

UNIVERSITY OF BRITISH COLUMBIA

Department of Curriculum Studies

Winter I 2007

TSED 508a (031): Review of Research in Learning Technologies, New Media and the Learning Sciences

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<http://www.cust.educ.ubc.ca/wstudents/tsed2/opensourced>



Course Description:

So you call yourself (or want to be) a learning scientist? Or do call yourself (and would rather be) a learning technologist or new mediatician? Or a learning artist? Doesn't one imply the other? Maybe you are (or really want to be) a design-based researcher, establishing yourself in both the learning sciences and the learning technologies. Or perhaps your answer is "none of the above," and you are critical and poststructural and want to contradict or deconstruct the learning arts, sciences and technologies. This course addresses current research in learning technologies, new media and the learning sciences with a focus on "what is cognition in the messy complexity of the real world?", "how do we learn?" and "how can design-based research help explore these questions?" The course will challenge you to theorize cognition while conducting research with groups of participants on and off-campus throughout the term.

Texts (Required):

TSED 508 Course Packet. (cost recovery)

Texts (Recommended):

1. Sawyer, R. K. (2006). *The Cambridge handbook of the learning sciences*. Cambridge: Cambridge University Press.
2. Bransford, J. D., Brown, A. L. and Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience and school*. Washington D.C.: National Academies Press. <http://www.nap.edu/catalog/9853.html>. Download from <http://137.82.15.154/NewMediaResearchLab/Research/HowWeLearnNRCBook.pdf>.

Valued Ends of the Course:

My intention is to help you develop a framework for understanding learning technologies, new media and the learning sciences— as a contradiction of borders and boundaries. I will encourage you to examine your own biases toward learning technologies, new media and the learning sciences, and a major effort will be in providing you with a background for research into learning technologies, new media and the learning sciences.

Communication:

A listserv has been set up for TSED 508 students for communication in this course, and for general issues that arise during the term. Please subscribe. To subscribe, send the following message to:

majordomo@interchange.ubc.ca

In the body of the message include the following:

subscribe n-mrl

*Do not include a signature

Assessment:

1. Participation in Seminar & Research Activities (30%)
2. Seminar Leadership (groups of 2) (25%)
3. Scholarly, Publishable Essay (45%)

General Assessment Criteria for Final Marks

CUST Grading Guidelines May 2006

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 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.

D level

- D (50-54%)

F level - Failing Work

- F (0-49%)

Participation:

Please remember that in a graduate course, you have a responsibility to do the readings and participate in discussions. Participation is valued at 20% of your final grade. We refer to the scholarly level of participation as **academic conversation**. Students often get anxious over academic work and the charge that they are “talking from nowhere.” The other extreme is “talking from everywhere,” a form of what Donna Haraway called a “God trick.” “Talking from somewhere” is the goal— this somewhere may be your experience and narrative (with examples) or it may be from what you’ve read or from the theory we are addressing. We want you to theorize and this is different than merely providing your opinion, which is what so many professors dislike. There is a difference between your narrative or experience and opinion. So, participation entails a variety of things including academic conversation, articulation and presentation. For each week, please prepare four questions:

- a. Question of theory b. Question of method c. Question of data d. Question of genre

Participation is interdependent with **preparation** for each class session, which involves *reading* (highlighting, pagination post-its, margin notes, comments & questions, etc.), *writing* (note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, exposition, etc.), *organizing* (documenting, labeling, ordering, archiving, filing, etc.) and *reflection* (rethinking, reincorporating, remapping, analyzing, synthesizing, 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, writing, organizing, and reflection form(at)s and styles that are effective).

