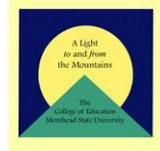




The College of Education

Community Engagement: A Light to and from the Mountains



Professional Education Unit

Class Syllabus: EDUC 628: Technology, Education, and Culture - 3 cr. hrs.

Spring 2012 Internet

College of Education: Teacher Education Unit

Dept. of Foundational and Graduate Studies in Education

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COURSE DESCRIPTION:

EDUC 628. Technology, Education, and Culture. (3-0-3);

II. This foundational class is a humanities based study designed to provide students with a larger intellectual context for understanding, evaluating, and making effective use of new educational technologies. It explores historic technologies that had a major impact upon western education and culture and the current and potential impact of recent digital technologies.

In this class we will both model and discuss a variety of themes from MSU's Conceptual Framework document. Students will have opportunities to be both physically and intellectually engaged in class activities; they will reflect upon their experiences as teachers in the real world of schools; they will regularly discuss the role of dispositions and affect in learning; they will be challenged to reflect upon the moral demands upon teachers in a multicultural society; and they will be required to use technological resources and reflect upon their implications for education and society.

NCATE themes integrated throughout this course:	
Diversity	The conflict between the use of technology to foster freedom and individuality versus conformity and control is one of the more prominent themes in this course, particularly in the study of the history of American education. We will explore diversity issues relative to a wide range of technologies and diverse populations.
Technology	This course focuses on the history and use of technology, and philosophy of technology use in education.
Professional Community	The objectives in this course are based on the NCATE/AECT Educational Communications and Instructional Technology Accreditation Standards. Additionally, the participants will interact through a variety of means including but not limited to the Blackboard discussion board, e-mail, and virtual chats.
Evaluation	Participants will be evaluated on their understanding of the impact of educational technology on education. An evaluation plan is described in this syllabus and scoring criteria are provided on each of the projects assigned in class. Quantitative and qualitative feedback are provided to the candidates.
Performance Assessment	A variety of assessments are used to determine the degree to which goals of the course are achieved. Formally, students will take conventional paper/pencil tests, write test items, keep a log of their opinions on issues raised in class, write book reviews, and create an imaginative expression of an important concept from the course. Informally, the instructor will monitor class progress through student's responses to questions posed in class.

Course Requirements:

Participants will be required to have access to a computer that meets the Distance Learning Office BlackBoard technical requirements (<http://www.morehead-st.edu/units/distance/bbtech.shtml>) due to the nature of this web-based course.

Course Objectives:

The objectives listed below are consistent with the NCATE/AECT Educational Communications and Instructional Technology (ECIT) Accreditation Standards Performance Indicators. This course also meets the following Kentucky Experienced Teacher (3-Designs/Plans Instruction, 4-Creates/Maintains Learning Climate, 7-Reflects/Evaluates Teaching/Learning, 9-Engages in Professional Development, and 10-Demonstrates Implementation of Technology).

2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.

3.1.2 Use educational communications and instructional technology (ECIT) resources in a variety of learning contexts.

3.4.1 Identify and apply standards for the use of instructional technology.

3.4.2 Identify and apply policies which incorporate professional ethics within practice.

3.4.3 Identify and apply copyright and fair use guidelines within practice.

3.4.4 Identify and implement effective policies related to the utilization, application, and integration of instructional technologies.

5.1.1 Identify and apply problem analysis skills in appropriate educational communications and instructional technology (ECIT) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

Textbooks:

Cuban, Larry (1986). *Teachers and Machines*
Hughes, Thomas P. (2005). *The Human Built World: How to Think about Technology and Culture*.
Postman, Neil (1993). *Technopoly: The Surrender of Culture to Technology*.
Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., and Robison, A.J. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century (The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning)* [Kindle Edition]

A bibliography is included below. For web sites of interest, see links on the course Blackboard site.

Competencies:

Of its very nature, this course focuses on reflection rather than performance. Therefore, the competencies are harder to define and measure than those in a methods course. Minimally, students ought to be able to describe a historically important technological development, its impact upon the larger culture its impact upon education, and insights it gives us about our current cultural/technological/educational situation.

Course Technology Requirements:

Since the class is offered by Internet, it is imperative that students have ready access to a computer with high speed Internet access. *Since this is a core course in the masters program in educational technology, students are expected to have advanced technology skills and access to tools for creating and submitting digitally audio and/or video presentations.* All assignments will be submitted electronically.

Instructional/Physical Accommodations:

If you are in need of special accommodations please contact me within the first two weeks of class. You will need to provide documentation for any special needs from the Office of Disability Services.

