Brief History of the Program in Educational Technology

1. The 1980s

       The Beginnings.

       The program in Educational Technology began with the appointment of your narrator, William (Bill) Garner, as Acting Dean (later, Dean) of Education in 1982. As his Biographical Note in the Faculty section shows, Bill was a technology user beginning in the days of mainframes, Hollerith punched cards, and 300 baud modems.

       As Dean, Bill took the opportunity of an opening in the Teacher Education program to hire Mary Furlong, beginning 1983. After a decade of demographic decline and institutional neglect, the USF Teacher Education Program had a chance to grow and renew itself.

       Mary Furlong was of interest because she was an early adopter of technology. Moreover, she was a Catholic educator known to Fr. Ed McDermott, who was then head of the program in Catholic School Leadership in the School of Education. Her charge was to infuse technology into the Teacher Education curriculum, moving the USF School of Education Teacher Education program toward the future.

       Dean Garner and Professor Furlong created an Emphasis in Educational Computing in the Master of Arts in Education degree program. Adding an "emphasis" to an existing Masters program did not require approval of the Board of Trustees. That emphasis eventually became (with Board approval) the program currently under review: the Master of Arts in Educational Technology.

       To support the new technology program, the dean and Mary also invented the Center for Instruction and Technology. The new CIT was made possible by a modest allocation of $5,000 from then Vice President for Academic Affairs, William Binkley. That amount, together with funds from the School of Education budget, permitted minimal remodeling of a large room in the basement of the SOE building on Lone Mountain. Ten Commodore computers, each with 64 KB of RAM, provided the computing power. We rationalized that humble beginning of the CIT by describing it as a model to show how even an under-funded Catholic elementary or high school could have a computer lab for a fairly small outlay.

       It should be mentioned that the CIT was conceived as a University-wide resource, and cooperation with Academic Computing (as ITS was known then) was a fact from the beginning, although for most years until recently their support was limited to paying student workers to watch over the lab and assist users. Ben Baab, a leader in USF Academic Computing in the 1980's and 1990s, who helped with that cooperation, is now Dr. Ben Baab, a private sector educational technology leader who teaches in the Educational Technology program. [His profile is included in the Faculty section.]

       Bill resigned from the deanship in December of 1987, and took a semester leave before returning to the Organization and Leadership faculty.

       Meanwhile, the CIT grew under Mary Furlong's leadership. Mary had co-authored a book in 1984: *Computers for Kids Over 60*. This led to the founding of SeniorNet in 1986, underwritten by a multi-year grant from the Markle Foundation. The CIT was the original, and for a while, the only, SeniorNet Learning Center. It continues to be one of

more than 240 such Centers nationally and internationally. (Mary Furlong is no longer associated with SeniorNet.)

Grant funding permitted the purchase in 1987 of Macintosh SE computers, additional remodeling, new furniture, and various items of software and peripherals. Markle money and a grant from Apple permitted the acquisition of a dozen IIci machines in 1989. The CIT took over an adjoining room and placed the new IIci computers in the "Advanced Technology Lab." The CIT was thus an "all Mac" facility, but that was fine for the Ed Tech program, as Apple held the lead in the education market then. Moreover, there was no space for PC machines in the Lone Mountain site.

These improvements also supported the Educational Technology Program, which was the reason the CIT was created in the first place. But the growing success of SeniorNet would eventually result in Mary taking an extended leave of absence for many years, beginning in 1990.

With Mary's departure, Bill Garner stepped in as Director of the CIT and Advisor to the Program in Educational Technology, thereby "adopting his children."

2. The 1990s

The Dean of Education in the 1990's was Paul Warren, a man of artistic bent, who admits he had no interest in technology or its implications for education.

Nevertheless, the program in educational technology received **two** great boosts during the 1990s.

First was the move of the CIT from Lone Mountain to the new Presentation facility. This quantum upgrade in space, equipment, and software, gave new scope to the faculty and students in the Ed Tech program.

Second was a coincidence of intention,talent, and events. New faculty (some still with the program) and amazing new students (some now faculty in the program) generated an exciting time of creativity, which was driven in part by the rapid changes in technology and growing awareness of the potential of the Internet.

The basic outline of how the CIT was moved and improved is included in Bill Garner's biographical sketch in the Faculty section of this Review. The details are more complex, and more entertaining, than given in that sketch, but are not germane to the Review.

The official University Catalog versions of the program are provided in the "Catalog Descriptions" section of the binder. Not every USF catalog text is copied, only those showing some change of detail or substance. There is little change in the catalog copy until Bill became the Advisor in 1990.

In the mid-90's, the program was submitted to the Trustees and approved as a Masters degree with a fitting name: Master of Arts in Educational Technology. MET program courses received their own unique prefix in the Course Schedule: 0703. No longer was the MET program subsumed under the Teacher Education 0708 numbering scheme. (Remember that the program in Educational Technology originated as part of the Teacher Education program.) One reason for this action was a belief that Ed Tech courses might be of interest to many other students in the School of Education, but they would be unlikely to look in Teacher Ed listings if they were doctoral students in Organization and Leadership, or Learning and Instruction, or Catholic Educational Leadership.

