

## **EME 5054: Foundations of Educational Technology**

### **Instructor Information**

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### **Class Meeting Information**

Location: Norman Hall G518 (Moved to G513)

Days: Tuesdays

Times: 5:10pm – 8:10pm

### **Office Hours**

Tuesday 2:00pm – 5:00pm

Wednesday 2:00pm – 5:00pm

*If you are not available at these times, please email me to schedule an appointment.*

### **Course Description**

This course is required for all Educational Technology majors at the University of Florida. Many students elect to major in educational technology because they enjoy the hands-on design and development aspects of the field. However, Educational Technology is a broad and dynamic field that intersects many other disciplines and offers numerous opportunities for individuals with varied interests and talents. Having knowledge of the foundations, history, perspectives and literature in the field enables students to think more critically about their efforts and career goals. This course is intended to give you an overview of the field and help you begin to find (or further establish) your niche within it.

### **Course Objectives**

By the end of this course students should be able to:

- Describe the foundations and history of educational technology
- Identify major resources, organizations, projects, and people in the field of educational technology
- Read and critically consider a wide variety of literature related to educational technology
- Analyze differing perspectives on educational technology
- Use basic web technology in the production of an instructional product

## **Required Readings**

There are a number of educational resources that will be referenced throughout the semester. Here are the titles of those resources:

1. Educational Technology: A Definition with Commentary (Definition)
2. Early Forerunners: Before 1900
3. A History of Instructional Design and Technology: Part 1: A History of Instructional Media
4. A History of Instructional Design and Technology: Part 2: A History of Instructional Design
5. Educational Technology: A Definition with Commentary (Learning)
6. Behaviorism and Instructional Technology
7. Cognitive Perspectives in Psychology
8. Constructivism: Implications for the Design and Delivery of Instruction
9. Reconsidering research on learning from media
10. Learning with media
11. Multimedia learning: Are we asking the right questions?
12. Old Concerns with New Distance Education Research: Media comparison studies have fatal flaws that taint distance learning research relying on this strategy
13. The Myth about no Significant Difference
14. Elements of a Science of E-learning
15. What Happened to E-learning and Why?
16. Unintended Consequences: Distance Learning and the Structure of the University

## **Course Resources**

All required readings and assignment submissions are available in the Moodle instance for this course. To access Moodle, login to: <http://online.education.ufl.edu>. Log in with your GatorLink credentials. All assignments should be submitted electronically via Moodle by the specified deadline.

## **Course Policies**

Students are expected to attend all of their scheduled classes and to satisfy all course objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, who reserves the right to deal with individual cases of nonattendance. It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence. In order to receive full credit for work, students must turn in required deliverables in the on the specified due date. No late work will be accepted in this course – no exceptions.

Examinations, assignments, and projects are designed by the instructor to provide a complete learning experience for each student. Each student is therefore expected to complete his/her own work. The instructor recognizes that students learn from each other and particularly recognize the value of students comparing notes with each other.

However, the amount of such collaboration permitted varies widely from course to course, and is influenced not only by instructor prerogative, but by the level and nature of the material under discussion. In no case should one submit work not one's own and in no case should one represent another's work as one's own. Plagiarism is just one of several areas of academic misconduct. It is not just the plagiarizer who is at risk. It is equally unacceptable for one to knowingly supply another student with access to one's current work or work from a previous term. This is called complicity in academic dishonesty, which is another area of academic misconduct. Any attempt to misrepresent one's performance on any exercise submitted for evaluation is academic misconduct.

### **Special Needs**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Office for Students with Disabilities to assist in planning accommodations. Please see me outside of class to make any arrangements involving special accommodations.

### **Course Deliverables**

There are several forms of deliverables in this course: group project, individual assignments, class participation, and a book review. Each of the deliverables in this course has hard deadlines that are posted in advance. No late work will be accepted.

#### *Group Project*

Groups assigned by the instructor will work together in the development of a website which focuses on the major events in the history of educational technology. The group project will make use of HTML, CSS, and NVU in the production of a functional and instructional website. The website will be evaluated by the instructor and by your peers. The group's task is to research relevant events and their importance in the development of the field of educational technology. The web and assigned readings will probably be your group's major source of information. Your presentation of this information will take the form of a web site that includes appropriate text (be sure to cite sources of information in APA format), at least two external links, two additional pages (internal links), a CSS file to make a consistent look-and-feel, and at least, two graphics that enhance the information presented. Groups will be responsible for presenting their website to the class.

#### *Individual Assignments*

The individual assignments include multiple applied problems and/or case studies that relate to educational technology topics covered in class. These are major individual deliverables in the course. This is an individual learning experience. You are welcome to discuss ideas and compare answers, but the materials you submit to the instructor must be representative of your individual effort. You are to turn in the required documents to Moodle on the date specified. The individual assignments include:

- Assignment 1: Defining the Field
- Assignment 2: Visual Timeline of Educational Technology
- Assignment 3: Graphic Organizer of Theoretical Foundations
- Assignment 4: Media Research Questions
- Assignment 5: Responding to Critics

### *Class Participation*

Class participation is defined as leading a discussion on a research article, and attendance and active participation in class discussions and activities. Each student will be required to lead a discussion on one reading. The readings will be selected early in the semester and should relate to your personal focus area. You will be required to develop a 10-minute presentation on the assigned reading using PowerPoint (03/07), bring a hard copy for the instructor, present to the class on a specified date, lead a subsequent discussion for approximately 10-minutes, and upload the electronic file to the designated location in Moodle. Additionally, the instructor will be facilitating class discussions, live software demonstrations, and lecturing about relevant content. Your attendance to these sessions is expected. Further, your active participation in these activities is also an expectation. Attendance will be taken on a daily basis. Participation is measured by the extent to which you participate in class activities.

