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# *Sul Ross State University*

## *EDUA 3307/EDSR 3307*

### *Technology in the Instructional Setting*

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Department of Education  
Summer 2 2026 Syllabus  
Online

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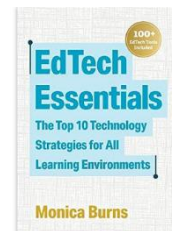
**Summer Virtual Office Hours via Microsoft TEAMS  
by appointment 432-837-8013**

### **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



*Connecting with Students for Success*

As a part of a research study, I am committed in this course to the following:

I will know your name	I will provide user-friendly, timely feedback on your assignments	I will hold high standards and support you to achieve them	I will hold an individual meeting with each student during the semester
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### **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 June 20, 2025.

**Assessment Methods:** There are 800 possible points for this course and they are as follows:

Introduction Activity	25 Points
1 Quiz from Text Readings	100 Points
Digital Literacy Assessment and Self Review	25 Points
Blog Set Up	25 Points
2 Blog Posts and Peer Reviews	100 Points, 50 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
ePortfolio	100 Points
Class Participation	50 Points

**A: 702-800 B: 621-701 C: 542-620 D: 480-541 F: Below 480**

**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.

<p><b>Module 1 Introduction to Technology Integration and Digital Leadership in Education</b></p> <p>Due: July 12, 2026</p>	<p>Begin Module 1 Activities, Introduction Activity Elevator Pitch <b>Introduction Discussion and Peer Review</b> <b>Digital Literacy Assessment and Self Review</b></p>
<p><b>Module 2 Teaching Diverse Learners Using Technology</b></p> <p>Due: July 19, 2026</p>	<p>Read Burns (2021) Chapters 1-4 <b>Blog Review and Peer Review Discussion</b> 3 Learning Resources for Diverse Learners Review Blog Set Up <b>Technology Lesson Plan Due</b></p>
<p><b>Module 3: Instructional Design</b></p> <p>Due: July 26, 2026</p>	<p>AI for Instructional Planning Review Blended Learning &amp; LMS Resources Read Burns 5-10 <b>Learning Resources for Diverse Students</b> <b>Blog 1 Post Discussion and Peer Review Due</b> <b>Infographic Due</b></p>
<p><b>Module 4: Gaming and Digital Assessment</b></p> <p>Due: Aug. 2, 2026</p>	<p>Review Digital Assessment Resources and Gaming Correct Technology Lesson Plan <b>Screencast Due</b> <b>Storyboard Due</b> <b>LMS Due</b></p>

<b>Module 5: Instructional Supports Using Technology</b>  Due: August 9, 2026	Begin LMS Class Creation Read Hughes & Roblyer (2023) Chapter 9-15 Review UDL Framework and Resources <b>Quiz:</b> Burns 1-10.
<b>Module 6: Connected Educator</b>  Due: August 14, 2026	<b>Blog Post 2: Philosophy Digital Learning and Peer Review</b> <b>ePortfolio Due</b>

### Note on Generative AI Use in This Class

This course is centered on building AI fluency and literacy for professional practice. That means you will be expected to engage with, evaluate, and critically reflect on generative AI tools as part of your learning — not avoid them. At the same time, AI tools are aids to your thinking, not replacements for it. The standard in this course is **transparent, intentional, and critically reflective AI use**.

**Disclosure Requirement:** Any assignment that involves the use of a generative AI tool (ChatGPT, Claude, Gemini, Copilot, Perplexity, etc.) must include a brief **AI Use Disclosure** at the end of the submission. Your disclosure should identify: (1) which tool(s) you used, (2) how you used it, and (3) how you evaluated or revised its output. This models the professional transparency standard you will be helping others develop.

Allowable Use	Why It's Allowed	Things to Keep in Mind
Using AI to brainstorm ideas for a PD plan, blog post, or training resource	Supports creative ideation and exposes you to diverse approaches you can critically evaluate	Start with your own thinking first. AI reflects patterns in training data, not your specific community's needs.
Using AI as a writing support tool (grammar, clarity, tone adjustment)	Supports communication skill development when your ideas are already drafted	Write your own first draft. AI polishing of your thinking is not the same as AI writing for you.
Prompting AI to generate sample rubrics, quiz questions, or study guides as a reference	Legitimate scaffolding when used to inform your own design work	Verify accuracy. AI-generated rubrics and assessments must be critically reviewed and adapted — not submitted as-is.
Using AI to help translate, simplify, or make content more accessible	Supports UDL and equity goals central to this course	Check for accuracy and cultural responsiveness. AI may introduce bias or miss nuance.
Using AI to explore how it responds to prompts as part of course assignments	Core to AI literacy development in this course	Document your prompts and critical analysis of outputs. This is the learning.
Using AI accessibility tools recommended for a documented disability	Supports equitable access to learning	Connect with SRSU Accessibility Services if applicable.

Non-Allowable Use	Why It's Not Allowed
Prompting AI to write your discussion board responses	Discussions build community and require your authentic professional voice. AI cannot replicate your borderland context, your campus, or your students.
Submitting AI-generated work as your own without disclosure	Violates academic integrity and undermines the transparency you are being asked to model as a leader.
Using AI to summarize course readings instead of reading them	Offloads the productive struggle of engaging with scholarly text. GenAI tools predict plausible summaries that may misrepresent the source.
Completing your PD Plan or Social Media	These are professional artifacts representing your leadership thinking.

Non-Allowable Use	Why It's Not Allowed
capstone without substantive personal authorship	Minimal personal authorship produces minimal learning and a weak professional portfolio.
Uploading copyrighted course readings into AI tools	May constitute copyright infringement and undermines authors' intellectual property rights.

If you find yourself relying on AI to do the work rather than support it, that is a signal worth paying attention to — both for your own learning and as future professional developers. Please reach out so we can find an approach that genuinely serves your growth.

*All students are responsible for verifying the accuracy, credibility, and relevance of any AI-generated content used to support their work. GenAI tools are known to produce misinformation and culturally narrow outputs with confidence.*

### **Copyright Notice**

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My lecture videos and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. ©2026

### **Student Responsibility Statement**

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All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state, and local laws and is expected to familiarize themselves with the requirements of such laws.

### **ADA Statement**

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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 at 432-837-8203 or email [counseling@sulross.edu](mailto:counseling@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**

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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.

### **Libraries**

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The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 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 at [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian.

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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

### **Academic Integrity**

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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 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; or collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

**Note on AI Use:** This course has a dedicated AI Use Policy (see above) that constitutes express, specific permission for disclosed uses of generative AI. That policy governs all AI use in this course. Any use of AI beyond what is described there — or any use without the required disclosure — constitutes a violation of academic integrity. If you have questions about whether a specific use is permitted, ask before submitting. Violations can result in failing assignments, failing the class, and/or more serious university consequences.

### **Classroom Climate of Respect**

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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**

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I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that recent economic pressures, health concerns, or 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.

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

## **Course Readings**

Burns, M. (2021). *EdTech Essentials: The Top 10 Technology Strategies for All Learning Environments*. ASCD. ISBN-13: 978-1416630364 Hughes, J., &

Hernandez, M. (2024). *Storytelling With Purpose: Digital Projects to Ignite Student Curiosity*. International Society for Technology in Education.

American Psychological Association. (2020). Publication manual of the American psychological association, (7th ed.). *Washington, DC*.

International Society for Technology in Education. ISTE, [Standards | ISTE](#)

[Technology Applications | Texas Education Agency](#)

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.