

**Institute of Education and Research**  
**Faculty of Education**  
**University of the Punjab, Lahore**



<b>Program</b>	<b>Bachelor of Education (B.Ed.)</b>		
<b>Course Title:</b> Instructional Technology		<b>Course Type:</b> Major Course of Education	
<b>Course Code:</b> MCEd-302	<b>Credit Hours:</b> 3	<b>Duration:</b> 16 Weeks	
Introduction	The course aims to help the students increase their proficiency in - Instructional Technology by enhancing their knowledge in the subject.		
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> <li>1. Understand and explain the foundations of Technology</li> <li>2. Apply their knowledge in different situations</li> <li>3. Develop a sense of understanding the trends and issues of instructional Technology</li> </ol>		
Course Content	<p><b>1. Introduction</b></p> <ol style="list-style-type: none"> <li>1. Definition, meaning, nature and other terms.</li> <li>2. Technology in Education.</li> <li>3. A System Approach.</li> <li>4. Development of the main Concern of Educational Technology.             <ul style="list-style-type: none"> <li>• The Elton Model</li> <li>• The Mass Communication Phase</li> <li>• The Individual Learning Phase</li> <li>• The Group Learning Phase</li> </ul> </li> </ol> <p><b>2: Communication and Interaction:</b></p> <ol style="list-style-type: none"> <li>1. Theory of communication</li> <li>2. Communication cycle</li> <li>3. The role of teachers             <ul style="list-style-type: none"> <li>• As performers</li> <li>• As composers</li> <li>• As conductor</li> <li>• As critic</li> </ul> </li> <li>4. Role of learners             <ul style="list-style-type: none"> <li>• Receiver role</li> <li>• Detective role</li> <li>• Generator role</li> <li>• Facilitator role</li> </ul> </li> <li>5. Communication in class</li> <li>6. Teacher's behaviour and classroom instruction</li> <li>7. Interaction analysis</li> <li>8. Flangers's system of interaction analysis</li> <li>9. Micro teaching</li> </ol> <p><b>3: Basic Educational Strategies</b></p>		

	<ol style="list-style-type: none"> <li>1. The teacher /institution centered approach</li> <li>2. The Student Centered Approach</li> <li>3. The Keller Planned Approach</li> <li>4. Mix and match Approach</li> </ol> <p><b>4: Educational Objectives</b></p> <ol style="list-style-type: none"> <li>1. An Objective Based Approach to learning</li> <li>2. Types of objectives</li> <li>3. Bloom’s Taxonomy of Educational Objectives</li> </ol> <p><b>5: Determining Instruction Strategies and Selecting Instructional Media</b></p> <ol style="list-style-type: none"> <li>1. The Nature of Instructional Media</li> <li>2. Looking at Media</li> <li>3. Operates of Media</li> <li>4. The Manipulative Property</li> <li>5. The Distributive Property</li> <li>6. Types of Media</li> <li>7. Selection of Media</li> <li>8. Four Steps Process</li> <li>9. The Our Technologies</li> <li>10. Computers In Education</li> <li>11. Educational Print Materials</li> </ol>						
Text Book(s)	Wadsworth, B. J. (1984). <i>Piaget's Theory of Cognitive and Affective Development</i> : Longman.						
Suggested Reading	Washton, N. S. (1967). <i>Teaching science creatively in the secondary schools</i> : WB Saunders Co.						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Assignment/Project/Presentation</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Mid Term</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Final Term</td> <td style="text-align: right;">40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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