

**WAYNE STATE UNIVERSITY
ADMINISTRATION AND ORGANIZATIONAL STUDIES
INSTRUCTIONAL TECHNOLOGY**

**IT 8100 – BACKGROUNDS, ISSUES, AND TRENDS IN INSTRUCTIONAL
TECHNOLOGY
FALL TERM 2008**

Course Website: (<http://blackboard.wayne.edu>)

COURSE SYLLABUS

*The course syllabus is a general plan for the course,
deviations announced to the class by the instructors may be necessary.*

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Date/Time: Thursday from 5:30pm to 9:10pm in 357 Education

Office hours – 2:00pm-5:00pm, Thursday or by appointment
To make an appointment contact via one of the above methods

<p>Graduate Bulletin: This course is designed for advanced graduate students in Instructional Technology. Professionals in any field should be able to do more than just perform the skills associated with that field. They should also know something about the field's history, its current status, and the trends and issues likely to have an impact of the field. The goal of this course is to provide opportunities for students to become conversant and knowledgeable in these areas.</p>
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Course Goals:

1. To explore the history of the field of Instructional Technology, including the:
 - Practice history; and
 - Intellectual history.
2. To analyze the foundations of Instructional Technology, including:
 - Communications foundations
 - Audio-visual foundations;
 - Systems approach foundations;
 - Psychological and evaluation foundations;
 - Management and utilization foundations.
3. To describe and analyze the contributions of key leaders in the field throughout its history.
4. To explore the various positions on key issues currently confronting the field, and to formulate one's own position with respect to these issues.
5. To analyze trends in the field and determine the likely impact of such trends on future theory and practice.

Required Texts: The following books are required and available at Marwil's Book Store (Cass & Warren):

Ely, D.P. & Plomp, T. (1996). *Classic Writings on Instructional Technology*. Englewood, CO: Libraries Unlimited, Inc.

NOTE: This is the 1996 edition and not the 2001 edition!

Januszewski, A., Molenda, M. (2008). *Educational technology: A definition with commentary*. New York, NY: Lawrence Erlbaum, Inc.

Instructional Strategies This course combines instructor presentations with thoughtful learner participation. Course activities will consist of lectures, question and answer sessions, problem solving exercises, classroom and on-line small and large group discussions.

Course Requirements: Grades will be based upon:

- Mid-term exam (20 points) – **DUE October 16, 2008**
- A paper either on influential leader in the field or on a major theme that has dominated the field (25 points) – **Due October 30, 2008**
- A group project and presentation which provides an in-depth examination of an issue faced by the field and the relationship of such an issue to the field's intellectual and practice history (25 points). Presentations will be given on either – **DUE November 25 or December 4, 2008**
- Final exam (20 points) – **DUE December 15, 2008 points**
- Online discussion (10 points) – **DUE 9/18, 10/2, 11/6, 11/20**

Total 100 points

ASSIGNMENT GUIDELINES

In addition to the criteria presented with the assignments, the following general criteria will be used for grading purposes:

1. All written work must demonstrate appropriate techniques and conventions of scholarly papers.
2. All written work must meet the scholarly standards stated in the *APA Publication Manual*.

Mid-term Exam: **DUE: October 16, 2008**

Guidelines: Task: To complete a take home mid-term exam focusing on the audio-visual, technological, communication and systems foundations of the field.

Final Exam: **DUE: December 15, 2008**

Guidelines: Task: To complete a take home final exam focusing on the psychological, evaluation, management and professional practice foundations of the field.

Online Discussions: DUE: September 18, October 2, November 6, and November 20, 2008

Guidelines: The guidelines for every discussion week are the same. You will be required to post one initial posting and at least two responses to the initial postings of others in your group. Postings must be completed by Saturday at 5:00PM on the on-line week. For example, the On-line week of September, 18th, your responses to the questions must be posted by Saturday, September 20th at 5:00pm. Instructor responses will follow.

