

EDIT 6100 Introduction to Instructional Technology

First Short Summer Session 2005 (June 9 - July 6)

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Where: 1910 of Lower Building at the Gwinnett University Center

When: Daily, 2:15-4:30 p.m.

Who: Masters, Specialist, and Doctoral level students

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; Constructing web-pages and PowerPoint presentations related to the field of instructional technology; and reading and discussing literature related to the field of instructional technology. This course is both "hands-on" and "heads-engaged."

Here are a few rules for thriving in this course (and life in general):

- Have ideas that no one has ever had before. You can, you know.
- Whatever you are doing, never stop growing, developing, seeking, inquiring, sensing.
- Encourage the growth and development of others. Stifling the growth of anyone (child, wife, parent, lover, neighbor, stranger, husband, student, teacher) is a crime against humanity. When any one person grows, we all grow.
- Grow in many directions. Learn to reason, learn to play, learn to work hard, learn to strive, and learn to just sit and relax. Learn to love yourself and others.
- Keep your body, your mind, and your spirit in tip-top shape.
- Be sincere, not serious. Have fun. Enjoy yourself. It's lighter than you think.
- Be responsible. Come to class prepared to challenge and to be challenged. Task yourself, your peers, and your teacher to do the best.
- Handle books with care, and read far into the night. Go to films, not movies.
- Work. If you work, it will lead to growth. Aim for quality in all you do.
- Travel. See the world. Meet as many people as you can. Make many friends. Have a few very, very close friends.
- There are no ultimate truths. Not even the previous statement is always true. Truth is a function of space and time.
- Don't try to reason and create at the same time. They're two different processes. And for goodness sake, don't program or author anything before it's reasoned and designed!
- Keep a diary. Communicate with yourself. Write letters to your friends, your former teachers, and your elected representatives.
- Every once in a while, throw out all the rules and start over.
- When you think there's nothing left to learn or that you know it all, you've stopped growing. Seek help immediately. You may already be dead!

Readings

Books:

There is no required textbook in this course, but these two books provide an excellent set of readings:

Anglin, G. J. (Ed.). (1995). *Instructional technology: Past, present, and future* (2nd Ed.). Englewood, CO: Libraries Unlimited.

Jonassen, D. H. (Ed.). (1996). Handbook of research for educational communications and technology. New York: Macmillan. (This book is available online at [AECT's website](#) or from many faculty in the Department).

Web-base resources

There are numerous online resources related to the field of instructional technology. The ones below are only representative, not exhaustive. There are numerous online resources related to the field of instructional technology. The ones below are only representative, not exhaustive.

[The Encyclopedia of Educational Technology](#)

Although this is not a comprehensive online encyclopedia, there are some interesting articles here, most of them created by students like yourself.

[Instructional Technology Connections](#)

This web resource contains lots of useful links identified by Martin Ryder from the University of Colorado at Denver.

[Instructional Technology Research Online \(InTRO\)](#)

This site was created by four graduates of the UGA Instructional Technology program. It contains a wealth of information about research and other aspects of this field.

[Dr. Mable Kinzie's Web Pages](#)

Dr. Kinzie and her students at the University of Virginia have developed some of the most interesting web sites about instructional technology and related topics.

[U.S. Government Educational Technology Resources](#)

This site features links to free information about educational technology provided by U.S. Government agencies.

[Yahoo's Instructional Technology Links Page](#)

Yahoo does a decent job of providing links related to instructional technology.

[Internet Sites for Educators](#)

This is a site that Bob Hart constructed based on recommendations from faculty and students in the Department of Instructional Technology here at UGA. There are other sites that are not specifically related to instructional technology per se, but to related topics.

[The Gateway to Educational Materials](#)

This is a great search engine for finding educational materials.

[ERIC Clearinghouse on Information and Technology](#)

This is a great resource for papers and published articles related to information science and technology hosted by Syracuse University.

[In Time Home](#)

INTIME enables educators to watch online video vignettes of PreK-12 teachers from various grades and subjects integrate technology into their classrooms using numerous teaching strategies.

