I. **Catalog Description:** Conceptual foundations of the field of Educational Technology. Considers historical factors that contributed to the development of the field. Considers underlying systems concepts. Introduces major publications and professional organizations in the field. Includes a research project and field trips to sites demonstrating exemplary use of educational technologies.

II. **Rationale:** This three-hour, on-line graduate course introduces the professional field of educational technology from a scholarly yet practical perspective. It is intended to lay a conceptual foundation upon which you can build a new career or get better at an existing one in teaching or training. The instructor will employ a variety of on-line instructional methods. You are expected to participate in discussions as per the on-line Discussion Forum. You will also work in teams of three to research, develop, and document an in-depth presentation using the Google docs slide show application on a course-related topic approved by the instructor.

Insofar as the course is “content intensive,” you are urged to keep current with assigned readings and assignments. You are further urged to seek assistance from the instructor if you experience any problems with course
assignments, interactions with other students, or with discussions.

III. State Adopted Proficiencies for Teachers Addressed by the Course:

(Competency 007) The teacher uses effective verbal, nonverbal, and media communication techniques . . .

Learner-Centered Communication: . . . the teacher demonstrates effective professional and interpersonal communication skills.
The teacher . . . uses media techniques so that learners explore ideas collaboratively, pose questions, and support one another in learning. The teacher and students . . . give multimedia presentations . . . and use technology as a resource for building communication skills.

(Competency 009) The teacher uses . . . technological resources . . . to support individual and group learning.
Includes 1) appropriate uses of instructional materials and resources (e.g., computers, CD-ROM, videodiscs, primary documents, and AV equipment; 2) helping students understand the role of technology as a learning tool; 3) evaluating the effectiveness of specific materials and resources for particular situations

Learner-Centered Knowledge: The teacher possesses and draws on . . . technology to provide relevant and meaningful learning experiences . . .
The teacher stays abreast of current . . . technology. The teacher integrates technological resources so that learners consider the central themes of the subject matter from as many viewpoints as possible.

Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
The teacher selects . . . technology . . . that is developmentally appropriate and designed to engage interest in learning.
IV. Student Learning Outcomes

Students in this graduate program will:

- apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems; (ETEC 5397 is linked to this student learning outcome.)

- develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy; (ETEC 5320 is linked to this student learning outcome.)

- demonstrate knowledge of the field; (ETEC 5300, ETEC 5303, ETEC 5304, and ETEC 5397 are primarily linked to this student learning outcome.)

V--TExES Competencies Addressed by the Course:

No TExES competencies or examinations in educational technology currently exist at the graduate level. However, all beginning teachers are expected to demonstrate the ability to meet the following Technology Applications (Standards I–V):

a) All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

b) All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

c) All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving
situations.

d) All teachers communicate information in different formats and for diverse audiences.
e) All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

VI. Course Goals and Objectives: Upon completing the course, you should be able to do the following:

1) compare and contrast various definitions of the field of educational technology;

2) describe major historical events that helped to shape the field;

3) describe the practical applications of behaviorism, cognitivism, constructivism (learning theories);

4) identify major publications and professional organizations in the field;

5) summarize results of research conducted on selected aspects of the field;

6) describe selected instructional design models;

7) describe needs assessment and its role in the work of an educational technologist;

8) apply the ASSURE Model in developing a slide show using the Google docs slide show application;

9) apply visual design principles in the group presentation;

10) write proper objectives for the presentation;
11) apply appropriate instructional methods in delivering the group presentation;

12) choose to work cooperatively with the members of your team;

13) choose to pursue additional studies in educational technology.

VII. Topics

Instructional and educational technology
Communication Theory
Listening Skills
Dale’s Cone of Experience
Visual Design Principles
Electronic Slide Design
Needs Assessment
ADDIE Model
Instructional Systems Development
Instructional Objectives
Learning Theories
Instructional Methods
History of the Field
Team Work
Presentation Skills
Professional Associations

VIII. Instructional Methods and Activities

Methods and activities will include instructor presentations, videos, small group work, student presentations, in-class exercises, reading assignments, and some computer-lab exercises.

IX. Evaluation and Grading: Your grade for the course will be determined as follows:

on-line assignments . . . . . . . . . . . . 50%
participation in on-line discussion forum. . . . . . . . . 10%
course exam . . . . . . . . . . . . . . . . . 20%
team slide show . . . . . . . . . . . . . . . . 20%

X. Calendar

Week of:

January 11  Review syllabus; introduce yourself on course blog as per BlackBoard

Course Content for week of January 11

16 January 16: Martin Luther King Holiday
January 17: Face-to-face course kick off meeting: 5:00 PM: check BlackBoard 9
for location: non-local course participants need not attend.

23 History of the field assignment

30 Dale’s Cone of Experience; communication theory

February 6  ASSURE Model activity; instructional methods

13 Types of needs and needs assessment activity

20 Learning theories activity

27 PowerPoint & visual design activity

March 5  Instructional Systems Development (ISD) and instructional design (ID)
activity; activity on professional associations in the field

12 Spring break: March 12-16

19 Team building activity
26  Midterm examination

April 2  Develop group project using Google Docs slide show

9  Develop group project using Google Docs slide show

16  Develop group project using Google Docs slide show

23  Critique other course participants’ Google Docs slide shows

30  Critique other course participants’ Google Docs slide shows;
Classes end on May 1

Attendance policy: You are expected to actively participate in on-line discussions and completion of the final group project. You are also expected to complete assignments on time as directed in Black Board Course Content. Contact the instructor in advance if you anticipate any related problems.

Required notebook: Please obtain a three-ring binder for the course. You are asked to print and hole-punch all course handouts, assignments, and notes and maintain them in the notebook.

XI.  Required text: none

NOTE: Check course WebCT site regularly for readings from the Internet and course assignments.

XII.  Bibliography