To facilitate my assessment of your level of participation, at the end of the term please turn in (hard copy, CD, DVD, URL, etc.) your documentation of preparation for each of the class sessions (i.e., for the course). For the first five weeks (up to and including Authors & Texts) I will expect documentation of engagement & preparation (see reading, writing and reflecting above) with *at least one* of the readings. For the balance of the course, I expect documentation of engagement & preparation distributed across all of the readings for each week. I will use the rubric below for assessment of your level of academic conversation and participation:

Participation	
Low	High
Appropriately and accurately articulates key constructs and themes in technology studies (readings, etc.)	1-----3-----5
Reveals an attempt to synthesize knowledge or uses personal narrative to ground knowledge in technology studies (readings, etc.). Theorizes and uses examples to ground theory	1-----3-----5
Advances collective knowledge and consciousness by engaging with authors, peers, instructors in seminar conversation and presentation	1-----5-----10
Total: xx /20	

Read for Meaning *along with Purpose...*

For each class, please prepare to analyze/discuss for 4 minutes, which I will time. The students who are organizing the seminars (e.g., Josie & Jose) will be exempted from this 4 minute analysis/discussion. For these 4 minutes, please pick either a reading or issue and provide an analysis (sticking closely to the text) or provide a synthesis across several or all the readings for the week (sticking closely to the texts). Remember, academia is a performance and here I am looking for 4 minutes of intellectual engagement with the text/s (and through the texts with each other).

Assignments:

Seminar Leadership— Choose one day 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 indicated below. Format: One hour with media, including discussion period (Group Project— groups of 2-3). For the seminars that you lead, please prepare to:

1. Outline the readings (articles, chapters or book, etc.) and present this outline to the group.
2. Provide an 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.
6. Moderate, monitor and bring closure to the seminar within the time allocated.

Assessment:

Communication: Is the topic clear and concise? Is the seminar organized?

Content: Is the presentation substantial? Is it sufficiently "critical"? Is it sufficiently descriptive? Are conceptual categories, codes, frames and theories explained with sufficient depth? Are adequate examples used to ground theorizing?

Media: How effectively do the media communicate? Are the media well organised?

Seminar	
Low-----	-----High
Addresses key concept(s) in readings	1-----2.5-----5
Synthesizes with theory (and theorists)	1-----2.5-----5
Sufficient examples from readings and from experience & narrative are provided	1-----2.5-----5
Communication and media are professional in format— Style is clean and coherent	1-----2.5-----5
Discussion and time are managed and relevant— ethical rules for participation are used	1-----2.5-----5
Total: xx /25	

Scholarly, Publishable Essay— Choose a topic that corresponds to the course theme or topics and write a scholarly, publishable paper that explores theoretical as well as empirical issues. Pick a journal either from among those listed below or suggest one not on the list. The essay should provide a clear, cogent description of the topic at hand. Take a position and provide evidence, through examples and narrative, to support the position. Be creative and choose a topic that really interests you!

Assessment: (Limit to 15-20, tight well-written double-spaced pages including references)

1. Clarity of communication/writing
 - a. Is the writing clear and concise?
 - b. Are the ideas focused and organized?
2. Development of argument
 - a. Is the argument coherent? Thoughtful? Analytical? Critical? Sophisticated?
3. Exploration of content and theory
 - a. Is there evidence of critically and theoretically exploring the issues?
 - b. Are the ideas theorized, synthesized, extended or applied?
4. Examples
 - a. Are examples sufficient?
 - b. Do examples ground the paper?
5. Grammar & Style
 - a. Organization, sentence structure, paragraphs, spelling
 - b. APA Style (format, references)

Low-----Avg-----High
Clarity of communication/writing 1-----5-----10
Development of argument 1-----5-----10
Exploration of content and theory 1-----5-----10
Sufficient examples are provided 1-----5-----10
Grammar & Style 1-----2.5-----5
Total: xx/45

Course Schedule:

Each session will generally consist of discussion based on readings, with a balance of time dedicated toward lab work and research methodologies and devices.

