

David Noah
EDIT 6100
Spring 2005

Course Objectives

At the end of the course, students should be able to produce a thoughtful, informed definition of the field. This will include its scope (what IT encompasses, where IT is practiced), its elements (instructional design, learning theories, learning technologies), its history (from WWII and behaviorist principles to the digital revolution and constructivist principles), its recurring issues (i.e., the digital divide, the relation between technologies and learning theories, the problems and potential of distance education, media comparison), its prominent practitioners, its possible futures, and something of how the field's issues fit within a broader philosophical and historical context.

Class Assignments

1. Keep a blog with responses to reading assignments
2. Join ITForum
3. Make a team presentation about a learning theory.
4. Make a team presentation about an instructional design model.
5. Make a presentation about a leader in the IT field.
6. Make a team webquest.

Readings

The Proper Way to Become an Instructional Technologist Lloyd Rieber

The Field of Educational Technology: Update 2000 Donald Ely

ITForum discussion April, 2004 re: 'learning architect'

Instructional Design and Learning Theories Mergel

Survey of Instructional Development Models Eric Plotnick

The Great Media Debate

Media Comparison Research Joseph Herman McCall

Computers Make Kids Smarter-Right? Heather Kirkpatrick and Larry Cuban

Impact of Media Technology in Schools Tom Reeves

Emerging perspectives on teaching, learning and technology Michael Orey

Technology to Support Learning from How People Learn(page through 194-218)

Bransford, Brown, and Cocking

The Computer Delusion Todd Oppenheimer

Attack on ISD

Class 1:

Introductions

First pass at definition of IT

Photos

Team formations

Blog creation

Joining ITForum

Horizon Wimba

Class 2:

Overview of field: What is IT?

Exploring Horizon Wimba

Discussion: What is technology?

Assignment 1 due: Create a blog (send me the address)

Assignment 2 due: Join ITForum

Reading due: Rieber, The Proper Way to Become an Instructional Technologist

Reading due: Ely, The Field of Educational Technology: Update 2000

Reading due: Review the April, 2004 ITForum discussion about the term 'learning architect'

Preparing: Teams go to breakout rooms and decide which learning theory to present next week

Resource: Theory Into Practice Database

Offline: Teams work on Assignment 3.

Class 3:

Discussion: How do we learn?

Assignment 3 due: Make PowerPoint team presentation about a learning theory.

Discuss: Exemplary and not so exemplary learning experiences

Reading due: Mergel, Instructional Design and Learning Theories

Offline: Meet with partners and decide on something that each of you could teach the other. Make a short, informal plan for how you would go about doing that.

Class 4:

Topic: How do we design instruction?

Report on partner project. What did you decide to teach your partner? Discuss variety of approaches presented. Relationship between type of learning (learning outcomes,

goals) and instructional process?

Instructor presentation:

Gagne and the five categories of learning outcomes

Gagne 's Events of Instruction

Overview of the ID Process: ADDIE

ISD: Dick and Carey

Systems vs Environments: Opening up the idea of learning and instruction--Instructivism vs Constructivism

ID models and theories

Reading due: Plotnick, Survey of Instructional Development Models

Offline: Teams work on Assignment 4.

Class 5:

Assignment 4 due: Make PowerPoint team presentation about an instructional design model.

Class 6:

Discuss comparisons with your ID model and Dick & Carey's model.
Breakout rooms to prepare for media comparison debate
Teams engage the Great Media Debate
Reading Due: McCall Media Comparison Research
Reading Due: The Great Media Debate

Class 7:

Discuss: Technology and Learning v. Technology and Instruction
Reading Due: [Kirkpatrick](#) Computers Make Kids Smarter-Right?
Reading Due: [Reeves](#) Impact of Media Technology in Schools
Introduce Avatars: Instructional Designer, Corporate Trainer, Cognitive Scientist, Elementary School Teacher, College Professor, Poor American, Gifted Student, Parent, School Principal, Poor Developing World Person, Behaviorist, Rural Student, Home School Student, Luddite, Media Specialist, US President, CEO, Philosopher

Class 8:

Class meets asynchronously: Send at least five original postings (as one of the Avatars) to the listserv related to education/instruction and technology, and make at least three responses to selected postings by other students.
Reading Due: Orey Emerging perspectives on teaching, learning and technology

Class 9:

Reading Due: Bransford Technology to Support Learning from How People Learn
Discuss reading.

Class 10:

Assignment Due: Presentations about Instructional Technologists

Class 11:

Assignment Due: Presentations about Instructional Technologists

Class 12:

Discuss WebQuest assignment

Class 13:

What's wrong with IT?
Readings due: [The Computer Delusion](#) Todd Oppenheimer
Readings due: [Attack on ISD](#)

Class 14:

Assignment Due: WebQuest presentations

Class 15:

Exams written in class.

Exam

How many instructional technologists does it take to change a light bulb? (Write an essay that presents your understanding of the field of Instructional Technology.)

Grading

Effort will go a long way in this course. Creative risks will be rewarded. Cooperative team work will be essential.

TASKS	POINTS
Post a weekly response to online readings on your blog, attend class, actively participate in discussions in class and online, and promote kindly good humor.	15
Produce a team presentation about a learning theory.	10
Produce a team presentation about an instructional design model.	10
Produce a team developed web resource related to the field of instructional technology.	30
Prepare a PowerPoint presentation about a practitioner in the field of instructional technology.	20
Exam: Write an in-class paper that presents your personal understanding of instructional technology.	15
TOTAL	100

Scale

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