



**EDTECH 101: Instructional Media Resources**  
First Semester / SY 2014-2015  
**COURSE SYLLABUS**

<b>COURSE DESCRIPTION</b>	Instructional Media Resources: Production and use of different types of media resources classroom instruction
<b>COURSE OVERVIEW</b>	This course discusses the philosophical, sociological and psychological foundations of and cultural and societal issues on the use of technology for education with focus on the analysis, design, development, implementation and evaluation of instructional media resources.
<b>GENERAL OBJECTIVE</b>	Gain comprehensive knowledge and develop skills in instructional media resources integration into the lesson plan.
<b>COURSE INFORMATION</b>	<ul style="list-style-type: none"><li>* Course: EDTECH101: Instructional Media Resources</li><li>* Schedule: Tue &amp; Thu   THV 11:30AM – 1:00PM   THW 1:00 – 2:30PM THX 2:30 – 4:00PM</li><li>* Classroom: MITC</li><li>* Credit: 3 units</li><li>* Course Duration: August 12 – December 4, 2014</li><li>* Medium of Instruction: English and Filipino</li><li>* UVLE: <a href="#">ET101 1S SY2014-15 (FBPitagan)</a></li><li>* YahooGroup: <a href="#">ET101_1SSY2014-15@yahoogroups.com</a></li><li>* Facebook: UPGREAT – UP Group of Researchers and Educators of Technology</li></ul>
<b>INSTRUCTOR INFORMATION</b>	<ul style="list-style-type: none"><li>* Name: Ferdinand B. Pitagan, PhD</li><li>* Email: <a href="mailto:ferdinand.pitagan@yahoo.com.ph">ferdinand.pitagan@yahoo.com.ph</a>   <a href="mailto:fbpitagan@upd.edu.ph">fbpitagan@upd.edu.ph</a></li><li>* Webpage: <a href="http://iskwiki.upd.edu.ph/index.php/Ferdinand_Pitagan">http://iskwiki.upd.edu.ph/index.php/Ferdinand_Pitagan</a></li><li>* Twitter: <a href="http://twitter.com/eidreflicious/">http://twitter.com/eidreflicious/</a></li><li>* Consultation Hours: MITC, Tue &amp; Thu, 4:00AM – 5:30PM, Wed, 9:00AM – 5:00PM</li><li>* Contact Number: 981-8500 loc 2810</li></ul>
<b>TEACHING STRATEGIES</b>	<p>The course will utilize blended learning, a combination of the traditional face-to-face classroom (F2F) and technology-mediated instructions (TMI). We would use varied learning strategies that will put YOU (the students) at the center of all class activities.</p> <p>We would use UVLE as the course management system; yahoo, facebook and twitter as our egroups. All reports are expected to be technology-mediated. Reflections, discussions, exams, lesson plans, ePortfolio are all online. Classroom sessions include presentations and discussions, group and pair learning, and peer critiquing.</p> <p>The syllabus will be strictly followed, however on certain times when YOU cannot be present or the class is suspended, use the syllabus as guide in working towards the expected learning outcome.</p>
<b>COURSE POLICY</b>	<p>Attendance: You are required to be present and on time at every class session. If it becomes necessary for you to miss the class session, you are expected to let me know in advance. If you miss 6 periods or more (depending on the University policy), you will get an incomplete grade even if you satisfy all requirements.</p> <p>Academic Integrity: Honesty is very important. Use the APA format for referencing. Plagiarism and/or cheating in any form is not permitted.</p> <p>Discussions: You are expected to actively participate in all class</p> <p>Late Submissions: You are expected to submit all requirements on time. Incomplete or</p>

late assignments will result in one penalty point per day including weekends

## OTHER CONCERNS

Courtesy towards each member of the class is expected. Turn off or put to silent modes all cellphones. Please feel free to go out of the room if you cannot avoid an important message or call.

Respect for others' learning style and preference is supported. Behaviors that may hamper the learning process of others is unacceptable.

You are not allowed to eat and drink inside the MITC laboratory.