Date	Topic	Readings
4 Sept	Symmetry thru Boundary & Disciplinary Irreverence: What are the learning sciences, technologies & arts? Location Position Location: Where and when are the learning sciences, technologies & arts?	Syllabus
11	Learning Sciences	Kolodner, "Learning Sciences;" Rourke & Friesen, "Learning Sciences;" Sawyer, "New Science;" Bransford, "Foundations;" Kafai, "Constructionism;" Davis & Sumara, "Constructivisms;" Marcuse, "On Science."
18	Learning Technologies	Oliver, "What do;" Pea, "Toward a Learning;" Goldman, "Computers;" Harris, "Roles;"
25	New Media & Media Studies 2.0	Manovich, "What is;" Flichy, "The Construction;" Silver, "Internet;" Jenkins, "Constructing;" Gauntlett, "Media;" Turkle, "Whither"
2 Oct	Technologies	Heidegger, "QCT;" Ronell, <i>The Telephone</i> ; Haraway, "Manifesto;" Latour, "Has Critique;"
9	Authors & Texts	Barthes, "Death of the Author;" Foucault, "What is an Author?;" Philip, "What is a Technological Author?;" Liang, "Copyright/ Copyleft;"
16	Cybercultures	Petrina, "On the Origins;" Levy, "Second Flood;" Stone, "Will the Real;" Hayles, "Traumas;"
23	Cognitions	Lave, "Teaching;" Nardi, "Studying;" Hutchins, "Distributed;" " Hall, "Reconstructing;" Latour, "Cogito;"
30	Methodologies / Design-Based Research	Wakeford, "Developing;" Lyman & Wakeford, "Going;" Bryson, "When Jill;" Voithofer, "Designing;" DBR Collective, "DBR;"
6 Nov	Literacies, Aesthetics & Textualities	Dobson & Willinsky, "Digital Literacies;" Selfe, "Technological;" Knobel & Lankshear, "Critical;" Lemke, "Metamedia;" Everett, "Digitextuality;" Brecht, "The Radio;"
13	Learning Arts	Arendt, "The Crisis;" Benjamin, "The Work of Art;" Ellul, "Remarks;" Sofia, "Contested Zones;"
20	Ecologies or Spiritualities???	TBA
27	How we Learn (to Party!)	

