SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2022-2023

M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (III)

Course Code	PE03EMES02	Title of the Course	**EDUCATIONAL TECHNOLOGY**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Discuss roles of Educational Technologists in various contexts.
	2. Apply appropriate instructional strategies.
	3. Develop appropriate instructional media.
	4. Integrate suitable ICT effectively in teaching-learning-evaluation.
	5. Suggest suitable modality of instruction (Online, Blended, etc.).

Course Content		
Unit	**Description**	**Weightage* (%)**

1.	**Educational Technology**
	 1.1 Concept, Definition and Scope of Educational Technology
	 1.2 Need and Role of Educational Technologists in India
	 1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 …
	 1.4 Systems Approach; Meaning, Scope and Components
	 1.5 Communication Process
	     1.5.1 Meaning and components
	     1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner"s mode
	     1.5.3 Interaction analysis: Equivalent Category System and Flander"s Interaction Analysis System
		20

2.	**Instructional Technology** 2.1 Concept and Definition of Instructional Technology 2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason 2.3 Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation 2.4 Methods & Models Instructional designs for Large Group and Individual Instructions 2.5 Co-operative and Individual Learning Strategies for children with disabilities	20
3.	**Instructional and Interactive Learning** 3.1 Interactive learning: concept, need and components 3.2 Instructional Media for children with Special needs	20

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	3.3 Interactive learning Material for children with disabilities 3.4 Development of Interactive learning Material 3.5 Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)	
4.	**ICT for Inclusion** 4.1 ICT for 21st century learning 4.2 Dilemmas and Realities about applications in ICT in inclusive education 4.3 Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning 4.4 ICT for teaching-learning 4.5 Role of ICT in curriculum transaction	20
5.	**Recent Trends in Technology** 5.1 Online Learning 5.2 Blended Learning 5.3 M-Learning 5.4 MOOC 5.5 OER	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Prepare an observation report of classroom teaching based on Flanders Interaction analysis
2.	Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
3.	Prepare a story board in any one unit of a subject for a child with disability
4.	Present a research paper on appilcation of any one recent trend in inclusive education
5.	Seminar on issues in application of ICT in inclusive education

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**

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1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The learners will be able to discuss roles of Educational Technologists in various contexts.
2.	The learners will able to apply appropriate instructional strategies and develop appropriate instructional media.
3.	The learners will be able to integrate suitable ICT effectively in teaching-learning-evaluation
4.	The learners will be able to use suitable modality of instruction (Online, Blended, etc.).

Essential & Suggested References:	
S. No.	*References*
1.	Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
2.	Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
3.	Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.
4.	Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
5.	Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher"s Pvt. Ltd. New Delhi.
6.	Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York. • Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
7.	Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.

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8.	Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
9.	Shehzad, A. (2007). Teacher"s Handbook of Educational Technology. Anmol, RCI M.Ed.Spl.Ed. Curriculum Page 120 18 May 2015 Pubishing Pvt. Ltd., New Delhi.
10.	Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
11.	Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.
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On-line resources to be used if available as reference material
On-line Resources

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