Special Needs Statement

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

Class Schedule

Date	Topic	Activities	Readings
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June 9	Orientation	<ul style="list-style-type: none"> - Face-to-face meeting - Overview of syllabus - Discussion of tasks 1- 5 - Group formation 	None
June 10	Overview of the Field of Instructional Technology	- PowerPoint model of the field [one or more slides]	<ol style="list-style-type: none"> 1. The Field of Educational Technology: Update 2000 (A Dozen Frequently Asked Questions) by Donald P. Ely 2. The Proper Way to Become an Instructional Technologist by Lloyd Rieber
June 13	Perspectives on Instructional Technology	<ul style="list-style-type: none"> - Citation and abstract for an extra article you find on perspectives of IT. One page paper on your thought and perspectives on IT (see WebCT) 	<ol style="list-style-type: none"> 1. Online Education in the Corporate Context [PDF] - CLO Magazine 2. US Government Visions for Elearning [PDF] - Department of Education 3. Impact of Media Technology in Schools by Tom Reeves [PDF; summary]
June 14	Critiques of Instructional Technology	<ul style="list-style-type: none"> - Citation and abstract for one extra article you find on perspectives of IT. One page paper on your thought and perspectives on IT (see WebCT) - The Great Debate Exercise <p>Task 1 Due - Model of Field Due Online in Bulletin Board</p>	<ol style="list-style-type: none"> 1. Digital Diploma Mills by David F. Noble 2. Digital Diploma Mills: A Dissenting Voice by Frank White [Optional] 3. The Computer Delusion by Todd Oppenheimer 4. Oversold and Underused by Larry Cuban [PDF; Ch. 6; Book pages 176-184]
June 15	Instructional Design No class - Meet asynchronously on WebCT	<ul style="list-style-type: none"> - Describe a Educational Design Scenario - Create a Design Model that works for your scenario <p>Task 1 Due - Model of Field Feedback Due</p>	<ol style="list-style-type: none"> 1. Instructional Design Models by Martin Ryder 2. Survey of Instructional Development Models by Eric Plotnick 3. The Attack on ISD by Jack Gordon and Ron Zemke
June 16	IT and Learning Theory	Task 1 Due - Model of Field Due in the Assignments Area for a grade	<ol style="list-style-type: none"> 1. Computers Make Kids Smarter-Right? by Heather Kirkpatrick and Larry Cuban 2. Explorations in Learning & Instruction: The Theory Into Practice Database
	Instructional		<ol style="list-style-type: none"> 1. Emerging perspectives on

June 17	Strategies No class - Meet asynchronously on WebCT	- What is great instruction?	teaching, learning and technology by Michael Orey 2. Various Videos
June 20	Instructional Strategies Con't No class - Meet asynchronously on WebCT		
June 21	Instructional Technology in K-12 Schools	- Live class activity on technology integration	<ol style="list-style-type: none"> 1. Preparing to Teach with Technology by Mary Hatwood Futrell 2. Technology to Support Learning from How People Learn by Bransford, Brown, and Cocking 3. Reasons for Bringing Technology into Schools
June 22	Leadership profiles No class - Meet asynchronously on WebCT	Task 2 Draft due	
June 23	Internet/WebQuest in the classroom	Task 2 Team peer feedback due	<ol style="list-style-type: none"> 1. A Model to Guide the Integration of the WWW as a Cognitive Tool in K-12 Education by Tom Reeves 2. Bernie Dodge's WebQuest page at San Diego State University
June 24	Leadership profiles No class - Meet asynchronously in WebCT		
June 27	Leadership profiles Con't No class - Meet asynchronously in WebCT	Task 2 Final due	None
June 28	Educational Reform	- One page reflection on review of three PPT on researchers due (see WebCT assignments page) Task 3 (web-project) draft due	<ol style="list-style-type: none"> 1. Diffusion of Innovations Theory by Everett Rogers 2. Technological progress by Rescher 3. Learning, technology, and education by Trilling 4. No cliché left behind by Chris Dede

June 29	Media Comparison No class - Meet asynchronously in WebCT	Task 3 (web-project) team peer feedback due Task 1 Due - Model of Field with the Role and Nature of Research Included	<ol style="list-style-type: none"> 1. The Great Media Debate 2. Media Comparison Research by Joseph Herman McCall 3. Enhancing the Worth of Instructional Technology Research through "Design Experiments" and Other Development Research Strategies by Tom Reeves
June 30	Literacy and Digital Divide	In-class activity - How do we solve the digital divide?	<ol style="list-style-type: none"> 1. The Media Education Elephant by Kathleen Tyner 2. Reconceptualizing the digital divide by Mark Warschauer
July 1	Looking to the Future	Task 3 (web-project) final due - Last class meeting	<ol style="list-style-type: none"> 1. Six challenges for educational technology by Chris Dede 2. Distance Learning, the Internet, and the World Wide Web by Sandra Kerka 3. Storm Clouds on the Digital Education Horizon by Tom Reeves
July 6		- Last day to turn in any improved tasks for grading purposes. Task 1 Due - Final Model of Field Due With Final Reflection	Have a wonderful summer!

Evaluation

Effort will go a long way in this course. Expect to work hard, endeavor to achieve, and you will be rewarded! Creativity is another critical element of your work in this course. Dream, imagine, and take risks!

TASKS	POINTS
TASK 1. Produce a web page that presents your personal definition of instructional technology.	15
TASK 2. Prepare a PowerPoint presentation about a practitioner in the field of instructional technology.	20
TASK 3. Develop a web resource related to the field of instructional technology.	35
Task 4. A composite score of all your weekly assignments and your final model of the field of IT	20
TASK 5. Keep up with readings and actively participate in discussions in class and online, online quizzes, and attendance.	10
TOTAL	100

Scale

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = Below 60

Group Work

You will need to form a group on the first night of class. The group should have between 3 and 5 people. This group will be used for three aspects of the class.

- Your group will go to break out rooms to discuss theory applications each week in the live classroom.
- Your group will provide you with constructive feedback on your work before I grade it.

Communication is key! Your group is free to use the bulletin board, chat room, HorizonLive break out room (on the night of class), face-to-face meetings, emails, and phone calls for your group work. You can also make use of instant messaging programs like Yahoo Messenger to communicate using audio. A short tutorial from one of our students is available [here](#).