Department of Education
Summer 2023 Syllabus
ED 3307: Technology in the Instructional Setting

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Course Description:

This course prepares teachers to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology.

Required Textbooks:

Hamilton, B. (2018). Integrating Technology in the classroom: Tools to meet the needs of every student (2nd ed.). International Society for Technology in Education. ISBN: 978-1564847256

Miller, M. (2020). Tech like a pirate: using technology to create an experience to make learning more memorable. Dave Burgess Consulting, Incorporated.

Suggested Resources:

ISTE
APA Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/
TechNotes Blog • TCEA's EdTech Blog

Required Technology and Software:

- Computer or Laptop
- Handheld Device: Smart Phone or Tablet
- Webcam
- Vlogging Kit
- Office 365 Account (Available through SRSU)
- Google Account
- We will leverage multiple free web applications that will require an Office 365 or Google login.

Student Learning Outcomes (SLO)
As a result of course readings, activities, and assignments students will be able to:

- SLO 1: Students will demonstrate effective lesson planning.
- SLO 2: Students will demonstrate written and oral proficiency through a variety of instructional strategies.
- SLO 3: Students will demonstrate effective evaluative processes for assessing student learning.

Marketable Skills:

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.
5. Student have the ability to effectively use technology to communicate.

Course Objectives and TExES Competencies Addressed:
Students will read, reflect on, examine, analyze, and evaluate a variety of resources relating to the Course Standards listed below:

Technology Applications EC–12 Standard VII
All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and
integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

TExES Competencies Covered in ED 3307:
Competency 003: The Technology Applications teacher knows how to plan, organize, deliver and evaluate instruction that effectively utilizes
current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.
The beginning teacher:

A. Knows how to implement developmentally appropriate instructional practices, activities and materials to improve student learning.
B. Knows how to implement lessons using diverse instructional strategies.
C. Demonstrates knowledge of issues related to the equitable use of technology for diverse populations.
D. Knows how to implement instruction that allows students to solve problems by posing questions, collecting data and interpreting results.
E. Knows how to develop and facilitate collaborative tasks among group members, incorporating diverse perspectives while exploring alternative solutions.\
F. Knows strategies to help students learn how to locate, retrieve, analyze, evaluate, communicate and retain content-related information from a variety of texts and digital sources.
G. Knows how to evaluate student projects and portfolios using various assessment methods (e.g., formal, informal).

H. Knows how to promote effective self-evaluation and use of feedback from peers.
I. Knows the relationship between instruction and assessment.
J. Knows how to adjust instruction based on assessment results.
K. Demonstrates knowledge of emerging technology and its role in education.
L. Knows the importance of self-assessment and planning for professional growth.

Competency 009: The Technology Applications teacher knows how to design, produce and distribute multimedia products.

The beginning teacher:

A. Demonstrates an understanding of the impact that digital publications have on current and emerging media environments.
B. Knows how to apply copyright laws, licenses, and fair use (including Creative
C. Commons and public domain) as well as use digital information such as attributing ideas and citing sources.
D. Knows how to explain the ethical impact that digital publishing and audio and video production have on society.
E. Knows how to create pre-planning designs such as rough sketches, storyboards and brainstorming.
F. Knows how to design and implement procedures to track trends, set timelines and review and evaluate progress for project completion.
G. Knows how to create a portfolio to document work experiences and samples

Class Expectations: Throughout the course, students will be required to complete written and multimedia assignments, participate in discussions, collaborate with peers, and prepare oral presentations. Candidates are expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner. Candidates are expected to attend class virtually and fully participate, which means that the web cam is turned on with active participation. Please refer to TEAMS guidelines posted in blackboard to earn full participation credit. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and arrange with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format and evaluated using the following criteria.

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 November 14, 2022.

Assessment Methods: There are a total of 1,000 possible points for this course and they are as follows:

Discussions (2 Discussions and Peer Reviews)	50 Points, 25 Points Each
ISTE Standard Self Evaluation	25 Points
Digital Literacy Assessment	25 Points
Tech TEKS Review Discussion and Peer Review	50 Points
Interactive Notebook (2 Checks)	50 Points, 25 Points Each
Blog Set Up	25 Points
Blog Posts and Reflections (4)	100 Points, 25 Points Each
Infographic	25 Points
Script	25 Points

Storyboard	25 Points	
Classroom Instructional Screencast Video	50 Points	
Midterm	100 Points	
Tactile Tech Lesson Delivery/Reflection on Mobile STEM Van		50 Points
Technology Lesson Plan for LMS	50 Points	
LMS Class and Lesson Delivery	100 Points	
LMS Presentation of Lesson	100 Points	
ePortfolio	100 Points	
Class Participation	50 Points	

A: 900-1000 B: 800-899 C: 700-799 D: 600-699 F: Below 600

Class Participation should be active and relevant to the topic of discussion. To prepare for class discussions, be ready to share your ideas and knowledge gained as it relates to the following questions:

1. What are the most important ideas/concepts discussed in the assigned readings? What are the implications of these ideas/concepts in a classroom setting?
2. Discuss your own personal experience in regards to the ideas/concepts discussed in the readings.
3. Discuss any ideas/concepts that you have found to be interesting, new, surprising or perplexing. Explain your answer.

Stuff Happens Pass: All candidates will be issued a Stuff Happens Pass, which allows 1 assignment redo. Students will only be allowed to resubmit an assignment or submit a late assignment once this semester.

