

## **Instructional Technology for Teaching Psychology**

**Course code: EDBER352**

**Credit Hours: 3**

### **Course Description**

This course intends to provide participants with an advanced understanding of the fundamental role of instructional technology for the teaching of psychology at the higher secondary / intermediate level. The emphasis of the course is on the development of knowledge and skills necessary for the implementation and management of instructional technology in a variety of settings such as traditional face-to-face, online, text-based and other instructional contexts. Participants will be provided with ample opportunities to develop expertise in a wide range of instructional technologies and associated best practices. As a result, they will be able to demonstrate applied skills related to the teaching and learning of psychology, visual communication and instructional designs. Moreover, they will be able to work with content experts to develop training and instruction for the higher secondary / intermediate programs for the teaching of psychology.

### **Learning Outcomes**

At the end of the course, the participants will:

7. Develop an understanding of the history and purpose of instructional technology in the field of psychology
8. Identify personal technology goals for the teaching of psychology at secondary / intermediate levels
9. Identify key media, information literacy and/or instructional technology issues in the teaching of psychology
10. Present lesson plans for the teaching of psychology at higher secondary / intermediate level by integrating technology
11. Identify and use technology-oriented resources in the field of psychology
12. Identify recent technological trends that are gaining popularity in the field of psychology
13. Identify how to integrate recent technological trends in the teaching of psychology

### **Contents**

#### **1: Historical and psychological perspectives on the use of educational / instructional technologies**

- 1.5. Five domains of educational technology
- 1.6. Digital technology – advances and limitations
- 1.7. Media literacy
- 1.8. Integration of educational technology into learning – a historical perspective
- 1.9. Technology integration today

#### **2: Instructional technology - knowledge and skills – what do you know and what do you need to learn?**

- 2.1. Setting personal technology goals – at least two
- 2.2. Do to learn not learn to do
- 2.3. Self-regulation and learning logs
- 2.4. How to integrate media and information literacy into the teaching of psychology? - Presentation

#### **3: Selection and evaluation of the use of technology in the classroom**

- 3.1. Selection of relevant digital media for the psychology classroom
- 3.2. Evaluation of technology use for the enhancement of learning
- 3.3. ASSURE model of technology integration

#### 4: Preparation of technology enhanced lessons for the teaching of psychology

##### 4.1 Designing lesson plans for the teaching of psychology at the secondary / intermediate level

- 4.1.1. Preparing lesson plans
- 4.1.2. Integrating technology and other digital resources in the lesson plans (e.g., Web 2.0 resources such as Google classroom, WebCT, moodleetc; multi-media such as calendars, maps, videos; any free software)
- 4.1.3. Presenting lessons plans in the classrooms
- 4.1.4. Assessing lesson plans

#### 5: Digital assessment tools used in the teaching of psychology

##### 5.1 Tools for digital assessment

- 5.1.1. Spreadsheets and databases, e.g., Google Forms
- 5.1.2. Quiz lets
- 5.1.3. WiseApp
- 5.1.4. Optical scanning using a smartphone or tablet

#### 6: New and emerging trends in instructional technology for the teaching of psychology

##### 6.1 Professional associations of the scholars in Psychology

##### 6.2 Contemporary communication tools

- 6.1.1. Blogs/RSS feeds
- 6.1.2. Online Journals
- 6.1.3. Listservs / Electronic discussion lists
- 6.1.4. The 'filter bubble'

#### 7: Future trends and ethical concerns

##### 7.1 Use of digital technology in the psychology classrooms and ethical issues

- 7.1.1. Artificial intelligence
- 7.1.2. Virtual reality
- 7.1.3. Mobile devices and distraction
- 7.1.4. Safety and the internet

##### 7.2. Where is the internet going? How to keep up?

#### Teaching-Learning Strategies

Hands-on-learning

Demonstration

Cooperative learning

Lectures

Text-based readings

Project-based learning

Technology-based assignments

Technology portfolio

Assignments preparation and presentations

#### Assessment and Examinations

Mid-term: 35%

Formative\*: 25%

Final assessment: 40%

*\*Attitude towards learning and participation in classroom activities/discussion will specifically be focused. All semester system rules of IER/PU will be observed.*

### Suggested Readings

(2018). *Educational technology and mobile learning - A resource of educational web tools and mobile apps for teachers and educators*. Retrieved from <https://www.educatorstechnology.com/>

Dean, R. (2018). *A gadget for every need: Assistive technology for students*. *Assistive Technology*. Retrieved from [https://www.edutopia.org/discussion/gadget-every-need-assistive-technology-students?utm\\_source=SilverpopMailing&utm\\_medium=email&utm\\_campaign=110916%20enews%20assistivetech&utm\\_content=&utm\\_term=fea2hed&spMailingID=15849589&spUserID=MjcyNjg1NTkzNDkS1&spJobID=902816789&spReportId=OTAYODE2Nzg5S0](https://www.edutopia.org/discussion/gadget-every-need-assistive-technology-students?utm_source=SilverpopMailing&utm_medium=email&utm_campaign=110916%20enews%20assistivetech&utm_content=&utm_term=fea2hed&spMailingID=15849589&spUserID=MjcyNjg1NTkzNDkS1&spJobID=902816789&spReportId=OTAYODE2Nzg5S0)

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. Washington, D.C: U.S. Department of Education.

Myers, D. G. (2009). Using new interactive media to enhance the teaching of psychology (and other disciplines) in developing countries. *Perspectives on Psychological Science*, 4(1), 99-100. doi: <http://dx.doi.org/10.1111/j.1745-6924.2009.01096.x>

Poirier, C. R., & Feldman, R. S. (2007). Promoting active learning using individual response technology in large introductory psychology classes. *Teaching of Psychology*, 34(3), 194-196. doi: 10.1080/00986280701498665

Smaldino, S. E., Lowther, D. L., & Mims, C. (2019). *Instructional Technology and Media for Learning* (12th ed.). NY: Pearson.

Spencer, K. (1998). *The Psychology of Educational Technology and Instructional Media*. London: Routledge.