



Sul Ross State University
Department of Education

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Office Hours	Virtual (can be by appointment)	Virtual Office Hours	As needed via Blackboard Collaborate Thursdays 7:00-8:00pm (MST)

**ED 6381 -Critical Issues in Educational Technology
SPRING 2024 TERM II (03/18 to 05/08, 2024)**

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 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>

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 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

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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](#))

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:

- 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

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- 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:

Assignments	Number	Points	Total
<i>Unit 0</i>			
Written Introductory Discussion	1	25	50
Blog Site	1	50	50
Academic Honesty Assignment	1	25	25
Syllabus Quiz	1	25	25
<i>Unit 1-8</i>			0
Unit Blogs	8	50	400
Oral Discussions	4	50	200
Final Project Prep	2	100	200
Final Project	1	250	250
			1200

A=1080-1200
B=960-1079
C=840-959
D=720-839
< 720=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		
Unit 1	Critical Theory & Critical Issues. (Readings & Blog)		
Unit 2	Data Definitions, Systems, & Analytics (Readings & Blog)		
	Oral Discussion #1		
Unit 3	Data Privacy/Security & Predictive Analytics/Modeling (Readings & Blog)		
	Project Preparation #1		
Unit 4	Bandwidth, Emerging Technologies, & Second Level Digital Divide (Readings & Blog)		
	Oral Discussion #2		
Unit 5	Instruction Innovation & New Learning Models: Competency Based Learning (Readings & Blog)		
Unit 6	E-Learning Support & Digital Literacy (Readings & Blog)		
	Oral Discussion #3		
	Project Prep #2		
Unit 7	Professional Development & Digital Accessibility (Readings & Blog)		
Unit 8	Education and Technology: Where Now? (Readings & Blog)		
	Oral Discussion #4		
Capstone Artifact	Final Project: 6 Technology Challenges Facing Education		

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

Grading: 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).

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.

Attendance Policy: Students are expected to attend all scheduled on- campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. SRSU Class Attendance policy states “The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences.” SRSU policy states “An absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences.” Therefore, non-attendance for Weekend Format classes calculates to: Saturday (7 hrs of class time) = 8.4 absences and Sunday (4 hrs of class time) = 4.8 absences. Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

Students with Special Needs:

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 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.

Tobacco Policy: Tobacco is not permitted on the Sul Ross campus.

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. 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.

Distance Education Students:

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 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.

To get help with Blackboard, follow this link <https://www.sulross.edu/bb> or contact:

SUL ROSS HELP DESK

techassist.sulross.edu

432-837- 8888

Library Information

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 (rsulibrary@sulross.edu), or phone (432-837-8123).

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.

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

Reading References

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- Porter, K.E. & Balu, R., (2016). PREDICTIVE MODELING OF K-12 ACADEMIC OUTCOMES: A Primer for Researchers Working with Education Data. Retrieved April 3, 2018 from https://www.mdrc.org/sites/default/files/Predictive_Modeling_of_K-12_Academic_Outcomes.pdf
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- Smith, F., (2015). EDUCAUSE’s Top 10 IT Issues of 2015 Define the ‘New Normal’ for Higher Ed. Retrieved April 7, 2018 from <https://edtechmagazine.com/higher/article/2015/01/educauses-top-10-it-issues-2015-define-new-normal-higher-ed>
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- SREB, (2018). 10 Issues in Educational Technology, 2108. Retrieved December 7, 2019 from https://www.sreb.org/sites/main/files/file-attachments/10issues_v8-web_version_accessible.pdf?1521568731
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