Readings

1. Kolodner, J. (2004). The learning sciences: Past, present and future. *Educational Technology*, 44(3), 37-42.
2. Rourke, L. & Friesen, N. (2006). The learning sciences: The very idea. *Educational Media International*, 43(4), 271-284.
3. Sawyer, R. K. (2006). The new science of learning. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 1-16). Cambridge: Cambridge University Press.
4. Bransford, J. D. et al. (2006). Foundations and opportunities for an interdisciplinary science of learning. In R. K. Sawyer, Ed., *The Cambridge handbook of the learning sciences* (pp. 19-33). Cambridge: Cambridge University Press.
5. Kafai, Y. B. (2006). Constructionism. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 35-47). Cambridge: Cambridge University Press.
6. Marcuse, H. (1978). On science and phenomenology. In A. Arato & E. Gebhardt (Eds.), *The essential Frankfurt School reader* (pp. 466-476). Oxford: Basil Blackwell.
7. Davis, B. & Sumara, D. (2002). Constructivist discourses and the field of education. *Educational Theory*, 52(4), 409-428.
8. Oliver, M. (2002). What do learning technologists do? *Innovations in Education and Teaching International*, 39(4), 245-252.
9. Pea, R. (1999). Toward a learning technologies knowledge network. *Educational Technology Research & Development*, 47(2), 19-38.
10. Goldman-Segall, R. & Maxwell, J. (2003). Computers, the internet and new media for learning. In W. M. Reynolds & G. E. Miller (Eds.), *Handbook of psychology* (pp. 393-427). New York: John Wiley & Sons.
11. Harris, T. R., Bransford, J. D. & Brophy, S. P. (2002). Roles for learning sciences and learning technologies in biomedical engineering education. *Annual Review of Biomedical Engineering*, 4, 29-48.
12. Manovich, L. (2001). What is new media? In *The Language of new media* (pp. 61). Cambridge, MA: MIT Press.
13. Flichy, P. (1999). The construction of new digital media. *New Media & Society*, 1(1), 33-39.
14. Silver, D. (2004). Internet/cyberculture/digital culture/new media/fill-in-the-blank studies. *New Media & Society*, 6(1), 55-64.
15. Jenkins, H. et al. (2006). *Confronting the challenges of participatory culture. Media education for the 21st century*. Chicago: MacArthur Foundation.
16. Tapscott, D. (1998). Growing up digital. *Meridian*. <http://www.ncsu.edu/meridian/jan98>.
17. Turkle, S. (2004). Whither psychoanalysis in computer culture. *Psychoanalytic Psychology*, 21(1), 16-30.
18. Heidegger, M. (1953/1977). The question concerning technology. In M. Heidegger, *The question concerning technology and other essays* (trans. W. Lovitt) (pp. 3-35). New York: Harper & Row.
19. Ronell, A. (1989). Delay call forwarding. In A. Ronell, *The telephone book* (pp. 2-43). Minneapolis: University of Minnesota Press.
20. Haraway, D. (2003). Cyborgs to companion species. Reconfiguring kinship in technoscience. In D. Ihde & E. Senger (Eds.), *Chasing technoscience* (pp. 58-82). Bloomington: Indiana University Press.
21. Latour, B. (2004). Why has critique run out of steam? From matters of fact to matters of concern. *Critical Inquiry*, 30, 225-248.
22. Barthes, R. (1968/1977). The death of the author. In S. Heath (Ed.), *Image, music, text* (pp. 142-148). New York: Hill.
23. Foucault, M. (1969/1977). What is an author? In M. Foucault (D. F. Bouchard, Ed.), *Language, counter-memory, practice*. 113-138). Ithaca, NY: Cornell University Press.
24. Philip, K. (2005). What is a technological author? The pirate function and intellectual property. *Postcolonial Studies*, 8(2), 199-218.
25. Liang, L., Mazmdar, A. & Suresh, M. (2005). Copyright/copyleft: Myths about copyright. *Countercurrents.org*
26. Petrina, S. (in progress). On the origins of cyberculture.
27. Levy, P. (1997). The second flood: report on cyberculture. *Culturelink Review*, 21.
28. Stone, A. R. (1992). Will the real body please stand up? In M. Benedikt (Ed.), *Cyberspace: First steps* (pp. 81-118). Cambridge, MA: MIT Press.
29. Hayles, N. K. (2006). Traumas of code. *Critical Inquiry*, 33, 136-157.
30. Lave, J. (1996). Teaching, as learning, in practice. *Mind, Culture, and Activity*, 3(3), 149-164.
31. Nardi, B. A. (1996). Studying context. In B. A. Nardi (Ed.), *Context and consciousness* (pp. 69-102). Cambridge, MA: MIT Press.
32. Hutchins, E. (2000). Distributed cognition. Retrieved from
33. Hall, R. (2005). Reconstructing the learning sciences. *Journal of the Learning Sciences*, 14(1), 139-155.
34. Latour, B. (1996). Cogito ergo sumus. *Mind, Culture, and Activity*, 3(1), 54-63.
35. Wakeford, N. (2004). Developing methodological frameworks for studying the world wide web. In D. Gauntlett (Ed.), *Web.Studies* (2nd ed.) (pp. 34-48). London: Edward Arnold LTD.
36. Lyman, P. & Wakeford, N. (1999). Going into the (virtual) field. *American Behavioral Scientist*, 43(3), 359-369.
37. Bryson, M. (2004). When Jill jacks in: Queer women and the net. *Feminist Media Studies*, 4(3), 199-218.
38. Voithofer, R. (2005). Designing new media education research. *Educational Researcher*, 34(9), 3-14.
39. DBR Collective. (2003). *Educational Researcher*, 5-8.

