History of Media and Technology in Education
EDCP 571.031
University of British Columbia
Summer 2a 2011

Course Description:
In this Winter 2011 section, the theme is From Twentieth to Twenty-First Century Learning—proceeding from Edison and motion picture students through McLuhan and new media to telelearning and mobile autodidacticism. We will address issues such as how, why and to what degree media and technology have been incorporated into, or changed by, education over time. Some historians argue that media and technology have been an imposition on humanistic curriculum practices; others describe media and technology as the principle means of progress in administration, learning and teaching. Some lament the separation of curriculum from instruction via media and technology, and subsequent displacement of instructional labour by capital; others champion the creativity and intellectual productivity that media and technology seemingly nourish. This course is designed from a basis that educational media and technologies are not merely tools; educational premises are neither fully durable nor pliable; and actors or agents of education are not merely humans.

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Office Hours: By appointment
Email: Stephen.petrina@ubc.ca

Valued Ends of the Course:
My intention is to help you develop a framework for exploring and understanding the history of media and technology as unsettled and lived by students and teachers. I will encourage you to examine your own biases toward the history of media and technology, and a major effort will be in providing you with a background for historical research into educational and learning technologies, and new media.

Outcomes:
By the end of this course, students should be able to:

• Understand a range of explanatory and narrative approaches to the historiography and history of media and technology in education.
• Examine key philosophical and historical claims about the role of media and technology in education.
• Analyze processes of historical change, including the challenge of placing media and technology within cultural and social contexts.
• Analyze educational change (e.g., educational media and technology) in historical context.
• Utilize evidence from historical case studies for critically interpreting debates and discussions over media and technology in education.
• Develop a sense of chronology and narrative of the history of media and technology in education.
• Develop a writing style for historical research by engaging in a process of primary and secondary source analysis and outlining, drafting, reviewing, and revising a historical essay.
Texts (Required):
EDCP 571 Course Packet. (cost recovery)

1. EDCP 571 Primary & Secondary Sources in the History of Media and Technology in Education.

Assessment (for details, see below):
Deadline:
1. Participation in Seminar & Research Activities (20%) Ongoing
2. Historical Discourse Leadership (groups of 3) (25%) Ongoing
3. Scholarly Historical Essay (55%) 6 Dec

- Academic Honesty and Standards, and Academic Freedom: Please refer to UBC Calendar
- Policies and Regulations (Selected): http://www.students.ubc.ca/calendar
- Academic Accommodation for Students with Disabilities: Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/policies/policy73.pdf).

Participation:
Participation is valued at 20% of your final grade. We refer to the scholarly level of participation as academic conversation, which entails a variety of things including academic conversation, articulation and presentation. Participation is interdependent with preparation for each week, which involves reading (highlighting, pagination post-its, margin notes, comments & questions, etc.), writing (posting to discussions, note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, podcasting, exposition, etc.), organizing (documenting, labelling, ordering, archiving, filing, sequencing events, chronicling, etc.), reflecting (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and speaking (discussing, podcasting, corresponding with peers, chat, etc.). One goal of preparation is to sustain increasingly sophisticated academic conversations or engagement with the readings, course and peers. A second goal is to develop systematic approaches for engaging with the readings and your peers (i.e., developing reading, speaking, writing, organizing, and reflection form(at)s and styles that are effective). Read for Meaning along with Purpose...

