

# UNIVERSITY OF BRITISH COLUMBIA

*Master of Educational Technology (MET)*

Winter 2009

## ETEC 511: Foundations of Educational Technology

Version 2.0 (Sect. 64a, 64b, 64c, 64d)

**Course Designer:** Stephen Petrina (Version 2.0)

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### Course Description:

“Educational foundations” and “curriculum foundations” were, from the 1930s up until the mid 1980s, generally understood as the convergence of 4-5 disciplines applied to the study of education. Cultural and social foundations underlying education (including curriculum and pedagogy) as studied through anthropological, comparative, economic, historical, phenomenological, philosophical, political, psychological and sociological inquiry constituted the field. Journals like *Educational Foundations*, *Educational Theory* and *Interchange* articulated these disciplinary and interdisciplinary discourses. As critical, feminist, postcolonial, and poststructural studies began to erode away some foundations in the 1980s, the field of educational foundations faced a crisis of unity and purpose. This erosion and crisis continue today. “Foundation” as a useful metaphor was questioned in an era of postmodernism, poststructuralism and a deconstruction of “solid truths” and what Lyotard called “grand narratives” or metanarratives. The cultural and social foundations of education *and* technology more or less collapsed. Hence, the “foundations of educational technology” are never straightforward or stable.

This course provides both a disciplinary tour and poststructuralist deconstruction of the foundations of e-learning, educational technology, learning technologies, and new media. It addresses the anthropological, economic, historical, phenomenological, philosophical, political, psychological, sociological, and spiritual foundations of educational technology along with a critique of these foundations. These foundations are cast within a larger framework of ecological-natural, ethical-personal, existential-spiritual, socio-political and technical-empirical dimensions of technology with implications for curriculum and instructional design. How, why and to what degree have media and technology been incorporated into, or changed by, education and what foundational structures underlie these processes? How do the processes of foundation building shape educational media, technology or learning technologies? What happens to e-learning, educational technology, learning technologies, and new media if and when we can no longer rely on their foundations or when foundations shift? This course is designed from a basis that educational media and learning technologies are *not* merely tools; educational premises are *neither* fully durable nor pliable; and actors or agents of education are *not* merely humans. It begins with an exploration of the cultural and social foundations of education, and proceeds through disciplinary and interdisciplinary foundations of e-learning, educational technology, learning technologies, and new media and concludes with a critique of these foundations and the cultural studies of educational technology, learning technologies, and new media.

### Texts (Required):

1. *ETEC 511 Readings.* (@ UBC Bookstore)

### Valued Ends of the Course:

Our intention is to help you develop a framework for exploring and understanding the foundations of e-learning, educational technology, learning technologies, and new media as unsettled and lived by students and teachers. We will encourage you to examine your own biases toward the foundations of media and technology, and a major effort will be in providing you with a background for research into the foundations of e-learning, educational technology, learning technologies, and new media.

### Assessment (for details, see pp. 7-10):

1. Participation in Online Activities (20%)
2. Keywords of Educational Technology (10%)
3. Brief Philosophy of Educational Technology (15%)
4. Discourse Leadership (groups of 3-4) (15%)
5. Scholarly Essay (40%)

### Deadline:

- Ongoing  
27 Sept  
18 Oct  
Ongoing  
6 Dec

## Grading Guidelines 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.

**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.**

### 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.

### D level

- D (50-54%)

### F level - Failing Work

- F (0-49%)

## ETEC 511 Course Schedule & Readings:

Each module generally consists of activities, readings, chat and discussion. Readings for each module include a balance of activities, often supplemented by image and sound resources.

