



---

**Chapter XXII**

**Information Technologies in  
Educational  
Organizations:  
An Innovative  
Collaborative Course  
Development, Delivery  
and Evaluation**

Pamela Lipe Revercomb  
Syracuse University, USA

Ruth V. Small  
Syracuse University, USA

**ABSTRACT**

*In this chapter, the collaborative design, development, implementation, and evaluation of a new interdisciplinary course being offered by Syracuse University's School of Information Studies and School of Education are described. The course was offered to graduate students in response to the need to revise two master's degree programs at Syracuse University and*

*in order to satisfy new state competency standards for certification as Educational Technologists and School Library Media Specialists. The course development process, course objectives, course content and activities, and the results of a formative and summative evaluation conducted by the researchers are included, as well as recommendations for future implementation, including distance delivery.*

## INTRODUCTION

This evaluation study focuses on the design, development, and implementation of an interdisciplinary course in which students gain knowledge about and discuss issues related to the selection, management, and use of information technologies for teaching and learning in a wide variety of settings (e.g., schools, colleges, businesses). The survey course, offered for the first time in Fall 2001, was based on the following assumptions:

- Technology literacy is fundamental to the education of citizens of the 21<sup>st</sup> century.
- Technology integration is fundamentally a human-oriented issue, in the sense that the point is to integrate technology in meaningful ways into the life and work of people; this is especially true with regard to using technology in teaching and learning.
- Technology can provide unique and powerful opportunities to enhance learning and teaching.
- The adoption of information technology will change the way teachers teach and students learn.

In this chapter, the collaborative course development process, course objectives, course content and activities, and the results of a formative and summative evaluation, conducted by the researchers, are described. Recommendations for future implementation, including distance delivery, are included.

## BACKGROUND

### Collaborative Course Development

The development of the new course began as a response to the need to revise and update two master's degree programs at Syracuse University, one in the School of Information Studies and one in the School of Education, in order to satisfy current New York State certification requirements for School Library Media Specialists and Educational Technologists in schools. These requirements emphasize collaboration among educational professionals to enhance the learning of all students, including those with disabilities and special needs, and specifically, collaborative projects that support the use of instructional and information technologies for teaching and learning.

The objectives for developing the new course were to:

- Create an innovative approach to teaching and learning about information technology use in education.
- Encourage collaborative planning and teaching in the areas of information and technology literacy.

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/information-technologies-educational-organizations/7349](http://www.igi-global.com/chapter/information-technologies-educational-organizations/7349)

## Related Content

---

### Explaining Cyberloafing Through a Theoretical Integration of Theory of Interpersonal Behavior and Theory of Organizational Justice

Teresa K. Betts, Andrew J. Setterstrom, John Michael Pearson and Stephanie Totty (2018). *Business Education and Ethics: Concepts, Methodologies, Tools, and Applications* (pp. 144-165).

[www.irma-international.org/chapter/explaining-cyberloafing-through-a-theoretical-integration-of-theory-of-interpersonal-behavior-and-theory-of-organizational-justice/186573](http://www.irma-international.org/chapter/explaining-cyberloafing-through-a-theoretical-integration-of-theory-of-interpersonal-behavior-and-theory-of-organizational-justice/186573)

### Understanding Interprofessional Expertise in Terms of Beliefs, Values and Attitudes

Adrian Bromage (2010). *Interprofessional E-Learning and Collaborative Work: Practices and Technologies* (pp. 14-22).

[www.irma-international.org/chapter/understanding-interprofessional-expertise-terms-beliefs/44429](http://www.irma-international.org/chapter/understanding-interprofessional-expertise-terms-beliefs/44429)

### Integration of Syrian Refugees in Turkey: A Social Entrepreneurship Case Study

Ozgur Ates (2020). *Multidisciplinary Approach to Entrepreneurship Education for Migrants* (pp. 177-191).

[www.irma-international.org/chapter/integration-of-syrian-refugees-in-turkey/258624](http://www.irma-international.org/chapter/integration-of-syrian-refugees-in-turkey/258624)

### Cultural Issues in Adult Education

Sandra Poirier and Deborah Wooldridge (2009). *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training* (pp. 356-366).

[www.irma-international.org/chapter/cultural-issues-adult-education/19985](http://www.irma-international.org/chapter/cultural-issues-adult-education/19985)

### Academic Motivation and Self-Discipline Strategies for Online Learners

Emily Guetzoian (2022). *Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design* (pp. 111-128).

[www.irma-international.org/chapter/academic-motivation-and-self-discipline-strategies-for-online-learners/288159](http://www.irma-international.org/chapter/academic-motivation-and-self-discipline-strategies-for-online-learners/288159)