As a courtesy to classmates and instructor, students should respect: (a) discussion/sharing time among members of a group, (b) the privacy of their classmates and information related to schools must remain confidential. All electronic devices must be turned off.

Distance Education (Web-course) Non-Participation Statement. Policies in effect for on- campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not

communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

MS Teams Guidelines: Please refer and follow Distance Learning/MS Teams Guidelines provided in the blackboard course as a **participation requirement** in this class.

Module 1 **June 1st – June 7th** **[All assignments in this module are due by 11:59 p.m. on June 7th]**	
Teaching with Technology Class Introduction Activities and Syllabus Review, Introduction to **Module 1 (Teaching with Technology)**	Begin Module 1 Activities, Read Hamilton (2018) Chapter 1-2
Paths to Technology Integration	**Discussion 1: Elevator Pitch Introduction Discussion Activity Due** Set Up Interactive Notebook in TEAMS
Futuristic Teaching through ISTE Standards	**Discussion 2: Classroom Blog and Peer Review Due**
Digital Citizenship	**ISTE Standard Self-Evaluation Assignment Due** Read Hamilton (2018) Chapter 3-4 Read Miller (2022) Introduction, Chapter 1
Accessibility and Equity using Technology	**Digital Literacy Assessment**
Module 2 **June 8th – June 14th** **[All assignments in this module are due by 11:59 p.m. on June 14th]**	
Teaching Future Ready Skills Through Experiences **Begin Module 2 (Learning Preferences)**	**Interactive Notebook Check 1** Begin Module 2 Activities Read Hamilton (2018) Chapter 5-6 Read Miller (2022) Chapter 2

Creating Learning Experiences for Diverse Learners using the 4C's	**Blog Post 1: Visual App Review Discussion and Peer Review Due**
Learning Preferences: Visual Learning using Technology,	Read Hamilton (2018) Chapter 7-8
Digital Literacy to Build Vocabulary	**Infographic Assignment Due**
Digital Literacy for Comprehension	Read Miller (2022) Chapter 3
Levering Technology for Auditory Learning	**Script and Storyboard for Instructional Video**
Leveraging Technology for Kinesthetic and Tactile Learning	**Classroom Instructional Screencast Video Due**
Leveraging Across Learning Preferences	Midterm Review
Module 3 **June 15th – June 22nd** **[All assignments in this module are due by 11:59 p.m. on June 22nd]**	
MidTerm Exam	
Gaming and Computational Thinking in Education **Begin Module 3 (Teaching with Emerging Technologies)**	Begin Module 3 Activities Read Miller (2022) Chapter 4-6, and 8
Social Media to Encourage Digital Literacy and the 4C's, Becoming a Connected Educator	**Blog 2: Technologies to Support Learning Preferences and Blooms Using Google or Office 365 Blog Post and Peer Review Due**
Leveraging Technologies for Multilingual Learners	Begin Module 4 Activities Read Hamilton (2018) Chapter 9-11 **Interactive Notebook Check 2**
Module 4 : Instructional Supports using Technology **June 23rd – June 28th** **[All assignments in this module are due by 11:59 p.m. on June 28th]**	

Adaptive Technologies and the Classroom	Read Miller (Chapter 7) Review LMS Features of Google Classroom, Schoology, or Canvas), Set Up Class
Learning Management Systems	Read Miller (2022) Chapter 8-9 **Tech Rich Lesson Plan Due**
Planning Technology Rich Lesson	Peer Review of Lesson Plan in LMS
Presentation of Technology Lesson in LMS	
Module 5 : Instructional Supports using Technology **June 29th – July 7th** **[All assignments in this module are due by 11:59 p.m. on July 7th]**	
Developing Philosophy of Digital Learning **Begin Module 5: The Connected Educator**	**Start Module 5** **Blog 3: Reflection and sharing of Technology Lesson Plan Artifacts and Peer Review**
Professional Resources for Digital Learning	**Blog 4: Philosophy Digital Learning and Peer Review** Begin Set Up ePortfolio
Tech Tip and Share: Share Choice Boards, Introduction to ePortfolos	
	Mobile STEM Van Reflection Due
ePortfolio Due	

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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:

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 Schwartze 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 mschwartze@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.

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 in 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.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Course Readings

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http: //udlguidelines.cast.org.

Crompton, H. (2017). ISTE standards for educators: A guide for teachers and other professionals. International Society for Technology in Education.

Castro, S. (2018). Google forms quizzes and substitution, augmentation, modification, and redefinition (SAMR) model integration. Issues and Trends in Educational Technology, 6(2).

Hamilton, B. (2018). Integrating Technology in the classroom: Tools to meet the needs of every student (2nd ed.). International Society for Technology in Education.

Miller-Ray, J. (2021). Supporting Early Literacy and English Learners in Makerspace Programs. In T. Bastiaens (Ed.), Proceedings of Innovate Learning Summit 2021 (pp. 294-301). Online, United States: Association for the Advancement of Computing in Education (AACE).

Miller, J., Tomas, T., Maryboy, N., & Begay, D. (2018). A Rural Navajo Reservation Makerspace. Dimensions, (September/October), 50–52.

Miller, M. (2020). Tech like a pirate: using technology to create an experience to make learning more memorable. Dave Burgess Consulting, Incorporated