During the 1990s we had many wonderful students, some of whom went on to become members of our faculty. Joy Lopez is profiled on our new DRAFT website, soon to be ready for prime time. Joy has taught for the program, currently teaches for the TED program, and we are planning her return to the MET program. She is studying for her Doctorate in Educational Technology at Pepperdine University.

Mike Jacobson went on to be a trainer with Wells Fargo, then Visa, and travels world-wide as a corporate educator. Before his travels began, he taught Web Design for the program. Currently, Mike is applying to doctoral programs in educational technology.

Dr. Edmundo Litton (MET grad) presently has no time to teach for us because he recently became Associate Dean of Education at Loyola Marymount in Los Angeles. Edmundo has passed his mantle to Dr. Kevin Graziano, whose faculty profile is included in the Vitae section. We include in the Syllabi section Edmundo's last description of the Diversity course Kevin will re-design and teach this Summer.

Lisa Tortorich is responsible for creating important innovations in the MET program, including our hallmark "authentic" classes. Authentic Educational Technology is our adult to youth course, in which participating 7th and 8th graders come to the CIT for technology activities led by MET students. Review visitors will be able to observe the final session of this class on May 6, and likely will meet the instructor [now Trey Cosgriff, another graduate of the program] at dinner the next evening. Lisa also created Professional Development Design, the peer to peer analog of Authentic Educational Technology, this time with adults teaching adults in a workshop for community educators planned, developed, managed, and presented by MET students in the class. Visitors will be able to observe the workshop this May 8. Lisa is also taking the lead in our internal "program review," which was planned before the Administration slated the MET program for "Periodic Program Review," in anticipation of the WASC visit not many years from now. Trey Cosgriff, an amazing and dynamic "technology using teacher," has taken over the Authentic Education Technology class created by Lisa. Visitors will see the class May 6, and, likely, Trey will join us for dinner May 7.

Again, at the beginning of the decade of the 90's, Dr. Linda Shore joined our faculty group. Linda is a Staff Scientist at the San Francisco Exploratorium, and is Director of the Exploratorium Teacher Institute. She developed the course 0703-643 Constructivism & Technology ten years ago, and it remains one of our most popular courses today. Visitors will observe it Friday, May 7.

The demands on Linda's time are extreme, so I interpret her continuing commitment to the MET program as a sign we are doing something right. In her own words:

> "That something is innovation. Despite limited resources, the MET program continues to push the envelope on what is possible in educational technology. The students I've seen are also some of the most talented and thoughtful I've run across. The training they get in the MET positions them for real leadership in educational technology - a field that is in need of innovative leaders that understand student learning and the authentic uses of technology." [E-mail, 4/27/04]

Elin Saltveit showed Schools of the Sacred Heart on Broadway the uses of educational technology. Her book, *Hit Enter*, is the inspiration for her course on projects for K-7 classrooms. She has moved to Seattle, but we ask her back every Summer to teach in the program

John Bansavich took over all of Bill Garner's roles, and does everything better. First, as USF Coordinator of Technology Training (a position he still holds). Next, as Director of the CIT, when control of the CIT moved from the School of Education to ITS. He is finishing his doctoral dissertation (with Prof. Garner on his Committee), but still teaches in the MET program every Summer.

At the end of the decade, Bill Garner went on a scheduled sabbatical, under the rules of the USF Bargaining Agreement. As he is the only full-time SOE faculty member responsible for the MET program, a decline in enrollments might be at least partially attributed to his absence as an advocate. After his return, personal family issues (deaths) were distracting. A survey of graduates for the last five years (2003-1998) shows only 43 alumni. But this number does not include other students who were not in the program, because courses in the MET program may be taken by any student in the SOE. Several courses are or have been cross-listed, and students in programs such as the TESL (Teaching English as a Second Language) program, which has an Educational Technology minor, are not counted as MET alumni.

Meanwhile, the Associate Dean, Dr. Dan McPherson, and the Acting Dean, Dr. Larry Brewster, have shown much more attention to the MET program than previous administrations. We are hopeful the new Dean, Dr. Walter Gmelch, will be supportive of the Master of Arts in Educational Technology.

3. 2001 and the future.

This Trustee mandated Periodic Program Review happens to coincide with MET Faculty plans for program review and innovation. The Trustee mandated timeline is too near for our comfort and ability to respond. Hence this Review may be somewhat unsatisfactory to anyone unfamiliar with the disconnects and inefficiency of the academic world. Moreover, there were no Program Review guidelines provided, so we attempted to meet our idea of Trustee expectations while preparing a review that suits our own needs.

Meanwhile, the Administration, operating under Contract provisions of Management Rights, has taken the step of returning the MET program to its home of origin, the Teacher Education program. Bill Garner remains Advisor to the MET program, but receives no "release time" for doing so. See the separate Budget discussion.

The 0703 distinctive numbering for Educational Technology courses is retained, so the MET program can still be marketed on its own and together with the Teacher Education program. This is potentially a good thing.

Proposed changes in the MET program, developed by Lisa Tortorich and the student focus groups (found on the DRAFT web site), will receive scrutiny and debate by the entire adjunct faculty group, but probably not in time to report to the Trustees. Still, as the submission under Budget suggests, the MET program is a zero cost program which nets important real Community Service benefits and untapped Alumni benefits.

And, as the Outside Reviewers will find, those who know the Program believe in its past and hope for more support for its future.