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SENATE COUNCIL

## Course Information

Date Submitted: 12/17/2013

Current Prefix and Number: EDC - Curriculum and Instruction , EDC 608 INSTRUCTIONAL DESIGN

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Education Curriculum & Instr

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Gary J. Anglin

Email: ganglin@uky.edu

Phone: 257-5972

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: INSTRUCTIONAL DESIGN II

Proposed Title: Instructional Design II

c. Current Transcript Title: INSTRUCTIONAL DESIGN II

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Critical analysis of instructional design models and their theoretical foundations including the impact of various models and perspectives on the practice and the products of instructional design.

Proposed Course Description for Bulletin: Critical analysis of instructional design models and their theoretical foundations including the impact of various models and perspectives on the practice and the products of instructional design.

2j. Current Prerequisites, if any: Prereq: EDC 607 or consent of instructor.

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? Yes

Proposed to be taught off campus? Yes

If YES, enter the off campus address: online via Blackboard at elearning.uky.edu

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name: Gary J. Anglin

Instructor Email: ganglin@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Interaction provided bi-weekly by threaded discussions through Blackboard. Virtual office hours as well email response with 48 hours. Complies with all University Senate guidelines, including distance learning considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The online syllabus include the same course goals, textbooks, and assessment of student learning outcomes. Online student student discussions enhance course interaction.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. This online course will use University of Kentucky technology that protects the integrity of student work. Examination proctors or other support staff will not be needed.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes. This course is part of a proposed 100% online program.

If yes, which percentage, and which program(s)? 100%, Instructional Systems Design M.S. in Education

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? All students in the online class have equal access for all students services available at the University of Kentucky.

6. How do course requirements ensure that students make appropriate use of learning resources? All students will have access to the University of Kentucky online reserve system and inter-library loan services.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access is provided to needed assets using the students user-name and password.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The course syllabus includes a listing of the various customer service offices that can help them resolve technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Students will have access to the course content using Blackboard and through CELT.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Gary J. Anglin

SIGNATURE[LAHENR3|Laurie A Henry|EDC 608 CHANGE Dept Review|20131217

SIGNATURE[MYRT|Martha L Geoghegan|EDC 608 CHANGE College Review|20140306

SIGNATURE[ZNNIKO0|Roshan N Nikou|EDC 608 CHANGE Graduate Council Review|20140312

**Courses** **Request Tracking**

**Course Change Form**

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

**Attachments:**

Browse...

ID	Attachment
Delete 2733	EDC 608 Syllabus Online.doc
Delete 2734	EDC 608 Syllabus FTF.doc

First | Last

Upload File

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b>	EDC - Curriculum and Instruction EDC 608 INSTRUCTIONAL DESIGN II	<b>Proposed Prefix &amp; Number:</b>	
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a. Submitted by the College of: EDUCATION		Submission Date: 12/17/2013	
b. Department/Division:		Education Curriculum & Instr	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No      If YES, what college/department will offer the course instead? Select...			
e.* * Contact Person Name:		Gary J. Anglin      Email: ganglin@uky.edu      Phone: 257-5972	
* Responsible Faculty ID (if different from Contact):		Email:      Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: ^
<b>2. Designation and Description of Proposed Course.</b>			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that proposed changes do not affect DL delivery.			
b. Full Title:		INSTRUCTIONAL DESIGN II	Proposed Title: *      Instructional Design II
c. Current Transcript Title (if full title is more than 40 characters):		INSTRUCTIONAL DESIGN II	

c. Proposed Transcript Title (if full title is more than 40 characters):					
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number):	none	
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>2</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>2</sup> for each meeting pattern type.					
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:	Graduate School Grade Scale				
Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> N
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> N
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> N
i. Current Course Description for Bulletin:					
Critical analysis of instructional design models and their theoretical foundations including the impact of various models and perspectives on the practice and the products of instructional design.					
* Proposed Course Description for Bulletin:					
Critical analysis of instructional design models and their theoretical foundations including the impact of various models and perspectives on the practice and the products of instructional design.					
j. Current Prerequisites, if any:					
Prereq: EDC 607 or consent of instructor.					
* Proposed Prerequisites, if any:					
*					

