

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	<input checked="" type="checkbox"/>
Decision	<input checked="" type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input type="checkbox"/>

DATE: 25 May 2021

FROM: Graduate Studies Committee

SUBJECT: New Program Proposal – Doctorate in Education (EdD)

COMMITTEE MANDATE:

In accordance with Section c) of the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility “Examine proposals for new graduate degree and diploma programs” and “to recommend their approval, as appropriate, to Academic Council”.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approve the Doctor of Education and recommend approval of the program to the Board of Governors.

BACKGROUND/CONTEXT & RATIONALE:

The Doctor of Education (EdD) degree at Ontario Tech is an online, applied research degree that is aimed at working professionals in K-12, universities, colleges, and in public and private sector organizations. The EdD will provide students with a research experience that is focused on professional practice. The increasingly complex and constantly changing modern educational context is presenting challenges that require an ever more sophisticated and research informed response from educators. The EdD at Ontario Tech is designed to address these challenges. Online degrees are increasingly important to modern universities in providing alternative forms of accessible education. The EdD builds on the track record in delivering online education within the Faculty of Education and is part of the commitment by Ontario Tech to expand its online program offerings.

The EdD has an overall theme of Education in the Digital Age. This general theme resonates with the strengths within the Faculty of Education and across the university in the analysis and use of digital technologies in education. The Faculty of Education has a B.A. in Adult Education and Digital Technology, as well as a field of strength in Education and Digital Technologies in the master’s programs. The proposed EdD is an advanced degree that prepares scholarly practitioners who will operate with critical skills in our changing and complex contemporary society. The EdD program is designed to prepare graduates who can analyze complex problems

of practice, and who can use collaborative skills, research, knowledge, policy analysis, and experience to provide innovative solutions for communities. The EdD is a thesis focused degree that has extensive course support for students through a set of core courses that ladder students through the research and thesis process.

The faculty members in the EdD degree are drawn from across the university. This cross-faculty and cross-disciplinary graduate faculty for the EdD is a differentiator and a strength for the program. There are strong connections and collaborations across the university in many areas of central importance to the EdD that have established a significant critical mass of faculty for the support of this program.

RESOURCES REQUIRED:

The EdD program proposal and resource requirements have been reviewed by the Academic Resource Committee (ARC). The program development model has admission cohorts of 15 students with a program cap of 50. The demand for graduate degrees in Education is strong. The master's degrees in Education at Ontario Tech have a total enrolment of around 200 students and EdD degrees have many more applications than the spaces available. The EdD will be offered initially as a cost recovery program. There is one tenure track faculty position and one staff person in year 3-4 of the approved budget model if projected enrolment levels are met. There are forty-six graduate faculty members, from across the university, in the proposal. Most of these faculty members will take on supervision committee responsibilities.

CONSULTATION AND APPROVAL:

GSC: 27 April 2021

Final Faculty Council Approval: 29 March 2021

NEXT STEPS:

- Pending the recommendation of GSC, this proposal will move on to Academic Council for approval and recommendation to the Board
- The proposal must proceed through the following approval steps subsequent to AC:
 - Board of Governors
 - Ontario Universities Council on Quality Assurance
 - Ministry of Colleges and Universities
- The expected date of implementation is the fall semester of 2022

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal with Appendices (Bookmarked PDF File)



New Graduate Program Proposal

Name of proposed program:	Doctor of Education
Degree Designation/Credential:	Doctor of Education (EdD)
Faculty (where the program will be housed):	Faculty of Education
Collaborating Faculty (if applicable):	
Program Delivery Location:	Online
Collaborating Institution(s) (if applicable):	
Proposed Program Start Date:	September 2022
Proposal Contact:	Dr. Brian Campbell, Professor Faculty of Education, Faculty of Social Science and Humanities brian.campbell@uoit.ca
Prepared Date:	Revised March 18, 2021

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1 Introduction

a) Program Abstract

- Please provide a brief overview of the proposed program, in 1000 characters or less, including:
 - *A clear statement of the purpose of the program*
 - *Any program components, such as fields or pathways (note that fields and pathways are not required)*
 - *Any distinctive elements, including alternative modes of delivery (including online)*

The Doctor of Education (EdD) degree at Ontario Tech University is an applied research degree that is aimed at working professionals in K-12, universities, colleges, and in public and private sector organizations. The EdD will provide students with a research experience that is focussed on professional practice.

The EdD at Ontario Tech will be distinctive through its combination of synchronous online delivery, student support within an online learning community, a laddering set of courses that supports students through their thesis process, the overall theme of Education in the Digital Age, and its strong cross-Faculty and cross-disciplinary faculty complement.

b) Background and Rationale

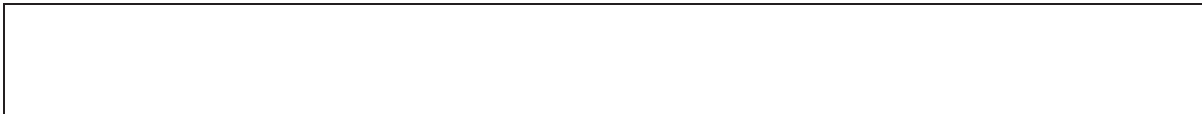
- *Identify what is being proposed and provide an academic rationale for the proposed program*
- *Explain the appropriateness of the program name and degree nomenclature; list any program fields, pathways, etc. (note that fields and pathways are not required)*
- *If applicable, describe the mode of delivery and how it will support students in achieving the learning objectives of the program*
- *Describe the ways in which the program fits into the broader array of program offerings*

The Doctor of Education (EdD) degree at Ontario Tech is an online applied research degree that is aimed at working professionals in K-12, universities, colleges, and in public and private sector organizations. The EdD will provide students with a research experience that is focussed on professional practice. The increasingly complex and constantly changing modern educational context is presenting challenges that require an ever more sophisticated and research informed response from educators. The EdD at Ontario Tech is designed to address these challenges. Online degrees are increasingly important to modern universities in providing alternative forms of accessible education. The EdD builds on the track record in delivering online education within the Faculty of Education and is part of the commitment by Ontario Tech to expand its online program offerings.

The EdD has an overall theme of Education in the Digital Age. This general theme resonates with the strengths within the Faculty of Education and across the university in the analysis and use of digital technologies. The Faculty of Education has a B.A. in Adult Education and Digital Technology, as well as a field of strength in Education and Digital Technologies in the master's programs. Many of the substantive graduate courses in the degree connect directly with digital

technologies. By situating the degree within the broad concept of a digital age we make it possible for a range of student research projects that can foreground digital technologies or recognize digital technologies as part of the broader context. Our general theme of Education in the Digital Age will help to signal the strengths in the program for potential students and project a profile for the degree. The proposed EdD is an advanced degree that prepares scholarly practitioners who will operate with critical skills in our changing and complex contemporary society. The EdD program is designed to prepare graduates who can analyze complex problems of practice, and who can use collaborative skills, research, knowledge, policy analysis and experience to provide innovative solutions for communities. Our EdD degree has a broad reach. The limits on thesis topics within the degree are the areas of expertise of the faculty in combination with students' areas of professional practice. Student theses in the EdD will be coordinated with the areas of expertise of the faculty members available to supervise for each admission cohort. The EdD is a thesis focused degree that has extensive course support for students through a set of core courses that ladder students through the research and thesis process.

The faculty members in the EdD degree are drawn from across the university in the Faculties of Education (FED), Science (FS), Health Sciences (FHS), Social Science and Humanities (FSSH), Business and Information Technology (FBIT), and Engineering and Applied Science (FEAS). This cross-faculty and cross-disciplinary graduate faculty for the EdD is a differentiator and a strength for the program. The practice of including faculty members from across a range of faculties and programs is well established pattern in Ontario. The collaborative degree model used at the University of Toronto in its EdD programs stands as a prominent example. However, the boundaries between faculties at Ontario Tech are more permeable than at other, often larger universities. Academic programs at Ontario Tech are organized without departments and can draw on faculty members across Faculties and disciplines. There are strong connections and collaborations across the university in many areas of central importance to the EdD that have established a significant critical mass of faculty for the support of this program.



c) Mission, Vision, Strategic Plan, and Strategic Mandate Agreement

- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Strategic Plans*
- *Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's Strategic Mandate Agreement*

Ontario Tech's Vision states that, "*With its foundation in technology, the sciences and professional practice, UOIT advances the discovery and application of knowledge that accelerates economic growth, regional development and social innovation and inspires graduates who will continue to make an impact on the world, as it is and as it will be.*"

Ontario Tech's mission, embedded in our act, states that we are mandated to "provide superior undergraduate and graduate programs that are technology-enriched and responsive to the needs of students and the evolving workplace." Ontario Tech's mission also emphasizes "lifelong learning that is flexible" and "inclusive".

Our recently revised Strategic Research Plan (SRP) reaffirms the mission by committing to increase "the quantity of online curricular and course offerings, and use of online educational resources (OERs) with a commitment to enhancing the quality of the same".

The SRP goes on to emphasize that by 2021 we will have "Leveraged existing technological assets to provide a greater number of degrees, courses and other for credit offerings (e.g., micro certification, badges) via online formats."

The Ontario Tech EdD clearly articulates this vision, mission, and strategic research plan.

The EdD is an applied degree that is targeted at the "professional practice" of working professionals who "will continue to make an impact on the world". It is "responsive to the needs of students in the evolving workplace". We will use "technology-enriched" instruction through the online delivery of the EdD. This online delivery increases accessibility to "lifelong learning" for many working professionals. Ontario Tech has an established pattern of accessibility with a high proportion of first generation and OSAP supported students. Our Strategic Mandate Agreement (SMA) states clearly that "accessible education is at the foundation of UOIT's values and defines how it approaches education." The EdD is embedded in this institutional culture of equity, accessibility and inclusion. The SMA makes it clear that "Many of UOIT's programs may be accessed either fully online or in hybrid form, further increasing opportunities for non-traditional students" and that Ontario Tech "is committed to growing its online and hybrid offerings each year."

Our Strategic Research Plan emphasizes "establishing interdisciplinary research teams".

The EdD is part of this interdisciplinary model. Building on the strengths within the Faculty of Education the EdD faculty complement is drawn from across the university.

Our focus on Education in the Digital Age directly connects to Ontario Tech's goal of emphasizing practices, programs, and research that address "Tech with a conscience". Our Strategic Research plan sets out this goal concisely. "We aim to improve the lives of humans and the planet through the ethical application of technology. It's a key component in our teaching and learning practices, administrative processes and innovative research projects." The Ontario Tech EdD uses technology extensively in its online delivery and engages issues associated with Education in the Digital Age.

d) Student Demand

- *Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs; results from surveys/focus groups of existing students, graduates, or professionals in the field*
- Include information about domestic vs. international student interest

We have consulted with our present and former Master of Education students and have established that there is a strong demand for an Ontario Tech EdD from within this

population. In a recent survey of Ontario Tech's Master of Education students and graduates, 99 (or 25%) of those surveyed indicated that they would like to pursue a doctoral degree and that they would prefer to pursue this doctoral degree with the Faculty of Education at Ontario Tech. In addition, we have had numerous informal inquiries. Our master's programs continue to have a strong appeal with approximately 200 students enrolled at any one time. The fully online synchronous model of graduate program delivery has an enduring appeal. Our student enrollments are overwhelmingly domestic in our master's programs. We anticipate this pattern to continue with the EdD in the initial phases. Our online delivery makes it possible for more international participation. However, our emphasis on synchronous interaction may limit the time zones where being a student in our program is practical.

Enrolment Information

- Provide information regarding enrolment projections and complete Table 1

We are targeting a total of 50 students in the program when it is fully populated. The model in the table below assumes a high retention rate, as is consistent with our online master's programs. We anticipate that demand will be strong and that we will be highly selective in our admissions. We plan on admitting 15 students in the first cohort, but we will adjust admissions numbers to our available supervision capacity and to our actual retention rate. The model below assumes that we will have 20% attrition between the first and second year bringing the continuing enrollment down to 12 for an admissions cohort by the second year. The assumption is that 4 from this cohort will complete in year 3, 5 will complete in year 4, and the remaining 3 will complete in year 5. All students in the EdD are enrolled full-time throughout their program.

Table 1: Projected Enrollment by Academic and Program Year

Level of Study	Master's year 1	Master's year 2	Ph.D. year 1	Ph.D. year 2	Ph.D. year 3	Ph.D. year 4	Ph.D. year 5	Total Enrolment
Academic Year 20xx – 20xx	# of students	#	#	#	#	#	#	
Academic Year 2022 – 2023			15					15
Academic Year 2023 – 2024			15	12				27
Academic Year 2024 – 2025			15	12	12			39
Academic Year 2025 – 2026			15	12	12	8		47
Academic Year 2026 – 2027			15	12	12	8	3	50*

*Program steady state

e) Societal Need

- Evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)
- Please indicate up to three occupations in which graduates from this proposed program may be employed using the [Ontario Job Futures](#) website
- For professional programs, a description of the program’s congruence with current regulatory requirements
- Mention if any employers in the area support the need for this program and include a letter of support as an additional appendix.

Most students in the EdD program will be working professionals in education or a related field. Obtaining an EdD is a way for these practitioners to refine their skills and advance their careers within their sector. The students within our master's programs are a good indication of the students within the EdD. This is confirmed by the strong interest in our EdD in our surveys of present and graduated graduate students. We have seen a broad range of areas of professional practice in our master’s students that will continue to be represented in the EdD. There will be K-12 teachers who are interested in improving their educational practice and/or advancing their careers as principals and in other leadership roles. There will be professionals who work in a variety of roles in student success, mostly at the post-secondary level. These student success support roles, in such areas as accessibility, equity, international student support, ESL, and mental health have been growing within the education sector. We will attract teaching and learning centre professionals. We will attract community college faculty. There is increasing pressure on college faculty to advance their skills through graduate degrees, and many of them are seeking degrees in education. We will have students who work in health services, many of them nurses. The demands around public health education as well as professional

development and education within the healthcare system are expanding. We will have educational administrative professionals, mostly in higher education, but also in the public sector more broadly. We will have adult education professionals in the public and private sectors. Practitioners from all these areas are represented in our master's student population and they will continue to be represented in our EdD.

The Ontario Tech EdD degree will engage the increasingly complex challenges facing education professionals across these sectors. The societal need for this program is clearly indicated in the professional development needs of these working practitioners. Providing our EdD fully online also responds to the societal need for restructuring aspects of education to be more easily accessible to working professionals. Our online mode of delivery is a lived experience within the digital age, and our critical reflection on digital practice and its context addresses core features of modern society.

f) Duplication

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*
- *Identify similar or complementary programs offered elsewhere in Ontario in Table 2. Provide additional comment on the justification for this duplication.*

There is no duplication of the proposed EdD degree with any of the existing degrees at Ontario Tech University. The computer science doctorate is focussed on the scientific and technical aspects of computing. The Faculty of Social Science and Humanities hosts doctoral degrees in Criminology and in Forensic Psychology which deal with social justice and equity issues, but there is no explicit focus on education. The graduate degrees in health sciences are focused more on biology or the professional practices within nursing. The establishment of the EdD may increase demand for our master's programs in education since students may perceive a possible pathway between the masters and the doctorate as an attractive option.

The EdD at Ontario Technical University will be distinctive within Ontario through its combination of synchronous online delivery, student support within an online learning community, a laddered program that supports students throughout their thesis project, the overall theme of Education in the Digital Age, and its strong cross-Faculty and cross-disciplinary faculty complement.

Many of these elements are well established and recognized for EdD degrees and graduate education more generally. A thesis requirement, laddered thesis support through courses, online delivery, general program themes, and drawing on faculty members outside of traditional academic units are all accepted degree components for doctoral degrees in education. Ontario Tech's innovation lies in our unique combination of these established elements.

The EdD degree uses fully online synchronous delivery. Western University also delivers a fully online EdD program with synchronous components, but this program is different in many other respects. All doctoral degrees in education in Ontario have some online footprint. However, much of this is asynchronous, and in no case is it as comprehensively synchronous as our model. We have substantial asynchronous supports as well in addition to our extensive synchronous delivery. Our design supports students through the development of an online learning community where students will interact and share experiences within each phase of the program. This interactive community is important in supporting student success in an online environment.

The Ontario Tech EdD will be an applied research degree with a thesis. All other doctoral degrees in education in Ontario have a thesis, whether they are structured as EdDs or PhDs.

We have been influenced by the University of British Columbia in our EdD thesis description.

An EdD thesis must contain a substantial contribution of new knowledge to the field of study. It presents the results and an analysis of original research and should be significant enough to be published. One part of the dissertation may take the form of a document (or its equivalent in a non-print medium) of the kind commonly used in the field, such as a policy handbook or policy document, an action plan, a white paper, a curriculum or project design, a program evaluation, an institutional reorganization, a community development prospectus, or any other relevant innovative professional practice undertaking. If any such materials are included then the candidate must provide, as part of the dissertation, documentation sufficient to allow others to follow the line of reasoning and evaluate the originality, usefulness, and credibility of the work.

The Ontario Tech EdD will have a ladder structure that steps students through the stages of their thesis project up to and including writing the thesis. Students travel on this journey with the support and guidance of their supervisory committee. Students and their supervisory committees are both supported through milestone courses and tasks in distinct phases of the program. Our EdD model uses the increased course structure of a professional degree in support of student research projects. The closest program with a similar model for thesis project development in Ontario is the University of Toronto where courses in their program also are used to ladder students through the thesis process. The proposed Ontario Tech model differs from Toronto in some of the structural elements associated with the differences between a comprehensive exam system as compared to a candidacy exam system. Our laddering structure also puts more emphasis on supporting the final analysis and writing stages of the thesis project with courses. This will be especially helpful for our students in the fully online mode of delivery. Toronto's EdD has a more conventional physical delivery with increasing use of online supports.

Our overall theme of Education in the Digital Age is a differentiator in Ontario. The University of Toronto offers six EdD degrees and ten PhD degrees in education. These

degrees are focused on a broad range of specialized topics. The Toronto EdD degrees are in: Child Study and Education, Educational Leadership and Policy, International Educational Leadership and Policy, Counselling Psychology, Higher Education, and Social Justice Education. It is possible to pursue an Educational Technology focus within the OISE degrees as a sub-theme that crosscuts their degrees along three other themes and 18 "collaborative specializations". All of these options are highly specialized. Western University offers a specialized EdD in Educational Leadership. There are no other EdD degrees in Ontario. All of these EdD programs are highly specialized. The Ontario Tech EdD is a flexible thesis focused degree that is themed within the general landscape of Education in the Digital Age. This will allow students to focus on specific aspects of the use of technology in education as well topics that are set in the broader landscape of the digital age.

The other doctoral degrees in Education in Ontario are PhDs with fewer courses and more conventional doctoral requirements. These programs are offered by Queen's, York, Nipissing, and a consortium composed of Brock, Lakehead and Windsor. The Nipissing PhD degree provides some points of comparison to our EdD. Nipissing is a smaller university and has adopted a model of using a broad general theme (Educational Sustainability). There are fewer courses at Nipissing as is customary with a PhD model (6) but like Ontario Tech the substantive offerings are pooled with their master's offerings. However, pooling substantive courses is not just a small university phenomenon. The Toronto EdD degrees have a great deal of flexibility in substantive course offerings.

Table 2: List of Similar Programs in Ontario

Institution Name	Credential Level and Program Name
University of Toronto	Doctoral. Doctorate in Education (EdD)
Link to Program Web Page: https://www.oise.utoronto.ca/oise/Programs/index.html	
Brief Program Description: The Ontario Institute for Studies in Education (OISE) has a large faculty complement with four specialized departments in: Applied Psychology and Human Development; Curriculum, Teaching and Learning; Leadership, Higher and Adult Education; and Social Justice Education. They offer 14 doctoral degrees, six of them as an EdD and ten as a PhD. The EdD degrees are in: Child Study and Education, Counselling Psychology, Educational Leadership and Policy, International Educational Leadership and Policy, Higher Education, and Social Justice Education. None of OISE's four EdD degrees are organized around technology, although it is possible to pursue a theme of Educational Technology within a degree. OISE programs are based on traditional physical face-to-face delivery with some online elements.	
What differentiates the new program from this existing program: The core graduate faculty in the Ontario Tech EdD are drawn from across the university while Toronto has a large education faculty with four departments. Ontario Tech will be delivering a fully online synchronous program within an online learning community. The Ontario Tech EdD is a general degree within the broad thematic space of Education in the Digital Age. OISE has a traditional separation of a comprehensive exam and a thesis proposal. Ontario Tech's doctoral model combines these elements within the candidacy exam.	
Institution Name	Credential Level and Program Name
Western University	Doctoral. Doctorate in Educational Leadership (EdD)

Link to Program Web Page: https://www.edu.uwo.ca/graduate-education/program/edd/educational-leadership.html	
Brief Program Description: The Western EdD is focussed exclusively on the field of Educational Leadership. The degree is a course-based program with a Dissertation in Practice as a thesis. Students are admitted into a fixed cohort, and they are expected to stay with this cohort throughout their program. Western University uses a group of “instructional faculty” to deliver many of the courses. These faculty are not part of the tenured or tenure track core of Western faculty.	
What differentiates the new program from this existing program: The Ontario Tech EdD is offered under a broad general theme and not a narrow specialization. We work within a framework that recognizes technologies as central to modern professional practice. Ontario Tech uses a flexible phased cohort model where students share an online learning community with other students in each phase of their program. This helps with supporting student success and with retention if students fall out of their initial cohort. The Ontario Tech degree has a thesis research project. The focus of the research for this degree is applied to areas of professional practice. The core graduate faculty in the Ontario Tech EdD are drawn from within the university.	
Institution Name	Credential Level and Program Name
Nipissing University	Doctoral. PhD in Education (Educational Sustainability)
Link to Program Web Page: https://www.nipissingu.ca/academics/school-graduate-studies/phd-education	
Brief Program Description: The PhD degree in education at Nipissing uses a fixed cohort model under the general theme of Educational Sustainability. The program has 6 courses, a comprehensive exam and a thesis. The degree has no formal specialized fields. The program has summer residencies with online courses in the winter.	
What differentiates the new program from this existing program: The Ontario Tech EdD has more courses (8 as compared with 6) and more thesis laddering in these courses. The Nipissing degree has a more traditional structure with a comprehensive exam. Ontario Tech’s model for all of our doctoral programs uses a candidacy exam. The Nipissing degree has a fixed cohort model while the Ontario Tech degree has a phased cohort model. The overall theme at Nipissing is Educational Sustainability while the Ontario Tech overall theme is Education in the Digital Age. The Ontario Tech degree is fully online while the Nipissing degree has a mix of summer residencies and online courses. The core graduate faculty in the Ontario Tech EdD are drawn from across the university.	

2 Program Requirements

a) Admission Requirements

- *Outline the formal admission requirements; explain how these are appropriate for the program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain any additional requirements for admission to the program such as special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *Indicate the programs from which students may be drawn*

The general minimum admission requirements for a doctorate at Ontario Tech University are:

- Completion of a research project or thesis-based master's level degree from a recognized institution in the same area of graduate study or a closely related subject.
- A minimum B+ average (GPA: 3.3 on a 4.3 scale).

The admission requirements for the EdD recognize professional educational practice as well as the possibility of course based master's degrees.

EdD applicants may pursue admission under the general admission requirements for doctoral programs at Ontario Tech University. These are:

- Completion of a research project or thesis-based master's level degree from a recognized institution in the same area of graduate study or a closely related subject.
- A minimum B+ average (GPA: 3.3 on a 4.3 scale).

Applicants' educational professional practice will be considered in the admissions process. In addition, EdD applicants may be admitted with a course-based master's level degree from a recognized institution in education or a closely related subject.

Applicants who hold a course-based masters will be required to show evidence of their ability to:

- o Define a research question or problem;
- o Devise a research design; and
- o Analyze and report research findings in an academically rigorous manner, such as a major academic paper.

This evidence may include professional documents that demonstrate the ability to conduct and report on research at a graduate level.

All successful applicants will be assigned a thesis supervisor in the admissions process. Applicants should contact potential supervisors as part of the application process in order to assess whether there is appropriate support for their potential thesis research. The match between a students' qualifications and area of interest, and the expertise of faculty available for supervision, is a criterion for admission. The supervision topic areas available for each application cohort will be published on the Ontario Tech website where the faculty members available for supervision will be profiled.

Supporting Document Requirements

A number of supporting documents must be submitted to the School of Graduate and Postdoctoral Studies to complete an application for admission.

Applicants must submit the following supporting documentation with their application:

- A minimum of two letters of recommendation must be completed by individuals having direct knowledge of the applicant's academic and relevant professional competence.

- Proof of English proficiency if the first language is not English. See the UOIT policy on [English language proficiency](#).
- One official or certified copy (certified by the institution) of each previous undergraduate and graduate transcript.
- A one- to two-page statement of academic intent outlining the applicant's objectives in undertaking graduate study at the doctoral level.
- A photocopy of the applicant's degree parchment(s).
- Evidence of professional experience.

Applicants may also be asked to submit a brief description of the courses listed on the official transcripts or provide a copy of the relevant calendar in which they are listed.

[English Language Proficiency](#)

The requirements for admission to the EdD are higher than the minimum standard at Ontario Tech University, with a minimum score of 580 on the paper-based TOEFL, 92-93 on the Internet-based TOEFL or 7 on the IELTS. The following wording has been adapted from the general university regulations.

All applicants are required to give evidence of their oral and written proficiency in English. This regulation outlines the standard ways that applicants must use to satisfy the English language proficiency requirement. The English language proficiency requirement may be satisfied with one of the following:

- Your mother tongue or first language is English.
- You have studied full-time for at least three years (or equivalent in part-time studies) in a university degree program where the language of instruction and examination was English or you have completed a university degree program where the language of instruction and examination was English. UOIT may ask you to provide official verification from your university that the language of instruction and examination was English. Please note: The minimum three-year requirement does not include full-time enrolment in English as a Second Language (ESL) programs.
- You have successfully completed all levels of an approved English for Academic Purposes (EAP) program that has been designed for university preparation. Information on whether a particular program is approved as satisfying the English proficiency requirement can be obtained from the School of Graduate and Postdoctoral Studies.
- You have achieved the required proficiency as listed below on one of the tests in English language acceptable to UOIT. Test results dated more than 24 months prior to the date of the application for admission to UOIT will not be considered. An official test score is required.

Please note: If you take an approved English language proficiency test, then its score shall prevail as the determining evidence of your English language proficiency.

UOIT's School of Graduate and Postdoctoral Studies only accepts IELTS scores in the Academic testing format. Scores from the IELTS General Training format will not be accepted.

Applicants are advised to consult the [Graduate Studies website](#) for the most current requirements for their program.

Applicants must arrange for original test scores to be sent directly from the testing centre to the School of Graduate and Postdoctoral Studies. UOIT's TOEFL Code is 7178.

Applicants need to provide this code to TOEFL at the time of testing in order for test scores to be forwarded to Ontario Tech University.

Notwithstanding the above, individual applicants may be able to establish their spoken and written English language proficiency through some other combination of education, work experience or testing. Individual candidates who wish to establish their English language proficiency other than the ways outlined in this section should contact the School of Graduate and Postdoctoral Studies. Despite the possibility of other options, please note that a test score from an approved English language proficiency test still prevails as the determining evidence of your English language proficiency.

The only exception to the English language proficiency admission requirement is if you are a Canadian citizen who has completed a degree at a Canadian university where the language of instruction is French.

Ontario Tech University reserves the right to test the English language proficiency of all students and to require further English language training.

b) Program Learning Outcomes and Assessment of Student Knowledge

- *In Table 3 below, please describe what the student will know or be able to do (knowledge, methodologies, and skills) by the end of the program and indicate how that knowledge or skill will be demonstrated*

Degree Level Expectations are set by the Quality Council of Ontario and should not be modified. For the list of and more information on these expectations, including a detailed description, visit their [website](#).

Table 3: Program Learning Outcomes

Program Learning Outcomes By the end of the program, students graduating will be able to...	Degree Level Expectations	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes
<ul style="list-style-type: none"> • Identify and investigate complex educational problems to provide research-informed, professionally grounded solutions. 	<ul style="list-style-type: none"> • Level of application of knowledge • Research and scholarship 	<ul style="list-style-type: none"> • EDUC 7001G • EDUC 7002G • EDUC 7003G • EDUC 7006G • electives • Candidacy exam • Thesis 	<ul style="list-style-type: none"> • essays • presentations • supervisory committee progress reports • thesis proposal • successful candidacy exam • successfully defended thesis

<ul style="list-style-type: none"> • Demonstrate fluency and in-depth critical understanding of digital technologies used in educational research. 	<ul style="list-style-type: none"> • Research and scholarship • Depth and breadth of knowledge • Level of application of knowledge 	<ul style="list-style-type: none"> • EDUC 7001G • EDUC 7002G • EDUC 7004G • Candidacy exam • Thesis 	<ul style="list-style-type: none"> • essays • research designs • presentations • successful candidacy exam • successfully defended thesis
<ul style="list-style-type: none"> • Produce original research and writing that meets the scholarly standards in the field of education. 	<ul style="list-style-type: none"> • Depth and breadth of knowledge • Research and scholarship • Awareness of limits of knowledge 	<ul style="list-style-type: none"> • EDUC 7002G • EDUC 7003G • EDUC 7004G • EDUC 7005G • Candidacy exam • Thesis 	<ul style="list-style-type: none"> • essays • research designs • presentations • successfully defended candidacy exam • successfully defended thesis
<ul style="list-style-type: none"> • Incorporate divergent literacies, perspectives, and disciplines when analysing, evaluating, and articulating positions on research, policy, or practice for education in the digital age. 	<ul style="list-style-type: none"> • Depth and breadth of knowledge • Research and scholarship • Level of application of knowledge • Awareness of limits of knowledge • Professional capacity/autonomy 	<ul style="list-style-type: none"> • EDUC 7001G • EDUC 7003G • EDUC 5xxxG electives • Candidacy exam • Thesis 	<ul style="list-style-type: none"> • essays • presentations • literature review in the candidacy exam • thesis proposal • thesis argument
<ul style="list-style-type: none"> • Employ relevant research methodologies and theoretical underpinnings for framing and analyzing problems of educational practice in the digital age. 	<ul style="list-style-type: none"> • Depth and breadth of knowledge • Research and scholarship • Level of application of knowledge • Professional capacity/autonomy 	<ul style="list-style-type: none"> • EDUC 7002G • EDUC 7003G • EDUC 7005G • EDUC 7006G • Candidacy Exam • Thesis 	<ul style="list-style-type: none"> • essays • presentations • Successful candidacy exam • thesis proposal

<ul style="list-style-type: none"> • Articulate the ways that uses of digital technology in education inform and are informed by the social, cultural, community, institutional, and policy context. 	<ul style="list-style-type: none"> • Level of communication skills • Professional capacity/autonomy 	<ul style="list-style-type: none"> • EDUC 7001G • EDUC 7003G • EDUC 5xxxG electives • Candidacy Exam 	<ul style="list-style-type: none"> • essays • presentations • successful candidacy exam
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- *Selecting a few examples from above, explain in detail how the program design and requirements support the attainment of the Program Learning Outcomes*
- *With assistance from the Academic Planning Officer in CIQE (ciqe@ontariotechu.ca), please provide further details on the Assessment of the Program Learning Outcomes, as outlined in the Quality Council's Quality Assurance Framework Section 2.1.6 - Assessment of teaching and learning:*
 - *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations (How will students demonstrate they have learned and can do what we expect them to by the end of the program?).*
 - *Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations (How will the effectiveness of the program be assessed?)*

Below are some illustrations of the connections between learning outcomes, the program elements, and assessment. We provide more detail for the first outcome and highlight central elements for the remaining. Learning outcomes overall are assessed on an ongoing basis by each student's supervisory committee. Student progress reports are submitted each term by the committee to the Graduate Program Director.

Identify and investigate complex educational problems to provide research-informed, professionally grounded solutions.

The EdD programs leads students through a series of steps in identifying and investigating researchable problems connected to problems of practice.

The EDUC 7001G course Doctoral Seminar I: Critical Issues in Education in the Digital Age provides students with an orientation to the analysis of complex educational problems. This course engages students in an overview of educational issues in the digital age. This course focusses on how educational researchers and practitioners identify, understand and interrogate complex issues. Students will be required to address how to identify researchable problems in their own interest areas in professional practice. Learning outcomes in this course will be assessed through essays and presentations.

EDUC 7002G Doctoral Seminar II: Research Perspectives and Methods is a research methods seminar that helps to ladder students through the process of identifying the

methods that they will use in their research. The essays and presentations students create in this course will focus on developing research designs connected to their area of interest.

