
Sul Ross State University

Department of Education
Fall 2023 Syllabus

ED/EDSR 6383 Educational Technology Capstone with Portfolio Development

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Course Description:

This course is reserved for students enrolled in the final semester of the Educational Technology graduate program. Students will utilize an electronic portfolio to present an approved topic of research and/or review of program for peer and faculty committee presentation. Enrollment must be approved by advisor.

Required Textbook: No required textbook
OER Resources

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:

1. Examine and reflect on areas of interest within the scope of educational technology practice for the capstone experience and case study project.
2. Complete a research certification training.
3. Design, research, analyze, and communicate outcomes of an action research-based case study to address a specific need within educational instructional technology.
4. Evaluate and select online resources and learning artifacts to communicate professional leadership growth over the course of the EIT program through the development and publishing of an electronic portfolio.

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 Coaches

1. Change Agent: 1a, 1b, 1c, 1d, 1e
2. Connected Learner: 2a, 2b, 2c

3. Collaborator: 3a, 3b, 3c, 3d
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 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

Requirements:

Assignments Descriptions and Point Value

Expectations are communicated within assignment rubrics for each of the following assignments in blackboard and are subject to change.

- **Introduction Activity (25 Points)**
- **IRB Training (50 Points)**
- **Literature Review (25 Points)**
- **Capstone Proposal (100 Points)** – The capstone proposal is a formal research proposal that includes submission of the following elements: literature review, research question, and methodology approach. Candidates may select to incorporate elements from ED 6376 to assist with the design of the capstone proposal.
- **Capstone Design: (100 Points)** - IRB training and IRB design of the capstone proposal.
- **Capstone DATA Analysis- (50 Points)** - RAW data and analysis of findings.
- **Electronic Portfolio: (100 Points)**- The E-Portfolio created and shared to show growth over the course of the EIT program, includes link to Introduction, 8 Capstone Artifacts, multimedia products, link to professional blog, vita, and summary of goals. **Breakdown of Portfolio is below.**
 - **Bio and Vita (25 Points)**
 - **Final Electronic Portfolio (75)**
- **Capstone Implementation- (50 Points)** – Progress report, maximum of 2 pages, of the research implementation. Progress of the project.

- **5 Discussion Board Assignments (20 Points Each/100 Points Total):** Discussion boards require the following.
 - **Initial Response 10 Points:** At least 400 word response that is well supported in literature and/or examples/resources following APA guidelines.
 - **Peer Review 5 Points:** At least 1 peer thoughtful peer review consisting of 250 words or more that asks higher order questions, promotes deep reflection, shares resources or additional best practices, following APA guidelines.
 - **Response to Peer Review 5 Points:** Provide 1 200 word response to peer review posted to build upon knowledge.
- **4 Journal Assignments (25 Points Each/100 Total Points):** Self-reflection of progress of capstone key assignments and readings. Each journal should encompass at least 300 words and share knowledge and understanding, shifts in thinking or inquiry, and share connections to real-world applications.
- **Final Case Study Report (100 Points) and Presentation (100 Points) – Final capstone case study report and 15 minute presentation of the overview and EIT Reflection Letter (100 Points):** Reflection of the EIT program experience.

Grading Scale:

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

All assignments are due on the scheduled date. Late assignments will not be accepted!

| Modules | Assignments | Due Dates |
|--|--|-----------|
| Module 1: Preparing for Capstone Proposal | <ul style="list-style-type: none"> • Introduction Activity • Review of IRB Process and Training • Updated Literature Review • Capstone Proposal • Journal #1 | 9/11 |
| Module 2: Creating Capstone Research Design | <ul style="list-style-type: none"> • Discussion #1: Capstone Project Design Sharing and Peer Review • Meeting with Dr. Miller to review IRB • Final Capstone Design (submitted to IRB board) | 9/18 |
| Module 3 ePortfolio Development | <ul style="list-style-type: none"> • Review of ePortfolio Tools and Defense Requirements • Journal #2 • Bio and Vita Assignment • Discussion #2: ePortfolio and Peer Review • Submit Final ePortfolio • Schedule Defense | 10/16 |

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|---|---|-------|
| Module 4 Capstone Implementation | <ul style="list-style-type: none"> • Discussion #3: Implementation Barriers Discussion and Peer Review • Implementation Progress Report | 10/30 |
| Module 5: Capstone Analysis | <ul style="list-style-type: none"> • Capstone Data Analysis Report • Journal 3 • Discussion #4: Case Study Data Discussion and Peer Review | 11/27 |
| Module 6: Final Case Study | <ul style="list-style-type: none"> • Final Case Study Report • Case Study Presentation Video • Journal 4 | 12/4 |
| Module 7: Evaluation, Reflection, and Revision | <ul style="list-style-type: none"> • Case Study Self Evaluation • Discussion #5: Case Study Video and Peer Review • EIT Reflection Letter | 12/6 |

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

Microsoft 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:

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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.