

Sul Ross State University

Department of Education

EDSR 6381 -Critical Issues in Educational Technology

Spring 2023 (2nd 8 weeks, 3/08/23 – 5/4/23)

Instructor Information:

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Office Hours: Please email me if you have any questions. Cell phone is the best way to get me, you may call or text me as needed.

Course Description:

(3-0) Students will examine their role as the agent of change and how that role affects and influences the diffusion of technology and the delivery of its services in setting. Probable sociological, financial, and educational implications of the application of change will be examined, as well as approaches to reduce the occurrence of undesirable consequences.

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>

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 Educators

1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b, 3c,
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c

6. Facilitator: 6b, 6c, 6d
7. Analyst: 7a, 7b, 7c

ISTE Standards for Coaches

1. Change Agent: 1b, 1d, 1e
2. Connected Learner: 2b, 2c
3. Collaborator: 3b, 3c,
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 Educational Leaders

1. Equity and Citizenship Advocate: 1a, 1b, 1c, 1d
3. Empowering Leader: 3a, 3b, 3c, 3d
4. Systems Designer:
5. Connected Learner: 5a, 5b, 5c, 5d

ISTE Standards for Administrators

1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2a, 2b, 2c, 2d, 2e
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Systemic Improvement: 4a, 4b, 4d, 4e
5. Digital Citizenship: 5a, 5b, 5c, 5d

Required Textbook: None-provided by instructor ([Open Resources Standards Rubric](#))

Required Readings: Provided in Blackboard Course (see reference page)

Requirements:

Students will:

- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements
- Utilize Voicethread links to participate in oral discussions
- Practice professional conduct and ethics and respectful learning exchanges
- Preserve confidentiality of information shared regarding student, family, or school district experiences
- Turn in assignments on or before the due day or be subject to a 5% reduction in grade for each day assignment is late

Course Requirements:

- Participation
 - 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 an enormous amount of information in a **VERY** short amount of time because this is 40-day accelerated course. A large part of the **graduate student** responsibility in this course will be to devote time to the course information. Please note which and what information will be covered and read ahead to keep up with the rigorous pace of the course.

Grading Policy:

Assignments	Number	Points	Total
Unit 0			
Written Introductory Discussion	1	25	50
ePortfolio Site	1	50	50
Academic Honesty Assignment	1	25	25
Syllabus Quiz	1	25	25
Unit 1-7			
Unit Blogs	8	50	400
Oral Discussions	4	50	200
Final Project Prep	2	100	200
Final Project	1	250	250
			1200

A=1080-1200
B=960-1079
C=840-959
D=720-839
< 720=F

Course Schedule: All assignments are due on the scheduled date no later than 11:59 pm CST.

All assignments are due on the scheduled date no later than 11:59 pm CST.

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted! The only exception to this is medical emergencies (doctor excuse required) or family death (your name must be listed in the obituary).

Program SLO Goals:

- 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.

Assessments: Digital Portfolio and Case Study

- 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.

Assessments: Digital Portfolio, Blog, Case Study

- 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.

Assessments: Digital Portfolio, Blog and Case Study

- Understand and apply learning theoretical frameworks and instructional methods to instructional design to facilitate engagement, systemic development, and authentic learning experiences.

Assessments: Digital Portfolio and Case Study

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:

- Discuss the role of technology in educational settings
- Demonstrate an ability to question and critic technology adoption and utilization in an educational setting
- Demonstrate an understanding of the social, cultural, economic, and political context(s) technology decisions are made
- Demonstrate an understanding of the social, cultural, economic, and political effects technology adoption or non-adoption has in educational settings
- Discuss an agent's affects and influences on the diffusion of technology and the delivery of its services in an educational setting.

Attendance Policy: This is an online class and all assignments, instructions, and due dates will be posted in BlackBoard.

SCHEDULE: The course schedule and assignments will be posted in the BlackBoard shell under the **"Weekly Assignments"** tab.

University Programs and Services:

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

Remote Learning 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 Bryan Wildenthal Memorial Library in Alpine 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, <https://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: 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.

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. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

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. 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. 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.

Reading References

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