

AIL 607

Readings in Instructional Technology

Summer 2012

Instructor: Dr. Margaret L. Rice

Office: 315F Graves Hall

Office Hours: By appointment

Phone: (205) 871-4168 Home-Birmingham

Email: mrice@bamaed.ua.edu

Course Catalog Description

This course is designed to aid students in understanding and synthesizing research and developing theoretical approaches to the study of instructional technology.

Conceptual Framework



The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent

professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Course Objectives and Student Outcomes

The goals of this course are to assist the instructional technology student in identifying and obtaining knowledge about current issues in the discipline as related to issues in education. Course objectives

are designed to further prepare tomorrow's teachers and instructional technologists to use technology professionally and efficiently to enhance teaching and learning and are aligned with the International Society of Technology in Education's (ISTE) National Educational Technology Standards (NETS) (<http://www.iste.org>), NCATE, and ALSDE standards. Listed below are specific goals and objectives for this course:

Students will demonstrate cognitive and/or skill knowledge of:

- Critiquing and synthesizing literature related to historical, current, future and theoretical research in instructional technology
- Developing an in-depth knowledge base of research in instructional technology
- Critically reading and interpreting literature
- Developing and writing an organized, logical and coherent literature review regarding issues in instructional technology
- Improving scholarly writing skills

Format

Classes will consist of scheduled activities, completion of scholarly endeavors, and presentation of activities in scheduled time periods, concluding on or before the final due date. Since this course is being offered on a semester basis, all course activities must be completed within the designated time.

Course Texts and Readings

Required:

- Nye, D. (2007). *Technology Matters: Questions to Live With*
 - ISBN-10: 0262640678
 - ISBN-13: 978-0262640671
- Carr, N. (2008). *The Big Switch: Rewiring the World, from Edison to Google*
 - ISBN-10: 0393062287
 - ISBN-13: 978-0393062281
- Kelly, K. (2010). *What Technology Wants*, Penguin
 - Group ISBN-10: 0143120174
 - ISBN-13: 978-0143120179

Suggested Readings:

- Arthur, W. B. (2009). *The nature of technology: What it is and how it evolves*
- Carr, N. (2011). *The shallows: What the Internet is doing to our brains.*
- Chiles, J. R. (2002). *Inviting disaster: Lessons from the edge of technology*, New York: HarperCollins.
- Dibbell, J. (2010). *The Best Technology Writing 2010*
- Garreau, J. (2006). *Radical evolution: The promise and peril of enhancing our minds, our*

bodies -- and what it means to be human, New York: Broadway Books.

- Gura, M. & Percy, B. (2005). *Recapturing technology for education: Keeping tomorrow in today's classrooms*, Scarecrow Education.
- Hughes, T. P. (2005). *Human-built world: How to think about technology and culture*, University of Chicago Press.
- Jenkins, H. (2006). *Convergence culture: Where old and new media collide*, NYU Press.
- Johnson, S. (2009). *The best technology writing 2009*.
- Kurzweil, R. (2006). *The singularity is near: When humans transcend biology*, London: Penguin Books Ltd.
- Tenner, E. (2005). *Why things bite back: Technology and the revenge of unintended consequences*, University Of Chicago Press
- http://www.unc.edu/depts/wcweb/handouts/literature_review.html#2
- <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review.html>
- <http://library.ucsc.edu/ref/howto/literaturereview.html>
- <http://www.gwu.edu/~litrev/>

Assignments, Related Requirements, and Due Dates

The final grade will be based upon completion of all activities outlined in the course outline. Letter grades will be assigned on the standard ten-point scale:

90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, and 59%=F.

All coursework must be completed before or by the due date.

Incomplete grades. A grade of "I" (Incomplete) is evaluated as an "F," and must be removed within two weeks during the next term of enrollment if the student's overall grade point average drops below a "B" as a result of the incomplete grade. The evaluations of academic progress of students who register with "I" grades still on their records can result in academic probation or dismissal.

Make-Up Policy. Make-ups can be arranged for exams or assignments missed for religious or medical reasons.

Written Assignments. All materials for the course should be carefully prepared, processed, and proofread. APA style should be followed (refer to the Publication Manual of the American Psychological Association (6th Ed.).

Attendance Policy

Students assume personal responsibility for acquiring information presented at any missed sessions. With the use of technology as an instructional strategy in this course, it can be assumed that, at times, attendance will be defined as asynchronous instruction, with the class, professor and/or subsets of the class. This also sets the stage for a certain amount of individualized progress through the course. Because many students have access to required equipment and software at their homes and/or offices outside of the class, allowances will be made for students to complete assignments on computers elsewhere.

University Policies

Academic Misconduct Disciplinary Policy: All acts of dishonesty in any work constitute academic misconduct. The University's Academic Misconduct Disciplinary Policy will be followed in the event of such misconduct.

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student, as one's own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and suspension from the University. For more information, see <http://facultysenate.ua.edu/handbook/append-c.html>

Statement of Equal Treatment and Disabilities: The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences. If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services.

Student Assessment/Course Activities

1. Read required readings.
2. Become familiar with *how to conduct literature reviews*.
3. Completion of: Discussions, Article Critiques, Book Reviews, and Literature Review.