Participation

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<tr>
<th>Low</th>
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<tr>
<td>Appropriately and accurately articulates key constructs and themes in readings, etc.</td>
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<tr>
<td>Reveals an attempt to synthesize knowledge of media and technology in education (readings, etc.).</td>
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<td>5.5</td>
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<tr>
<td>Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the online course</td>
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Total: xx / 20

1. Scholarly Historical Essay (55%)—Choose a topic that corresponds with one of the weekly topics (or propose a related topic) and write a scholarly, publishable paper exploring the history of media and technology in education. The essay should provide a clear, cogent, concise history of the topic at hand. Take a position (state a thesis or argument) and provide evidence, through
examples and historical narrative, to support the position. Be creative and choose a topic that really interests you! At the mid-point of the course, please also bring a *one page hard copy outline* of your paper as a work in progress. Outline = outline form. This includes the:

1. Historical topic and time / chronology
2. Theme and argument
   a. The argument or thesis
   b. The background
3. Primary and Secondary sources for insight into the topic
   a. Issues to be addressed
   b. Literature to be consulted
4. Provisional conclusions drawn from the argument & issues or data
5. Structure / sections of the paper

Assessment: (Limit to 10-12, tight well-written double-spaced pages including title page (limit to 3000 words + references).

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<tr>
<td>Clarity of communication / writing</td>
<td>1---------5.5---------10</td>
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<td>Development of argument / thesis</td>
<td>1---------5.5---------10</td>
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<td>Exploration of content and theory</td>
<td>1---------8---------15</td>
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<td>Provision of effective and sufficient examples</td>
<td>1---------5.5---------10</td>
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<tr>
<td>Grammar &amp; Style</td>
<td>1---------5.5---------10</td>
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Total: xx / 55

2. Historical Discourse Leadership (25%)— Choose one week and topic on the schedule to coordinate the seminar. It will be your responsibility to clearly re/present the topic and reading(s), and to coordinate the discussions. Please use the approach described below. Format: Group Project— groups of 3. For the discussion that you lead, please prepare to:
1. Outline the readings (primary and secondary sources) and post this outline to the group.
2. Provide a brief overview of the readings based on the outline.
3. Define key terms or methodological and theoretical concepts that are challenging.
4. Design handouts, discussion questions and presentation media for clarifying the readings.
5. Design activities for the group with attention to inclusive participation. Possible activities include:
   - Discussion focus questions and moderation of discussion forums
   - Wiki / Interactive Web
   - Voice & Podcast, etc.
6. Moderate and bring closure to the topic for the week.

### Historical Discourse Leadership

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Outlines & addresses key concept(s) in readings

Sufficient examples from readings are provided & synthesizes with previous readings

Communication and media are professional in format—
   Style is clean and coherent

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Total:   xx  / 25

### Grading Guidelines

**A level - Good to Excellent Work**

**A+** (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

**A** (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

**A-** (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

**B level - Adequate Work**

**B+** (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

**B** (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

**B-** (68-71%) Barely adequate work at the graduate level.

**C & D level - Seriously Flawed Work**

**C** (55-67%) Serious flaws in understanding of the subject material. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

**NOTE:** For UBC’s Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a Failing mark.
EDCP 571 Course Schedule & Readings
Seminars for each week include a balance of activities and resources.