EDUC 7003G Doctoral Seminar III: Thesis Proposal Development is a course that ladders students through the process of creating a thesis proposal in preparation for the candidacy exam. Students will be working with their supervisors during this time on their thesis proposal development. The EDUC 7003G course provides the student with a peer learning community where the developing thesis proposals of all students in the cohort are shared. This course adopts a pass/fail grading system since its main focus is in providing peer engagement. The final assessment of the value of the thesis proposal will happen in the candidacy exam, which will normally be taken within six months of completing EDUC 7003G. Assessment in this course is focussed on the mechanics of producing a proposal plan including a literature review.

While students are taking the above courses, their supervisory committee will be directing the form and substance of the developing thesis proposal in the lead up to the candidacy exam. In accordance with university regulations, students are evaluated by their supervisory committee in every term and a report is filed with the graduate program director. Students are evaluated as having satisfactory progress, difficulties with progress, or unsatisfactory progress in this report. This rating is given for the student's progress overall as well being specified for research progress, research plan, requisite knowledge, research skills, and motivation/work ethic. Receiving an overall unsatisfactory rating, places a student on probation. Students with difficulties or unsatisfactory ratings are given support and direction through a learning plan. A second unsatisfactory rating in a row results in withdrawal from the program. The learning outcome of identifying and investigating complex educational problems is supported by this supervision and assessment experience.

Elective courses also will contribute to attaining this learning outcome. Electives are selected with the guidance of the supervisory committee so as to connect to students' professional practice interest areas. These elective courses help to channel students in identifying issues connected to practice. Modes of assessment in graduate electives vary but concentrate on forms of writing (most commonly essays) and presenting. The Candidacy exam combines a thesis proposal with a literature review. Identifying a researchable problem of practice is a focus of the exam. The outcomes are assessed by passing both the written and oral elements in the candidacy exam.

The thesis is directed at identifying and investigating complex problems of educational practice. The successful completion and defense of the thesis is a powerful form of assessment in relation to this outcome.

Demonstrate fluency and in-depth critical understanding of digital technologies used in educational research and professional practice.

It is hard to imagine modern research without the use of digital technologies. However, it is important for students to combine technical fluency with critical understanding. Students

will demonstrate critical fluency in the use of digital technologies in research in the methodological seminars, EDUC 7002G and EDUC 7004G. Students may vary in their application of digital technologies in research but these methodology courses are learning community seminars where students are exposed to, and influenced by, the work of their peers. The fluency and in-depth critical understanding of digital technologies in research will be assessed in the writing and presentations in these methodology courses. All students will have to demonstrate fluency in the use of digital technologies in their thesis research. This will be reflected in the candidacy exam as well as in the final thesis.

Produce original research and writing that meets the scholarly standards in the field of education.

The student's supervisory committee will be focussed on mentoring the student to meet the scholarly standards within the field of education in research and writing. These outcomes are assessed throughout the program by the committee in the research progress reports that are filed each term. The final assessment of this outcome is the successful thesis defense. The series of laddering courses also contribute to this outcome. The research courses, EDUC 7002G and EDUC 7004G, focus on research standards. EDUC 7005G concentrates on writing standards. The thesis proposal development course EDUC 7003G leading up to the candidacy exam is a combination of scholarly standards for both writing and research as is the candidacy exam. Students will be producing writing and research through these course experiences that meets the scholarly standards in the field of education. The EdD is a professional degree that will allow the incorporation of creative professional practice materials. Our thesis description clarifies these inclusions.

An EdD thesis must contain a substantial contribution of new knowledge to the field of study. It presents the results and an analysis of original research and should be significant enough to be published. One part of the dissertation may take the form of a document (or its equivalent in a non-print medium) of the kind commonly used in the field, such as a policy handbook or policy document, an action plan, a white paper, a curriculum or project design, a program evaluation, an institutional reorganization, a community development prospectus, or any other relevant innovative professional practice undertaking. If any such materials are included then the candidate must provide, as part of the dissertation, documentation sufficient to allow others to follow the line of reasoning and evaluate the originality, usefulness, and credibility of the work.

Incorporate divergent literacies, perspectives, and disciplines when analysing, evaluating, and articulating positions on research, policy, or practice for education in the digital age.

Incorporating divergent literacies, perspectives, and disciplines starts with the multi-disciplinary and cross university graduate faculty that supports the EdD. EDUC 7001G Doctoral Seminar I: Critical Issues in Education in the Digital Age introduces students to this diversity of disciplines and perspectives. The writing and presenting that students produce in this course must engage with this intellectual diversity as they locate their own

problematics. EDUC 7003G prepares the student for the candidacy exam by working through the components of the thesis proposal and the literature review. The literature review must address the diversity of perspectives. The thesis proposal and argument must locate the analysis within a broad context of divergent literacies, perspectives and disciplines. The elective courses will expose students to a range of perspectives.

Employ relevant research methodologies and theoretical underpinnings for framing and analyzing problems of educational practice in the digital age.

Students must demonstrate that they can employ relevant research methodologies and theoretical underpinnings in their candidacy exam and in their thesis research. This outcome is reinforced in the methodology and analysis courses EDUC 7002G, EDUC 7003G, and EDUC 7005G.

Articulate the ways that uses of digital technology in education inform and are informed by the social, cultural, community, institutional, and policy context.

This learning outcome speaks directly to the overall theme of Education in the Digital Age. This theme provides the context for the specific thesis research topics. All students will be able to articulate these dynamics. Some students will address these issues as part of the broader context for their work. Other students will focus more directly on some aspect of the social, cultural, community, institutional or policy context and its relationship to digital technologies. No matter the variability in detail, all students will be able to articulate these relationships. The focus of EDUC 7001G Critical Issues in Education in the Digital Age will anchor these considerations. Students will demonstrate an ability to articulate these dynamics as part of the breadth requirement in the candidacy exam. There will be some variability in opportunities for demonstrating this outcome depending on electives and on the focus of the thesis research.

c) Program Structure and Content

- *Describe the requirements and structure of the program. Is it full-time/part-time? Is this an online or partially online program? What are the unique curriculum or program innovations or creative components in this program?*
- *Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses*
- *What is the program length? Provide a rationale for the length that ensures the program requirements can be reasonably completed*
- *Address how the programs structure will help students to meet the program learning outcomes and Degree Level Expectations*

All students are registered full-time. All courses, and other program milestones, including the thesis defense are conducted online. There is no physical residency requirement for the EdD degree, but the use of a synchronous online model for all coursework and formal requirements will not preclude conventional face-to-face interactions if students are physically co-located with faculty. For example, students may conduct research in a physical lab on campus. All the courses

in the program are graduate level courses, and all the required EDUC 7xxx courses are offered only to EdD students.

The EdD program is designed to provide support through an active online learning community. The working professionals who are the main target population for the degree will be supported through a series of online synchronous core and elective courses and milestones that step students through the program, including their thesis research. The synchronicity of the courses is a central component of the student experience. The Faculty of Education has been very successful in its synchronous online master's programs with an over 95% completion rate. Our established graduate course model of using highly interactive synchronous online seminars will be continued in the EdD. Another aspect of the success of this model is its convenience and flexibility for working professionals. There is no physical residency requirement for the EdD degree, although the use of a synchronous online model for all coursework and formal requirements will not preclude conventional face-to-face interactions if students are physically co-located with faculty. For example, students may conduct research in a physical lab on campus.

Continuous supervision is a key element in supporting student progress in an online environment. Students will be admitted based on the admissions criteria, but also for their fit with available supervisors within an admission cohort. This will allow supervision to begin as soon as the student enters the program. Although it is expected that some students may change supervisors, the program relies on a supervision relationship throughout. Supervisory committees will guide the student in the selection of electives, and in their progress through the core requirements. Mentorship in developing a research project associated with the student's chosen area of research and practice begins at the start of the program, and it is expected that students will begin their research on their thesis project under the direction of their supervisory committee during their first year. As students' progress through the program many of the core doctoral seminars will provide a peer community sounding board for work that is traditionally handled solely by a supervisory committee in more conventional academic doctoral programs. The five core doctoral seminars in the program ladder students through a series of steps in the development of a thesis: focusing on a problem (EDUC 7001G), selecting the methods appropriate to the thesis project (EDUC 7002G), developing a thesis proposal (EDUC 7003G), the analysis of gathered data and other information (EDUC 7004g), and writing the thesis (EDUC 7005G). All these components of the thesis project are completed under the direction of the supervisory committee. This common core of seminars provides a shared online learning community experience for students and a structured thesis project development sequence for both students and supervisors. Student theses in the EdD will be coordinated with the areas of expertise of the faculty members available to supervise for each admission cohort.

The EdD is structured around three program phases. Each phase has a different focus as students move through the program. Phase one is where the student defines issues and refines foundational skills. Phase two is focussed on thesis proposal development and the candidacy exam. Phase three is focussed on thesis analysis and writing. Each of these phases has core courses where students are part of a learning community. If students take longer in one phase than some of their phase cohort, they will join up with other students in the next phase, so they are always supported in a learning community that is connected through a shared experience

within each phase. It will be possible for students to complete each phase within a year for a program that can be completed in 3 years, but given the busy schedules of working professionals, some students may take longer to complete. Students in each phase of the program are supported by a cohort experience based in the common core courses and tasks required in that phase. This phased cohort experience provides a flexible online learning community support structure throughout a student's progress.

The first phase is an orientation to the program and provides students with the tools to define and refine the focus of their research. There are two core doctoral seminars in this phase: EDUC 7001G Doctoral Seminar I: Critical Issues in Education in the Digital Age offered in the fall term, and EDUC 7002G Doctoral Seminar II: Research Perspectives and Methods offered in the winter term. Students who have not taken a graduate level research methods course in education or the social sciences will be required to take EDUC 5002G Research Methods before being admitted to EDUC 7002G. Students will explore their substantive interests through their elective courses during the first and second phases of the program. The three required elective courses are taken from the pool of substantive graduate courses available within the graduate programs in the Faculty of Education. Under the guidance of their supervisory committee students may substitute EDUC 7006G Doctoral Internship for a substantive elective. This is a supervised reflective field placement in the area of professional practice that is the focus of the thesis project.

The second phase of the program has students focussing on the development of their thesis proposal and completing the candidacy exam. The candidacy examination determines if the candidate has the knowledge and expertise to undertake a thesis and is a requirement for all doctoral research degrees at Ontario Tech. The exam consists of a thesis proposal that includes a literature review and an oral presentation. Students are supported in the development of the thesis proposal and in the preparation for the candidacy exam through a core course, EDUC 7003G Doctoral Seminar III: Thesis Proposal Development, that is offered in the fall term. The formal elements of the candidacy exam will be set out in this course. Students will produce a literature review in the course that will form the basis of the literature review section of their thesis. The supervisory committee will be guiding the student thesis proposal development, and in the scope and focus of the literature review. The course will provide a guide to the formal requirements and an online learning community where students will present their developing work to their peers. The candidacy exam is normally taken in the winter term. Any additional substantive electives are meant to be completed within this phase of the program.

The third and final phase of the program is focussed on completing research, conducting analyses, and writing and defending the thesis. Students are supported in this phase with two core courses. EDUC 7004G Doctoral Seminar IV: Analysis in the Research Process is offered in the fall term. Students' research will be quite varied, and this seminar will provide students with the opportunity to share their emerging analysis with other students. The direction and form of student's individual analysis will be set in consultation with their supervisory committee. The Analysis seminar provides a learning community forum for this work. EDUC 7005G Doctoral Seminar V: Thesis Writing will be offered in the winter term. Writing and formatting support will be provided in this seminar and students will have to opportunity to showcase aspects of their thesis.

It is expected that completing the three phases of the program in three years will be possible for students who are well organized and focussed. We anticipate that only four of our initial 15 students will complete in three years. Of the estimated twelve completing students five students from this cohort are estimated to complete in year four with the remaining three students completing in year five. It is anticipated that students taking more than three years either take more time in phase one when they are getting oriented or in phase three when they are completing their thesis. In accordance with Ontario Tech doctoral regulations students will have up to six years to complete the degree. Below is a program map that illustrates completion in 3 or more years.

	Fall	Winter	Spring/Summer
Year 1 (Phase 1)	EDUC 7001G Critical Issues in Education Elective	EDUC 7002G Research Perspectives and Methods Elective	Elective
Year 2 (Phase 2)	EDUC 7003G Thesis Proposal Development	Candidacy Exam	Thesis research
Year 3 (Phase 3)	EDUC 7004G Analysis in the Research Process	EDUC 7005G Thesis Writing	Thesis defense
Years 4 to 6	If required	If required	If required

- *Describe the ways in which the curriculum addresses the current state of the discipline*
- *For researched-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion*

In addition to the guidance of the supervisory committee, the thesis requirement is supported through a series of courses that step students through the development and completion of their research. These courses provide instruction, but also help to create an online learning community among students in the same phase of the program. The thesis research is focussed on professional practice in education in the digital age. This research area will be directly relevant to the student’s own professional interests and/or area of practice. The general theme of Education in the Digital Age together with the online delivery format will serve to recruit students with a broadly shared set of interests. This will support building an online learning community.

- *Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable)*

The EdD is targeted at working professionals and it is expected that they will bring their work experience to the degree. The thesis research will be focussed on a topic connected to professional practice. Under the guidance of their supervisory committee students may substitute EDUC 7006G Doctoral Internship for a substantive elective. This is a supervised reflective field placement in the area of professional practice that is the focus of the thesis project.

- *Describe how the potential need to provide accessibility accommodations has been considered in the development of this program*

The program relies on the Ontario Tech University's existing accessibility supports. There are no physical accessibility issues with the EdD as it is being offered online.

d) Calendar Copy with Program Map(s)

- *Provide, as Appendix A, a clear and full calendar copy. Please use the template provided in Appendix A to create the Calendar Copy for the new program. This template ensures consistency across all programs in the Academic Calendar*
 - *If the program is to be accredited, include with this Appendix the accreditation tables, if available*
- *Provide, as Appendix B, a full list of the all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. Include full course proposals for new courses, and the most recent course syllabi for existing courses. If you are making changes to existing courses, include instead a course change form.*

Please see Appendix A for proposed calendar copy.

Please see Appendix B for a full list of the course numbers and titles with new course proposals and syllabi for existing courses.

3 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*

There is no impact on other programs. All of the course teaching for the new doctoral specific courses will be assigned to core faculty within the Faculty of Education. Graduate faculty outside of the Faculty of Education have the supervision of graduate students as part of their professional responsibilities. The EdD will provide an opportunity for faculty

members to supervise in educational topic areas connected to their expertise. Faculty members are free to take on these responsibilities and all of the faculty members included in this proposal have agreed to do so. Should any tenured faculty members outside of the faculty of education wish to teach courses in the EdD this will be approved with their home faculty dean. Some associate graduate faculty members outside of the core university faculty presently teach as adjuncts with sessional appointments in the Faculty of Education graduate programs. This practice will continue.

Does this Program/Change contain any Indigenous content? Yes No Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? Yes No

If yes, have they completed their review? Yes No N/A

4 Resource Requirements

a) General Resource Considerations

- *Note here if this new program may impact significant enrolment agreements with the Faculty/Provost's office.*
- *Indicate if the new program will affect any existing agreements with other institutions, or will require the creation of a new agreement. Please consult with CIQE (ciqe@uoit.ca) regarding any implications to existing or new agreements.*

There are no impacts on enrollment agreements or agreements with other institutions.

b) Faculty Members - Current and New Faculty Requirements

- *Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program*
- *The role of any sessional faculty*
- *The provision of supervision of experiential learning opportunities; how will supervisory loads be distributed?*
- *The plan to provide additional faculty resources to support the program, if needed*
- *Complete Appendix C, detailing the list of faculty committed to the program (template in Appendix) and provide any additional details, if necessary; the information in the Appendix or additional information must include clear evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate.*
-

The faculty members in the EdD degree are drawn from across the university in the Faculties of Education (FED), Science (FS), Health Sciences (FHS), Social Science and Humanities (FSSH), Business and Information Technology (FBIT), and Engineering and Applied Science (FEAS). This cross-faculty and cross-disciplinary graduate faculty for the EdD is a differentiator and a strength for the program. The boundaries between faculties at Ontario Tech are permeable. Academic programs are organized without departments (except for the Faculty of Engineering and Applied Science) and can draw on faculty members from across Faculties and disciplines. There are strong connections across the university in many topics of central importance to the EdD.

Graduate faculty privileges at Ontario Tech are granted by program. Ontario Tech has two types of graduate faculty appointments, Graduate Faculty, and Associate Graduate Faculty. Graduate Faculty have full graduate privileges in relation to a graduate program. Graduate Faculty must be tenured or have tenure track appointments with Ontario Tech. Graduate Faculty appointments are approved and reviewed through the Dean of Graduate Studies and the School of Graduate and Postdoctoral Studies. Graduate Faculty can be nominated as part of the process of establishing a new degree or at any time after a degree is established. These appointments are reassessed whenever a program is reviewed, and an individual's privileges can be revoked for cause at any time. Associate Graduate Faculty have limited privileges. They cannot solely supervise a thesis student and are able to be restricted in other ways. Associate Graduate Faculty are appointed by the program Dean for a three-year term and must be renewed to continue their appointment. Most Associate Graduate Faculty have adjunct appointments to the university. They may be working professionals or faculty at other institutions. Professors Emeriti also can be Associate Graduate Faculty.

There are forty-two faculty members in the degree proposal, thirty-two Graduate Faculty and ten Associate Graduate Faculty. The Faculty of Education is at the centre of a network that forms the backbone of the graduate faculty for the EdD. Common research, granting, student supervision, and authorship are at the heart of this graduate faculty. For example, Janette Hughes (CRC-FED) has collaborated with Chris Collins (CRC-FSc) on "There's

and App for That" from the Ontario Research Fund - Research Excellence fund. In addition, Dr. Hughes is part of a recent application with Khalid Elgazzar (CRC-FEAS), Isabel Pederson (CRC-FSSH) and Andrea Slane (FSSH) to apply for a Collaborative Research and Training Experience grant. There are many other common grants and applications among the graduate faculty across academic units with faculty members outside of FED including Emma Bartfay (FHsc), Khadlid Elgazzar (FEAS), Bill Kaprolos (FBIT), Shanti Fernando (FSSH), Alyson King (FSSH), and Jennifer Percival (U. Mass - formerly FBIT). There are many co-supervisions of graduate students, unfunded research collaborations and co-authorships. Alyson King taught in FED and then moved to FSSH. Dr. King has co-authored with Allyson Eamer (FED) and Janette Hughes and is presently collaborating with Brian Campbell (FSSH+FED). Brian Campbell came to Ontario Tech as a professor in FSSH but has in recent years taught in the MEd/MA graduate program. Brian Campbell, Bill Hunter and Alyson King all have been organizers of the Higher Education in Transformation Conferences (HEIT) with the Technological University Dublin. Many of the EdD graduate faculty have presented at the HEIT conferences including, Jordanne Christie (Durham College), Catherine Drea (Learning Innovation), Shahid Alvi (FSSH), Thomas McMorro (FSSH), Brenda Gamble (FHSc) Cormac Doran (Trinity), and Wesley Crichlow (FSSH). Dr. Crichlow is an OISE graduate who has taught at OISE and has had longstanding ties with education. Isabel Pederson (CRC-FSSH) has supervised in the MA in Education and is now heading the Digital Life Institute that is based in FSSH and includes Janette Hughes as well as Tanner Mirrlees (FSSH). The academic community at the EdD graduate faculty is built on intersecting qualifications and collaborations both inside and outside the Faculty of Education. All degrees at Ontario Tech have a Graduate Program Director (GPD) who is responsible for the management of the program under the general authority of the program's home Dean, in this case the Dean of the Faculty of Education. There are standing and adhoc collegial committees for admissions and program administration within Faculties. Graduate program staff within Faculties also support programs. The Faculty of Education and the Faculty of Social Science and Humanities share support staff at Ontario Tech. Admissions and the general procedures and regulations for graduate programs are administered through the Dean of Graduate Studies, the School of Graduate and Postdoctoral Studies (SGPS) and its staff and committees.

All faculty members who teach in our graduate programs are part of the Graduate Committee of the Faculty of Education. We will create a standing subcommittee to our Graduate Committee, an EdD Graduate Faculty Committee, who can meet as needed. This standing committee will hold discussions and workshops on various topics connected to pedagogy, student support, and program development. This sub-committee will report to the Graduate Committee as needed. Aside from synchronous meetings we also will establish an online asynchronous doctoral graduate faculty discussion and collaboration space (using Slack or a similar type of tool) as a way to maintain our doctoral supervision community interactions. We presently use Slack within the EILab community for this type of online community space with great success and we will extend this mode of collegial interaction to the EdD graduate faculty community of practice.

Please see Appendix C for detailed faculty Information.

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c) Additional academic and non-academic human resources

- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*
- *Please describe the plan to provide additional resources to support the program, if needed*

Some of the Associate Graduate Faculty for the degree are working professionals with adjunct appointments. Additional adjunct appointments will be made over time to include other working professionals to sit on supervisory committees to support different areas of professional practice. Core Graduate Faculty from within the Faculty of Education will teach the doctoral specific courses in the program. The new graduate courses as well as the additional enrolments in the pool of graduate courses in the Faculty of Education will require five sessional hires in the first year of the program. This will rise to six in year two of the program but will decline in year three to four sessional hires because of the addition of one tenure track position in that year. The recurring sessional hires will stabilize at four per year from that point forward. There will be a requirement for a 50% graduate program assistant position for years one and two. This position will be increased to full-time in year three. The program assistant will support the application process, student progress reports in each term, the candidacy exam process, the thesis defense process, and the final submission of thesis documents.

d) Existing non-financial student supports

All graduate students have access to an extensive support system that ensures a quality student experience. In addition to the outlined services below, students may also take advantage of the Campus Childcare Centre, Campus Bookstores, Housing and Living Resources, as well as the Student Union. Further information can be found at:

<http://studentlife.uoit.ca/>

Faculty-Specific Support

Academic Advising (if relevant)

Please provide details on your Faculty Academic Advising Office and supports.

All students will have a supervisory committee that will guide them through the program. There also is an academic advisor in the Faculty of Education. Course registration, student progress reports, committee tracking, candidacy exam and thesis processes, and milestone forms and documentation are supported by a Graduate Program Assistant. A second Graduate Program Assistant position will be added as part of the roll out of the program.

School of Graduate and Post-Doctoral Studies

Quality graduate and postdoctoral education combines teaching, research, professional development, disciplinary community involvement and personal growth. It is by nature a shared responsibility between students, faculty members, the programs and a large number of support units, with overarching administration being provided by the School of Graduate and Postdoctoral Studies.

The School of Graduate and Postdoctoral Studies furthers the scholarly mission of the university by providing academic and administrative support to the university's postgraduate educational, research, innovation and international activities. Our responsibilities include graduate program development, graduate enrolment management, oversight of academic and quality standards, and the implementation of policies and practices that enhance graduate/postdoctoral scholarly success, career readiness and personal growth. SGPS supports prospective, new and current graduate students through many administrative services including, but not limited to, recruitment, admission, registration, funding and scholarships, orientation, professional development workshops and events, and processing of final theses, projects and papers. SGPS is a single-point-of-contact, multifunctional administrative unit tailored to the complete "life-cycle" of graduate students, providing coordinated support to students and all other stakeholders.

Student Life

Student Learning Centre

The Student Learning Centre fosters a high level of academic excellence in the Ontario Tech community by working with all Ontario Tech students, undergraduate and graduate, to achieve educational success. Foundational knowledge and prerequisite skills are essential to all university level courses, and competency with these skills is vital for strong academic performance. The subject specialists offer support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Centre can further accommodate the needs of a specific course or program. <http://studentlife.uoit.ca/student-learning/>

Student Accessibility Services

The staff work as a collaborative team to ensure students with disabilities have equal opportunities for academic success. The SAS operates under the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA). Services are provided for students with documented disabilities. Accommodation supports include but are not limited to:

- Adaptive technology training;
- Alternate format course material;
- Learning skills support;
- Testing support; and
- Transition support for incoming students.

Careers and Internships

The Career Centre offers comprehensive career service assistance and a variety of valuable resources to help students along their career paths:

- Assistance with creating effective job-search documents;
- Career Counselling;
- Interview preparation;
- Job market information; and
- Job search strategies.

A variety of events hosted on campus during the academic year including employer information and networking sessions, job fairs, and interviews conducted by leading employers.

Student Engagement and Equity

The Student Engagement and Equity supports students' successful transition into the university and provides opportunities for them develop your leadership and professional skills throughout their university career.

Services provided through Student Engagement and Equity includes:

- Orientation and events through first year
- Specialized programming for first generation, graduate, indigenous, international, mature, online, transfer, and diploma-to-degree pathways students
- Equity and inclusivity programming
- Assistance and advice for living off campus
- Peer mentoring to help students through first year
- Opportunities to grow and develop leadership skills through the Ambassador program.

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Attend a drop-in session;
- Participate in events and activities that promote positive health and well-being;
- Access tools and resources online to learn about mental health and how to maintain good health and wellness;
- Work with a mental health professional to address concerns;
- Contact the Student Lifeline for immediate help and assistance; and
- Get answers to frequently asked questions about mental health.

Student Mental Health Services offers short-term counselling and therapy services to students. Students in distress will also be provided support and counselling as needed. There is no cost and services are confidential. For students who need long-term counselling support or specialized mental health services, UOIT will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities

UOIT offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf-training centre.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff;
- Allergy injections, immunizations and influenza injections;
- An on-site laboratory (blood work, STI testing, throat swabs, etc.);
- Treatment of disease, illness and injury;
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling and physical therapy; and
- Gynaecological health-care and prescriptions.

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and Student Awards and Financial Aid is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both oncampus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

Information Technology Resources

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

- Wireless network
- Wired network
- IT Service Desk
- General workstations
- Printing services

Wireless network

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes a network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

Teaching & Learning Centre

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move UOIT towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

e) Graduate student financial support

- Provide evidence that financial assistance will be sufficient to ensure quality and numbers of students
- Provide the teaching assistant hours and capacity within the Faculty
- Refer to the Business Plan (Section 4g) where appropriate

This is a professional program with no funding requirement for students. Most students will be working professionals. Faculty members with research funds may support students,

but this is not a requirement. There is no requirement for teaching assistant employment, and this would not be workable in most cases given the employment commitments of these students.

f) Physical resource requirements

- *Please attach a report, as Appendix D, from the Library regarding existing library holdings and support for student learning*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc. If new space is required, please complete Table 4; otherwise, please remove this Table*
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)*
- *The plan to provide additional resources to support the program, if needed*

There will be no additional space requirements for course delivery as this is an online program that uses our existing set of online tools. The university presently has the online capacity to support the program through the Canvas learning management system, as well as synchronous and asynchronous video through the Kaltura suite of programs including their virtual classroom. These Kaltura modules are integrated into the Canvas LMS. Ontario Tech also has a license for Google Education, and we use Google Meet for other meetings. We also have used Adobe Connect for meetings and classrooms. Other platforms including Slack and Zoom are used by some faculty members. There is a lot of experimentation with online tools.

The EILab in the Faculty of Education hosts an education wiki that is presently used by graduate students as an authoring and learning platform. (see https://wikis.tlc.ontariotechu.ca/wikis/EDUC5001-SEP10/index.php/Main_Page).

Some students may conduct their research onsite in our existing physical infrastructure, but these demands will be light as the majority of students will be fully online.

There are only five additional courses in the program, two in the first year of operation, three by the second year, and five by the third year. By the third year of the program there will be an additional requirement of one tenure track faculty member and four sessional course appointments. A full-time additional staff position of a graduate program assistant will be required by the third year. The details of the phase in of these human resources are set out in the budget discussion below.

Please see Appendix D for a statement from the Library regarding resources to support the program.

There are no additional space requirements for course and program delivery as the EdD is a fully online program.

g) Business Plan

- *Provide a brief statement of the funding requirements, and insert the Program Summary tab from the [Graduate Program Proposal Budget](#) spreadsheet here as Table 5 or attach a copy as Appendix E. Also, please submit a copy of the full Excel document to CIQE, as an attachment.*
- *Complete the highlighted sections of the [New Program Funding and Tuition](#) form and submit the form to CIQE as soon as possible*

Table 5: New Degree Program Proposed Budget Summary

Enrolment	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
1st year	15	15	15	15	15	15
Continuing Year 2	0	12	12	12	12	12
Continuing Year 3	0	0	12	12	12	12
Continuing Year 4	0	0	0	8	8	8
TOTAL New Students	15	27	39	47	47	47

Revenue	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Domestic Tuition	\$123,930	\$227,535	\$335,236	\$412,433	\$420,681	\$429,095
International Tuition	\$29,324	\$53,839	\$79,323	\$97,589	\$99,540	\$101,531
Grant	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$153,254	\$281,374	\$414,558	\$510,021	\$520,222	\$530,626

Course Summary	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
# of lecture sections	5	6	8	8	8	8
# of labs	0	0	0	0	0	0
# of tutorials	0	0	0	0	0	0

Required Hires	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
# of TTT	0	0	1	1	1	1
# of TF	0	0	0	0	0	0
# of PT Faculty	5	6	4	4	4	4

Expenses Academic Salaries	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
FT Faculty	\$ -	\$ -	\$131,127	\$135,061	\$139,113	\$143,286
FT Benefits (18.5%)	\$ -	\$ -	\$ 24,259	\$ 24,986	\$ 25,736	\$ 26,508
FT Total	\$ -	\$ -	\$155,386	\$160,047	\$164,849	\$169,794

PT Faculty	\$ 40,685	\$ 51,263	\$ 35,884	\$ 37,678	\$ 39,562	\$ 41,540
Additional TAs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TAs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lab Instructors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PT Benefits (11%)	\$4,475	\$5,639	\$3,947	\$4,145	\$4,352	\$4,569
PT Total	\$ 45,160	\$ 56,902	\$ 39,831	\$ 41,823	\$ 43,914	\$ 46,110
Total Academic Salaries	\$ 45,160	\$ 56,902	\$ 195,217	\$ 201,870	\$ 208,763	\$ 215,904

Support Staff Salaries	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Graduate Program Assistant	\$30,538	\$31,454	\$62,909	\$64,796	\$66,740	\$68,742
(50% of time in Y1 & Y2)	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0

0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits (18.5%)	\$5,650	\$5,819	\$11,638	\$11,987	\$12,347	\$12,717
Total Support Staff Salaries	\$36,188	\$37,273	\$74,547	\$76,783	\$79,087	\$81,459

Operational Expense	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Instructional Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Start-up	\$0	\$0	\$10,000	\$10,000	\$0	\$0
PD (\$2,000/ faculty)	\$0	\$0	\$2,500	\$2,575	\$2,650	\$2,725
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Recruitment/Moving Expenses	\$0	\$0	\$15,000	\$0	\$0	\$0
Promotion	\$2,000	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
Telecommunication	\$0	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$200	\$200	\$200	\$200	\$200	\$200
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL Operating	\$2,200	\$2,200	\$28,700	\$13,775	\$3,850	\$3,925

Capital	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL Capital	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$83,548	\$96,375	\$298,464	\$292,429	\$291,700	\$301,288
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NET Income with Grant	\$69,706	\$184,999	\$116,094	\$217,593	\$228,522	\$229,338
NET Income without Grant	\$69,706	\$184,999	\$116,094	\$217,593	\$228,522	\$229,338

The five core doctoral seminars will be taught by core graduate faculty. All of the sessional appointments in the budget model will free up core faculty from teaching elsewhere or to add sections to the elective pool of graduate courses because of the increased number of graduate students in the Faculty of Education overall. The new graduate courses as well as the additional enrolments in the pool of graduate courses in the Faculty of Education will require five sessional hires in the first year of the program. This will rise to six in year two of the program but will decline in year three to four sessional hires because of the addition of one tenure track position in that year. The recurring sessional hires will stabilize at four per year from that point forward. There will be a requirement for a 50% graduate program assistant position for years one and two. This position will be increased to full-time in year three. The program assistant will support the application process, student progress reports in each term, the candidacy exam process, the thesis defense process, and the final submission of thesis documents. This position will assist students, faculty, and the graduate program director with the smooth operation of the program. This budget model has been developed under the assumption that the program is self-funded. Provincial funding for the degree would further increase its viability but this is not assumed in the proposal.

5 Quality and Other Indicators

- Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience
- Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience
- Refer to Appendix C, and provide information on how the research experience, current projects, and funding contribute to the quality of the program

The five core doctoral seminars that ladder students through the program stages are organized around process and not specialized subject areas. The graduate faculty members who teach these courses are skilled seminar leaders and coordinators who will orchestrate the dynamics of the online interactions. These core seminars are in many respects team taught as different faculty members and practitioners will join seminars to lend their expertise and experience. For example, writing support specialists will be included to assist with the thesis writing seminar, and a range of faculty members will be called upon to highlight their work, or to add to the dialogue depending on the mix of student interests in each course. The subject matter expertise of the graduate faculty will support student theses.

