

**CENTRE FOR ICT AND DISTANCE LEARNING
e-RESOURCES AND CONTENT DEVELOPMENT (DL) UNIT
AL-HIKMAH UNIVERSITY, ILORIN, NIGERIA**



**PROPOSED COURSEWARE FOR INSTRUCTIONAL DELIVERY
AL-HIKMAH UNIVERSITY, ILORIN, NIGERIA**

www.alhikmah.edu.ng

COURSE TITLE: ICT and Education

COURSE CODE: EDU 404 COURSE CREDIT: 2 COURSE STATUS: C

LECTURER'S NAME: Dr. Hameed Olalekan BOLAJI

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CONSULTATION HOURS: 12pm-1:30pm

CONSULTATION DAYS: Mondays and Wednesdays

COURSE DETAILS: This course would focus the attention of learner to the design and development of instructional media to supplement teaching and learning process.

COURSE CONTENT: Components of the AECT's 2008 Definition; Instructional Media and Its Classification; Importance of Instructional Media; Communication Process in the Classroom; Classification and Models of Communication Process; Barriers to Effective Communication Process in the Classroom; Instructional System Design (ISD) Process; Quality Assurance for Multimedia Learning Materials (QAMLM); Selection Versus Development of Media Presentations; Integration Models for Technology in Teaching; Technologies for Classroom Instructional Delivery; Evaluation Processes for Instructional Technologies; Definition and Types of Evaluation Process; Technology Evaluation Model – Kirkpatrick; Social Media & Learning Management System for Learners and Educators; Social Media Context in Educational Processes; Learning Management Systems for Instructional delivery; Strategies for LMS Successful Implementation; Change Process for Implementing Instructional Technologies in Higher Education

COURSE DESCRIPTION: The course introduces students to principles and practice of instructional design and development. The course will deal with the definitions of basic concepts and processes in information and communication technology with regard to

education. Attention will also be focused on the forms of instructional technologies and other basic terminologies in technology integration.

COURSE JUSTIFICATION: Teaching requires supplementary materials to facilitate learning in students. Technique and method is required to design and develop instructional media that would facilitate learning in order to improve performance as indices for permanent relative change in behaviour. Hence, this course would expose students to skills required for the design and development of instructional media to facilitate effective teaching process.

LEARNING OBJECTIVES: At the end of this course, students are expected to:

- i. display high level skill in the design, production, selection, improvisation and evaluation of instructional and educational media, including those associated with the print and broadcasting (electronic) media;
- ii. design and package educational programmes for a wide category of target audience; in-school and non-face-to-face, and for different purposes;
- iii. adopt the required skills in the research, improvisation and management associated with instructional and educational media, methods and modes;
- iv. exhibit competency in the manipulation of instructional and educational hardware and software to achieve maximum result for a wide variety of target audience;
- v. appreciate the combined use of the hand, head and heart in creativity as a mark of self-reliance and dignity of labour; and
- vi. develop ability to investigate through research, observations and experimentation, the various areas associated with instructional media design, production, utilization and their effects on performance and goal attainment.

COURSE REQUIREMENTS: Students are expected to be actively involved in classroom activities through participation, submission of assignments, asking and answering question in the lecture room, etc. Class attendance is mandatory and it will be taken at each lecture. Any student who does not meet 75% attendance would be disqualified from writing examination. Each student would be subjected to class work and practice. In addition, students will be subjected to the end of course examination using Computer Based Test of 100 multiple choice items where students is more than hundred.

GRADING METHOD: The grading system for this course would be:

Continuous Assessment

Attendance	----	10marks
Assignment	----	15marks
Test	----	15marks

Examination	-----	60marks
Total	-----	100marks

INSTRUCTIONAL STRATEGY: combination of lecture and teaching methods with the use of relevant and appropriate instructional materials

Week 1: Components of the AECT's 2008 Definition **(duration)**

Behavioural Objective(s): At the end of this class, students should be able to identify the major terminologies in the definition of Educational Technology. Also, explain the essence of facilitating learning in students

Topic Outline: Definition of Educational Technology. Identification of basic terms like facilitating learning, improving performance, creating, using, managing, appropriate technological resources and processes.

Study Questions:

1. Define Educational Technology.
2. Explain the importance of facilitating learning in student
3. What is the major implication of creating in the definition of Educational Technology?

