



Sul Ross State University

Department of Education



Instructor: Dr. Brenda Quintanilla

Phone: 832-647-7273

Virtual Office Hours:
By appointment

E-mail: Brenda.Quintanilla@sulross.edu

***(Best method of contact) ***

ED 6382 –Basic Application of Media and Technology

Fall 2026 (08/24 – 10/16)

Course Description:

(3-0) This course identifies available technologies used to enhance instructional design and delivery. Concentration will be placed on the utilization of multimedia, print materials, audiovisual, computer and web-based technologies, and digital formatting for educational and instructional purposes.

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, 3d
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c
6. Facilitator: 6b, 6c, 6d
7. Analyst: 7a, 7b, 7c, 7d

ISTE Standards for Coaches

1. Change Agent: 1b, 1d, 1e
2. Connected Learner: 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, 6d
7. Digital Citizen Advocate: 7a, 7b, 7c,

ISTE Standards for Educational Leader

1. Equity and Citizenship Advocate: 1a, 1b, 1c,
2. Empowering Leader: 3c,
3. Systems Designer:
4. Connected Learner: 5a, 5b, 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 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

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
 - We will be covering an enormous amount of information in a very short amount of time because this is an 8-week 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
<u>Week 1-8</u>			
Written Introductory Discussion	1	25	50
Personal Introduction	1	50	50
Academic Honesty Assignment	1	25	25
Personal Blog URL	1	50	50
Syllabus Quiz	1	25	25
Weekly Blogs	4	50	200
Weekly Oral Discussions	3	50	200
Assignments	1	50	50
Project Preps	2	100	200
Final Project	1	350	350
Total:			1200

A=1170-1200
B=1040-1169
C=910-1039
D=780-909
< 779=F

Course Schedule:

Week	Assigned Work	Due Date
Week 1	Start Here Module - Course Information & Introduction to Course • Introduce yourself • Academic honesty assignment • Syllabus Quiz • Personal Blog URL Module – Evolution of Digital Media: What It Is and Implementation (Readings & Blog) • Blog Post	08/30
Week 2	Module - Digital Literacy, Media Literacy, and Digital Citizenship (Readings & Videos) • Assignment #1 • Project Prep #1	09/06
Week 3	Module – Multimedia for Teaching and Learning (Readings) • Oral Discussion #1 • Project Prep #2	09/13
Week 4	Module - Using Open-Source Digital Media, Creative Commons, and resources (Readings & Blog) • Blog Post	09/20
Week 5	Module – Communication and Social Media in Education (Readings & Blog) • Blog Post • Continue to work on Capstone Project	09/27
Week 6	Module – Visual Communication and Digital Storytelling (Reading & Blog) • Oral Discussion #2 • Continue to work on Capstone Project	09/27
Week 7	Module – Selecting, Evaluating, and Implementing Educational Technology (Readings & Blog)	10/04

	• Blog Post • Continue to work on Capstone Project	
Week 8	Module - Accessibility and Inclusive Technologies (Readings & Blog) • Oral Discussion #3 • Continue to work on Capstone Project	10/11
Capstone Artifact	Final Capstone Project – Due by Midnight	10/16

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).

Educational Technology Standard

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:

- Identify technologies used to enhance instructional design and delivery
- Demonstrate an ability to evaluate which technologies are appropriate for particular instructional purposes.
- Demonstrate an ability to develop instruction in a digital format
- Demonstrate an understanding of the effects digital formatted instruction has on students from other cultures and students with disabilities
- Discuss an agent's affects and influences on the diffusion of digital formatted instruction and the delivery of its services in an educational setting.

Communication Policy: The preferable communication source is Blackboard email. Telephone and virtual conferencing communications are also available. An appointment set up through email will need to be made for virtual conferencing. It is reasonable to expect your instructor to answer your emails within 24 hours. In most cases it will be sooner than that.

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.

ADA Accommodations

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas

Telephone: 432-837-8691

E-mail: mschwartz@sulross.edu

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:

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as 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 information to verify students’ identities and to protect students’ information. **[If the**

course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. 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.

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

Reading References

Anderson, D.V., (2106) What Is SCORM? 5 Essential SCORM Facts You Should Know. Retrieved April 15, 2018 from <https://elearningindustry.com/what-is-scorm-5-scorm-facts-know>

Arshavskiy, M., (2108). Social Media And eLearning: How To Improve Formal Learning With Social Media. Retrieved April 8, 2018 from <https://elearningindustry.com/improve-formal-learning-with-social-media-social-media-elearning>

Bartolomé, Antonio. (2007). Web 2.0 and New Learning Paradigms. eLearning Papers, Nº. 8, 2008. 8.