Date	Module	Assignments	Live Forum	Themes & Topics
Week 1 7-13 Sept	#1	<b>Course &amp; WebCT Intro</b>		<b>Course introduction, Online connections, Mapping &amp; Definitions</b>
<b>Technical-Empirical Dimensions of Educational Technology</b>				
Week 2 14-20 Sept	#2		Vancouver Time TBA	<b>Design of Educational Technology</b>
<b>Ethical-Personal &amp; Socio-Political Dimensions of Educational Technology</b>				
Week 3 21-27 Sept	#3	<b>Defining Keywords of ETDue</b>	Vancouver Time TBA	<b>Anthropology of Educational Technology,</b>
Week 4 28 Sept-4 Oct	#4		Vancouver Time TBA	<b>Philosophy of Educational Technology</b>
Week 5 5-11 Oct	#5		Vancouver Time TBA	<b>History of Educational Technology</b>
Week 6 12-18 Oct	#6	<b>Philosophy of ETDue</b>	Vancouver Time TBA	<b>Politics of Educational Technology</b>
Week 7 19-25 Oct	#7		Vancouver Time TBA	<b>Sociology of Educational Technology</b>
<b>(Week 8) 26 Oct – 1 Nov Reading Break</b>				
Week 9 2-8 Nov	#8		Vancouver Time TBA	<b>Psychology &amp; Phenomenology of Educational Technology</b>
Week 10 9- 15 Nov	#9		Vancouver Time TBA	<b>Economics of Educational Technology</b>
<b>Ecological-Natural Dimensions of Educational Technology</b>				
Week 11 16-22 Nov	#10		Vancouver Time TBA	<b>Ecology of Educational Technology</b>
<b>Existential-Spiritual Dimensions of Educational Technology</b>				
Week 12 23-29 Nov	#11		Vancouver Time TBA	<b>Spirituality of Educational Technology</b>
<b>(Weeks 13-14) Scholarly Essays</b>				
Weeks 13-14 30 Nov-6 Dec	-	<b>Scholarly Essay Due</b>		

**Module 1**  
**Introduction / Mapping Disciplines... Educational, Cultural, and Social Foundations in Context:  
Grand and not so Grand Narratives**

**Readings / Media:**

1. Syllabus
2. Januszewski, A. (2001). *Educational technology: The development of a concept*. Englewood, CO: Libraries Unlimited.
3. Dorbolo, J. (2004). Review of *Educational technology: The development of a concept*. *Ethics and Information Technology*, 5(1), 68-70. **Library Portal Access.**
4. Hawkrige, D. (1981). The Telesis of educational technology. *British Journal of Educational Technology*, 12, 4-18. **Library Portal Access.**
5. Loh, C. S. (2007). A suitable textbook for the classroom. However... Review of the *SAGE handbook of e-learning research*. *Educational Researcher*, 36(9), 573-578. **Library Portal Access.** See also <http://www.odlqc.org.uk/n19-e.htm>
6. Petrina, S. & Feng, F. (2008). *Primer for defining and theorizing technology in education, pt. 1*. Vancouver, BC: Tech no-Printing Press. **See module 1.**

See also Lather, P. (2006). The foundations / cultural studies nexus: An emerging moment in the educational field. *Journal of Curriculum Theorizing*, 22(2), 25-40.

**Technical-Empirical Dimensions of Educational Technology**

**Module 2**  
**The Design of Educational Technology:  
Curriculum and Instructional Design Foundations**

**Readings / Media**

1. Mayer, R. A. (2003). Elements of a science of e-learning. *Journal of Educational Computing Research*, 29(3), 297-313. **Library Portal Access.**
2. Kozma, R. B. (1994). Will media influence learning? Reframing the debate. *Educational Technology Research and Development*, 42(2), 7-19. **Library Portal Access.**
3. Clark, R. E. (1994). Media will never influence learning. *Educational Technology Research and Development*, 42(2), 21-29. **Library Portal Access.**
4. Druin, A. (2002). The role of children in the design of new technology. *Behaviour and Information Technology*, 21(1), 1-25. **Library Portal Access.**
5. Cuban, L. & Kirkpatrick, H. (1998). Computers make kids smarter, right? *Technos*, 7(2), 26-31.

