

**Sul Ross State University**  
**Department of Education**

**EDUA/EDSR 6381 -Critical Issues in Educational Technology**  
**Spring 2026**

**Instructor: Brenda Quintanilla, PhD.**

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**Virtual Office Hours via Calendly**

<https://calendly.com/drquintanilla/30min?month=2024-03>

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**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 21<sup>st</sup> Century Skills to include the following 21<sup>st</sup> century literacies.

**Critical Thinking:** Students will analyze data, locate solutions to problems, and communicate solutions using a variety of media.

**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](http://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
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](#))

#### **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 critique technology adoption and utilization in an educational setting
- Demonstrate an understanding of the social, cultural, economic, and political context(s) in which technological decisions are made
- Demonstrate an understanding of the social, cultural, economic, and political effects that technology adoption or non-adoption has in educational settings
- Discuss an agent's effects and influences on the diffusion of technology and the delivery of its services in an educational setting.

**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 Padlet 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 the assignment is late

### **Course Requirements:**

- Participation
  - 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 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's** 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: All assignments are due on the date posted. Late work WILL NOT be accepted! The only exception to this is medical emergencies (doctor's excuse required) or family death (your name must be listed in the obituary).**

| Assignments                 | Number | Points | Total      |
|-----------------------------|--------|--------|------------|
| Introductory Discussion     | 1      | 25     | 25         |
| Academic Honesty Assignment | 1      | 25     | 25         |
| Syllabus Quiz               | 1      | 25     | 25         |
| Blog Posts/Peer Reviews     | 4      | 25     | 100        |
| Padlet Discussion           | 4      | 50     | 200        |
| Final Project Prep          | 1      | 25     | 25         |
| Final Project               | 1      | 100    | 100        |
|                             |        |        | <b>500</b> |

There are 500 points total possible in the course. 450-500 is the A range, 400-449.9 is the B range, 350-399.9 is the C range, 300-349.9 is the D range, and below 300 is an F.

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

|               |  | DUE DATE |
|---------------|--|----------|
| <b>UNIT 0</b> | Course Information & Start Here<br>(Introduce yourself using a 3D Avatar and Academic Dishonesty Assignment) | March 22 |
| <b>UNIT 1</b> | Critical Theory & Critical Issues Post COVID. (Readings, Video & Blog 1)                                     | March 29 |

|                          |  |          |
|--------------------------|--|----------|
| <b>UNIT 2</b>            | Artificial Intelligence/Big Data Introduction, Data Security/Privacy, Data Definitions, Systems, & Analytics (Videos, Readings & Blog 2)<br>Oral Discussion #1 | April 5  |
| <b>UNIT 3</b>            | Bandwidth & Second Level Digital Divide Post COVID (Videos, Readings, Blog 3)<br>Oral Discussion #2<br>Project Preparation #1                                  | April 12 |
| <b>UNIT 4</b>            | Instruction Innovation, Learning Management Systems & New Learning Models: Competency-Based Learning (Readings)  | April 19 |
| <b>UNIT 5</b>            | E-Learning Support & Digital Literacy (Readings)<br>Oral Discussion #3   | April 26 |
| <b>UNIT 6</b>            | Artificial Intelligence (Readings & Blog 4)<br>Project Prep #2   | May 3    |
| <b>UNIT 7</b>            | Education and Technology: Where Now? (Readings)<br>Oral Discussion #4  | May 6    |
| <b>CAPSTONE ARTIFACT</b> | Final Project: 6 Technology Challenges Facing Education  | May 6    |

**AI/ChatGPT:** Using AI (Artificial Intelligence) is acceptable in this course. When you submit AI generated content, however, you **MUST** cite its use and provide credit to the AI tool, especially GPTs (text and image).

### **COPYRIGHT NOTICE:**

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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](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto: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/](http://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](mailto: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/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto: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 an instructional 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.**

### **References**

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