APPLICATION FOR NEW COURSE

1. Submitted by College of The Graduate School Department/Division offering course Teaching and Learning Center Date June 5, 2002

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GS 630
   b. Title* Instructional Technology
      *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 2
   d. Laboratory hours per week ---
   e. Studio hours per week ---
   f. Credits 01

3. Course description
   Please see attached sheet.

4. Prerequisites (if any)
   None

5. May be repeated to a maximum of ________________ (if applicable)

6. To be cross-listed as
   Prefix and Number
   Signature, Chairman, cross-listing department

7. Effective Date Spring 2003 (semester and year)

8. Course to be offered
   Fall ☐ Spring ☑ Summer ☐

9. Will the course be offered each year?
   ☑ Yes ☐ No
   (Explain if not annually)

10. Why is this course needed?
    It is part of UK's Preparing Future Faculty program and addresses an important aspect of instruction not covered in other PFF courses.

11. By whom will the course be taught?
    Staff of the Teaching and Learning Center

12. Are facilities for teaching the course now available?
    No ☐ Yes ☑
    If not, what plans have been made for providing them?

ORIGINAL
10. What enrollment may be reasonably anticipated? 15

11. Will this course serve students in the Department primarily?  
   Will it be of service to a significant number of students outside the Department?  
   If so, explain.

   This course is open to all graduate students.

12. Check the category most applicable to this course

   - traditional; offered in corresponding departments elsewhere;
   - relatively new, now being widely established
   - not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program?
   If yes, which?

14. Will adding this course change the degree requirements in one or more programs?*
   If yes, explain the change(s) below

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?

   Name Bill Burke  
   Phone Extension 257-1877

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
Signatures of Approval:

Larry J. Graber
Department Chair

Date

Dean of the College

Date

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL
This seminar addresses pedagogically sound and effective applications of instructional technologies (IT) in college teaching. Course goals include examining the impact of IT on learning outcomes, teaching strategies, and instructional assessments; developing proficiency in creating PowerPoint presentations, designing and managing instructional Web sites, facilitating Internet dialogue, and conducting distance learning courses; and considering how IT affects faculty roles and responsibilities, the nature of the college classroom, and the future of higher education.
GS 600 (Instructional Technology) is part of the University of Kentucky’s Preparing Future Faculty (PFF) initiative offered through The Graduate School and administered by the Teaching and Learning Center (TLC). The PFF program at UK includes other graduate courses (GS 650 - Preparing Future Faculty and GS 610 - Seminar on College Teaching), a practicum in college teaching, and an assortment of workshops, resources, and services offered through the Teaching and Learning Center. The overall goals of the PFF initiative at UK are to help graduate students develop their teaching skills and explore various aspects of an academic career.

This course examines pedagogically sound and effective applications of instructional technologies (IT) from the perspectives of theory, practice, and future trends. The emphasis will be on the instructional issues underlying the effective use of various technologies such as electronic communication, PowerPoint, and the Web in college teaching. The use of IT is likely to become of increasing importance in the future. Whether due to personal instructional choices, student demands, or academic unit curricular decisions, faculty will be expected to be technologically literate in their teaching and faculty roles and responsibilities may change.

Course Goals

1) discuss the use of various instructional technologies from a pedagogical perspective asking how they help to accomplish learning goals, teaching strategies, and instructional assessments;
2) examine the research literature for evidence of the impact of IT on learning;
3) become more proficient in using various technologies to produce instructional products and processes such as PowerPoint presentations, Web pages, interactive TV, internet dialogue, and others; and
4) consider how IT affects faculty roles and responsibilities, the nature of the college classroom, and the future of higher education.

Textbook

There is no text for this seminar. There will be readings either in hard copy or accessible on the Web.

Student Responsibilities

Participants in this seminar will be expected to fully participate by attending all sessions, preparing for the day’s topic by completing any readings or assigned activities, and working with the various IT components to produce the assigned products. Students will be expected to complete the discipline-specific journal assignment, interview a faculty member in their field regarding the use of instructional technologies within their discipline, write an instructional plan that incorporates technology into a discipline-specific class activity, actively participate in the discussion list and newsgroup by posting and responding to messages, create a PowerPoint presentation that could be used in a class in their discipline, and produce a Web site for a course that they currently teach or might instruct in the future.

Grading

Grades in the course will be determined with respect to the quality of thought evidenced. The distribution will be as follows:

- Products (PowerPoint presentation and Web site) 40%
- Papers (journal, interview, instructional plan) 30%
- Electronic communication (discussion list and newsgroup) 20%
- Participation (attendance, discussion) 10%
Course Schedule

