

# Syllabus

## EDIT 6100: Introduction to Instructional Technology Spring 2008

### Course information:

Online WebCT course - <http://webct.uga.edu/>

Online class meetings – Wednesdays, 8:00 – 10:45 PM

UGA Student Technology Support – (706) 542-3333 or sts@uga.edu

Note: The first class meeting will be face-to-face in room 601, Aderhold Hall.

### Instructor:

Gregory Clinton, Ph.D.

604-F Aderhold Hall

(706) 542-0466

gclinton@uga.edu

Office hours by appointment

### Course Description

EDIT 6100 focuses on the field of instructional technology, situating the field within the context of its historical perspective, current practices, and future directions.

### Purpose Statement

The purpose of this course is to examine, critique, and discover the context of the field of Instructional Technology, its historical perspectives, current practices, and future directions.

### Course Goals

By the end of this course, each student will be expected to:

1. Define major terms in Instructional Technology
2. Summarize the history of Instructional Technology
3. Describe the contributions of learning theories related to Instructional Technology
4. Describe the Instructional Design process
5. Select appropriate media according to instructional contexts
6. Analyze trends and issues in Instructional Technology
7. Integrate Instructional Technology into the learner's professional field

### Course Requirements

This course will be delivered online in a flexible format, meaning some classes will be held online *synchronously* (i.e. everyone attends class at the same time) and some will be held *asynchronously* (i.e. students complete coursework at a time of their choosing during a preset period of time). About 3/5 of the classes will be synchronous, while the other 2/5 will be asynchronously delivered. Keep in mind that asynchronous instruction does not mean there are no deadlines or that students won't be interacting with each other!

We will use Horizon Wimba Live Classroom for our online synchronous meetings. Live Classroom is an online, virtual classroom where we can collaborate with one another via two-way audio. For this you will need a computer headset with a microphone. Cell phone and radio headsets will not work properly.

The Live Classroom is accessible through our course WebCT site. Make sure the computer you will use for class is set up properly for this technology prior to our first class meeting. We urge you to log in to WebCT and enter our course at least two days before the first session. Select the Live Classroom icon, then one of the room names. This will prompt you to start the Setup Wizard. It is important to run the Setup Wizard early, just in case you need to download software updates. These updates can sometimes take up to an hour to load over a dial-up connection. Please contact Student Technology Support at 706-542-3333 or [sts@uga.edu](mailto:sts@uga.edu) if you have any problems working through the Setup Wizard.

Each student is expected to attend all synchronous meetings. Students should be prepared to discuss topical issues and contribute information and knowledge in a timely manner.

### **Course Policy**

- All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.
- More detailed information about academic honesty is located at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>
- This course syllabus is a general plan for the course; deviations may be necessary, and these will be announced to the class by the instructor.

### **Attendance Policy**

Because of the interactive nature of this course and the emphasis on team-based projects, class attendance will be directly factored into your grade for the semester. If you are absent, even for valid reasons, you are still responsible for the materials and assignments discussed in each and every class.

### **Pedagogy**

The primary pedagogy in this course is "learning by doing" within the context of a rich constructivist learning environment. In this course, you will undertake high-level cognitive tasks in and out of class. Among the tasks are:

- Building representations of your new knowledge about Instructional Technology
- Creating learning activities related to the field of Instructional Technology
- Reading and discussing literature related to the field of Instructional Technology

### **Readings**

There is no required textbook for this course. Required readings will be listed and downloadable from WebCT. Readings are also listed on the Course Schedule.

### **Special Needs Statement**

Students requiring special consideration because of a disability are encouraged to contact the course instructor at his or her earliest convenience.

