Technology & Instructional Design

Aaron Hung

Table of Contents

**Technology & Instructional Design 0858-503 (online), Fall 2018**

**Keywords:** learning design, learning sciences, curriculum studies, instructional technology, instructional design

**Description:** Students will learn the foundations of instructional design and understand how to integrate technology in meaningful ways in K-12, higher education or other educational settings. Students will also learn how to develop and assess learning plans that are aligned to technology standards and/or other learning outcomes.

**Class Learning Goals**

* Students will gain an understanding of and appreciation for instructional design in formal and informal educational settings as well as the role of educational technology by:
  + gaining an understanding of the relationships between different learners’ needs and how it is addressed within the design;
  + understanding current research from the learning sciences on how people learn
  + gaining an understanding of the role of technology in both the understanding and the implementation of effective learning designs
  + understanding how to meaningfully integrate technology and effectively using it to enhance learning
  + Students will gain an understanding and greater mastery of instructional design and educational technology by:
  + becoming knowledgeable about different learners’ needs, including relevant national and state standards
  + gaining an appreciation for the importance of educational technology in the context of different content areas and learning goals
* Students will gain an understanding of research and evaluation of educational technology design by:
  + becoming knowledgeable about general trends in research of educational technology with regard to its implementation and impact in formal and informal settings;
  + being able to identify the tools for planning, developing, implementing and evaluating technology-mediated projects
  + Students will gain ethical perspectives and roles for policy and practice in relation to educational technology implementation by
  + developing an understanding and commitment to act on principles of social responsibility and ethic practice in education, including areas of equity, privacy, copyright and informed consent policies
  + developing images of themselves as curriculum developers, instructional designers, agents, consumers and evaluators in the area of educational technology