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C&I 570.01: Instructional Technology Foundations

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**C & I 570: Instructional Technology Foundations
Fall, 2004**

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Office Hours:
Mon., 11:00 a.m. – 12:00 p.m.
Tues., 3:00 – 5:00 p.m.
Wed., 1:00 – 2:00 p.m.

Course Location: [http:// umonline.umt.edu](http://umonline.umt.edu)

Course meeting time: Tuesday, 7:00 – 8:00 p.m. (in Virtual Classroom)

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
- Understand how national, political initiatives impact

Course Content:

Topics

Behaviorists: B. F. Skinner, Thorndike, and Computer assisted instruction

Cognitivists: Jerome Bruner, David P. Ausubel, Robert M. Gagne

Learning and Development: Jean Piaget, Lev Vygotsky, Seymour Papert, Howard Gardner

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>

National Educational Technology Plan

<http://www.nationaledtechplan.org/>

No Child Left Behind

<http://www.ed.gov/nclb/landing.jhtml>

21st Century Skills: Literacy in the Digital Age
<http://www.ncrel.org/engage/skills/skills.htm>

National Educational Technology Standards

For students, teachers, and administrators
(<http://cnets.iste.org>)

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:

Class participation	10%	90 -100%	A
Reports	60%	80 - 89%	B
Exams	<u>30%</u>	70 - 79%	C
	100%	60 – 69%	D
		Below 60	F

My Expectations of you :

1. Students are expected to send in their assignments by the due date.
2. Students are expected to participate in ALL threaded discussions.
4. All work should be presented in a professional manner. They should be proofread before sending. Assignments containing errors in spelling, punctuation, APA style, and so will receive a **10% score reduction.**

How to Send and Name Assignments

1. In the subject line, type First Initial+last name +Assignment number (e.g., SbrewerA1)
2. If you send an assignment as an attachment, be sure to put your name and the assignment number on the attached document.

You should expect from me:

1. A response to an email within 24 hours. (If you need immediate help, put HELP in the subject line.)
2. A response to a threaded discussion posting within 48 hours.
3. Graded papers returned within 3 days of the due date.

Recommended text:

American Psychological Association. (2001). Publication manual of the American Psychological Association. (5th ed.) Washington, DC: American Psychological Association.

Bibliography of selected resources:

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

Cognition and Technology Group at Vanderbilt. (1999). Technology for teaching and learning with understanding: A primer. Boston: Houghton Mifflin.

Dick, W. and Carey, L. (2001). The systemic design of instruction. (5th Ed.) New York: Harper Collins.

Gagne, R. M., Briggs, L. J., & Wager, Walter W. (1992). Principles of instructional design. (4th ed.). Fort Worth: Harcourt Brace Jovanovich.

Heinich, R., Molenda, M., Russell, J. D. & Smaldino, S. E. (2002). Instructional media and technologies for learning (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Jonassen, D., Peck, K. & Wilson, B. (1999). Learning with technology: A constructivist approach. Upper Saddle Brook, NJ: Prentice Hall.

Saettler, P. (1990). The evolution of American educational technology. Englewood, CO: Libraries Unlimited.

Seels, B.B. & Richey, R. C. (1994). Instructional technology: The definition and domains of the field. Washington, D.C.: Association for Educational Communications and Technology.

Seels, B. B. & Glasgow, Z. (1998). Making instructional design decisions. Upper Saddle Brook, NJ: Prentice Hall.

Smith, P. L. & Ragan, T. J. (1999). Instructional design. (2nd ed..) Upper Saddle Brook, NJ: Prentice Hall.

Simonson, M. & Thompson, A. (1997). Educational computing foundations. Upper Saddle Brook, NJ: Prentice Hall.

Note: I will be adding to the recommended reading list as the semester progresses.

C & I 570: Dynamic Syllabus

Fall, 2004

Date	Topic	Assignment
8/31	Introductions to Course and Participants Syllabus Assignments and groups projects	What is educational technology?
9/7	Definition of the field	Initial definition is due
9/14	History of Instructional Technology	5 page paper on “your” decade 50s, 60s, 70s, 80s, 90s
9/21	Behaviorists: Thorndike, Skinner, Bloom, Glaser Tyler, Mager, and Bloom	
9/28	Cognitivists: Bruner, Ausubel, Gagne	
10/5	Learning and Development: Piaget, Vygotsky, and Papert	
10/12	Experiential Learning: John Dewey Constructivism and Anchored Instruction: Jonassen and CTGV	
10/19	Midterm	
10/26	Learning Styles	
11/2	Holiday	
11/9	Addie and ID models	Find 2 ISD models on web or print– compare and contrast. Create your own.
11/16	Educational Technology Standards	
11/23	Library time	
11/30	Politics and IT	
12/7	Becoming a professional Organizations Conferences	
12/14	Final	