40. Dobson, T. & Willinsky, J. (in press) Digital Literacy. In David Olson and Nancy Torrence (Eds.), *The Cambridge Handbook of Literacy*.
41. Selfe, C. (2003). Technological literacy and humanities: A conversation with Cynthia Selfe. *Issues in Writing*, 13(2), 118-132.
42. Knobel, M. & Lankshear, C. (2002). *Critical cyberliteracies*. Paper presented at the National Council of English Teachers' Assembly, New York, 22-24 February.
43. Lemke, J. (1998). In *Handbook of literacy and technology* (pp. 283-301). Mahwah, NJ: Erlbaum.
44. Everett, A. (2003). Digitextuality and click theory: Theses on convergence media in the digital age. In A. Everett & J. T. Caldwell (Eds.), *New media* (pp. 3-28). New York: Routledge.
45. Brecht, B. (1932/2003). The radio as an apparatus of communication. In A. Everett & J. T. Caldwell (Eds.), *New media* (pp. 29-31). New York: Routledge.
46. Arendt, H. (1961). The crisis in culture. In H. Arendt, *Between past and future* (pp. 197-226). New York: Viking.
47. Benjamin, W. (1936/1968). The work of art in the age of mechanical reproduction. In H. Arendt (Ed.), *Illuminations* (trans. H. Zohn) (pp. 217-252). New York: Harcourt, Brace & World.
48. Ellul, J. (1979). Remarks on technology and art. *Social Research*, 46, 805-833.
49. Sofia, Z. (2003). Contested zones. *Women, art and technology* (pp. 503-522). Cambridge, MA: MIT Press.

Journals in Cultural Studies and New Media Studies

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| 1. <i>Bad Subjects</i> | 28. <i>Film History</i> |
| 2. <i>Communication Research</i> | 29. <i>Film Quarterly</i> |
| 3. <i>Communication Review</i> | 30. <i>Historical Journal of Film, Radio and Television</i> |
| 4. <i>Convergence</i> | 31. <i>Information Design Journal</i> |
| 5. <i>Cultural Dynamics</i> | 32. <i>Journal of Communication</i> |
| 6. <i>Culture Machine (On-line)</i> | 33. <i>Journal of Film and Video</i> |
| 7. <i>Cultural Studies</i> | 34. <i>Journal of Popular Film</i> |
| 8. <i>Cultural Studies <=> Critical Methodologies</i> | 35. <i>Journal of University Film</i> |
| 9. <i>Cultural Studies from Birmingham</i> | 36. <i>Media Culture and Society</i> |
| 10. <i>Cultural Trends</i> | 37. <i>Mediamatic (On-line)</i> |
| 11. <i>differences: A Journal of Feminist Cultural Studies</i> | 38. <i>Media Ecology (On-line)</i> |
| 12. <i>Journal of Popular Culture</i> | 39. <i>Media Studies Journal (On-line)</i> |
| 13. <i>Journal of Urban and Cultural Studies</i> | 40. <i>Media History</i> |
| 14. <i>M/C (On-line)</i> | 41. <i>Music Analysis</i> |
| 15. <i>Postmodern Culture (On-line)</i> | 42. <i>New Media & Society</i> |
| 16. <i>Public Culture</i> | 43. <i>New Media Age</i> |
| 17. <i>Social Text</i> | 44. <i>New Media Creative</i> |
| 18. <i>American Film</i> | 45. <i>New Media Markets</i> |
| 19. <i>Block</i> | 46. <i>New Media Week</i> |
| 20. <i>Camera Obscura</i> | 47. <i>Parallax</i> |
| 21. <i>Canadian Journal of Communication</i> | 48. <i>Perspectives of New Music</i> |
| 22. <i>Canadian Journal of Film Studies</i> | 49. <i>Semiotica</i> |
| 23. <i>Cinema Canada</i> | 50. <i>Screen</i> |
| 24. <i>Critical Musicology</i> | 51. <i>Screen Sight and Sound</i> |
| 25. <i>Educational Screen</i> | 52. <i>Taboo: Journal of Culture and Education</i> |
| 26. <i>Feminist Media Studies</i> | 53. <i>24 Images</i> |
| 27. <i>Film Criticism</i> | 54. <i>Wide Angle</i> |

