

Syllabus

I. Course Description

CURR 518: Education in the Information Age. 3 cr. This course broadly explores technologies that are being developed or applied as educational tools and applications and prepares students for implementation and best practices relating to the application of instructional technology in a variety of situations, particularly in libraries, instructional resource centers, industrial training programs, and instructional settings.

II. Rationale

This course provides students with an overview of the development of instructional technology and provides them with insights into the effective use and application of instructional technology resources that are available now or are under development. This course will explore how potential technologies can be evaluated. The course will demonstrate how educators can take advantage of the diversity of approaches used in various settings and how the potential of research in the area of instructional technology can broaden our understanding of the impact and effectiveness of future learning applications..

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Educational professional programs. This content course is a basic introductory course; it supplements CURR 555, and helps build the foundation for CURR 426 and EDFN 426, 524, 625, and 627. Content to the conceptual framework permeates the course and is specifically evident in objectives and activities for this course

III. Course Objectives, Outcomes, and Standards

This course is designed to enable candidates to	Conceptual Framework KSD	Assessment Strategies (Referenced to VIII)	NCATE/ State Standards	ISTE (NETS for Teachers)	LCET	Mastery Level (I=Initial; M=Mastery; Ma=Maintenance)
1. Describe a philosophy of the role of current and future technologies in instruction.	K 2-3, 6	1 a & b; 2 d & d	I.3, I.5, I.8 A.5	II; VI	III. A 5	Ma
1. Identify and discuss significant issues involved in the access, use, and control of technology in our society.	K 2-6	1 a & b; 2 c & d	I.3, I.5, I.8 A.5	I; II; V; VI	III. A 5	Ma
1. Summarize trends in the use and implementation of technology.	K 2-5	1 a & b; 2 c & d	I.3, I.5, I.8 A.5	I; II; IV; V; VI	III. A 5	Ma
1. Articulate a philosophy and a vision on the use of technology.	D 1-6	1 a & b; 2 c & d	I.3, I.5, I.8 A.5	I; V; VI	III. A 5	Ma
1. Summarize research in the field of Instructional Technology.	K 3, 6	2 a & b	I.3, I.5, I.8 A.5	V	III. A 5	Ma
1. Explain the nature of the results of the research and its implications for future.	D 2-4, 6	1 a; 2 c	I.3, I.5, I.8 A.5	III; V; VI	III. A 5	Ma
1. Describe the strengths and weaknesses of the research performed in the field of Instructional Technology.	D 2-4, 6	1 a; 2 a & b	I.3, I.5, I.8 A.5	IV; V	III. A 5	Ma

1. Use sources of research findings in Instructional Technology, including some of the following: ERIC; Resources in Education; Encyclopedia of Educational Technology Research; Dissertation Abstracts; Review of Research in Education; and Psychology Abstracts..	S 3-6 D 3	2 a, b & c	I.3, I.5, I.8 A.5	I; II; III; IV; V; VI	III. A 5	Ma
1. Develop a research proposal for some area related to Instructional Technology.	S 3-6	1 b	I.3, I.5, I.8 A.5	V	III. A 5	Ma
1. Identify key events and individuals from the history of Instructional Technology.	K 2-3	1 a; 2 d	I.3, I.5, I.8 A.5	I	III. A 5	Ma

IV. Primary Empirical Base

Heinich, R., Molenda, M., Russell, J., & Smaldino (2002) *Instructional media and technologies for learning*, 7th. ed. Upper Saddle River, NJ: Prentice Hall. Reiser, R., & Dempsey, J. (2002). *Trends and issues in instructional design and technology*: Upper Saddle River, NJ: Pearson Education; and Rose, D.H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: ASCD.

V. Resources and Materials

The textbook adopted for this class is: Reiser, R., & Dempsey, J. (2002). *Trends and issues in instructional design and technology*: Upper Saddle River, NJ: Pearson Education. Other major resources and materials include: Educational Technology Standards and Performance Indicators for Administrators (http://cnets.iste.org/administrators/a_stands.html); Educational Technology Standards and Performance Indicators for All Teachers (http://cnets.iste.org/teachers/t_stands.html); Technology Foundation Standards for Students (http://cnets.iste.org/students/s_stands.html); and Louisiana Content Standards (<http://www.louisianaschools.net/lde/ssa/1222.html>).

