

Critical Issues in Technological Studies
ETES 7080
Summer 2001

Instructor: Dr. Robert Wicklein

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Textbook: Martin, E. G. (Eds.). (1995). *Foundations of Technology Education*. Glencoe/McGraw-Hill. New York.
 International Technology Education Association. (2000). *Standards for Technological Literacy: Content for the Study of Technology*. National Science Foundation, Washington, DC
 Selected Readings - \$15.00 (Copies)
 Make checks payable to UGA and submit to instructor by 1st week of term

Course Identification:

In order to know how it is often important to know why first. For one to be truly knowledgeable of our profession it is imperative that a strong historical and philosophical basis be established before one can develop the future. This course is designed to enlighten the graduate students majoring in Technology Education with regard to the unique and interesting history of the field and to aid the graduate student in gaining a clear perspective of current trends and probable futures of the profession. Emphasis will be placed on:

1. History - Where we came from
2. Present - Where we are
3. Future - Where we are going
4. Philosophy - What do we believe about ourselves
5. Critical Issues and Problems facing the field/profession

Course Objectives:

At the conclusion of this course, students will be able to:

1. Describe in detail the historical beginnings and important factors that led to the development of the present day Technology Education field of study
2. Describe in detail the essential elements that currently make up the Technology Education field of study
3. Analyze current trends, issues, and problems that are impacting on the Technology Education field/profession
4. Develop a future perspective for the field of Technology Education
5. Present and describe your philosophy of Technology Education based on

relevant reference material

6. Prepare a Technology Education Foundations Portfolio that organizes and synthesizes all course material and experiences into a practical, custom-designed resource that meets your instructional/training needs and goals

Style of Teaching:

Classes will be conducted according to the following agenda:

1. Lecture and general discussion (this means that you discuss and/or interact in class activities - no passive learning)
2. Student Presentations

Assignments:

1. **Attendance/Participation:** Attendance is crucial especially considering the density of facts, concepts, principles, and procedures covered in each class. Missing even one class could set you seriously behind. Realize that if you are absent, even for valid reasons, you are responsible for the material and assignments discussed in each and every class. I expect each participant to take an active role by contributing and sharing thoughts and ideas, taking initiative, and seeking to help other members of the class. Each participant is expected to remain open to new ideas and different points of view. Several assigned readings will be provided for you to read and comprehend during the course along with sections from the text - These readings will be discussed in class. In addition, each student in the class will be required to become a member of the International Technology Education Association (ITEA) and the Georgia Industrial Technology Education Association (GITEA) as an indicator of professional commitment and participation. See attached application materials.
2. **Philosophy Statement:** Develop a 2-3 page philosophical statement plus references describing what you believe to be the essential purposes for the field of Technology Education. Begin your philosophy statement with the stem – ***“This I believe”*** Base your philosophy on evidence that is substantiated in the professional literature (cite references and include them in your paper). Each student will have an opportunity to present their philosophy statement in class.
3. **Student Presentation:** Develop a clear and precise presentation describing a specific class topic (see *Student Presentation Sign-Up List*). The presentation must express the content of the assigned topic as well as any other pertinent information. The presentation needs to speak to the heart of the issue (avoid trying to cover every detail) and cause the class to think deeply about the topic. Seek to involve the entire class in the learning process (make your presentation as interactive as possible). Use instructional technology as much as possible when creating your presentation (e.g., Power Point).

4. **Technology Education Foundations Portfolio:** This project is designed to synthesize all class experiences, activities, discussions, etc., into a useful framework for integrating technology education into your classroom or training environment (current or anticipated). The goals are for this plan to be of practical use for you. Details about this requirement will be discussed in class. In general, you have three tasks associated with this assignment: (a) organize all class materials meaningfully (25%); (b) customize the plan to suit your current or anticipated instructional/training needs by adding original materials and ideas (50%); and (c) document as many available resources as you can (25%). This plan is to reflect how you are going to incorporate the foundations of technology education into your teaching and I expect to see a mixture of educational philosophy and practical lesson planning. I also expect to articulate a rationale for the materials and ideas you place in your portfolio. Please consider this as an opportunity to consolidate and organize all of the class information into a document which can serve several functions: (a) be referred to in future (real) lesson plans; (b) act as a handy resources of names, addresses, etc.; (c) be shared quickly with parents/clients, colleagues, administrators, and school board members/managers as an example of your educational philosophy and management (i.e., similar to a portfolio).

The following sections must be represented at a minimum:

- I. History - Where we came from
- II. Philosophy - What I (we) stand for or why I (we) do what we do
- III. Future - Where I (we) am (are) going
- IV. Critical Issues and Problems

Things to include in each of these 4 sections:

- A. 300 word (min.) overview/summary of the section's materials.
- B. Document (reference) specific literature in which the topic is addressed in whole or in part.
- C. Mention authors/resources by name, and reference them in your portfolio.
- D. Provide examples of how and where your technology education program will incorporate your philosophy and/or activities.

Of course, you may also choose to add other sections as you see fit.

5. **Final Examination:** There will be a final examination at the conclusion of the summer term. There will be five (5) short essay questions (limited to one page for each question). Each question will be evaluated on (1) the basis of your knowledge of the subject, (2) how you have synthesized the material, and (3) the editorial quality of your answer. The examination content will be comprehensive.

Evaluation:

Attendance/Participation	10%
Philosophy Statement	20%
Student Presentation	20%
Technology Education Foundations Portfolio	25%
Final Examination	25%

Letter grades will be assigned according to the following percentages of points:

90 or above	"A" Excellent
80-89	"B" Good
79 or below	Graduate Students Do Over

This scale will be used objectively in assigning grades. There is no grading curve in this course.

For example, a student with a final percentage of 89.9% will receive a "B" regardless of how "close" it may be to an "A." You are responsible to give yourself whatever "safety zone" you feel is necessary to attain your targeted grade.

Late Assignments:

I expect assignments to be completed on time. My standard policy regarding assignments is 10% penalty for late assignments turned in within 1 week of due date and 50% penalty for assignments turned in thereafter until the end of the course (defined as the last regular class session). I use this system even in the event of "excusables," such as minor sicknesses or other unforeseen conflicts. However, any exceptions to this policy are made at my discretion.

Dishonesty:

Cheating on class assignments, examinations, or other serious forms of academic activities will result in a grade of "F" (and a required report to University Officials). Persons "borrowing" someone else's work on an assignment will receive a zero on that assignment if it is the first offense. A second offense will be considered a serious form of academic dishonesty. (Borrowee is equally subject to penalties.)

Assignment Schedule of Events:

Topic	Due Date
Confirmed Professional Affiliation	7/10
Philosophy Statement	7/10
Student Presentation	Assigned Date
Technology Education Foundations Portfolio	7/31
Final Examination	7/31