The following schedule is intended as a general outline of topics and activities. Given the nature of a course on instructional technology in terms of human and technological glitches, deviations from the schedule are possible and even likely. Time for "hands-on" application of principles has been incorporated into the schedule.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| June 7   | Course Introduction (surveys, syllabus, assignments, technology requirements)  
           | Why IT? General pros and cons. General pedagogical considerations.     |
| June 12  | Models of learning and good teaching practice and the use of IT       |
|          | Research on the impact of IT on learning                            |
| June 14  | Enhancing the lecture -- instructionally sound uses of overheads, slides, video |
|          | Pros/cons and effective uses of electronic communication -- e-mail, listservs, newsgroups, chat rooms |
| June 19  | Basic PowerPoint                                                     |
|          | Uses and misuses; basic design principles                           |
| June 21  | Advanced PowerPoint                                                  |
|          | Adding graphics, sounds, videos, animations                         |
| June 26  | Facilitated work on PowerPoint product                              |
| June 28  | The Web -- potentials, limitations, and uses for instruction        |
|          | Basic HTML                                                           |
| July 3   | Basic Web site design and creation                                  |
|          | Use of Web editors                                                  |
| July 5   | Facilitated work on Web sites.                                      |
| July 10  | Intermediate Web site design                                        |
|          | Incorporation of PowerPoint, audio files, and video clips           |
| July 12  | Facilitated work on Web product                                     |
| July 17  | Using internet resources                                            |
|          | Effective Web searching and critiquing of Web sites                 |
| July 19  | Course management tools for online instruction and record keeping  |
|          | BlackBoard, Excel                                                   |
| July 24  | Virtual environments                                                |
|          | Diversity University's MOO, KYVU (Kentucky's virtual university)     |
| July 26  | Compressed interactive video and distance education                 |
|          | Demonstration, practice, potentials, limitations, instructional considerations |
| July 31  | Future of IT -- on-line instruction, virtual universities, faculty roles and responsibilities |
| August 2 | Summary, evaluations, and ongoing development possibilities         |

Syllabus, GS 600 (Instructional Technology), Summer 2001
1) Find journals that address the use of IT in your field

The intent of this exercise is to have you explore journal resources that address teaching, learning, and technology issues in your discipline. Are there journals addressing teaching issues and devoting a portion of their print to instructional technology topics? What is the nature of these articles?

Conduct a search of the literature for journals in your discipline (e.g., Biology or History) or in your general field (e.g., science or humanities) which address teaching issues in whole or part.

Examine one or more issues of as many of these as possible either through the UK Library collection or online and address the following questions:

- What journals did you locate?
- Which ones contain articles on the use of IT in your discipline or a related field?
- What is the nature of the articles; i.e., are they research-based studies, anecdotal evidence, suggestions for classroom strategies?

2) Summarize an article on discipline-specific use of IT

Using one of the journals located above, find and summarize an article that addresses the use of IT in your field and preferably in your specific discipline. The article should discuss how the use of technology impacts some aspect of teaching (goals, strategies, assessments) and/or learning (how students construct knowledge, learning styles).

Submit a copy of the article along with a 1 - 3 page typed report that addresses the questions above as well as the following:

- Summarize the content of the article (the issue that is addressed, the discipline and course context, the evidence and conclusions)
- Express your opinion on what was reported
- Discuss how you could use this information in your own teaching

Due: July 17, 2001
Faculty Interview Assignment

The goal of this exercise is to have you explore with a faculty colleague questions pertaining to teaching, learning, and the use of instructional technology within your discipline.

Approach a faculty member in your department who you believe would be willing to engage in dialogue about instructional technology issues. You do not need to identify the faculty member as part of the assignment.

Interview that individual and include the points below as a minimum requirement for the assignment. Feel free to discuss any number of other issues that the two of you deem appropriate and useful. Submit the results of the discussion in a typed report (1 - 2 pages).

- Changes (if any) in the faculty member's use of instructional technology over the years
- Teaching strategies using instructional technology that the faculty member has found are particularly effective in teaching your discipline
- Problems with using different instructional technologies
- Changes that the faculty member has seen (if any) within the discipline regarding the use of technology for teaching or research (e.g., textbook Web sites, chat rooms for research colleagues, etc.)
- Changes in the students over the years (preparation, motivation, abilities) in terms of their use of technology
- At least one question of your choosing

Due: July 24, 2001
Discipline-Specific Instructional Plan Incorporating IT

The goal of this exercise is to have you act as a reflective practitioner in your discipline and apply some of the seminar's material on using instructional technology (IT) to support teaching goals, strategies, and assessments. If you actually teach a course, you could use that course as the basis for this assignment. Otherwise, imagine a course that you might teach someday and apply the exercise to that situation.

Choose a content area or specific topic that you are going to cover either in a single class period or perhaps over a few days. Design a plan for addressing that material. A general plan is fine as opposed to a specific minute-by-minute breakdown of what you're going to do. When you write up your plan, address the following items in your report --

- Topic of the course (academic discipline, specific focus)
- Level of the course (introductory, upper division, graduate)
- Curricular purpose (survey, pre-requisite, capstone)
- Students (majors, non-majors, mixed)
- Size of class
- Topic and content to be covered
- Students' learning goals (knowledge, skills, and/or values)
- Teaching strategies to accomplish these goals including one or more IT components
- An argument for the use of the technology (rationale, how it serves your teaching philosophy and goals, how it assists student learning, pros/cons)
- Possible assessments used to determine success in accomplishing goals

The report should be 2 - 3 pages in length.

Due: July 31, 2001