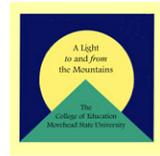




The College of Education
Community Engagement: A Light to and from the Mountains



Professional Education Unit

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

Spring 2011 300 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*

Postman, Neil (1993). *Technopoly: The Surrender of Culture to Technology*.

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*****
Reading Quizzes (10) CFO: 2,3,4,5 SLO: 1,5	6	AE 1:11 AE 5:1	3. Literacy	Principles #1-6	St. 1
Discussion/Participation (10)	1.2 6	AE 1:2 AE 1:11 AE 1:12 AE 5:1	3. Literacy	Principles #1-6	St. 1
Research Project (200)	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
Study Guide/Test Questions	6		1. Diversity 3. Literacy		St. 1, 4
Two Exams (200 total) CFO: 1,2,4 SLO: 1,2	1 6	AE 1: 2 AE 1:11 AE 2:14 AE 2: 16 AE 2: 20 AE 5:1	1. Diversity 3. Literacy	Principles #1-6	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. Reading Quizzes & Other Misc. Assignments (10 points each)	Instructor will give quizzes on readings throughout the term. Students should check Blackboard announcements every day (Monday - Friday) to see if there is a quiz over readings for that week's or the previous week's readings. In addition, there will be other small assignments posted occasionally.
2. Discussion/Participation (10 points per week)	On <u>at least</u> two different days each week students will engage with classmates in discussion of readings on the Blackboard Discussion Board. To get credit, the first contribution should be submitted no later than 11:00 p.m. Monday evening and the last no later than 11:00 p.m. Saturday evening. They should generally be about 750 words per week and should include discussions of all assign readings. They should NEVER come to <u>less than</u> 500 words per week. (Yes, I do count, and you should, too.)
3. Research Project (200 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. 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 (not just at the end, but paragraph by paragraph). An appendix of supporting documentation should be added at the very end of the paper (after the citations list), and it should include the actual complete copies of all articles cited, or the whole cited chapter if a book is cited.) Wikipedias, are not scholarly reviewed sources and are NOT appropriate as sources for professional research. Do not use them. Papers without appropriate in-text citations will receive a automatic zero score. This paper should be a minimim of 3000 words and should represent the students best writing and editing skills. Use Times or Times New Roman font (font size14) Double space and submit as a Word .doc (not .docx) file if possible. If not, use RTF. Use APA style for writing the paper and citing sources unless granted permission to use MLA ahead of time (by the third week of the semester).
4. Audio/Video Presentation (100 pts.)	NOTE: This assignment is required for students who aspire to get an "A" grade in the class, but is not required for anyone content with a lesser grade. Create an audio 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, to an audience of classroom teachers. (Note: this should not be a one-sided celebration of the technology, but a careful scholarly analysis of

	<p>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 no less than 8 minutes and no more than 15 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.) After the script is written, please practice reading it aloud get a smooth presentation, and look up any words you're not sure how to pronounce. More detailed guidelines will be provided on Blackboard. Presentations will be dropped one letter grade for each minute below 8 minutes in length.</p>
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<p>5. Study Guide and Test Questions (20 points)</p>	<p>Create a 300 - 500 word abstract of your research paper that will serve as a study guide for your classmates, to make sure they got the most important points from your research. Also, create four multiple choice items over your research for possible use on the exams. These items should focus on major points related to the cultural and educational impact of the technology in question, and should be adequately covered in your abstract. Post the abstract and exam questions to the appropriate forum on the Blackboard Discussion Board, but do not post the answer key to the questions. <i>To send the key to your instructor, type up the items in Word using Times New Roman font in size 14. Do not number the items or the answers or include tabs or other formatting. Use bold font on the correct answer to identify it to your instructor, and email directly to him.</i></p>
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<p>6. Exams (200 each)</p>	<p>Perform successfully on two professional literacy exams covering important terms, topics, and people from the history of technology, education, and culture. These will be taken through Blackboard. Exams will be available for a period of 12 hours on the designated days, but students will have a limited period of time to take them once they start the tests. If a student has a schedule conflict on one of these days he/she should notify the instructor ASAP to schedule an alternate exam.</p>
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Grade Scale:

- 90 - 100 A
- 80 - 89 B
- 70 - 79 C
- 60 - 69 D
- 0 - 59 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 how has it impacted 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. video tape recording - How did the invention of video tape recording affect the larger American culture and education?
27. copy machine - How did the invention of the photocopy machine change American education and students roles in learning?
28. 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?
29. 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)