Department of Education Studies  
SEED 5358 Transforming Education through Engaging Technologies  
Fall 2023

Instructor: Dr. Vicki Mokuria  
Prerequisites: None

Course Time: Online, via D2L

Office Hours: Tues. & Thu. 2-4:30 pm

Credits: 3 hours

I. Course Description:

This course allows students to build skills in designing effective instructional experiences in distance and mobile learning environments.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.  
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:

1. The student will be able to design a transformative learning experience for diverse students based on innovative technology and research within the field of educational technology.
2. The student will be able to design competency based instruction using culturally responsive pedagogy within a virtual learning environment.
A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS:
http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html

ISTE EDUCATOR STANDARDS
https://www.iste.org/standards/for-educators

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Competency Based Learning Technology Application: Students will design and implement a competency based virtual lesson, gather data from the lesson, and determine its efficacy. (SLO 1-2)
2. Teaching Presentation: Students will remotely present a transformative lesson utilizing technology and describe their resulting data from the lesson and how they will apply it to future technology integration and content application.(SLO 1-2)
3. Reflective Responses: Students will participate in weekly online discussions and reflections about course topics. (SLO 1-2)

QUALITY OF ASSIGNMENTS:

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

IV. Evaluation and Assessments (Grading):

Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

Revised Aug. 25, 2023
V. Tentative Course Outline/Calendar:
Note: Any/all changes will be communicated via email and D2L

<table>
<thead>
<tr>
<th>Modules</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Module 1 - Transformative Education and Technology Intro (2 weeks)</td>
<td>Syllabus Reflection #1- 50 pts. Introduction video – 50 pts Learning Community Group Form</td>
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<tr>
<td>Module 2 - Why Transformative Teaching with Technology (3 weeks)</td>
<td>Reflection #2- 50 pts. Portfolio Assignment #1- 50 pts</td>
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<tr>
<td>Module 3 - How we can use Technology to Teach Transformatively (4 weeks)</td>
<td>Reflection #3- 50 pts. Portfolio Assignment #2- 50 pts (2 discussions)</td>
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<td>Module 4 - Competency Based Education (3 weeks)</td>
<td>Compare and contrast assignment 100 pts Portfolio Assignment #3- 50 pts Reflection #4- 50 pts.</td>
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<tr>
<td>Module 5 (3 weeks)</td>
<td>Portfolio Assignment #4- 50 pts Final Project 200 pts 2nd 11:59pm</td>
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<td><strong>Total points 750 pts</strong></td>
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*Syllabus is subject to change.

Tentative Dates of due dates for assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Module</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Reflection #1</td>
<td>1</td>
<td>September 3rd</td>
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<tr>
<td>Introduction Video</td>
<td>1</td>
<td>September 10th</td>
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<tr>
<td>Reflection #2</td>
<td>2</td>
<td>September 17th</td>
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<tr>
<td>Portfolio Assignment #1</td>
<td>2</td>
<td>October 1st</td>
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<tr>
<td>Reflection #3</td>
<td>3</td>
<td>October 8th</td>
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<tr>
<td>Portfolio Assignment #2</td>
<td>3</td>
<td>October 22nd</td>
</tr>
<tr>
<td>Reflection #4</td>
<td>4</td>
<td>October 29th</td>
</tr>
<tr>
<td>Portfolio Assignment #3</td>
<td>4</td>
<td>November 12th</td>
</tr>
<tr>
<td>Compare &amp; Contrast Assignment</td>
<td>4</td>
<td>November 17th</td>
</tr>
<tr>
<td>Portfolio Assignment #4</td>
<td>5</td>
<td>December 3rd</td>
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<tr>
<td>Final Reflection/Project</td>
<td>5</td>
<td>December 14th</td>
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Planned Zoom calls for this class:
1. Thursday, August 31st at 8 pm.
2. Thursday, September 28th at 8 pm.
3. Thursday, October 26th at 8 pm.
4. Thursday, November 30th at 8 pm.

Revised Aug. 25, 2023
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required text for the course is within each module ISTE documents and other assigned videos and readings.

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE.

Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;  
2. Instruction evaluation purposes; and  
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

A. Attendance (online): This course is fully on-line. However, you must demonstrate online attendance. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 4 days) will result in the loss of a letter grade.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health,
family emergencies, or student participation in approved university-sponsored events. However, students are responsible notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

C. The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
C. Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

D. Withheld Grades: Policy 5.5
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

E. Student Code of Conduct: Policy 10.4
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

F. Certification/Licensing Requirements

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due within the first two weeks of the semester. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/re гistratio nBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are
related to certification/licensing requirements in Texas. If you do not have legal
documentation, you may want to reconsider your major while at SFASU.
2. Successfully complete state mandated a fingerprint background check. If you have a history
of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

A. Students Experiencing Food Insecurity

The Pantry is a food pantry at SFA to help alleviate hunger among students. The Pantry is located
in Room 315 of the Rusk building.

B. Students who are Parents

Currently, the university does not have a formal policy on children in the classroom. The policy
described here is just a reflection of my own beliefs and commitments to students, staff, and faculty
parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.
2) For older children and babies, I understand that unforeseen disruptions in childcare often
put parents in the position of having to miss class to stay home with a child. While this is
not meant to be a long-term childcare solution, occasionally bringing a child to class in
order to cover gaps in care is perfectly acceptable. Please communicate with me via
email as soon as the need to bring a child to class arises. Based on the course content,
age of the child, and needs of other students, I reserve the right to ask you to not bring the
child to class. In this case, we will make other arrangements for you to make up the
missed material.
3) I ask that all students work with me to create a welcoming environment that is respectful of
all forms of diversity, including diversity in parenting status.
4) In all cases where babies and children come to class, please sit close to the door so that if
your little one needs special attention and is disrupting learning for other students, you
may step outside until their needs have been met.
5) While I maintain the same high expectations for all students in my classes regardless of
parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy
to problem-solve with you about time management, course work, or course assignments in
a way that makes you feel supported as you strive for school-parenting balance.
6) This policy might not be extended to students caring for babies and children that are not
their own (e.g., babysitting).

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall
student success. Students may experience stressors that can impact both their academic experience
and their personal well-being. These may include academic pressure and challenges associated
with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
*The Dean of Students Office* (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

*SFA Human Services Counseling Clinic* Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

*The Health and Wellness Hub* “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255) or 988 (national suicide hotline)
- Crisis Text Line: Text HELLO to 741-741