See also Astleitner, H. (2000). Designing emotionally sound instruction: The FEASP-approach. *Instructional Science*, 28, 169-98. **Library Portal Access;** Petrina, S. (2004). The politics of curriculum and instructional design/theory/form. *Interchange*, 35(1), 81-126. **Library Portal Access.**

**Ethical-Personal & Socio-Political Dimensions of Educational Technology**

**Module 3**  
**The Anthropology of Educational Technology:  
Cultural and Social Foundations**

**Readings / Media**

1. Mead, M. (1955). *Cultural patterns and technical change*. New York: Mentor.

2. Monahan, T. (2005). Technological cultures. In *Globalization, technological change and public education* (pp. 73-92). New York: Routledge.
3. Petrina, S. (2007). *What is culture?* Vancouver, BC: Tech no-Printing Press. **See module 3.**

See also Ingold, T. (2000). *The perception of the environment*. New York: Routledge.

#### **Module 4**

### **The Philosophy of Educational Technology: Philosophical Foundations**

#### **Readings / Media**

1. 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.

See also Petrina, S. & Feng, F. (2008). *Primer for defining and theorizing technology in education, pt. 2*. Vancouver, BC: Tech no-Printing Press. **See module 4**, and Feenberg, A. (2005). Critical theory of technology: An overview. *Tailoring Biotechnologies*, 1(1), 47-64.

#### **Module 5**

### **The History of Educational Technology: Historical Foundations**

#### **Readings / Media**

1. Paul, R. (Executive Producer) & Petrina, S. (2002, October 11). *The magic box: Technology in education* (Sound Recording). Washington, D.C.: National Public Radio, Sound Prints. **See module 5.**
2. Moody, K. (1999). *The children of Telstar*. New York: Vantage.
3. Petrina, S. (2004). Sidney Pressey and the automation of education, 1924-1934. *Technology and Culture*, 45(2), 305-330. **Library Portal Access.**

See also 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.

#### **Module 6**

### **The Politics and Political Economy of Educational Technology: Political Foundations**

#### **Readings / Media**

1. Haraway, D. (1985). A manifesto for cyborgs. *Socialist Review*, 15(2), 65-107.

See also Apple, M. (1991). The new technology: Is it part of the solution or part of the problem in education?. *Computers in the Schools*, 8(1/2/3), 59-81.

#### **Module 7**

### **The Sociology of Educational Technology: Sociological Foundations**

#### **Readings / Media**

1. Kerr, S. T. (2004). Toward a sociology of educational technology. In D. H. Jonassen (Ed.), *Handbook of research on educational communications and technology* (pp. 113-142). Mahwah, NJ: Erlbaum.
2. Philip, K. (2005). What is a technological author? The pirate function and intellectual property. *Postcolonial Studies*, 8(2), 199-218. **Library Portal Access.**

**Module 8**  
**The Psychology & Phenomenology of Educational Technology:**  
**Psychological & Phenomenological Foundations**

**Readings / Media**

1. Turkle, S. (2004). Whither psychoanalysis in computer culture. *Psychoanalytic Psychology*, 21(1), 16-30. **Library Portal Access.**
2. Nardi, B. A. (1996). Studying context. In B. A. Nardi (Ed.), *Context and consciousness* (pp. 69-102). Cambridge, MA: MIT Press.

**Module 9**  
**The Economics of Educational Technology:**  
**Economic Foundations**

**Readings / Media**

1. Puryear, J. M. (1999, September). The economics of educational technology. *TechKnowLogia*, 46-49.
2. Aurini, J. & Davies, S. (2004). The transformation of private tutoring: Education in a franchise form. *Canadian Journal of Sociology*, 29(3), 419-438. **Library Portal Access.**
3. Malen, B., McAndrew, R. & Muncey, D. (2005). Legitimizing privatization: The politics of Sylvan Support Centers in the Baltimore Public School system. In W. K. Hoy & C. Miskel (Eds.), *Educational leadership and reform* (pp. 212-232). Charlotte, NC: Information Age Publishing.
4. Lerner, J. & Triole, J. (2002). Some simple economics of open source. *Journal of Industrial Economics*, 50(2), 197-234. **Library Portal Access.**