The faculty members supporting the EdD degree are productive and active. The table below summarizes the publication output for the previous years of the 34 tenured and tenure track Graduate Faculty who have full supervision responsibilities. Overall, the Graduate Faculty for the EdD have 1,222 publications over this 5-year period.

Publication records* of EdD Graduate Faculty by year and outlet

Year	Faculty Members	Articles	Books	Book Chapters	Reports	Conference Presentations
2019	34	48	3	20	3	119
2018	34	67	2	29	3	156
2017	34	60	2	28	5	170
2016	34	51	2	20	5	179
2015	34	76	2	23	3	146

* The table lists discreet publications. Joint authored works with other faculty members within this faculty group are only counted once.

The next table summarizes the grant successes of Graduate Faculty. This group of 34 faculty members has obtained \$8,408,318 in research funding over 2015-19 period. Although there is no funding requirement for EdD students there will be many funded opportunities in practice.

Research funding of EdD Graduate Faculty by source and year

Year	Faculty Members	Canadian Granting Councils	Canadian Government	International Government	Others
2019	34	\$ 834,158	\$ 683,592	-	\$ 137,958
2018	34	\$ 810,634	\$ 552,792	-	\$ 379,906
2017	34	\$ 959,359	\$1,000,209	-	\$ 646,793
2016	34	\$ 973,767	\$ 150,000	-	\$ 124,459
2015	34	\$ 688,361	\$ 240,024	-	\$ 226,306

The EdD at Ontario Tech is embedded in a network of faculty collaborations that underlie the graduate faculty complement for the EdD at Ontario Tech. The Faculty of Education is at the centre of a network of scholars and practitioners who are actively engaged in education related research and practice.

There are five Canada Research Chairs included in the EdD proposals who have overlapping and complementary areas of expertise in support of the degree. Janette Hughes is the CRC in Technology and Pedagogy within the Faculty of Education. Dr. Hughes heads up the STEAM-3D Maker Space Lab. <http://janettehughes.ca/lab/>. The goals of the STEAM 3D Maker Lab include:

- Developing and evaluating constructionist “production pedagogies”;
- Building students “performative” competencies in digital literacies;
- Making for change: Promoting civic engagement and social justice;
- Facilitating the discovery, design and development (3Ds) of digital ‘products’ for students, teachers, parents, community;
- Building capacity for investigating and affecting change and innovation in formal and informal education settings in the use of emerging digital media and interactive tools;
- Promoting greater interest in STEM for girls and women through literacy and the arts (STEAM).

Dr. Hughes collaborates widely with other faculty members across the university and has been building synergies with other CRC chairs and their labs and networks.

Chris Collins is the CRC in Linguistic Information Visualization within the Faculty of Science and he is the director of the Visualization for Information Analysis Lab (Vialab). Dr. Collins has created tools for visualizing discourse analysis and has helped to develop educational applications that assist non-native English speakers acquire English language skills. Dr. Collins and Hughes have collaborated in the "There's an App for That" grant from the Ontario Research Fund.

Carolyn McGregor is the CRC in Health Informatics in the Faculty of Business and Information Technology. Dr. McGregor’s research focusses on health informatics and she has an active interest in women in STEM.

Khalid Elgazzar is the CRC in the Internet of Things within the Faculty of Engineering and Applied Science. Dr. Elgazzar has an established interest in education and the internet of things.

Isabel Pedersen is the CRC in Digital Life, Media and Culture within the Faculty of Social Science and Humanities. Dr. Pederson is the Director of the Decimal Lab <https://www.decimallab.ca>. Dr. Peterson has supervised within the MA in Education at Ontario Tech University and has a broad interest in human computer interaction and wearable technology and is establishing the Digital Life Institute at Ontario Tech. The institute is as an evolution from the Digital Life Research Group <https://socialscienceandhumanities.ontariotechu.ca/research/centres-and-research-groups/digital-life-research-group.php>. The Digital Life Institute will use strong international partnerships and collaborations to accelerate and advance Digital Life research, explore future landscapes for Digital Life research and communicate key findings for academic communities and the public.

The CRC chairs reflect the range of interests found in the graduate faculty for the EdD overall. The expertise of the graduate faculty supports a broad range of topics focussed on educational change in the digital age including digital pedagogy, equity, STEM and STEAM education, in a range of sectors from K-12 to health to higher education. Students are admitted based on the quality of their academic preparation as well as for their fit with the areas of graduate faculty expertise. Supervisory committees will be supplemented as appropriate with strategic adjuncts connected to student's area of professional practice. EdD students at Ontario Tech will have many opportunities to engage in research and publication. In addition to the labs and activities centred on the CRC chairs there are other centres and initiatives that support the work of graduate students.

The Mental Health in the Digital Age Lab under the direction of Dr. Jennifer Laffier <https://www.mhda-lab.com> is a collaboration with graduate students in the Mental Health in the Digital Age course. The Mental Health in the Digital Age Lab is a research hub that explores how technology is impacting human development and well-being across the lifespan. Research and community-based projects focus on research to practice ideas for optimum well-being and learning. It is important to recognize the role of graduate students in the development and operation of this lab.

The Education Informatics Lab (EILab <https://eilab.ca>) under the direction of Dr. Roland van Oostveen is a research facility coexisting as both a physical and virtual space, designed for research at the intersection of education and informatics. The guiding interest is understanding and improving the human experience of using digital information and communication technologies affects education. This lab will continue to be a resource for graduate students.

There is an active interest in higher education among the graduate faculty. Dr. Brian Campbell, Dr. Bill Hunter, Dr. Catherine Drea, and Dr. Alyson King have been active in the development of a Canada-Ireland research network under the umbrella of the Centre for Higher Education, Research, Policy and Practice (CHERPP). This initiative is a

collaboration between Ontario Tech, the Technological University Dublin, and Durham College. This collaboration has resulted in 3 Higher Education in Transformation (HEIT) conferences: HEIT 2015 in Dublin, HEIT 2016 in Oshawa, and 2018 in Dublin. The next HEIT will; be hosted in Oshawa but has been deferred until May 2021 because of the COVID pandemic. Many of the EdD graduate faculty members have presented at HEIT conferences as well as graduate students from our masters' programs.

The HEIT proceedings are published online.

For HEIT 2015 see <https://arrow.tudublin.ie/tu4dcon/> and HEIT 2016 see <https://arrow.tudublin.ie/tuheit16/>. The HEIT 2018 conference was held jointly with Universal Design Europe and some of the proceedings are published in <http://ebooks.iospress.nl/volume/transforming-our-world-through-design-diversity-and-education-proceedings-of-universal-design-and-higher-education-in-transformation-congress-2018> while some of the papers are published and with Arrow at <https://arrow.tudublin.ie/unides18pap/>.

The Faculty of Education hosts the Teaching and Learning Wiki using the facilities provided by the EILab (https://wikis.tlc.ontariotechu.ca/wikis/EDUC5001-SEP10/index.php/Main_Page). This wiki began in 2010 as a project to engage graduate students in writing for real audiences in Bill Hunter's Principles of Learning course. It has been added to by ensuing classes (including one at the University of Calgary) and is now considered a faculty asset, not just a course project. This change reflects the facts that the wiki is now used in other courses and each year a greater number of students find in contributing to the wiki that the information that has accumulated there over time makes it a useful resource for their work in multiple courses. Student-authored papers on their work on the wiki were a focus of a theme issue in the Canadian Journal of Action Research (<https://journals.nipissingu.ca/index.php/cjar/issue/view/30>).

There are two online journal initiatives within the faculty of Education that also will provide publication outlets for students. The Journal of Educational Informatics (JEI) <https://journalofeducationalinformatics.ca/index.php/JEI/information/authors> began in 2018 to focus on the design, development, and use of information technologies for teaching and learning. It was developed in anticipation of the growth of our graduate student population and the establishment of a doctoral program and its focus is the publication of graduate student research.

JEI intends to focus attention on the work of graduate students. We seek submissions from graduate students who are currently enrolled in degree programs as well as those who have recently completed dissertations, theses or research projects. Other researchers (faculty, research staff) are welcome as part of the authoring team. In rare circumstances, papers authored solely by established researchers may be accepted.

The JEI is edited by Dr. Bill Hunter, a former editor of the Canadian Journal of Education.

We also are establishing the Journal of Digital Life and Learning <https://ojs.scholarsportal.info/uoit/index.php/dll/index>. This journal is aimed at a much broader spectrum than the JEI. The JDLL will welcome student submissions but is not restricted to the work of students.

The Journal of Digital Life and Learning is intended to be a primary resource for academics, professionals and practitioners in a wide range of fields related to the use of technology including, but not restricted to, education, learning and development, health and wellbeing, social interaction and connection, human dignity, equity, diversity and inclusion, privacy, human agency, creativity, consent, education, and appropriate legal and ethical modes of protection and guidance in these new tech-infused futures. Formal and non-formal education at all levels will be considered including early years through to higher education, college and vocational education, professional development and corporate training.

JDLL publishes experimental, ethnographic, historical, philosophical, or case study approaches, critical or systematic reviews of the literature, policy perspectives, theoretical perspectives, and well-researched position papers. Only manuscripts dealing with issues focusing on digital life and learning, broadly defined, will be considered. ...

The JDLL is edited by Dr. Janette Hughes, the CRC in Technology and Pedagogy in the Faculty of Education. The breadth of the JDLL reflects the connections between the work of Dr. Hughes and the network of researchers associated with Dr. Isobel Pederson's Digital Life Institute within the Faculty of Social Science and Humanities and more broadly with the graduate faculty for the EdD.

In summary, the EdD at Ontario Tech University has a critical mass of high-quality faculty with sufficient resources to support graduate student research at the doctoral level. This group of faculty members has the research productivity, the funding, labs, research groups, and online publication vehicles to provide a rich set of opportunities for graduate students.

APPENDICES

Please include at minimum the below. Additional Appendices may be added, as appropriate.

- A. Calendar Copy with Program Maps)
- B. List of Program Courses, New Course Proposals and Course Syllabi for Existing Courses
- C. Detailed Listing of Faculty Committed to the Program
- D. Library Report

Items to be separate documents:

New Program Funding and Tuition Budget Spreadsheet

Doctorate in Education

Graduate faculty

- Shahid Alvi, BA, MA, PhD
- Wendy Barber, BPHE, BEd, MEd, PhD
- Emma Bartfay, BSc, MMath, PhD
- Jeremy Bradbury, BSc, MSc, PhD
- Brian Campbell, BA, BPhil, PhD
- Aiden Carthy, BA, MSc, PhD
- Jordanne Christie, BCom (Hons), MEd, PhD (ABD)
- Christopher Collins, BSc, MSc, PhD
- Greg Crawford, BSc, MSc, PhD, MPA
- Wesley Crichlow, BA, MEd, PhD
- Cormac Doran, MSc, EdD
- Catherine Drea, BA, MA, EdD
- Allyson Eamer, BA, BEd, MEd, PhD
- Khalid Elgazzar, BSc, MSc, PhD
- Rob Elkington, BTh, MMin, MTh, PhD
- Shanti Fernando, BA, MA, PhD
- Brenda Gamble, BA, MSc, PhD
- Pariss Garramone, BSc, BA, MES, PhD
- Janette Hughes, BA (Hons), BEd, MA(T), PhD
- Bill Hunter, BA, PhD
- Bill Kaprolas, BSc, MSc, PhD
- Robin Kay, BSc, MA, PhD
- Alyson King, BA, MA, PhD
- Jennifer Laffier, BA, MA, PhD
- Manon Lemonde, BSc Inf, MSc Inf, PhD
- Ann LeSage, BSc (Hons), BEd, MEd, PhD
- Jia Li, BA, MEd, PhD
- Ami Mamolo, BSc (Hons), MSc, PhD
- Janet McCabe, BSc, MEd, PhD
- Carolyn McGregor, BAsc, PhD
- Thomas McMorrow, LLB, LLM, DCL
- Tanner Mirrlees, BA, MA, PhD
- Bill Muirhead, BEd, MEd, PhD
- Isabel Pederson, BA, MA, PhD
- Jennifer Percival, BMath, PhD
- Diana Petrarca, BSc (Hons), BEd, MEd, EdD
- Laura Pinto, BCom (Hons), BEd, MEd, PhD
- Robert Power, BA, Dipl (JCA), BEd, MEd (IT), EdD
- Lorayne Robertson, BA, BEd, MEd, EdD

- Robyn Ruttenberg-Rozen, BA, MEd, PhD
- Anna Rodrigues, MEd, PhD
- Andrea Slane, BA, PhD, JD
- Wendy Stanyon, RN, BN, MA Ed, EdD
- Joe Stokes, BA, MEd, EdD
- Diane Tepylo, BA, BEd, MA, PhD
- Roland Van Oostveen, BSc (Hons), MEd, PhD

Program information

The Doctor of Education (EdD) degree at Ontario Technical University is an online applied research degree that is aimed at working professionals in K-12, universities, colleges, and in public and private sector organizations. The EdD will provide students with a research experience that is focussed on professional practice. The increasingly complex and constantly changing modern educational context is presenting challenges that require an ever more sophisticated and research informed response from educators. The EdD degree at Ontario Tech is designed to address these challenges.

The EdD has an overall theme of Education in the Digital Age. This general theme resonates with the strengths within the Faculty of Education and across the university in the analysis and use of digital technologies. The EdD prepares scholarly practitioners who will operate with critical skills in our changing and complex contemporary society. The EdD program is designed to prepare graduates who can analyze complex problems of practice, and who can use collaborative skills, research, knowledge, policy analysis and experience to provide innovative solutions for communities.

Admission requirements

Academic Requirements

EdD applicants may pursue admission under the general admission requirements for doctoral programs at Ontario Tech University. These are:

- Completion of a research project or thesis-based master's level degree from a recognized institution in the same area of graduate study or a closely related subject.
- A minimum B+ average (GPA: 3.3 on a 4.3 scale).

Applicants' educational professional practice will be considered in the admissions process. In addition, EdD applicants may be admitted with a course-based master's level degree from a recognized institution in education or a closely related subject.

Applicants who hold a course-based masters will be required to show evidence of their ability to:

- o Define a research question or problem;

- o Devise a research design; and
- o Analyze and report research findings in an academically rigorous manner, such as a major academic paper.

This evidence may include professional documents that demonstrate the ability to conduct and report on research at a graduate level.

All successful applicants will be assigned a thesis supervisor in the admissions process. Applicants should contact potential supervisors as part of the application process in order to assess whether there is appropriate support for their potential thesis research. The match between a student's qualifications and area of interest, and the expertise of faculty available for supervision, is a criterion for admission. The supervision topic areas available for each application cohort will be published on the Ontario Tech website where the faculty members available for supervision will be profiled.

Under the university's English language proficiency policy, all applicants are required to give evidence of their oral and written proficiency in English. See the policy on [English language proficiency](#). Those applicants who must take an English language proficiency test under the university's general English language proficiency admission policy must obtain a minimum score of 580 on the paper-based TOEFL, 92-93 on the Internet-based TOEFL or 7 on the IELTS. This is higher than the university minimum.

Supporting document requirements

In addition to the general document requirements for applications for admission to doctoral programs applicants must provide evidence of professional experience.

Part-time studies

Part-time studies are not permitted.

Degree requirements

All students in the EdD are required to successfully complete eight graduate courses, a candidacy exam, and a thesis. There are five core courses and three electives. An internship course can be taken as one of these electives. The required courses and degree elements are summarized below.

- EDUC 7001G Doctoral Seminar I: Critical Issues in Education in the Digital Age
- EDUC 7002G Doctoral Seminar II: Research Perspectives and Methods
- EDUC 7003G Doctoral Seminar III: Thesis Proposal Development
- EDUC 7004G Doctoral Seminar IV: Analysis in the Research Process
- EDUC 7005G Doctoral Seminar V: Thesis Writing
- Three elective courses, one of which may be EDUC 7006G Doctoral Internship

- Candidacy Exam
- Thesis

The EdD degree is structured around three program phases. Each phase has a different focus as students progress through the program. It will be possible for students to complete each phase within a year for a program that can be completed in 3 years, but students may take longer to complete. Students in each phase of the program are supported by a cohort experience based in the common core courses required in that phase. This phased cohort experience provides a flexible online learning community support structure throughout a student's progress.

Phase One: Defining Issues and Refining Skills

The first phase is an orientation to the program and provides students with the tools to define and refine the focus of their research. There are two core doctoral seminars in this phase: EDUC 7001G Doctoral Seminar I: Critical Issues in Education in the Digital Age offered in the fall term, and EDUC 7002G Doctoral Seminar II: Research Perspectives and Methods offered in the winter term. It is expected that students will explore their substantive interests through their elective courses during this first phase of the program.

Phase Two: Thesis Proposal Development and the Candidacy Exam

Students will focus on the development of their thesis proposal and complete the candidacy exam. The candidacy examination determines if the candidate has the knowledge and expertise to undertake a thesis. The exam consists of a thesis proposal and an oral presentation, which demonstrates student mastery of the relevant background knowledge. Students are supported in the development of the thesis proposal and in the preparation for the candidacy exam through a core course, EDUC 7003G Doctoral Seminar III: Thesis Proposal Development, that is offered in the fall term. The candidacy exam is normally taken in the winter term. Any additional substantive electives are meant to be completed within this phase of the program.

Phase Three: Thesis Research, Analysis and Writing

This final phase of the program is focussed on completing the research, conducting analyses, and writing a thesis. Students are supported in this phase with two core courses: EDUC 7004G Doctoral Seminar IV: Data Gathering, Theorizing & Analysis, which is offered in the fall term, and EDUC 7005G Doctoral Seminar V: Thesis Writing, which is offered in the winter term. Most students will have been conducting their research throughout the program with the support of their supervisory committee. Completing the research, analysis and writing are the foci of this last phase.

A Three-Year Program Map

Below is a tightly focussed three-year program map with the possibility for extension. It is expected that completing the three phases of the program in three years will be possible for students who are well organized and focussed. Students who have not completed by the third year can be enrolled in continuance terms until they have completed the program. In

accordance with Ontario Tech doctoral regulations students will have up to six years to complete the degree.

Three Year Program Map

	Fall	Winter	Spring/Summer
Year 1 (Phase 1)	EDUC 7001G Critical Issues in Education Elective	EDUC 7002G Research Perspectives and Methods Elective	Elective
Year 2 (Phase 2)	EDUC 7003G Thesis Proposal Development	Candidacy Exam	
Year 3 (Phase 3)	EDUC 7004G Data Analysis	EDUC 7005G Thesis Writing	Doctoral Thesis Defense
Years 4 to 6 (if required)	If required	If required	If required

Course listing

Core required courses

- EDUC 7001G Doctoral Seminar I: Critical Issues in Education in the Digital Age
- EDUC 7002G Doctoral Seminar II: Research Perspectives and Methods
- EDUC 7003G Doctoral Seminar III: Thesis Proposal Development
- EDUC 7004G Doctoral Seminar IV: Analysis in the Research Process
- EDUC 7005G Doctoral Seminar V: Thesis Writing

Elective Courses

- [EDUC 5001G - Principles of Learning](#)
- [EDUC 5004G - Critical and Reflective Practice in Education](#)
- [EDUC 5005G - Social and Cultural Context of Education](#)
- [EDUC 5101G - Digital Tools for Constructing Knowledge](#)
- [EDUC 5102G - Educational Technology and Communication](#)
- [EDUC 5103G - Online Technology in Education](#)
- [EDUC 5104G - Analysis and Design of Web-Based Learning Tools](#)
- [EDUC 5105G - Technology Diffusion in Education](#)
- EDUC 5106G - Mental Health and Well Being in the Digital Age
- EDUC 5107G- Teaching and Learning with Mobile Technologies
- EDUC 5108G - Youth, Media and Popular Culture

- [EDUC 5199G - Special Topics in Education and Digital Technologies](#)
- [EDUC 5201G - Foundations of Leadership](#)
- [EDUC 5203G - Dynamics of Change](#)
- [EDUC 5205G - Leadership and Technology](#)
- [EDUC 5207G - Law & Order \(EDU\): Legal, Ethics and Policy Issues in a Digital World](#)
- [EDUC 5299G - Special Topics in Leadership and Administration](#)
- EDUC 5301G - Foundations of Curriculum for the 21st Century
- [EDUC 5302G - Curriculum Planning and Implementation](#)
- [EDUC 5303G - Technology and the Curriculum](#)
- [EDUC 5304G - Digital Literacy: Theory, Practice and Research](#)
- [EDUC 5305G - Authentic Assessment](#)
- [EDUC 5401G - Foundations of Adult and Higher Education](#)
- EDUC 5402G - Adult Learning in the Digital Age
- [EDUC 5404G - Teaching in an Adult Learning Environment](#)
- [EDUC 5405G - Digital Technologies in Adult Education](#)
- EDUC 7006G - Doctoral Internship

Appendix B - Courses for the Doctorate in Education (EdD)

This appendix lists the required, elective, and additional courses for the EdD. The courses are listed in ascending numerical order within each series. The 7000 courses are listed before the 5000 series.

The first five courses in the list (EDUC 7001G, 7002G, 7003G, 7004g, & 7005G) are new course proposals for the five required doctoral seminars. EDUC 7006G is the new doctoral internship course that can be taken as an elective.

EDUC 5002G and EDUC 5003G, the masters level research methods courses, are listed below even though they are not available as electives. It is assumed that students will have the equivalent of at least EDUC 5002G before admission. If a student is admitted without an equivalent course, they may be required to take EDUC 5002G or EDUC 5003G as an additional course requirement. Their most recent syllabi are provided for information.

All of the other 5000 level listed courses are available as electives.

The use of the special topics number EDUC 5199G also should be noted. The EDUC 5006G Mental Health and Well Being in the Digital Age, EDUC 5007G Teaching and Learning with Mobile Technologies, and EDUC 5008G Youth, Media and Popular Culture courses have been newly added. All of these courses started out as special topics courses under the EDUC 5119G number and the provided syllabi bear this special topic number. There are three present EDUC 5199G courses in the list below: Teaching & Learning in an Online World, Trauma Informed Education, and Emerging Issues in Higher Education.

New Course Proposals

- EDUC 7001G Doctoral Seminar I: Critical Issues in Education in the Digital Age
- EDUC 7002G Doctoral Seminar II: Research Perspectives and Methods
- EDUC 7003G Doctoral Seminar III: Thesis Proposal Development
- EDUC 7004G Doctoral Seminar IV: Analysis in the Research Process
- EDUC 7005G Doctoral Seminar V: Thesis Writing
- EDUC 7006G Doctoral Internship

Syllabi for present 5000 level graduate courses

- [EDUC 5001G - Principles of Learning](#)
- EDUC 5002G - Research Methods in Education
- EDUC 5003G - Advanced Research Methods
- [EDUC 5004G - Critical and Reflective Practice in Education](#)
- [EDUC 5005G - Social and Cultural Context of Education](#)

- [EDUC 5101G - Digital Tools for Constructing Knowledge](#)
- [EDUC 5102G - Educational Technology and Communication](#)
- [EDUC 5103G - Online Technology in Education](#)
- [EDUC 5104G - Analysis and Design of Web-Based Learning Tools](#)
- [EDUC 5105G - Technology Diffusion in Education](#)
- EDUC 5106G - Mental Health and Well Being in the Digital Age
- EDUC 5107G- Teaching and Learning with Mobile Technologies
- EDUC 5108G - Youth, Media and Popular Culture
- [EDUC 5199G - Special Topics in Education and Digital Technologies](#)
- EDUC 5199G - Teaching & Learning in an Online World
- EDUC 5199G - Trauma Informed Education
- EDUC 5199G - Emerging Issues in Higher Education
- [EDUC 5201G - Foundations of Leadership](#)
- [EDUC 5203G - Dynamics of Change](#)
- [EDUC 5205G - Leadership and Technology](#)
- [EDUC 5207G - Law & Order \(EDU\): Legal, Ethics and Policy Issues in a Digital World](#)
- [EDUC 5299G - Special Topics in Leadership and Administration](#)
- EDUC 5301G - Foundations of Curriculum for the 21st Century
- [EDUC 5302G - Curriculum Planning and Implementation](#)
- [EDUC 5303G - Technology and the Curriculum](#)
- [EDUC 5304G - Digital Literacy: Theory, Practice and Research](#)
- [EDUC 5305G - Authentic Assessment](#)
- [EDUC 5401G - Foundations of Adult and Higher Education](#)
- EDUC 5402G - Adult Learning in the Digital Age
- [EDUC 5404G - Teaching in an Adult Learning Environment](#)
- [EDUC 5405G - Digital Technologies in Adult Education](#)

Faculty: Education			
Full Course Title: Doctoral Seminar I: Critical Issues in Education in the Digital Age			
Short Form Course Title (max 30 characters): Critical Issues in Education			
Subject Code and Course number: EDUC 7001G	Cross-listings: None	x Core <input type="checkbox"/> Elective <input type="checkbox"/>	Credit weight: 3
Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses are classified as professional)			
Contact hours (please indicate number of total hours for each component): <input type="checkbox"/> Lecture _____ <input type="checkbox"/> Lab _____ <input checked="" type="checkbox"/> Tutorial 3 <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED:

This is a required course in Year 1 of the EdD program in Education. It is restricted to students in the EdD program.

CALENDAR DESCRIPTION

A doctoral-level seminar course that introduces students to the leading scholars, theories, and paradigms that have advanced the field of educational research and shaped the landscape of learning in the digital age. This course focuses on identifying, understanding, and interrogating complex problems of practice as they connect both to students' interests and to recognized areas of needed future research. Throughout the course, students will develop awareness of the scholarly practices expected of doctoral-level research, and will be introduced to a variety of cutting-edge research initiatives and innovations within and beyond our faculty.

Prerequisites	None <input type="checkbox"/> With concurrency?
Co-requisites	None
Credit restrictions	None <input type="checkbox"/> Equivalency*
Grading scheme	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

LEARNING OUTCOMES (this section is required)

At the conclusion of this course students will be able to:

- Demonstrate that they can navigate and interrogate a broad range of contemporary educational issues under the unifying theme of learning, equity and leadership in the digital era;
- Demonstrate collaborative, problem-solving skills and the intellectual independence to be academically and professionally engaged and current;
- Demonstrate the ability to make informed judgements on complex issues in the field of education;
- Identify important problems of research, theory, policy and practice that would be suitable for doctoral research;
- Identify the opportunities for research and supervision within the Faculty of Education.

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

The EdD program is conducted entirely online and includes weekly face-to-face meetings in a multipoint videoconferencing environment. Within this system, students will have the opportunity to meet and speak directly with their professors and colleagues in full video and sound, and with multimedia sharing capabilities from your own home, anywhere in the world.

This course includes synchronous and asynchronous components. Activities may include:

- critically discussing course readings, materials, and topics,
- engaging in exploratory task-based activities,
- presenting and critiquing ideas,
- creating multimodal digital artefacts,
- leading small group discussions,
- critically listening to, reflecting alongside, and collaborating with your peers and instructor.

Assessment will consider multimodal forms of scholarly communication in response to designated course activities, assignments, and requirements.

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? Yes

No

EFFECTIVE SEMESTER: Fall 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

Faculty: Education			
Full Course Title: Doctoral Seminar II: Research Perspectives and Methods			
Short Form Course Title (max 30 characters): Research Perspectives and Methods			
Subject Code and Course number: EDUC 7002G	Cross-listings: none	<input type="checkbox"/> Core <input type="checkbox"/> Elective	Credit weight: 3
Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses are classified as professional)			
Contact hours (please indicate number of total hours for each component): <input type="checkbox"/> Lecture _____ <input type="checkbox"/> Lab _____ <input checked="" type="checkbox"/> Tutorial 3 <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED

This is a required course in Year 1 of the EdD program in Education.

CALENDAR DESCRIPTION

A doctoral-level seminar course that focuses on differentiating and networking various research perspectives and methods as they apply to current problems of practice and key issues in education in a digital era. The course will foster in-depth understandings of the interconnected elements of designing, developing, and analyzing research, with a particular emphasis on the uses of technology to support these processes. Throughout the course, students will collaboratively develop knowledge, skills, and experiences to support their emerging research plans.

Prerequisites	EDUC 7001G, EDUC 5002G or equivalent concurrency	<input type="checkbox"/> With
Co-requisites	none	
Credit restrictions	none	<input type="checkbox"/> Equivalency*
Grading scheme	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail	

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

LEARNING OUTCOMES (this section is required)

- Critically evaluate and discuss educational research;
- Identify the advantages and constraints of both qualitative and quantitative research paradigms;
- Understand and evaluate the quality of data based on qualitative (e.g., transparency, credibility of data, negative cases, rich description, triangulation) or quantitative (e.g., reliability, validity) criteria and apply these understandings toward a research design;
- Articulate key elements of research and theory in an meaningful literature review;
- Examine fundamental approaches and theories behind research design and articulate them in the proposal methodology

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
x WB1 (synchronous online delivery)
X WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

The EdD program is conducted entirely online and includes weekly face-to-face meetings in a multipoint videoconferencing environment. Within this system, students will have the opportunity to meet and speak directly with their professors and colleagues in full video and sound, and with multimedia sharing capabilities from your own home, anywhere in the world.

This course includes synchronous and asynchronous components. Activities may include:

- critically discussing course readings, materials, and topics,
- engaging in exploratory task-based activities,
- presenting and critiquing ideas,
- creating multimodal digital artefacts,
- leading small group discussions,
- critically listening to, reflecting alongside, and collaborating with your peers and instructor.

Assessment will consider multimodal forms of scholarly communication in response to designated course activities, assignments, and requirements.

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? Yes

No

EFFECTIVE SEMESTER: Winter 2022

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

Faculty: Education			
Full Course Title: Doctoral Seminar III: Thesis Proposal Development			
Short Form Course Title (max 30 characters): Thesis Proposal Development			
Subject Code and Course number: EDUC 7003G	Cross-listings: none	<input type="checkbox"/> Core <input type="checkbox"/> Elective	Credit weight: 3
Is the course:			
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses are classified as professional)			
Contact hours (please indicate number of total hours for each component):			
<input type="checkbox"/> Lecture _____ <input type="checkbox"/> Lab _____ <input checked="" type="checkbox"/> Tutorial 3 <input type="checkbox"/> Other _____			

This is a required course for students in the EdD program and is restricted to students in the EdD program who have completed EDUC 7001G and EDUC 7002G.

CALENDAR DESCRIPTION

This course assists students in the development of their thesis proposal, which is the focus of the candidacy exam. The candidacy examination determines if the candidate has the knowledge and expertise to undertake a thesis. The exam consists of a thesis proposal and an oral presentation, which demonstrates student mastery of the relevant background knowledge. The thesis proposal will outline a plan for an innovative research project that will make an original contribution to the field of education in a digital era. The thesis proposal outlines both research objectives and proposed methodology. This thesis proposal will contain a solid literature review that captures the depth and breadth of the current state of knowledge of the research topic, a clear statement of the research problem, and a description of the intended theoretical framework and methodological approach.

Prerequisites	EDUC 7001G, EDUC 7002G	<input type="checkbox"/> With
Co-requisites		
Credit restrictions		<input type="checkbox"/> Equivalency*
Grading scheme	<input type="checkbox"/> letter grade <input checked="" type="checkbox"/> pass/fail	

LEARNING OUTCOMES (this section is required)

At the conclusion of this course students will:

- Demonstrate the ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline,
- Demonstrate the ability to adjust the research design or methodology in the light of unforeseen problems;
- Demonstrate a growing understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice;
- Demonstrate preparedness to undertake the candidacy exam.

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

Students in this course will be exposed to a range of approaches that can be applied to problems of practice. Classes will consist of a series of small group discussions and activities focused on thesis proposal development through readings, asynchronous postings, and assignments. Students will demonstrate a breadth of understanding of knowledge in the discipline and in their selected area of concentration. Students will share their work with other students as part of an online learning community. Assessment is directed at thesis proposal design development and preparation for the candidacy exam.

The EdD program is conducted entirely online and includes weekly face-to-face meetings in a multipoint videoconferencing environment. Within this system, students will have the opportunity to meet and speak directly with their professors and colleagues in full video and sound, and with multimedia sharing capabilities from your own home, anywhere in the world.

This course includes synchronous and asynchronous components. Activities may include:

- critically discussing course readings, materials, and topics,
- engaging in exploratory task-based activities,
- presenting and critiquing ideas,
- creating multimodal digital artefacts,
- leading small group discussions,

· critically listening to, reflecting alongside, and collaborating with your peers and instructor.

Assessment will consider multimodal forms of scholarly communication in response to designated course activities, assignments, and requirements.