### *Book Review*

This assignment provides you with an opportunity to read a book that is of interest to you in the field. A book report summarizes content; a book review provides a critical analysis of the book. This assignment should include both with more emphasis placed on the latter. When writing a book review it is a good idea to read the book in its entirety while critically thinking about what the author is saying and taking careful notes while reading each section. It is also a good idea to revisit each draft of your review after a few days away from it. You may also want to reread the book throughout the writing process, paying particular attention to the areas you are writing about at that time. A good review typically includes but is not limited to:

- information about the author(s) such as his/her qualifications, reasons for writing the book, etc. This may require additional research on the part of the reviewer.
- a concise summary of the book's scope, content and context. This often includes reference to similar works in the field. This may require additional research on the part of the reviewer.
- special attention to the central points in the book that are supported by your personal opinion and examples from the book. This often is accomplished through the use of section headings.
- your personal critique of the book which may include things such as the value, style, form, contents, etc.
- for our purposes your review should explicitly address how the book is related to the field of educational technology if it is not immediately obvious to someone not knowledgeable in our field Grammar and style suggestions

- use present tense (“The author contends....”)
- avoid writing in first person (the entire review represents your thoughts and ideas) include the full bibliographic citation as your heading
- quotations from the book should be followed by the page number in parentheses
- avoid long quotations from the book as it is better to state the contents in your own words
- make a few points well rather than many points poorly
- be certain that someone who has not read the book will understand it after reading your review.

Create a presentation for the book review. The presentation should last approximately 10 minutes and should provide the audience an overview of the text as well as your critique of the text. Be sure to use visual aids.

### Course Grading

Final course grades will be determined using scores from the following:

- 25% - Individual Assignments
- 25% - Book Review
- 25% - Class Participation
- 25% - Group Project

Grade	Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

*Note: A grade of an ‘I’ will not be awarded unless there are extenuating circumstances.*

### Tentative Course Schedule

Use this tentative schedule as a guide for planning this semester. You are expected to read the materials before class.

<b>Week</b>	<b>Reading Assignments and Topics</b>	<b>Deliverables</b>
Week 1: 8/24/2010	Course Syllabus	
Week 2: 8/31/2010	<i>Read:</i> <ul style="list-style-type: none"> <li>• Educational Technology: A Definition with Commentary (Definition)</li> </ul>	
Week 3: 9/7/2010	<i>Read:</i> <ul style="list-style-type: none"> <li>• Early Forerunners: Before 1900</li> </ul> Drake Varvorines	Assignment 1
Week 4: 9/14/2010	<i>Read:</i> <ul style="list-style-type: none"> <li>• A History of Instructional Design and Technology: Part 1: A History of Instructional Media</li> <li>• A History of Instructional Design and Technology: Part 2: A History of Instructional Design</li> </ul> Tawny Collins	
Week 5: 9/21/2010	<i>Read:</i> <ul style="list-style-type: none"> <li>• Educational Technology: A Definition with Commentary (Learning)</li> </ul> Peter Simpson	Assignment 2
Week 6: 9/28/2010	<i>Read:</i> <ul style="list-style-type: none"> <li>• Behaviorism and Instructional Technology</li> </ul> AJ Kleinheksel	
Week 7: 10/5/2010	<i>Read:</i> <ul style="list-style-type: none"> <li>• Cognitive Perspectives in Psychology</li> </ul> Megan Edwards	

Week 8: 10/12/2010	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Constructivism: Implications for the Design and Delivery of Instruction</li> </ul> <p>Aaron Thomas</p>	
Week 9: 10/19/2010	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Reconsidering research on learning from media</li> </ul> <p>Serena Wilson Colin Zehnder</p>	Assignment 3
Week 10: 10/26/2010	<p>Association for Educational Communications and Technology – No Class Meeting Work on your group project</p>	
Week 11: 11/2/2010	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Learning with media</li> </ul> <p>Chris Frey</p>	
Week 12: 11/9/2010	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Old Concerns with New Distance Education Research: Media comparison studies have fatal flaws that taint distance learning research relying on this strategy</li> <li>• The Myth about no Significant Difference</li> </ul> <p>Brian Schilling</p>	Assignment 4
Week 13: 11/16/2010	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Multimedia learning: Are we asking the right questions?</li> <li>• Elements of a Science of E-learning</li> </ul> <p>Buyiswa Mini</p>	
Week 14: 11/23/2010	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• What Happened to E-learning and Why?</li> <li>• Unintended Consequences: Distance Learning and the Structure of the University</li> </ul> <p>Meredith Elkin</p>	Group Project

Week 15: 11/30/2010	Book Review Presentations  Margeaux Johnson	Book Review
Week 16: 12/7/2010	Group Project Presentations	Assignment 5 Group Project Peer Review
Week 17: 12/14/2010	Open Session for a Guest Speaker (Potentially virtual session facilitated in Elluminate)	