9-2002

C&I 570.01: Instructional Technology Foundations

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C & I 570: Instructional Technology Foundations
Fall, 2002

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Office Hours:
Tues., 3:00 – 5:00 p.m.
Thurs., 10:30 – 12:00 p.m.

Course Time and Location: Mondays, 4:10 - 7:00 p.m., ED 113

Course Description: This course is designed to provide students with an overview of the learning theories and instructional design models that form the foundation of instructional technology. Having knowledge about the foundations, history, and the literature in the field enables students to think more critically about their projects. Topics included in this course are: foundations, history, ISD models, issues, and current trends. A foundation will be laid which you will use when you design, develop, implement and evaluate instructional media during the spring semester.

Objectives:
By the end of the semester, the students will be able to:

• Understand the foundations and history of educational technology
• Identify major resources, organizations, and people in the field of educational technology
• Become familiar with a wide variety of literature related to educational technology
• Become familiar with a variety of Instructional Systems Design (ISD) models

Recommended:

Bibliography of selected resources:

Course Content:
Topics
Behaviorists: B. F. Skinner, Thorndike, and Computer assisted instruction
Jean Piaget
Jerome Bruner
Lev Vygotsky
Benjamin Bloom
David P. Ausubel
Robert M. Gagne
Seymour Papert
John Dewey: Experiential learning
David Jonassen & Constructivism
CTGV and anchored instruction

Technology initiatives
Key Building Blocks for Student Achievement in the 21st Century
http://www.ceoforum.org

e-Learning: Putting a World-Class Education at the Fingertips of all children

No Child Left Behind
http://www.ed.gov

Technology Standards
MT student standards
NETS for students
NETS for teachers
NETS for administrators
Evaluation:

Evaluation will occur on a continuing basis throughout the semester. Students are expected to attend all classes and participate in classroom activities. Assignments must be turned in on time and in a professional format. They are weighed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Class attendance and participation</td>
<td>10%</td>
<td>90 -100%</td>
<td>A</td>
</tr>
<tr>
<td>Reports</td>
<td>60%</td>
<td>80 - 89%</td>
<td>B</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
<td>70 - 79%</td>
<td>C</td>
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<tr>
<td></td>
<td>100%</td>
<td>60 – 69%</td>
<td>D</td>
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<td></td>
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<td>Below 60</td>
<td>F</td>
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Reports

Report 1. (20 %) – Decade of history
  Instructional technology development
  Societal and Political influences
  What happened in schools

Report 2. (20 %) – Theorist
  Prepare an annotated bibliography of the theorist’s writings to be distributed when you give your report.
  Present information about your person’s theories and how they impacted field of instructional technology.
  Lead discussion on theory

Report 3. (10%) – Instructional System model - Find at least two Instructional systems design models. Compare and contrast. Develop your own model and justify each component.

Report 4. (10%) – Impact of external stakeholders on the field (e.g., CEOforum, Congress, etc.)

Bibliographies should be in APA style. Use technology when you present your reports.

Other pertinent information

Class attendance is mandatory. More specific information on class assignment and expectation for those assignments will be part of each class period. In case you miss a scheduled class, you should contact someone in the class for work missed.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9/4</td>
<td>Introductions</td>
<td>Course Overview</td>
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<tr>
<td>9/9</td>
<td>Educational Technology Foundations</td>
<td></td>
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<tr>
<td>9/16</td>
<td>History of Instructional Technology</td>
<td>5 page paper on “your” decade 50 (MC), 60(SG), 70(HF), 80(AM)</td>
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<tr>
<td>9/23</td>
<td>Behaviorists: Thorndike, Skinner, Bloom</td>
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<td>9/30</td>
<td>Cognitivists: Bruner, Ausubel, Gagne</td>
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<tr>
<td>10/7</td>
<td>Constructivism and Anchored Instruction: Jonassen, CTGV</td>
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<tr>
<td>10/14</td>
<td>Learning and Development: Piaget, Vygotsky, and Papert</td>
<td>Attend at least one presentation at MEA or MCEL. Write a reflection paper on the role of educational technology in K-12 schools.</td>
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<tr>
<td>10/21</td>
<td>Midterm</td>
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<td>10/28</td>
<td>Experiential Learning: John Dewey</td>
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<tr>
<td>11/4</td>
<td>Instructional Design models</td>
<td>Find 2 ISD models on web or print- compare and contrast. Create your own.</td>
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<tr>
<td>11/11</td>
<td>Holiday</td>
<td>Learning styles (self exams) Bernice McCarthy’s 4Mat</td>
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<tr>
<td>11/18</td>
<td>Technology and learning in &quot;Virtual worlds&quot; - building communities, providing tech support, library services</td>
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<td>11/25</td>
<td>Thanksgiving - No class</td>
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<tr>
<td>12/2</td>
<td>Politics and Instructional Technology</td>
<td>Report on 1 technology initiative &amp; 1 set of standards</td>
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<tr>
<td>12/9</td>
<td>Assessing Technology's Impact</td>
<td>Is the expense of technology justifiable when school budgets are so tight?</td>
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<tr>
<td>12/16</td>
<td>Beethoven's Birthday</td>
<td>Final</td>
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