**Ecological-Natural Dimensions of Educational Technology**

**Module 10**  
**The Ecology of Educational Technology:**  
**Ecological Foundations**

**Readings / Media**

1. Merchant, C. (2002). A conversation with Carolyn Merchant. *California Monthly*, 112(6). **Library Portal Access.**
2. Zhao, Y. & Frank, K. (2003). Factors affecting technology uses in schools: An ecological perspective. *American Educational Research Journal*, 40(4), 807-840. **Library Portal Access.**

See also Guattari, F. (1989). The three ecologies. *New Formations*, 8, 131-148.

**Existential-Spiritual Dimensions of Educational Technology**

**Module 11**  
**The Spirituality of Educational Technology:**  
**Spiritual Foundations**

**Readings / Media**

1. Davis, E. (1993). Techgnosis: Magic, memory, and the angels of information. *South Atlantic Quarterly*, 92(4), 585-616. **Library Portal Access.**
2. Feng, F. & Petrina, S. (2008). The flesh is willing but the spirit is weak. Unpublished manuscript. **See module 11.**

## 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, which involves **reading** (highlighting, pagination post-its, margin notes, comments & questions, etc.), **writing** (posting to discussions, note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, podcasting, exposition, etc.), **organizing** (documenting, labeling, ordering, archiving, filing, sequencing events, chronicling, etc.), **reflecting** (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and **speaking** (podcasting, corresponding with peers, chat, 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, 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-----3-----5	
Reveals an attempt to synthesize knowledge of media and technology in education (readings, etc.).	1-----5.5-----10	
Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the online course	1-----3-----5	
<b>Total: xx / 20</b>		

## Assignments:

**1. Defining Keywords of e-learning, educational technology, learning technologies, ICT, or new media (10%)**— What is e-learning, educational technology, learning technologies, ICT, or new media? What is instructional design? Curriculum design? What are the various key concepts or keywords of these disciplines? Choose one keyword to define and contribute to the Media Library. Think critically and creatively about what keyword you would like to define and contribute (Cyborg? Silicon? Mash-up? Rip & Burn? Unsupervised learning? Pattern recognition? Mobility? Operability? Eco-design? Identity? Techno?). Will you coin a new keyword? We will also have to coordinate with peers so there is no duplication.

Most entries should include a definition, explanation, development and details and, if applicable, examples. This is a common “pyramid structure” used in many encyclopedias. In the opening paragraph, the first few sentences clearly describe and define the topic and explain its importance to educational technology, e-learning, instructional design, etc.

Keep the entry as jargon-free as possible. View your entry from a perspective of preparing a speech rather than writing an essay. In this way, we can describe complex issues in thoughtful ways without being needlessly complicated. Do not use direct quotations from other works and do not include citations of publications (e.g., APA citations, etc): If you must quote, please limit to one sentence or so and acknowledge the source. Focus on the topic of the entry and avoid digressions. Every word is important.

Keyword Essay Length: 500 words (input into the Media Library and submit note indicating completion to the Assignment Dropbox). Please be sure that your entry meets but does not exceed this word count. Word counts include the keyword, your name, cross-references, and a few further readings or links.

### Keywords of Educational Technology Marks

	Low-----	Avg-----	High
Clarity of Communication / Writing	1-----	2.5-----	4
Depth, Comprehensiveness & Substance of Entry	1-----	2.5-----	4
Grammar & Style	1-----	1.5-----	2
<b>Total:</b>	xx / 10		

**2. Brief Philosophy of Educational Technology (15%)**— You have chosen the field of educational technology for professional pursuits. What should one know or do to be engaged and literate? The intention of this essay is to encourage you to think clearly and critically about your philosophy of educational technology. This is a cogent statement of what you believe, and basically of your worldview of education, people, media and technology. In about 500 words, try to address the following questions (**For examples, see module #4**):

