



# History of Media and Technology in Education

EDCP 571.031

University of British Columbia

Winter 1 2020

## Course Description:

In this Winter 2020 section, the theme is *History of Media & Technology (M&T) in and through Education*. We will balance problems and questions of how M&T were produced and used in education over time with those of how and what children and youth learn about M&T over time. The commonalities across these questions and problems is *history* and *M&T*. Hence, the first emphasis is on developing your historical knowledge of M&T. The second is on developing your interests and competence in historical analysis and history education. We address common issues in the history of educational media (EM) and educational technology (ET) (or instructional, iM&T), including changes over time. Some historians argue that M&T have been an imposition on humanistic curriculum practices; others describe M&T as the principle means of progress in administration, learning, and teaching. Some lament the separation of curriculum from instruction via M&T, and subsequent displacement of instructional labour by capital; others champion the creativity and intellectual productivity that M&T seemingly nourish. This course is designed from a basis that educational M&T are *not* merely tools; educational premises are *neither* fully durable nor pliable; and actors or agents of education are *not* merely humans.

**Professor:** Dr. Stephen Petrina

**Office:** Scarfe 2331

**Phone:** 822-5325

**WWW:**

**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 M&T, develop skills in historical analysis and history education, and refine your historical knowledge of M&T.

## 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 M&T in education.
- Analyze processes of historical change, including the challenge of placing M&T within cultural and social contexts.
- 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 M&T in education.
- Develop skills in historical analysis by working with primary and secondary sources.

**Texts (Required):** *EDCP 571 Primary & Secondary Sources in the History of Media and Technology in Education.* (in Canvas)

**Assessment** (for details, see below):

1. Participation in Online Activities (20%)
2. Historical Analysis **or** Study Guide **Proposal** (20%)
3. Historical Analysis **or** Study Guide (60%)

**Deadline:**

- 7 Dec  
13 Oct  
7 Dec

- **Academic Honesty and Standards, and Academic Freedom + 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 [https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Disability-Accommodation-Policy\\_LR7.pdf](https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Disability-Accommodation-Policy_LR7.pdf).

**Grading Guidelines**

Approved July 2008

**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.

<b>Date</b>	<b>Module</b>	<b>Assignments</b>	<b>Readings</b>
Week 1 8 Sept	#1	<b>Course Intro</b>	<b>Course introduction</b>
Week 2 14 Sept	#1	<b>Modules</b>	Introduction to the History of M&T
Week 3 21 Sept	#2	<b>Modules</b>	Critical Histories of M&T
Week 4 28 Sept	#3	<b>Modules</b>	Historical Analysis and Historiography
Week 5 5 Oct	#4	<b>Modules</b>	Teaching Children & Youth the History of M&T
Week 6 12 Oct	#5	<b>Proposal Due 13 Oct</b>	Sharing Project Proposals Histories of Remote & Online Learning
Week 7 19 Oct	#6	<b>Modules</b>	Edison, Motion Pictures, and Visual Education
Week 9 2 Nov	NA	<b>Research</b>	Independent Research
Week 10 9 Nov	NA	<b>Research</b>	Independent Research
Week 11 16 Nov	NA	<b>Research</b>	Independent Research
Week 12 23 Nov	#7	<b>Modules</b>	Histories of Social &T in Education
Week 13 30 Nov	NA	<b>HA or SG Due 7 Dec</b>	Sharing Projects

Sept 8-13	Introduction
14-20	Module 1: Introduction to the History of M&T
21-27	Module 2: Critical Histories
28- Oct 4	Module 3: Historical Analysis and Historiography
5-11	Module 4: Teaching Children & Youth the History of M&T
12-18	Module 5: Histories of Remote & Online Learning
19-25	Module 6: Edison, Motion Pictures, and Visual Education
26- Nov 1	Independent Research
2-8	Independent Research
9-15	Independent Research
16-22	Module 7: Histories of Social M&T in Education
23-29	Sharing Projects / Presentations

### Module 1: Introduction

#### Readings / Media:

1. Mascio, A. D. (2012). Material culture and schooling: Possible new explorations in the history of Canadian education. *Material Culture Review*, 76, 82-92. Retrieved from <https://journals.lib.unb.ca/index.php/MCR/article/view/21411>
2. Petrina, S. & Rusnak, P. (2010). Technology. In C. Kridel (Ed.), *Encyclopedia of curriculum studies* (pp. 876-878). Thousand Oaks, CA: Sage.

