

EDIT 6100: Introduction to Instructional Technology

Fall 2005

Wednesdays, 4:40-7:40pm

Aderhold Rm 618

<http://www.arches.uga.edu/~julamoor/edit6100/>

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Office Hours: By Request (usually available 1-2 hours prior to class)

Welcome to EDIT 6100! This course serves as an overview of the field of Instructional Technology —a diverse, exciting, and evolving field of study. You may have chosen this course because you are beginning a study in the field, leading to a degree in this area, or perhaps just to understand more fully the current environment in which we live. Today some of the most interesting careers are found in instructional technology – in business, education, and government. Together, we will study significant issues in instructional technology, instructional design and implementation in the United States and around the world. History, research and technological supports for learning will be examined from multiple perspectives. I look forward to an enriching, engaging, and fun experience for all of us!

About the Course

The purpose of this course is to

- Build, challenge and clarify your own understanding of the field of Instructional Technology
- Begin to envision and articulate your areas of interest and possible connection to the field

To meet this purpose we will

Explore the historical roots of Instructional Technology

- What is IT? (and for that matter, ET, ID, HPT, Learning Sciences, etc.)
- Where did it come from?
- Who are the leaders of the field and what are their contributions?

Explore the current state of Instructional Technology (?)

- What do people in Instructional Technology do?
- What kind of research is being done?
- How is Instructional Technology utilized in various educational settings (K-12, business, higher education, military)?
- What are current criticisms of the field?

- What are the various points of view regarding legal and ethical issues at the international, national, regional, and local levels pertaining to the field?

Explore the future of Instructional Technology

- What are trends and issues in the field?
- What are future research avenues?
- What professional organizations and other avenues for professional growth?
- What does this mean to you?

Pedagogical Approach

My role as an instructor is to provide experiences, contexts, and activities that not only help you to broaden and deepen your understanding of the field, but also provide an opportunity for you to begin to develop skills needed by Instructional Technologists. 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. In a phrase, this course is both "hands-on" and "heads-engaged."

Our tools for our exploration will be the following:

- Careful reading and critique of the literature of the field
- Discussions – both small group and whole class
- Building representations of your new knowledge about the field using various technologies
- Presentations/sharing of information with colleagues in the class
- In-class activities, mini-lectures, technology skill sessions

When you teach anything, you learn so much more. I am looking forward to the opportunities to learn with and from you and will aim to create an atmosphere where collegial sharing and challenging is the norm. My goal is that we will become a true learning community and that you will develop relationships here that will last you through your graduate school career and beyond.

The Details

Texts

There are **no** required texts for this course. Required readings are listed on the class website (most are available through the web) as are a variety of web resources that will be jumping off points for your own research.

There are however, several books that while not recommended for purchase, but will support you in this course (some are outrageously expensive and others are difficult to find).

Anglin, G.J. (Ed.). (1995). *Instructional Technology: Past, present, and future* (2nd Ed.). Englewood, CO: Libraries Unlimited. (Note: Edition in Rm 619 will be an earlier edition)

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 - www.aect.org)

If you are pursuing or intend to pursue a Ph.D. in Instructional Technology then these texts are good starters for your own professional library. I have put my personal copies of these books (and several others that might be of help) in the EPIT Graduate Student Commons (Rm 619) for your use when I am not using them (Note: Other than taking books to the 2nd floor for photocopying, any books/resources housed in Rm 619 should stay in Rm 619. Thanks!). Please see me for the combination to Rm 619 if you don't know it already.

Tasks & Grading

There are five major tasks in this course:

	Description	Points
Task 1	Prepare a web page that presents your personal definition of instructional technology.	15
Task 2	Prepare a PowerPoint presentation about a leader in the field of instructional technology.	20
Task 3	Create a web-based resource related to the field of instructional technology	35
Task 4	Complete a final examination.	20
Task 5	Keep up with readings and actively participate in discussions and other class activities.	10
	Total	100

Please see the class website to learn more about each assignment.

Grade Assignments

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

Resubmit Option

If you receive less than a 90% score on any assignment, you may correct the problem(s) and resubmit up until December 16th. This option does not apply to the final exam.

Class Communication

We will utilize a listserv to help share ideas, thoughts, and announcements amongst class members. Please utilize your colleagues in the class as another source of information and feedback. To send a message to the class participants, send an email to: edit6100-fall05@listserv.uga.edu.

Academic Honesty

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.

The link to more detailed information about academic honesty can be found (until August 22) at: http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm. The link after August 27 will be: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.