

ITLS 6505: Foundations of Instructional Technology

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| Phone | 797-2535 |
| Office | EDUC 207 |
| Office Hours | |
| Class day/time | Thursday, 1:30-4 pm |
| Location | Education 282 |

Overview

This course is designed to familiarize new ITLS graduate students with the fields of instructional technology and learning sciences. Through this course you will learn about the history of the fields, important figures, current and future trends, as well as current debates.

This course includes both individual and group assignments because practitioners in the fields need to be able to work in individual and in group settings.

Objectives

Upon completion of this course students will be able to:

describe the history of the fields of instructional technology and learning sciences

define instructional technology and learning sciences and identify subfields and jobs in each field

list and describe professional organizations, conferences, and publications associated with instructional technology, learning sciences, and sub-fields (e.g., Human Performance Technology)

describe and apply models used in instructional technology and learning sciences

write coherent research papers formatted according to APA

Grading Scale

Your grade will be based on the university grading scale:

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University Grading Scale:

| | |
|----|---------|
| A | 100-93% |
| A- | 92-90% |
| B+ | 89-87% |
| B | 86-83% |
| B- | 82-80% |
| C+ | 79-77% |
| C | 76-73% |
| C- | 72-70% |
| D | 69-60% |
| F | 59-0% |

The following course components will contribute to your grade:

Term Paper (60 points)

For this paper you will identify a topic within the fields of instructional technology or learning sciences (e.g., electronic performance support systems) that interests you, identify at least 10 sources of which 8 must be peer-reviewed journal articles, review the research, identify gaps in the research, and make suggestions for future research and/or guidelines for practice. The paper must be formatted according to APA 5th, and must be at least ten pages not including references, 12 pt font.

Participation (60 points)

You are expected to read all required course readings and come prepared to discuss and apply them. You will be assigned 1 or more articles for which you will lead the class discussion. The articles will be assigned the first week of class. One third of your participation points will be based on your attendance, one third on your performance as discussion leader, and one third as a participant in discussion.

Group Presentations (3 at 20 points each)

Each presentation will be 5-7 minutes. Each group member must participate in the presentation.

Presentation 1: Professions and Related Professional Organizations

In this presentation your group will summarize what practitioners of your assigned profession do (peruse a current job announcement for part of this), famous members of the profession (and what they are famous for), what educational and other requirements are needed to enter the profession, what professional organizations members of the profession belong to, what costs and benefits are associated with the organizations, and some major organizations where members of the profession are employed. Here are some options for occupations and suggested organizations and readings:

Human performance technologist:

ISPI

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Brethower (2004)

Corporate trainer:

ASTD

University professor:

AERA

Media specialist:

ISTE

Evaluator:

AECT

Presentation 2: Famous Figures in Instructional Technology/Learning Sciences.

The goal of this presentation is to introduce the major ideas/model of your assigned individual. So you might want to say where the individual works/worked, but where he/she was born, went to school, etc. is not needed. The options are:

Don Ely

Janet Kolodner

David Merrill

Roger Schank

Richard Clark

Charles Reigeluth

Edgar Dale

Jim Finn

Leslie Briggs

Robert Gagné

Presentation 3: Instructional Models

Here are the options:

Merrill (2002)

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Meaningful learning

ARCS

Reigeluth

Gagné

Anchored instruction

How people learn

PBL

Legal stuff

USU Criteria for Make-Up of Missed Assignments or Projects

Students will be allowed to make-up assignments or projects only if they meet one of the following criteria:

Incapacitating illness prevents a student from attending classes for a minimum period of two weeks,

A death in the family,

Financial responsibilities requiring a student to alter a schedule to secure needed employment,

Change in work schedule as required by employer (with verification) or,

Other emergencies deemed appropriate by the instructor.

If there are extenuating circumstances, a student may petition the instructor for time beyond the deadline. Documentation of the circumstances cited to justify the make-up is required.

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The honor system is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at USU and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

Espouses academic integrity as an underlying and essential principle of the USU community;

Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and

Is a welcomed and valued member of Utah State University

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. See <http://www.usu.edu/policies/PDF/Acad-Integrity.pdf>

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

See <http://www.usu.edu/studentservices/studentcode/>

(Article VII. Grievances, pages 25-30)

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and Incompletes

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3)

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financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Required Readings

Required reading will be posted in blackboard. Please print them off, read them, and bring to class. If you wish to save trees and you have a laptop, please make sure to have the readings saved to your laptop and bring your laptop to class.

Optional Readings

Additional optional readings will also be posted in blackboard.

Class Schedule

| Date | Topic | Readings | Assignments due |
|----------|--|---|--|
| Aug. 28 | Introduction to the course | | |
| Sept. 4 | Definitions of instructional technology and learning sciences | Required Seels (1994) Hoadley (2004) Optional Edelson (2004) Januszewski & Perschitte (2006) | |
| Sept. 11 | History of instructional technology and learning sciences | Required DeVaney & Butler (1996) Kolodner (2004) | |
| Sept. 18 | Professions and professional organizations in instructional technology and learning sciences | Required Klein (2006) | Group presentation - professions and related professional organizations Meet re: term paper topic |
| Sept. 25 | No class – open ed week - go to open ed | | |

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| Date | Topic | Readings | Assignments due |
|--------|---|---|---|
| Oct. 2 | Introduction to library, publications, and writing style | Required Ross & Morrison (2007) OWL* Optional Belland et al. (2008) | 2 paragraph blog posts on each of 2 open ed presentations |
| Oct. 9 | Major figures in instructional technology and learning sciences | | Group presentation - major figures |
| Oct 16 | Fall break | | |
| Oct 23 | Professional ethics | Required AECT code of professional ethics** Case assigned to you | Outline and reference list for research paper |
| Oct 30 | Instructional models | Required Jonassen (1991) | Group presentation models |
| Nov 6 | No class – AECT week | | |
| Nov 13 | Current issues in instructional technology/learning sciences: digital divide/technology integration | Required Swain & Pearson (2003) Hernandez-Ramos (2005) | |
| Nov 20 | Current issues in instructional technology/learning sciences: constructivism vs. directed instruction | Required Kirchner et al (2006) Hmelo-Silver et al (2007) | Draft - term paper |
| Nov 27 | No class - Thanksgiving break | | |

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| Date | Topic | Readings | Assignments due |
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| Dec 4 | Criticisms of addie/instructional technology | Required Gordon & Zemke (2000) Dick | |
| Dec 11 | No class, final exam week | | Final version - term paper due by 4 pm |

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<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.aect.org/About/Ethics.asp>