
Sul Ross State University

EDUA/EDSR 6375 Foundations of Educational Technology

Department of Education
EDUA/EDSR 6375
Fall 2026 Syllabus

Instructor: Jennifer Miller, PhD.
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Office Hours: Tuesday, 3-6 pm & Thurs. 9-12 pm & by appointment
[Book time with Miller, Jennifer](#)

Course Description:

(3-0) This course provides the students with an overview of the historical, theoretical, and philosophical foundations of educational technology. Current trends and research, emerging technology, critical issues are examined, and the student has the opportunity to apply newly acquired technological knowledge and skills to a variety of educational environments.

*Must be completed in first 6 hours of coursework.

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.

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:

- Know the historical foundation of technology and its evolution over the years;
- Understand the general systematic approach to instructional design;
- Understand and apply common learning theories, instructional methods, and instructional design;
- Acquire and share knowledge of the most current technological tools that assist in using collaborative platforms active learning and engagement of digital tools to assist in instructional design and learning;
- Understand common drawbacks and pitfalls of improper implementation of technological tools in the educational setting, workplace, and/or professional environments;
- Develop, create, and share a vision and philosophy of educational technology; and

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 Administrators

1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2d,
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Systemic Improvement: 4a, 4b, 4e
5. Digital Citizenship: 5a, 5b, 5c

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

ISTE Standards for Coaches

1. Change Agent: 1a, 1b, 1d
2. Connected Learner: 2a, 2b, 2c
3. Collaborator: 3a, 3b, 3c, 3d
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5a, 5c
6. Data-Driven Decision-Maker: 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

Required Textbook: No required textbook (See Course Readings)

Requirements:

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 a good amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required readings and assignments. Please stay prepared to keep up with the rigorous pace of the course.
- Weekly Journal Entry

8 @ 20 points

Fall 2026 (1st 8-Week Term) – Weekly Schedule

Topic/Module	Readings / Activities / Assignments
Module 1: Defining Educational Technology	Read/Watch: 'What is Educational Technology?' and 'What is Digital Citizenship?' Activity: HeyGen Introduction Video (post & reflection) Assignment Due: Journal #1
Module 2: Educational Technologies Learning Theories	Read: McLeod (2003) Learning Theory and Instructional Design Review: Behaviorism, Constructivism, Constructionism, Connectivism, Information Processing Theory Read: Read: McLeod (2003) <i>Learning Theory and Instructional Design</i>

	Read: Okan, Z. (2007). <i>Towards a Critical Theory of Educational Technology</i>. ERIC. https://files.eric.ed.gov/fulltext/ED500086.pdf Review: Behaviorism, Constructivism, Constructionism, Connectivism, Information Processing Theory Activity: Discussion #2 – AI Literacy & Learning Theories & Critical Lens Assignment Due: Journal #2
Module 3: Learning Models	Review: SAMR, TPACK, ADDIE, ARCS Models Activity: Discussion #3 & Peer Review, Share first blog post (#SRSULearns) Assignment Due: Journal #3
Module 4: Learning Environments	Read: Selected literature on learning environments Activity: Discussion #4 & Peer Review Assignment Due: Journal #4
Module 5: Integrating Technology and Instruction	Review: ISTE Standards Activity: Discussion #5 – UDL-Based AI Tool Evaluation Assignment Due: Journal #5
Module 6: Current Tech Trends & Emerging Technologies	Read: Educause 2026 Horizon Report – select emerging trend Option: Choose 'Responsible AI in Education' as focus Activity: Discussion #6 & Peer Review Assignment Due: Journal #6
Module 7: Barriers & Resistance to Educational Technology	Read: EdTech Video 'The Student View of EdTech' + literature Research: Use Perplexity or Elicit to find 3 scholarly articles on chosen learning theory; submit screenshots Assignment Due: Annotated Reading Notes Activity: Discussion #7 & Peer Review
Module 8: Capstone Project	Capstone: Digital Story on Personal Learning Theory in Educational Technology (5–7 min video) Integrate annotated readings, include at least one AI-generated element, submit AI use statement In your video or AI use statement, name one traditional learning theory and one critical lens (from Module 2) that shaped a specific instructional decision you make Assignment Due: Capstone Digital Story Activity: Discussion #8 & Peer Review Journal #8

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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the Accommodation Request Form located on our website. Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Note on GenAI Use in This Class:

This course is centered in part on building AI literacy for professional teaching 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 involving a GenAI tool (ChatGPT, Claude, Gemini, Copilot, Perplexity, etc.) requires a brief disclosure statement naming the tool and describing how it was used. See the tables below for allowable and non-allowable examples (not exhaustive).

Example of an Allowable Use	Why Is This Allowed?	Things to Keep in Mind
Prompting a GenAI tool to generate ideas for a class project or AI-literacy assignment.	Exposes you to ideas beyond your own starting point and supports iteration.	Brainstorm your own ideas first; watch for AI-introduced bias.
Using GenAI for writing support (clarity, tone, grammar) on non-discussion assignments.	Supports communication skill development when used to revise, not originate.	Write your own first draft. The Writing Center is also available.
Using GenAI as a study aid (practice questions, flashcards, self-assessment rubrics).	Can scaffold review without replacing your engagement with the material.	Double-check accuracy; AI tools fabricate information.
Using GenAI to evaluate, critique, or audit an AI tool for the Language Learner, Special Education, or Instructional Design assignments.	These assignments are explicitly about critically evaluating AI — direct, disclosed use is the point of the task.	Disclose which tool you used and how, per the assignment instructions.
Using AI/GenAI tools recommended due to a disability (transcripts, captions, alt text, translation).	Supports accessible, equitable participation.	Talk with Disability Services about additional AI-based accommodations if helpful.

Example of a Non-Allowable Use	Why Is This Not Allowed?
Prompting a GenAI tool to write your discussion	Discussion is meant to build community and reflect

post for you.	your own thinking; outsourcing it subverts both goals.
Prompting GenAI to design your presentation, screencast script, or ePortfolio content in full.	These are meant to demonstrate your own instructional design and communication skills.
Modifying AI-generated work slightly to make it appear as your own.	Surface-level edits support surface learning, not the deep learning these assignments are designed to build.
Prompting GenAI to summarize a Get Lit chapter or assigned reading instead of reading it yourself.	Offloads the thinking and productive struggle the reading is meant to build.
Submitting AI-generated data analysis or evaluation as your own without disclosure.	GenAI tools are prediction machines, not analysis tools, and undisclosed use misrepresents your work.
Copying AI-generated text into your written work without disclosure or citation.	Misattributes authorship; find and cite an original human source where possible.

If you find yourself turning to GenAI to do your work for you, set up a meeting with Dr. Miller-Ray to discuss how activities and assignments can be adapted to support your learning. GenAI tools are known to produce misinformation and fabricated information — it is your responsibility to verify the accuracy, credibility, and trustworthiness of any AI-generated information you use.

Student Responsibilities

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 him/herself with the requirements of such laws.

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

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Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in

Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

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.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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