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## INSTRUCTIONAL TECHNOLOGY (INST)

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### **INST 500 Introduction to Instructional Technology (3 credits)**

*Prerequisite:* Working knowledge of Windows and Macintosh platforms

This course is designed to help students explore how instructional technology can be used for teaching and learning. This course has two primary goals: 1) to provoke ideas about ways computers can be used in school and non-school settings to enhance teaching and learning and 2) to gain experience with software and technology as teaching tools.

### **INST 503 Directed Study (credit to be arranged)**

*Prerequisite:* Consent of the department; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "Graduate and Continuing Education" section of this catalog. This course may be repeated.

### **INST 509 Foundations of Instructional Technology (3 credits)**

*Prerequisite:* Working knowledge of Windows, MacIntosh platform, and MS Office

The history, current practices, and future directions of the Instructional Technology field provide a framework for student-creation of teaching and learning tools. Presentation, collaboration, and multi-media become vehicles for learning as students probe the role of technology within the PreK-12 environment.

### **INST 521 Current Applications and Integration (3 credits)**

*Prerequisite:* INST 509 or consent of instructor

Students will explore the application and integration of electronic tools in instructional settings. Collaborative environments, electronic assessment tools, and authoring systems will be applied to foster the further development of PreK-12 teaching and learning. Emphasis will be placed on the integration of technology into the curriculum.

### **INST 522 Instructional Design (3 credits)**

*Prerequisite:* INST 509 or consent of instructor

Using a systematic approach, students will design, develop, evaluate and revise instruction to meet defined goals and objectives. Contemporary theories of learning become the framework and catalyst for the design process.

### **INST 523 Information Access and the Internet (3 credits)**

This course provides continued development in the use of telecommunications and the Internet. Advanced hands-on practice in using the Internet, ethical and legal issues related to responsible classroom use of the Internet and a wide variety of curriculum connections will be explored.

### **INST 524 Technology Leadership (3 credits)**

Procedures for the establishment or continued development of PreK-12 instructional technology programs will be the focus of this course. Students will learn roles and responsibilities for the technology leader: vision, strategic planning, budget development, equity, purchasing, staff development, technology policies and program evaluation.

### **INST 525 Emergent Technology and Learning Environments (3 credits)**

*Prerequisite:* INST 524 or consent of instructor

Students will explore new and emerging technologies and construct the philosophical framework for how these technologies can be integrated into PreK-12 education. Planning, diffusion of innovation, and the educational change process will be discussed. Currently, the technologies that will be studied include those related to virtual reality, decentralized systems, intelligent agents, and distance education.

### **INST 526 Making Connections: Networking (3 credits)**

Application of networking concepts related to the management of local area networks. Includes topics related to repair, setup, management, and maintenance of local area networks in the PreK-12 environment.

### **INST 551 Home Pages for Educators (3 credits)**

This course will provide students with a thorough look at important Web sites for educational use; in-depth skills in effectively utilizing search engine strategies for students; the tools and methodology necessary to create a content-rich Web site for school; effective ways to link the vast resources of the Internet to curriculum content; a multidisciplinary model for Internet curriculum integration; the information and tools needed to critically evaluate a Web page; (students will evaluate the critical elements which must be present to give credibility to a page); strategies for utilizing the Internet and Web page use, construction, and curriculum development as an integral part of curriculum design; the implications of utilizing the Internet and a school's Web page to publish student work; and the background in the moral, legal and ethical considerations of Internet use and Web page development in the schools and how to translate this knowledge into effective school policy.

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**INST 552 Multimedia for Educators (3 credits)**

The course will provide an introduction to multimedia. The power of multimedia allows the teacher to be a developer of software or to facilitate student development of software. The focus will be on good multimedia design, the user, and evaluation. Incorporation of media such as video, sound and graphics will also be included.

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**INST 560 Topics in Instructional Technology  
(1-3 credits)**

Special topics of current relevance in instructional technology education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the student's adviser.

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**INST 562 Empowering Educators with Technology  
(3 credits)**

Empowering Educators with Technology, INST 562, is a graduate level course that provides an intensive, week-long encounter with educational technology. Online technologies, state-frameworks alignment, and student learning will be explored.

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**INST 590 Seminar in Instructional Technology:  
Research and Analysis (3 credits)**

*Prerequisite: EDMC 530 and a minimum of 21 credit hours in instructional technology*

This course will build on the knowledge obtained in EDMC 530 The Teacher as Researcher and all other courses taken toward the degree. Students will examine major issues and problems within the instructional technology field including, but not limited to, achievement, motivation, access, and equity. In this course, students will develop and in INST 596 implement a research project pertaining to the implementation or integration of instructional technology into the teaching and learning process in PreK-12 education.

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**INST 596 Clinical Experience (3 or 6 credits)**

*Prerequisite: INST 590 and acceptance and retention in the Professional Education Program, satisfactory completion of program requirements, and consent of the instructional technology coordinator*

During the clinical experience, the student is employed in the role of an Instructional Technology Specialist in a PreK-12 school setting under appropriate school and college supervision. The clinical experience consists of 200 clock hours (3 credits) for those who hold a standard teaching certificate, and 400 hours (6 credits) for students who hold the minimum provisional with advanced standing teaching certificate. If the student is not employed, he/she will be placed full-time in an appropriate school setting under the direction of a qualified practitioner and college supervisor.

**Note:** This section is arranged in course number order. See course prefix key for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda/](http://www.bridgew.edu/catalog/addenda/) as that information supersedes the published version of this catalog.