

Exploring Current Issues in Educational Technology Using a Problem-Based Approach to Instruction

Drew Tiene

This article examines twenty of the today's most important issues for professionals in the field of educational technology. It then describes how these issues have been effectively taught in a college course, using problem-based learning (PBL) approaches with a new text, based upon PBL principles. Finally, the article concludes with some speculations as to what kinds of issues might become critical in the next few decades.

What are the critical issues in the field of educational technology, and how can they best be addressed? Is there a more important matter today for educational technologists? Probably not. Yet how often are larger concerns left unaddressed as we specialists focus upon which machine, which software application, how much functionality, what type of network connection, how much bandwidth, and similar matters? An important component of any educational technologist's training should be thoughtful and thorough examination of the various issues that can arise when information and communications technologies are introduced into an educational process. Furthermore, showing students how to address problematic, complex issues when they arise in the course of one's professional experiences is extremely important, so that theory effectively informs practice.

While many academic educational technology programs across the country include issues-related coursework in their curricula, there appears to be no real consensus about what crucial issues ought to be addressed. Only a few texts, like Anglin's *Instructional Technology: Past, Present, and Future* (1995), address

this important area. A search for articles about critical issues in educational technology produced only a few recent citations (e.g., Burbules & Callister, 2000; Hallinger, Slowinski, & Rodriguez, 1999), and these writings are very practitioner oriented, not really designed to prompt theoretical discussions.

This article will address the question of what topics might most appropriately be considered in such issues-based courses and how these areas might most effectively be pursued by using a problem-based approach to instruction. These suggestions are based upon a successful experience in team teaching a current issues course with my colleague at Kent State University, Albert Ingram, during which we developed a book entitled *Exploring Current Issues in Educational Technology* (Tiene & Ingram, 2001).

This is not a text that tries to simply provide readers with information they are expected to memorize. Instead, it tries to get them to think, using an approach that has generally been termed problem-based learning (PBL). This pedagogical technique presents problematic issues and asks students how best to deal with them. PBL has become an increasingly popular technique, as evidenced in current educational research literature (Cockrell, Caplow, & Donaldson, 2000; Edens, 2000; Lohman & Finkelstein, 2000; Murray & Savin-Baden, 2000). One good example of a book in the educational technology field designed effectively for PBL is *The ID Casebook*, by Ertmer and Quinn (1998), a book of case studies available for teaching instructional design techniques and applications.

This article will describe the twenty critical issues that we decided to address in our book. They are grouped into five separate sections, each of which addresses a different type of concern: maximizing learning, establishing appropriate policies, social ramifications, questions regarding the technology itself, and future possibilities. For each of the five general themes, four representative issues are included. While philosophical questions do enliven this text, most of these twenty issues involve practical dilemmas that educational technologists may encounter in their professional work. Understanding the philosophical underpinnings of an issue should only be the first stage in addressing it. Then a strategy for dealing with the situation needs to be developed if there is to be any meaningful resolution to the problem. Issues-related coursework should ideally address both the philosophical and the pragmatic, so professionals in the field will fully understand the challenges they face and then effectively be able to address them.

Learning Issues

The first set of issues deals with research and curriculum, exploring how one might most effectively learn about educational technology and examining which approaches to using educational technology

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Exploring Current Issues In Educational Technology

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Information Communication Technologies: Concepts, Methodologies, Tools, and Applications Van Slyke, Craig, 2008-04-30 The rapid development of information communication technologies ICTs is having a profound impact across numerous aspects of social economic and cultural activity worldwide and keeping pace with the associated effects implications opportunities and pitfalls has been challenging to researchers in diverse realms ranging from education to competitive intelligence

Faith-Based Education That Constructs HeeKap Lee, 2010-08-09 Constructivism is everywhere It is a hot issue at this time in the field of philosophy education technology and religion However can constructivism be an alternative approach in faith based education While some conclude that Jesus knew learning was an active knowledge creating process and that he always encouraged his disciples to think deeply and go beyond the surface level others would find that constructivism undercuts faith based education because of its claims to relativity For example constructivists claim that meaning is imposed on the world by us rather than existing in the world independently from us Thus they proclaim that truth is relative to particular times places and people Christians hold that truth does exist absolutely So how can there be a way forward for faith based educators who see the good in the constructivist approach In Faith Based Education that Constructs readers will find a

unique approach whereby constructivism may appropriately be applied to a faith based education setting Although disagreement can occur between constructivism and faith based education this book concludes that constructivist thought and Christian faith based education are in the end congruent and harmonious in significant ways Those faith based educators who continue to hold cautionary views of radical constructivist assertions against absolute truths need not disregard all other aspects of constructivism *International Education Systems and Contemporary Education Reforms* Adel T.

Al-Bataineh, Mohamed A. Nur-Awaleh, 2005-01-28 Al Bataineh and Nur Awaleh's both education Illinois State U text is designed for undergraduate and graduate students who want to improve their understanding of educational systems formal school institutions and educational reform worldwide The text compares and analyzes systems and reforms in both developed and developing countries in several Islamic Latin American and African countries and covers a number of themes including the current systems contemporary reforms the historical development of educational policy and schooling the role of national and international agencies in education and post public education in the developing world Also suitable as a reference for researchers educators governmental and educational agencies and university international studies programs Annotation 2004 Book News Inc Portland OR booknews com **The Perfect Online Course** Michael Simonson, Terry L.

