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English for the Students of Instructional Technology

Dr. Dariush Noroozi

Reza pasari

Zabihollah Allahi

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What is Instructional Technology?

It is hoped that the preceding discussion has managed to disclose and explicate the forces, issues, and prevailing views that characterize Instructional Technology. The field may be viewed, first, as a set of professional people concerned with the development and use of Instructional Techniques having the purpose of promoting effective human learning. The learning with which these people are concerned may occur in the school, in the industrial classroom, in the specialized learning center, or in the home. Learning is often initiated and brought about by communication to the learner, and these communications are frequently delivered by equipment and the associated procedures, commonly referred to as media. Currently, these media include such "high-tech" items as television and computer systems in their various forms.

The technical knowledge that constitutes Instructional Technology includes practical procedures for using existing media to deliver instruction, and also to deliver portions of instruction that supplement the communications of an instructor. Instructional Technology includes practical techniques of instructional delivery that systematically aim for effective learning, whether or not they involve the use of media. It is a basic purpose of the field of Instructional Technology to promote and aid the application of these known and validated procedures in the design and delivery of instruction.

While Instructional Technology has its own set of concerns and accepted techniques of application to instruction, the field also draws upon systematic knowledge investigated and developed in other scholarly disciplines. Of course, one source of background knowledge comes from the Technology of hardware systems themselves, and from the new inventions and modifications that continue to appear. Another source of fundamental systematic knowledge derives from the research of cognitive psychologists who apply the methods of science to the investigation of human learning and the conditions of instruction. The findings of research on human learning provide a basis for the formulation of techniques of instruction that focus on learners and their characteristics. Computer science, and in particular that branch of research called artificial intelligence, contributes fundamental knowledge of human cognition and

for the development and evaluation of Instructional Techniques. The dedicated professionals who ally themselves with Instructional Technology appear to share a set of general beliefs, agreed to with individual degrees of fervor and misgivings. In general, these ideas incorporate attitudes regarding the promise of new developments in Equipment Technology coupled with understanding of processes of learning in bringing about improvements in ways of delivering instruction. In line with this view, Research efforts in Instructional Technology seek to investigate and verify the features of communications to human learners that optimize learning. And to discover how these features may best be planned and executed with the use of the various communication media and their combinations.

Comprehension Check

Are the following statements *True (T)* or *False (F)*.

Instructional Technology is an absolute independent scholarly discipline.

Using media is a must in effective learning through practical techniques of Instructional techniques.

In Instructional Technology media involves several forms.

The conditions of instruction are investigated by cognitive psychologists.

Instructional Technology and hardware Technology can share knowledge on new invention and modification.

Cognitive psychologists can help Instructional Technology in formulating new instructional techniques.

Improvements in ways of developing instruction require innovations in both equipment and process of learning.

Choose the best answer based on the passage.

Instructional Technology is primarily concerned with

a set of professional people at school

communications in different learning situations