## COURSE OUTLINE

### FIRST DAY: August 12, 2014

- \* UVLE, YGroup, FaceBook, Twitter enrollment
- \* Presentation of the Course
- \* Online Discussions: Self Introduction, Course Expectations, Q&A

### Activities

- \* All succeeding topics would employ blended learning environment (face-to-face and technology-mediated).
- \* It would also include activities including but not limited to lesson presentation, class discussion, small group collaboration, role playing, games and others.

### Outputs / Assignments

- \* You are required to pass your individual online reflection about each topic the following week.
- \* Answer the guide questions and submit your reflections under the corresponding thread.
- \* Read pertinent info about the next topic uploaded at UVLe.

## PART I. FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

Date	Objectives	Topics / References
Aug 14	Define educational technology and differentiate it with related technologies such as instructional technology, information technology and educational media.	Different Views of Educational Technology <i>Wikipedia: Educational Technology</i> <a href="http://en.wikipedia.org/wiki/Educational_technology">http://en.wikipedia.org/wiki/Educational_technology</a>
Aug 19 & 21	<p><b>Holiday:</b> Quezon City Day and Ninoy Aquino Day * in lieu thereof, you need to visit UVLe, access the resources and materials and pass the pertinent reflections.</p> <p><b>Technology in Education</b> * Relate the historical events of educational computing with the current practice of educational technology. * <i>Tech Forum: History of Technology in Education</i> <a href="http://www.csulb.edu/~murdock/histofcs.html">http://www.csulb.edu/~murdock/histofcs.html</a></p> <p><b>Influences of Learning Theories in Educational Technology</b> * Get acquainted with the different learning theories (behaviorism, cognitivism, constructivism) that influence utilization of instructional media resources * <i>Learning Theories</i> <a href="http://en.wikipedia.org/wiki/Learning_theory_%28education%29">http://en.wikipedia.org/wiki/Learning_theory_%28education%29</a></p>	
Aug 26	<p><b>Presentation / Reporting Discussions</b> * Grouping of students and assigning of topics * Each group MUST present their report with maximum utilization of the media assigned to them. * The content of the report includes but not limited to: media formats; media characteristics; advantages; limitations; and applications to teaching/learning process * An outline must be presented to the instructor at least a week before the scheduled report. * Hand-outs (utilizing the media assigned to the group) of the report must be provided to every member of the class. * Active participation of each member of the group is required. * Peer and instructor rating. * Maximum one-hour presentation per group. * You may check the <i>Effective Presentation Guidelines</i> <a href="http://www.med.yale.edu/library/education/effective.pdf">http://www.med.yale.edu/library/education/effective.pdf</a></p>	