<b>k.</b>	<b>Current Supplementary Teaching Component, if any:</b>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
<b>3.</b>	<b>Currently, is this course taught off campus?</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>*</b>	<i>Proposed to be taught off campus?</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, enter the off campus address: online via Blackboard at elearning.uky.edu	
<b>4.*</b>	<b>Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:	
<b>5.</b>	<b>Course Relationship to Program(s).</b>	
<b>a.*</b>	<b>Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
<b>b.*</b>	<b>Will modifying this course result in a new requirement<sup>2</sup> for ANY program?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES <sup>2</sup> , list the program(s) here:	

<b>6.</b>	<b>Information to be Placed on Syllabus.</b>	
<b>a.</b>	<input type="checkbox"/> Check box if <b>changed to 400G or 500.</b>	If <b>changed to 400G- or 500-level course</b> you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )

**Distance Learning Form**

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for fields are required

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent e-learning course (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDC 608	Date:	12/12/2013
Instructor Name:	Gary J. Anglin	Instructor Email:	ganglin@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based    
 Interactive Video    
 Hybrid

**Curriculum and Instruction**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

Interaction provided bi-weekly by threaded discussions through Blackboard. Virtual office hours as well email response with 48 hours. Complies with all University Senate guidelines, including distance learning

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.  
The online syllabus include the same course goals, textbooks, and assessment of student learning outcomes. Online student student discussions enhance course interaction.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.  
This online course will use University of Kentucky technology that protects the integrity of student work. Examination proctors or other support staff will not be needed.

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?  
Yes. This course is part of a proposed 100% online program.

Which percentage, and which program(s)?

100%, Instructional Systems Design M.S. in Education

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?  
All students in the online class have equal access for all students services available at the University of Kentucky.

#### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?  
All students will have access to the University of Kentucky online reserve system and inter-library loan services.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
Access is provided to needed assets using the students user-name and password.

#### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?  
The course syllabus includes a listing of the various customer service offices that can help them resolve technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.  
Students will have access to the course content using Blackboard and through CELT.

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning/>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS/>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dl@service@email.uky.edu](mailto:dl@service@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/libraries/libpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/libraries/libpage.php?lweb_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Gary J. Anglin



Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- <sup>111</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- <sup>112</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- <sup>113</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- <sup>114</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- <sup>115</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- <sup>116</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- <sup>117</sup> In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

## COURSE OUTLINE

EDC608 (3 credit hours), Instructional Design II  
Spring, 20xx **Online (100%)**

**Instructor:** Gary J. Anglin

Office: 137 Taylor Education

Office Telephone: 257-5972

E-mail: [gangling@uky.edu](mailto:gangling@uky.edu) (preferred method of contact, response within 48 hours)

Office Hours (Campus and online): Adobe Connect, email, and by appointment

**Class Website:** Blackboard (can be accessed using your username and password for linkblue)

**Prerequisites:** Graduate program status and EDC 607 or consent of instructor

### Course Description

Critical analysis of instructional design models and their theoretical foundations including the impact of various models and perspectives on the practice and the products of instructional design.

### Course Outcomes

In EDC 607 students use a particular instructional design model that was based on a particular instructional theory to design and develop proto-type instructional materials. The course has a focus on the development of instructional design knowledge and performance skills in the areas of needs analysis, goal identification, task analysis, strategy development, and evaluation. There are many ways to design instruction for a given audience. In EDC 608 we will discuss the major instructional theories and perspectives and the instructional design models that are based on each of the theories. The instructional theories will be discuss from the perspectives of theories of instructional approach, theories of instructional outcome, and instructional theories for 21 century learning.

