

Syllabus

ECI 617 – Foundations of Instructional Technology

Fall Semester, 2003

Instructor Information

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Course Description

This course introduces participants to the field of Instructional Technology. It traces the history of the field from a variety of perspectives, describes current trends and future directions, and gives practical experience to the practice of this discipline. Exploration of these topics is aimed at giving the participant experience in thinking critically about the assumptions of the field, its foundations in cognition and instructional design, and its research agenda. Successful completion of this course will provide a basis for further work and study in the field.

ECI 617 is required of all Instructional Technology and Design Master's Students at Old Dominion University.

Prerequisite

None

Course Organization

This course emphasizes learning by participation. A thorough grounding in the basics of the field of Instructional Technology will be blended with inquiries into the educational uses of the media. The semester work will be divided between online tutorials, small group interactions and the completion of provided exercises. Students will be expected to devote at least 8 hours per week to mastery of course topics.

ECI 617 will be taught via TELETECHNET, and will also use online course materials. Participants should be able to access a computer that is connected to the Internet, and should understand the basic operations of the World Wide Web, Adobe Acrobat and electronic mail. Blackboard, a computer bulletin board, will serve as the primary location for class work throughout the semester.

Course Texts

Required Texts

- Reiser, R.A. and Dempsey, J.V. (2002). Trends and Issues in Instructional Design and Technology. New Jersey: Merrill Prentice Hall.
- Selected Readings distributed electronically throughout the semester

Optional Text

- Publication Manual of the American Psychological Association, (5th ed.). (2001). Washington, DC: American Psychological Association. Available from Amazon.com or the ODU bookstore.

Required Skills and Access

- Intermediate to advanced computer skills (word processing, operating system)
- Experience with presentation software such as PowerPoint
- Facility with email, including sending attachments
- Comfort browsing the World Wide Web, including search engines and accessing printed URLs

Class Policies

Interaction Policy

Students are responsible for weekly material, and are valued for contributions to discussion. It is understood that most students are involved with professional and personal obligations, but in taking this course you are responsible to complete the assigned work and interact online with fellow participants.

In addition to class, students are required to log into the Blackboard course environment at least one time per week and contribute at least two postings directly related to the week's work. See Participation Information (below) for the course Web address.

Please note: This class may not be taken as an independent study.

Coursework Policy

Competency is graded by the grasp of assigned weekly material. This assessment will be made through written quizzes, quality of discussion and assigned homework. It is expected that assigned work be completed in a timely manner and in such a way that it reflects a considered effort towards mastery of the subject.

Participation

Blackboard is a secure online course environment maintained by Old Dominion University. Each participant receives an account in the ECI 575 course environment upon successful enrollment in the class. Once enrolled, the course may be found at the following Web address:

- <http://www.blackboard.odu.edu/>

To log into Blackboard, you will need to know your ODU email account name and password. It will also be helpful to have some basic understanding of Blackboard prior to beginning the class. Please access the following Web address to address these issues:

- http://www.odu.edu/dl/clt/bb/student_help_page.html

Instructional Activities

Class Topics

The following topics will be covered in this class

- Instructional Systems Design
- Learning Theories as they relate to Instructional Design
- Motivation
- Human Performance Technology
- Evaluation
- Project Management
- Jobs in Industry
- Media Technologies

Course Goals and Objectives

The ends in view for this course will help learners:

- Gain an overview of the major aspects of Instructional Technology
- Be able to plan mediated instruction
- Put in practice motivational techniques for improvement of human performance
- Understand the use of media in instruction
- Have a comprehensive overview of how instructional technologists are used in a variety of work settings

Reading Assignments

Weekly reading assignments will be posted on Blackboard. A complete schedule may be viewed in the Course Documents area.

Study Guides

Study guides will be made available for all readings assigned. They will be found in the Course Documents section of Blackboard.

Discussion Questions for Readings

Questions will be posted for the weekly readings in the Blackboard discussion forums. These discussions will carry forward into the weekly class meetings.

Assignments

All assignments are more completely defined and operationalized in Blackboard.