Reference Materials:

- i. **Reading List**
- ii. **Web Directory**
- iii. **YouTube Directory**

Week 2: **Instructional Media Classification and Its Importance** **(duration)**

Behavioural Objective(s): At the end of this lecture, student is expected to classify instructional media based on sense of organ and itemize instructional resources that can be used for instructional delivery.

Topic Outline: Definition of instructional media, classification of instructional media, importance of instructional media

Study Questions

1. **Classify instructional into categories**
2. **State five importance of instructional media to teaching**
3. **Explain the difference between print and non-print media**
4. **List five examples of educational media**

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 3: Classification and Models of Communication Process **(duration)**

Behavioural Objective(s): at the end of this lecture, students should be able to explain the concept of communication process in teaching, classify communication models into types and identify the forms of communication process.

Topic Outline: forms of communication process, types of communication process, models of communication process and its examples

Study Questions

1. Describe three forms of communication process
2. List two examples of communication models
3. Classify communication model into types with relevant examples
4. Explain six major elements of communication process

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 4: Barriers to Effective Communication Process in the Classroom **(duration)**

Behavioural Objective(s): at the end this lecture, student should be able to identify barriers to effective communication in the classroom and provide explanations with relevant examples.

Topic Outline: factors constituting barriers to communication

Study Questions

1. What is the implication of mixed-up messages in communication process?
2. List three examples that constitute barriers to classroom communication process
3. Explain the how physical distraction can impede communication process

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 5: Instructional System Design (ISD) Process **(duration)**

Instructional Objective(s): at the end of this lecture, students should be able to define instructional system design, explain the stages of the generic ISD- ADDIE, and identify the sample task and output

Topic Outline: The concept of design in instruction, types of design, definition of instructional system design, ADDIE in focus

Study Questions

1. Explain the importance of ISD to the production of instructional material
2. What does ADDIE stands for and the activities involve in each of the alphabet
3. Outline the sample task and output in ADDIE

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 6: Quality Assurance for Multimedia Learning Materials (QAMLM) (duration)

Instructional Objective(s): at the end of this lecture, students are expected to explain the concept QAMLM, describe the phases involve in QAMLM and state the similarities and differences between QAMLM and ADDIE models of instructional delivery.

Topic Outline: concept of QAMLM and its phases

Study Questions

1. What is the meaning of QAMLM?
2. How many phase is involve in QAMLM
3. What is the major difference and similarities between QAMLM and ADDIE models

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 7: Selection Versus Development of Media Presentations (duration)

Instructional Objective(s):

Topic Outline: Guidelines for selection of instructional media, presentation strategies for instructional media

Study Questions

1. State the five features to be considered in selecting instructional media
2. Identify the types of media that can be selected for instructional delivery

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**

iii. **YouTube Directory**

Week 8: Integration Models for Technology in Teaching (duration)

Instructional Objective(s):

Topic Outline: Concept of technology integration, Levels of technology implementation (LoTi)

Study Questions

1. What does LoTi stands for?
2. State the six levels of LoTi
3. Explain any three levels of LoTi

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 9: Technologies for Classroom Instructional Delivery (duration)

Instructional Objective(s):

Topic Outline: technologies for classroom use

Study Questions

1. **State any five technologies that can be used for instructional delivery**
2. **What is Podcast?**
3. **Explain how you can use interactive whiteboard for classroom delivery**

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 10: Definition and Types of Evaluation Process (duration)

Instructional Objective(s):

Topic Outline: The concept of evaluation in educational technology, types of evaluation processes

Study Questions

1. When do you use prognostic evaluation process?
2. Explain diagnostic evaluation process
3. Which of summative and formative evaluation is most important?

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 11: Technology Evaluation Model – Kirkpatrick (duration)

Instructional Objective(s):

Topic Outline:

Study Questions

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 12: Social Media & Learning Management System for Learners and Educators (duration)

Instructional Objective(s):

Topic Outline:

Study Questions

Reference Materials:

- i. **Reading List**
- ii. **Web Materials**
- iii. **YouTube Directory**

Week 13: Strategies for LMS Successful Implementation (duration)

Instructional Objective(s):

Topic Outline:

Study Questions

Reference Materials:

- i. Reading List**
- ii. Web Materials**
- iii. YouTube Directory**

Week 14: Change Process for Implementing Instructional Technologies in Higher Education (duration)

Instructional Objective(s):

Topic Outline:

Study Questions

Reference Materials:

- i. Reading List**
- ii. Web Materials**
- iii. YouTube Directory**