Journals in Cognition, Learning and Technology

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| 1. <i>ACM Transactions on Computer-Human Interaction</i> | 16. <i>International Journal of Emerging Technologies in Learning</i> |
| 2. <i>Information Technology and Behavior</i> | 17. <i>International Journal of Cognition and Technology</i> |
| 3. <i>British Journal of Educational Technology</i> | 18. <i>International Journal of Human-Computer Interaction</i> |
| 4. <i>Computers and Education</i> | 19. <i>International Journal of Human-Computer Studies</i> |
| 5. <i>Computers in the School</i> | 20. <i>Journal of Educational Computing Research</i> |
| 6. <i>Digital Creativity</i> | 21. <i>Journal of Educational Technology Systems</i> |
| 7. <i>Educational Media International</i> | 22. <i>Journal of Research on Computing in Education</i> |
| 8. <i>Educational Technology & Society</i> | 23. <i>Journal of the Learning Sciences</i> |
| 9. <i>Educational Technology Research & Development</i> | 24. <i>Leonardo</i> |
| 10. <i>Ethics and Information Technology</i> | 25. <i>Mind, Culture and Activity</i> |
| 11. <i>Journal of Computer information Systems</i> | 26. <i>New Technologies, Work and Employment</i> |
| 12. <i>Journal of Computing in Childhood Education</i> | 27. <i>Technology, Instruction, Cognition and Learning</i> |
| 13. <i>Human-Computer Interaction</i> | |
| 14. <i>Information Technology in Childhood Annual</i> | |
| 15. <i>Interactive Learning Environments</i> | |

Journals in Technology and Education

1. [*American Journal of Distance Education, The*](#)
2. [*Asynchronous Learning Networks Magazine*](#) (electronic) (see also *Journal of ALN*)
3. [*Australian Journal of Educational Technology*](#)
4. [*British Journal of Educational Technology*](#)
5. *Canadian Journal of Learning Technology*
6. *Canadian of Science, Math and Technology Education*
7. [*College & University Media Review: A Look at Practices, Trends, & Research*](#)
8. [*Computers & Education*](#)
9. *Computers and Composition*
10. [*Computers in Human Behavior*](#)
11. [*Computers in Libraries*](#)
12. [*Contemporary Issues in Technology & Teacher Education*](#) (electronic)
13. [*Currents in Electronic Literacy*](#)
14. [*Education and Information Technologies*](#)
15. [*Educational Media International*](#)
16. [*Educational Technology Magazine*](#)
17. [*Educational Technology Research and Development*](#)
18. [*Educational Technology Review*](#)
19. [*Educational Technology Review*](#) (electronic)
20. [*EDUCAUSE Quarterly*](#)
21. [*EDUCAUSE Review*](#)
22. [*Electronic Journal for the Integration of Technology in Education*](#)
23. [*Human-Computer Interaction: A Journal of Theoretical, Empirical, & Methodological Issues of User Science and of System Design*](#)
24. [*Information Society, The: An International Journal*](#)
25. [*Information Technology in Childhood Education Annual*](#)
26. *Information Technology and Disability*
27. *Information Technology, Education and Society*
28. [*Innovations in Education & Teaching International*](#)
29. *Instructional Science*
30. [*Interactive Multimedia Electronic Journal of Computer-Enhanced Learning*](#) (electronic)
31. [*International Journal of AI in Education*](#)
32. *International Journal of Technology and Design Education*
33. [*International Journal of Educational Technology*](#)
34. [*International Journal of Instructional Media*](#)
35. [*International Journal on E-Learning*](#)
36. [*International Review of Research in Open and Distance Education*](#)
37. [*Internet and Higher Education, The*](#)
38. [*Internet TESL Journal, The*](#)(electronic)
39. [*Journal of Asynchronous Learning Networks*](#) (electronic) (see also *ALN Magazine*)
40. [*Journal of Computer Assisted Learning*](#)
41. *Journal of Computer Based Instruction*
42. [*Interpersonal Computing and Technology Journal*](#) (electronic)
43. [*IT Journal Online*](#)
44. [*Journal of Computing in Higher Education*](#)
45. *Journal of Computing Research*
46. [*Journal of Distance Education*](#)
47. [*Journal of Educational Computing Research*](#)
48. [*Journal of Educational Media*](#)
49. [*Journal of Educational Multimedia and Hypermedia*](#)
50. [*Journal of Educational Technology Systems*](#)
51. *Journal of IT Education*
52. [*Journal of Information Technology for Teacher Education*](#)
53. [*Journal of Interactive Learning Research*](#)
54. [*Journal of Interactive Media in Education*](#) (electronic)
55. *Interactive Multimedia Electronic Journal of Computer-Enhanced Learning*
56. *JOE: The Journal of Online Education*
57. [*Journal of Research on Computing in Education*](#)
58. *Journal of Science and Educational Technology*
59. [*Journal of Special Education Technology*](#)
60. [*Journal of Technology and Teacher Education*](#)
61. *Journal of Technology Education*
62. *Journal of Technology Studies*
63. [*Learning & Leading with Technology*](#)
64. [*Learning Environments Research*](#)
65. *Learning With Technology*
66. [*Learning Technology*](#)
67. *Mathematics and Computer Education*
68. *Media and Methods*
69. [*Meridian: A Middle School Computer Technologies Journal*](#)
70. [*MultiMedia Schools*](#)
71. *New Review of Hypermedia and Multimedia*
72. [*Online Chronicle of Distance Education & Communication*](#)
73. [*Open Learning: The Journal of Open & Distance Learning*](#)
74. [*Quarterly Review of Distance Education, The*](#)
75. [*Syllabus*](#)
76. [*T.H.E. Journal*](#)
77. [*Teaching English with Technology: A Journal for Teachers of English*](#) (electronic)
78. *Technology and Children*
79. [*Technology & Learning*](#)
80. *Technology, Pedagogy and Education*
81. [*Technos*](#)
82. [*TechTrends*](#)
83. *THEN: Technology, Humanities, Education & Narrative*
84. [*WebNet Journal*](#)

