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# *Sul Ross State University*

## *EDSR 3307*

### *Technology in the Instructional Setting*

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Department of Education  
Fall 2023 Syllabus  
M/W 4:30-5:45 PM CST  
Microsoft TEAMS

**Instructor: Jennifer Miller, PhD.**  
**Associate Professor of Education**  
**Offices:**

**Rio Grande College Campus ~ Thursday (10 am – 4 pm)**  
205 Wildcat Dr  
Del Rio, Texas 78840

**Alpine Office ~ M, Tues, Wed. (9-4 pm)**  
LFRI Office  
BAB 102, Alpine  
Office Phone: 432-837-8013  
Cell Phone: 254.485.0758  
Fax: 432-837-8390  
Email: [jennifer.miller@sulross.edu](mailto:jennifer.miller@sulross.edu)

**Virtual Office Hours via Microsoft TEAMS**  
**Tues, 1-5 pm CST, & Thurs. 10-2 pm & by appointment 432-837-8013**



## **Course Description:**

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

## **Required Textbooks:**

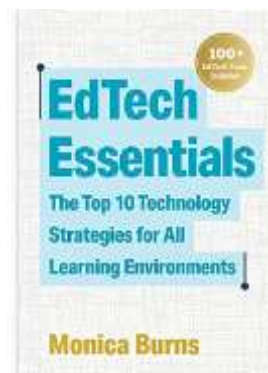
Burns, M. (2021). *EdTech Essentials: The Top 10 Technology Strategies for All Learning Environments*. ASCD. ISBN-13: 978-1416630364

Hughes, J., & Roblyer, M. (2022). *Integrating educational technology into teaching: Transforming Learning Across Disciplines*. Pearson. ISBN-13: 978-0137544677

## **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 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.
- C. Knows how to create pre-planning designs such as rough sketches, storyboards and brainstorming.
- A. 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 1,000 possible points for this course and they are as follows:

Introduction Activity	25 Points
4 Quizzes from Text Readings	100 Points, 25 Points Each
Digital Literacy Assessment and Self Review	25 Points
Blog Set Up	25 Points
4 Blog Posts and Peer	100 Points, 25 Points Each
Infographic	25 Points
Technology Lesson Plan for LMS	50 Points
LMS Class Creation	100 Points
Script	25 Points
Storyboard	25 Points
Classroom Instructional Screencast Video	50 Points
LMS Presentation of Lesson	100 Points
Midterm	100 Points
Emerging Tech Lesson Delivery	50 Points
<b>(Face-to-face requirement in Del Rio, Uvalde, or Eagle Pass)</b>	
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.

Teaching with Technology Class Introduction Activities and Syllabus Review, Introduction to <b>Module 1 (Technology Integration and Leadership in Education)</b>	August 28 Begin Module 1 Activities, Read Hughes & Roblyer (2023) Chapter 1 & 2
EdTech Theory and Practice	August 30 <b>Introduction Activity: Elevator Pitch</b> <b>Introduction Discussion Activity Due</b> Set Up Interactive Notebook in TEAMS
Learning and Leading for Transformative Tech Integration ~ Digital Literacy	Sept. 6 Read Hughes & Roblyer (2023) Chapter 3 & 4
Navigating The Web and Web Based Content ~ Media Literacy	Sept. 11 <b>Digital Literacy Assessment and Self Review</b>
Evaluating Learning Resources for Student Learning	Sept. 13 - Blog Set Up Due <b>Quiz 1</b> Read Hughes & Roblyer (2023) Chapter 5, 6, & 7
<b>Begin Module 2 (Instructional Design)</b>	Sept. 18 Begin Module 2 Activities Read Burns (2021) Chapters 3-4 <b>Blog Post 1: 4 Learning Resources for Teachers/Students Discussion and Peer Review Due (Appendix C from Burns (2021))</b>
Creating Learning Experiences for Diverse Learners using the 4C's	Sept. 20 Read Hughes & Roblyer (2023) Chapter 8
Blended Learning	Sept. 25 Read Burns (2021) Chapters 1-2
Curating Instructional Resources	Sept. 27

	<b>LMS Class Creation</b>
<b>Begin Module 3 (Teaching Diverse Learners with Technology)</b>	Oct. 2 Read Hughes & Roblyer (2023) Chapter 9 & 11
Engaging English Learners with Technology	Oct. 4 <b>Quiz 2</b>
Teaching with Emerging Technology	Oct. 9th Read Burns 5, 7 and 9
<b>Gaming</b>	Oct. 11 <b>Gaming and Tactile Technology at Uvalde SRSU Campus using Minecraft</b>
MidTerm Review	Oct. 16
<b>MidTerm</b>	Oct 18 <sup>th</sup>
<b>Begin Module 4: (Instructional Supports using Technology)\</b>	Oct. 23 Read Hughes & Roblyer (2023) Chapter 9, 10, & 11
Leveraging Technologies for Multilingual Learners	Oct. 25 <b>Infographic Assignment Due</b>
<b>Begin Module 5: (Delivering Quality Online Learning)</b>	Oct. 30 <b>Quiz 3</b>
Planning Technology Rich Lesson Plans in Content Areas	Nov. 1 Read Hughes & Roblyer (2023) Chapter 12 – 15 Begin Technology Lesson Plan/Review Template
Planning Technology Rich Lesson: How to create screencast and storyboard	Nov. 6 <b>Blog Post 3: 3 Ways to Integrating Technology into Content Subjects</b> Read Burns (2021) Chapter 6 and 10
Digital Assessment Approaches	November 8 <b>Screencast and Storyboard Due</b>
Planning for Tech Rich Learning Experiences	Nov. 13 <b>Technology Lesson Plan for LMS Due</b>
Delivering Instruction via LMS Module	November. 15 <b>Quiz 4</b>
Helping Students Navigating Online Spaces Effectively/Classroom Management	November 27 <b>Screencast Due</b> <b>LMS Classroom Delivery Due</b>

<b>Begin Module 5: The Connected Educator</b> Professional Resources for Digital Learning	November 29 <b>Blog 4: Philosophy Digital Learning and Peer Review</b>
Introduction to ePortfolios <ul style="list-style-type: none"> <li>• Resume Development</li> <li>• Digital Artifacts</li> <li>• Blog</li> <li>• Contact</li> </ul>	December 4
Last Day of Class	December 6 <b>Emerging Tech Reflection Due</b>
<b>ePortfolio Due</b>	December 11

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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](mailto: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](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).

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](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 [mschwartz@sulross.edu](mailto: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.

**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.**

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

## Course Readings

- Burns, M. (2021). EdTech Essentials: The Top 10 Technology Strategies for All Learning Environments. ASCD.
- Hughes, J., & Roblyer, M. (2022). Integrating educational technology into teaching: Transforming Learning Across Disciplines. Pearson.
- 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.
- 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.