#### References

1. DeVaney, A., & Butler, R. P. (1996). Voices of the founders: Early discourses in educational technology. In D. H. Jonassen, (Ed.), *Handbook of research for educational communications and technology* (pp. 3-45). New York, NY: Simon & Schuster Macmillan.

### Module 2: Critical Histories

#### Readings / Media

1. Petrina, S. (2004). Sidney Pressey and the automation of education, 1924-1934. *Technology and Culture*, 45(2), 305-330.
2. Petrina, S. (2019). "The best known couple" in educational psychology: Luella W. Cole, Sidney L. Pressey, and the limits of auto/biography, 1918-1933. *Vitae Scholasticae: The Journal of Educational Biography*, 36(2), 5-24.
3. Paul, R. (Executive Producer) & Petrina, S. (2002, October 11). *The magic box: Technology in education* (Sound Recording). Washington, DC: National Public Radio, Sound Prints.

### Module 3: Historical Analysis and Historiography

#### Readings / Media

2. Guillory, J. (2010). Genesis of the media concept. *Critical Inquiry*, 36, 321-362.

#### References

3. Petrina, S. (2020). Historical analysis. In *Methods of analysis*. Vancouver, BC: UBC.
4. Petrina, S. (2002). Getting a purchase on "The School of Tomorrow" and its constituent commodities: Histories and historiographies of technologies. *History of Education Quarterly*, 42(1), 75-111.

### Module 4: Teaching Children & Youth the History of M&T

#### Readings / Media

5. Smulyan, S. (1994). Discovering science and technology through American history. *Technology and Culture*, 35(4), 846-856.
6. Splittgerber, F. (1991). Science-Technology-Society themes in social studies: Historical perspectives. *Theory Into Practice*, 30(4), 242-250.

### References

- Peña, C. de la. (2010). The history of technology, the resistance of archives, and the whiteness of race. *Technology and Culture*, 51(4), 919-937.
- Selby, C. C. (1993). Technology: From myths to realities. *Phi Delta Kappan*, 74(9), 684-689.

### Module 5: Telecommunicated Learning via Correspondence, Distance, Remote & Online Systems

#### Readings / Media

- Buck, G. J. (1951). Correspondence education in Canada. *Phi Delta Kappan*, 32(5), 220-222.
- G. A. B. Moore, "The Growth of Educational Technology in Canadian Higher Education," *British Journal of Educational Technology*, 1 (January 1972): 32-47.

### References

- Toutant, T. S. (2003). *Equality by mail: Correspondence education in British Columbia, 1919 to 1969* (Unpublished PhD. Dissertation). University of Victoria, BC.
- Symes, C. (2010). On paper, on air, on screen: 'teledidactics' and education at the margins, 1920–1950. *Critical Studies in Education*, 51(2), 197-208.

### Module 6: Edison, Motion Pictures, and Visual Education

#### Readings / Media

- Brian Low, "The New Generation": Mental Hygiene and the Portrayals of Children by the National Film Board of Canada, 1946–1967," *History of Education Quarterly* 43 (December 2003): 540-570.
- Posner, M. (2012). Communicating disease. In D. Orgeron, M. Orgeron, & D. Streible (Eds.), *Learning with the lights off: Educational film in the United States* (pp. 90-106). Oxford, UK: Oxford University Press.
- Thomas Alva Edison, "Moving Pictures in the Classroom," *Literary Digest* 44 (6 April 1912): 683-684.
- Thomas Alva Edison, "What Edison would Like to do with the Movies: An Interview by Hugh Weir," *Collier's* 75 (21 February 1925): 20-21.

