2014-2015 LONG SIGNATURE SHEET

UNC CHARLOTTE

Proposal Number: EIST 10-21-2014 h

Proposal Title: Modifying EIST 6121 from Instructional Courseware Authoring to Advanced Instructional Design in Instructional Systems Technology

Originating Department: Department of Educational Leadership

TYPE OF PROPOSAL: UNDERGRADUATE_____ GRADUATE__X____ UNDERGRADUATE & GRADUATE____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/16/14	10/21/14	10/22/14	Approved	DEPARTMENT CHAIR James Bird DR.JIM BIRD
10/27/14	10/27/14	11/4/14	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR K. Anderson DR.KELLY ANDERSON
			Approved	COLLEGE FACULTY CHAIR (if applicable) N/A [print name here:]
11/11/14	11/11/14	11/11/14	Approved	COLLEGE DEAN DR.ELLEN McINTYRE
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	HONORS COLLEGE (if applicable; for Honors courses & programs)
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)
11-12-14	12-2-14	1-8-15	Approved	GRADUATE COUNCIL CHAIR (for graduate content) ALAN R. FREITAG
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

UNC CHARLOTTE

LONG FORM
COURSE AND CURRICULUM PROPOSAL

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*To: Graduate Council

From: Instructional Systems Technology Program

Date: 8/26/14

Re: Modifying EIST 6121 from Instructional Courseware Authoring to Advanced Instructional Design in Instructional Systems Technology

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The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*****Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

University of North Carolina at Charlotte

Modifying EIST 6121 from Instructional Courseware Authoring to Advanced Instructional Design in Instructional Systems Technology

Instructional Systems Technology (IST), Department of Educational Leadership, College of Education

A. Proposal Number:

B. Title: *Modifying EIST 6121 from Instructional Courseware Authoring to Advanced Instructional Design in Instructional Systems Technology*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY

Modifying EIST 6121 from Instructional Courseware Authoring to Advanced Instructional Design in Instructional Systems Technology

B. JUSTIFICATION

The current course EIST 6121 is titled "Instructional Courseware Authoring Web-Based Instruction" However graduate course catalog includes a doctoral course EIST 8121 on Advanced Instructional Design. To be consistent with the course numberings, we propose to update EIST 6121 to be the Master's version of Advanced Instructional Design. Courseware authoring is an outdated term these days and the focus on Advanced Instructional Design will be on several delivery methods of instructional design including web-based instructional design.

C. IMPACT

Group of students benefitted: Graduate students in M.Ed. in Instructional Systems Technology will benefit from the proposed changes as they will have the opportunity to take Advanced Instructional Design as a Master's level course.

Effect of this proposal on existing courses and curricula:

The IST catalog for M.Ed. will be affected by these proposed changes. An updated version of catalog is included in this proposal. See the catalog copy section.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

We do not need any additional resources for these proposed changes.

A. PERSONNEL. We will not need additional personnel to teach this modified course.

B. PHYSICAL FACILITY. This is an entirely online program and we already have all the technology resources needed.

C. EQUIPMENT AND SUPPLIES: No special equipment is needed for these proposed changes.

D. COMPUTER. We will be using the Moodle Learning Management System and the Saba Synchronous tool already supported by UNC Charlotte.

E. AUDIO-VISUAL. There are no requirements for audio-visual facilities as this is an entirely online program.

F. OTHER RESOURCES. There is no need for any other resources.

G. SOURCE OF FUNDING. There are no additional sources of funding available for these proposed changes.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. LIBRARY CONSULTATION. Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of ***Consultation on Library Holdings***).

See attached.

B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS. List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Not Applicable

C. HONORS COUNCIL CONSULTATION. In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

NOT APPLICABLE

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. ORIGINATING UNIT. Briefly summarize action on the proposal in the

originating unit including information on voting and dissenting opinions.

At the Education Leadership department meeting on 10/21/14, we received a 15-0 vote supporting the curriculum change proposed.

The College of Education curriculum committee unanimously voted in support of the curriculum change proposed.

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

☒ The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

C. ATTACHMENTS.

1. CONSULTATION: Attach relevant documentation of consultations with other units.

Library Consultation (Attached)

2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

Syllabus/Outline attached at the end of the document.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "~~strikethrough~~" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

a. For a new course or revisions to an existing course, check all the statements that apply:

____ This course will be cross listed with another course.

__X__ There are prerequisites for this course.

____ There are corequisites for this course.
____ This course is repeatable for credit.
____ This course will increase/decrease the number of credits hours currently offered by its program.
____This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

EIST 6121 ~~Instructional Courseware~~ ~~Authoring Web-Based Instruction~~ **Advanced Instructional Design**
~~Planning, and developing and evaluating instructional computer courseware using an authoring system to produce courseware that has application in the learning environment.web based instruction~~ Advanced instructional design techniques; ~~systems development; task analysis; sequencing and delivery systems.~~ Students create instructional materials and learning environments using a variety of systems approaches. (Fall) *Prerequisite: EIST 6110 Instructional Design*

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY **(UNDERGRADUATE ONLY)**: Does the proposed change impact an existing Academic Plan of Study?
☐ Yes. If yes, please provide updated Academic Plan of Study in template format.
☐ No.

