Fall 9-2004

C&I 570.01: Instructional Technology Foundations

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C & I 570: Instructional Technology Foundations  
Fall, 2004

Dr. Sally Brewer  
Office Hours:  
Office: EDUC 101  
Mon., 11:00 a.m. – 12:00 p.m.  
Phone: 243-2563  
Tues., 3:00 – 5:00 p.m.  
E-Mail: sally.brewer@mso.umt.edu  
Wed., 1:00 – 2:00 p.m.

Course Location: 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
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>Component</th>
<th>Weight</th>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 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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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:

Bibliography of selected resources:

*Note: I will be adding to the recommended reading list as the semester progresses.*
# C & I 570: Dynamic Syllabus

## Fall, 2004

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