### References

- Dahlquist, M. & Frykholm, J. (Eds.). (2019). *Institutionalization of educational cinema: North America and Europe in the 1910s and 1920s*. Bloomington, IA: Indiana University Press.
- Orgeron, D., Orgeron, M., & Streible, D. (2012). *Learning with the lights off: Educational film in the United States*. Oxford, UK: Oxford University Press.
- Terry Bolas, *Screen Education: From Film Appreciation to Media Studies* (Bristol, UK: Intellect, 2009), 37-68.
- Geoff Alexander, *Academic Films for the Classroom* (Jefferson, NC: McFarland & Company, 2010), 13-37.

### Module 7

#### Histories of Social Media & Technology in Education

#### Readings / Media

- Helmond, A. & van der Vlist, F. N. (2019). Social media and platform historiography: Challenges and opportunities. *Journal for Media History*, 22(1), 6-34.

### References

- van Dijck, J. (2016). *The culture of connectivity: A critical history of social media*. Oxford, UK: Oxford University Press.

3. McIntyre, K. (2014). The evolution of social media from 1969 to 2013: A change in competition and a trend toward complementary, niche sites. *Journal of Social Media in Society* 3(2), 5-25.
4. Cocq, C. (2015). Indigenous Voices on the Web: Folksonomies and Endangered Languages. *Journal of American Folklore*, 128(509), 273- 285.
5. boyd, d. & Ellison, N. B. (2008). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13, 210–230.

### Participation & Assignments

**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 module. 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

Low-----Avg-----High
Appropriately and accurately articulates key constructs and themes in readings, etc. 1-----4-----7
Reveals an attempt to further threads of discussion and produce new threads for discussion and research 1-----3.5-----6
Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the online course 1-----4-----7
<b>Total: xx / 20</b>

#### Assignments

1. **Historical Analysis Proposal (20%) (see below)**— In the beginning of the 2<sup>nd</sup> month of the course, please submit a \*two page proposal\* or overview of your **final historical analysis** as a work in progress (Upload proposal via the *Submit Assignment* link in Canvas). Format = overview = 2 pages single spaced + references. This includes the:
  1. Topic
  2. Theme, argument, and key concept/s
    - a. The argument or thesis
    - b. The background
    - c. Key concepts
  3. Primary and Secondary case study sources for insight into the topic
    - a. Case/s to be addressed
    - b. Literature to be consulted
  4. Provisional timeline or chronology
  5. Structure / sections of the paper, etc.

### Historical Analysis Proposal

	Low-----	Avg-----	High
Clarity of argument / thesis & key concepts	1-----	3-----	5
Primary and Secondary / case study sources for insight	1-----	3-----	5
Provisional timeline or chronology	1-----	3-----	5
Grammar & Style (e.g., references, outline format, typos, etc.)	1-----	3-----	5
<b>Total:</b> xx / 20			

**Historical Analysis (of M&T) (80% total = 20% proposal + 60% analysis)**— Provide a historical analysis of an educational M&T artifact, company, problem, trend, etc. The historical analysis should be clear, cogent, and concise with a **case study** of the topic. State a thesis or argument and provide historical evidence, through examples and narrative, to support the position. Stay attentive to a historical analytic and coherent chronology, which also means stating attentive to human agency and relevant contexts. Be creative and choose a topic that really interests you!

**Historical Analysis Format:** Limit to 10-12, tight well-written double-spaced pages including title page (limit to 3,000 words + references) (upload analysis via the *Submit Assignment* link).

1. Well-developed thesis
  - a. Thesis is well-developed in directly addressing the topic
2. Persuasive and Sophisticated Analysis of the Topic
  - a. Analysis addresses all parts of the topic
  - b. Analysis demonstrates thorough understanding of all sides of a question (as appropriate)
3. Outstanding Grasp of General Historical Issues Raised by Topic
4. Detailed with Numerous Specific Examples
  - a. Examples demonstrate detailed knowledge of relevant history
  - b. Example drawn from primary and secondary sources
5. Extremely well-organized
  - a. Clear introduction, argument, and conclusion
6. Professional Grammar & Style
  - a. Well written with few grammatical errors or colloquialisms
  - b. APA or Chicago Style (format, references) for footnotes and bibliography