Not applicable

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
☐ Yes. If yes, please provide updated SLOs in template format.
☒ No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
☒ Yes. Briefly explain below.
☐ No. Briefly explain below.

Effort will be made by the IST faculty to provide students the option to buy electronic books instead of hardcopy textbooks. Electronic textbooks are usually less expensive than hardcopy textbooks.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Florence Martin, Associate Professor of Educational Leadership

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE

Approved on _____by the College Graduate Curriculum Committee
Date Chair:_____

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

Course Syllabus and Topical Outline for EIST 6121 Advanced Instructional Design

Course Description: This course addresses advanced instructional design techniques. Students create instructional materials and learning environments using a variety of systems approaches.

Course Prerequisite: EIST 6110 Instructional Design

Objectives of the course

1. Research and analyze the most current writings and trends in instructional design
2. Develop an understanding of the instructional design process
3. Put into practice the process of the instructional design process
4. Explore pedagogical models and their implications for the design and evaluation of online and technology-supported learning environments
5. Appreciate the importance of the linkage between theories of learning and instructional design practice

Instructional Method
Online, Project-based

Means of student evaluation

Student evaluation includes instructional design project, project presentation, midterm exam and weekly discussion postings.

- Designing a Constructivist Learning Environment (CLE) - 60%
- Weekly discussion postings - 20%
- Compare and Contrast Assignment (20%)

The grading scale is based on percentage:

- A: 90 to 100%
- B: 80 to 89%
- C: 70 to 79%
- U: Below 70%

Probable textbooks or resources

Kitsantas, A., & Dabbagh, N. (2010). Learning to learn with Integrative Learning Technologies (ILT): A practical guide for academic success. Information Age Publishing.

Course Policies

Students are expected to meet the following policies.

- This is a graduate course and high quality work is expected. Proof read your writing.
- All due dates are firm and no extensions will be given except in extreme cases. If you are ill or unable to complete an assignment on time, you must notify the instructor prior to the due date.
- Technical difficulty is not considered an acceptable excuse for not submitting work on time.
- Scheduled quizzes/exams must be taken during designated periods, unless approved in advance by the instructor. Failure to take a quiz/exam will result in a zero. There will be no make-up quizzes/exams since answers are distributed to students when the quiz/exam period closes.
- Students are expected to complete all assignments, discussion forums, quizzes, and exams independently except in cases where group work is assigned.
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Required and Recommended Hardware and Software

- Hardware: Students' minimum hardware requirements should be at least those for the operating system, browser, and any associated applications (software) in use. Speakers and a microphone (or a headset with integrated microphone) are required.
- Browsers: Students and faculty should use university-recommended and supported operating systems and browsers (preferably Firefox) to access Moodle.
- Email: All students will be required to use their official UNC Charlotte email accounts for this course.

Credit Hour Statement

This 3-credit online course requires approximately 7 hours of student work each week for approximately 15 weeks. Student work may include but is not limited to: required reading, participation in online discussion forums, written assignments, and studying for quizzes and exams and also participating in the team project.

Sexual Harassment Policy
All students are required to abide by the UNC Charlotte Sexual Harassment Policy (http://www.legal.uncc.edu/policies/ps-61.html). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Inclement Weather Policy
Class will run as usual (online) even if the University is closed. The phone number for the Inclement Weather Hotline is 704.687.2877. In the event that classes are canceled, students are responsible for reading over the material that was to be covered that day by visiting the course Moodle web site. They will also be responsible for the assignment unless otherwise noted on the Moodle course web site. In the event that classes are canceled on a review day for a test, students will be responsible for reviewing on their own and the test will be given on the scheduled day. In the event that classes are canceled on a day that a test was scheduled, the test schedule will be adjusted if necessary.

Student Responsibility
UNC Charlotte Academic Regulations and Student Responsibilities are printed in the current UNC Charlotte Catalog. Please refer to this section of the catalog for specific information. Access the Student Code of Responsibility here - http://legal.uncc.edu/policies/ps-104.html. In addition to the responsibilities specified by the University, for this course, students are responsible for keeping up with all assignments and deadlines including those posted on Moodle during the semester.