Attendance:

This course is an online course where participants will be active in online learning environments. Participants are expected to contribute to the online activities that occur every week. Students should log on and check announcements throughout the work week, at least once every 48 hours. All class assignments are due on the date and at the time specified on the course calendar. **LATE WORK:** *Assignments turned in after due date and time but no more than 24 hours late will be penalized one letter grade. Work turned in more than 24 hours but less than 48 hours after it is due will be penalized by a 50% reduction in points. Work will not be accepted that is more than 48 hours late without medical or bereavement documentation. If a student is unable to submit work on time due to a medical emergency or death in the family, the student should notify the instructor of the situation as soon as possible and request an extension of the deadline.*

Plagiarism and Academic Dishonesty:

Due to the nature of this class, it is acceptable to reference web-based materials (i.e. lesson plans, activities, etc.) as a resource for generating ideas, but any materials used regardless of where they are obtained should be cited appropriately (i.e. APA format, MLA format, etc.). **You are not allowed to use or simply modify someone else's work.** You must give the appropriate credit for the works you reference in class. If you are found to be guilty of plagiarism, the guidelines for academic dishonesty in the student handbook will be followed and a consequence of automatic failure of the assignment, exam, or class could occur at the instructor's discretion.

Electronic Document Format:

All formal documents must be saved as either the preferred Microsoft Word document (i.e. test.doc) or, if not, in Rich Text Format (i.e. test.rtf). No other formats for typed documents will be accepted.

Email to the Instructor:

Please include "628" somewhere on the subject line of all email you send to your instructor.

Central Course Questions:

1. How have technologies shaped the economic, social, and political life and educational ideals and practices of our civilization?
2. Who were the major contributors to the creation of our "technological society"?
3. What have been the major positive and negative contributions of major technological innovations?
4. What might be the long-term positive and negative effects on education and society of today's new technologies?
5. Who benefits most from new technologies?
6. What epistemologies are inherent in particular technologies?
7. What value biases (personal and political) are inherent in particular technologies?

Program:		Foundations			EDF 680	
Aligned with Assessment (point values)	Kentucky Teacher Standards (KYS)*	Kentucky Education Reform Act (KERA)**	Education Professional Standards Board (EPSB)***	Council for Social Foundations of Education (CSFE) ****	NCATE*****	
Daily Reading Writing (150) CFO: 2,3,4,5 SLO: 1,5	6	AE 1:11 AE 5:1	3. Literacy	Principles #1-6	St. 1	
Synthesis (300)	1.2 6	AE 1:2 AE 1:11 AE 1:12 AE 5:1	3. Literacy	Principles #1-6	St. 1	
Research Project (250)	1.2 1.4 2.5 6	AE 5:2	1. Diversity 3. Literacy	Principles #1-6	St. 1	
Presentation (100)	1.4 2.2 2.5 6		1. Diversity 3. Literacy		St. 1, 4	

*<http://www.kyepsb.net/teacherprep/standards.asp>

**<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Academic+Expectations/>

***<http://www.kyepsb.net/teacherprep/cart/themes6.asp>

****<http://www.uic.edu/educ/csfe/standard.htm>

*****<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#overview>

Requirements:

Assessment (point value)	Description
1. Weekly Reading/Writing (150 points)	Each day has a topic and assignment. Success completion of each week's work in a timely manner is critical to the discussion.
2. Weekly Synthesis (300 points)	Students will write a synthesis and reflection of the week's reading. These essays should be about the content of the arguments in the reading, the topics discussed, the general perception of the class and the student's insight into the ideas presented in that week's reading.
3. Research Project (250 pts.)	Select an instructor-approved topic from the history of technology, research its impact upon the larger culture and education, and create a scholarly research paper identifying key ways (both positive and negative) that the development of this technology changed the culture and education. A list of approved topics is included below. No two students may do the same topic , so students must get instructor permission before beginning work. Students should email their top three choices for topics (in order of preference) to the instructor at their earliest convenience – sooner means you have more time to do the work. Sources used must include at least five scholarly journal articles and/or books as sources, and the paper must cite the sources for all materials included. Wikipedia is not a scholarly reviewed source and is NOT appropriate as a source for professional research. Do not use it. Papers without appropriate in-text citations will receive score of zero. Serious deductions will apply for mis-cited references. This paper should be a minimum of 5000 words and should represent the students best writing and editing skills. Use APA MS style for writing the paper and citing sources. Submit as a Word .doc (not .docx) or rich text format (.rtf) file.
4. Audio/Video Presentation (100 pts.)	Create an audio and/or video presentation to communicate key facts, issues and insights from your research paper, as well as explore implications for educational practice then and now. Assume an audience of classroom teachers. (Note: this should not be a one-sided celebration of the technology, but a careful scholarly analysis of its impact.) This will require converting info in the research paper into an engaging script with appropriate anecdotes, illustrations, and examples. It should be a polished, professional presentation of the sort one might hear on public radio or see on public television. Projects should be 5 to 10 minutes long and should be submitted as a self-contained self-playing file that everyone in the class can play (for WMV, Quicktime, mp3, etc.) Other modes and media will be considered on a case-by-case basis. If you have an idea, ask.