**Purpose:** What is the purpose of educational technology or technology in education?

**Values:** What do you value in education and technology?

**Theory:** What is your theory of teaching about, through, for, from and with/against technology?

Explore and represent how your philosophy maps onto foundations using a conceptual or semantic cartography application, such as *FreeMind* <http://freemind.sourceforge.net/wiki>. (**For examples, see module #1**): 1-2 Semantic or Concept Maps: What are the elements of your philosophy and how do they interrelate? Please export to readable formats (jpg, png, etc) and attach to your philosophy— the image has to be legible on printed 8.5 x 11 (A-size) paper.

Essay Length: 500 words + 1-2 images (upload to Assignment Dropbox *and* link in your e-Portfolio).

### Philosophy of Educational Technology Marks

	Low-----	Avg-----	High
Clarity of Communication/writing & Substance	1-----	3.5-----	6
Appropriate Conceptualization of Basic Ordering Ideas; BOIs are Inclusive & Expansive	1-----	2-----	3
Presentation & Style of Interconnectedness & Interrelations Among Ideas	1-----	1.5-----	2
Grammar & Style	1-----	2.5-----	4
<b>Total:</b>	xx / 15		

**3. Scholarly Essay (40%)**— Choose a topic that corresponds with one of the weekly topics (i.e., foundations) or themes and write a scholarly paper exploring media and technology in education. The essay should provide a clear, cogent, concise exploration or case study of the topic (e.g., topics within or about e-learning, educational technology, learning technologies, ICT, new media, instructional design,



curriculum design, etc.). Take a position (state a thesis or argument) and provide evidence, through examples and narrative, to support the position. Be creative and choose a topic that really interests you!

**At the mid-point of the course (Monday following the break), please also submit a \*one page outline\* of your paper as a work in progress. Outline = outline form. This includes the:**

1. Topic
2. Theme and argument
  - a. The argument or thesis
  - b. The background
3. Primary and Secondary sources for insight into the topic
  - a. Issues to be addressed
  - b. Literature to be consulted
4. Provisional conclusions drawn from the argument & issues or data
5. Structure / sections of the paper, etc.

**Assessment: (Limit to 10-12, tight well-written double-spaced pages including title page (limit to 3000 words + references) (upload to Assignment Dropbox *and* link in your e-Portfolio).**

1. Clarity of communication/writing
  - a. Is the writing clear and concise?
  - b. Are the ideas focused and organized?
2. Development of argument / thesis
  - 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? Do examples ground the paper?
  - b. Are there narrative examples?
5. Grammar & Style
  - a. Organization, sentence structure, paragraphs, spelling
  - b. APA Style (format, references)

**Scholarly Essay Marks**

Low-----Avg-----High
Clarity of communication/writing 1-----5.5-----10
Development of argument / thesis 1-----5.5-----10
Exploration of content and theory 1-----5.5-----10
Provision of effective and sufficient examples 1-----3-----5
Grammar & Style 1-----3-----5
<b>Total: xx / 40</b>

**4. Discourse Leadership (15%)**— Choose one week and topic on the schedule to coordinate the module. 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: Group Project— groups of 4. For the discussion that you lead, please prepare to:

1. Outline the readings (primary and secondary sources) and post this outline to the group.
2. Provide a brief 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. Possible activities include:
  - Discussion focus questions and moderation of discussion forums
  - Chat / Live Forums or Live Classroom
  - Wiki / Interactive Web
  - Voice & Podcast, etc.
6. Moderate and bring closure to the topic for the week.

\*After completion, please upload note indicating completion to the Assignment Dropbox.

**Discourse Leadership Marks**

Low-----Avg-----High

Addresses key concept(s) in readings

1-----3-----5

Sufficient examples from readings are provided & synthesizes with previous readings

1-----3-----5

Communication and media are professional in format—

Style is clean and coherent

1-----3-----5

**Total:** xx / 15

## 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](#)