Code of Student Academic Integrity
All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://www.legal.uncc.edu/policies/ps-105.html
Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

College of Education Conceptual Framework
Professional Educators Transforming Lives, the *Conceptual Framework for Professional Education Programs* at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the knowledge, effectiveness, and commitment necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the Knowledge that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:
K1: Knowledge relevant to life in the 21st century
K2: Specialty area knowledge
K3: Pedagogical knowledge
K4: Knowledge of learners and their contexts
K5: Self-awareness
K6: Knowledge of policies, laws, standards, and issues
Core Proficiency: Effectiveness. Candidates will demonstrate Effectiveness in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:
E1: 21st century skills
E2: Planning, implementation, and evaluation
E3: Research-based practice
E4: Research skills
E5: Culturally competent practice
E6: Response to diverse learners
E7: Reflective practice
Core Proficiency: Commitment. Candidates will demonstrate their Commitment to transforming the lives of others through their actions in areas such as:
C1: Positive impact on learners
C2: Ethics
C3: Leadership
C4: Collaboration
C5: Advocacy
C6: Professional identity and continuous growth
The core proficiencies of knowledge, effectiveness, and commitment are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards outlined below.
North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

College of Education Commitment to Diversity
The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an

environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Technology Statement
Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations
UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at http://legal.uncc.edu/policies/ps-134.html. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations
If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704 687 4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality
Courses in the College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Professional Dispositions for Professional Education Programs
Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found

online at https://education.uncc.edu/resources/professional-dispositions-plan-and-information). Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.

Topical Outline of the course

	TOPIC(S)	READINGS	PROJECT DUE
Week 1	Introduction and Overview	Review course orientation	Discussion 1
Week 2	Alternative ID Models: descriptions and characteristics	Braden, R. A. (1996). The case for linear instructional design and development: A commentary on models, challenges, and myths. Educational Technology, 36(2), 5-23. Cennamo, K. S., Abell, S. K., & Chung, M-L. (1996). A "Layers of Negotiation" model for designing constructivist learning materials. Educational Technology, 36(4), 39-48. Ertmer, P. A. (2001). Responsive instructional design: Scaffolding the adoption and change process. Educational Technology, 41(6), 33-38.	Discussion 2
Week 3	How experts differ from novices?	Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (2000). How experts differ from novices. Chp 2 in *How people learn: Brain, mind, experience, and school* (pp. 31-50). Washington, DC: Dreyfus, H. L., & Dreyfus, S. E. (1986) *Mind over machine: The power of human intuition and expertise in the era of the computer*. Chapter 2: Five steps from novice to expert (pp. 16-36).New York: The Free Press. Perez, R. S., & Emery, C. D. (1995). Designer thinking: How novices and experts think about instructional design. *Performance Improvement Quarterly, 8*(3), 80-95.	Discussion 3
Week 4	Out of the box ID	Gayeski, D. M. (2001). *Out-of-the-box instructional design*. American Society for Training and	Discussion 4

		Development. Retrieved December 18, 2001, from http://www.astd.org/CMS/templates/index.html?template_id=1&articleid=11475	
Week 5	Design of Learning Environments	Hannafin, M. J., & Hill, J. R. (2002). Epistemology and the design of learning environments. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (pp.71-82). Upper Saddle River, NJ: Pearson Education.	Compare and Contrast Assignment Discussion 5
Week 6	Improving Individual and organizational performance	Mager, R. F. (1999). Foreword to the second edition. In H. D. Stolovitch & E. J. Keeps (Eds.).Handbook of performance technology: Improving individual and organizational performance worldwide (second edition) (pp xi-xvii). San Francisco: Jossey-Bass. Marion, C. (1998). What is the EPSS movement? Retrieved August 6, 2002, from http://www.chesco.com/~cmarion/PCD/EPSSImplications.html	Discussion 6
Week 7	Ethics in ID	McNamara, C. (2003). Complete guide to ethics management: An ethics toolkit for managers. Retrieved August 4, 2003, from http://www.managementhelp.org/ethics/ethxgde.htm ASTD Code of Ethics. Retrieved August 4, 2003, from http://astd.org/virtual_community/leaders/ethics.html ISPI Code of ethics. Retrieved August 4, 2003, from http://www1.astd.org/CPT/pdf/CompleteCodeEthics.pdf AECT. A code of professional ethics: Sections 3 and 4. Retrieved August 4, 2003, from https://www.aect.org/intranet/publications/ethics/ethics03.html Dean, P. J. (1993). A selected review of the underpinnings of ethics for human performance technology professionals – Part one: Key ethical theories and research. *Performance Improvement Quarterly*, *6*(4), 3-32.	Discussion 7

