

TO: Brian Newberry (newberry@csusb.edu) FROM: Gerald Grell
DATE: Apr. 26, 2009
RE: ETEC 500 Session 3 - Focus Question on Chapter 1 and 2 - Grell

Focus Question on Chapter 1

Why do you think Anglin include a chapter that tried to pin down “what technology is” and what did the authors of this chapter accomplish towards creating a definition of “technology”.

I believe the author included a discussion on the definition of Technology because the term “Technology” is the fundamental underpinning of his book. It refers to the basic controls we exert over many different processes that affect our lives both for better and worse. Depending on the timeline it could be considered a wheel to early man or the microprocessor to modern man. It can be either hardware (something physical) or software (a mental procedure or process). In any case, the author needed to set the tone for his book and provide a commonality to discuss the various level of technology application. He selected several different well-known individuals’ definitions to show how each views technology form a different perspective yet are really talking about the same thing.

Once technology was defined, it could then be used to show its application at different levels of the educational spectrum. At the strategic level (top) it is called Education Technology and applied broadly across all lower levels from planning down to execution. Instructional Technology is more focused on the delivery level of education. It entails hardware, methods, and procedures that affect content delivery, wrap the learning process and acquire feedback to the teacher.

The delivery side (application of technology) includes both the educational and instructional technology to define the strategies and utilize the hardware, methods and procedures to influence learning in the classroom.

Focus Question on Chapter 2

“Which of the periods of time that the authors discuss as being important in the development of the field of instructional technology is most interesting to you and why?”

I found the 1920’s to be the most interesting to me. While reading the passage on the 1920’s I found myself thinking of how I have been taught to prepare a lesson plan for one of my classes. The concept of the “Objective Statement” seems to come form Bobbitt and Thorndikes work. Washburn’s Winnetka Plan included what I would call the “Guided Practices” in our current lesson plans. Winnetka and Dalton plans called for a both goal specified and assessment which we are constantly encouraged to do in our lesson plans.

As for the self-paced and contract learning concepts, they do not necessarily apply at the high school level but could be considered an underline model for today's on-line curriculum. When you look at today's concepts of dealing with gifted kids in a class, you are encouraged to add depth to the exercises allowing them to work at a deeper level than others in the class.