## Course Schedule

| Date                                     | Topic                                       | Readings/Assignments  |
|--|---|---|
| Week 1<br>Jan. 9<br>face-to-face         | <b>Course Introduction</b>                  |   |
| Week 2<br>Jan. 16<br><i>synchronous</i>  | <b>IT Definition</b>                        | Readings for class:<br><br>1) What Field Did You Say You Were In? Defining and Naming Our Field By Robert A. Reiser<br><br>2) A Differentiating Definition of Instructional Technology and Educational Technology By Bruce W. Jones<br><br>3) The Definition of Educational Technology (AECT)<br><br>Due: Definition of technology (post)<br>Definition of instruction (post)<br>Definition of instructional technology ppt<br>(post draft for peer feedback) |
| Week 3<br>Jan. 23<br><i>synchronous</i>  | <b>IT History</b>                           | Readings for class:<br>1) What is the History of the Field (AECT)<br><br>2) A Brief History of Instructional Technology and the Ideas Affecting It by Craig Sheppard<br><br>Due: Influential people list (post to group)  |
| Week 4<br>Jan. 30<br><i>asynchronous</i> | <b>IT Learning Theories &amp; Paradigms</b> | Readings for class:<br>1) Instructional Design and Learning Theory by Brenda Mergel<br><br>Due: Definition of instructional technology ppt (submit)<br>History of IT timeline (submit)  |
| Week 5<br>Feb. 6<br><i>synchronous</i>   |   | Due: Learning activity (submit 24 hrs. prior to class)  |

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| <p>Week 6<br/>Feb. 13<br/><i>asynchronous</i></p> | <p><b>Instructional Design</b></p>          | <p>Readings for class:<br/>1) Chapter 1: Introduction to the Instructional Design Process by Jerrold Kemp, Gary Morrison, and Steven Ross</p> <p>Due: Learning theories comparison essay (post)</p>  |
| <p>Week 7<br/>Feb. 20<br/><i>synchronous</i></p>  |   | <p>Readings for class:<br/>1) Paradigms in the theory and practice of education and training design by Irene Visscher-Voerman and Kent L. Gustafson</p> <p>Due: Personal ADDIE model (submit 24 hrs. prior to class)</p>   |
| <p>Week 8<br/>Feb. 27<br/><i>synchronous</i></p>  | <p><b>Media</b></p>                         | <p>Readings for class:<br/>1) Instructional Media: Chalkboards to Video</p> <p>2) How to Select Effective Instructional Media by John Carpenter</p> <p>3) Media Attributes and Examples with Strengths and Limitations</p> <p>Due: Media table and comparison (post)</p> |
| <p>Week 9<br/>March 5<br/><i>synchronous</i></p>  | <p><b>IT Trends and Issues: Leaders</b></p> | <p>Due: IT leaders list (post)</p>   |
| <p><i>(March 12)</i></p>                          | <p><i>(Spring Break)</i></p>                |  |

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|---|--|--|
| <p>Week 10<br/>March 19<br/><i>synchronous</i></p>  | <p><b>IT Trends and Issues: Critiques</b></p>                                    | <p>Listenings for class:<br/>1) Interview with Larry Cuban, author of Oversold and Underused<br/>2) Interview with Todd Oppenheimer, author of The Flickering Mind and The Computer Delusion</p> <p>Due: Abstracts (post)</p>  |
| <p>Week 11<br/>March 26<br/><i>synchronous</i></p>  | <p><b>IT Trends and Issues: Current Trends &amp; Innovative Applications</b></p> | <p>Readings for class:<br/>1) Issues and Trends in Instructional Technology: Gradual Growth atop Tectonic Shifts by Barbara Bichelmeyer and Michael Molenda<br/>2) Executive Summary from A Digital Decade by the editors of Education Week</p> <p>Due: Innovative applications posting (post to group)<br/>IT leader PPT (post for peer feedback)</p> |
| <p>Week 12<br/>April 2<br/><i>asynchronous</i></p>  | <p><b>IT Trends and Issues: Future</b></p>                                       | <p>Readings for class:<br/>1) The future of instructional technology: A focused field or crisis of identity by Michael Barbour<br/>2) Creating the Future of IT by Rob Abel</p> <p>Due: Definition of IT (submit for grade)</p>  |
| <p>Week 13<br/>April 9<br/><i>asynchronous</i></p>  | <p><b>Field Integration</b></p>  | <p>Due: IT leader ppt (submit for grade)<br/>Future trends and issues essay (submit for grade)</p>   |
| <p>Week 14<br/>April 16<br/><i>asynchronous</i></p> |  | <p>Due: Action plan (post for peer feedback)</p>   |

