology. Peer review others. • Journal 6	Feb. 27
Module 7: Barriers and Resistance to Education Technology	• View EdTech Video: The Student View of EdTech • Read literature. • 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	March 6
Module 8: Capstone Project	Personal Learning Annotated Bibliography Personal Philosophy of Learning Statement and Video	March 20

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

Microsfot 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).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu.The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act:

Alpine: 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. 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, SUI Ross State University, Alpine. Texas, 79832.
And don't forget, SRSU offers personal counseling services for students, faculty and staff.

RGC Campuses: 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 (this is the mailing address, too).

Classroom Climate of Respect
Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement
"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul

Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

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; meaningful and pertinent participation is appreciated. 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; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

COPYRIGHT NOTICE:

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission. ©2021

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.

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

Digital Citizenship, **https://www.youtube.com/watch?v=oCkTmZ0bF5Q**

Information Processing Theory**, http://www.etsu.edu/fsi/learning/infoprocessing.aspx**

The Center of Education and Research in Information Assurance and Security (CERIAS)

Graham, George, "Behaviorism", The Stanford Encyclopedia of Philosophy (Spring 2019 Edition), Edward N. Zalta (ed.), URL = **https://plato.stanford.edu/entries/behaviorism/**

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

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

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Harrell, S., & Bynum, Y. (2018). Factors affecting technology integration in the classroom. Alabama Journal of Educational Leadership, 5, 12-18.
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Koehler, M., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)?. Contemporary issues in technology and teacher education, 9(1), 60-70.
Hilton, J. T. (2016). A case study of the application of SAMR and TPACK for reflection on technology integration into two social studies classrooms. The Social Studies, 107(2), 68-73.
Romrell, D., Kidder, L., & Wood, E. (2014). The SAMR model as a framework for evaluating Learning. Online Learning Journal, 18(2).
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