### Historical Analysis

	Low-----	Avg-----	High
Well-developed Thesis	1-----	5.5-----	10
Persuasive and Sophisticated Analysis of the Topic	1-----	5.5-----	10
Outstanding Grasp of General Historical Issues Raised	1-----	5.5-----	10
Detailed with Numerous Specific Examples	1-----	5.5-----	10

Extremely well-organized 1-----5.5-----10
Grammar & Style 1-----5.5-----10
<b>Total:</b> xx / 60

or

1. **History Study Guide Proposal (20%) (see below)**— In the beginning of the 2<sup>nd</sup> month of the course, please submit a \*two page proposal\* or overview of your **final historical study guide** as a work in progress (Upload proposal via the *Submit Assignment* link in Canvas). Format = overview = 2 pages single spaced + references. This includes the:
  1. Topic
  2. Overview, argument, and key concept/s
    - a. The background
    - b. Key concepts
  3. Primary and Secondary case study sources for insight into the topic
    - a. Case/s to be addressed
    - b. Literature to be consulted
  4. Provisional timeline or chronology
  5. Structure / sections of the guide, etc.

<b>History Study Guide Proposal</b>
Low-----Avg-----High
Overview & key concepts 1-----3-----5
Primary and Secondary / case study sources for insight 1-----3-----5
Provisional timeline or chronology 1-----3-----5
Grammar & Style (e.g., references, outline format, typos, etc.) 1-----3-----5
<b>Total:</b> xx / 20

**History Study Guide (80% total = 20% proposal + 60% guide)**— Create a History Study Guide that is appropriate, appealing, and meaningful to students. The HSG should address key concepts or big ideas in history education that focus on the history of M&T with at least one **case study** of the topic. Addressing a M&T artifact, problem, trend, etc., the study guide should be written specifically for K-3, 4-5, 6-7, 8-10 or 11-12 students (if there are students wishing to design for the preschool level, please speak with the Instructor). Be creative and choose a topic that really interests you and potential peer teachers and your or their students.

**History Study Guide Format:** Use professional graphic design and desktop principles and software for laying out the final draft (12-15 colour or B/W pages: Break into small units for lower grades). (upload essay via the *Submit Assignment* link).

1. Overview
  - a. Introduce your topic and its learning outcomes
  - b. Chronology or Timeline
  - c. Key Concept/s / Big Ideas: What key historical concepts or big ideas does this emphasize and reinforce?



- d. Focus Questions: State questions that are both direct and open-ended to draw students into meaningful content and lead them toward inquiry and thought.
2. Detailed Content @ Image, Sound & Text: Write effective, sophisticated text and insert appropriate images or reference sound files to give meaning to the topic.
  - a. Examples and Case Studies
3. Activities: Provide a range of meaningful activities that actively involve the students in historical analysis.
4. Summary and Summary Questions
5. Primary and Secondary Sources
  - a. Sources used in the Study Guide
  - b. Sources for Further Study: Include sources that provide students with a means of following up on the historical topic.
6. Professionally Formatted and well written with few Grammatical errors or colloquialisms

### History Study Guide

Low-----	Avg-----	High
Overview		
1-----	5.5-----	10
Detailed, sophisticated content @ Image, Sound & Text		
1-----	5.5-----	10
Activities		
1-----	5.5-----	10
Summary and Summary Questions		
1-----	5.5-----	10
Primary & Secondary Sources		
1-----	5.5-----	10
Professional Grammar & Format		
1-----	5.5-----	10
<b>Total: xx / 60</b>		

## References: Selected Primary and Secondary Sources

### For an exhaustive bibliography and historiography, see

1. Stephen Petrina, "Getting a Purchase on 'The School of Tomorrow' and Its Constituent Commodities: Histories and Historiographies of Technologies," *History of Education Quarterly* 42 (Spring 2002): 75-111.