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? Yes No

If yes, please ensure the consultation below includes the Indigenous Education Advisory Circle

EFFECTIVE SEMESTER: Fall 2022

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

Faculty: Education			
Full Course Title: Doctoral Seminar IV: Analysis in the Research Process			
Short Form Course Title (max 30 characters): Data Analysis			
Subject Code and Course number: EDUC 7004G	Cross-listings: none	<input type="checkbox"/> Core <input type="checkbox"/> Elective	Credit weight: 3
Is the course:			
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses are classified as professional)			
Contact hours (please indicate number of total hours for each component):			
<input type="checkbox"/> Lecture _____ <input type="checkbox"/> Lab _____ <input checked="" type="checkbox"/> Tutorial 3 <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and complete the Course Placement proposal in Curriculog (e.g. if the course will appear in a list of electives tied to a specific program).]

This course is open to students in the EdD program who have completed the Candidacy exam successfully.

CALENDAR DESCRIPTION

This course explores and emphasizes specific practices and approaches for gathering, theorizing, and analyzing research data. Students will engage in comparative analyses of various data collection traditions, conditions, and constraints during the investigation of current problems of practice and key issues in education in the digital age. The course will use a collaborative model of learning to provide students with preliminary experiences analyzing and theorizing data in support of their thesis argument, while also exposing them to issues of validity and reliability across methodological traditions.

Prerequisites	EDUC 7003G plus the successful completion of the candidacy exam
Co-requisites	none
Credit restrictions	Must be enrolled in the EdD <input type="checkbox"/> Equivalency*

Grading scheme	<input type="checkbox"/> letter grade x pass/fail
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LEARNING OUTCOMES (this section is required)

On the successful completion of this course students will:

- Demonstrate the ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;
- Theorize, analyze and write at a level necessary for the completion of a doctoral thesis;
- Connect their research to the work of other students;
- Be able to connect research, theory and policy with practice;
- Demonstrate the ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;
- Show the ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods;

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
X WB1 (synchronous online delivery)
x WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

The EdD program is conducted entirely online and includes weekly face-to-face meetings in a multipoint videoconferencing environment. Within this system, students will have the opportunity to meet and speak directly with their professors and colleagues in full video and sound, and with multimedia sharing capabilities from your own home, anywhere in the world.

This course includes synchronous and asynchronous components. Activities may include:

- critically discussing course readings, materials, and topics,
- engaging in exploratory task-based activities,
- presenting and critiquing ideas,
- creating multimodal digital artefacts,
- leading small group discussions,
- critically listening to, reflecting alongside, and collaborating with your peers and instructor.

Assessment will consider multimodal forms of scholarly communication in response to designated course activities, assignments, and requirements.

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? Yes

No

EFFECTIVE SEMESTER : Fall 2023

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

Faculty: Education			
Full Course Title: Doctoral Seminar V: Thesis Writing			
Short Form Course Title (max 30 characters): Thesis Writing			
Subject Code and Course number: EDUC 7005G	Cross-listings: None	<input type="checkbox"/> Core <input type="checkbox"/> Elective	Credit weight: 3
Is the course:			
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses are classified as professional)			
Contact hours (please indicate number of total hours for each component):			
<input type="checkbox"/> Lecture _____ <input type="checkbox"/> Lab _____ <input checked="" type="checkbox"/> Tutorial 3 <input type="checkbox"/> Other _____			

Prerequisite: This is a required course in the EdD program. It is restricted to students in the EdD program who have successfully completed EDUC 7004G.

CALENDAR DESCRIPTION

In this course, students will develop their thesis writing in accordance with current scholarly practices and in such a manner as to be defensible to the scrutiny of external examiners or peer referees. Students will analyse different forms of professional writing for diverse audiences, and will focus in particular on ways to structure, organize, and approach thesis writing. The course will explore traditional, current, and innovative formats and structures for research knowledge mobilization.

Prerequisites	EDUC 7004G	<input type="checkbox"/> With concurrency?
Co-requisites		
Credit restrictions		<input type="checkbox"/> Equivalency*
Grading scheme	<input type="checkbox"/> letter grade <input checked="" type="checkbox"/> pass/fail	

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

LEARNING OUTCOMES (this section is required)

On the successful completion of this course students will:

- Demonstrate the ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively by theorizing, analyzing and writing at the level required for successful completion of a doctoral thesis;
- Demonstrate through the review of literature an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines;
- Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials;
- Connect research, theory, policy and practice under the theme of learning, equity and leadership in a digital era;
- Be able to demonstrate the difference between writing for different audiences including academics and practitioners in their field;
- Demonstrate the intellectual independence to be academically and professionally engaged and current.
- Demonstrate the ability to work toward the production of original research, or other advanced scholarship.

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

The EdD program is conducted entirely online and includes weekly face-to-face meetings in a multipoint videoconferencing environment. Within this system, students will have the opportunity to meet and speak directly with their professors and colleagues in full video and sound, and with multimedia sharing capabilities from your own home, anywhere in the world.

This course includes synchronous and asynchronous components. Activities may include:

- critically discussing course readings, materials, and topics,
- engaging in exploratory task-based activities,
- presenting and critiquing ideas,
- creating multimodal digital artefacts,

- leading small group discussions,
- critically listening to, reflecting alongside, and collaborating with your peers and instructor.

Assessment will consider multimodal forms of scholarly communication in response to designated course activities, assignments, and requirements.

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? Yes

No

EFFECTIVE SEMESTER: Winter 2024

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

New Course

Faculty: Education			
Full Course Title: Doctoral Internship			
Short Form Course Title (max 30 characters): Doctoral Internship			
Subject Code and Course number: EDUC 7006G	Cross-listings: None	<input type="checkbox"/> Core x Elective	Credit weight: 3
Is the course:			
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses are classified as professional)			
Contact hours (please indicate number of total hours for each component):			
<input type="checkbox"/> Lecture _____ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input checked="" type="checkbox"/> Other <u> 3 </u>			

Prerequisite: This is an elective course in the EdD program. It is restricted to students registered in the EdD program.

CALENDAR DESCRIPTION

This course provides an opportunity for students to reflect on praxis (theory, research, policy and practice connections) while working in a supervised “on-site” research experience or field placement. This advanced level work/research experience will take place in an authentic setting related to the student’s EdD thesis direction. The nature of the work will be negotiated as a contract to include the student’s supervisory team and may include an external supervisor who is a leader in an educational organization. Students are expected to read and research throughout the internship experience, deepening connections among theory and practice. At the conclusion of the internship, students submit a significant analysis paper.

Prerequisites	EDUC 7001G, EDUC 7002G	x With concurrency?
Co-requisites		

Credit restrictions	<input type="checkbox"/> Equivalency*
Grading scheme	<input type="checkbox"/> letter grade x pass/fail

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

LEARNING OUTCOMES (this section is required)

On the successful completion of this course students will:

- Students will identify and describe the purpose of the internship learning goals by preparing an internship agreement that outlines the technology innovation; the goals, expectations and deliverables including the research components; the functions, tasks and activities, and lines of accountability for the role; and the time commitment and reporting timelines.
- Students will produce an internship log that clearly reflects deep considerations of how digital technologies and digital literacies function as means of empowerment in increasingly complex learning environments;
- Students will articulate their personal connections among academy knowledge, research, and practice in digital technologies;
- Students will satisfactorily complete their proposed internship project and report on the outcomes of the innovation project;
- Students will demonstrate synthesis of theory, practice and research in through a synthesis paper

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)

TEACHING AND ASSESSMENT METHODS

Students will meet regularly online with the doctoral internship supervisor. Students will demonstrate synthesis of theory, practice and research in through a synthesis paper.

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? Yes No

If yes, please ensure the consultation below includes the Indigenous Education Advisory Circle

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Winter 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	



Faculty of Education

EDUC 5001G: Principles of Learning

Course outline for Spring/Summer 2020

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Spring 2020	Online	Tuesdays	6:10 – 9:10

CRN #	Classes Start	Classes End
11740	May 5	July 28

Adobe Connect: All classes will be hosted using Adobe Connect. There are two rooms, a classroom where we will meet at our regular scheduled class time, and a general room where students can meet to dialogue course material and assignments.

Canvas: All class materials will be available on Canvas, the university's new learning management system. You may log into Canvas by visiting learn.ontariotechu.ca

Class Room: <http://uoit.adobeconnect.com/educ-5001g-202005-11740/>

General Room: http://uoit.adobeconnect.com/medgeneralroom_2016/

* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Joseph (Joe) Stokes	SIRC1315	905-721-8668 x2794	Joe.stokes@ontariotechu.ca
Office Hours: by appointment			

3. Course Description

This course serves as an introduction to the variety of ways that human learning is thought about within educational contexts. This course helps students understand some of the similarities and differences that exist among a variety of learning theories. Because the application of theory in educational practice (praxis) is a key element of this course, students are encouraged to see new pathways of possibility for teaching and learning in their own educational experiences. Students may assess the success of the course sessions by evaluating the degree to which their experiences in the course have provoked them toward reflective practice for their own learning communities. This course is required of all students. 3 cr

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Develop critical awareness of learning theories and educational research, their scopes and limitations, via participation in a culture of disciplined inquiry that includes collaborative and independent practices (G1, G3, K2, C2, T5, A1).
2. Advance inquiry of complex, multifaceted educational problems via engaging in research practices that include analysing and applying theoretical and empirical research to propose and develop solution strategies and approaches (G4, K2, K4, T4, R2, G3, P2, A1).
3. Refine skill in impartial observation, critical debate, and deductive reasoning when analysing and articulating educational problems, research, theories, and situations (C2, G1, K2, G3).
4. Produce well-informed and rigorously researched educational artefacts, including but not limited to scholarly writing, digital products, and presentations. Demonstrate aptitude in the application of scholarly communicational and research conventions (T4, C2, K4, C4, G3, R2, R5)

Note: The codes refer to overall Faculty outcomes available at <http://goo.gl/STPzR0>

5. Course Design

Principles of Learning is a synchronous online course that is aimed at giving students an overview of learning theory and its relationship to praxis. The course is 12 weeks in length, and we will have 11 synchronous sessions beginning May 5. I have broken the course into three distinct modules where we will explore three foundational texts as well as a series of journal articles that discuss theory in practice from either a scholarly opinion, or an empirical study.

In module 1 we will discuss the fundamentals of educational psychology, and look at theories related to three scholarly approaches: Behaviourism, Cognitivism, and Social Constructivism. In Module 2 we will discuss the learner and learning, specifically the differences between how children and adults learn. From here we will delve into neuroscience, and how the brain affects the way we learn. Finally this module will focus on technology and its impact on learning. In Module 3 we will discuss how to take various

theoretical concepts and transfer them into the way we teach, design curriculum and learning spaces, as well as how teachers continue to develop lifelong learning strategies.

You should be prepared to contribute to each class with a thorough understanding of that week's material, as well as have appropriate technology that will allow you to communicate in an online environment. All resources and readings outlined for the course are available in the Ontario Tech library, or online. For your convenience, I have included most in Canvas for you

6. Outline of Topics in the Course

Introduction Week 1: Tuesday May 5		
Module 1: Educational Psychology		
Topic	Required Reading	Assignments
Introduction Behaviourist Approaches	<p>National Academies of Sciences, Engineering, and Medicine. (2018). <i>How people learn II: Learners, contexts, and cultures</i>. National Academies Press. Chapter 2</p> <p>Orey, M. (2010). <i>Emerging perspectives on learning, teaching and technology</i>. North Charleston: CreateSpace. Chapter 26</p> <p>Shanker, S. (2010). Self-regulation: calm, alert and learning. <i>Education Canada</i>, 50(3), 4-7</p> <p>Horner, R. H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. <i>Behavior Analysis in Practice</i>, 8(1), 80-85.</p>	<p>Introduction to formal assessment and assignments</p> <p>Begin Assignment 1: Critique</p> <p>Group Selection for Assignment 4</p>
Week 2: Tuesday May 12		
Cognitive Approaches	<p>Orey, M. (2010). <i>Emerging perspectives on learning, teaching and technology</i>. North Charleston: CreateSpace. Chapters 2 and 3</p> <p>Also pick 1 Chapter from this group: (1, or 5)</p>	

	De Jong, T. (2010). Cognitive load theory, educational research, and instructional design: some food for thought. <i>Instructional science</i> , 38(2), 105-134.	
Week 3: Tuesday May 19		
Social Constructivist Approaches	<p>Orey, M. (2010). <i>Emerging perspectives on learning, teaching and technology</i>. North Charleston: CreateSpace. Chapter 4 and 6,</p> <p>Also pick 2 from 7, 14, and 19</p> <p>Rovai, A. P. (2002). Sense of community, perceived cognitive learning, and persistence in asynchronous learning networks. <i>The Internet and Higher Education</i>, 5(4), 319-332.</p> <p>You may want to poke around this website: https://www.learning-theories.com/</p>	<p>Assignment 1: Critique</p> <p>Due May 22 at 11:59 p.m.</p> <p>Begin Assignment 2: Digital Artifact: Personal Learning Philosophy</p>
Module 2: Learners, Learning, and Learning with Technology		
Week 4: Tuesday May 26		
Early Childhood Education	<p>Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). <i>How people learn</i> (Vol. 11). Washington, DC: National academy press. Chapter 4</p> <p>Ma, X., Shen, J., Krenn, H. Y., Hu, S., & Yuan, J. (2016). A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. <i>Educational Psychology Review</i>, 28(4), 771-801.</p>	Begin Assignment 4
Week 5: Tuesday June 2		
Andragogy	<p>Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). <i>How people learn</i> (Vol. 11). Washington, DC: National academy press. Chapter 2</p>	

	<p>Orey, M. (2010). <i>Emerging perspectives on learning, teaching and technology</i>. North Charleston: CreateSpace.</p> <p>Chapter 12</p> <p>Cochran, C., & Brown, S. (2016). Andragogy and the adult learner. In <i>Supporting the Success of Adult and Online Students</i>. CreateSpace.</p>	
Week 6: Tuesday June 9		
Neuroscience	<p>Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). <i>How people learn</i> (Vol. 11). Washington, DC: National academy press.</p> <p>Chapter 5</p> <p>Dubinsky, J. M. (2010). Neuroscience education for prekindergarten–12 teachers. <i>Journal of Neuroscience</i>, <i>30</i>(24), 8057-8060.</p>	
Tuesday June 16		
Spring Study Break No Classes		
Read, rest and catch up!!		

Week 7: Tuesday June 23		
Learning with Technology, and gamification	<p>National Academies of Sciences, Engineering, and Medicine. (2018). <i>How people learn II: Learners, contexts, and cultures</i>. National Academies Press. Chapter 8</p> <p>Orey, M. (2010). <i>Emerging perspectives on learning, teaching and technology</i>. North Charleston: CreateSpace. Chapter 1</p> <p>Gokcearslan, S. (2017). Perspectives of Students on Acceptance of Tablets and Self-Directed Learning with Technology. <i>Contemporary educational technology, 8</i>(1), 40-55.</p> <p>Selwyn, N. (2016). Minding our language: why education and technology is full of bullshit... and what might be done about it.</p>	<p>Assignment 2: Digital Artifact: Personal Learning Philosophy Due June 26 at 11:59 p.m.</p> <p>Begin Assignment 3: Problem of Practice and Theoretical Application</p>
Module 3: How People Learn: Theory to Practice		
Week 8: Tuesday June 30		
Learning Environments	<p>Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). <i>How people learn</i> (Vol. 11). Washington, DC: National academy press. Chapter 6</p> <p>Zhao, C. M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. <i>Research in higher education, 45</i>(2), 115-138.</p>	

Week 9: Tuesday July 7		
Teaching, Learning and Professional Development	<p>National Academies of Sciences, Engineering, and Medicine. (2018). <i>How people learn II: Learners, contexts, and cultures</i>. National Academies Press. Chapter 7 and 9</p> <p>Fullan, M. G. (1993). Why teachers must become change agents. <i>Educational leadership</i>, 50, 1-12.</p> <p>Putnam, R. T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning?. <i>Educational researcher</i>, 29(1), 4-15.</p>	
Week 10: Tuesday July 14		
Open Class	No Readings: Optional open session with Instructor...Finish up that paper!	
Week 11: Tuesday July 21		
<p>Looking Ahead: Next Steps in your program and research</p> <p>Defining your own research question</p> <p>Group presentation practice</p>	<p>Read this resource from the Faculty of Education, and watch the video</p>	Assignment 3: Problem of Practice and Theoretical Application Due July 24 at 11:59 p.m.
Week 12: Tuesday July 28		
Consolidation	As a class we will listen to group presentations with time for Q & A and engagement.	Assignment 4: Group Presentation Due In Class July 28

7. Required Texts/Readings

The Foundational Texts for this course are all available online, and listed below. Other readings are listed in the weekly readings in the course outline section.

These are all big books – don't worry, we will not be reading them cover to cover, but rather using parts as a guide in our learning. I will elaborate in our first class.

1. Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience and school. Washington, DC: Commission on Behavioral and Social Sciences and Education, National Research Council.
2. National Academies of Sciences, Engineering, and Medicine. (2018). How People Learn II: Learners, Contexts, and Cultures. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24783>
3. Orey, M. (2010). Emerging perspectives on learning, teaching and technology. Global Text.
4. Please see additional readings as outlined in the week by week schedule (Section6). These reading are also listed in a weekly schedule in Canvas.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

This course will be evaluated on 4 assignments. 3 of the assignments follow the learning in Modules 1-3, and 1 assignment is cumulative in nature, focusing on the consolidation of the course material.

The following assignments will be submitted through Canvas via the assignment drop box available in the "Content" Section.

Assignment 1: Scholarly Critique 20% (due May 22 at 11:59 p.m.)

Assignment 2: Personal Learning Philosophy 25% (due June 26 at 11:59 p.m.)

Assignment 3: Problem of Practice 30% (due July 24 at 11:59 p.m.)

Assignment 4: Group Presentations including Peer Evaluation 25% (due in class July 28)

Check lists for all assignments are available in Canvas.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

9. Assignments and Tests

Participation in class discussion is a vital part of any graduate program. Active learning and peer collaboration will make you think differently and be respectfully critical of new ideas.

Please come to class prepared, respectfully engage your peers, and contribute to class discussion. You don't need to contribute for the sake of contributing, in fact, sometimes those that say little can have a very thoughtful impact on discussion. Of course, if you say nothing at all, that's a different story.

Assignment 1: Scholarly Critique (1,200 words max)

Learning outcomes 1, 2, 3, 4

Students will write a critique that synthesizes the three approaches to educational psychology presented in Module 1, using theoretical understanding. This paper should be scholarly critical in nature, and students should conclude with the approach they feel exemplifies their own learning attitude. Consider the following questions as you synthesize and critique the approaches from Module 1 (These are guiding questions to get you thinking, not a road map to your paper):

1. What are the arguments in each theory or approach?
2. What evidence supports the arguments being made?
3. What do you understand to be the key tenets of each approach?
4. What questions were raised for you while reading each approach? (these question should be significant in the context of the course)
5. What are the shortcomings of the approaches?
6. Where do you line up within the context of your own understanding of learning?

Assignment 2: Personal Learning Philosophy as a Digital Artifact (750 words, 3 min video, infogram, wiki, blog etc. for other formats, consult the instructor)

Learning outcomes 1, 3, 4

Students will create a digital artifact of their personal learning theory. This artifact could come in the form of a wiki, blog, presentation, video or other digital format. Building on Assignment 1, this artifact will use learning theories to describe each students' personal learning philosophy.

Assignment 3: Problem of Practice (2,250 words max)

Learning outcomes 1, 2, 3, 4

Students will submit a paper (APA 7) that addresses a theoretical and practical issue that relates to a learning or teaching problem of practice within *their* professional context. This problem will be grounded in the learning theory discussed in class, and outside reading to address the problem is encouraged. The paper must also include the following sections:

1. Introduction: a brief summary of problem with clear thesis statement.
2. Conceptual framework (what theoretical perspective(s) frame your problem).
3. Analysis of your problem of practice in a social, institutional, teaching and learning context.
4. Discussion of implications and solution build in relation to learning theory.
5. Conclusion that considers further analysis or research.
6. Separate reference page.

Assignment 4: Consolidation Group Presentations (15 min with 10 min Q&A or interaction)

Learning outcomes 1, 3

Groups will submit a presentation in class of their most significant learnings in the course. Groups will be assigned in class at the start of Module 3. A portion of the assignment mark will consist of Peer Evaluations.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect**

they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php> Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes **MUST** register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes **AT LEAST** seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/departement/academic-integrity/Forms/assignment-cover-sheet.pdf>

16. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University’s Accessibility Policy.



Faculty of Education

EDUC 5002G: Research Methods in Education

Course outline for Spring 2020

1. Course Details & Important Dates*

Term	Course Type	Day	Time
S	Online	Thursday	6:10 to 9 PM

CRN #	Classes Start	Classes End
10496	May 7, 2020	July 30, 2020

Adobe Connect Classroom Address:

<http://uoit.adobeconnect.com/educ-5002g-202005-10496/>Important dates: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

Student Learning Centre, Ontario Tech:

<https://studentlife.ontariotechu.ca/services/academic-support/index.php>**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Anna Rodrigues	Adobe Connect classroom		anna.rodrigues@uoit.ca
Office Hours: by appointment			

3. Course Description

This course is a general introduction to educational research methods. The epistemological assumptions about the nature of knowledge and the relationship between theory and evidence are extensively examined across a broad range of approaches to research. Students consider the types of questions that can be answered through research as well as the practical and ethical questions that arise in educational research. One of the major goals of the course is to instill a culture of disciplined inquiry for modern teaching professionals, therefore graduate students become critical readers and consumers of research. There is, in addition, a praxis element to this course, as

participants are encouraged to build capacity for engaging in research- driven practice. Technology has a significant role to play in the research process, but caution must be observed with respect to the ethics of collection of information. The importance of computer software packages for both quantitative and qualitative analysis is also introduced. This course is required of all students. Available at: <http://education.uoit.ca/graduate/our-program/course-guide.php>

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Demonstrate an emergent understanding of research methods such as qualitative, quantitative and mixed methods, and the need for sensitive, ethical approaches (R3).
2. Clearly identify meaningful and relevant research problems for inquiry and investigation (R1).
3. Locate and evaluate secondary research works/publications using a variety of strategies and tools (R2).
4. Demonstrate growth in understanding the purposes, benefits and limits of educational research (R4).
5. Formulate and articulate meaningful questions and arguments that build and advance knowledge in the research field of education and digital technology (C1).
6. Apply appropriate scholarly communicational conventions, including APA guidelines (C4).
7. Enhance skills in academic writing, analysis, and communication (R5, R6, C2, C3, C4, P1).

Please consult Master of Education Program Learning Outcomes at <http://goo.gl/STPzR0> for additional information on the outcomes in the brackets.

5. Course Design

The fundamental learning approach of this course will be collaborative learning using some problem/project-based learning strategies in a digital technology context. Graduate students in this course will participate in a community of inquiry – generating questions and participating in discussions in order to help each other learn in a socio-constructivist way.

It is imperative that you meet the technical requirements for participating in the M.Ed Online Program. To review the technical requirements, go to:

<https://shared.uoit.ca/shared/faculty/fed/documents/master-of-education/technical-requirements-for-participating-in-course.pdf>

Students are required to sign into class well before the class start time to make certain that all of the necessary equipment is functioning optimally. Students who take this course require high-speed internet, and a microphone and headset that are working well. Please do not participate in the course

unless you have met the technology requirements. All students should run an equipment check prior to the start of each class to ensure that they can hear, and they can be heard. Use the MEd General Room (see above) for this purpose. In the event that another student is not available to test the Adobe Connect classroom environment with you, contact the professor prior to the course and run a test session. If you expect to be presenting files during an Adobe Connect session, upload the files well before class to maximize time during class for learning.

The Learning Management System for this class is Canvas. Students should review the materials in Canvas prior to the start of the course. Tutorials on navigating Canvas can be found here: <https://tlc.ontariotechu.ca/canvas/learning-with-canvas.php>

Students should budget approximately 110 – 120 hours for this course; approximately 1/3 of this time will be spent in synchronous class time, although some of it will be time with peers and not with the professor. This means three hours of class time per week and six to seven additional hours per week for readings and assignments. Although groups of students will select readings that they will prepare and discuss, all students are expected to come to class prepared to discuss all of the assigned readings. Also, students will need to have the readings accessible during class in some format in order to refer to specific passages during the class discussions.

If a student is going to be absent from a class, the communication should come from the student to the instructor via email to arrange for a suitable assignment in lieu of class participation. In the event that the professor is unable to attend the class, a notice will be posted on the course site on Canvas. All assignments are expected to be submitted on time. Graduate students are reminded that a single instance of plagiarism, which includes recycling work done in any previous course, will result in dismissal from the graduate program.

6. Outline of Topics in the Course

Week 1 (May 7) – Adobe Connect

Introductions

Course overview and expectations

Overview of first three assignments:

Assignment #1 - Statement of Research Topic. Due May 30th, 2020 – 11:59 PM

Assignment #2 - Discussants for Assigned Readings. Due in class on the following dates: May 14, May 21, May 28, June 11, June 25, July 2 and July 9

Assignment #3 – Literature Review. Due June 13th, 2020 – 11:59 PM

Presentation and discussion:

Introduction to Research in Education

-why do research?

-the six steps in the research process.

Reading: Atkins & Wallace (2012)

Week 2 (May 14) – Adobe Connect

Presentation and Discussion:

- identifying a research problem
- developing a research question

Discussants Presentation #1

Readings:

Discussant article: Baker & Lee (2011)

Check & Schutt (2012)

Week 3 (May 21) – Adobe Connect

Writing the Literature Review

Critical aspects and skills of academic writing

Discussants Presentation #2

Readings:

Denney & Tewksbury (2013)

Discussant article: Heppner (2017)

Week 4 (May 28) – Adobe Connect

Library search skills

- using the library
- online databases and search tools

Guest Speaker: Chelsie Lalonde, Social Science, Humanities & Education Librarian
Ontario Tech University

Discussants Presentation #3

Reading:

Discussant article: Parson (2019)

Reminder: Assignment #1 - Statement of Research Topic. Due May 30 – 11:59 PM

Week 5 (June 4) – Canvas

Ethics in Research

- unethical studies
- ethical concerns in educational research
- REB, Ontario Tech U.

Video: Presentation by Janice Moseley, Research Ethics Officer from the REB of Ontario Tech U.
Indigenous Communities and Research

Readings:

Fast & Kovach, 2019

Rodrigues (2013)

Week 6 (June 11) – Adobe Connect

Quantitative Research Methods

- participants
- instruments for data collection
- analysis

Assignments discussion:

Assignment # 4 - Research Proposal presentation. Due in class in either week 10 (July 16) or week 11 (July 23)

Assignment # 5 – Written Research Proposal. Due August 2 – 11:59 PM

Reminder: Assignment #3 – Literature Review. Due June 13 – 11:59 PM

Guest speaker: TBA

Discussants Presentation #4

Readings:

Discussant article: Li & Cummins (2019)

Mat Roni, Merga & Morris (2020)

Reading Week – June 18 – No class

Week 7 (June 25) – Adobe Connect

Qualitative Research Methods

- sampling approaches
- types of data to collect
- procedures for recording data
- social media research methods

Discussants Presentation #5

Readings:

Discussant article: Eamer, Fernando & King (2017)

Marshalsey & Sclater (2019)

Week 8 (July 2) – Adobe Connect

Analyzing and interpreting qualitative data

- preparing and organizing data for analysis
- coding
- findings

Knowledge Mobilization

Discussants Presentation #6

Readings:

Discussant article: Hughes & Morrison (2016)

Petrarca & Hughes (2014)

Week 9 (July 9) – Adobe Connect

Mixed Methods Research

-its use and its development

-ethical issues

Discussants Presentation #7

Readings:

Johnson & Onwuegbuzie (2004)

Discussant article: Petrarca (2016)

Week 10 (July 16) - Adobe Connect

Research Proposal presentations

Each student presents their research proposal using 5 slides in 10 minutes.

Week 11 (July 23) – Adobe Connect

Research Proposal presentations

Each student presents their research proposal using 5 slides in 10 minutes.

Week 12 (July 30) – Adobe Connect

Work on final assignment.

There is no class in the Adobe Connect classroom. I'm available in the Adobe Connect classroom to answer your questions on the final assignment (Due August 2 – 11:59 PM)

8. Required Texts/Readings

Note: Additional readings may be assigned or recommended during the course. All readings will be available on Canvas.

Atkins, L., & Wallace, S. (2012). Research in education. In Atkins, L., & Wallace, S. *Research Methods in Education: Qualitative research in education* (pp. 11-28). London: SAGE Publications Ltd.

Baker, A. A., & Lee, J. J. (2011). Mind the Gap: Unexpected Pitfalls in Doing Classroom Research. *The Qualitative Report*, 16 (5), 1435-1447.

Check, J., & Schutt, R. (2012). The process and problems of educational research. In Check, J., & Schutt, R. *Research methods in education* (pp. 21-44). 55 City Road, London: SAGE Publications, Inc.

Denney A. S., & Tewksbury, R. (2013) How to Write a Literature Review, *Journal of Criminal Justice Education*, 24 (2), 218-234.

Eamer, A., Fernando, S., & King, A.E. (2017): Still on the margins: Migration, English language learning, and mental health in immigrant psychiatric patients. *Diaspora, Indigenous, and Minority Education*, 11(4), 190- 202.

- Fast, E., & Kovach, M. (2019). Community relationships within indigenous methodologies. Windchief, S. (Ed.), San Pedro, T. (Ed.) *Applying Indigenous Research Methods*. (pp. 21-36). New York: Routledge.
- Heppner, D. H. (2017). Writing Instruction in Canadian Preschool-Primary Grades: A Literature Review. *McGill Journal of Education*, 52(2), 335–358.
- Hughes, J., & Morrison, L. (2018). The use of e-textiles in Ontario education. *Canadian Journal of Education*, 41(1), 356-384.
- Johnson, R.B., & Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come, *Educational Researcher*, 33 (7), pp.14-26.
- Li, J., & Cummins, J. (2019). Effect of using texting on vocabulary instruction for English learners. *Language Learning & Technology*, 23(2), 43–64.
- Marshalsey, L. and Sclater, M. (2019), Arts- Based Educational Research: The Challenges of Social Media and Video- Based Research Methods in Communication Design Education. *Int J Art Des Educ*, 38: 723-739.
- Mat Roni, S., Merga, MK., & Morris, J. (2020). Getting Started: What, Where, Why. In: *Conducting Quantitative Research in Education*. (pp. 7-23). Berlin, Germany: Springer.
- Parson L. (2019) Considering Positionality: The Ethics of Conducting Research with Marginalized Groups. In: Strunk K., Locke L. (eds) *Research Methods for Social Justice and Equity in Education*. Palgrave Macmillan.
- Petrarca, D. (2016). The (un)making of the teacher—record, pause, rewind: Methodological issues of integrating video and research. *Teacher Learning and Professional Development*, 1(2), 97- 110.
- Petrarca, D., & Hughes, J. (2014). Mobilizing Knowledge via documentary filmmaking-Is the academic ready? *McGill Journal of Education*, 49(3), 561-582.
- Rodrigues, A. A. (2013). Empowering Adult Learners through Blogging with iPads and iPods. *Journal of Educational Informatics*, 1(1), 1-21.

The reference style guide to be used in the course is APA – 7th Edition

8. Evaluation Method

The final grade for this course will be based on the following:

- 1) Statement of Research Topic - 15%
- 2) Discussants for articles – 15%
- 3) Literature Review – 25%
- 4) Research Proposal Presentation – 15%
- 5) Research Proposal Paper – 30%

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

9. Assignments and Tests

Assignment #1- Statement of Research Topic

Due: June 4 - 11:59 PM through Canvas. This is an individual assignment.

Students will write, using APA -7th edition formatting, a 450- word statement describing a potential topic of interest for their written research proposal. The word count for this assignment does not include references. The complete assignment details will be provided to students in class. (LO1, LO2, LO4, LO6, LO7)

Assignment #2 – Discussants for articles

Due: May 14, May 21, May 28, June 11, June 25, July 2 and July 9

This is a group assignment.

In pairs or groups of three, students will choose one of the assigned readings to present in class. The discussants will be expected to lead a discussion on their assigned reading by preparing a presentation that will critically analyze the reading's main ideas pertaining to educational research. The complete assignment details will be provided in class. (LO1, LO4, LO5)

Assignment #3 – Literature Review

Due: June 13 - 11:59 PM through Canvas. This is an individual assignment.

Students will write a four- to six-page double-spaced literature review on a topic of research interest. This assignment will be formatted using APA – 7th edition. The page for this assignment does not include references or the title page. The complete assignment details will be provided in class. (LO2, LO3, LO6, LO7)

Assignment # 4 - Research Proposal presentation

This is an individual assignment.