Group Project DUE: November 25 or December 4, 2008

Guidelines: Task: To examine in-depth a particular issue facing the field of Instructional Technology by:

- describing the issue and the various positions taken with respect to the issue;
- constructing an history of how this issue has impacted the field;
- identifying the contributions of key persons who are and have been identified with the issue;
- describing the implications of the issue; and
- forming an opinion on this issue.

GENERAL PROCESS:

1. Form teams of 4-5 persons interested in a given topic.
2. Identify one critical issue related to the general topic.
3. Research the literature.
4. Plan and delivery a *one and a half hour* presentation on your issue, which includes:
 - a bibliography of key references on the topic;
 - a handout for class members *summarizing* your findings;
 - a visual and verbal presentation of findings.

Issues Group Worksheet

1. Identify group members.
2. Briefly describe the specific issue that you will address in your project.
3. Prepare an initial list of the sub-topics that will be addressed. (When doing this consider both the dimensions of your topic and the required elements of the assignment.)
4. Identify possible sources of information that relate to each sub-topic.
5. Identify any special resources that you think your group will need.
6. Construct a project work plan that addresses at least the following:
 - a. Identification of key tasks to be completed in the project; (This may include tasks such as various facets of the literature review, deliverables, sharing and group approval of products, and presentation planning.)
 - b. Initial assignments for each person;
 - c. Time line for completion of project; and a
 - d. Tentative schedule of group meetings (assume that you will have some

time in class to meet each session from Oct. 16 – Nov. 25).

7. Identify potential problems, if any

In addition to the criteria in the syllabus, the following is due upon completion of the project.

Each group member will write a one page description of what they and each person in the group did in the project (roles, responsibilities, products produced, etc.). Limit this to one page for the entire group.

Each group member has the option of writing up a one page description of any challenges, difficulties etc. with the group and its members.

These are to be written INDIVIDUALLY and CONFIDENTIALLY.

Paper DUE: October 30, 2008

Guidelines: Task: You have options for this assignment. Select either:

- The influential leader paper, or The historical theme paper

The Influential Leader Paper

1. *General Assignment Rationale.* In this course you are exploring the field's most influential leaders, events, and trends. This paper presents an opportunity for you to develop another type of analysis of the field of Instructional Technology. It is an analysis of the field by studying the contributions of one major leader.
2. *Specific Task.* Write a paper on *one* person who has had, or whom you think will have in the future, a profound influence upon this field. Your paper should:
 - identify and briefly describe the career of this person;
 - describe and provide support for the person's most significant contributions;
 - describe the nature of the impact of this person's work on the field;
 - describe the manner and the extent to which you think this person will continue to be influential upon the field in the future, and provide a rationale for your position.
3. *Paper Specifications.* The paper should:
 - Be 15-20 pages;
 - Include an appendix which provides a chronology of the individual's career which includes educational background, major positions, and major accomplishments.
 - Be written according to the 5th edition APA style manual;
 - Be based upon a review of the pertinent literature, both current and historical, written, oral, and/or electronic.
4. *Implications of the Assignment.* There are a number of issues you must address to complete this assignment. Some of these follow:
 - It is not necessary (or perhaps even possible) to select *the* most influential person. You may want to select a person who has had particular influence on one domain or one facet of the field. Pick a person and an area of the field in which you are particularly interested.
 - Consider the broader history of the field when making your selection. However, the person does not *have* to be a historical figure to prove his or her influence. A consideration of the history of the field includes looking at current leaders as well.

- Pick a person who is considered an Instructional Technologist, or someone whose work has major implications for the field. In other words, we are indebted to the contributions of persons such as Comenius, whose instructional method was applied in the first illustrated textbook, and to Edison's work with the motion picture machine. However, they are not Instructional Technologists, nor do we *directly* look to their work for direction. On the other hand, someone such as Kilpatrick is not considered an Instructional Technologist either, but his work is closely tied to the work of the field today.

The Historical Theme Paper

1. *General Assignment Rationale.* In this course you are exploring the history of the field. This assignment presents an opportunity for you to analyze a particular facet of this history. It is an analysis of the field by studying the ideas associated with one theme that has dominated this history.
2. *Specific Task.* Write a paper on **one** of the following themes that has been dominant in the history of Instructional Technology:
 - The power of visuals and realism
 - The power of technology
 - Breaking down barriers to education (the emergence of distance education)
 - The emphasis on individualization
 - The influence of science and scientific thinking
 - The emphasis on organizational improvement.