VI. Course Topics

The major topics to be considered are 1. History of instructional technology; 2. Current types of educational technology systems; 3. Current applications of instructional technology systems; 4. Preparing for technology integration; 5. Funding for instructional technology; 6. Designing ergonomic technology work centers and classrooms; 7. Maintenance and security issues surrounding the use of instructional technology; 8. Equity issues; 9. Instructional integration and integration models; 10 Using and evaluating instructional software; 11. Using basic computer tools; 12. CD-ROM technology; 13. Hypermedia; 14. Computer networks; 15. Basic telecommunications; 16. Emerging technologies

VII. Instructional Methods and Activities

Methods and activities for instruction include:

- A. Traditional Experiences: 1. lecture/demonstration; 2. Professional Reading; 3. cooperative learning groups.
- B. Clinical Experiences: 1. guest speaker; 2. video; 3. simulations; 4. individual and group projects; 5. lab experiences; 6. class participation.
- C. Field-based Experiences: 1. field trips; 2. internet participation.

VIII. Assessment and Grade Assignment

The candidate will maintain an average of 80 % on all work.

- A. Methods
 - 1. Traditional Assessments: a. Knowledge and Application Exams; b. Written Assignments.
 - 2. Performance Assessment: a. Literature Review; b. Web Bibliography; c. Technology Research Project Presentation; d. Portfolio; e. Internet Participation. (Rubric used for all assessments.).
- B. Grading Scale, 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F.

IX. Course Schedules & Policies

- A. Schedule (see below)
- B. Policies

- Attendance Policy: Students are expected to attend and be on time for all classes and lab sessions. Participation in class discussions and labs should be considered part of one's professional development. Discussions in class will help improve your communication skills and prepare you to present your proposals and designs to others for approvals and critiques. Participation in lab sessions is part of your professional skill development and provides an opportunity for you to receive critiques and feedback of your work as well as providing helpful information to others. Two points will be awarded for participation in each class session. One point will be deducted when students are tardy. Late arrivals of over 15 minutes will be treated as an absence. No points will be awarded when absent.
- Make-up Policy: No credit will be given for an assignment that is more than one week late unless prior approval has been given by the instructor. If there are extenuating circumstances, students should discuss the situation with the instructor to make alternative arrangements before the assignment is due. Late projects will be reduced by one letter grade for each day they are late.
- Email: All students are expected to have a current, professionally appropriate email address.
- Academic Dishonesty: Submitted papers and e-mail from your ID to your instructor are equivalent to your signature-i.e. your word of honor. Purposeful misrepresentation of submissions to your instructor or submission of someone else's work (including information/files retrieved from the Internet) as your own, will be considered academic dishonesty and will be treated according to university and college policies regarding academic dishonesty.
- Students with Disabilities: Students with documented disabilities that affect their ability to fully participate in the course or who require special accommodations are encouraged to speak with the instructor at the beginning of the semester so that appropriate accommodations can be arranged.

- Classroom Emergency Plan
The plan is posted on the class website. Please review these policies and procedures to use in case of an emergency.
- Miscellaneous: Cell phones and/or pagers are not appropriate in the classroom. If an emergency situation requires you to have one in class, please notify the instructor before class begins

X. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References

- Anderson, R.E., & Ronnkvist, A. (1999). *The presence of computers in American schools: Teaching, learning and computing: 1998 national survey (Report #2)*. Irvine, CA: Center for Research on Information Technology and Organizations. (ERIC Document Reproduction Service No. ED 430 548)
- Bassi, L., & Van Buren, M. (1999, May). The 1999 ASTD state of the industry report. *Training and Development Magazine, Supplement*, 53(5).
- Bassi, L.J., & Van Buren, M.E. (1999). Sharpening the leading edge. *Training and Development*, 53(1), 23-33.
- Bates, A.W. (2000). *Managing technological change: Strategies for college and university leaders*. San Francisco: Jossey-Bass.
- Bates, A.W., & Bartolic, S. (1999). *Assessing the costs and benefits of telelearning: Six case studies*. Vancouver, BC: University of British Columbia/National Centre for Excellence in Telelearning.
- Becker, B.E., & Huselid, M.A. (1998). High performance work systems and firm performance: A synthesis of research and managerial implications. *Research in Personnel and Human Resources*, 16(1), 53-101.
- Becker, H.J. (1998). Running to catch a moving train: Schools and information technologies. *Theory into Practice*, 37(1), 20-30.
- Dick, W. (1997). Better instructional design theory: Process improvement or reengineering? *Educational Technology*, 37(5), 47-50.
- Dick, W. (1996). The Dick and Carey model: Will it survive the decade? *Educational Technology Research and Development*, 44(3), 55-63.
- Driscoll, M. (1998). *Web-based training: Using technology to design adult learning experiences*. San Francisco: Jossey-Bass.
- Driscoll, M.P. (2000). *Psychology of learning for instruction* (2nd ed.) Needham Heights, MA: Allyn & Bacon.
- Ely, D.P. (1999, February). *New perspectives on the implementation of educational technology innovations*. Paper delivered at the Association for Educational Communications and Technology Annual Conference, Houston, TX.
- Gagné, R.M., & Medsker, K.L. (1996). *The conditions of learning: Training applications*. Fort Worth, TX: Harcourt Brace College Publishers.
- Greengard, S. (1999). Web-based training yields maximum returns. *Workforce*, 78(2), 95-96.
- Hodgson, P. (1999). How to teach in cyberspace. *Techniques*, 74(5), 34-36.