Grade Scale:

- 720 - 800 A
- 640 - 719 B
- 560 - 639 C
- 480 - 559 D
- 0 - 479 E

Research Topics and People from the History of Technology

1. alphabet - How did the invention of writing impact culture? How is the Chinese alphabet different from the Western Alphabets, and what technological problems does that create today?
2. agriculture - How did the invention of agriculture change human culture? Consider the shift from hunter-gatherers to farmers, and the impact upon women's equality, economics, slavery, etc.
3. scroll - How did the invention of the scroll change the role of writing in culture and the larger functioning of culture itself?
4. paper - How did the production of relatively cheap paper (compared to animal skin scrolls) change the role of literacy in culture?
5. clock - How did the invention of the clock change human perceptions and responsiveness to time?
6. compass - How did the invention of the compass change human mobility and affect humans social and economic relations?
7. astrolabe - How did the invention of the astrolabe change human mobility and affect humans social and economic relations?
8. How did the invention of the printing press change the role of literacy in culture, and how did it impact theological and political power structures? Be sure to discuss Gutenberg
9. steel manufacturing - How did the development of steel manufacturing change culture - including the development of cities, changes in military power, effects on wealth, power, and pollution?
10. factory model/assembly line - How did the development of the factory model impact power, wealth and the nature of work in the modern world. Has the application of this model to education been helpful or hurtful? Give specific attention to the role of Henry Ford in this history.
11. pencil - How did the invention of the graphite pencil change culture and particularly education? The role of the teacher? The role of the student?
12. telegraph - How did the development of the telegraph change our conception of knowledge and influence the reshaping of twentieth century political and social culture? Include Samuel Morse, as well as Neil Postman's interpretation of Morse's influence (described in Postman's *Amusing Ourselves to Death*).
13. How did the invention of photography contribute to the shift in culture from a literacy-based culture to an image-based culture. Include Daguerre. (See Postman's *Amusing Ourselves to Death* for ideas on cultural impact.)
14. ballpoint pen - How did the invention of the ball point pen and the shift from fountain pens affect culture in general and especially school instruction?
15. telephone - How did the invention of the telephone and its subsequent development change human relations and education? How did the introduction of telephones into classrooms in recent decades affect classroom instruction? How has the advent of cell phones changed human existence in industrialized nations? Include Alexander Graham Bell.
16. automobile - How has the invention of the automobile affected culture, including the impact upon life in small towns, inner cities, pollution, and the nature of adolescence? (Include Benz)
17. sound recording - How did the invention of sound recording change American culture and how has it impacted the practices of schooling. (Include Edison)
18. moving pictures - How did the invention of moving pictures change American culture and to what extent has it affected the ways we educate? (Include Edison)

19. radio - How did the invention of radio change American culture and to what extent has it affected the ways we educate? (include Marconi)
20. amplification (include De Forest)
21. Zworykin - What was the role of Vladimir Zworykin in the invention of television, and how has it impacted American schooling and culture?
22. John Logie Baird - What was the role of John Logie Baird in the invention of television, and its effect on American schooling and culture?
23. Pulitzer - How did Joseph Pulitzer impact the world of publishing and the distribution of information? What has been the larger impact upon democratic society and culture?
24. Hearst - How did William Randolph Hearst impact the world of publishing and the distribution of information? What has been the larger impact upon democratic society and culture?
25. Eisenstein - What role did Sergei Eisenstein play in the development of film and how did his contribution impact the role of film in society since?
26. Birth control pill - How did this invention change the lives of women? men? views of sexuality?
27. video tape recording - How did the invention of video tape recording affect the larger American culture and education?
28. copy machine - How did the invention of the photocopy machine change American education and students roles in learning?
29. compact disk - How has the digitization of music changed our culture's and our schools experience of the arts? How has it changed the roles of musicians in our culture?
30. World Wide Web - How has the development of the World Wide Web changed the way Americans live their day to day lives and how teachers teach their classes? (Include Tim Berners Lee.)