Hudgins, Anymir Orellana, 2009-05-01 The Perfect Online Course Best Practices for Designing and Teaching was edited under the assumption that a perfect online course can be delivered following different instructional methods and models for design and for instruction and by implementing different teaching or instructional strategies Such methods models and strategies are framed within quality educational guidelines and must be aimed towards attaining the online course's learning goals The book seeks to make a contribution to the existing body of literature related to best practices and guidelines for designing and teaching distance courses specifically online education The process of selecting works suitable for this compilation included an extensive review of the journals Quarterly Review of Distance Education and Distance Learning The book begins by covering literature related to general approaches and guidelines continues with proposed methods and models for designing and instruction and ends with instructional strategies to achieve engagement through interaction The book is divided into four independent yet interrelated parts and a concluding section Part I Introduction Part II Best Guidelines and Standards Part III Best Instructional Methods and Models Part IV Best Engagement Strategies and the concluding section And Finally with words from Simonson who delineates the structure of a perfect online course *Elements of Quality Online Education* John R. Bourne, Janet C. Moore, 2005 Entering the Mainstream The Quality and Extent of Online Education in the United States 2003 and 2004 represents the second annual study of the state of online education in U S Higher Education Supported by the Alfred P Sloan Foundation this year's study like last year's is aimed at answering some of the fundamental questions about the nature and extent of online education Will online enrollments continue their rapid growth Are students as satisfied with online courses as they are with face to face instruction What role do schools see online learning playing in their long

term strategy What about the quality of online offerings do schools continue to believe that it measures up The survey analysis is based on a comprehensive nationwide sample of primary campuses for all active United States postsecondary degree granting institutions that are open to the public *Handbook of Conversation Design for Instructional Applications* Luppici, Rocci, 2008-01-31 Given the rapid growth of computer mediated communication there is an ever broadening range of social interactions With conversation as the bedrock on which social interactions are built there is growing recognition of the important role conversation has in instruction particularly in the design and development of technologically advanced educational environments The Handbook of Conversation Design for Instructional Applications presents key perspectives on the evolving area of conversation design bringing together a multidisciplinary body of work focused on the study of conversation and conversation design practices to inform instructional applications Offering multimodal instructional designers and developers authoritative content on the cutting edge issues and challenges in conversation design this book is a must have for reference library collections worldwide **Storied Inquiries in International Landscapes** Tonya Huber, 2010-06-01 Storied Lives Emancipatory Educational Inquiry Experience Narrative Pedagogy in the International Landscape of Diversity contains exemplary research practices strategies and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction JCI CI Founding Editor Tonya Huber initiated the JCI CI in 1997 as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study The journal was distinguished by its requirement that the scholarship be the result of the first author s graduate research according to Cabell s Directory the first journal to do so Equally important the third issue of each volume targeted wide representation of cultures and world regions Current thinking on written by members of the JCI CI Editorial Advisory Board explores state of the art topics related to curriculum inquiry Illustrations photography e g Sebastião Salgado s Workers in vol 2 collage student generated art artifacts and full color art enhance cutting edge methodologies extending educational research through Aboriginal and Native oral traditions arts based analysis found poetry data poetry narrative and case study foci on liberatory pedagogy and social justice action research 1972, National Science Foundation Authorization, Hearings Before the Subcommittee on Science, Research and Development, and the Committee...92-1, on H.R. 4743, Feb. 25; March 5, 23-26, 30; April 6, 7, 1971 United States. Congress. House. Science and Astronautics, 1971

Information Communication Technologies Craig Van Slyke, 2008 Information Communication Technologies Concepts Methodologies Tools and Applications is the essential compilation of breaking research in the pivotal areas of social adaptation to information technology This all inclusive reference source examines through case studies empirical analysis and conceptual models the successes and consequences associated with the growth of information communication technologies in the world today **1972 National Science Foundation Authorization** United States. Congress. House. Committee on Science and Astronautics. Subcommittee on Science, Research, and Development, 1971 **Technology and**

Teaching English Language Learners Mary Ellen Butler-Pascoe, Karin M. Wiburg, 2003 This unprecedented book introduces the latest use of technology to support second language acquisition combining the application of technology with language acquisition theory and practice in the modern classroom This book is coherently organized around the teaching concepts and approaches such as communicative content based skills based and inquiry base teaching The authors provide an extensive up to date coverage of issues such as the use of technology for communicative language teaching using technology to teach oral communication skills and reading and writing For anyone interested in learning ways to integrate technology in the teaching of English Language

Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology Association for Educational Communications and Technology. Convention, 2000

Multicultural Education , 2001

Teaching and Learning with Technology Judy Lever-Duffy, Jean B. McDonald, 2008 Written by teachers for teachers this text offers a clear and current look at the range of educational technologies and how teachers can effectively use technology to enhance learning Written by Teachers for Teachers this text provides readers with a clear understanding of educational media and how it can be used effectively to enhance learning The text explores the current and emerging technologies and multimedia available to teachers while consistently maintaining an instructional focus Pre service and in service teachers

Exploring Technology for Writing and Writing Instruction Pytash, Kristine E., 2013-07-31 As digital technologies continue to develop and evolve an understanding of what it means to be technologically literate must also be redefined Students regularly make use of digital technologies to construct written text both in and out of the classroom and for modern writing instruction to be successful educators must adapt to meet this new dichotomy Exploring Technology for Writing and Writing Instruction examines the use of writing technologies in early childhood elementary secondary and post secondary classrooms as well as in professional development contexts This book provides researchers scholars students educators and professionals around the world with access to the latest knowledge on writing technology and methods for its use in the classroom

Catalog Pikes Peak Community College, 2018

Current Index to Journals in Education , 2000

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