### I. Course Outcomes

- A. Describe the different approaches to constructing instructional and educational theory used by Bruner, Eisner, Gagne and Briggs, Reigeluth & Carr-Chellman, Rogers, and Skinner, and Vygotsky.
- B. Identify the principals of instructional design implied by each perspective in Outcome A.
- C. Compare and contrast instructional designs and instructional materials produced using the perspectives listed in Outcome A.
- D. Discuss relevant recent research on learning and memory based on a cognitive perspective and examine implications for the instructional designer.
- E. Provide a critique of the current status of technologies of instruction.
- F. Discuss current problems and issues in the field of instructional development.
- G. Describe the state of the art of explicit instruction and constructivist instruction based on the research literature.

### II. References

- Bruner, J. S. (1997). *The culture of education* (2<sup>nd</sup> ed.). Cambridge, MA: Harvard University Press.
- Eisner, Elliot W. (1994). *Cognition and the curriculum reconsidered* (2<sup>nd</sup> ed.). New York: Teachers College Press.

- Gagne, R. M., & Briggs, L. J. (1974). *Principles of instructional design*. New York: Holt, Rinehart & Winston. (RESERVE)
- Reigeluth, C. M., & Carr-Chellman, A. A. (Eds.). (2009). *Instructional-Design theories and models, Volume III: Building a common knowledge base*. NY: Routledge.
- Rogers, C. R., & Freiberg (1994). *Freedom to learn* (3<sup>rd</sup> ed.). Columbus, OH: Charles E. Merrill (Prentice Hall).
- Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: Success or failure*. NY: Routledge.
- Skinner, B. F. (1968). *The technology of teaching*. New York: Appleton-Century Crofts. (ON RESERVE)
- Powers, W. (2010). *Hamlets BlackBerry*. NY: HarperCollins.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard.

### III. Evaluation and Grading

Intellectual Biography	50
Student Participation in Online Discussions	75
Instructional Theory Paper	100
<b>TOTAL</b>	<b>225 points</b>

### Class Schedule EDC 608, Spring, 20xx

<b>Date</b>	<b>Author(s) Discussed</b>	<b>Blackboard Discussion Topics</b>	<b>Practice/ Assessment</b>
January xx	Class overview Instructional Theory		
January xx	Bruner Review and Critique  Address Goals A, B, C	Bruner	Bi-weekly Blackboard Practice/discussion
February x	Bruner Review and Critique Address Goals A, B, C Discuss TD: 1-3 Discuss Powers, 1-4	Bruner TD: 1-3  Powers 1-4	
February xx	Tobias and Duffy Discuss TD 4-6  Powers, Plato	TD: 4-6  Powers: 5	Bi-weekly Blackboard Practice/discussion

February xx	Tobias and Duffy Discuss TD 7-11 Powers, Seneca	TD: 7-11 Powers: 6	
February xx	Vygotsky Review and Critique Address Goals A, B, C Powers, Gutenberg	Vygotsky TD: Powers: 7	Bi-weekly Blackboard Practice/discussion
March x	Rogers Review and Critique Address Goals A, B, C Discus TD 12-13 Powers, Shakespeare	Rogers TD: 12-13 Powers: 8	
March xx	Tobias and Duffy Discuss TD 14-18	TD: 14-18	Bi-weekly Blackboard Practice/discussion
March xx	Powers, Ben Franklin and Thoreau	Powers: 9-10	
April x	Skinner Review and Critique Address Goals A, B, C Powers, McLuhan <b>Biography Project Paper Due Biography</b>	Skinner Powers: 11	Bi-weekly Blackboard Practice/discussion
April x	Eisner and Bowers Review and Critique Address Goals A, B, C Powers, Practical philosophies	Eisner Bowers Powers: 12	
April xx	Gagne Address Goals A, B, C Review and Critique Powers, "Disconnectopia" <b>Instructional Theory Paper Due</b>	Gagne Powers: 13	Bi-weekly Blackboard Practice/discussion
April xx	Course Summary, review across all theories/perspectives		Blackboard Discussion

#### IV. Instructional Technology Requirements and Support

##### **Technology and Software**

All students are required to have the following:

- Access to a personal computer with audio
- Webcam and headset including microphone, and an
- Internet connection including an active directory account at the University of Kentucky
- UK student ID and log-in ID.
- Active University of Kentucky email account
- Microsoft Word and PowerPoint installed
- Adobe Reader installed

### **Course Platform**

The official course platform for EDC 608 is Blackboard. All course materials will be posted to blackboard at <https://elearning.uky.edu>. If appropriate your instructor will email you additional course materials as attachment files. Each student is responsible for personal time management and timely completion of course assignments and activities as listed in the class schedule posted to Blackboard.