Supplemental Reading List: Some of these may be good starting places for your research projects.

Borgmann, Albert. *Power Failure: Christianity in the Culture of Technology* (2003)

Burbules, Nicholas and Thomas Callister, Jr. *Watch It: The Risks And Promises Of Information Technologies For Education* (2000).

Carwell, Donald. *Wheels, Clocks, and Rockets: A History of Technology* (2001).

Cowan, Ruth Schwartz. *A Social History of American Technology* (1997).

Derry, T. K. and Trevor I. Williams. *A Short History of Technology: From the Earliest Times to A.D. 1900* (1993).

Friedel, Robert. *A Culture of Improvement: Technology and the Western Millennium* (2007)

Gies, Joseph and Frances Gies. *Cathedral, Forge and Waterwheel: Technology and Invention in the Middle Ages* (1995).

Headrick, Daniel R. *Technology: A World History* (2009).

Hughes, Thomas P. *Human-Built World: How to Think about Technology and Culture* (2005).

Hunt, Patrick. *Ten Discoveries That Rewrote History* (2007).

MacKenzie, Donald and Judy Wajcman (eds), *The Social Shaping of Technology*, (1999).

McClellan, James E. and Harold Dorn. *Science and Technology in World History: An Introduction* (2006).

Misa, Thomas J. *Leonardo to the Internet: Technology and Culture from the Renaissance to the Present* (Johns Hopkins Studies in the History of Technology) (2004).

Mumford, Lewis. *Technics and Civilization* (1963).

Murphie, Andrew and John Potts. *Culture and Technology* (2003).

Nye, David. *Technology Matters* (2006).

Oppenheimer, Todd. *The Flickering Mind: Saving Education from the False Promise of Technology* (2004)

Pacey, Arnold. *Technology in World Civilization: A Thousand-Year History* (1991).

Papert, Seymour. *The Children's Machine: Rethinking School In The Age Of The Computer* (1994)

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* (2005).

Postman, Neil. *The Disappearance of Childhood* (1994).

Slack, Jennifer Daryl and J. MacGregor Wise. *Culture + Technology: A Primer* (2005)

Smith, Merritt Roe and Leo Marx. *Does Technology Drive History? The Dilemma of Technological Determinism* (1994)

Winston, Brian. *Media Technology and Society: A History: From the Telegraph to the Internet* (1998).

Weekly Calendar					
	Start	End	Readings To Be Discussed	Weekly Writings	Other Assignments
Week 1	17-Jan-12	21-Jan-12		How do technology, education, and culture relate to each other?	Link up, Settle In

Postman Unit					
Week 2	22-Jan-12	28-Jan-12	Postman: Intro - Ch 3	Discuss Postman's idea of Technopoly	
Week 3	29-Jan-12	4-Feb-12	Postman: Ch 4 - 7	Discuss Postman's view of Culture	
Week 4	5-Feb-12	11-Feb-12	Postman: Ch 8 - 11	Discuss Postman's notions in relation to Education	
Hughes Unit					
Week 5	12-Feb-12	18-Feb-12	Hughes: Ch 1 - 3	Discuss Hughes' observations re culture and technology	PICK RESEARCH TOPIC. Get Instructor Approval
Week 6	19-Feb-12	25-Feb-12	Hughes: Ch 4 - 6	Discuss Hughes' notion of control	
Week 7	26-Feb-12	3-Mar-12	Hughes: Bibliographic Essay	Discuss Hughes' selections and rationale	
Cuban Unit					
Week 8	4-Mar-12	10-Mar-12	Cuban: chapter 1 & 2	Implications of History on Future Practice	
Week 9	11-Mar-12	17-Mar-12	Cuban: chapter 3	Do Cuban's explanations still apply?	
	18-Mar-12	24-Mar-12	SPRING BREAK		Catch up/Get ahead
Week 10	25-Mar-12	31-Mar-12	Cuban: chapter 4	How does the computer change education?	
Jenkins Unit					
Week 11	1-Apr-12	7-Apr-12	Executive Summary to Enabling Participation		
Week 12	8-Apr-12	14-Apr-12	Why Should We Teach Media Literacy to Core Media Skills		
Week 13	15-Apr-12	21-Apr-12	Who Should Respond to The Challenge Ahead		
Production Unit					
Week 14	22-Apr-12	28-Apr-12	Production work	First draft presentation	

Week 15	29- Apr-12	5-May- 12	Production work	Final draft submitted	NO WORK WILL BE ACCEPTED AFTER SATURDAY MAY 5th
Week 16	6-May- 12	12- May- 12	FINALS WEEK		Review Presentations & Comment