Aug 28	Discuss the cultural, legal, ethical and societal issues in the use of media technology in classroom instructions.	<p>Legal and Ethical Issues in the Use of Technology for Education</p> <p><i>Internet Addiction</i>  <a href="http://www.files.chem.vt.edu/chem-dept/dessy/honors/papers/ferris.html">http://www.files.chem.vt.edu/chem-dept/dessy/honors/papers/ferris.html</a></p> <p><i>Plagiarism</i>  <a href="http://www.plagiarism.org/">http://www.plagiarism.org/</a></p> <p><i>Digital Divide</i>  <a href="http://en.wikipedia.org/wiki/Digital_divide">http://en.wikipedia.org/wiki/Digital_divide</a></p>
Sep 2	Identify the emerging technologies in the field of ICT, eLearning and other relevant fields	<p>Emerging Technologies and Its Implication to Education</p> <p><i>Technology Review</i>  <a href="http://www.technologyreview.com/special/emerging/">http://www.technologyreview.com/special/emerging/</a></p> <p><i>Technology Review: The Most Important Education Technologies in 200 Years</i>  <a href="http://www.technologyreview.com/news/506351/the-most-important-education-technology-in-200-years/">http://www.technologyreview.com/news/506351/the-most-important-education-technology-in-200-years/</a></p> <p><i>Technology Review: Five Technologies To Watch in 2013</i>  <a href="http://www.technologyreview.com/view/509356/five-technologies-to-watch-in-2013/">http://www.technologyreview.com/view/509356/five-technologies-to-watch-in-2013/</a></p>
Sep 4	<p><b>Online Class</b></p> <p>* in lieu of the f2f class, you need to visit UVLe, access the resources and materials and pass the pertinent reflections</p> <p><b>The Roles of Teachers and Students in 21<sup>st</sup> Century Learning</b></p> <p>* Discuss the 21<sup>st</sup> century learning environment and the new skills necessary for students of today to face the challenges of tomorrow and the changing role of teachers</p> <p>* <i>Partnership for 21<sup>st</sup> Century Skills</i> <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p>* <i>21<sup>st</sup> Century Fluency Project</i> <a href="http://www.fluency21.com">http://www.fluency21.com</a></p> <p>* <i>ISTE</i> <a href="http://www.iste.org/standards/nets-for-teachers.aspx">http://www.iste.org/standards/nets-for-teachers.aspx</a></p> <p>* <i>UNESCO</i> <a href="http://www.unescobkk.org/education/ict">http://www.unescobkk.org/education/ict</a></p>	
Sep 9	Gain comprehensive knowledge of the roles of media resources in teaching and learning and the socio-cultural climate of 21 <sup>st</sup> century and how it directs the use of technology in education	<p>Influences of Media Technology in Curriculum and Instruction in the 21<sup>st</sup> Century Education</p> <p><i>Media Education</i>  <a href="http://www.mediaeducation.net/">http://www.mediaeducation.net/</a></p> <p><i>Journal of Educational Technology &amp; Society</i>  <a href="http://www.ifets.info/journals/8_1/13.pdf">www.ifets.info/journals/8_1/13.pdf</a></p>
Sep 11	Identify the available technology resources in the Philippines for education integration	<p>ICT4Edu Projects in the Philippines</p> <p><i>Knowledge Channel</i>  <a href="http://kchonline.ph/about-kcfi">http://kchonline.ph/about-kcfi</a></p> <p><i>iSchools</i>  <a href="https://sites.google.com/site/ipc1phs/">https://sites.google.com/site/ipc1phs/</a></p> <p><i>eSkwela</i>  <a href="http://eskwela-apc-nstp.wikispaces.com/about+the+project">http://eskwela-apc-nstp.wikispaces.com/about+the+project</a></p> <p><i>LRMDS</i>  <a href="http://lrmds.deped.gov.ph/lrmds/index.php/main/adhoc/page/aboutus">http://lrmds.deped.gov.ph/lrmds/index.php/main/adhoc/page/aboutus</a></p> <p><i>Gilas</i>  <a href="http://www.gilas.org/">http://www.gilas.org/</a></p> <p><i>eRizal</i>  <a href="http://erizal.com/about">http://erizal.com/about</a></p>
<p><b>PART II: INSTRUCTIONAL MEDIA RESOURCES</b></p> <p>* Group presentation / reporting</p> <p>* Instructor and peer assessment</p> <p>* All handouts, presentations, and other pertinent resources for your reports should be online.</p>		