|  |                          |  |
|--|--------------------------|--|
| Week 15<br>April 23<br><i>synchronous</i>  | <b>Course Summary</b>    | Due: Peer feedback (action plan)                         |
| Week 16<br>April 30<br><i>asynchronous</i> | <b>Course Evaluation</b> | Due: Course evaluation<br>Action plan (submit for grade) |

## Evaluation

The due dates for assignments are indicated here as well as on the course calendar. Assignments may be submitted prior to the due date. Late assignments will be penalized 20% for each day late. Grades are awarded based on points earned for the required course work.

| Assignments                                   | Due Date   | POINTS     |
|---|--|------------|
| <b>1. Discussion Board Postings</b>           |  |            |
| Technology definition (individual)            | Week 2   | /10        |
| Instruction definition (individual)           | Week 2   | /10        |
| Influential people list (group)               | Week 3   | /10        |
| Learning theories comparison (individual)     | Week 6   | /25        |
| IT leaders list (group)                       | Week 9   | /10        |
| Innovative applications in IT (individual)    | Week 11 (24 hours prior to class)  | /10        |
| Abstracts (individual)                        | Week 10  | /30        |
| <b>2. Power Points</b>                        |  |            |
| Definition of IT (individual) - draft version | Week 2- Post for peer feedback<br>Week 4- Submit for instructor feedback | /10        |
| Definition of IT (individual) - final version | Week 12  | /30        |
| Personal ADDIE model (group)                  | Week 7 (24 hrs. prior to class)  | /20        |
| IT leader (individual)                        | Week 11- Post for peer feedback<br>Week 13- Submit for grade             | /30        |
| <b>3. Assignments</b>                         |  |            |
| Timeline (group)                              | Week 4   | /25        |
| Learning activity (group)                     | Week 5 (24hrs. prior to class)   | /30        |
| Table with media comparison (group)           | Week 8   | /20        |
| Future trends and issues essay (individual)   | Week 13  | /20        |
| Action plan (individual)                      | Week 14- Post for peer feedback<br>Week 16- Submit for grade             | /40        |
| <b>TOTAL</b>                                  |  | <b>330</b> |

## Grading Scale

|    |         |
|----|---------|
| A  | 311-330 |
| A- | 297-310 |
| B+ | 288-296 |
| B  | 278-287 |
| B- | 264-277 |
| C+ | 255-263 |
| C  | 245-254 |
| C- | 231-244 |
| D  | 198-230 |
| F  | 0 -197  |

## Group Work

You will need to form a group on the first night of class and to give your group a name. The group should have between 3 and 5 members.

- Your group will discuss various topics each week in the live classroom.
- Your group will provide you with constructive feedback on your work before the instructor grades it.
- Your group will work together to complete several assignments.

*Communication is important!* Each group is free to use WebCT, HorizonWimba, face-to-face meetings, email, and phone calls for your group work. You can also make use of instant messaging programs like Yahoo! Messenger or iChat to communicate using audio.

## Student help for WebCT

<https://webct.uga.edu/www/student.html>

## QuickStart guide for Horizon Wimba

[http://www.uga.edu/horizonlive/lc\\_quickstart\\_uga.pdf](http://www.uga.edu/horizonlive/lc_quickstart_uga.pdf)

## Animated tutorial for Horizon Wimba:

<http://www.coe.uga.edu/twt/tutorials/HorizonWimba/HWSetupIntro.htm>