Sul Ross State University
EDSR 3307
Technology in the Instructional Setting

Department of Education
Spring 2024 Syllabus
M/W 4:30-5:45 PM CST
Microsoft TEAMS

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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:

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
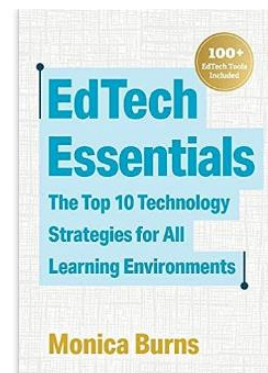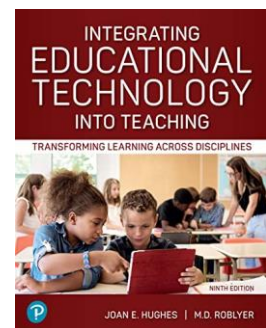
Required Technology and Software:

- 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
(**Face-to-face requirement in Del Rio, Uvalde, or Eagle Pass**)	
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.

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 **Module 1 (Technology Integration and Leadership in Education)**	Jan. 22 Begin Module 1 Activities, Read Hughes & Roblyer (2023) Chapter 1 & 2
EdTech Theory and Practice	Jan. 24 **Introduction Activity: Elevator Pitch**

	Introduction Discussion Activity Due Set Up Interactive Notebook in TEAMS
Learning and Leading for Transformative Tech Integration ~ Digital Literacy	Jan. 29: Read Hughes & Roblyer (2023) Chapter 3 & 4
Evaluating Learning Resources	**Jan. 31: Digital Literacy Assessment and Self Review**
ONLINE Assignment**,** Feb. 5th	**Quiz 1, Due Feb. 5th at end of day** Read Hughes & Roblyer (2023) Chapter 5, 6, & 7
Begin Module 2 (Instructional Design)	Feb. 7 Module 2 Activities - Blog Set Up Due Read Burns (2021) Chapters 3-4
Creating Learning Experiences for Diverse Learners using the 4C's	Feb. 12th Read Hughes & Roblyer (2023) Chapter 8 **Blog Post 1: 4 Learning Resources for Teachers/Students Discussion and Peer Review Due (Appendix C from Burns (2021))**
Blended Learning	Feb. 14th Read Burns (2021) Chapters 1-2
Curating Instructional Resources, Online Assignment, Feb. 19th	**LMS Class Creation**
Begin Module 3 (Teaching Diverse Learners with Technology)	Feb. 21st Read Hughes & Roblyer (2023) Chapter 9 & 11
Online Assignment Feb. 26th	**Quiz 2 due Feb. 26th at end of day.**
Teaching with Emerging Technology	Feb. 26th Read Burns 5, 7 and 9
Gaming	**Blog 3: Gaming and Tactile Technology**
MidTerm Review	March 4
MidTerm	March 6

Begin Module 4: (Instructional Supports using Technology)	March 18 Read Hughes & Roblyer (2023) Chapter 9, 10, & 11
Leveraging Technologies for Multilingual Learners	March 25 **Infographic Assignment Due**
Begin Module 5: (Delivering Quality Online Learning) Planning Technology Rich Lesson Plans in Content Areas	March 27 Read Hughes & Roblyer (2023) Chapter 12 – 15 Begin Technology Lesson Plan/Review Template
Planning Technology Rich Lesson: How to create screencast and storyboard	April 1st **Blog Post 3: 3 Ways to Integrating Technology into Content Subjects** Read Burns (2021) Chapter 6 and 10
Online Assignment April 3rd	**Quiz 3**
Mobile STEM Labs Face to Face Activity	April 3 (Uvalde), April 4 (Eagle Pass), 5 (Del Rio), and 8th (Eagle Pass)
Digital Assessment Approaches Module Planning for Tech Rich Learning Experiences	April 10 **Screencast and Storyboard Due**
Delivering Instruction via LMS	April 15 **Technology Lesson Plan for LMS Due**
Online Assignment April 17th	**Quiz 4**
Helping Students Navigating Online Spaces Effectively/Classroom Management	April 22 **LMS Classroom Delivery Due**
Begin Module 5: The Connected Educator Professional Resources for Digital Learning	April 24 **Blog 4: Philosophy Digital Learning and Peer Review**
Introduction to ePortfolos • Resume Development • Digital Artifacts • Blog • Contact	April 29
Last Day of Class	April 31 **Emerging Tech Reflection Due**
ePortfolio Due	May 7th @ Noon

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ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Libraries

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 logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to

engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

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.