Specifically, you should:

- describe the ideas, philosophies, and or values which provided a foundation for this theme;
 - describe the key events that provide evidence of the dominance of these ideas;
 - describe the impact of these ideas on the field's theory, research and practice; and
 - describe the manner and the extent to which you think these ideas will continue to be influential upon the field in the future.
3. *Paper Specifications.* The paper should be:
 - a. 15-20 pages in length;
 - b. written according to the 5th edition APA style manual;
 - c. based upon a review of the pertinent current and historical literature, (written, oral, and/or electronic); and it should
 - d. include an appendix which provides a chronology those events and key publications in the field's history which provide evidence of the dominance of this major theme.

IT 8100
WEEKLY SCHEDULE

Week	Date	Topic
1	9/4 Asynchronous	Course Overview Introduction to Key 8100 Assignments
	<i>Reading:</i> <ul style="list-style-type: none"> Reiser, R.A. (2007). What field did you say you were in? In R.A. Reiser & J.V. Dempsey (Eds.), <i>Trends and issues in instructional design and technology</i> (pp. 2-9). Upper Saddle River, NJ: Merrill Prentice Hall. Oswald, D. F. (2002). A conversation with Michael J. Hannafin. <i>Educational Technology</i>, 42(6), 60-63. 	
2	9/11	History, Theory and Disciplinary Change Disciplinary Definitions and the Evolution of the Field
	<i>Reading:</i> <ul style="list-style-type: none"> Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. Ch. 1. Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. Ch. 10. The Wayne State University Instructional Technology Program: The Early Years. 	
Audio-Visual & Technological Foundations of the Field		
3	9/18 Synchronous	Early History of Audio-Visual Foundations Theoretical Bases of Audio-Visual Education
	<i>Reading:</i> <ul style="list-style-type: none"> Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. pp. 81 – top of 104. Ely & Plomp, pp. 169-180: Dale, E. (1946). The cone of experience. In <i>Audio-visual methods in teaching</i>. (pp. 37-51). New York: Dryden Press. Hoban, C.F.; Hoban, C.F. Jr.; & Zisman, S.B. (1937). Why visual aids in teaching. In <i>Visualizing the curriculum</i> (pp. 3-26). New York: The Cordon Company. <i>Assignment Due:</i> <ul style="list-style-type: none"> Online Discussion 	
4	9/25	Media Research and Mediated Instruction: Issues and Trends Future Trends of Mediated Instruction
	<i>Reading:</i> <ul style="list-style-type: none"> Finn, J.D. (1957). Automation and education: I. General aspects. <i>AV Communication Review</i>, 5(1), 343-360. Finn, J.D. (1957). Automation and education: II. Automatizing the classroom – Background of the effort. <i>AV Communication Review</i>, 5(2), 451-467. Finn, J.D. (1960). Automation and education: III. Technology and the instructional process. <i>AV Communication Review</i>, 8(1), 5-26. Clark, R. E. (1983). Reconsidering research on learning from media. <i>Review of Educational Research</i>, 53, 445-460. Kozma, R.B. (1994). Will media influence learning? Reframing the debate. <i>Educational Technology Research & Development</i>, 42(2), 7-19. 	

