

Summer Semester 1999

EDUC 299 - 3
ST-Learning and Teaching
through Technology

D01.00

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Tuesdays 9:30 am - 12:20 pm

PREREQUISITE

None

COURSE DESCRIPTION

This course provides a practical and theoretical exploration of technology use in educational settings. Included are a primer on traditional technologies commonly used in these settings (e.g. classroom displays, overhead and video presentations) and current and emerging information technologies which have potential to significantly impact teaching and learning (e.g. Word Processors, Internet, E-mail, conferencing software, etc.). The course format includes self-directed modules and short seminars in combination with regularly scheduled lectures.

REQUIREMENTS

After the completion of this course, students will be able to:

1. Demonstrate effective production and presentation techniques involving a variety of traditional educational technologies including:
 - Laminators, Dye cutters, Photocopiers
 - Overhead and Opaque projectors
 - Video cassette recorders and cameras
2. Describe and demonstrate methods of studying and learning using current and emerging forms of information technology including:
 - Generic wordprocessing, database & spreadsheet applications (e.g. Claris Works)
 - Authoring or presentation software (e.g. Supercard, Power Point, Home Page).
 - Internet browsers, e-mail and conferencing software (e.g. Netscape, First Class)
3. Explain and discuss important social and cultural issues regarding the teaching and learning process mediated through technology (e.g. access, equity, gender differences) as addressed in the current literature.
4. Explain and discuss relevant psychological issues regarding the teaching and learning process as mediated through technology (e.g. perception, motivation, cognition) as addressed in the current literature.
5. Critique a commercially available multi-media production against stated instructional design criteria and other known characteristics of effective instruction.

ASSIGNMENTS

Students will address the required learning outcomes in the course by completing the following three assignments types:

- 1) Demonstrate mastery of knowledge and skills contained in ten skill-based modules related to specific educational technologies and actions (e.g. configuring and using e-mail).
- 2) A position paper based on a critical analysis of readings taken from the current educational literature integrated with information presented in class lecture sessions.
- 3) Written critique of a commercially produced software or video.

EVALUATION

1) Skill modules – 30%

A laboratory demonstration exam (criterion referenced) will be used to evaluate learning from the skill modules.

2) Position paper – 25%

3) Instructional critique of commercially produced educational software or video – 15%

The basis for the evaluation of the position paper and critique will be constructed jointly with students.

4) Knowledge application activities 30%

These activities will include but not be limited to: reading guides and on-line discussions.

REQUIRED TEXT

Schwartz, J.E., & Beichner, R. (1999). *Essentials of educational technology*. Allyn & Bacon. (256 pages/Paperback), ISBN 0-205-27700-4.

Several readings (available on-line and from the current literature) will be provided to fill in the information in the suggested text.

RECOMMENDED TEXT

(1998). *Read less, learn more: Teach yourself computers and the internet*. Maran Graphics (<http://www.idgbooks.com>), ISBN 0-7645-6041-7.

Other Course Costs:

Students will be expected to purchase materials necessary to complete the skill modules. This will include a videotape, laminating materials, floppy disks etc. Supplies can be purchased from the CET (Centre for Educational Technology) in the Faculty of Education at or near cost or students may elect to purchase these materials off campus.

Additional Lab Time: Drop-in hours in the CET (Faculty of Education Centre for Educational Technology) will be posted at the beginning of the semester.