### **Library and Technical Support**

**Blackboard (Bb).** Course materials <https://elearning.uky.edu> or send an email to your instructor ([ganglin@uky.edu](mailto:ganglin@uky.edu))

**Bb support:** <http://wiki.uky.edu/blackboard/>, call 859-257-1300, or send an e-mail to [helpdesk@uky.edu](mailto:helpdesk@uky.edu).

**Distance Learning Library Services.** Carla Cantagallo, Distance Learning Librarian

Web: <http://www.uky.edu/Libraries/DLLS/>;

Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu);

Telephone: 859-257-0500, ext. 2171 (local call) or 800- 828-0439, option #6 (log distance).

Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

**Other Technical Assistance.** Contact the College of Education Instructional Technology Center at 859-257-7967. UK Information Technology Customer Service Center is available at <http://www.uky.edu/UKIT/Help/> or 859-218-HELP (4357). You can also contact the Distance Learning programs for assistance at <http://www.uky.edu/DistanceLearning/> Contact information for TASC <http://www.uky.edu/TASC> or 859-257-8272

**Technical Problems:** UK Information Technology Customer Service Center, <http://www.uky.edu/UKIT/> or 859-218-4357

## **V. Class Policies**

- A. All policies stated in the *Graduate Bulletin* of the University of Kentucky will be applied.
- B. If an online session must be missed due to illness or employment demands, contact the instructor in advance to make arrangements for your absence. Grades may be lowered if more than one class meeting is missed for other reasons.
- C. The success of a given online class discussion in this course is dependent on the extent to which each class member is prepared and involved in online class discussion activities. While such participation will not be carefully monitored, it is expected that each student will assume this professional role.
- D. Style standards of the *Publications Manual of the American Psychological Association (6<sup>th</sup> Ed.)*, will be used for all papers and for all citations, references, copyright considerations in all instructional units. All written material must demonstrate appropriate communication skills (e.g., spelling, grammar, and organization). The work must be professionally presented (i.e., typed or printed on a printer, without errors, without hand written corrections).
- E. All work must be turned in by the due date. Later projects may receive a 15% reduction (assignment points) in the grade. An incomplete grade will *only* be given under *extreme* conditions. It is expected that you will complete your work in a timely manner and plan for contingencies.

### **Missed Online Discussion Sessions**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for lack of participation" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Lapse of Participation**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity**

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self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the

passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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**Accommodations due to disability**

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**COURSE OUTLINE**  
EDC608, Instructional Design II  
Spring, 20xx On Campus

Instructor: Gary J. Anglin  
Office: 137 Taylor Education  
Office Telephone: 257-5972  
E-mail: ganglin@uky.edu  
Office Hours: Monday, Wednesday, 1:30 – 2:30  
Others by Appointment

**I. Course Outcomes**

- A. Describe the different approaches to constructing instructional and educational theory used by Bruner, Eisner, Gagne and Briggs, Rogers, and Skinner, and Vygotsky..
- B. Identify the principals of instructional design implied by each perspective in Outcome A.
- C. Compare and contrast instructional designs and instructional materials produced using the perspectives listed in Outcome A.
- D. Discuss relevant recent research on learning and memory based on a cognitive perspective and examine implications for the instructional designer.
- E. Provide a critique of the current status of technologies of instruction.
- F. Discuss current problems and issues in the field of instructional development.
- G. Describe the state of the art of explicit instruction and constructivist instruction based on the research literature.