Due in class in week 10 (July 16) or week 11 (July 23)

Students will prepare a five- slide presentation of their research proposal to present in class. The complete assignment details will be provided in class. (LO2, LO7)

Assignment # 5 – Written Research Proposal

Due August 2 - 11:59 PM through Canvas. This is an individual assignment.

Students will write an eight- to 10-page double-spaced paper proposing the research proposal on a research topic of their choice. This assignment will be formatted using APA -7th edition. The page for this assignment does not include references or the title page. The complete assignment details will provided in class (LO1, LO2, LO4, LO6, LO7)

Late assignments will be handled as follows:

Non-negotiated Late Assignment

An assignment that has been posted late without prior agreement between the student and the instructor to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment. A non-negotiated late assignment will receive a 10% penalty for each day or partial day the assignment is late. This penalty will be subtracted from the final grade the student receives on the assignment.

Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms.

Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

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Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
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Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

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Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes **MUST** register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes **AT LEAST** seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

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misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

16. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech

University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.



Faculty of Education

EDUC 5003G: Advanced Research Methods

Course Outline for Winter (2020)

1. Course Details & Important Dates

Term	Course Type	Day	Time
Winter	Online	Monday	6 to 9 pm

CRN #	Classes Start	Classes End
72137	January 6 th , 2019	March 30, 2019

NB – Reading week is Feb 18th to Feb 23rd (no classes)

Important Dates: Go to <http://catalog.uoit.ca/content.php?catoid=23&navoid=925>

Course Padlet: Go to <https://padlet.com/BillHunter/ARM2020>

Adobe Connect Classroom: <https://uoit.adobeconnect.com/educ-5003g-202001-72137>

MA Thesis Website: <http://thesis-uoitmed.weebly.com>

MEd Project Website: <http://project-uoitmed.weebly.com>

ResearchGate: <https://www.researchgate.net>

2. Instructor Contact Information

Instructor Name	Email
Dr. Bill Hunter	bill.hunter@ontariotechu.ca
Online Contact Information Google Docs: bill.hunteruoit@gmail.com Twitter: @DrBillHunter	

3. Important Dates ([Official Guide](#))

- January 6 First class meeting
- January 17 Last day to drop course and receive 100% refund
- January 31 Last day to withdraw from course without academic consequences
- February 17 No class meeting
- March 30 Last day to withdraw from winter semester courses
- March 30 Last Class

4. Course Description

This is a seminar course that examines advanced methods, techniques and software for educational research. The course is intended for students who wish to complete either an M.Ed. project or an M.A. thesis. One outcome of the course for most students is an initial draft of a research proposal that can be presented to their advisor for discussion or elaboration, or as the basis for beginning the research mentoring process. This course is mandatory for M.A. students and strongly recommended for M.Ed. project option students.

5. Learning Outcomes (note items in blue link to [Program Learning Outcomes](#))

On the successful completion of the course, students will be able to:

1. Develop and apply key foundational skills including

- L1. understanding and evaluating the key components of a research paper including the Abstract, Introduction, Literature Review, Methodology, Results, Discussion, Implications, Limitations, Conclusion [\[R1\]](#)
- L2. creating effective academic digital representations of research [\[T1, R6, C3\]](#)
- L3. developing and applying key academic organizational and writing skills [\[C1, C2, C4\]](#)
- L4. understand the strengths and challenges of qualitative, quantitative and mixed methodologies [\[R3, A2\]](#)

2. Create a research proposal including [\[R7, P1\]](#)

- L5. formulating and writing an introduction (justification for research) [\[R1, K1, C6\]](#)
- L6. developing a clear research purpose statement and research questions [\[R1, G4, C1\]](#)
- L7. collecting, organizing, categorizing and evaluating research articles [\[R2\]](#)
- L8. developing a thematic scheme for a literature review [\[R5\]](#)
- L9. crafting a well-organized, detailed methodology [\[R3, A1, P2, P4\]](#)
- L10. presenting references based on APA format [\[C4\]](#)

3. Understand and apply key concepts of qualitative methodology including

- L11. understanding and assessing transparency, credibility of data, negative cases, rich description, triangulation and caveats in qualitative research [\[R3\]](#)
- L12. understanding how and when to use key qualitative research methodologies including but not limited to open-ended questions, interviews, focus groups, case studies, phenomenology and think-aloud protocols [\[R4\]](#)
- L13. understanding and conducting content analysis [\[R3\]](#)

L14. creating effective questions for qualitative research methodologies [R7, C1]

4. Understand and apply key concepts of quantitative methodology including

- L1. Understand and apply the concepts of reliability and validity to assess quantitative research [R3, R4]
- L2. understand and knowing when to use common statistical terms and tests employed in quantitative educational research including (e.g., means, standard deviation, Cohen's D, t-test, ANOVA, Pearson correlation, internal reliability, regression analysis and factor analysis) [R3]
- L3. conduct basic statistical tests that calculate mean, standard deviation, Cohen's D, t-test, ANOVA, Pearson correlation, and internal reliability [R3]

6. Course Design

- Students will participate in a 2-3 hour online session in [Adobe Connect](#) or in an asynchronous form (see schedule) once each week for 12 weeks.
- Students are expected to attend all classes OR to give advanced notice if they are missing a class. The instructor will provide make-up tasks for missed classes
- Students will typically have 3-6 hours of outside class work to complete each week (on average)
- Dr. Robin Kay's [course website](#) will be used as a guide for students in this course
- Support will also be provided through the [MA Thesis](#) and [MEd Project](#) websites and the [course padlet](#)
- The majority of the classes will consist of a series of small group discussions and activities to discuss and integrate theory and practice
- Individual meetings between student and instructor will occur over the phone, Google Hangouts or in the Adobe Connect classroom.

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7. Outline of Topics and Assessment Due Dates

The weekly topics are listed below. Note that the topics may vary depending on knowledge, experience, interest, and needs of the students enrolled in the course. Go to detailed lesson plans (link under topics) to find the agenda for each lesson.			
Date	Topics	Delivery Method	Key resources
Jan. 6	Overview	Synchronous	Anderson—Chapter 2 https://tcps2core.ca/welcome
Jan. 13	Introduction, Resources & Searching	Asynchronous	Padlet, Robin’s videos Trochim—Foundations Anderson—Chapters 3,4,5
Jan. 20	Literature Review Part 1	Synchronous	Padlet, Robin’s videos Anderson—Chapters 7,8 https://www.learntechlib.org/p/183614/article_183614.pdf
Jan. 27	Literature Review Part 2	Asynchronous	Padlet, Robin’s videos
Feb. 3	Methodology & Design	Synchronous	Padlet, Robin’s videos Assignment 1 Project due (30%) Assignment 1 Thesis due (30%)
Feb. 10	Surveys & Open-Ended Questions	Synchronous	Padlet, Robin’s videos Anderson—Chapters 16, 17
Feb. 17	Family Day	No meeting	
Feb. 24	Qualitative Research Part 1	Synchronous	Padlet, Robin’s videos Anderson—Chapter 18 Assignment 2 due (30%)
Mar. 2	Qualitative Research Part 2	Synchronous	Padlet, Robin’s videos Anderson—Chapters 19,20
Mar. 9	Quantitative Research Part 1	Asynchronous	Padlet, Robin’s videos Trochim—Sampling, Design
Mar. 16	Quantitative Research Part 2	Synchronous	Padlet, Robin’s videos Trochim—Analysis
Mar. 23	Quantitative Research - Part 3	Asynchronous	Padlet, Robin’s videos
Mar. 30	Summary & Developing a Plan	Synchronous	Padlet, Robin’s videos Assignment 3 Project due (40%) Assignment 4 Thesis due (40%)

8. Required Texts/Readings

Course Text

Anderson, G., & Arsenault, N. (2005). *Fundamentals of educational research*. Routledge. **NOTE: this can be a slow link and download.**

Strongly Recommended

[Publication manual of the American psychological association](#) (6th Edition) (2010)

Creswell, J. W. (2018). [Research design](#). Thousand Oaks, CA: Sage Publications.

[The Purdue Online Writing Library \(OWL\)](#) offers an excellent online summary of APA Style

Useful References

Bui, Y. (2014). [How to write a Master's thesis](#) (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Salkind, N. J. (2013). [Statistics for people who \(think they\) hate statistics](#) (5th Ed) Thousand Oaks, CA: Sage Publications.

Additional readings will be assigned or recommended during the course.

Some online resources

Purdue Online Writing Laboratory (OWL) APA guidelines and general writing advice: <https://owl.english.purdue.edu/owl/resource/560/01/>

Bill Trochim's [Knowledge Research Base](#)¹ (social science research methods): <http://www.socialresearchmethods.net/kb/index.php>

Dan Muijs's [Doing Quantitative Research in Education](#): <https://www.zaxe.ca/book-id/doing-quantitative-research-in-education-muijs-daniel-dr>

Darrell Huff's [How to Lie with Statistics](#): <https://archive.org/details/HowToLieWithStatistics>

Robin Kay's YouTube videos for Advanced Research Methods:

<https://www.youtube.com/watch?v=ypJIANEKTLs&list=PLrVp3Whndt142pohjUaBcrlWnOOYLNWEI>

Sage Research Methods Online: <https://guides.library.uoit.ca/ebooks> (find alphabetically on the page. "Little Blue Books" and "Little Green Books" cover many ARM topics.

¹¹ Trochim, William M. The Research Methods Knowledge Base, 2nd Edition. Internet WWW page, at URL: <http://www.socialresearchmethods.net/kb/> (version current as of October 20, 2006).

9. Evaluation Method

There will be 3 assignments developed and formally assessed throughout the term to provide students with a strong foundation for completing their research project/thesis. All assignments will be submitted by email to bill.hunter@ontariotechu.ca.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

10. Assignments

The assignments are described in detail in the links in section 6 above.

Due Date	%	Learning Outcomes	Description
Feb 6	30%	L3,L5,L6, L10	Introduction (Thesis & Project)
Feb 27	30%	L2, L7, L8, L10	Literature Review Plan (Thesis & Project)
Mar 27	40%	L4, L5, L9, L11-L14	Research Method (Thesis) or Literature Review (Project)

Late Assignments

Students must notify the instructor ahead of time if they are unable to meet a deadline. The instructor and the student will negotiate a solution and alternative due date. Students who do not notify the instructor ahead of time will receive a grade of 0 on the assignment, unless there are exceptional circumstances.

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18. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.



Faculty of Education
EDUC 504G: **Critical and Reflective Practice in Education**

Course outline for Spring/Summer 2020

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Spring	Online	Tuesday	6:10-9pm

CRN #	Classes Start	Classes End
11733	May 5, 2020	August 4, 2020

Adobe Connect Classroom Address: <http://uoit.adobeconnect.com/educ-5004g-202005-11733/>

Course Website: <https://learn.ontariotechu.ca/courses/6186>

M.Ed general Classroom: http://uoit.adobeconnect.com/medgeneralroom_2016/

For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

Studies Graduate Handbook: <http://meduoit.weebly.com/>

Professor: Dr. Bill Muirhead can be reached at bill.muirhead@uoit.ca. Online office hours are before and after class by appointment.

* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr Bill Muirhead			Bill.muirhead@uoit.ca
Office Hours: By Appointment			

3. Course Description

This course focuses on the exploration of reflection in the context of professional practice. The emphasis is on ways in which reflection informs action and facilitates learning, growth and development. In this course, we review and examine theoretical perspectives and research traditions that have informed our understanding of reflective professional practice.

Consideration of influential theories such as Schon and Brookfield will serve as a basis for analyzing contemporary thinking and research. Topics include but are not limited to: the

relationships among reflection, and professional practice; the roles that introspection retrospection play in the process of reflection; reflection and the affective domain; the role of reflection in constructivist learning; reflection in case study research, self-study research, narrative qualitative inquiry; and collaborative construction of ways of knowing.

Available at: <http://education.uoit.ca/graduate/our-program/course-guide.php>

4. Learning Outcomes

1. Explore theories, views and perspectives regarding reflection, professional practice, knowledge creation and meaning-making. G1, G2, R1, A1
2. Collectively and individually actively participate in the reflective process. G3, T1, T2,
3. Connect relevant theories, views and perspectives to a variety of professional practices in order to develop a deeper and more personalized vision of one's profession. G6, R1, A3, A4
4. Engage in personal and collaborative reflective process through reflective blogging, readings, inquiry, online multimedia presentations, dialogue and debates. T1, T2, T4, K3, C2, C5
5. Be an active member of a collaborative professional learning community. T1, C3, A4
6. Apply the elements of critical reflection to gain insight into personal and professional development. G6, G5, T3, T5
7. Examine the autobiographical events that shaped teaching approaches and examine own assumptions in their own practice. G6, T3, C2, C5, A1, A3, A4

5. Course Design

Students will reflect on professional practices through the lens of relevant theory and will critically examine views and assumptions that inform their decision-making and career journeys. Students are required to contribute actively to small and large group sessions by sharing their own narrative stories and reflections in synchronous Adobe connect sessions and asynchronous means through Canvas. Sessions will include weekly readings that students are to have prepared prior to each class, student-facilitated seminars, video podcasts, discussions and debates. Resources including all readings, web-links and assignment outlines are posted on Canvas. In the spirit of constructivism, this course has a significant emergent design component. Students are encouraged to collaborate with the instructor in suggesting readings, multimedia presentations, and alternate modalities of communication that will facilitate the social construction of knowledge and the development of a professional learning community of practice.

	Seminar Signup Sheet Assignment 2
	https://docs.google.com/spreadsheets/d/1yiqyMD1krEKUqQFfYG40oBEyiwCAcWLV9Qy5NQNHbNs/edit?usp=sharing

	Critical Incident Class Presentation Signup Sheet Assignment 3
	https://docs.google.com/spreadsheets/d/1bdFjZ12XON1ziLGfI5UsLdrH_c6RdyOQVN2MtpIbbac/edit?usp=sharing

6. Outline of Topics in the Course

CLASS	Main Topics and Big Ideas	ACTIVITIES and READINGS
Week 1 May 5	<p>Introduction to Reflective Practice</p> <p>Why reflection and what role does critical thinking play in professional practice?</p> <p>Video Clips: Why Reflection is Critical for Leaders https://youtu.be/EMha9JiM8aM</p>	<p>Course Outline, class norms and organization, expectations, assignments and due dates</p> <p>Exploring our history and experience with reflection in the context of professional practice</p> <p>In large and small groups discuss how reflection may have changed in the digital world (Twitter, Facebook, blogs)</p>
Week 2: May 12	<p>Critical Reflection Perspectives</p> <p>Reading Package for Week 2</p> <p>Brookfield, S. Critically reflective practice. Schon Crisis of Professional Knowledge Ulrich – Role of Reflection in Civil Society</p> <p>Video Clips: 5 paragraph format https://www.youtube.com/watch?v=5uSJEiNZ1rE</p> <p>Schon’s Reflective Practice https://youtu.be/Tzjz-l8L1lc</p>	<p>In small groups discuss the following readings and be prepared to discuss these in a large group.</p> <p>A) Schon and reflection in action, B) Brookfield and crucially reflective practice and, C) Ulrich and the role of critical reflection in civil society</p> <p><u>Seminar Facilitation Group A</u></p> <p>Assignment 1: Due: May 26, 2020</p>
Week 3: May 19	<p>Critical Reflection Quality and Rigour</p> <p>Reading Package for Week 3</p> <p>Higgins – Connection of learning to reflection representation Larrivee – Becoming a critically reflective teacher Eisner – Reflection and Qualitative Inquiry – Alternative forms of Data</p>	<p>Examining perceptions of quality reflection”</p> <p>Small and large group discussion on Critical Incident sharing and how reflection can be both rigorous and personal. How does confidentiality and trust effect reflection?</p> <p><u>Seminar Facilitation Group B</u></p>
Week 4: May 26	<p>Reading Package for Week 4</p> <p>Boud – Journal Writing English – Journal work Moon—Learning Journals Chapter 107-122</p>	<p>Practical Strategies to Improve Reflection – journal writing, video, mentorship</p> <p><u>Seminar Facilitation Group C</u></p>

Week 5: June 2	<p>Assessment tools for reflection</p> <p>Brookfield “Assessing Critical Thinking” Hobbs -Fake it or Hate it?</p> <p>Video Clips: Stephen Brookfield on critical thinking https://youtu.be/S4R7cIM8R7A</p>	<p>Reading Package for Week 5</p> <p>How do we grade reflection?</p> <p><u>Seminar Facilitation Group D</u></p>
Week 6: June 9	<p>Social Construction of Knowledge</p> <p>Reflection across Professions –Nursing, Coaching and Teacher Education</p> <p>Walking the landscape of practice https://www.youtube.com/watch?v=qjw0Y0oqpEq8</p> <p>Otteson – Teacher Education Wenger—Community of Practice</p>	<p>Reading Package for Week 6</p> <p>Emergent design – Social Construction of knowledge</p> <p><u>Seminar Facilitation Group E</u></p>
June 16-20	Academic Break	No Classes
Week 7 June 23	<p>Social Construction of Knowledge</p> <p>Kotzee Exploring the missing social dimension</p> <p>Thompson Developing Critically reflective practice</p>	<p>Reading Package Week 8</p> <p><u>Seminar Facilitation Group F</u></p> <p>Sign up for Critical Incident Presentation class dates in Canvas</p>
Week 8: June 30	Individual Presentations	Critical Incident Presentations (Please see Canvas for additional information and how to sign up for a presentation)
Week 9: July 7	Individual Presentations	Critical Incident Presentations (Please see Canvas for additional information and how to sign up for a presentation)
Week 10: July 14	Individual Presentations	Critical Incident Presentations (Please see Canvas for additional information and how to sign up for a presentation)
Week 11: July 21	Individual Presentations	Critical Incident Presentations (Please see Canvas for additional information and how to sign up for a presentation)
Week 12: July 28	Individual Presentations	Critical Incident Presentations (Please see Canvas for additional information and how to sign up for a presentation)
		Course Summary
		Final Paper Due August 8, 2020

7. Required Texts/Readings

Please ensure you have read these articles prior to class each week.

Readings for WEEK 2:

Brookfield, S. (1998). Critically reflective practice. *Journal of Continuing Education in the Health Professions*, 18(4), 197. Retrieved from <http://search.proquest.com.uproxy.library.dc-uoit.ca/docview/206785153?accountid=14694>

Schön, D. A. (1992). The crisis of professional knowledge and the pursuit of an epistemology of practice. *Journal of Interprofessional Care*, 6(1), 49-63.

Ulrich, W. (2000) Reflective Practice in the Civil Society: The contribution of critically systemic thinking, *Reflective Practice: International and Multidisciplinary Perspectives*, 1:2, 247-268, DOI: 10.1080/713693151

Readings for WEEK 3:

Eisner, E. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher*, (Aug/Sept), 4-10.

Higgins, D. (2011) Why reflect? Recognising the link between learning and reflection, *Reflective Practice: International and Multidisciplinary Perspectives*, 12:5, 583-584, DOI:10.1080/14623943.2011.606693

Larrivee, B. (2000) Transforming Teaching Practice: Becoming the critically reflective teacher, *Reflective Practice: International and Multidisciplinary Perspectives*, 1:3, 293-307, DOI: 10.1080/713693162

Readings for WEEK 4:

Boud, D. (2001). Using Journal writing to enhance reflective practice. *New Directions for Adult and Continuing Education*, 90 (Summer), 9-17.

English, L. & Gillen, M. (2001). Journal writing in practice: from vision to reality. *New Directions for Adult and Continuing Education*, 90 (Summer), 87-94.

Moon, J., A. (2006). *Learning Journals. A handbook for reflective practice and professional development*. 2nd Edition. Retrieved August 28, 2016. Routledge London.

Readings for WEEK 5:

Brookfield, S. D. (1997). Assessing critical thinking. *New Directions for Adult and Continuing Education*, 1997(75).

Hobbs, V. (2007) Faking it or hating it: can reflective practice be forced? *Reflective Practice: International and Multidisciplinary Perspectives*, 8:3, 405-417, DOI: 10.1080/14623940701425063

Readings for WEEK 6:

Ottesen, E. (2007) Reflection in teacher education, *Reflective Practice: International and Multidisciplinary Perspectives*, 8:1, 31-46, DOI: 10.1080/14623940601138899

Wenger, E. (2000). Communities of practice and social learning systems. *Organization*, 7(2), 225-246. doi:10.1177/135050840072002

Readings for Week 8:

Kotzee, B. (2012): Private practice: exploring the missing social dimension in 'reflective practice', *Studies in Continuing Education*, 34:1, 5-16

Thompson, N. & Pascal, J. (2012) Developing critically reflective practice, *Reflective Practice: International and Multidisciplinary Perspectives*, 13:2, 311-325, DOI: 10.1080/14623943.2012.657795

Additional readings may be assigned or recommended during the course.

9. Assignments and Tests

ASSIGNMENTS – Additional details posted on Canvas.

Assignment 1: (20% individual) Much of the literature on reflective practice centers on the benefits of this practice within the professions and professional settings. Equally, the literature also identifies the link between reflective practice as a professional, and reflection on a more personal level. Drawing upon your current readings and experience in your workplace, is critical reflection practiced? Is the practice of critical reflection visible or invisible and if so why or why not? Are there opportunities to enhance or develop critical reflection in your current work environment? Using a definition of critical reflection from the literature and your interpretation of this activity, discuss how critical reflection could be beneficial to you both personally and professionally? This assignment should be no more than 5 well-constructed paragraphs. Due: **May 27, 2020**

Assignment 2: (35% group) During weeks 2-3-4-5-6-7-8) each group will be responsible for leading a seminar regarding the weekly reading (90-120 minutes). Each group will be responsible for creating slides to introduce the readings and facilitating large and small group discussions including presenting leading questions for discussion in small groups. Groups will be responsible for providing a seminar report regarding the facilitation one week after the seminar. See Canvas for details regarding the seminar report.

Assignment 3: (45% Individual) During weeks (9-12) , each student will present a Critical Case to the class and their reflection regarding the incident. Incidents are to be based on current professional settings while respecting the privacy and confidentiality of participants and presenters. Students will be responsible for presenting the case to the class, preparing two slides that can be used in the 20 minute presentation. ALL students will complete an individual feedback sheet and send it to the presenter. The feedback sheet will help inform the final paper assignment. The final paper will examine and expand upon, Assignment 1, , where suitable use student feedback, the course and its readings. **Due August 8, 2020**

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>
Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#).

Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

16. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

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Faculty of Education

EDUC 5005G: Social and Cultural Contexts of Education
Fall 2019

1. Course Details & Important Dates

Term	Course Type	Day	Time
F	Online	Thursdays	6:10 to 9:00pm

CRN #	Classes Start	Classes End
44961	Sept 5	Nov 28

Adobe Connect Classroom Address: <http://uoit.adobeconnect.com/educ-5005g-201909-44961/>

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=22&navoid=881>

2. Instructor Contact Information

Instructor Name	Email
Allyson Eamer	allyson.eamer@uoit.ca Please use Blackboard Messages to communicate with me during this course

3. Course Description

This course will include sociological explorations of the social and cultural factors that have impacted curriculum and the experience of schooling historically and in the current digital era. As discussions of power privilege and socio-cultural 'difference' become increasingly common in popular culture, it is incumbent upon educators to understand how the web shapes and responds to normative views of curriculum and the learning experience. Students in this course will be asked to critically examine their own academic, professional and personal journeys in light of concepts introduced in the course readings. The investigative approach includes ethical reasoning, autobiographical reflection, deconstruction and sociological analysis of lived experiences and burning issues. This course will relate content

and discussion to educational research in order to assist students in thinking about their own potential platforms for educational research.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

- 1) Understand the concept of intersectionality as it relates to power, privilege and the socio-cultural factors that shape identity and educational experience, practice and policy (G4, A4)
- 2) Explain the tenets of critical pedagogy especially the importance of challenging the assumptions, biases and paradigms (including our own) that dominate educational theory, practice and policy (G6, K1, A3)
- 3) Identify how digital contexts reproduce and challenge dominant values in education (T2, T5, K3)
- 4) Identify the key theorists and their contributions to this discourse (R1 and R5)
- 5) Through reflection and critical and respectful conversations, develop their own perspectives on how issues of race, class, gender, sexuality, ability, ethnicity, language, culture, faith and socioeconomic status relate to how individuals experience schooling (P2, P3, C2, C5)

5. Course Design

Students will be expected to demonstrate a willingness to critically examine their own school experiences and assumptions in relation to class, gender, sexuality, ability, ethnicity, language, culture, faith, socioeconomic status, and race; and a willingness to reflect upon how their own assumptions might shape their pedagogy and/or their educational/career journeys. There will be 7 synchronous classes and 5 asynchronous classes which will be operated as described below.

Students are required to express their views in class respectfully and thoughtfully in order to contribute to a scholarly civil discussion. The first three classes will consist of an instructor-led presentation followed by a discussion of the readings and topic content. The following nine classes will consist of student led- seminars along with large and small group discussion. Each of the 12 classes includes an independent activity (in addition to the weekly reading) which students are expected to undertake in order to contribute meaningfully to discussion. Resources (including films, books, articles, web sites and assignment exemplars) will be posted periodically on

Blackboard to help students to achieve the learning outcomes. Students are invited and encouraged to post their own suggestions with respect to resources for teaching topics related to social, cultural and political influences on education.

6. Outline of Topics in the Course

Topics include:
 Recognizing Privilege and Invisible Labour
 Civil Discourse
 Diversity and Culturally Responsive Teaching
 Social class, Poverty and the Inner City
 Indigenous Peoples and the Hegemony of Anglo Culture
 Sexual Orientation and Gender
 Disability, Learning Challenges and Mental Illness
 Immigration, Racism and Belonging
 Youth Culture: Identities, Values and Apps
 Religious Diversity, Islamophobia and Faith-Based Schools
 Bullying and Safe Schools
 One topic proposed and agreed upon by students in the course

7. Required Texts/Readings

All seminar readings will be available in Blackboard as pdfs. Additional readings (such as the two listed below) will be recommended throughout the course.

1) Shewchuk, S. & Cooper, A. (2018) Exploring Equity in Ontario: A Provincial Scan of Equity Policies Across School Boards. *Canadian Journal of Education* 41(4), 917-953.

https://cje-rce.ca/wp-content/uploads/sites/2/2018/12/CJE_Shewchuk_41-4.pdf

2) Ministry of Education (2017). Ontario's Education Equity Action Plan
http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf

Week	Topic (and independent activity)	Readings
Class 1	Recognizing Privilege and Invisible Labour	McIntosh, Peggy (1989) <i>White Privilege: Unpacking the Invisible Knapsack</i> <i>Peace and Freedom</i> , July/August, 1-5.
Sept 5	Introduce yourself on Discussion Board #1 (in Blackboard) by referencing areas of your life in which you have enjoyed privilege.	
Class 2	Freedom of Expression and Civil Discourse on Campus	Callan, E. (2011) When to shut students up: Civility, silencing, and free speech <i>Theory and Research in</i>

<p>Sept 12</p>	<p>View the following videos: Jordan Peterson on White Privilege https://www.youtube.com/watch?v=zbDggKqt3KA&t=303s</p> <p>Free Speech Under Fire at Canadian Universities https://www.youtube.com/watch?v=k5q9AICQFaM</p>	<p><i>Education</i>, 9(1) 3–22</p> <p>Ceci, S. & Williams, W. (2018) Who Decides What Is Acceptable Speech on Campus? Why Restricting Free Speech Is Not the Answer. <i>Perspectives on Psychological Science</i> 13(3) 299–323</p>
<p>Class 3</p> <p>Sept 19</p> <p>Asynch</p>	<p>Diversity and Culturally Responsive Teaching</p> <p>View this video: https://www.youtube.com/watch?v=4KrxfcW7Irg</p> <p>Visit this site: https://www.tolerance.org/professional-development?utm_source=Teaching+Tolerance&utm_campaign=800f08b513-We%E2%80%99ve+Taken+PD+In+a+Whole+New+Direction&utm_medium=email&utm_term=0_a8cea027c3-800f08b513-83099315</p>	<p>Eamer, A. (2012). Making English Our Own: Ethnolects in Toronto's Diasporas in A .Eamer (ed.) <i>Border Terrains: World Diasporas in the 21st Century</i>. Oxford: Inter-disciplinary Press.</p> <p>McCaskell, T. (2010). Whatever Happened to Anti-Racist Education? <i>Our Schools, Our Selves</i>; 19 (3), 31-45.</p> <p>Yu, Tianlong (2012)."What is it that I don't know": Learning with White teachers in anti-racist education <i>Multicultural Education</i> 19(4), 47-52.</p>
<p>Class 4</p> <p>Sept 26</p>	<p>Social class, Poverty and the Inner City</p> <p>Listen to this podcast: https://www.cbc.ca/radio/thecurrent/dec-9-2013-1.2908988/climbing-the-socio-economic-class-ladder-1.2908991</p> <p>View this video:</p>	<p>Georges, A. et al (2012) . Links between young children's behaviour and achievement: The role of social class and classroom composition. <i>American Behavioral Scientist</i>, 56(7), 961-990</p>

	<p>https://www.youtube.com/watch?v=DhuGg9xTdS0</p>	<p>Dhillon, J. (2011). Social Exclusion, Gender, and Access to Education in Canada: Narrative Accounts from Girls on the Street <i>Feminist Formations</i> 23 (3), 110–134</p> <p>Jack-Davies, A. (2010). Not Me in the 'Inner City': Conceptualizing race, gender, and place. <i>Our Schools, Our Selves</i> 19(3), 199-214</p> <p>Seminar</p>
<p>Class 5 Oct 3</p>	<p>Indigenous Peoples and the Hegemony of Anglo Culture</p> <p>View these episodes: First Contact series: Log in with your student number and password https://www.mcintyre-ca.uproxy.library.utoronto.ca/uoit3/code/FCC000</p> <p>https://watch.cbc.ca/firsthand/season-2/colonization-road/38e815a-00b9abca4fc</p> <p>https://www.cbc.ca/firsthand/episodes/the-oka-legacy</p> <p>Visit this site: http://annemarieshrouder.com/2208/more-than-what-you-know-reconciliation-part-4/</p>	<p>Northcott, H. (2015) Going Native In D. E. Lund & P. R. Carr (Eds.), <i>Revisiting The Great White North?</i>, 59–68. © 2015</p> <p>Minnis, J. (2008). Is Decolonization the Answer to Indigenous Under-achievement? Comparing Rhetoric with Reality in New Zealand and Canada. <i>Canadian and International Education</i> 37, (1) 23-43</p> <p>Eamer, A. (2014) <i>Loving and leaving mother: The passing of Chester Nez</i>. Ethnos Project.22 June. http://www.ethnosproject.org/loving-and-leaving-mother-the-passing-of-chester-nez/</p> <p>Seminar</p>
<p>Class 6</p>	<p>Sexual Orientation and Gender</p>	<p>Dodge, A. & Crutcher, P. (2015) Inclusive</p>

<p>Oct 10</p> <p>Asynch</p>	<p>View these videos:</p> <p>https://www.cbc.ca/firsthand/episodes/transforming-gender</p> <p>https://www.youtube.com/watch?v=LhjsRjC6B8U</p>	<p>Classrooms for LGBTQ Students: Using Linked Text Sets to Challenge the Hegemonic “Single Story” <i>Journal of Adolescent and Adult Literacy</i> 59(1), 95-105.</p> <p>Rands, K. (2009). Considering Transgender People in Education. <i>Journal of Teacher Education</i> 60(4), 419-431.</p> <p>Poteat, V. et al (2012) Gay-Straight Alliances Are Associated With Student Health: A Multi-school Comparison of LGBTQ and Heterosexual Youth. <i>Journal of Research on Adolescence</i> 23(2), 319-330</p> <p>Seminar</p>
<p>READING WEEK Oct 14- 18 (NO CLASS ON THURS OCT 17)</p>		
<p>Class 7</p> <p>Oct 24</p>	<p>Disability, Learning Challenges and Mental Illness</p> <p>Watch these videos:</p> <p>https://www.cbc.ca/firsthand/episodes/being-green</p> <p>https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en</p> <p>Read this article:</p> <p>https://daily.jstor.org/the-complicated-issue-of-transableism/?utm_term=The%20Complicated%20Issue%20of%20Transableism&utm_campaign=jstordaily_08222019&utm_content=email&utm_source=Act-On+Software&utm_medium=email</p>	<p>Chavez, L. et al (2012). Starting from scratch. <i>Culture, Medicine and Psychiatry</i> 36, 465-479</p> <p>Reid, D.K. and Knight, M.G. (2006) Disability justifies exclusion of minority students: A critical history grounded in disability studies. <i>Educational Researcher</i> 35(6), 18-23</p> <p>Dunn, W. et al (2012). Impact of a contextual intervention on child participation and parent competence among children with autism</p>

		<p>spectrum disorders. <i>The American Journal of Occupational Therapy</i> 66(5), 520-528</p> <p>Seminar</p>
<p>Class 8</p> <p>Oct 31</p> <p>Asynch</p>	<p>Special Topic</p> <p>Independent activities will be provided once the special topic has been determined.</p>	<p>Readings will be recommended for a proposed topic (not already covered in this course) by consensus.</p> <p>Seminar</p>
<p>Class 9</p> <p>Nov 7</p>	<p>Immigration, Racism and Belonging</p> <p>Watch this episode: https://www.cbc.ca/firsthand/episodes/the-skin-were-in</p> <p>Read these articles: https://www.cbc.ca/news/canada/toronto/ohrc-police-profiling-report-1.4936547</p> <p>https://www.thestar.com/news/canada/2018/12/11/study-highlights-uncomfortable-truth-about-racism-in-the-job-market.html</p>	<p>Xu, S., Connelly, F.M., He, M.F. & Phillion, J. (2007) Immigrant students' experience of schooling: a narrative inquiry theoretical framework. <i>Journal of Curriculum Studies</i> 39(4), 399-422.</p> <p>Oikonomidou, E. (2007). 'I see myself as a different person who [has] acquired a lot ...': Somali female students' journeys to belonging <i>Intercultural Education</i> 18 (11), 15-27</p> <p>Bhatti, G. (2006) Ogbu and the debate on educational achievement: an exploration of the links between education, migration, identity and belonging. <i>Intercultural Education</i> 17 (2), 133-146</p> <p>Seminar</p>
<p>Class 10</p> <p>Nov 14</p>	<p>Youth culture: Identities, Values and Apps</p> <p>View these videos:</p>	<p>Duncan-Andrade, J. (2010). Your best friend or your worst enemy: The significance of youth popular culture in</p>

<p>Asynch</p>	<p>https://www.cbc.ca/firsthand/episodes/girls-night-out</p> <p>https://vimeo.com/86023743</p>	<p>education. <i>Counterpoints</i> 293, 55-74.</p> <p>Vannatta, K. et al (2009). Peer acceptance and social behaviour during childhood and adolescence: How important are appearance, athleticism and academic competence? <i>International Journal of Behaviour Development</i> 33(4), 303-311.</p> <p>Gardner, H.& Davis, K. (2013). Personal Identity in the Age of the App In. H. Gardner and K. Davis (Eds). <i>The App Generation : How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World</i>. New Haven, US: Yale University Press.</p> <p>Seminar</p>
<p>Class 11</p> <p>Nov 21</p> <p>Asynch</p>	<p>Religious Diversity, Islamophobia and Faith-Based Schools</p> <p>Listen to this podcast: https://www.cbc.ca/radio/thecurrent/the-current-for-september-20-2018-1.4830050/cbc-doc-tells-story-of-muslim-high-school-students-who-just-want-to-be-seen-as-regular-kids-1.4827213</p> <p>Watch this video: https://www.youtube.com/watch?v=XnckBDdH9RU</p>	<p>Holder, M. et al (2010). Spirituality, religiousness and happiness in Children Aged 8-12 years. <i>Journal of Happiness Studies</i> 11, 131-150</p> <p>Niyozov, S. (2010). Teachers and teaching Islam and Muslims in pluralistic societies. <i>International Journal of Migration and Integration</i>, 11, 23-40.</p> <p>Zinga, D. (2008). Ontario's challenge: Denominational rights in public education. <i>Canadian Journal of</i></p>

		<i>Educational Administration and Policy, 80. 1-44.</i> Seminar
Class 12	Bullying and Safe Schools	Safe Schools Action Team (2008). Shaping a culture of respect in our schools: Promoting safe and healthy relationships. Toronto: Queens Printer (especially pages 1-43)
Nov 28	Watch these videos: https://www.ted.com/talks/sue_klebold_my_son_was_a_columbine_shooter_this_is_my_story?language=en https://www.cbc.ca/player/play/2241941466	Giroux, H. (2009) The tragedy of youth deepens: Ten years after Columbine. <i>Counterpunch</i> , 20 Apr. http://www.counterpunch.org/giroux04212009.html Cassidy, W. et al (2009). Sticks and stones can break my bones. <i>School Psychology International</i> , 30, 383-402. Seminar LEARNING MODULE DUE
<i>Additional readings may be assigned or recommended during the course.</i>		

8. Evaluation Method

Detailed descriptions and rubrics for the various assignments in this course will be provided on Blackboard. A brief overview of the assignments and their due dates appears below. Grades for this course will be determined through 4 assessment areas, 2 of which are group assignments and 2 which are individual assignments:

Group Assignments:

- 1) Seminar Presentation (25%)
- 2) Learning Module (15%)

Individual Assignments:

- 3) 5 contributions to the Wiki (30%)
- 4) 5 contributions to the Discussion Board (30%)

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

Rubrics for each of these assignments will be provided via Blackboard.