- Jonassen, D.H. (2000). Designing constructivist learning environments. In C.M. Reigeluth (Ed.), *Instructional design theories and models: Their current state of the art* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Jonassen, D.H., & Kwon, H.I. (2001). Communication patterns in computer-mediated vs. face-to-face group problem solving. *Educational Technology: Research and Development*, 49(1).
- Kruse, K., & Keil, K. (2000). *Technology-based training: The art and science of design, development, and delivery*. San Francisco: Jossey-Bass.
- Lave, J. (1990/1997). The culture of acquisition and the practice of understanding. In D. Kirshner & J. A. Whitson (Eds.), *Situated cognition: Social, semiotic, and psychological perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates
- Lemke, J.L. (1997). Cognitions, context, and learning: A social semiotic process. In D. Kirshner & J.A. Whitson (Eds.), *Situated cognition: Social, semiotic, and psychological perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mendels, P. (1999). Textbook publisher plans online university. *The New York Times on the Web*. [Online]. Available: <http://www.nytimes.com/library/tech/99/06/cyber/education/02education.html>.
- Palloff, R.M., & Pratt, K. (1999). *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco: Jossey-Bass.
- Resnick, M. (1998). Technologies for lifelong kindergarten. *Educational Technology Research and Development*, 46(4), 43-55.
- Rosenberg, M.J. (2001). *E-Learning: Strategies for delivering knowledge in the digital age*. New York: McGraw-Hill.
- Rossett, A. (1999). *First things fast: A handbook of performance analysis*. San Francisco: Jossey-Bass/Pfeiffer
- Rossett, A. (1999). Knowledge management meets analysis. *Training and Development*, 53(5), 63-68.
- Rosset, A., & Donello, J.F. (1999). *Knowledge management for training professionals* [Online]. Available: <http://defcon.sdsu.edu/3/objects/km/home/index.htm>.
- Segall, W.E., & Wilson, A.E. (1998). Putting philosophy to work in culturally diverse classrooms. In W.E. Segall & A.E. Wilson, *Introduction to education: Teaching in a diverse society* (pp. 125-150). Upper Saddle River, NJ: Merrill.
- Silber, K. (1998). The cognitive approaches to training development: A practitioner's assessment. *Educational Technology Research and Development*, 34(4), 58-72.
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- Siegel, M.E. (1999). Instructional infrastructure planning: Innovation theory, systems theory, and computer modeling. [Online]. Available: http://horizon.unc.edu/projects/monograph/CD/Change_innovation/Siegel.asp

B. Classic References

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- Relan, A. (1990). The desktop environment in computer-based instruction: Implications for instructional design. *Educational Technology*, 31, 7-14.
- Vockell, E.L. & Schwartz, E. (1988). *The computer in the classroom*. Santa Cruz, CA: Mitchell.

C. Key Journals

- Technology, Research and Development*
- Performance and Instruction*
- Journal of Educational Psychology*
- Journal of Computer-Based Instruction*
- Programmed Learning and Educational Technology*
- Educational Technology*
- American Educational Research Journal*
- Journal of Memory and Cognition*
- T.H.E. Journal*
- Learning and Leading with Technology*
- Journal of Computing in Teacher Education*
- Journal of Research on Technology Education*
- Journal of Distance Education*