Journals in Science and Technology Studies

1. *Appropriate Technology*
2. *Appropriate Technology Journal*
3. *Alternatives: Technology and Ecology*
4. *Antipode*
5. *Architecture*
6. *Architecture Digest*
7. *Architecture and Ideas*
8. *Architecture and Planning*
9. *Architectural History*
10. *British Journal for the Philosophy of Science*
11. *Business History Review*
12. *Computers and Society*
13. *Cultural Studies of Science Education*
14. *Design Issues*
15. *Design Studies*
16. *Environmental Science and Technology*
17. *Enterprise and Society*
18. *Ethics and Information Technology*
19. *Futurist*
20. *History and Technology*
21. *Humanities and Technology Review*
22. *IEEE Annals of the History of Computing*
23. *Information and Behavior*
24. *Information, Communication and Society*
25. *Information Polity*
26. *Information Society*
27. *Iterations*
28. *Journal of Cultural Geography*
29. *Journal of Design History*
30. *Journal of Historical Geography*
31. *Journal of Material Culture*
32. *Journal of the Society of Architectural Historians*
33. *Journal of Urban Technology*
34. *Invention and Technology (American Heritage)*
35. *ISIS*
36. *Labor History*
37. *Labor's Heritage*
38. *Labor Studies Journal*
39. *Osiris*
40. *Perspectives on Science*
41. *Philosophy of Science*
42. *Public Understanding of Science*
43. *Science and Society*
44. *Science and Technology Studies*
45. *Science as Culture*
46. *Science, Technology and Human Values*
47. *Science and Culture*
48. *Science and Public Policy*
49. *Science in Context*
50. *Social Studies of Science*
51. *Studies in History and Philosophy of Biological and Biomedical Sciences*
52. *Studies in History and Philosophy of Science*
53. *Technology and Society*
54. *Technology in Society*
55. *Technology Studies*
56. *Techne*
57. *Technology and Culture*
58. *Technology and Society Magazine (IEEE)*
59. *Transactions of the Newcomen Society*