Investment

Investment in the class is evidenced by

1. A regular presence in class
2. Participation
3. Creative contributions
4. Critical Reflection

Online participation is required. The minimum amounts of participation should be:

- Logging onto Blackboard at least one time per week.
- Posting at least two meaningful interactions per week on Blackboard in areas devoted to course topic discussion.

Performance Exams

Unit Assignments

1. Choose one book chapter and/or assigned weekly topic
2. Prepare a plan based upon our readings and your experiences
3. Submit a copy of this plan to the instructor
4. Must include the use of support materials distributed over the Web, such as:
 - PowerPoint lecture, or other computer-based presentation software
 - Study guide
 - Reading notes
 - Links to supporting resources on the Internet
 - Video
5. Lead a discussion on the main points of that reading

Semester project

Design a simple lesson using a mediated learning environment. Steps will include:

1. Topic selection - what will you teach (due Sep 8)
2. Planning document - media selection, audience, curriculum plan (due Sep 29)
3. Prototyping - work in progress presented regularly to class (ongoing)
4. Implementation of working model (due Oct 20)
5. Distributable support materials for students (due Nov 3)
6. Discussion of theoretical basis for design (due Nov 10)
7. Evaluation Model (due Nov 17)
8. Self and Peer evaluation of project (due Dec 1)

All steps in this process are understood to be iterative, but good drafts should be turned in on the due dates. All aspects of the project are to be completed by December 1.

Tests and Examinations

Weekly quizzes and challenges will help give practice and anchor the readings. These quizzes will count towards the Participation grade.

Part one exam, Midterm exam and Final exam

At the end of each section we will hold a "conversation" in the spirit of an oral exam. Typically I will give you an opening question to consider and then we will "converse" over the course of a week. You may be asked to research a question further, explain a point more deeply, or consider alternative views.

Assessment

All work is graded by the instructor based upon the criteria of the assignment according to a clear grading rubric provided with the assignment. Students may revise any work for an improved grade after the work is initially turned in. All revisions are due within a week of the return of the initial grading. Revisions will be awarded partial credit towards an improved grade.

Work is due on the date announced. Late work will be penalized unless an agreement has been reached between the student and the professor.

All work must be turned in to pass the course.

Grade Distribution.

The grade weight ranges for each activity are indicated below:

Participation	20%
Unit Assignment	10%
Final Project	20%
Unit 1 Exam	10%
Midterm Exam	10%
Final Exam	30%

Evaluation Criteria

Grades will be assigned using the established academic practice of letter grades. The following guidelines will be employed cumulatively for each assignment (based upon Bloom's Taxonomy of Cognitive Learning).

Grade	Concept	Description
F		No evidence of learning.
D	Knowledge	Ability to recall facts about the subject.
C	Comprehension	Can show understanding of key concepts.
B-	Application	Able to employ the key concepts in practical way.
B	Analysis	Examine and explain how systems work.
A-	Synthesis	Work of superior quality, showing complete grasp of the subject and an ability to apply the knowledge achieve novel results.
A	Evaluation	Can gauge the quality of topic areas based upon knowledge of the field.

Honor Pledge

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned."

Honor Code

By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

The Honor System at Old Dominion University is based on individual integrity. This system assumes that every student will accept his or her role in the University community with a feeling of self-respect and duty. Lying, cheating and plagiarism all constitute violations of the Honor System. Each piece of work submitted by you such as homework and term papers must be your own work. As a member of our community of scholars at Old Dominion University, you are expected to adhere to the above pledge.

Accommodation

Every effort will be made to accommodate those course participants with learning and/or physical disabilities. Old Dominion University offers a number of services and policies to enable everyone access to learning. A list of resources from Old Dominion University Disability Services is available on the World Wide Web at the following address:

- <http://www.odu.edu/webroot/orgs/STU/stuserv.nsf/pages/dswebpage>

Student Handbook

There are a number of services and policies that can assist and define your interactions with Old Dominion University. Please note that there are two handbooks available from Old Dominion University Student Services: One for students physically present on campus and one for students learning at a distance (TELETECHNET). Choose the document that covers your situation. Both handbooks may be accessed at on the World Wide Web at the following address:

- http://www.odu.edu/webroot/orgs/STU/stuserv.nsf/pages/student_handbook