Communications Foundations of the Field		
5	10/2 Synchronous	What is Communication? The Role of Communication in the Field of IT
<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. Ch. 8. • Dale, E. (1953). What does it mean to communicate? <i>AV Communication Review</i>, 1(1), 3-5. • Gerbner, G. (1956). Toward a general model of communication. <i>AV Communication Review</i>, 4(3), 171-199. <p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> • Online Discussion 		
Systems Foundations of the Field		
6	10/9	History of Systems Applications in Education & Training
<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. pp. 105 – 130. • Ely & Plomp, pp. 39-46: Churchman, C. W. (1965). On the design of educational systems. <i>Audiovisual instruction</i>, 10(5), 361-365. • Ely & Plomp, pp. 57-64: Hoban, C.F. Jr. (1977). A systems approach to audiovisual communications. In L.W. Cochran (Ed.) <i>Okoboji: A 20 year review of leadership 1955-1974</i> (pp. 67-72). Dubuque, IO: Kendall/Hunt. • Silvern, L.C. (1968). <i>Systems engineering of education I: Evolution of systems thinking in education</i> (selected pages). Los Angeles: Education and Training Consultants Co. • Eisner, E.W. (1969). Instructional and expressive educational objectives: Their formulation and use in curriculum. In Popham, W.J.; Eisner, E.W.; Sullivan, H.J. & Tyler, L.L. <i>Instructional objectives</i> (pp. 1-18). AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally & Company. • Popham, W.J. (1969). Objectives and instruction. In Popham, W.J.; Eisner, E.W.; Sullivan, H.J. & Tyler, L.L. <i>Instructional objectives</i> (pp. 32-52). AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally & Company. 		

7	10/16	Current Applications if the Systems Approach Mindless, Un-minded and Multi-minded Systems
<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. Ch. 3. • Reigeluth, C.M. (1992). The imperative for systemic change. <i>Educational Technology</i>, 32(11), 9-13. • Swanson, R.A. (1999). The foundations of performance improvement and implications for practice. In R.J. Torraco's (Ed.) <i>Performance improvement theory and practice</i> (pp. 1-25). Baton Rouge, LA: Academy of Human Resource Development and Berrett-Koehler Communications, Inc. <p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> • Mid-term Exam 		
Psychological and Evolution Foundations of the Field		
8	10/23	Evolution of the Psychological base Emphases on Individualized Instruction
<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. Ch. 2. • Ely & Plomp, pp. 183-197: Keller, F.S. (1968). "Good-bye, teacher...". <i>Journal of Applied Behavior Analysis</i>, 1, 79-89. • Ely & Plomp, pp. 211-227: Skinner, B.F. (1958). Teaching Machines. <i>Science</i>, 128, 969-977. • Bloom, B.S. (1976). Mastery learning. In <i>Human characteristics and school learning</i>. New York: McGraw Hill Company. • Ely & Plomp, pp. 161-166: Tyler, R. (1966). New dimensions in curriculum development. <i>Phi Delta Kappan</i>, 48, 25-28. 		
9	10/30	Instructional Technology's Adoption of the Evaluation Process Current Evaluation Trends and Issues
<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Ely & Plomp, pp. 111-117: Kaufman, R. (1977). Needs assessments: internal and external. <i>Journal of Instructional Development</i>, 1(1), 5-8. • Ely & Plomp, pp. 119-142: Kirkpatrick, D.L. (June, 1979). Techniques for evaluating training programs. <i>Training and Development Journal</i>, pp. 178-192. • Popham, W. J. (2003). The seductive allure of data. <i>Educational Leadership</i>, 60(5), 48-51. • Lewy, A. (1989). Formative and summative evaluation. In Eraut, M. (Ed.) (1989) <i>The international encyclopedia of educational technology</i> (pp. 437-439). NY: Pergamon Press. <p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> • Paper 		