Seminar	25% (one of Classes 4-12)
Learning Module	15% (due final class: Nov 28)
Class Wiki	30% (5 out of a possible 12 weekly topics)
Discussion Board	30% (5 out of a possible 5 weekly topics)

Seminar 25%

Students will be responsible for forming groups of 2-3 members to effectively convey concepts related to a specific weekly topic. The group members will draw on at least 2 scholarly articles in presenting their topic (either 2 of the readings provided by the instructor or 2 other approved readings of their own choosing). They will function as the experts on the content of the articles and as facilitators of a discussion with their peers. The presentation should be 15-20 minutes in length and should be prepared digitally and posted online for classmates to view by the preceding Tuesday at midnight. (Possible presentation formats include a narrated PowerPoint, an Adobe Spark video <https://spark.adobe.com/>, or Jing video <https://www.techsmith.com/jing.html> or any other application the group chooses.) Presentations should be uploaded to the site of your choice (Screencast, YouTube, Vimeo, Google Drive etc.) and the url provided to the instructor and classmates via BlackBoard message by the preceding Tuesday (at midnight) so that your peers are able to view it before the Thursday class. On synchronous class nights, a group-led discussion will be conducted in-class by the group members for the first 15 minutes of the class. On asynchronous class nights, the group members will pose a question on a BlackBoard discussion board and monitor the discussion for one week. Seminars will take place during Classes 4-12.

Learning Module 15%

This group assignment consists of creating a learning module that can be used for learning about issues related to our weekly topics. Working with the same people as you worked on the seminar assignment with, the group will create a module for an adult learner to independently learn about your seminar topic. The ultimate goal is to have a collection of modules that can be combined to create an online program for learners wishing to earn a participation certificate in this area. The content of the module should be geared towards an adult learner without much background knowledge on your topic. Following the example of UOIT's mental health awareness program (<http://mymindsight.uoit.ca/>), groups will develop content, present resources and design a quiz to assess the participant's learning.* The module can be developed on a website (i.e. Weebly or another free website builder), or another digital platform of the group's choosing.

* I highly recommend setting up a mindsight account at the link above and exploring the modules there for an example of how you might set up your module (i.e. Discovery Board, Did you know?, Support/Resources, Quiz)

Class Wiki: 5 contributions (250 words): 30%

Students are expected to make 5 contributions to the course wiki on any of the weekly topics. The contribution will consist of exploring a concept which emerged through an assigned reading or an alternate relevant reading of the student's choosing. Contributions must be a minimum of 250 words (the equivalent of one double-spaced page of text written in Time New Roman, font size 12) and include at least one link to a graphic, a related article, website, video etc. Posts should be made within 10 days of the topic being covered in class. Post must also include APA citations for any resources referred to and/or linked to within the text. A maximum of two contributions on any given weekly topic is allowed.

Discussion Board Postings: 5 posts (1-2 paragraphs long) + 5 responses (4-5 lines long): 30%

For Weeks 3, 6, 8, 10, and 11 (the 5 asynchronous classes), students are expected to respond to the question raised in the corresponding discussion board on Blackboard. This is a more informal contribution and can include personal anecdotes. These posts will enable us to learn more about each other's perspectives, and are not required to be written in a scholarly style. Students should respond to the weekly question with a 1-2 paragraph post. You are also required to respond to at least 1 post by another student for each of the 5 weeks. Responses need only be a few lines in length and must demonstrate your contribution to community building (i.e. acknowledging the content of your peer's post and building on it in some way). Postings and responses must be done within the week that the topic is covered in class.

Learning Outcomes related to the assignments are as follows

Assignment	%	Learning Outcome
Class Wiki	30	LO1-5
Discussion Board Posts	30	
Seminar	25	LO 1-5
Learning Module	15	LO 1, 2, 5

Late Assignments

Students must notify the instructor ahead of time if they are unable to meet a deadline. The instructor and the student will negotiate a solution and alternative due date. Students who do not notify the instructor ahead of time could receive a grade of 0 on the assignment unless there are exceptional circumstances.

10. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#) . Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

11. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca.

If you need extra help, you can also contact the [Student Learning Centre](#).

12. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

13. Sexual Violence Support and Education

Ontario Tech University is committed to the prevention of sexual violence in all its forms. For *any* Ontario Tech student who has experienced Sexual Violence, Ontario Tech can help. Ontario Tech will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: studentlife.uoit.ca/sexualviolence

14. Academic Integrity

Students and faculty at Ontario Tech share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech's regulations on [Academic Conduct](#) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to

permanent expulsion from the university. **A lack of familiarity with Ontario Tech University's regulations on academic conduct does not constitute a defense against its application.**

Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all Ontario Tech students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the Student Learning Centre .

15. Turnitin

Ontario Tech and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

16. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that Ontario Tech not disclose the personal information of its students without their consent.**

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

17. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC 5101G: Digital Tools for Constructing Knowledge
cross-Listed with
CSCI 5140G: Ecology of Online Learning
Course outline for Fall 2019

1. Course Details & Important Dates*

Term	Course Type	Day	Time
F	Graduate	Tuesday	18:00-21:00

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online (Adobe Connect)	72557	Sept. 10, 2019	Dec. 3, 2019	NA

* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Roland van Oostveen	M05	X2657	roland.vanoostveen@ontariotechu.net

Office Hours: During regularly scheduled class time or by synchronous communication using Google Hangouts, Slack Channel or Skype ID: rolandvo, by appointment only.
Emergency email: roland.vanoostveen@ontariotechu.ca

EDUC5101G Adobe Connect Room: <https://uoit.adobeconnect.com/educ-5101g-201909-43643/>
We will be using one virtual space for both EDUC5101G and CSCI5140G.

3. Course Description

This course critically examines research and theory on the use of digital cognitive tools for constructing knowledge. Students will explore and analyze the educational affordances of a wide range of digital tools. It is expected that students will see the ways in which specific choices of technology are associated and lead to specific learning outcomes. Specific topics that may be considered include systems of thought that favour or oppose the use of technology in education, analysis and categorization of online digital tools and systems, and constructivist approaches to applications of technology. 3 cr.

4. Course Outcomes and Goals

Students who successfully complete the course have reliably demonstrated ability to

- find, organize and analyze information regarding technology in teaching
- discuss the general conclusions of research on the utility/effects of specific kinds of teaching technologies
- design instructional programs that employ appropriate technologies that reflect current research findings
- associate specific teaching strategies with types of technological support and indicate how these combinations of strategies and supports might be expected to affect learning
- consider the utility of technological interventions for different components of the teaching/schooling process (planning, assessment, implementation, administration, etc.) and demonstrate a capacity for making practical analyses or recommendations regarding such interventions
- critique novel applications of technology in teaching

The following general topics will be addressed in this course:

1. Competencies, Skills, Learning Communities; Interface/Technical Issues
2. Computer Mediated Communication
3. Information Accessing and Production
4. Epistemological Considerations

Students will be able to identify problems, determine available and required knowledge and resources, employ various perspectives and create solutions for each of the following:

1. Technical Order: Skills and abilities in using digital technologies for purposes of
 - A. learning to learn new interfaces
 - B. learning a 'purposeful' language (UI)
2. Informational Order: Skills and abilities in using digital technologies for purposes of
 - A. finding, selecting and managing existing information
 - B. aggregating, filtering and connecting prospective information
 - C. participating in user generation of information
3. Social Order: Skills and abilities in using digital technologies for purposes of
 - A. Communication
 - B. Collaboration
 - C. Negotiation
 - D. respecting others
 - E. safety and security in all online transactions and interactions
 - F. ensuring that all uses of digital technology are consistent with the specified social context, as well as current practices within this community
 - G. looking ahead at potential uses of newer digital technologies within the specified societal context or community
4. Epistemological Order: Skills and abilities in using digital technologies for purposes of
 - A. analyzing information
 - B. synthesizing information
 - C. evaluating information
5. Pedagogical & Andragogical Issues: Skills and abilities in using digital technologies for purposes of
 - A. analysing how and why learners interact with each other, with their instructors, as well as with resources in a digital context
 - B. effecting (fostering) changes in these interactions

6. Course Design

The entire course will be conducted employing an online format through the use of various technologies: **BlackBoard** (very limited use) as an file repository, **Slack Channel** for asynchronous communication system (email), **OntarioTechu.net** for file exchange (shared folders), **Knowledge Forum** (WebKF) as a scaffolded knowledge building and blogging environment, videoclips posted in **YouTube** (<https://www.youtube.com/user/rolandvanoostveen/videos>), **Zotero.org** as a shared library of resources and **Adobe Connect** as a synchronous meeting space (for the entire class and for group meetings). All of this is guided through a framework referred to as the Fully Online Learning Community model.

Using Open Tools

Google Drive Shared Folders

You will need to set up a set of OntarioTechU.net (Google Drive) folders that you will share with your instructor using his OntarioTechU.net address. We will use these shared folders as a way of providing access to your ongoing work on assignments and your PBL collaborations. You can also access GDrive through downloading and installing the Drive File Stream app (<https://www.google.com/drive/download/>) Use this convention for naming your folder (EDUC5101_LastName_FirstName). Files in the shared folder should file the following naming convention (LastName_FirstName_AssignmentName).

Slack Channel

We will be using a dedicated Slack Channel (EDUC5101_Fall2019) for communication direct to individuals, as well as to the entire community. Slack uses the same technological infrastructure that GDrive uses in that there is both a web (browser-based) and app-based versions of the channel. The app-based client can be downloaded and installed on your machine after you've logged into our Slack Channel.

Your invitation to our Slack Channel is https://join.slack.com/t/educ5101-fall2019/shared_invite/enQtNzE2MzM0NTA4NDZlWjZTM3NDk0MWRjZDRhOGU3NzQxZTY1N2JiZTRhMDg4NmFhZGZmNTA5YjdIMjhmMWExM2YzZjlxZjhhOWE3YmU

If you want to investigate how to use Slack, check out all of the videos on the Slack YouTube Channel at <https://www.youtube.com/channel/UCY3YECgeBcL CzlrFLP4gblw>

Knowledge Forum (WebKF)

This course will also make use of a web-based graphical knowledge building, reflection application called Knowledge Forum or WebKF (<https://kf6.ikit.org/login>). You will be required to post into this application on a session by session basis, i.e., several times per week. These posts can be 'new' (unrelated to others) or 'build ons' (responses to previous posts). Each student is responsible to post to WebKF regarding work that is ongoing, along with a listing of resources used, and ongoing reflection about how their thinking (metacognition) is changing as we proceed through the course. Please see the YouTube Tutorials linked in the Welcome View. There are also a number of built-in analytic tools that help to assess your colleagues and your progress through the course. Make use of these tools to help you self-assess your work.

We will be using WebKF in this course as a means of recording procedural and conceptual thinking. When you get to the WebKF login page for the first time, you will need to register in WebKF. Follow the instructions listed below to create a new account and to register in the **EDUC5101_Fall2019** database.

How to register in the Knowledge Forum community space:

This is a link to a video that will show you how to get started with Knowledge Forum 6.

<https://www.youtube.com/watch?v=ebgi-NnjSak>

Here are the steps and the information you need to get started in Web KF6:

Go to: <https://kf6.ikit.org/login>

Click New Account to create an account.

Enter name, email, password,

The account creating key is: **kcreation**

Now, you can access your new database:

After login, in the "Join Community" section, select community: **EDUC5101_Fall2019**

Enter Community Registration Key: **educ-F19**

In addition to these tools, you are free to use any **OET** as you collaborate with your peers throughout this course. There are 2 principles to use when choosing tools: 1) it must be shareable, with your colleagues in your small group and within the larger group of colleagues in this course, 2) you must tell us where you are working so that we can work with you offering support and challenges to your ideas as you build your new understandings and new knowledge.

Open Pedagogy

Zotero.org

We will also be engaging in **Open Pedagogy (OP)** by adding to an existing **Zotero** library. In previous terms your colleagues have begun a shared library that you are invited to participate in building further using Zotero (<https://www.zotero.org/>) so be sure to install the free plugin for use with your browser(s). We will use the EDUC5101 Group that has already been established. Invitations to the group will be sent out early in the course. It will be important to everyone to complete the provided Zotero templates with as much information as possible, in the appropriate APA format, to make the resulting shared database as useful as possible. In addition, we will share a database within WebKF for the class, using views for particular topics and for individual projects. The reference style guide to be used in the course is APA v6 (familiarize yourself with this important tool at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Problem Based Learning Orientation

The primary mode of operation for the course will be in a problem-based learning format. Sessions at the beginning of each 3week block will serve to describe the context or situation within which collaborative groups will explore problems and subsequently solutions will be created and/or found. The processes employed, and solutions created by each group will be presented in the 3rd session of each 3week block. See Table 1 on the following page.

Week	1	2	3	4	5	6	7	8	9	10	11	12
Problem	Scenario A		Scenario B			Scenario C			Scenario D			
Workflow	Identify problem, resources and requisite knowledge & Collaborative Learning	Synthesis & Presentation	Identify problem, resources and requisite knowledge	Collaborative Learning	Synthesis & Presentation	Identify problem, resources and requisite knowledge	Collaborative Learning	Synthesis & Presentation	Identify problem, resources and requisite knowledge	Collaborative Learning	Synthesis & Presentation	Consolidation
Resources to Support PBL	<ul style="list-style-type: none"> • Videoclips – scenario • Assignments and Assessment Tasks • Readings • Synchronous and Asynchronous Technologies • Synchronous Meetings in AC for Weeks 1-3 		<ul style="list-style-type: none"> • Videoclips –scenario • Assignments and Assessment Tasks • Readings • Synchronous and Asynchronous Technologies • Synchronous Meetings for Weeks 3 and 5 			<ul style="list-style-type: none"> • Videoclips –scenario • Assignments and Assessment Tasks • Readings • Synchronous and Asynchronous Technologies • Synchronous Meetings for Weeks 6 and 8 			<ul style="list-style-type: none"> • Videoclips –scenario • Assignments and Assessment Tasks • Readings • Synchronous and Asynchronous Technologies • Synchronous Meetings for Weeks 9-11 			

Primarily, it will be the responsibility of collaborative learner groups to identify a problem of relevance from the presented context/situation, determine what knowledge and resources are required to fully understand the situation, as well as to propose and build solutions to the identified problems.

Today we live in a world where collective intelligence and collaboration are inevitable and desirable. As will be evident in the WebKF environment, collaboration will be required in order to advance to new understandings of the digital technologies and their impact on learning. Collaborative group work within the context of PBL Scenarios will be used as a basis for learning within the course.

Prior to the beginning of the course it is required that each learner familiarize themselves with Problem-Based Learning. You can begin this process by reviewing a few posted YouTube videoclips, specifically:

EDUC4703U Session 3 Video 1 @ <http://youtu.be/RkRUTiUjubw>
and

EDUC4703U Session 3 Video 2 @ <http://youtu.be/ulG0DVS-jVQ>

Be prepared to discuss the ideas introduced in these videoclips during the first session in this course.

6. Outline of Topics in the Course

Weeks	Contexts	Tasks
1-2	Introduction to Problem-Based Learning Skills, Competencies and Learning Communities General Sharing of PBL	<ul style="list-style-type: none"> • Blogging in WebKF • Exploring Needs for Technological Competencies/Skills and Characteristics of Learning Communities
3-5	Computer Mediated Communication Group Based Sharing of PBL	<ul style="list-style-type: none"> • Blogging in WebKF • Exploring CMC and alternative environments (COLE, etc.)
6-8	Information Accessing and Production Individual Sharing of PBL	<ul style="list-style-type: none"> • Blogging in WebKF • Exploring aggregating, filtering and connecting information
9-11	Epistemological Considerations Individual Sharing of PBL	<ul style="list-style-type: none"> • Blogging in WebKF • Exploring the use of digital technologies for purposes of developing procedural knowledge
12	Consolidation	<ul style="list-style-type: none"> • Reflection and Meta-cognition using Rise-Aboves and Scaffolds in WebKF

7. Suggested Texts/Readings

A reading list and bibliographic database will be developed by the class. The reading list will be a shared one using the affordances provided by Zotero (<https://www.zotero.org/>) so be sure to install the free plugin for use with your browser(s). We will use the EDUC5101 Group that has been established by earlier denizens of the course. Invitations to the group will be sent out early in the course. **It will be important to everyone to complete the provided Zotero templates with as much information as possible, in the appropriate APA format, to make the resulting shared database as useful as possible.** In addition, we will share a database within WebKF for the class, using views for particular topics and for individual projects. The reference style guide to be used in the course is APA v6.

Additional readings may be assigned or recommended during the course and all will be available online.

8. Principal Assignments, Assessment and Evaluation Methods

Most of the work will lead up to a final paper for the course. The blogging in WebKF, however, will be vital to the ability of the group to define problems and seek solutions in a knowledge building environment.

A) **Digital Readiness – Pre-Course** (Access Global Readiness Explorer at <https://grex.ictinus.net> Use the eilab_test and login using your ontariotechu.net address.)

Based on your responses to the tools (Basic Demographics, DCP and FOLCS – not TOOLS) available in GREx, make a 1-page assessment of your readiness for Fully Online Learning Community (FOLC) Environments. Provide a title page (complete with a descriptive title, your name, course code and name, professor's name and submission date) and use an academic format including fully APA v6. Upload in Google Doc format to your shared ONTARIOTECHU.NET folder. Due date: September 13, 2019 @ 11:59pm.

B) **Digital Competency Profiler (DCP) Profile Analysis – Post Course**

Complete the tools (Basic Demographics, DCP and FOLCS – not TOOLS) at GREx a second time and contrast the two profiles (Pre-course and Post-Course) in a brief (1 page) reflection document regarding what has happened, if anything to your readiness. Upload in Google Doc format to your shared ONTARIOTECHU.NET folder. Due Date: Dec. 5, 2019 @ 11:59pm.

C) **Blogging in WebKF & PBL Work:** Describe your experiences and your reflective thoughts on the course in the form of a learning "blog". To be submitted in a WebKF View - Blog consisting of ongoing contributions to the community of learner's discourse. Be sure to offer critical feedback to your peers, as this is the only way that we can progress. Cheerleading posts of 'good job' or 'I agree' should not be posted as they don't promote thinking or behavioural changes. PBL work will be done on a continuous basis. You will be expected to contribute to all aspects, including presenting your group work on a regular basis as described in the Course Design section. Much of this work will be peer and self-assessed using SurveyMonkey versions of the rubrics found linked below.

D) **Final Paper:** This assignment will have a number of stages to it, including a peer review process and a response/rebuttal to the review, simulating the processes employed through publishing academic articles.

Part I. The final paper will critically analyze affordances found in Web 2.0 or 3.0 tools/virtual environments, applications, etc. (eg. Twitter, WordPress, Prezi, etc.) using the perspectives and theoretical constructs discussed in this course. The paper should be 6-8 pages in length (approximately 1500-2000 words in Times New Roman, 12-point font, double-spaced), excluding references. Create your document in Google Docs format and upload in Google Doc format to your shared ONTARIOTECHU.NET folder. Due date: Nov. 25, 2019 @ 11:59pm.

Part II. Conduct a critical peer review of a colleague's paper, which will be assigned to you. The review will consist of 2-3 pages (up to 750 words in Google Docs format, Times New Roman 12-point font, double-spaced) and will be shared back with the paper's originator and simultaneously to the instructor using your shared ONTARIOTECHU.NET folder. Due date: Nov. 28, 2019 @ 11:59pm.

Part III. Respond to the review by rebutting the reviewer's claims by modifying your original paper. Your modified paper should have the same characteristics as the original version. Upload in Google Doc format to your shared ONTARIOTECHU.NET folder. Due date: Dec. 3, 2019 @ 11:59pm.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

9. Assignments and Tests

The grade for the course will be based on the following:

Overall WebKF/PBL contributions:	40% individual
GTCU Profile Analysis	10%
Initial Version of Final Paper	10%
Peer Review of Final Paper	10%
Final Modified Paper	30%

Any student who anticipates a delay in preparing work as scheduled should contact the professor directly to advise regarding details of the situation and seek counsel.

Please reference the following rubrics which will be used as a guide and an assessment template.

General Assessment Rubric

https://drive.google.com/file/d/0BzsPLx1oEu_RZE92Q1JUUVNjBEE/view?usp=sharing

WebKF and General Participation Rubric

https://drive.google.com/file/d/0BzsPLx1oEu_RcWRfeTYtRUR2UFU/view?usp=sharing

Collaboration Rubric

<https://drive.google.com/file/d/19wHU1ZlYpVRPzcJkqVsFFteF-UkEb9kz/view?usp=sharing>

PBL Assessment Rubric

<https://drive.google.com/file/d/1nZ6Cu2z4AEbE2Wq1I2kfvTW4ZVxhj85w/view?usp=sharing>

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For *any* student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible.

Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Professional Conduct (if applicable)

NA

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these

regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin (if applicable)

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: <https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy which is subject to change from time to time.

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at <https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php>

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of [\[Insert Faculty name\]](#)

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [\[Insert Faculty name\]](#) encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.



Faculty of Education

EDUC 5102G: Educational Technology & Communication
Course outline for Winter 2020

1. Course Details & Important Dates*

Term	Course Type	Day	Time
F	Graduate	Tuesday	18:00-21:00

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online (Adobe Connect)	72558	Jan. 7, 2020	Mar. 31, 2020	NA

* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Roland van Oostveen	M05	X2657	roland.vanoostveen@ontariotechu.net

Office Hours: During regularly scheduled class time or by synchronous communication using Google Hangouts, Slack Channel or Skype ID: rolandvo, by appointment only.
Emergency email: roland.vanoostveen@uoit.ca

EDUC5102G Adobe Connect Room: <https://uoit.adobeconnect.com/educ-5102g-202001-72558/>

3. Course Description

Technology can extend the ability of the instructor and students to communicate in educational settings. Multimedia elements of computer based instruction possess strengths and limitations as communication tools. This course examines various theories of communication and learning and their application to the multimedia world of instructional technology to traditional and non-traditional learning settings. Innovative ways of enhancing and improving educational communication are emphasized. 3 cr.

4. Course Outcomes and Goals

The general topics that will be explored in this course include:

1. Identifying Communications Needs and Potential Applications of ICT in Teaching & Learning Contexts
2. Analysis of Major Communications Theories
3. Application of Communications Theories and Tools in Modern Learning Contexts

Specific Learning Outcomes

Students who successfully complete the course will have reliably demonstrated the ability to:

- **LO 1.** Explain and discuss various theoretical perspectives, theories and models of communication and its associated technologies (G1, G3, G6, T5, R2, R5, R6, K1, K2, K3, C1, C2, C3, C4, C5, C6, A1, A2)
- **LO 2.** Analyze current social communication practices, technologies and impacts (T1, T2, T3, T4, T5, K1, K2, K3, K4, A3, A4)
- **LO 3.** Elaborate on the concept of online learning in light of selected communication theories and current practices (G3, G4, T2, T3, K1, K2, K3, K4, C1, C2, C3, C4, C5, C6, A1, A2, A3, A4)
- **LO 4.** Analyze the use of online communication tools in modern learning environments (G5, T3, T5, K4)
- **LO 5.** Offer guidelines necessary for effective use of communication tools within

5. Course Design

The entire course will be conducted employing an online format through the use of various technologies: **Slack Channel** for a/synchronous communication system and file repository, **OntarioTechu.net** for file exchange (shared folders), **Knowledge Forum** (WebKF) as a scaffolded knowledge building and blogging environment, videoclips posted in **YouTube** (<https://www.youtube.com/user/rolandvanoostveen/videos>), **Zotero.org** as a shared library of resources, **Adobe Connect** as a synchronous meeting space (for the entire class and for group meetings) and **BlackBoard** (very limited use) as an email push system (Announcements). All of this is guided through a framework referred to as the Fully Online Learning Community model, which we will be studying in detail throughout the course.

Using Open Tools

Google Drive Shared Folders

You will need to set up a set of OntarioTechU.net (Google Drive) folders that you will share with your instructor using his OntarioTechU.net address. We will use these shared folders as a way of providing access to your ongoing work on assignments and your PBL collaborations. You can also access GDrive through downloading and installing the Drive File Stream app (<https://www.google.com/drive/download/>). **Use this convention for naming your folder (EDUC5102_LastName_FirstName). Files in the shared folder should file the following naming convention (LastName_FirstName_AssignmentName).**

Slack Channel

We will be using a dedicated Slack Channel (EDUC5102_Fall2020) for communication direct to individuals, as well as to the entire community. Slack uses the same technological infrastructure that GDrive uses in that there is both a web (browser-based) and app-based versions of the channel. The app-based client can be downloaded and installed on your machine after you've logged into our Slack Channel.

Your invitation to our Slack Channel is

https://join.slack.com/t/educ5102winter2020/shared_invite/enQtODY1MzEwNDI2MzlyLTRiOWI1YVVMxNWRkMjkzOTZIM2UxODBiNzY0MjY0Yjg5ODVjNWQ5ODg5MDkyYjJlZTI3ZDlhNjUxYzZc4OThIMTY

If you want to investigate how to use Slack, check out all of the videos on the Slack YouTube Channel at <https://www.youtube.com/channel/UCY3YECgeBclCzlrFLP4gblw>

Knowledge Forum (WebKF)

This course will also make use of a web-based graphical knowledge building, reflection application called Knowledge Forum or WebKF (<https://kf6.ikit.org/login>). You will be required to post into this application on a session by session basis, i.e., several times per week. These posts can be 'new' (unrelated to others) or 'build ons' (responses to previous posts). Each student is responsible to post to WebKF regarding work that is ongoing, along with a listing of resources used, and ongoing reflection about how their thinking (metacognition) is changing as we proceed through the course. Please see the YouTube Tutorials linked in the Welcome View. There are also a number of built-in analytic tools that help to assess your colleagues and your progress through the course. Make use of these tools to help you self-assess your work.

We will be using WebKF in this course as a means of recording procedural and conceptual thinking. When you get to the WebKF login page for the first time, you will need to register in WebKF. Follow the instructions listed below to create a new account and to register in the **EDUC5102G_Winter2020** database.

How to register in the Knowledge Forum community space:

This is a link to a video that will show you how to get started with Knowledge Forum 6.
<https://www.youtube.com/watch?v=ebgi-NnjSak>

Here are the steps and the information you need to get started in Web KF6:

Go to: <https://kf6.ikit.org/login>

Click New Account to create an account.

Enter name, email, password,

The account creating key is: **kcreation**

Now, you can access your new database:

After login, in the "Join Community" section at the bottom of the page, select community:

EDUC5102_Winter2020

Enter Community Registration Key: **educ**

In addition to these tools, you are free to use any **Open Educational Technologies** as you collaborate with your peers throughout this course. There are 2 principles to use when choosing tools: 1) it must be shareable, with your colleagues in your small group and within the larger group of colleagues in this course, 2) you must tell us where you are working so that we can work with you offering support and challenges to your ideas as you build your new understandings and new knowledge.

Open Pedagogy

Zotero.org

We will also be engaging in **Open Pedagogy (OP)** by adding to an existing **Zotero** library. In previous terms your colleagues have begun a shared library that you are invited to participate in building further using Zotero (<https://www.zotero.org/>) so be sure to install the free plugin for use with your browser(s). We will use the **EDUC5102_2020** Group that has already been established. Invitations to the group will be sent out early in the course. It will be important to everyone to complete the provided Zotero templates with as much information as possible, in the appropriate APA format, to make the resulting shared database as useful as possible. In addition, we will share a database within WebKF for the class, using views for particular topics and for individual projects. The reference style guide to be used in the course is APA v6 (familiarize yourself with this important tool at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Problem Based Learning Orientation

The primary mode of operation for the course will be in a problem-based learning format. Sessions at the beginning of each 3week block will serve to describe the context or situation within which collaborative groups will explore problems and subsequently solutions will be created and/or found. The processes employed, and solutions created by each group will be presented in the 3rd session of each 3week block. See Table 1 below.