### Historiography of Material and Visual Culture or Media & Technology in Education

2. Guillory, J. (2010). Genesis of the media concept. *Critical Inquiry*, 36, 321-362.
5. Larry Cuban, *Teachers and Machines: The Classroom Use of Educational Technology since 1920* (New York: Teachers College Press, 1986), 1-8, 104-109.
6. Joy Elmer Morgan, "The School of Tomorrow," *Journal of the National Education Association* 18 (January 1929): 1-2.
7. Tilly, Charles. "How (and What) are Historians Doing?." *American Behavioral Scientist* 33 (1990): 685-710.

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

8. Wiman, R. V. (1969). An historical view of communication in the classroom. In R. V. Wiman & W. C. Mierhenry (Eds.), *Educational media: Theory into practice* (pp. 5-26). Columbus, OH: Charles E. Merrill.
9. Uta Merzbach, *Of Levers and Electrons and Learning and Enlightenment* (Washington, DC: Office of Naval Research, 1971), 1-27.
10. John Amos Comenius, *The Orbis Pictus* (Syracuse, NY: C. W. Bardeen, 1657/1887).
11. Serafina Cuomo, *Technology and Culture in Greek and Roman Antiquity* (Cambridge: Cambridge University Press, 2007), 7-40.

### Twentieth Century Learning: Thomas A. Edison, Motion Pictures, and Visual Education

12. 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.

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

13. Allan Luke, *Literacy, Textbooks and Ideology: Postwar Literacy Instruction and the Mythology of Dick and Jane* (New York: Falmer Press, 1988).
14. Petrina, S. & Rusnak, P. (2010). Intelligence tests. In C. Kridel (Ed.), *Encyclopedia of curriculum studies* (pp. 487-488). Thousand Oaks, CA: Sage.
15. William S. Gray with Zerna Sharp, *Fun With Dick and Jane* (Toronto: Gage, 1930/1940).
16. Ralph Thurston, "Hitler Mobilizes 'Mother Goose'," *The Nation* 144 (20 March 1937): 317-318.

### "More Learning in Less Time:" The Military, Psychology & Technology

17. Douglas D. Noble, *The Classroom Arsenal: Military Research, Information Technology and Public Education* (New York: Falmer Press, 1991), 98-120.
18. Robert M. Gagné, "Training Devices and Simulators: Some Research Issues," *American Psychologist* 9 (March 1954): 95-107.
19. Haraway, D. (1985). A manifesto for cyborgs. *Socialist Review*, 15(2), 65-107.

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

20. Michael Davis, *Street Gang: The Complete History of Sesame Street* (New York: Viking, 2008).
21. Marjorie Cambre, "Historical Overview of Formative Evaluation of Instructional Media Products," *Educational Communication and Technology* 29 (Spring 1981): 3-25.

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

22. McLuhan, H. M. (1960). *Report on project in understanding new media*. Washington DC: National Association of Educational Broadcasters.
23. McLuhan, M. (1967). The medium is the message. *NEA Journal*, 56(7), 24-27.
24. Kate Moody, *The Children of Telstar: Early Experiments in School Television Production* (New York: Center for Understanding Media, 1999), 1-23.
25. McLuhan film archive.
26. Arthur Kroker, *Technology and the Canadian Mind: Innis/McLuhan/Grant* (Montreal: New World Perspectives, 1984), 7-19, 52-86.

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

27. McHoul, A. (1998). Cybernetymology and –ethics. *Postmodern Culture*, 9(1).
28. Alice Mary Hilton, “Cybernetics: Its Impact on the Processes of Learning, Politics, and Production,” in *Progress of Cybernetics*, Volume 3 ed. J. Rose (London: Gordon and Breach Science Publishers, 1969), 1287-1297.
29. B. F. Skinner, “The Technology of Teaching,” *Proceedings of the Royal Society of London* 162 (27 July 1965): 427-443.
30. Hannah Arendt, “The Crisis in Education,” *Between past and future* (New York: Viking, 1961), 173-196.

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

31. Vannevar Bush, “As We May Think,” *Atlantic Monthly* (July 1945): 47-61.

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

32. Mizuko Ito, *Engineering Play: A Cultural History of Children’s Software* (Cambridge, MA: MIT Press, 2010), 1-10, 29-84.