Date	Objectives	Topics / Skills Development
Sep 16	Be familiar with different types of media resources, and gain comprehensive knowledge on how to evaluate them.	Group I: People Media
Sep 18		Group II: Text Media
Sep 23		Group III: Visual Media
Sep 25 & 30	To synthesize the knowledge with skills for the production, utilization and evaluation instructional media resources.	Synthesis Discussion: People, Text and Visual Media <b>Skills Development I: Newsletter</b> * <b>Deadline:</b>
Oct 2	<b>Online Discussion with Hiroshima Institute of Technology (Japanese) Students</b> * JSPS: Study of the Use of Computer Supported Collaborative Learning (CSCL) Tools in English Education at University: Issues and Practices of International Learning * in lieu of the Online Exams * grouping of students into text or video chat group; every Thu (10:00 – 1:15 AM) and Fri (12:30 – 13:45PM) * schedule: Oct 9,16, 17, 23, 24, 30 & 31; Nov 6, 7, 13 & 14	
Oct 7	Be familiar with different types of media resources, and gain comprehensive knowledge on how to evaluate them.	Group IV: Motion Media
Oct 9		Group V: Audio Media
Oct 14		Group VI: Manipulatives Media
Oct 16		Group VI: Multi-media
Oct 21 & 23	To synthesize the knowledge with skills for the production, utilization and evaluation of multi-media contents	Synthesis Discussion: Multi-media <b>Skills Development II: ePortfolio</b> * Technical Requirement - you can use any program that you are most competent with however it should be uploaded online. * Content Requirement - all previous and succeeding contents * <b>Deadline: ePortfolio HP</b>
Nov 4	<b>Online Examinations</b>	
Nov 6	<b>Midterm Evaluation:</b> evaluation of individual performance; efficiency and effectiveness of the course; and strength and weaknesses of the instructor.	
<b>PART III. MEDIA and TECHNOLOGY INTEGRATION INTO EDUCATION</b>		
Date	Objectives	Topics / References
Nov 11	Analyze essential conditions, bodies of researches and best practices of effective integration of instructional media technology in different content areas	<i>Media Education</i> <a href="http://en.wikipedia.org/wiki/Media_education">http://en.wikipedia.org/wiki/Media_education</a> <a href="http://www.mediaeducation.net/">http://www.mediaeducation.net/</a> <i>Integrating Technology Across the Curriculum</i> <i>Public Broadcasting System</i> <a href="http://www.pbs.org/teachers/librarymedia/tech-integration/">http://www.pbs.org/teachers/librarymedia/tech-integration/</a> <i>Essential Conditions for Technology Integration</i> <i>ISTE Standards</i> <a href="http://www.iste.org/standards/nets-for-teachers.aspx">http://www.iste.org/standards/nets-for-teachers.aspx</a>
Nov 13	Gain knowledge and skills in developing lesson activities that utilize technology integration strategies	<i>Instructional Design Models for Technology Integration</i> <i>Instructional Design Models</i> <a href="http://en.wikipedia.org/wiki/Instructional_design">http://en.wikipedia.org/wiki/Instructional_design</a>
<b>PART IV. LESSON PLAN WITH MEDIA AND TECHNOLOGY INTEGRATION (LPwTech)</b>		
<b>Asynchronous Online Discussion</b> * Topic: Creating a lesson plan with technology integration * Duration: Nov 13 – Dec 5, 2014 * You are all required to post at least two (2) messages per week; more than eight (8) messages in total. * Submit your reflection essay about the online discussion and lesson planning with technology integration by Dec 5, 2014.		
<b>LPwTech</b> * grouping of students according to topic * working closely with Knowledge Channel		

Date	Objectives	Topics	Activity	Output
Nov 13	To synthesize the knowledge with skills for the identification, utilization, production and evaluation of appropriate instructional media resources for each stage of the lesson plan.	This will based on BEC Lesson Plan * Introduction * Preparatory Activity * Lesson Proper * Reinforcement Activity * Evaluation * Post Activity	Planning and/or creating the lesson plan	Lesson Plan * introduction * objectives * target learners * pre-requisite knowledge * duration * content * others
Nov 18		Will done in cooperation with <i>Knowledge Channel</i> <a href="http://kchonline.ph/">http://kchonline.ph/</a>  <i>Microsoft Education</i> <a href="http://www.microsoft.com/Education/en-us/teachers/plans/Pages/index.aspx">http://www.microsoft.com/Education/en-us/teachers/plans/Pages/index.aspx</a>	Planning, identifying, creating support materials (for students and teachers)	support materials for teachers and students
Nov 20		<i>Intel Odyssey</i> <a href="http://educate.intel.com/odyssey/Index.aspx">http://educate.intel.com/odyssey/Index.aspx</a>	Planning and/or creating student output	sample student output
		<i>Adobe Educational Exchange</i> <a href="http://edexchange.adobe.com/pages/d4178d15ff#storyboards">http://edexchange.adobe.com/pages/d4178d15ff#storyboards</a>	Planning and/or creating evaluation tools	evaluation tools
Nov 25 & 27 and Dec 2	To provide a venue for LPwTech presentation and subsequently expert and peer critique,		Developing plans for implementation	plans for implementation and evaluation  <b>Deadline: LPwTech</b>
<b>ActivatEDv2: Weaving Emerging Technologies into Educational Designs</b> * Organizing a hands-on, EdTech workshop for the Philippine classroom by Filipino EdTechpreneurs * Nov 29, 2014   8am – 5pm   K+12 public and private school teachers				
<b>LAST DAY: December 4, 2014</b> * Submission of Final ePortfolio and LPwTech * Class Farewell Party				
<b>NOTE: All course materials will be uploaded at UVLe</b>				

## GRADING

The evidences of learning demonstrated / presented to your classmate and professor will be the basis of your grade. Varied assessment strategies will be utilized to document learning achieved in this course, 100 points is the highest points plus five (5) as bonus points. The UP System grade equivalency will apply in this course.

