
Sul Ross State University

Department of Education
EDUA/EDSR 6375
Spring 2024 Syllabus

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

Rio Grande College Campus
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

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



EDUA/EDSR 6375 Foundations of Educational Technology

Course Description:

(3-0) This course provides the students with an overview of the historical, theoretical, and philosophical foundations of educational technology. Current trends and research, emerging technology, critical issues are examined, and the student has the opportunity to apply newly acquired technological knowledge and skills to a variety of educational environments.

*Must be completed in first 6 hours of coursework.

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:

- Know the historical foundation of technology and its evolution over the years;
- Understand the general systematic approach to instructional design;
- Understand and apply common learning theories, instructional methods, and instructional design;
- Acquire and share knowledge of the most current technological tools that assist in using collaborative platforms active learning and engagement of digital tools to assist in instructional design and learning;
- Understand common drawbacks and pitfalls of improper implementation of technological tools in the educational setting, workplace, and/or professional environments;
- *Develop, create, and share a vision and philosophy of educational technology; and
- *Develop an annotated bibliography that explores and incorporates articles about instructional technology.

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 Administrators

1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2d,
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Systemic Improvement: 4a, 4b, 4e
5. Digital Citizenship: 5a, 5b, 5c

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

ISTE Standards for Coaches

1. Change Agent: 1a, 1b, 1d
2. Connected Learner: 2a, 2b, 2c
3. Collaborator: 3a, 3b, 3c, 3d
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5a, 5c
6. Data-Driven Decision-Maker: 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

Required Textbook: No required textbook (See Course Readings)

Requirements:

Course Requirements:

- Attendance
 - 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 a good amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required readings and assignments. Please stay prepared to keep up with the rigorous pace of the course.
- Weekly Journal Entry **8 @ 20 points**
- Discussion Boards/Blogs **8 @ 20 points**
- Annotated Bibliography (Capstone Artifact) **100 points**
- Final Educational Philosophy Project (Capstone Artifact) **100 points**

TOTAL 600 points

- 540 - 600 points = A grade
- 480 - 539 points = B grade
- 420 - 479 points = C grade
- 360 - 419 points = D grade
- Less than 360 points = F grade

All assignments are due on the scheduled date. Late assignments will not be accepted.
Calendar dates are subject to change.

Modules	Assignments	Due Dates
Module 1: Defining Educational Technology	<ul style="list-style-type: none"> • Participate in Introduction Activity: Discussion #1 • Watch: What is Educational Technology? • Participate in Module Readings • View What is Digital Citizenship? • Participate in Journal #1 	Jan. 24
Module 2: Education Technologies Learning Theories	<ul style="list-style-type: none"> • Read McLeod's (2003) Learning Theory and Instructional Design • Watch and review resources for Behaviorism • Watch and review resources for Constructivism • Review Papert and Constructionism Resources • Watch and review resources for Connectivism and Information Processing Theory • Participate in EdTech Blog Critique Discussion #2 Assignment and Peer Review • Participate in Journal Assignment #2 	Jan. 31
Module 3: Learning Models	<ul style="list-style-type: none"> • Review the SAMR Model Resources • Review Understanding the TPACK Framework • Review ADDIE Model • Review ARCS Model • Discussion #3 and Peer Review • Share first blog post using #SRSULearns • Participate in Journal #3 	Feb. 7
Module 4: Learning Environments	<ul style="list-style-type: none"> • Read literature and investigate learning environment • Discussion #4 and Peer Review. • Participate in Journal #4 	Feb. 15
Module 5: Integrating Technology and Instruction	<ul style="list-style-type: none"> • Watch TED Talks • Read Literature: • Review ISTE Standards • Discussion #5 and Peer Review • Participate in Journal #5 	Feb. 22

Module 6: Current Tech Trends and Emerging Technologies	<ul style="list-style-type: none"> • View Singularity Foreshadowing Video • Read Educause 2023 Horizon Report, Teaching and Learning • Select an emerging trend to explore from report. • Discussion #6 and Peer Review • Participate in Journal #6 	Feb. 28
Module 7: Barriers and Resistance to Education Technology	<ul style="list-style-type: none"> • View EdTech Video: The Student View of EdTech • Read literature. • Discussion #7 and Peer Review • Participate in Journal #7 	March 3
Module 8: Capstone Project	Personal Learning Annotated Bibliography Personal Philosophy of Learning Statement and Video Discussion #8 and Peer Review Participate in Journal #8	March 8

This course syllabus is intended to be a guide and may be amended at any time.

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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 mschwartz@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.

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

Pelletier, K. J., (2023). *2023 EDUCAUSE Horizon Report, Teaching and Learning Edition*, Educause. United States of America. Retrieved from <https://policycommons.net/artifacts/3778277/2023-educause-horizon-report-teaching-and-learning-edition/4583973/> on 14 Aug 2023.

7 Inspiring TED Talks on Education and Technology, <http://www.keepntrack.com/7-inspiring-ted-talks-education-technology/>

Digital Citizenship, <https://www.youtube.com/watch?v=oCkTmZ0bF5Q>

Information Processing Theory, <http://www.etsu.edu/fsi/learning/infoprocessing.aspx>

The Center of Education and Research in Information Assurance and Security (CERIAS)

Graham, George, "Behaviorism", *The Stanford Encyclopedia of Philosophy* (Spring 2019 Edition), Edward N. Zalta (ed.), URL =

<https://plato.stanford.edu/entries/behaviorism/>

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The Importance of Technology Education at the Elementary Level: Kasey Dirnberger at TEDxMCPSTeachers

Van Eck, R. (2006). Digital Game-Based Learning: It's Not Just the Digital Natives Who Are Restless. [online] Available at:

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