Sul Ross State University

Department of Education
Spring 2024 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 21ᵗ 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.
  - o **Initial Response 10 Points:** At least 400 word response that is well supported in literature and/or examples/resources following APA guidelines.
  - o **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.
  - o **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	• Introduction Activity • Review of IRB Process and Training • Updated Literature Review • Capstone Proposal • Journal #1	1/24
Module 2: Creating Capstone Research Design	• Discussion #1: Capstone Project Design Sharing and Peer Review • Meeting with Dr. Miller to review IRB • Final Capstone Design (submitted to IRB board)	2/2
Module 3 ePortfolio Development	• Review of ePortfolio Tools and Defense Requirements • Journal #2 • Bio and Vita Assignment • Discussion #2: ePortfolio and Peer Review • Submit Final ePortrfolio • Schedule Defense	2/23

Module 4 Capstone Implementation	• Discussion #3: Implementation Barriers Discussion and Peer Review • Implementation Progress Report	3/7
Module 5: Capstone Analysis	• Capstone Data Analysis Report • Journal 3 • Discussion #4: Case Study Data Discussion and Peer Review	4/11
Module 6: Final Case Study	• Final Case Study Report • Case Study Presentation Video • Journal 4	5/3
Module 7: Evaluation, Reflection, and Revision	• Case Study Self Evaluation • Discussion #5: Case Study Video and Peer Review • EIT Reflection Letter	5/7

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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 LoboID 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.