

# Sul Ross State University

Department of Education

ED 6381 -Critical Issues in Educational Technology

Summer 2 2023

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**Virtual Office Hours:**  
**Tues. 9-2 PM CST & by appointment 432-837-8013**

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## **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 21<sup>st</sup> Century Skills to include the following 21<sup>st</sup> 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](http://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](#))

**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.

**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: 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).**

Assignments	Number	Points	Total
Introductory Discussion	1	25	25
Academic Honesty Assignment	1	25	25
Syllabus Quiz	1	25	25
Blog Posts/Peer Reviews	4	25	100
Voice Thread Oral Discussions	4	50	200
Final Project Prep	1	25	25
Final Project	1	100	100
			<b>500</b>

There are 500 points total possible in the course. 450-500 is the A range, 400-449.9 is the B range, 350-399.9 is the C range, 300-349.9 is the D range, and below 300 is an F.

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

	ASSIGNED WORK	OPEN DATE	CLOSE DATE
Unit 0	Course Information & Unit 0 Activities	7/10/23	7/14/23
Unit 1	Critical Theory & Critical Issues Post COVID. (Readings, Video & Blog 1)	7/10/23	7/16/23
Unit 2	Big Data Introduction, Data Security/Privacy, Data Definitions, Systems, & Analytics (Videos, Readings & Blog 2)	7/10/23	7/19/23
	Oral Discussion #1	7/10/23	7/20/23
Unit 3	Bandwidth & Second Level Digital Divide Post COVID (Videos, Readings)	7/10/23	7/23/23
	Oral Discussion #2	7/10/23	7/23/23
	Project Preparation #1	7/10/23	7/23/23
Unit 4	Instruction Innovation, Learning Management Systems & New Learning Models: Competency Based Learning (Readings)	7/24/23	7/28/23
Unit 5	E-Learning Support & Digital Literacy (Readings & Blog 3)	7/24/23	8/1/23
	Oral Discussion #3	7/24/23	8/1/23
	Project Prep #2	7/24/23	8/6/23
Unit 6	Artificial Intelligence (Readings & Blog 4)	7/24/23	8/6/23
Unit 7	Education and Technology: Where Now? (Readings)	7/31/23	8/14/23
	Oral Discussion #4		8/14/23
Capstone Artifact	Final Project: 6 Technology Challenges Facing Education		8/14/23

**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 **July 24, 2023**.

### University Programs and Services:

#### *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](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage
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**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](http://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](mailto: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](mailto: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](mailto: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.

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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. ©2020

**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.

**AI/ChatGPT:** Students must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk.

**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.**

## References

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