Week 8	Rapid Prototyping	Tripp, S. D., & Bichelmeyer, B. (1990). Rapid prototyping: An alternative instructional design strategy. Educational Technology Research and Development, 38(1), 31-44. Wedman, J., & Tessmer, M. (1991). Adapting instructional design to project circumstance: The layers of necessity model. Educational Technology, 31(7), 48-52.	Discussion 8
Week 9	Role of ID	Rowland, G. (1992). What do instructional designers actually do? An initial investigation of expert practice. *Performance Improvement Quarterly, 5*(2), 65-86.	Discussion 9
Week 10	Learning Paradigms and ID	Ertmer, P. & Newby, T. (1993) 'Behaviorism, cognitivism, constructivism: comparing critical features from an instructional design perspective',Performance Improvement Quarterly, 6(4): 50-72. Jonassen, D. et al. (1995). Constructivism and computer-mediated communication in distance education. The American Journal of Distance Education. 9, (2).	Discussion 10
Week 11	Instructional Design for Constructivist Learning Environments (CLE)	Chapter 1, 2, & 3 (ILT text) Kitsantas, A., & Dabbagh, N. (2010). Learning to learn with Integrative Learning Technologies (ILT): A practical guide for academic success. Information Age Publishing.	Designing a Constructivist Learning Environment (CLE) – Proposal Discussion 11
Week 12	Instructional Design for Constructivist Learning Environments (CLE)	Chapter 5 to 7 (ILT text) Kitsantas, A., & Dabbagh, N. (2010). Learning to learn with Integrative Learning Technologies (ILT): A practical guide for academic success. Information Age Publishing.	Discussion 12
Week 13	Instructional Design for Constructivist Learning Environments (CLE)	Chapter 8 to 10 (ILT text) Kitsantas, A., & Dabbagh, N. (2010). Learning to learn with Integrative Learning Technologies (ILT): A practical guide for academic success. Information Age Publishing.	Designing a Constructivist Learning Environment (CLE) –

			Design Table Discussion 13
Week 14	Constructivist Learning Environments: Case Studies in Instructional Design	Case Study Reading	Discussion 14
Week 15	Future of the field (relationship of ID to ISD, paradigm shift from instructional to performance focus, etc.)	Reigeluth, C. M. (1997). Instructional theory, practitioner needs, and new directions: Some reflections. *Educational Technology, 37*(1), 42-47	Discussion 15
Week 16	Wrap-Up		Designing a Constructivist Learning Environment (CLE) – Prototype Course Evaluation

Projects

Compare and Contrast Assignment (20%)

Students will identify and compare and contrast two technology supported learning environments (or instructional applications) that are rooted in two opposing learning paradigms (one objectivist and the other constructivist).

Online discussions (20%)

These discussions will center on the readings each week and will be primarily facilitated by the instructor. Students will be expected to do a main post mid-week and respond to at least three peers by the end of the week.

Designing a Constructivist Learning Environment (CLE) – 60%

Each student will select a constructivist based pedagogical model (e.g., cognitive apprenticeship, CFH, situated learning, PBL, Microworld, etc.) and apply a grounded design approach to

develop a prototype of the CLE for a specific audience and learning content chosen by the student. The final deliverable for this assignment should include the following components:

- **Proposal** - A proposal describing the parameters of the CLE including the pedagogical model selected; the learning problem (authentic context) or challenge that will engage the learners; the learning outcomes; characteristics of the target audience; the learning activities; and the assessment approach.

- **Design Table** with the grounded design of the CLE. The table is a blueprint and should illustrate the mapping or alignment of four design elements: (1) learning outcomes, (2) instructional strategies (derived from the instructional characteristics of the pedagogical model you selected), (3) learning activities (what the learners will do), and (4) assessment criteria.

- **Prototype** - A prototype of the CLE showing the learning activities that the learners will engage in. The prototype can be developed in PPT or a technology of your choice (e.g., wiki, LMS, Flash, website, etc.).

UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Florence Martin, Dept. of Education Leadership

From: Judy Walker, Education Librarian

Date: September 29, 2014

Subject: EIST 10-21-2014: Modifying EIST 6121 from Instructional Courseware Authoring to Advanced Instructional Design in Instructional Systems Technology

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Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** September 29, 2014

Please Check One:

Holdings are superior	_____
Holdings are adequate	X
Holdings are adequate only if Dept. purchases additional items.	_____
Holdings are inadequate	_____

Comments:
Since this is a modification of an existing course which is currently being supported by library resources, the library resources are adequate.

Judy Walker
Evaluator's Signature

September 29, 2014
Date

Revised 10/29/08
OAA jdp