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<tr>
<th>Date</th>
<th>HDLG</th>
<th>Assignments</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Course Intro</td>
<td>Course introduction, Mapping &amp; Definitions</td>
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<td>7 Sept</td>
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<tr>
<td>Week 2</td>
<td></td>
<td>Readings</td>
<td>Gentry (1984); Petrina (2008); Petrina &amp; Rusnak (2010)</td>
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<td>14 Sept</td>
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<tr>
<td>Week 3</td>
<td>#2</td>
<td>Readings &amp; HDLG</td>
<td>Cuban (1986); Petrina (2002); Morgan (1929)</td>
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<td>21 Sept</td>
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<tr>
<td>Week 4</td>
<td>#3</td>
<td>Readings &amp; HDLG</td>
<td>Wiman (1969); Merzbach (1971); Comenius (1657/1887)</td>
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<td>28 Sept</td>
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<td>Week 5</td>
<td>#4</td>
<td>Readings &amp; HDLG</td>
<td>Alexander (2010); Edison (1912, 1925)</td>
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<td>5 Oct</td>
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<tr>
<td>Week 6</td>
<td>#5</td>
<td>Readings &amp; HDLG</td>
<td>Luke (1988); Petrina &amp; Rusnak (2010); Gray (1930/1940); Thurston (1937)</td>
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<td>12 Oct</td>
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<td>Week 7</td>
<td>#6</td>
<td>Readings &amp; HDLG</td>
<td>Noble (1991); Gagne (1954)</td>
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<td>19 Oct</td>
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<tr>
<td>Week 8</td>
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<td>(Week 8) 26 Oct – 1 Nov Reading Break</td>
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<td>Week 9</td>
<td>#7</td>
<td>Historical Essay</td>
<td>Bolas (2008); Davis (2008); Cambre (1981)</td>
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<td>2 Nov</td>
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<td>Proposal due</td>
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<td>Week 10</td>
<td>#8</td>
<td>Readings &amp; HDLG</td>
<td>McLuhan (1960, 1967); Moody (1999)</td>
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<td>9 Nov</td>
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<td>Week 11</td>
<td>#9</td>
<td>Readings &amp; HDLG</td>
<td>McHoul (1988); Hilton (1969); Skinner (1965)</td>
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<td>16 Nov</td>
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<tr>
<td>Week 12</td>
<td>#10</td>
<td>Readings &amp; HDLG</td>
<td>Bush (1945); Buck (1952); Moore (1972)</td>
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<td>23 Nov</td>
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<td>Week 13</td>
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<td>Historical Essay</td>
<td>Ito (2010)</td>
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<td>30 Nov</td>
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<td>Due 6 Dec.</td>
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Course Schedule:
Each session will generally consist of discussion based on readings. Readings for each session will include a balance of secondary and primary sources. Each session will also be supplemented with image and sound resources.

Topic 1
Introduction: Historiography, Semantics, Rhetoric and Etymology

Readings / Media:

Doctoral Seminar

Topic 2
The School of Tomorrow:
Historiography of Material and Visual Culture or Media & Technology in Education

Readings / Media
4. NEA Film.

Doctoral Seminar

Topic 3
Orality & Literacy: Media & Technology in Education prior to the Twentieth Century

Readings / Media

Doctoral Seminar
### Topic 4
**Twentieth Century Learning: Thomas A. Edison, Motion Pictures, and Visual Education**

**Readings / Media**
4. Moving Picture and Motion Picture archive.

**Doctoral Seminar**

### Topic 5
**Psy-entific Classrooms & Offices: The New Psychology, Tests, Textbooks, and Audiovisual Education**

**Readings / Media**

**Doctoral Seminar**

### Topic 6
**“More Learning in Less Time:” The Military, Psychology & Technology**

**Readings / Media**
3. Ohio State Archives (Pressey Papers)

**Doctoral Seminar**

### Topic 7
**From Screen Education to Media Studies: Broadcasting, Film, Radio and Television**

**Readings / Media**
1. Terry Bolas, *Screen Education: From Film Appreciation to Media Studies* (Bristol, UK: Intellect, 2009), 37-68.


**Doctoral Seminar**


**Topic 8**

**Marshall McLuhan and the Project in Understanding New Media**

**Readings / Media**


**Doctoral Seminar**


**Topic 9**

**The New Cyberculture: Educational Technology, Teaching Machines & Programmed Learning**

**Readings / Media**


4. Alice Mary Hilton Archives.

**Doctoral Seminar**


**Topic 10**

**Automating Curriculum and Teledidactics: The Automation of Education via Correspondence, Distance & Online Learning**

**Readings / Media**


4. NEA and Pressey films.

### Topic 11

**Individualizing & Personalizing Curriculum: Computers in Education**

#### Readings / Media

Selected Secondary Sources

For an exhaustive bibliography and historiography, see

Examples of Practitioner Histories

Examples of Critical Histories
Terry Bolas, Screen Education: From Film Appreciation to Media Studies (Bristol: Intellect, 2009).


Oscar H. Gandy, "Instructional Technology: The Reselling of the Pentagon" (Ph.D. diss., Stanford University, 1976).


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