

Sul Ross State University

Department of Education

EDUA/EDSR 6381 -Critical Issues in Educational Technology

Summer 2 2026

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Summer Virtual Office Hours via Microsoft TEAMS

By appointment — 432-837-8013



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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 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
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 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.

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
- 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:

- 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** 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 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
Oral Discussions	4	50	200
Final Project Prep	1	25	25
Final Project	1	100	100
			500

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

Module / Item	Assigned Work	Due Date
Module 0	Course Information & Module 0 Activities	July 9
Module 1	Critical Theory & Critical	July 9

	Issues Post COVID (Readings, Video & Blog 1)	
Module 2	Artificial Intelligence/Big Data Introduction, Data Security/Privacy, Data Definitions, Systems & Analytics (Videos, Readings & Blog 2)	
	Oral Discussion #1	July 21
Module 3	Bandwidth & Second Level Digital Divide Post COVID (Videos, Readings)	July 26
	Oral Discussion #2	July 28
	Project Preparation #1	July 28
Module 4	Instruction Innovation, Learning Management Systems & New Learning Models: Competency- Based Learning (Readings)	August 2
Module 5	E-Learning Support & Digital Literacy (Readings & Blog 3)	August 4
	Oral Discussion #3	August 4
	Project Prep #2	August 7
Module 6	Artificial Intelligence (Readings & Blog 4)	August 8
Module 7	Education and Technology: Where Now? (Readings)	August 14
	Oral Discussion #4	August 12
Capstone Artifact	Final Project: 6 Technology Challenges Facing Education	August 14

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.

The table below provides guidance on allowable and non-allowable uses. This is not exhaustive — use your professional judgment, and when in doubt, disclose and discuss.

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 (especially relevant for multilingual contexts)	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 and experience. 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 do not “read” — they predict plausible summaries that may misrepresent the source.
Completing your PD Plan or Training Module capstone without substantive personal authorship	These are professional artifacts representing your leadership thinking. 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

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

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

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. 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 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/. 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.

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

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.

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