Management Foundations of the Field		
10	11/6 Asynchronous	Media Utilization & Resources Management Diffusion & Institutionalization of Innovations
	<p><i>Reading:</i></p> <ul style="list-style-type: none"> Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. Ch. 5 and 6. <p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> Online Discussion 	
11	11/13	Trends in Instructional Management
	<p><i>Reading:</i></p> <ul style="list-style-type: none"> Fullen, M.G. (1996). Implementation of Innovations. In T.Plomp & D.P. Ely (Eds.) <i>The international encyclopedia of educational technology (2nd Ed.)</i> (pp. 273-281). NY: Pergamon Press. Rogers, E.M. (1995). Innovation in organizations. In <i>Diffusion of innovations</i> (4th Ed.) (pp. 371-400). New York: The Free Press. 	
The Foundations of Professional Practice		
12	11/20 Asynchronous	The Development of the Profession
	<p><i>Reading:</i></p> <ul style="list-style-type: none"> Januszewski, A., Molenda, M. (2008). <i>Educational technology: A definition with commentary</i>. Ch. 9, 11. Ely & Plomp, pp. 231-241: Finn, J. (1953). Professionalizing the audio-visual field. <i>Audio-Visual Communication Review</i>, 1(1), 6-17. Hale, J. (2003). Certification: How it can add value. <i>Performance Improvement</i>, 42(2), 30-31. <p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> Online Discussion 	
13	11/25 TUESDAY	Group Presentations
	<p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> Group Project 	
14	12/4	Group Presentations Course Evaluation
	<p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> Group Project 	
15	12/15	Finals
	<p><i>Assignment Due:</i></p> <ul style="list-style-type: none"> Final Exam 	

IT 8100 CLASS POLICIES

Class Policies: All policies stated in the Graduate Bulletin of Wayne State University will be adhered to.

ATTENTION STUDENTS WITH DISABILITIES

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course.

If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in 1600 Adamany Undergraduate Library to request an accommodation.

EAS Telephone Numbers: VOICE: (313) 577-1851 or TTY: (313) 577-3365

Class Attendance: It is assumed that advanced graduate students will assume the role of an active independent learner and scholar.

If a class must be missed the instructor **MUST** be contacted in advance.

This class is based on the contributions of every class member. Thus, your punctual attendance is required at each class meeting, as is responsible class participation. Participating in class should be a pleasant experience, especially if you are well prepared. You are allowed to miss one class without penalty. However, if you miss a second class you will be penalized 10 points from your final grade (e.g., 85% becomes a 75%). If you miss a third class you will be penalized another 10 points. If you miss a fourth class you will be assigned a grade of F. Extenuating circumstances will be taken into consideration but it is best to keep the instructor informed of what is going on.

Evaluation: All written assignments must demonstrate appropriate communication skills (e.g., correct spelling, punctuation, and grammar).

All papers must use the APA style and be computer generated using a clear, dark cartridge or laser printer. All assignments must have a cover sheet, which includes the title, student's name(s) and date.

Assignments are due on the assigned date (no exceptions).

Technology Use Requirements: It is expected that all students will possess the skills needed to use a computer, to include email, a web browser, and word-processing, as many of the readings and course activities will be located in *Blackboard* and/or *Wimba*. Students are expected to check their e-mail regularly and reply to any message requiring a response within twenty-four (24) hours.

Make-ups, Re-dos, and Extra Credit: My policy regarding instruction is that I will try my very best to explain exactly what you need to know in order to do well in the course. My e-mail address and office phone number are on the syllabus. I check email several times each day. Please don't hesitate to e-mail, instant message, call, or come by my office if you need assistance. I will be glad to help you with any questions you may have.

Please don't ask for make-ups, re-dos, or extra credit assignments. They are not a part of my approach to teaching.

Assistance from the Instructor: There will be opportunities each class for you to ask questions and receive guidance on your assignments. In addition, I will be available to provide individual assistance during office hours. Please do not submit your assignments prior to due date for additional review.

Approach to Course: I expect all course participants to approach the course in a mature, motivated, and professional manner. A professional approach means to:

- Complete course assignments with enthusiasm and without complaint.
- Recognize that learning can only happen when we take an active role.
- Engage fully in all course activities.
- Ask questions. Respond to the questions of others.
- Contribute your observations, insights, and opinions.
- Respect the observations, insights, and opinions of others.
- Treat information shared in class with respect, sensitivity, & confidentiality.
- Strive to excel.

Classroom Climate & Department: A Free and Open Exchange of Ideas

[Adapted from Dr. Kathryn Roulston, University of Georgia]

As a student at Wayne State University, the free discourse of ideas should be expected. We believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views. We expect openness to difference and a willingness to interpret issues from perspectives that may not be quite so comfortable for you.

We have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that we may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with us. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Please be sensitive in your class participation by not unfairly dominating discussions. Our goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.