

## Master of Education (M. Ed.)

**Title of the Course: S.Et. 1(b) Basic Educational Technology  
(Semester: I, II, III & IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week 15**

### Introduction of the Course

In contemporary education, expertise requires literacy in educational technology. Comprehensive knowledge of this subfield necessitates critical examination of communication models, instructional theories and procedures, pedagogical frameworks, models of teaching and emerging innovations. As educational technology becomes indispensable, fluency has near-universal importance for educators. This course furnishes foundational concepts in educational technology, empowering fledgling teacher educators to integrate technology into their praxis more effectively. The learning outcomes encompass theoretical understanding and practical application through experiential learning. The overarching objective is to equip teacher educators with perspectives and competencies to employ educational technology as a dynamic teaching instrument and supportive asset. A blended format, integrating conceptual learning with abundant hands-on practice, is optimal. As backgrounds in educational technology and ICT usage vary among teacher educators, cooperative and collaborative learning can enable impactful knowledge sharing. The course is designed to cultivate core competencies, with emphasis on comprehending the educational capabilities of technologies. With differentiated learning experiences tailored to unique levels of fluency, it aims to prepare all teacher educators to utilize educational technology with discernment and efficacy.

### Learning Outcomes

After completion of the course student will be able to:


1. explore and revisit the relevant syllabi at B.Ed. level in order to develop basic understanding of concept of educational technology
2. evolve learning tasks involving communication and instructions
3. explore models available for teaching
4. develop the critical understanding about appropriate instructional and learning material for teachers
5. exercise ET based learning experiences with face-to-face classroom interactions
6. hold group discussions on recent trends in ET and ICT

**Number of Units: 4**

**Weeks 15 = 60 hours**

**Unit 1: Basics of Educational Technology (4 weeks = 16 hours)**

- Conceptions and misconceptions about educational technology.

  
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- Continuum from audio-visual, educational technology to information and communication technologies.
- Parts, phases, types and approaches of educational technology. ICT as a part of educational technology.

**Unit 2: Educational Communication (4 weeks = 16 hours)**

- Classroom and Ubiquitous communication
- Continuum from teaching to learning in the light of face-to-face and virtual communication.
- Types and basic elements of communication.

**Unit 3: Instructional Theories (4 weeks = 16 hours)**

- Basics of theories and procedures.
- Theories and procedures with special reference to Bruner and Ausubel.

**Unit 4: Models of Teaching (3 weeks = 12 hours)**

- Basics and families of models of teaching.
- Understanding of models of teaching with special reference to Bruner and Ausubel.

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Revisiting the B.Ed. syllabi related to ET and ICT
2. Studying elements of classroom communication with reference to models of communication
3. Preparation of instructional material for teaching of concepts
4. Development of teaching material based on models given by Bruner and Ausubel
5. Paper/article writing based on recent trends viz. web tools, social networking, cyber-bullying, cyber security, AI, AR, VR, etc.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

**Essential/ Recommended/ Suggested Readings**

- Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools, 8(2), 59-81.
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- Goswamy, B.P. (2006). Shaikshik takniki evam kaksha-kaksh prabandh. Delhi: Swati Publication.
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- Pathak, R.P. (2007). Shaikshik prodyogiki ke naye aayaam. Delhi: S.M. Books.
- Roblyer, M.D. (2007). Integrating educational technology into teaching, (ed 4). Delhi: Pearson Education India.
- Saxena, P.K. (2008): Shaikshik prodyogiki evam kaksha prabandh. Delhi: KK Publications.
- Sharma, S. & Gupta, N. (2007): Shaishik takniki evam kaksha kaksh prabandhan. Jaipur: Shyam Prakashan.
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- Solomon, G. & Schrum, L. (2007). Web 2.0: New tools, new schools. Washington: International Society for Technology in Education.
- Spencer, K. (1991). The psychology of educational technology and instructional media. Liverpool: United Writers Press.
- Timothy J.N., Donald A.S., James D.L., James D.R. (2010). Educational technology for teaching and learning, (ed 4). Noida: Pearson Education.

### **Teaching Learning Resources (Digital and others):**

UNESCO Website, NCERT Website, MoE Website, UGC Website, NCTE Website and various other relevant websites

### **Teaching Learning Process**

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

### **Assessment Method**

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

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**Key words:** Educational Technology, Educational Communication, Instructional Theories, Models of Teaching



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