



Instructional Technology

at the School of Education

VOLUME 1 ISSUE 1

October 2006

From the Program Coordinator

Welcome to the first edition of our Instructional Technology program's newsletter. We hope that you will find this newsletter informative and interesting to read.

Last July, I attended the National Educational Computing Conference held in San Diego. While I was there, I attended an invited session entitled the, "ISTE NETS*S Refresh Forum". The purpose of the session was to enable leaders in the instructional technology field who work with the NETS*S (National Education Technology Standards for Students) to provide input in the first revision of these standards since they were adopted in June of 1998. Before the session started, I had the opportunity to meet with Dr. Lajeane Thomas of Louisiana Tech University, the ISTE NETS*S Project Director and discussed with her some possible NETS*S revisions.

This year's NECC had a number of sessions on podcasting. In fact, the presentation that I did and which Dr. Caroline Crawford co-authored was on our new podcast series, "Education and Technology Today" (<http://inst.cl.uh.edu/podcasts/index.asp>) and how we produce it. Our presentation introduced the audience of about 80 people, (including a group of 24 school superintendents who were attending special spotlighted sessions designed to increase their technology awareness), to the history of radio in education and how what has been learned from instructional radio can be applied to podcasting.

An addition to our master's options is the introduction of the Master's Comprehensive Examination. During the spring and summer, 2006 semesters INST had three students take the Comprehensive Exam as their capstone experience, with an additional six hours of course credit required. I think this option is going to become increasingly popular.

Stay tuned!
Richard A. Smith

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INST Program well represented at National Educational Computing Conference in San Francisco. Podcast series "wowed" audience.

A Fresh Look at Video Production

The Instructional Technology program is once again offering *INST 5835: Digital Video for Educators* after a long hiatus. Led by adjunct instructor Brent Goucher, this course focuses upon producing educational and instructional video within a digital environment. As a production course, students shoot and edit an instructional video in the first two weeks and are continuously immersed in three major projects through out the semester. And as this is a graduate level, course there is a significant focus upon theory and research. Mr. Goucher is having a brilliant experience with our exceptional graduate students, as suggested by his statement, "I'm very happy with their work. They're challenging themselves with the high quality of videos being produced".

The students are currently working on the second of three major projects, and are mastering hands-on production techniques including lighting, sound, composition, story telling and editing. Deliverables from this course will include strong demo reels at the end of the semester, that are also of current use to them in the real-world professional environment.

A Message from the Dean

Welcome to (or back to) the fall semester at UHCL as a student in the instructional technology program. Welcome, too, to the first edition of the *INST Newsletter*. We hope that you will find this new publication helpful to you in a variety of ways: keeping up with program requirements and changes, learning about new advances in the field of instructional technology, identifying internship and employment opportunities, being informed of program activities, and hearing about the many activities and accomplishments of your faculty, as well as those of INST graduates and current students. We look forward to your comments and feedback so that this publication can best meet your interests and needs.

This will be a busy and exciting year for the School of Education, as we undergo review for continuing accreditation by the National Council for Accreditation of Teacher Education (NCATE) and begin to implement our newly approved doctoral program in educational leadership.

UHCL is one of only eleven universities in Texas to be accredited by NCATE and we undergo review every seven years; this is the year of our review. As a part of this process, our individual programs are evaluated by professional organizations in their discipline. I am pleased and proud to report that the instructional technology program was reviewed by the International Society for Technology in Education (ISTE) and it was awarded National Recognition, the highest rating possible.

We also are very excited that in July our doctoral program in educational leadership was fully approved by the Texas Higher Education Coordinating Board. We are in the process of admitting our first cohort of doctoral students, who will begin studies in the spring semester, 2007. This is the first doctoral program approved for UHCL and therefore marks a significant milestone in the history of the university.

So, again, welcome to the fall semester and I wish you well in your studies. This should be an exciting year for all of us.

Dennis W. Spuck, Dean

This will be an exciting year for the School of Education, with the NCATE continuing accreditation visit and the beginnings of UHCL's first doctoral program.



Entrance to the Bayou Building.

Internship Feedback

One option available to candidates enrolled in Instructional Technology is participation in an Internship. Candidates have an opportunity to apply their new knowledge in a working environment. Upon completion of the experience candidates reflect on the rewards of Internship. One recent graduate writes :

The internship experience at UHCL was great. I completed my internship with a company called Imedia.it, Inc. It was a very interesting experience being able to see the practical application of instructional design. The theories I had learned in class really came to life throughout the course of my internship. I learned concepts of game design, video production, and learning management. I highly recommend this graduation option to any INST student."

Another successful graduate had these comments:

My internship project, which focused on health science technical programs, was to evaluate the faculty as a learning cohort, then to design a training program on developing a distance learning course using BlackBoard technology, then evaluate the effectiveness of the teaching site through formative and summative feedback. I was really intrigued to use many of the project management, assessment techniques, instructional design and even performance analysis skills from my graduate courses in carrying out this project.

What's New with INST Courses?

We have so much going on with our courses!

