

Group and Organizational Learning Technologies

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Description

Offers a doctoral-level introduction to questions, problems and literature in the field of Educational Technology. We will consider what the role of an educational technology scholar is or ought to be, and how conceptions of this role have altered over time; the nature of educational media and mediation; and issues surrounding the diffusion of educational technologies in educational organizations, including colleges and universities as well as K-12 schools. In this connection we will explore histories of educational media and associated education reform efforts, and critically examine the published results of technology-based innovations in teaching and learning. A final theme explored in the course will be the ongoing debate over appropriate methods for empirically evaluating and refining educational technology innovations.

Learning Objectives

Students will be expected to develop:

- a scholarly perspective on the historical development of the field of Educational Technology
- an appreciation of how learning technology innovation forms part of a larger historical process of education reform
- an understanding of how different learning technology innovations have fared in practice, and why this may have been
- a critical view of the literature and traditions of Educational Technology
- a stance on where their own scholarly work is located within the larger field

Assessment

Grades will be based on the following assignments:

- A critical review of literature related to a potential thesis topic (35%)
- An essay on the state of the field (30%)
- Peer reviews of fellow students' writing (20%)
- Online discussion (15%)

Required Texts:

Noble, D. (2002). Digital diploma mills: The automation of higher education. Toronto: Between the Lines. ISBN 978-1896357546

Brown, J. S., & Duguid, P. (2000). The social life of information. Boston: Harvard Business School Press. 978-1578517084

Photocopies of all other required readings will be distributed by the instructor. A photocopy fee will be collected.

Academic Honesty and Student Conduct

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at www.sfu.ca/policies/teaching/t10-02.htm