

Instructional Technology Foundations and Theories of Learning

EDIT 704, Fall 2010
Thursday, 4:30 – 7:10 pm
Commerce II, 101

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COURSE DESCRIPTION

Reviews the practical and pedagogical issues related to the design and development of technological instruction. Emphasizes investigating instructional design as a field and community of practice, as well as reviewing core learning theory constructs applicable to the design of instructional technology.

RELATIONSHIP OF EDIT 704 TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

This course adheres to the following Instructional Technology Program Goals and Standards for Programs in Educational Communications and Instructional Technologies established by the Association of Educational Communication and Technologies (AECT) under the National Council for the Accreditation of Teacher Education (NCATE).

Standard 1 - Design

- 1.1.b Identify theories from which a variety of instructional design models are derived and the consequent implications.
- 1.1.2.a Demonstrate in-depth synthesis and evaluation of the theoretical constructs and research methodologies related to instructional design as applied in multiple contexts.
- 1.1.3.b Utilize the research, theoretical, and practitioner foundations of the field in the development of instructional materials.
- 1.1.4.a Conduct basic and applied research related to technology integration and implementation.
- 1.1.5.c Articulate the relationship within the discipline between theory, research, and practice as well as the interrelationships between people, processes, and devices.
- 1.3.a Identify multiple instructional strategy models and demonstrate appropriate contextualized application within practice and field experiences.

STUDENT OUTCOMES

By the end of this course, students will be able to demonstrate capabilities in the following areas:

- Identify the underlying principles for each of the learning paradigms/theories discussed in this course;

- Describe the general characteristics of each of the learning paradigms/theories and their impact on knowledge acquisition;
- Compare and contrast the three learning paradigms and their ensuing theories from a cognitive perspective;
- Identify descriptive and prescriptive learning theories;
- Describe the relationship between learning theory, instructional theory, and the practice of instructional design;
- Identify instructional theories, models, and strategies that are suited for each of the learning paradigms/theories;
- Identify instructional applications for each of the learning paradigms/theories discussed in this course;
- Describe the advantages and disadvantages of each of the learning paradigms/theories from an instructional perspective;
- Identify practical applications of each of the learning paradigms/theories in the field of Instructional Technology;
- Describe the implementation of each of the learning paradigms/theories from an Instructional Design perspective.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

All students must abide by the following:

- Student are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.
- Student must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on “Responsible Use of Computing” at the bottom.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

REQUIRED READINGS

- Dricoll, Marcy P. *Psychology of Learning for Instruction, Third Edition.*
- Medsker and Holdsworth. *Models and Strategies for Training Design.*
- Additional articles/readings are available on the class Blackboard site.

CLASS ATTENDANCE

Class attendance is required, and I expect that you will make every effort to be in class on time. Class participation and in-class assignments can be made up for **two** absences during the

semester; additional absences cannot be made up. To make up attendance points, you must send an email requesting make up assignment within **one week** of the absence.

ASSIGNMENTS

Assignments are due in class on the day shown on the Course Schedule. Assignments may be turned in up to one week late with a 10% grade deduction. No late assignments will be accepted beyond one week after the due date. **Exception: The Classroom Teaching assignment must be completed as scheduled; no late credit will be given for this assignment.**

Check the Blackboard site for additional information about each assignment listed below (“see Assignment Descriptions”).

- **Research Essay** (200 pts)
- **Research Essay Topic Approval** (10 pts)
- **Weekly Reflections** (250 pts)
- **Instructor Guides – two** (100 pts each = 200 pts)
- **Classroom Teaching** (100 pts)
- **Class Participation/In-class assignments** (200 pts)
- **Syllabus Quiz** (10 pts)
- **Job Aid** (30 pts)

GRADING SCALE

Your final grade will be based on the following scale:

A	930 – 1000 pts
A-	900 – 929 pts
B+	870 – 899 pts
B	820 – 869 pts
C	750 – 819 pts
F	749 pts or lower

An Incomplete (IN) is a rarely used grade that indicates a contract between instructor and student to complete classwork after the end of the term. The University Catalog states, “The grade of IN may be given to a student who is passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control”.

PLAGIARISM

Plagiarism is the intentional or unintentional use of other's ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm> . This statement is from the Honor Code:

B. Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.

In this class, any plagiarized work will earn a "0" for the entire assignment. To discourage plagiarism, you may be required to turn in some assignments in both electronic and hard copy versions so I have the option to use SafeAssign (GMU's plagiarism prevention program).