Rationale
In the ongoing era, an expert in the field of education can’t be a real expert without having adequate knowledge of advanced educational technology. For having an in-depth knowledge and understanding of the subfield of educational technology, one needs to develop critical understanding of the concept and applications of instruction, communication, media, instructional designs, teacher behavior modification and recent trends in learning systems, policies and priority areas in this field. As a whole, it has become almost essential to learn about advanced educational technology to excel currently in the field of education.

This set of experiences is visualized with an assumption that many student teachers will have a basic familiarity with computers, even if they do not have much hands-on experience. It is intended to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

This course should be dealt with essentially as a competence development component with conceptual understanding of the technology dimensions and their educational usability. It is best conducted in a blended mode, with plenty of practical assignments.

A significant point is that the student teachers have different levels of familiarity with ICT and use of technologies, and students can be made to work in supportive groups.

Objectives
• To explore and revisit the relevant syllabi at B.Ed. level in order to develop basic understanding of concept of educational technology
• To evolve learning tasks involving instruction, communication and media
• To explore instructional designs available for teaching
• To develop the critical understanding about appropriate instructional designs for teachers
• To exercise studying teacher behaviour modification based on experiences of face to face classroom interactions
• To hold group discussions and write articles on recent trends in learning systems, policies and priority areas

Unit 1. Basics of Educational Technology: Concept and evolution of educational technology and information and communication technologies
Practicum: Revisiting syllabi of Basic Educational Technology and ICT

Unit 2. Instruction, Communication and Media: Changing trends from face to face to virtual/online interaction, significance of virtual and mass media
Practicum: Paper/article writing on media and instruction

Unit 3. Instructional Designs: Programmed instruction, Keller’s plan, mastery learning, collaborative instruction, cooperative instruction, large group instructions
Practicum: Developing instructions for a course using any one design
Unit 4. Studying Teacher Behaviour Modification: Continuum from microteaching, interaction analysis to competence based teacher education
Practicum: Analysis of classroom interaction using Flander’s interaction analysis category system

Unit 5. Recent Trends in Learning Systems: Policies and priority areas
Practicum: Paper/article writing based on contemporary policies and priority areas

Suggestive Readings

Print resources:


Web resources:
http://en.wikipedia.org/wiki/Educational_technology
http://wikieducator.org/Educational_Technology
http://www.oercommons.org/
http://www.unescobkk.org/education/
http://www.unescobkk.org/education/ict/