Clark, R., (2007). 2007. Leveraging multimedia for learning. Retrieve April 12, 2019 from http://www.clarix.com/whitepapers/captivate_leveraging_multimedia.pdf

Damewood, R., (No Date). Create Instructional Videos for your Students. Retrieved April 14, 2018 from <http://www.randydamewood.com/create-instructional-videos-for-your-students.html>

Delaney, M., (2012). *What Is Web 3.0, Really, and What Does It Mean for Education?* Retrieved March 21, 2018 from <https://edtechmagazine.com/k12/article/2012/10/what-web-30-really-and-what-does-it-mean-education>

Fisher, T., (2018). *What is Freeware?* Retrieved March 21, 2018 from <https://www.lifewire.com/freeware-definition-4154271>

Fisher, T., (2018). *What is Shareware?* Retrieved March 21, 2018 from <https://www.lifewire.com/shareware-definition-4154860>

Gray, C., (2107). Podcasting in Education. What are the Benefits? Retrieved April 12, 2018 from <https://www.thepodcasthost.com/niche-case-study/podcasting-in-education/>

LeanForward (No Date). E-Learning Authoring Tool Guide Is an e-Learning Authoring Tool Right for Your

Organization? Retrieved April 13, 219 from <http://docplayer.net/20563868-E-learning-authoring-tool-guide-is-an-e-learning-authoring-tool-right-for-your-organization.html>

Martinez, J., (2017) The Best eLearning Authoring Tools of 2018. Retrieve April 12, 2018 from <https://www.pcmag.com/roundup/348022/the-best-elearning-authoring-tools>

Midrack, R.L., (2018). *What is Open Source Software?* Retrieved March 21, 2018 from <https://www.lifewire.com/what-is-open-source-software-4147547>

Mohamed, A. E. (2011). *Web 2.0 tools in education: A quick guide*. Bangi, Selangor: Pusat Pembangunan Akademik,Universiti Kebangsaan Malaysia.

Norma, S., (2106). 5 Ultimate Tricks Of Using Social Media As Learning Tools. Retrieved April 9, 2018 from <https://elearningindustry.com/5-ultimate-tricks-using-social-media-learning-tools>

Pandey, A., (2018) Case Study - Creating Highly Engaging Corporate Compliance Training With Gamification. Retrieved April9, 2018 from <https://elearningindustry.com/compliance-training-with-gamification-case-study-creating-highly-engaging-corporate>

Pappas, C., (2012). Ultimate List of Free Storyboard Templates for eLearning. Retrieved April 10, 2018 from <https://elearningindustry.com/free-storyboard-templates-for-elearning>

Pappas, C., (2015). 7 Tips To Create Responsive Design For Mobile Learning. Retrieved April 8, 2018 from <https://elearningindustry.com/7-tips-create-responsive-design-mobile-learning>

Pappas, C., (2015). 12 Tips To Create Effective eLearning Storyboards. Retrieved April 9, 2018 from <https://elearningindustry.com/12-tips-to-create-effective-elearning-storyboarding>

Pappas, C., (2015). Producing High Quality eLearning Videos:The Ultimate Guide. Retrieved April 14, 2018 from <https://elearningindustry.com/producing-high-quality-elearning-videos-ultimate-guide>

Pappas, C., (2016). 6 Steps To Create Interactive Online Training Videos. Retrieved April 14, 2018 from <https://elearningindustry.com/steps-create-interactive-online-training-videos>

Pappas, C., (2018). 8 Innovative Ways To Use AR/VR Technologies In Online Training. Retrieved April 9, 2018 from <https://elearningindustry.com/innovative-ways-use-ar-vr-technologies-online-training>

Podcast Academy (2018) How to Start a Podcast Step-by-Step. Retrieved April 11, 2018 from <https://www.thepodcasthost.com/academy/resource-library/>

Rector, R., (No Date). Storyboarding for Instructional Design. Retrieved April 10, 2018 from <https://docplayer.net/2944105-Storyboarding-for-instruc-onal-design-robert-rector.html>

Seilhamer, R., Chen, B., Bauer, S., Salter, A., & Bennett, L., (2018). Changing Mobile Learning Practices: A Multiyear Study 2012–2016. Retrieved April 23, 2018 from <https://er.educause.edu/articles/2018/4/changing-mobile-learning-practices-a-multiyear-study-2012-2016>

Teyssier, Y., (2106). 9 Myths About eLearning Authoring Tools And How To Use Them Properly. Retrieved April 12, 2019 from <https://elearningindustry.com/9-myths-about-elearning-authoring-tools-use-properly>

Walther, P., (2108). The 6 Biggest Onboarding Mistakes And How To Bypass Them. Retrieved April 9, 2108 from <https://elearningindustry.com/onboarding-mistakes-bypass-6-biggest>

Weobong, D. (2016) A Guide to Using Podcasts for Employee Training. Retrieved April 11, 2018 from <https://www.eleapsoftware.com/a-guide-to-using-podcasts-for-employee-training/>

Wilson, D. K., Alaniz, K., & Sikora, J. (2017). *Digital media in today's classrooms: The potential for meaningful teaching, learning, and assessment*. Boulder, CO: Rowman & Littlefiel