<b>Attendance</b> You are expected to be at every class session on time. If it becomes necessary for you to miss the class session, you are expected to let me know in advance. If you miss 6 periods or more (depending on the University policy), you will get an incomplete grade even if you satisfy all other requirements.	10%
<b>Class Participation</b> You are expected to actively participate in all class activities whether in traditional face-to-face and online activities.	10%
<b>Online Participation</b> <b>reflections and asynchronous online discussion</b> There are eighteen (18) online reflection papers and eight (8) asynchronous discussion messages to be submitted at UVLe. Submission will be on the next class meeting after each topic designated for reflection. Your insights and ideas on the topic should be reflected in your paper and not a summary of the class discussion	15%

<b>Group Presentation / Reporting</b> As a group, create a presentation of the assigned instructional media resources. Include in your handout a description of the media/technology, its strengths and weaknesses, its possible applications or implication to teaching and learning. You may use any slide presentation software and follow suggested guidelines for an effective presentation.	<b>15%</b>
<b>Skills Development I: Newsletter</b> You have the prerogative to decide on how your projects will look in any chosen topic in the area you are teaching or your area of interest however it should incorporate principles learned during the discussions.	<b>10%</b>
<b>Skills Development II: ePortfolio</b> Your learning portfolio (ePortfolio) should include all the requirements of this course except class participation. You have the prerogative to decide on how your portfolio will look. Be creative. Include a summary of what you have learned in this course; insights you have gained unforgettable experiences and even valuable lessons that are not officially part of the syllabus.	<b>10%</b>
<b>Online Examination</b> It would cover the basic topics and would be done using UVLe. Cheating in any form is NOT acceptable. However, this could be your online participation at the JSPS Project.	<b>10%</b>
<b>Lesson Plan with Technology Integration (LPwTech)</b> You will develop an instructional plan (lesson plan) of a chosen topic in the area you are teaching or your area of interest. You may use any instructional design model discussed in class. Submission will be done using googledoc.	<b>20%</b>
<b>TOTAL</b>	<b>100%</b>
<b>Bonus Points</b> Perfect on-time submissions in all requirement, attendance, others	<b>5%</b>

## REFERENCES

- Bates, A.W. & Poole, Gary. (2003). *Effective teaching with technology in higher education*. CA: John Wiley & Sons, Inc.
- Duffy, J.L., et.al. (2005). *Teaching and learning with technology*, 2<sup>nd</sup> ed. NY: Pearson Education, Inc.
- Heinich, R., Molenda, M., Russel, J. & Smaldino, S. (1999). *Instructional Media and Technologies for Learning*, 6<sup>th</sup> ed. NJ: Prentice Hall, Inc.
- Intel Teach to the Future Curriculum (Faculty Edition Version 2.0) (2005).
- Kemp, J.E., Morrison, G.R., & Ross, S.M. (1994) *Designing effective instruction*. NY: Merrill College Publishing Company
- Lever-Duffy, Judy (2005). *Teaching and learning with technology*, 2<sup>nd</sup> ed. Boston: Pearson/Allyn and Bacon
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- Smith, K., Moriarty, S., Bartbatsis, G., & Kenney, K. (eds.) (2005). *Handbook of visual communication: Theory, methods, and media*. NJ: Lawrence Erlbaum Associates, Inc.
- Wiske, Martha Stone. (2005). *Teaching for understanding with technology*. Greenwich Conn.: Information Age Pub.

**THIS SYLLABUS IS SUBJECT TO CHANGE  
AT THE DISCRETION OF THE INSTRUCTOR**