

# Exploring Current Issues in Educational Technology Using a Problem-Based Approach to Instruction

Drew Tiene

This article examines twenty of the today's most important issues for professionals in the field of educational technology. It then describes how these issues have been effectively taught in a college course, using problem-based learning (PBL) approaches with a new text, based upon PBL principles. Finally, the article concludes with some speculations as to what kinds of issues might become critical in the next few decades.

What are the critical issues in the field of educational technology, and how can they best be addressed? Is there a more important matter today for educational technologists? Probably not. Yet how often are larger concerns left unaddressed as we specialists focus upon which machine, which software application, how much functionality, what type of network connection, how much bandwidth, and similar matters? An important component of any educational technologist's training should be thoughtful and thorough examination of the various issues that can arise when information and communications technologies are introduced into an educational process. Furthermore, showing students how to address problematic, complex issues when they arise in the course of one's professional experiences is extremely important, so that theory effectively informs practice.

While many academic educational technology programs across the country include issues-related coursework in their curricula, there appears to be no real consensus about what crucial issues ought to be addressed. Only a few texts, like Anglin's *Instructional Technology: Past, Present, and Future* (1995), address

this important area. A search for articles about critical issues in educational technology produced only a few recent citations (e.g., Burbules & Callister, 2000; Hallinger, Slowinski, & Rodriguez, 1999), and these writings are very practitioner oriented, not really designed to prompt theoretical discussions.

This article will address the question of what topics might most appropriately be considered in such issues-based courses and how these areas might most effectively be pursued by using a problem-based approach to instruction. These suggestions are based upon a successful experience in team teaching a current issues course with my colleague at Kent State University, Albert Ingram, during which we developed a book entitled *Exploring Current Issues in Educational Technology* (Tiene & Ingram, 2001).

This is not a text that tries to simply provide readers with information they are expected to memorize. Instead, it tries to get them to think, using an approach that has generally been termed problem-based learning (PBL). This pedagogical technique presents problematic issues and asks students how best to deal with them. PBL has become an increasingly popular technique, as evidenced in current educational research literature (Cockrell, Caplow, & Donaldson, 2000; Edens, 2000; Lohman & Finkelstein, 2000; Murray & Savin-Baden, 2000). One good example of a book in the educational technology field designed effectively for PBL is *The ID Casebook*, by Ertmer and Quinn (1998), a book of case studies available for teaching instructional design techniques and applications.

This article will describe the twenty critical issues that we decided to address in our book. They are grouped into five separate sections, each of which addresses a different type of concern: maximizing learning, establishing appropriate policies, social ramifications, questions regarding the technology itself, and future possibilities. For each of the five general themes, four representative issues are included. While philosophical questions do enliven this text, most of these twenty issues involve practical dilemmas that educational technologists may encounter in their professional work. Understanding the philosophical underpinnings of an issue should only be the first stage in addressing it. Then a strategy for dealing with the situation needs to be developed if there is to be any meaningful resolution to the problem. Issues-related coursework should ideally address both the philosophical and the pragmatic, so professionals in the field will fully understand the challenges they face and then effectively be able to address them.

## Learning Issues

The first set of issues deals with research and curriculum, exploring how one might most effectively learn about educational technology and examining which approaches to using educational technology

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# Exploring Current Issues In Educational Technology

**Howard, Caroline, Boettcher, Judith  
V., Justice, Lorraine, Schenk, Karen  
D., Rogers, Patricia L., Berg, Gary A.**

## **Exploring Current Issues In Educational Technology:**

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attaining the online course's learning goals. The book seeks to make a contribution to the existing body of literature related to best practices and guidelines for designing and teaching distance courses specifically online education. The process of selecting works suitable for this compilation included an extensive review of the journals *Quarterly Review of Distance Education* and *Distance Learning*. The book begins by covering literature related to general approaches and guidelines, continues with proposed methods and models for designing and instruction, and ends with instructional strategies to achieve engagement through interaction. The book is divided into four independent yet interrelated parts and a concluding section: Part I Introduction, Part II Best Guidelines and Standards, Part III Best Instructional Methods and Models, Part IV Best Engagement Strategies, and the concluding section. And finally, with words from Simonson who delineates the structure of a perfect online course.

*Encyclopedia of Distance Learning* Howard, Caroline, Boettcher, Judith V., Justice, Lorraine, Schenk, Karen D., Rogers, Patricia L., Berg, Gary A., 2005-04-30. This encyclopedia offers the most comprehensive coverage of the issues, concepts, trends, and technologies of distance learning. More than 450 international contributors from over 50 countries. Provided by publisher.

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Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2016-10-12 The delivery of quality education to students relies heavily on the actions of an institution's administrative staff Effective leadership strategies allow for the continued progress of modern educational initiatives Educational Leadership and Administration Concepts Methodologies Tools and Applications provides comprehensive research perspectives on the multi faceted issues of leadership and administration considerations within the education sector Emphasizing theoretical frameworks emerging strategic initiatives and future outlooks this publication is an ideal reference source for educators professionals school administrators researchers and practitioners in the field of education

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Instructional Design: Case Studies in Communities of Practice Keppell, Michael J., 2007-03-31 Instructional designers

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## **Table of Contents Exploring Current Issues In Educational Technology**

1. Understanding the eBook Exploring Current Issues In Educational Technology
  - The Rise of Digital Reading Exploring Current Issues In Educational Technology
  - Advantages of eBooks Over Traditional Books
2. Identifying Exploring Current Issues In Educational Technology
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Exploring Current Issues In Educational Technology
  - User-Friendly Interface
4. Exploring eBook Recommendations from Exploring Current Issues In Educational Technology
  - Personalized Recommendations
  - Exploring Current Issues In Educational Technology User Reviews and Ratings
  - Exploring Current Issues In Educational Technology and Bestseller Lists



5. Accessing Exploring Current Issues In Educational Technology Free and Paid eBooks
  - Exploring Current Issues In Educational Technology Public Domain eBooks
  - Exploring Current Issues In Educational Technology eBook Subscription Services
  - Exploring Current Issues In Educational Technology Budget-Friendly Options
6. Navigating Exploring Current Issues In Educational Technology eBook Formats
  - ePub, PDF, MOBI, and More
  - Exploring Current Issues In Educational Technology Compatibility with Devices
  - Exploring Current Issues In Educational Technology Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Exploring Current Issues In Educational Technology
  - Highlighting and Note-Taking Exploring Current Issues In Educational Technology
  - Interactive Elements Exploring Current Issues In Educational Technology
8. Staying Engaged with Exploring Current Issues In Educational Technology
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Exploring Current Issues In Educational Technology
9. Balancing eBooks and Physical Books Exploring Current Issues In Educational Technology
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Exploring Current Issues In Educational Technology
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Exploring Current Issues In Educational Technology
  - Setting Reading Goals Exploring Current Issues In Educational Technology
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Exploring Current Issues In Educational Technology
  - Fact-Checking eBook Content of Exploring Current Issues In Educational Technology
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### **14. Embracing eBook Trends**

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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