**II. References**

- Bruner, J. S. (1997). *The culture of education* (2<sup>nd</sup> ed.). Cambridge, MA: Harvard University Press.
- Eisner, Elliot W. (1994). *Cognition and the curriculum reconsidered* (2<sup>nd</sup> ed.) . New York: Teachers College Press.
- Gagne, R. M., & Briggs, L. J. (1974). *Principles of instructional design*. New York: Holt, Rinehart & Winston. (RESERVE)
- Reigeluth, C. M., & Carr-Chellman, A. A. (Eds.). (2009). *Instructional-Design theories and models, Volume III: Building a common knowledge base*. NY: Routledge.
- Rogers, C. R., & Freiberg (1994). *Freedom to learn* (3<sup>rd</sup> ed.). Columbus, OH: Charles E. Merrill (Prentice Hall).
- Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: Success or failure*. NY: Routledge.
- Skinner, B. F. (1968). *The technology of teaching*. New York: Appleton-Century Crofts. (ON RESERVE)
- Powers, W. (2010). *Hamlets BlackBerry*. NY: HarperCollins.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard.



Reserve and additional articles or books will be placed on reserve in the Dickey Hall Library.

### III. Evaluation and Grading

Intellectual Biography	50
Class Participation	75
Instructional Theory Paper	100
TOTAL	225 points

### CLASS SCHEDULE (On Campus) EDC 608, Spring, 20xx

Date	Author(s) Discussed	Readings
January 23	Class overview Instructional Theory	
January 30	Bruner Review and Critique Address Outcomes A, B, C	Bruner
February 6	Bruner Review and Critique Address Outcomes A, B, C Discuss TD: 1-3 Discuss Powers, 1-4	Bruner TD: 1-3  Powers 1-4
February 13	Tobias and Duffy Discuss TD 4-6 Powers, Plato	TD: 4-6  Powers: 5
February 20	Tobias and Duffy Discuss TD 7-11 Powers, Seneca	TD: 7-11  Powers: 6
February 27	Vygotsky Review and Critique Address Outcomes A, B, C Powers, Gutenberg	Vygotsky  TD: Powers: 7
March 5	Rogers Review and Critique Address Outcomes A, B, C Discus TD 12-13 Powers, Shakespeare	Rogers TD: 12-13  Powers: 8
March 19	Tobias and Duffy Discuss TD 14-18	TD: 14-18
March 26	Powers, Ben Franklin and Thoreau	Powers: 9-10

April 2	Skinner Review and Critique Address Outcomes A, B, C Powers, McLuhan <b>Biography Project Paper Due</b>	Skinner  Powers: 11 <b>Biography</b>
April 9	Eisner and Bowers Review and Critique Address Outcomes A, B, C Powers, Practical philosophies	Eisner Bowers  Powers: 12
April 16	Gagne Address Outcomes A, B, C Review and Critique Powers, "Disconnectopia" <b>Examination (100 points)</b>	Gagne  Powers: 13 <b>Examination</b>
April 23	Course Summary, review across all Perspectives	

#### IV. Class Policies

- A. All policies stated in the *Graduate Bulletin* of the University of Kentucky will be applied.
- B. If a class must be missed due to illness or employment demands, contact the instructor in advance to make arrangements for your absence. Grades may be lowered if more than one class meeting is missed for other reasons. You are responsible for obtaining notes (from another student) and handouts for the missed class (*You should try to make prior arrangements for someone to collect the handouts during the class you miss*).
- C. The success of a given class session in this course is dependent not only upon the preparation and expertise of the instructor, but also on the extent to which each class member is prepared and involved in class activities. While such participation will not be carefully monitored, it is expected that each student will assume this professional role.
- D. Style standards of the *Publications Manual of the American Psychological Association (6<sup>th</sup> Ed.)*, will be used for all papers and for all citations, references, copyright considerations in all instructional units. All written material must demonstrate appropriate communication skills (e.g., spelling, grammar, and organization). The work must be professionally presented (i.e., typed or printed on a printer, without errors, without hand written corrections).
- E. All work must be turned in by the due date. Later projects may receive a 15% reduction (assignment points) in the grade. An incomplete grade will *only* be given under *extreme* conditions. It is expected that you will complete your work in a timely manner and plan for contingencies.

#### Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R.

5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for

nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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