The faculty had been talking about enhancing the number of elective courses offered, with several elective courses updated over the past couple of semesters. The following courses have been totally rewritten:

INST 5035: Creating Digital Resources

INST 5135: Multimedia for Educators

INST 5635: Instructional Web Design and Development

The INST 5135 (Multimedia for Educators) course was redesigned and redeveloped by Ms. Julia Essex as her internship experience. Kudos to Julia, for an excellent course product! Dr. Richard Smith is in the process of rewriting INST 6537 (Management of Computer Resources), and expects that it will be finished by Spring 2007. If you are interested in learning more about these courses, you may want to contact one of our faculty members for further information. As well, we have been developing new courses of interest:

Advanced Grant Writing (first offered Spring 2006)

Distance Education: WebCT Course Development (planned for Spring 2007)

Change Leadership (first offered Fall 2006)

Instructional Gaming (in process)

Advanced Instructional Gaming (in process)

Advanced Trends and Issues in Instructional Technology (in process)

Advanced Instructional Design for Distance Learning (in process)

Advanced Performance Technology (in process)

Advanced Learning Theory and Instruction (in process)

Assessment within Online Environments (in process)

We have also added two new undergraduate courses, totally designed and developed by our alums:

Instructional Gaming by Patricia Medina

Multimedia for Preservice Educators by Julia Essex

As has always been the case, the majority of Instructional Technology courses are not focused upon a particular field, but instead are focused upon PreK-12, higher education, business and industry, and medical fields. With the overarching distance learning theme for all our courses, this enhances our focus upon innovations within our field. An underlying philosophy of our faculty is that each student's career field of expertise and interest are of primary importance and should be respected and nurtured whenever possible; yet, we also support the necessity for each graduate of our program have a cursory understanding of all career fields, to have a more well-rounded understanding of the field of Instructional Technology.

I hope that this information will be of use to you during this and future semesters. Contact the faculty for more information. Salute!

Caroline M. Crawford



An evening picture of the Bayou Building.

With the overarching distance learning theme for all of our courses, this enhances our focus upon innovations within our field.



The Instructional Technology profession meets the needs of innumerable fields and areas of expertise.

"When you do the common things in life in an uncommon way, you will command the attention of the world."

- George Washington

Taking Learning to Cyberspace



Learning through cyberspace is a creative endeavour for all levels and areas of expertise.

Parents are always happy to discover that their child's teacher has established a classroom website and the INST program has a course designed to show teachers how to create a class website. *Internet for Instruction (INST5535)*, prepares teachers to create brilliant classroom websites that welcome parents, students and the community to their classroom.

These websites go beyond the basic information about the coming year such as homework policies, classroom procedures and volunteering opportunities. The teachers are encouraged to add links for students, parents, a classroom library, an area for communications, information for other teachers and a link that provides subject-specific content for students. The teachers know that parents and schools must become partners in order to have the greatest impact on students. This fall, new classroom websites will again be developed in *Internet for Instruction* as the teachers progress through the course.

Getting the Nod: Formal Acceptance into the Instructional Technology Master's Program

Welcome to the community of University of Houston-Clear Lake faculty, staff, administrators and students!

This is the first sentence of the acceptance letter sent to new students from the Office of Admissions at UHCL. New students who stop reading the letter at this point to begin the celebration miss this more important sentence buried a little later in the letter: "Acceptance to the university does not ensure that you have been accepted into a specific degree program and plan."

Being formally accepted into the Instructional Technology master's degree program requires students meet the admission requirements described in the UHCL Catalog (www.uhcl.edu/catalog). Students who meet the minimum GPA and graduate test score requirements will be accepted into the Instructional Technology program. Those students who do not meet the minimum requirements will be forced to either improve their GPAs or graduate test scores or seek sponsored admission into the program. Once formally accepted, each student is assigned a faculty advisor. The student and the faculty advisor together establish a "candidate plan of study" or a degree plan. If you have questions or concerns about the admissions process, please contact the Office of Academic Advising at 281-283-3600 or education@uhcl.edu

David Benz, Director of Student Relations

*Contact the School of
Education Office of
Academic Advising at
281.283.3600 or
education@uhcl.edu.*

Highlighting Our Alums: Dennis Odell

Who:

Dennis Odell

Has shared 24 years with his beloved bride, Brenda; also a musician and teacher

Four feline fur-children: Figaro (13), Vivaldi (10), Ellington (6), Verdine (3)

Musician, French horn, 40 years experience. (almost knows how)

Graphic, photographic, video graphic developer since 1985 (started on Amiga computers)

Educational designer

What, When, Where:

Entering his 24th year of public school teaching, 15 years in Goose Creek CISD.

Beginning his 7th year at Alamo Elementary in Goose Creek Consolidated ISD.

Graduate Degree: Master's of Science in Instructional Technology, UHCL, May 2005

Completed Master's Project, April 2005. Special thanks to Caroline M. Crawford.

Presenter at SITE International Conference, Phoenix, AZ, March 2005

Developed an original college-level music appreciation course, Nov. 2004

Began graduate development project, June 2003

Began Master's of Science in Instructional Technology graduate courses, June 1999

Undergraduate Degree: Bachelor of Arts, Music Education, UT-Dallas, December 1978

How:

Forgets to sleep on occasion

A lot of help from Brenda

Has a natural gift for much of what he does and is grateful for it

Why:

Because the challenge is there and challenges must be accepted for a person to grow.

What has the degree done for you and what will you do with the degree?

Fine arts instructors do not get a great deal of respect in the public schools. Most other teachers see them as a necessary evil, a place to dump their students so that they can have their conference period. Fine arts teachers hear the comment, "Oh, you are just a music teacher", or "you are just an art teacher, you wouldn't understand the problems of a regular classroom." Many of our classes have as many as 45 students. What classroom teacher deals with those numbers? How many classes have a final test that is done in public? Fine Arts students show their semester's work in a performance or an art show for everyone to see and the teacher is judged by the quality of the students' work. As a result, my self-esteem had plummeted. It took the successful completion of the Master's Project to regain the knowledge of my worth.

Future plans for the skills learned through out the degree involve developing more online and web-enhanced music courses, marketing those courses to colleges and universities, and being able to retire on "Easy Street"; or keep working until I die, whichever comes first!



Dennis Odell, 2005 INST alum.

Future plans for the skills learned through out the degree involve developing more online and web-enhanced music courses.

"The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing."

- Albert Einstein