Week	1	2	3	4	5	6	7	8	9	10	11	12
Problem	Scenario A		Scenario B			Scenario C			Scenario D			
Workflow	Identify problem, resources and requisite knowledge & Collaborative Learning	Synthesis & Presentation	Identify problem, resources and requisite knowledge	Collaborative Learning	Synthesis & Presentation	Identify problem, resources and requisite knowledge	Collaborative Learning	Synthesis & Presentation	Identify problem, resources and requisite knowledge	Collaborative Learning	Synthesis & Presentation	Consolidation
Resources to Support PBL	<ul style="list-style-type: none"> • Videoclips – scenario • Assignments and Assessment Tasks • Readings • Synchronous and Asynchronous Technologies • Synchronous Meetings in AC for Weeks 1-3 		<ul style="list-style-type: none"> • Videoclips –scenario • Assignments and Assessment Tasks • Readings • Synchronous and Asynchronous Technologies • Synchronous Meetings for Weeks 3 and 5 • Team sharing of PBL work (procedural and declarative) in Week 5 			<ul style="list-style-type: none"> • Videoclips –scenario • Assignments and Assessment Tasks • Readings • Synchronous and Asynchronous Technologies • Synchronous Meetings for Weeks 6 and 8 • Individual sharing of PBL work (procedural and declarative) in Week 8 			<ul style="list-style-type: none"> • Videoclips –scenario • Assignments and Assessment Tasks • Readings • Synchronous and Asynchronous Technologies • Synchronous Meetings for Weeks 9-11 • Individual sharing of PBL work (procedural and declarative) in Week 11 			

Primarily, it will be the responsibility of collaborative learner groups to identify a problem of relevance from the presented context/situation, determine what knowledge and resources are required to fully understand the situation, as well as to propose and build solutions to the identified problems.

Today we live in a world where collective intelligence and collaboration are inevitable and desirable. As will be evident in the WebKF environment, collaboration will be required in order to advance to new understandings of the digital technologies and their impact on learning. Collaborative group work within the context of PBL Scenarios will be used as a basis for learning within the course.

Prior to the beginning of the course it is required that each learner familiarize themselves with Problem-Based Learning. You can begin this process by reviewing a few posted YouTube videoclips, specifically:

EDUC4703U Session 3 Video 1 @ <http://youtu.be/RkRUTiUjubw>

and

EDUC4703U Session 3 Video 2 @ <http://youtu.be/ulG0DVS-jVQ>

Be prepared to discuss the ideas introduced in these videoclips during the first session in this course.

6. Outline of Topics in the Course

Weeks	Contexts	Tasks
1-2	Co-created Community Digital Space PBL	<ul style="list-style-type: none"> • Blogging in WebKF • Exploring the co-creation of community digital space
3-5	Social Presence PBL	<ul style="list-style-type: none"> • Blogging in WebKF • Exploring CMC in creating social presence
6-8	Cognitive Presence PBL	<ul style="list-style-type: none"> • Blogging in WebKF • Exploring CMC in creating cognitive presence
9-11	Collaborative Learning PBL	<ul style="list-style-type: none"> • Blogging in WebKF • Exploring CMC in creating collaborative learning environments, structures and practices
12	Consolidation	<ul style="list-style-type: none"> • Reflection and Meta-cognition using Rise-Aboves and Scaffolds in WebKF

7. Suggested Texts/Readings

A reading list and bibliographic database will be developed by the class. The reading list will be a shared one using the affordances provided by Zotero (<https://www.zotero.org/>) so be sure to install the free plugin for use with your browser(s). We will use the EDUC5102_2020 Group that has been established by earlier denizens of other courses. Invitations to the group will be sent out early in the course. **It will be important to everyone to complete the provided Zotero templates with as much information as possible, in the appropriate APA format, to make the resulting shared database as useful as possible.** In addition, we will share a database within WebKF for the class, using views for particular topics and for individual projects. The reference style guide to be used in the course is APA v6.

Additional readings may be assigned or recommended during the course and all will be available online.

8. Principal Assignments, Assessment and Evaluation Methods

Most of the work will lead up to a final paper for the course. The blogging in WebKF, however, will be vital to the ability of the group to define problems and seek solutions in a knowledge building environment.

A) **Digital Readiness – Pre-Course** (Access Global Readiness Explorer at <http://grex.ictinus.net> Use the **EILab_Pilot_test** group and login using your ontariotechu.net address.) Based on your responses to the tools (Basic Demographics, DCP and FOLCS – not TOOLS) available in GREx, make a 1-2 page assessment of your readiness for Fully Online Learning Community (FOLC) Environments. Concentrate on the FOLCS results which will be available on the Submissions tab of GREx. You will need to do a detailed analysis using **Revised Completed Definition for FOLC_FOLCS.pdf** document in #additional_resources channel in Slack. Provide a title page (complete with a descriptive title, your name, course code and name, professor's name and submission date) and use an academic format including fully APA v6. Upload in Google Doc format to your shared ONTARIOTECHU.NET folder. **Due date: Jan. 12, 2020 @ 11:59pm.**

B) **Digital Competency Profiler (DCP) Profile Analysis – Post Course**
Complete the tools (Basic Demographics, DCP and FOLCS – not TOOLS) at <http://grex.ictinus.net> a second time and in a 1-2 page document contrast the two profiles (Pre-course and Post-Course). Provide a title page (complete with a descriptive title, your name, course code and name, professor's name and submission date) and use an academic format including fully APA v6. Upload in Google Doc format to your shared ONTARIOTECHU.NET folder. **Due date: Apr. 3, 2020 @ 11:59pm.**

C) **Blogging in WebKF & PBL Work:** Describe your experiences and your reflective thoughts on the course in the form of a learning "blog". To be submitted in a WebKF View - Blog consisting of ongoing contributions to the community of learner's discourse. Be sure to offer critical feedback to your peers, as this is the only way that we can progress. Cheerleading posts of 'good job' or 'I agree' should not be posted as they don't promote thinking or behavioural changes. PBL work will be done on a continuous basis. You will be expected to contribute to all aspects, including presenting your group work on a regular basis as described in the Course Design section. Much of this work will be peer and self-assessed using SurveyMonkey versions of the rubrics found linked below.

Since most of you will be new to PBL structures, we will be discussing the way we will be assessing PBL. For the most part, there will be a series of sharing sessions in which each of you will provide critical feedback to those sharing. The critical feedback will be given informally in the sharing session and more formally using the rubrics that you will find in the #rubrics channel in Slack. The rubrics will be made available using SurveyMonkey.

D) **Case Study**

The object of this course is to investigate the role of communication in learning processes, particularly within the context of the Fully Online Learning Community (FOLC) environments. One of the ways in which we as educators can develop our understanding of theory is through the development of our own case studies. For the final assessment of this course, you will identify a communications issue or problem which occurs within the context of fully online learning community environments. Then, you will need to develop a case study that will describe the key events in that setting when applying an ICT solution to that issue or problem. Your case study should outline and analyze those key events in light of communication theories and educational technology research you have been exposed to throughout this course.

Case Study Assignment will be completed in three parts:

- Part 1: Problem Statement (10%)
- Part 2: Poster Presentation (10%)
- Part 3: Case Study (Final) Paper (30%)

Learning Outcomes:

LO 1, LO 2, LO 3, LO 4, LO 5

Part 1: Problem Statement

For this assignment, you should identify a potential application of ICT to address a communication issue or problem (not too general) in fully online learning community environment contexts. From this problem, you should be able to develop a case study for your infographic presentation and final paper in this course. Describe the problem succinctly and, if possible, with reference to previous studies and literature. Highlight the pedagogical and social impact of the problem.

What to Submit:

500-700 word problem statement written in APA v. 6 format (excluding references). Create your document in Google Docs format and upload in Google Doc format to your shared ONTARIOTECHU.NET folder.

- **Due date for Problem Statement:** January 27, 2020 @ 11:59pm.

Sample APA Case Study Paper – available in #additional_resources channel in Slack

Part II. Infographic Development and Sharing

For this part of the Case Study Assignment, you will create an infographic poster that:

- Succinctly describes the nature of your problem.
- Identifies your key stakeholders (the “players” who you need to target with your proposed ICT intervention).
- Identifies the ICT intervention that you are proposing.
- Uses a learning theory (or theories) to analyze the key “events” for your proposed ICT intervention.
- Summarizes how your proposed intervention will resolve your communications issue or problem.

What to Submit:

You will submit a copy of your infographic poster to the WebKF Infographic View. Your infographic poster should reflect problem solving skills, critical thinking skills, people skills and technical skills involved in your problem solution. Each infographic will be assessed (with an emphasis on critical feedback for improvement) by two of your colleagues as peer-feedback and yourself as self-feedback.

- **Due Date for Poster Submission to WebKF Infographic View:** February 24, 2020 at 11:59 pm EDT

Part III. Case Study (Final) Paper

For the final part of Assignment 1, you will submit a 1500-2000 word case study paper (excluding references), written in APA v. 6 format.

- **Due Date:** Friday, March 31, 2020, 11:59 pm EDT

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

9. Assignments and Tests

The grade for the course will be based on the following:

Overall WebKF/PBL contributions:	40% (peer and self-assessed)
FOLCS Profile Analysis	10% (assessed for completion)
Case Study Part 1	10% (facilitator-assessed)
Case Study Part 2	10% (peer-assessed)
Case Study Part 3	30% (facilitator and self-assessed)

Any student who anticipates a delay in preparing work as scheduled should contact the professor directly to advise regarding details of the situation and seek counsel.

Please reference the following rubrics which will be used as a guide and an assessment template.

Case Study, Part 1 Assessment Rubric (Based on OntarioTechU MEd General Assessment Rubric)
In Slack #rubrics channel

Case Study, Part 2 Assessment Rubric
In Slack #rubrics channel

WebKF and General Participation Rubric
In Slack #rubrics channel

Collaboration Rubric
In Slack #rubrics channel

PBL Assessment Rubric
In Slack #rubrics channel

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For *any* student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Professional Conduct (if applicable)

NA

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin (if applicable)

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website

https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy which is subject to change from time to time.

16. Final Exams

NA

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of [\[Insert Faculty name\]](#)

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.



Faculty of Education

EDUC5103G: Online Technology in Education
Spring/Summer 2019

1. Course Details & Important Dates

Term	Course Type	Day	Time
S	Online	Tuesday	6:00 to 9:00pm

CRN #	Classes Start	Classes End
11535	May 6, 2019	July 14, 2019

Course Website: <https://canvas.instructure.com/enroll/PEM437>

Adobe Connect Classroom Address: http://uoit.adobeconnect.com/educ5103_s19/

UOIT MEd Adobe Connect General Meeting Room: http://uoit.adobeconnect.com/medgeneralroom_2016/

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=19&navoid=798>

2. Instructor Contact Information

Instructor Name	Email
Rob Power, EdD	Rob.Power@uoit.ca robpower@hotmail.com
Online Contact Information Rob Power's ePortfolio: http://www.powerlearningsolutions.com/ Twitter: https://twitter.com/PowerLrn	

3. Course Description

This course explores the integration of online technology (e.g., synchronous & asynchronous communication, and learning management systems) into educational practice. The course focuses on issues such as the ways in which online technology enhances and inhibits learning, accessibility, reflection, social learning, cognitive processing, quality of discussion, role of educator, individual differences in use, and learning performance. Particular attention is given to the role that technological developments have played in inviting educators to reconsider fundamental educational concepts. 3 cr.

4. Learning Outcomes

Digital Technology in Education is not a problem of integration, it is an unavoidable process. It is unavoidable simply because digital technology is fundamentally designed by and like the human mind. Therefore, as learning is an activity of the mind, the only tool that could possibly participate in the process of learning would be digital technology. At their most basic level, mind and computer can only store, process and transfer information. The only difference is the when this is done by a sentient being, that information becomes knowledge.

With this in mind, how can we best fit technology and minds to foster a process of learning that would be effective, efficient, relevant and engaging for all?

The general topics that will be explored in this course include:

1. Overview of Online Course Formats, Technologies, and Pedagogies
2. Video and Videoconferencing for Education
3. Cloud-Based Storage and Applications
4. Creating Flipped Classrooms
5. Mobile Technologies and Applications
6. Social Media for Education
7. Alternate Learning Spaces
8. Emerging and Future Trends in Online Technologies for Education
9. Survey Data Analysis
10. Other topics as proposed by student groups...

Students who successfully complete the course will have reliably demonstrated the ability to:

- LO 1. articulate how current learning theory applies or not, to online learning (G1, G3, G6, T5, R2, R5, R6, K1, K2, K3, C1, C2, C3, C4, C5, C6, A1, A2)
- LO 2. identify strategic approaches for effective online learning (T1, T2, T3, T4, T5, K1, K2, K3, K4, A3, A4)
- LO 3. discuss opportunities and challenges in online learning (G3, G4, T2, T3, K1, K2, K3, K4, C1, C2, C3, C4, C5, C6, A1, A2, A3, A4)
- LO 4. identify current technologies of online learning (G5, T3, T5, K4)
- LO 5. lead effective online learning (G5, T1, T3, T4, T5, K4, C2, C3, C4, C5, C6, A2, A3, A4, P1, P2, P3, P4)

5. Course Design

This course will be conducted entirely online, using a variety of synchronous and asynchronous technologies. The Canvas learning management system (<https://canvas.instructure.com/enroll/PEM437>) will serve as a home base for the course.

Synchronous Activities

Synchronous class sessions will take place each Monday via Adobe Connect. Most of our time in the Adobe Connect class sessions will be used for group activities and learner group-led presentations.

In order to be consistent with the central concepts of this course, the fundamental approach taken with this course will be from a socio-constructivist perspective. It is the intention to adopt a problem-based learning strategy thus involving substantial collaborative work in teams. Typical classes will involve segments that will be completely student designed and driven. Each week, a team of students will prepare and lead parts of the synchronous session as well as related asynchronous elements to the learning activities.

The “presentation” is not really a presentation but a team led activity. The idea is simply to give each team an opportunity to do something with the class that can’t be done in a tweet or a blog. It is about using the time with the group to discuss experiment, try, question.... On the theme your team has picked. It is to be student lead. Every team will try something different, in line with their individual interests, experiences and abilities – and that’s how everyone will learn – not from me talking! So it is all about the concept, and how you do it, is an opportunity for you and your team to try something in an online classroom – you can’t go wrong, you can only learn!

Students are expected to attend ALL classes – If a class HAS to be missed, the student must inform the instructor well ahead of time to arrange for make-up work.

Asynchronous Activities

Asynchronous course activities will use email, micro-blogging, and other collaborative tools. We'll be using Zotero to help create a collaborative course reading list. We'll also be using Twitter to carry on less formal conversations and resource sharing throughout the course. You can share your thoughts, and links to resources you find, using the course hashtag #EDUC5103G (be sure to add the hashtag to your posts, and check the course home page for our Twitter feed!). What are the expectations? Easy: listen, and try to understand. When you don't understand, ask questions, and try to say something once in a while, only when you feel comfortable or when you have something to say. To ask questions, there is a “direct message” function in Twitter where you can send a private message to someone. Don't be shy! No, there are no minima of numbers of posts sent etc.... I'm more interested in having every student feeling safe to try, and safe to ask questions (you already did this). You are all at different levels familiarity with these tools, so I can't expect the same from everyone, but, I do expect you all to help each other, and to ask help from each other – collaboration.

Please refer to the course LMS site (in Canvas) for the most up-to-date version of the weekly schedule and activity and assignment due dates.

Technology Requirements

In this course we will be using a variety of online technologies. It is therefore critical that you have adequate computer hardware and software in addition to a reliable high-speed Internet connection. Failure to meet these requirements will likely cause you and your classmates unnecessary frustrations and loss of class-time.

As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video- conference (Adobe Connect) in order to participate in all classes.

Minimum Computer Characteristics

- Operating system (minimum): Windows 7, MacOS X 10.6.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)

Internet Access

Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many features of these courses (e.g., the videoconferencing).

In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test:

https://admin.adobe.com/common/help/en/support/meeting_test.htm

I also recommend that you run a basic Internet speed test on a regular basis to verify the reliability and stability of your connection: <http://speedtest.net/>

- Minimum download speeds: 10.0 mbps
- Minimum upload speed: 1 mbps

Readings below these suggested speeds will cause you to have broken audio/video or even loss of connections. I strongly suggest that you check with your Internet provider to insure that you have the appropriate reliable bandwidth to allow you to follow the course without having to worry about the technology.

Other Technologies

The best way to learn about teaching and learning with mobile technologies is to actually use mobile technologies yourself. Students are encouraged to experiment with mobile computing devices, including smartphones, tablets, iPads, or other similar devices.

Other Technologies

Students are also encouraged to experiment with mobile computing devices, including smartphones and tablets. A free Adobe Connect app is available for most mobile operating systems. Additionally, the course LMS, Canvas, and all resources posted to the course website, are mobile compatible. Canvas also has a mobile app which can be downloaded from:

- Android: <https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en>
- iOS: <https://itunes.apple.com/ca/app/canvas-student/id480883488?mt=8>

Course activities such as micro-blogging with Twitter, or watching videos via YouTube, are easily accessible using mobile devices.

6. Outline of Topics in the Course

The following is a proposed list of topics to be covered. This list may change as participant groups select their presentation topics and dates. Updates to this proposed schedule will be discussed during the Adobe Connect class sessions, and posted to the course website (major scheduling changes may also be communicated via email from the instructor)

Week	Dates	Topic(s)	Adobe Connect Sessions	Notes
1	May 6-12	Course Introduction	Tuesday, May 7	
2	May 13-19	Overview of Online Course Formats, Technologies, and Pedagogies	Tuesday, May 14 Group Presentations: <ul style="list-style-type: none"> • Overview of Online Course Formats and Technologies • Overview of Online Pedagogies 	
3	May 20-26	Video and Videoconferencing for Education	No Adobe Connect Session – Victoria Day Statutory Holiday Groups to meet in MEd General Meeting Room during the week to prepare for upcoming group presentations.	
4	May 27 – June 2	Cloud-Based Storage and Applications	Tuesday, May 28 Group Presentations <ul style="list-style-type: none"> • Videoconferencing for online education • Cloud-based Storage and Applications 	
5	June 3-11	Creating Flipped Classrooms	Tuesday, June 4 Group Presentations <ul style="list-style-type: none"> • Using video in online education • Creating Flipped Classrooms 	
6	June 10-16	Social Media	Tuesday, June 11 Group Presentations <ul style="list-style-type: none"> • Social Media in Education 	
7	June 17-23	Alternate Learning Spaces	Tuesday, June 18 Group Presentations <ul style="list-style-type: none"> • Alternate Learning Spaces 	Assignment 2 DUE (Friday, June 21)
8	June 24-30	Emerging and Future Trends and Other Topics (proposed by groups...)	Tuesday, June 25 Group Presentations <ul style="list-style-type: none"> • Future and Emerging Trends • Other topics as proposed by student groups 	
9	July 1-7		No Class – Canada Day Statutory Holiday	
10	July 8-14	Survey Data Analysis and Course Wrap Up	Tuesday, July 9 Survey Data Analysis and Course Wrap Up	Assignment 3 DUE (Sunday, July 7) Course Ends (Tuesday, July 9)

Adobe Connect Class Sessions

Unless otherwise noted in the posted class schedule, the synchronous Adobe Connect class sessions will occur every Monday. The time in between each Adobe Connect session should be used by participants to work with their teams on preparing their group presentations (and facilitating the associated online resources and activities).

7. Required Texts/Readings

A reading list and bibliographic database will be developed by the class (to supplement the resources posted to each group's online presentation materials). The reading list will be a shared one using the affordances provided by Zotero (<http://www.zotero.org/>). A Zotero Group has been created for this course at <https://www.zotero.org/groups/educ5103g> (this is a public group, but you will need to go to the site and join to become a group member). It is recommended that install the free Zotero desktop application, and free browser plugin.

The reference style guide to be used in this course is APA v6.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Learners will be evaluated based upon four primary course assignments:

- Online Learning Activity (Group Lead) – 40%
- Critical Analyses of Online Technologies for Education – 25%
- Learning Reflection – 25%
- Participation and Collaboration – 10%

The following rubric will be used to assess the specifics of all your contributions in this course. In general, all the Blogs and Wikis and presentations are assessed that way, although some criteria are not applicable in some cases.

General Assessment Rubric

The following rubric will be used to assess the specifics of your final paper and all your team (group presentation) contributions in this course. (*Adaptations to this rubric, as required, will be posted to the course website, and discussed during the Adobe Connect class sessions*)

Criteria	Not Acceptable	Acceptable (B-)	Good (B to B+)	Very Good (A- to A)	Excellent (A+)
Relevance	Text does NOT refer to the subject at hand	Text does refer to the subject at hand in a general manner	Text treats some specific elements of the subject	Text is on target and deals entirely with the subject both in general terms as well as with principal elements in a very specific manner	Text is on target and brings in more than one perspective to bear on the analysis or descriptions
Coherence and Clarity	Ideas are NOT presented clearly	Ideas are presented but links are weak and difficult to follow	The structure allows for good understanding of the relationships between the different parts of the text	Excellent structure allowing the reader to grasp all the ideas and understand the logical links between them	The overall structure is such that the arguments are presented in a clearly refutable manner as both concepts and logic are defined and followed
Depth	Ideas are poorly presented, and relevant terms or concepts are NOT referred to or defined	Ideas presented without defining any terms or concepts	Main concepts are defined but without references	All principal concepts are clearly defined with some references and justifications	All terms and concepts are defined in a formal manner and referenced, and some documented criticism are also identified
Quality of Written Language	Written with poor syntax and grammar	Written with correct syntax and grammar	Written with good form and where a notable effort has been made to facilitate reading	Easy to read, where the ideas come forth and the writing disappears	Publishable... or almost!
APA Formatting	Does NOT use APA v. 6 formatting Or APA v.6 formatting is used with consistent major errors of either heading structure, in-text citations, or references.	APA v. 6 formatting used, but consistent minor errors with use of either heading structure, in-text citations, or references	APA v. 6 formatting used with a few minor errors	APA v. 6 formatting used with almost no minor errors	Publishable... or almost!

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments

Assignment 1: Online Learning Activity

In teams of no more than 3, you will select one of the course topics/themes (see the Course Topics and Weekly Schedule) and take responsibility for approximately 60 minutes of that particular evening.

Learning Outcomes

LO 1, LO 2, LO 3, LO 4, LO 5

Requirements

- Online Resources (20%):
 - A web support (can be done with WordPress, PBWorks, Weebly, or any other free online hosting service) OR a course topic page in Canvas.
 - Any external resources created will be linked in Canvas for access by the rest of the class
 - Some multimedia segment posted online in an Open Access format (such as YouTube, etc), and embedded into your web support or Canvas content page.
 - Some form of social media interaction (linked or embedded into your web support or Canvas content page).
 - Post questions and facilitate discussions on your topic in the Canvas course discussion forums for that week.
- The Adobe Connect “presentation” session (20%)

Due Date: Online resources are due by 11:59 pm ET on the Sunday before each group’s Adobe Connect presentation date.

Assignment 2: Critical Analyses of Online Technologies for Learning

For this assignment, you will choose any two (2) of the online technology types explored in EDUC 5103G, and prepare a critical analysis paper (25%).

Do NOT choose the technology type that your group presented on!

Your paper should be formatted according to APA version 6 guidelines, and should include:

- An abstract.
- An introduction / overview of the chosen technologies.
- A “literature review,” providing an overview of what others (researchers, practitioners, bloggers, etc...) have described as the benefits, drawbacks, and major issues related to the use of that technology in online learning.
- A discussion of how your chosen technologies compare in terms of benefits and/or drawbacks in your own context, drawing on examples from the presentations made by your classmates (if that topic has already been presented on!).
- Summary / Conclusions
- References
- Appendices (if required)

Learning Outcomes

LO 1, LO 2, LO 3, LO 4

Due Date: Sunday, June 16, 11:59 pm ET

Assignment 3: Learning Reflection

For this assignment, students will reflect upon their learning experiences and the tools and resources developed in Assignment 1. (25%)

Learning Outcomes

LO 1, LO 2, LO 3, LO 4, LO 5

Your reflection piece can come in the form of a blog post or wiki page. Your reflective post should use proper APA v6 formatting, including references (where applicable), and should be at least 1200-1500 words, and must have the following:

- An overview of your group's Online Learning Activity topic.
- A description of the tools and multimedia resources used and created by your group, including rationale for those choices.
- Reflection on your group's Adobe Connect presentation (including what worked, what didn't work, and what you would do differently).
- Reflection on any reactions or feedback from your classmates.

Due Date: Sunday, July 7, 11:59 pm ET

Assignment 4 – Participation and Collaboration

The participation and collaboration grade will reflect attendance in the Synchronous Adobe Connect Sessions, contributions to your group's collaborative Adobe Connect presentations and resource sites, and constructive and collaborative contributions to the ongoing course conversations in Canvas and on Twitter. (10%)

1. Participation in Adobe Connect Sessions and Online Discussions (5%)
2. Group Collaboration (5%)

Please refer to the course website for full details of each activity's requirements.

Learning Outcomes

LO 1, LO 2, LO 3, LO 4

Late Submissions

It is the responsibility of each group to post online resources, facilitate online activities, and be prepared to host online presentations in Adobe Connect class sessions on the dates selected. Group members are responsible for coordinating with each other to ensure that they can adequately facilitate their "presentations" in the event that one or more individual members are unable to attend due to unforeseen circumstances. For individual assignments, it is the responsibility of each student to submit assignments by the posted due date, using the specified assignment submission system. Late submissions and extensions are generally only granted in extenuating circumstances, and it is the responsibility of the student to contact the instructor (in advance, if possible) to discuss the need for an extension, and to make suitable arrangements.

10. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

11. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca.

If you need extra help, you can also contact the [Student Learning Centre](#).

12. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support.

Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

13. Sexual Violence Support and Education

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If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: www.uoit.ca/sexualviolence

14. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

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Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the [Student Learning Centre](#).

15. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

16. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that UOIT not disclose the personal information of its students without their consent.**

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

17. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.



Faculty of Education

Analysis and Design of Web-Based Learning Tools
Winter 2020

1. Course Details & Important Dates

Term	Course Type	Day	Time
S	Online	Tuesday	6:00 to 9:00pm

CRN #	Classes Start	Classes End
71850	January 6, 2020	April 4, 2020

Course Website: <https://canvas.instructure.com/enroll/CTL797>

Adobe Connect Classroom Address: <http://uoit.adobeconnect.com/educ-5104g-202001-71850/>

UOIT MEd Adobe Connect General Meeting Room: http://uoit.adobeconnect.com/medgeneralroom_2016/

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=22&navoid=881>

2. Instructor Contact Information

Instructor Name	Email
Rob Power, EdD	Rob.Power@ontariotechu.ca robpower@hotmail.com
Online Contact Information Rob Power's ePortfolio: http://www.powerlearningsolutions.com/ Twitter: https://twitter.com/PowerLrn	

3. Course Description

This course allows students to investigate, analyze and design web-based learning tools. Key areas addressed include establishing an operational definition and categorization of web-based learning tools (WBLTs), exploring learning theories and instructional design principles that support the design of WBLTs, understanding the advantages and disadvantages of using WBLTs, analyzing and assessing qualities of effective WBLTs, and exploring strategies for using WBLTs. After developing a strong foundation of theory and design, students will create their own WBLTs.

4. Learning Outcomes

On the successful completion of the course, you will be able to:

Working Definitions of WBLTs

1. Identify the essential features of web-based educational tools [T4, T5]

Purpose of WBLTs

2. Determine the need for web-based educational tools [T2]

Theory Underlying WBLTs

3. Explain basic learning theories underlying the design of learning tools [G1, C3, A1]
4. Examine key instructional design principles used to create WBLTs [K2, K3, C6, A1]

Evaluate WBLTs

5. Develop criteria for evaluating learning tools based on sound learning theory and instructional design principles [G4, P2]
6. Create effective metrics to evaluate web-based educational tools [C3, P2]
7. Implement and test evaluation metrics of WBLTs [K1]

Using WBLTs

8. Identify and understand instructional strategies that will help make WBLTs more effective [T3]

Design of WBLTs

9. Design a WBLT based on sound learning theory and instructional design principles [T1, T3, T4, K3, C3, P1]

5. Course Design

This course will be conducted entirely online, using a variety of synchronous and asynchronous technologies. The course website in Canvas (<https://canvas.instructure.com/enroll/CTL797>) will serve as a home base for the course. Students should self-enroll in the Canvas course site as soon as possible.

- The course consists of 12 sessions
- A typical session will consist of 1.5 hours in Adobe Connect plus 5 to 7 hours of home activities
- The reason I have two 1.5 hours in Adobe Connect is to create two smaller groups of 12 to 14 for better discussion and interaction (instead of one large group of 24 to 28)
 - You will be given an opportunity to indicate your preference of Adobe Connect group via a pre-course survey:
 - Section 1: 6 – 7:20 pm ET
 - Section 2: 7:40 – 9 pm ET
- The majority of the classes will consist of a series of small group discussions and activities
- Students are expected to attend ALL classes – If a class HAS to be missed, the student must inform the instructor well ahead of time to arrange for make-up work
- The Canvas course website will be used extensively as a guide and support for students in this course
- Assessments and activities will be authentic in this course. To that end, student assignments/activities will be used to create an eBook and an eLearning Essentials Website
- Students will be asked to contribute regular resources tweets using our class hashtag #EdToolDesign. The goal here is to create an exemplary set of resources on the design of web-based learning tools for the OnTechU and larger education community in K-12 & Higher Education

- Meetings with individual students will occur on Skype or in Adobe Connect

Technology Requirements

In this course we will be using a variety of online technologies. It is therefore critical that you have adequate computer hardware and software in addition to a reliable high-speed Internet connection. Failure to meet these requirements will likely cause you and your classmates unnecessary frustrations and loss of class-time.

As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video-conference (Adobe Connect) in order to participate in all classes.

Minimum Computer Characteristics

- Operating system (minimum): Windows 7, MacOS X 10.6.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)

Internet Access

Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many features of these courses (e.g., the videoconferencing).

In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test: https://admin.adobe.com/common/help/en/support/meeting_test.htm

I also recommend that you run a basic Internet speed test on a regular basis to verify the reliability and stability of your connection: <http://speedtest.net/>

- Minimum download speeds: 10.0 mbps
- Minimum upload speed: 1 mbps

Readings below these suggested speeds will cause you to have broken audio/video or even loss of connections. I strongly suggest that you check with your Internet provider to insure that you have the appropriate reliable bandwidth to allow you to follow the course without having to worry about the technology.

Other Technologies

The best way to learn about teaching and learning with mobile technologies is to actually use mobile technologies yourself. Students are encouraged to experiment with mobile computing devices, including smartphones, tablets, iPads, or other similar devices. A free Adobe Connect app is available for most mobile operating systems. Additionally, the course LMS, Canvas, and all resources posted to the course website, are mobile compatible. Canvas also has a mobile app which can be downloaded from:

- Android: <https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en>
- iOS: <https://itunes.apple.com/ca/app/canvas-student/id480883488?mt=8>

Course activities such as micro-blogging with Twitter, or watching videos via YouTube, are easily accessible using mobile devices.

6. Outline of Topics in the Course

The following topics will be addressed, discussed, analyzed, and evaluated All classes are listed on the Lessons “Module” of the Canvas Course website.

- Overview and working definitions of WBLTs
- Learning Theories and WBLTs
- Instructional Design Principles for WBLTs
- Evaluating WBLTs
- Examining Apps for Developing WBLTs
- Planning a WBLT
- Designing a WBLT

7. Required Texts/Readings

Required Readings

Clark, R. C., & Mayer, R.E. (2011). [E-learning and the science of instruction](#). San Francisco, CA: Wiley.

Halpern, D.F., Graesser, A., & Hakel, M. (2007). [25 learning principles to guide pedagogy and the design of learning environments](#). Washington, DC: Association of Psychological Science taskforce on Lifelong Learning at Work and at Home.

Useful Web-Based Resources

- **Main List on Course Website - See the page under the Course Resources “module” on the Canvas course website.**
- [Common Sense Graphite](#) - Evaluations of Learning Tools
- [Learning Theories](#) Website
- [Edutopia](#) - Excellent site for latest innovations and discussions in EdTech
- [Edudemic](#) – Guides, Tools, Resources – Very helpful

8. Evaluation Method

All assignments are described in detail in the Course Assignments “Module” in the Canvas course website.

Due Date	%	Learning Outcomes	Description
Weekly	10%	LO1 to LO10	Community Contributions
Feb 9th	25%	LO4, LO5	Theory & Instructional Design Principles
March 1st	25%	LO3 to LO10	Design-Tool Review
March 31st	40%	LO3 to LO10	WBLT Module

Late Assignments

Students must notify the instructor ahead of time if they are unable to meet a deadline. The instructor and the student will negotiate a solution and an alternative due date. Students who do not notify the instructor ahead of time could receive a grade of 0 on the assignment unless there are exceptional circumstances.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading is in Section 5 of the UOIT Academic Calendar.

9. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

10. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

11. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at

<https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email

studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here

<https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

12. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

13. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

14. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

16. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only

your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.



Faculty of Education
EDUC5105G: Tech. Diffusion in Education
Course Outline for Spring/Summer 2020

1. Course Details & Important Dates

Term	Course Type	Day	Time
Spring/Summer	Online	Wednesday	6:10 to 9:00pm

CRN #	Classes Start	Classes End
11734	May 6, 2020	August 5, 2020

Adobe Connect Classroom Address: : <http://uoit.adobeconnect.com/educ-5105g-202005-11734/>

M.Ed general Classroom: http://uoit.adobeconnect.com/medgeneralroom_2016/

For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

Studies Graduate Handbook: <http://meduoit.weebly.com/>

Professor: Dr. Bill Muirhead can be reached at bill.muirhead@uoit.ca. Online office hours are before and after class by appointment.

Course Website: <https://learn.ontariotechu.ca/courses/6188>

2. Instructor Contact Information

Instructor Name	Email		
Dr. Bill Muirhead	Bill.Muirhead@uoit.ca		
Office Hours: By appointment before or after class			

3. Important Dates

- May 15 – Last day to drop course and receive 100% refund
- May 15 – Last day to withdraw from course without academic consequences
- August 5– Last class
- August 7-Final Paper Due

4. Course Description

In this course we examine technology diffusion in education. We consider how teachers, learners and educational administrators promote, resist, adopt, transform, and repurpose technologies in education. The emphasis in this course is placed on information and learning technologies but we will consider the particular case of education in the context of the general dynamics of technology diffusion, transfer and translation. Information and communication technologies will be understood in their broader context of use within modern society.

5. Learning Outcomes :

On the successful completion of the course, students will be able to:

Students who successfully complete the course will have reliably demonstrated the ability to:

First, developing an in-depth understanding major concepts and theories in diffusion of innovations, including

1. Distinguish and articulate the key diffusion of innovation concepts and theories in education [G1]
2. Understand the strengths and limitations of different diffusion of innovation concepts and theories [G1, G6]
3. Explain and critique the past and current theories of adoption and diffusion of technology as these apply to education [G1, G4]
4. Understanding and evaluating the key components of case studies including the context, incentives and barriers for the adoption, adaptation of technology innovations [G4, T1]

Second, develop skills to critically analyze assumptions, values, biases, ideologies and evidence that underpin cases of (technology) innovation diffusion

1. Effectively describe how a technology is adopted in the society and integrated in the educational context and its relevant terminologies [G4, T1]
2. Analyse specific cases of adoption and diffusion of technology in education using major theories and models; [G4, T1]
3. Use current theories and a significant and meaningful set of secondary resources to make predictions and suggestions as to the next steps in terms adoption and diffusion of technology for specific situations, and suggest specific steps to facilitate the process [C6, K3, K4, G4, R5, T1-T5]
4. Demonstrate an ability to arrive at technology solutions in complex educational settings, given thorough consideration of the fullest possible set of factors and challenges [P2]
5. Developing writing skills in academic expository genre [C1, C2, C4]
6. Presenting references based on the APA format [C4]

6. Course Design

In order to allow students to participate in this program from anywhere in the world, it is offered entirely online. In addition, to foster the development of a strong pedagogical relationship between students as well as with the professors, a real-time, online face-to-face components is crucial and it is for this reason that a web-based videoconferencing system “Adobe Connect” will be used for all weekly meetings (classes) as well as be available 24/7 for students to use for their team work meetings. All students are expected to be present at all of these meetings.

As in all course of this program, Canvas will be used for the distribution of basic information such as the course outline and some supporting documents. Students will be expected to actively participate in all discussions, posts to the discussion forum in this course.

In such a technological context, the fundamental pedagogical approach taken with this course will be from a socio-constructivist perspective and will adopt a problem-based learning strategy thus involving substantial collaborative work in teams.

Specifically, following an introduction by the professor, the typical classes will involve 1½ hour segments of activities lead by the professor, as well as to be completely student designed and driven.

7. Outline of Topics in the Course

Week	Date	Readings	Goals
1	May 6	<p>Course Outline The history of technology in education. Available from https://youtu.be/UFwWWsz_X9s</p> <p>Technology in Education: A Future Classroom. Available from https://youtu.be/uZ73ZsBkcus</p>	<p>Introduction</p> <ul style="list-style-type: none">• Review Course Outline• Why study diffusion theory and educational technology?• Process of individual adoption• Discussion: the first assignment: a case description (Due October 3)

2

May 13

1. Rogers, E.M. (2003). *Diffusion of innovations (5th edition)*. The Free Press. New York. Chapter 1 Element of diffusion.

Please note, you may use the 3rd version which is available online.

Rogers, E.M. (1983). *Diffusion of innovations (5th. ed.)*. New York: The Free Press. Available from <https://teddykw2.files.wordpress.com/2012/07/everett-m-rogers-diffusion-of-innovations.pdf>

2. Prince, J.T. & Simon, D.H. (2009). Has the Internet accelerated the diffusion of new products? *Research Policy*, 38, 1269–1277.

Video clips

1. (Rogers, Everett Apr. 30, 2004). Everett Rogers "Diffusion of Innovations" Speech. Available from <https://www.youtube.com/watch?v=j1uc7yZH6eU>

2. Milder, David (Feb. 6, 2014) Diffusion of Innovation Theory. Available from https://www.youtube.com/watch?v=OU_B-tfKODU

[Understanding the origin and four major sub-theories of Diffusion of Innovations Theory \(incl. rates of adoption, stages of Adoption, categories of adopters\)](#)

- Required readings and video clips for week 1

3	May 20	<p>1. Rogers, E.M. (2003). <i>Diffusion of innovations (5th. Ed.)</i>. Chapter 3 Contributions and criticisms of diffusion research. The Free Press. New York</p> <p>2. SEDL (2015). <i>Concerns Based Adoption Model</i>. Austin, TX: SEDL. Available from https://www.sedl.org/cbam/concerns-based-adoption-model.pdf</p> <p>3. Hord, S.M., Stiegelbauer, S.M., Hall, G.E., & George, A.A. (2006). <i>Measuring implementation in schools: Innovation configurations</i>. Austin, TX: SEDL. Available from http://www.sedl.org/pubs/catalog/items/cbam19.html</p> <p>Video clips</p> <p>1. Southwest Educational Development Laboratory (2015). <i>Concerns-Based Adoption Model (CBAM): Innovation Configurations</i> (Video). Available from http://www.sedl.org/cbam/videos.cgi?movie=IC</p>	<p><u>Understanding the major claims of the Concerns Based Adoption Model (CBAM)</u></p> <ul style="list-style-type: none"> • Required readings and video clips for week 2 • Group 1 Presentation
4	May 27	<p>1. Rogers, E.M. (2003). <i>Diffusion of innovations (5th ed.)</i>. Chapter 4. The Generation of Innovation. The Free Press. New York.</p> <p>2. Technology Diffusion in the Society: Analyzing Digital Divide in the Context of Social Class by Wattal, S; Yili Hong; Mandviwalla, M; Jain, A. 2011 44th Hawaii International Conference on System Sciences, 01/2011</p>	<p><u>Understanding and analysing the diffusion of a specific technology in an educational setting</u></p> <ul style="list-style-type: none"> • Required readings • Group 2 Presentation

5	June 3	<p>1. Rogers, E.M. (2003). <i>Diffusion of innovations</i> (5th ed.). Chapter 5, The innovation decision process. Element of diffusion. The Free Press. New York</p> <p>2. Hye In Jeong & Yeolib Kim (2017) The acceptance of computer technology by teachers in early childhood education, <i>Interactive Learning Environments</i>, 25:4, 496-512, DOI: 10.1080/10494820.2016.1143376</p>	<p>Constructive learning to understand individual case on technology diffusion and integration in education settings</p> <ul style="list-style-type: none"> • Group 3 Presentation
6	June 10	<p>*1. Rogers, E.M. (2003). <i>Diffusion of innovations</i> (5th. ed.). Chapter 6. Attributes of innovation and their rate of adoption. The Free Press. New York.</p> <p>2. Vanderlinde, R., & Johan, v. B. (2011). A new ICT curriculum for primary education in flanders: Defining and predicting teachers' perceptions of innovation attributes. <i>Journal of Educational Technology & Society</i>, 14(2), 124-n/a.</p>	<p>Constructive learning to understand individual case on technology diffusion and integration in education settings</p> <ul style="list-style-type: none"> • Group 4 Presentation
	June 16-20	Reading Week	No Classes

7	June 24	<p>*1. Rogers, E.M. (2003). <i>Diffusion of innovations (5th. Ed.)</i>. Chapter 7. The innovativeness and adopter categories. The Free Press. New York.</p> <p>2. Huntington, H. & Worrell, T. (2013). Information Communication Technologies in the Classroom: Expanding TAM to Examine Instructor Acceptance and Use. <i>Journal of Educational Multimedia and Hypermedia</i>, 22(2), 147-164. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE).</p> <p>Video clips</p> <p>1.Kemp, A. (2017) Introduction to Technology Acceptance Models (TAM) for Education https://youtu.be/icZbLhQoqG8</p> <p>2. Technology Acceptance Model https://youtu.be/ydIFH1q2NHw</p>	<p>Understanding the assessment of adoption of digital technology, and the Technology Acceptance Model</p> <ul style="list-style-type: none"> • Technology Acceptance Model • Required readings and video clips for week 7 • Group 5 Presentation
	July 1	Canada Day No Classes	

8	July 8	<p>*1. Rogers, E.M. (2003). <i>Diffusion of innovations</i> (5th. Ed.). Chapter 8 Opinion Leadership and Diffusion networks. The Free Press. New York.</p> <p>2. (Mark Connelly, October 28, 2016). The Kurt Lewin Change Management Model. http://www.change-management-coach.com/kurt_lewin.html</p> <p>3. Bernard Burnes & David Bargal (2017) Kurt Lewin: 70 Years on, Journal of Change Management, 17:2, 91-100, DOI: 10.1080/14697017.2017.1299371</p> <p>Video clips</p> <p>*1. (Hartzell, Sherri, August 1, 2015). Lewin's 3-Stage Model of Change: Unfreezing, Changing & Refreezing. Available from http://study.com/academy/lesson/lewins-3-stage-model-of-change-unfreezing-changing-refreezing.html</p>	<p>Understanding Kurt Lewin's Three Step Change Theory: Unfreeze, change, refreeze</p> <ul style="list-style-type: none"> • Required readings and video clips for week 8 • Group 6 Presentation
9	July 15	<p>Asynchronous Session</p> <p>NOTE: I will be online from 6-7:30 to answer any questions you may wish to ask about your final paper.</p>	<ul style="list-style-type: none"> • Independent time to work on final paper
10	July 22	Distinguished Guest Lecture	

11	July 29	<p>1. Rogers, E.M. (2003). <i>Diffusion of innovations (5th. ed.)</i>. Chapter 11 Consequence of Innovations. The Free Press. New York.</p> <p>2. Turcotte, S., Laferrière, T., Hamel, C., & Breuleux, A. (2010). Multilevel innovation in remote networked schools. <i>Systemic Practice and Action Research</i>, 23(4), 285-299.</p> <p>Video Clips:</p> <p>1. Edward Tenner: Unintended consequences https://youtu.be/rGaj2VImQec</p> <p>2. Connected, but alone? Sherry Turkle https://youtu.be/t7Xr3AsBEK4</p>	<p>Understanding Conditions and Consequence of Innovations</p> <p>Required reading for week 10</p> <p>Group 7 Presentation</p>
12	August 5	<p>Final Class</p>	<p>Summary of diffusion theory and educational technology</p> <p>Review Final Paper</p> <p>Final questions about "Why study diffusion theory and educational technology?"</p> <p>Final paper Due August 7</p>

8. Required Texts/Readings

Please note: There are multiple readings and video clips assigned for this class including readings for which graduate students will be the discussants. Additional readings may be assigned. The reference style guide for this course is APA.

For Week 2

Readings

1. Rogers, E.M. (2003). *Diffusion of innovations (5th edition)*. The Free Press. New York. Chapter 1 Element of diffusion.

Please note, you may use the 3rd version which is available online.

Rogers, E.M. (1983). *Diffusion of innovations (5th. ed.)*. New York: The Free Press. Available from <https://teddykw2.files.wordpress.com/2012/07/everett-m-rogers-diffusion-of-innovations.pdf>

2. Prince, J.T. & Simon, D.H. (2009). Has the Internet accelerated the diffusion of new products? *Research Policy*, 38, 1269–1277.

Video clips

1. (Rogers, Everett Apr. 30, 2004). Everett Rogers "Diffusion of Innovations" Speech. Available from <https://www.youtube.com/watch?v=j1uc7yZH6eU>

2. Milder, David (Feb. 6, 2014) Diffusion of Innovation Theory. Available from https://www.youtube.com/watch?v=OU_B-tfKODU

For Week 3

Readings

1. Rogers, E.M. (2003). *Diffusion of innovations (5th. Ed.)*. Chapter 3 Contributions and criticisms of diffusion research. The Free Press. New York
2. SEDL (2015). *Concerns Based Adoption Model*. Austin, TX: SEDL. Available from https://www.sedl.org/cbam/concerns-based_adoption_model.pdf
3. Hord, S.M., Stiegelbauer, S.M., Hall, G.E., & George, A.A. (2006). *Measuring implementation in schools: Innovation configurations*. Austin, TX: SEDL. Available from <http://www.sedl.org/pubs/catalog/items/cbam19.html>.

Video clips

1. Southwest Educational Development Laboratory (2015). *Concerns-Based Adoption Model (CBAM): Innovation Configurations* (Video). Available from <http://www.sedl.org/cbam/videos.cgi?movie=IC>

For Week 4

Readings

1. Rogers, E.M. (2003). *Diffusion of innovations (5th ed.)*. Chapter 4. The Generation of Innovation. The Free Press. New York.
2. Technology Diffusion in the Society: Analyzing Digital Divide in the Context of Social Class by Wattal, S; Yili Hong; Mandviwalla, M; Jain, A. 2011 44th Hawaii International Conference on System Sciences, 01/2011

For Week 5

Readings

1. Rogers, E.M. (2003). *Diffusion of innovations (5th ed.)*. Chapter 5, The innovation decision process. Element of diffusion. The Free Press. New York
2. Hye In Jeong & Yeolib Kim (2017) The acceptance of computer technology by teachers in early childhood education, *Interactive Learning Environments*, 25:4, 496-512, DOI: [10.1080/10494820.2016.1143376](https://doi.org/10.1080/10494820.2016.1143376)

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For Week 6

Readings

1. Rogers, E.M. (2003). *Diffusion of innovations (5th. ed.)*. Chapter 6. Attributes of innovation and their rate of adoption. The Free Press. New York.
2. Vanderlinde, R., & Johan, v. B. (2011). A new ICT curriculum for primary education in flanders: Defining and predicting teachers' perceptions of innovation attributes. *Journal of Educational Technology & Society*, 14(2), 124-n/a. Retrieved from <http://search.proquest.com.uproxy.library.dc-uoit.ca/docview/1287031541?accountid=14694>

For Week 7

Readings

1. Rogers, E.M. (2003). *Diffusion of innovations (5th. Ed.)*. Chapter 7. The innovativeness and adopter categories. The Free Press. New York.
2. Huntington, H. & Worrell, T. (2013). Information Communication Technologies in the Classroom: Expanding TAM to Examine Instructor Acceptance and Use. *Journal of Educational Multimedia and Hypermedia*, 22(2), 147-164. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved August 20, 2018 from <https://www.learntechlib-org.uproxy.library.dc-uoit.ca/primary/p/41348/>.

Video clips

1. Kemp, A. (2017) Introduction to Technology Acceptance Models (TAM) for Education <https://youtu.be/icZbLhQoqG8>
2. Technology Acceptance Model <https://youtu.be/ydIFH1q2NHw>

For Week 8

Readings

1. Rogers, E.M. (2003). *Diffusion of innovations (5th. Ed.)*. Chapter 8 Opinion Leadership and Diffusion networks. The Free Press. New York.
2. (Mark Connelly, October 28, 2016). The Kurt Lewin Change Management Model. http://www.change-management-coach.com/kurt_lewin.html
3. Bernard Burnes & David Bargal (2017) Kurt Lewin: 70 Years on, *Journal of Change Management*, 17:2, 91-100, DOI: [10.1080/14697017.2017.1299371](https://doi.org/10.1080/14697017.2017.1299371)

Video clips

1. (Hartzell, Sherri, August 1, 2015). Lewin's 3-Stage Model of Change: Unfreezing, Changing & Refreezing. Available from <http://study.com/academy/lesson/lewins-3-stage-model-of-change-unfreezing-changing-refreezing.html>

For Week 10 Guest Lecture

Readings

1. The CIOs New Clothes. A preprint of article from upcoming Educause Review

For Week 11

Readings

1. Rogers, E.M. (2003). *Diffusion of innovations (5th. ed.)*. Chapter 11 Consequence of Innovations. The Free Press. New York.
- 2 Turcotte, S., Laferrière, T., Hamel, C., & Breuleux, A. (2010). Multilevel innovation in remote networked schools. *Systemic Practice and Action Research*, 23(4), 285-299. doi:<http://dx.doi.org.uproxy.library.dc-uoit.ca/10.1007/s11213-009-9160-x>

Video Clips:

1. Edward Tenner: Unintended consequences <https://youtu.be/rGaj2VImQec>
2. Connected, but alone? | Sherry Turkle <https://youtu.be/t7Xr3AsBEK4>

Additional readings may be assigned or recommended during the course.

9. Assignments and Tests

Individual evaluations will be based on the overall participation contributions to the course (10%) as well as on the three principal assignments . **Detailed requirements and checklists of these assignments will be provided on Canvas and in class with detailed instruction.**

1. Individual assignment: A description of a case of adoption and diffusion of an (technology) innovation of your interest (15%) (max. 600 words excluding references due May 27)

- Describe a case of adoption and diffusion of a specific (technology) innovation that you have observed and interests you
- Provide the explanations why this case interests you and what inspiration or insights you have gleaned from the case
- Describe the social, educational or economic significance in for learners, instructors and administrators. Try and draw upon your experience as educators to frame your paper.

2. Group presentations: (40%) Please sign up for group presentations using the google docs link below.

In teams of 2-3, you will design **a 90 minute segment** for one of the classes, on the topic chosen for that date. This will include preparing a blend of asynchronous and synchronous as well as preparing multimedia elements to be accessed by your classmates outside class time. *(Weeks 3, 4, 5, 6, 7, 8, 9)*

GroupSignUpSheet:

https://docs.google.com/spreadsheets/d/1WVdY1_0MaS8HnYrpa8v6bDzwUVdSfV584YuxP_2cBtQ/edit?usp=sharing

4. Individual assignment (academic essay): Personal assessment of adoption of digital technology (max. 1600 words including references due August 7) (45%)

- Use the models and theories covered in this course to describe a present level of technology adoption (diffusion) based upon your initial Assignment 1. Using feedback from assignment one expand your understanding of technological diffusion from Assignment 1.
 - Describe a target level you would like to reach as well the rationale to support your choice
 - Do a force field analysis of the motivators and inhibitors that will may affect your progress
 - Elaborate on the potential significant contribution of your adoption of technology to your educational and professional contexts

Please note all the word and page limit of the assignments not including references in the APA format and font is Arial 12. All assignments are required to be submitted as PDF documents via the university LMS Assignment Tool. *Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:* <http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

Late Policy

Students' active participation and attendance in the class contribute to overall evaluation of the course.

All assignments are due by 11:59 pm on the date due to be submitted via the Canvas. Assignments Tool. Those that are received late without prior approval will be deducted half a letter grade each day the assignment is late (for example, an assignment handed in 1 day late that would have received an A, would instead receive an A-). Requests for extensions must be emailed via Canvas email to the course instructor before an assignment is due. In the event of extreme or unusual circumstances, the course instructor will evaluate the situation on a case by case basis, but may require documentation by the student (e.g. doctor's note, etc.).

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

10. Assignment Submission:

All assignments are due by 11:59 pm on the date due to be submitted via the Canvas. Assignments Tool. All assignments must be clearly named and identified (i.e. lastname_firstname_assignment#) **and must be in a PDF format.**

11. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

12. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

13. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

14. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php> Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

15. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to

copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at

http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at

<https://studentlife.uoit.ca/services/academic-support/index.php>

16. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/departement/academic-integrity/Forms/assignment-cover-sheet.pdf>

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

18. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.

19. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.



Faculty of Education

EDUC5199G: Mental Health in the Digital Age Course outline for Fall, 2019

1. Course Details & Important Dates*

Term	Status	Course Type	Day	Time
Fall		On-line	Monday	6-9 pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
	44987	September 9, 2019	December 2, 2019	NA

* for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Jennifer Laffier	4 th floor 412	721-8668 #2891	Jennifer.laffier@uoit.ca

Office Hours: In person- Mondays 11-5 pm or skype, phone, or Adobe Connect by appt.

Adobe Connect: <http://uoit.adobeconnect.com/educ-5199g-201909-44957/>

Website: www.wellbeinguoit.weebly.ca

Email: jennifer.laffier@uoit.ca

Skype: Jennifer Laffier

Facebook: Jennifer Laffier

Twitter: Jennifer @Jennifer Laffier

3. Course Description

In this course, students will critically assess research related to mental health, well-being and technology, especially the intersection of these three areas. The primary purpose of this course is to explore how technology is affecting our well-being and how this knowledge can inform educational practices within schools and communities. Students will explore various mental health problems, such as anxiety and depression, and the effects on learning and performance. Students will then examine the ways technology is promoting or hindering our well-being through critical examination of the research, as well as distinguishing what is social myths or personal opinions versus credible research. Lastly, students will explore how we can design or utilize technology in various settings in order to increase positive mental health, learning, performance, and success. In this course students will also be challenged to examine how technology is affecting their own well-being and performance levels.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

- LO 1. Distinguish, articulate, and critically assess theories and research related to mental health, well-being, and technological pedagogies (G1, G3, G6, R2, R3, R4 K1, A1, A3, P4).
- LO 2. Critically assess the role of culture, gender, socio-economic status, education, equity, and lifestyle as they apply the use of technology and well-being (A4, G1, K4).
- LO 3. Distinguish and articulate the various components of mental health and well-being such as the physical, emotional, cognitive, and social domains and risk and protective factors (G1, G3, G6).
- LO 4. Demonstrate an understanding of the relationships between theory, evidence and practice as it applies to action based research in the area of mental health (G4, R1, K1, K4, C6, P4).
- LO 5. Effectively use a range of media/technology tools to communicate research findings, personal experiences, and research- to -practice ideas (C3, C4).
- LO 6. Summarize, evaluate, and present research studies related to technology and mental health in the form of annotated bibliographies, literature reviews, and research paper/reports (R6, R7, K1, K4, C3, C4, C6).
- LO 7. Formulate and articulate meaningful questions, hypotheses, and arguments in discussions and written documents that build and advance knowledge in the fields of developmental psychology, mental health, education and digital technology (C1, C6, A2)
- LO 8. Make evidence-based conclusions and recommendations, written and oral, about the impact and effective uses of digital technologies to support mental health and well-being (K1, K3, K4, C3, C4, C6, A3)
- LO 9. Demonstrate fluency, accuracy, and clarity of thought using multiple literacies while engaging in critical conversations and presentations which address mental health and educational questions and problems (C2, C5, C6, A2, P3)
- LO 10. Demonstrate the ability to critically reflect on personal use and impact of technology in order to make informed decisions for a healthy living approach (C6, A2, P1, P2, K4)

4. Course Design

This course is based on principles of inquiry based learning, experiential learning, co-operative learning, and reflective practice. Students will independently explore research related to technology and well-being that is of personal interest in order to make evidence-based decisions in their professional and personal lives.

The course is approx. 10 hours per week. Students have a 3-hour synchronous class each week on Monday evenings between 6:00-9:10 pm. Due to the class size, the evening is divided into two time slots: (1) 6:00 pm- 7:30 pm or (2) 7:40- 9:10 pm. For weeks 1, 2, 11, and 12 students are all together from 6-9 pm. For weeks, 3-10 students are divided into the two time slots (see the course package for more information). Students cannot alternate time slots in order to keep the professional learning teams (PLTs) consistent. An email will

be sent to inform students of their time slots by week two. During these online classes students will a) engage in critical discussions of topics and research, b) present their own articles and findings (in visual formats), and c) share personal reflections/insights.

During the asynchronous hours (approx. 8.5 hrs) students will; a) complete required weekly readings, b) locate, summarize, and critique research articles related to technology and mental health, c) design and post biweekly presentations of research findings (both written and visual), and d) complete biweekly personal challenges. Students will be assigned core readings and bi-weekly tasks. These tasks include 1) completing written and visual research summaries/evaluations related to technology and mental health and 2) completing experiential trials of different technologies and reporting on personal experiences. These trials throughout the course will challenge students to track their or family member's use of different technologies in order to increase awareness of technology's role on well-being. Descriptions of these tasks are included in the course package.

A final assignment is required for the course and includes a research paper that focuses on the impact of technology on mental health. The final paper is a systematic review which includes a literature review, analysis of research studies, conclusions, and recommendations/ research to practice ideas Based on principles of inquiry based learning students will choose a specific population group and technology focus of personal or professional interests. Students may work together or in groups for the final project. Students are asked to pick their research topic and group by the end of class two.

**Further details on the design and structure of the course, including assignments will be provided in the instructor's 'EDUC 5199 Graduate Course package'*

5. Outline of Topics in the Course

Week	Topic
Class 1	<p>Introduction to course:</p> <ul style="list-style-type: none"> • The intersection between technology, mental health, and well-being. • Dissecting fake news, social myths, assumptions from research and evidence • Defining mental health and well-being • Design of course; weekly topics, activities, evaluation methods, class website/blog <p>(Learning outcomes: LO1, LO2, LO3, LO4, LO6, LO8, LO9)</p>
Class 2	<p>Overview of mental health:</p> <ul style="list-style-type: none"> • Overview of well-being and mental health problems • Review of risk and protective factors • Impacts on learning and success • Personal introductions (3 min.) <p>(Learning outcomes: LO1, LO2, LO3, LO4, LO6, LO8, LO9)</p>

Class 3	<p>Discussion and review of anxiety, stress, and technology</p> <ul style="list-style-type: none"> • Overview of symptoms and affects on learning and performance • Potential impacts of technology • Reviewing research <p>(Learning outcomes: LO1, LO2, LO3, LO4, LO5)</p>
Class 4	<p>Reviewing the research & personal challenges</p> <ul style="list-style-type: none"> • Critical discussion of the research findings (AB 1) • Presentations of personal challenge summaries (challenge 1) <p>(Learning outcomes: LO1, LO6, LO7, LO8, LO9)</p>
Class 5	<p>Discussion and review of depression, loneliness, suicide and technology</p> <ul style="list-style-type: none"> • Overview of symptoms and affects on learning and performance • Potential impacts of technology • Reviewing research <p>(Learning outcomes: LO1, LO2, LO3, LO4, LO5)</p>
Class 6	<p>Reviewing the research & personal challenges</p> <ul style="list-style-type: none"> • Critical discussion of the research findings (AB 2) • Presentations of personal challenge summaries (challenge 2) <p>(Learning outcomes: LO1, LO6, LO7, LO8, LO9)</p>
Class 7	<p>Discussion and review of substance abuse, impulse control related problems and technology</p> <ul style="list-style-type: none"> • Overview of symptoms and affects on learning and performance • Potential impacts of technology • Reviewing research <p>(Learning outcomes: LO1, LO2, LO3, LO4, LO5)</p>
Class 8	<p>Reviewing the research & personal challenges</p> <ul style="list-style-type: none"> • Critical discussion of the research findings (AB 3) • Presentations of personal challenge summaries (challenge 3) <p>(Learning outcomes: LO1, LO6, LO7, LO8, LO9)</p>
Class 9	<p>Discussion and review of eating disorders, self -image, self-esteem, and technology</p> <ul style="list-style-type: none"> • Overview of symptoms and affects on learning and performance • Potential impacts of technology • Reviewing research <p>(Learning outcomes: LO1, LO6, LO7, LO8, LO9)</p>
Class 10	<p>Reviewing the research & personal challenges</p> <ul style="list-style-type: none"> • Critical discussion of the research findings (AB 4) • Presentations of personal challenge summaries (challenge 4) <p>(Learning outcomes: LO1, LO6, LO7, LO8, LO9)</p>
Class 11	<p>Research writing seminar and final papers</p> <p>(Learning outcomes: LO1, LO2, LO3, LO4, LO5)</p>

Class 12	Conclusions and recommendations <ul style="list-style-type: none"> Professional and personal research to practice ideas (Learning outcomes: LO1, LO6, LO7, LO8, LO9)
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6. Required Texts/Readings

There is no textbook for this course. Students will complete 2-3 resources per week selected by the instructor, which will include videos, podcasts, media, academic journals and psychological reports. Resources will be posted on the class website. Students will also have the opportunity to discuss helpful resources and make suggestions for readings. New resources may be posted 1 week prior to some classes as some of the material for this course depends on current news and media findings. In addition to the instructor's resources, students will be responsible for completing the annotated bibliographies of their peers on a bi-weekly basis. Students are expected to complete core resources prior to joining synchronous classes.

Examples of resources include:

1. Ontario Ministry of Education (2013). *Supporting minds: An educator's guide to student's mental health and well-being*, Ottawa.
2. Media Smarts: <http://mediasmarts.ca/>
3. Harvard Education Centre on the Developing Child: <https://developingchild.harvard.edu/>
4. Mental Health Commission of Canada: <https://www.mentalhealthcommission.ca/English>

7. Assignments and Evaluation Method

Detailed information regarding assignments, including expectations, rubrics, and submission dates is included in the course package.

Assignment	Brief Description	Due Date	Learning outcome
Personal Introduction 5%	Students will complete a creative self-introduction that includes personal information, interests in the course, views of mental health, technology use and research interests. (peer-evaluated)	Week 2	LO2, LO4, LO8, LO9
Research summaries (oral and visual) 4 x 15% = 60%	Students will complete 4 bi-weekly research summaries that are based on a specific topic. These evaluation summaries are presented in both written format (posted on course website) and visual format (using a technology platform) to present in synchronous classes to peers. (instructor and peer evaluated)	Classes 4, 6, 8, 10	LO1- LO5

Community Contribution 10%	Students are evaluated on their level of participation in the course, which includes engagement in discussions, presentations/discussions of personal challenges and LABS, peer evaluations) (Instructor and self-evaluation)	Throughout Course	LO 6-8
Final research paper 25%	Students will complete a final research paper (individual or group that includes a research question, literature review, conclusions, and recommendations. Students may choose a specific population group that interests them. (instructor evaluated)	TBA	LO1 – LO9
<i>Details of assignment expectations, submission methods, and evaluation are provided in the course package</i>			

8. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#) . Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

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Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all Ontario Tech students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the Student Learning Centre .

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Ontario Tech and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may

submit questionable text on behalf of a student. The terms that apply to Ontario Tech's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

14. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that Ontario Tech not disclose the personal information of its students without their consent.**

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

15. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC5199G: Teaching & Learning with Mobile Technologies
Winter 2020

1. Course Details & Important Dates

Term	Course Type	Day	Time
S	Online	Monday	6:00 to 9:00pm

CRN #	Classes Start	Classes End
74756	January 6, 2020	April 4, 2020

Course Website: <https://canvas.instructure.com/enroll/MHP4FM>

Adobe Connect Classroom Address: <http://uoit.adobeconnect.com/educ-5199g-202001-74756/>

UOIT MEd Adobe Connect General Meeting Room: http://uoit.adobeconnect.com/medgeneralroom_2016/

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=22&navoid=881>

2. Instructor Contact Information

Instructor Name	Email
Rob Power, EdD	Rob.Power@ontariotechu.ca robpower@hotmail.com
Online Contact Information Rob Power's ePortfolio: http://www.powerlearningsolutions.com/ Twitter: https://twitter.com/PowerLrn	

3. Course Description

More people now access the Internet via mobile devices than with traditional computers. Mobile devices are being used for entertainment and personal communication, as well as for accessing information, collaborating, and learning. Mobile learning, or mLearning, encompasses more than just delivering online learning opportunities via mobile technologies. This course will explore the definition of mobile learning, as well as its evolving roles in filling gaps in meeting formal and informal learning needs. Participants will examine issues surrounding the integration of mobile technologies and mobile learning strategies in formal education systems. They will also explore relationships between learning theories and approaches to instructional design for mobile learning, as well as a variety of available applications, and future trends in mobile learning technologies.

4. Learning Outcomes

The general topics that will be explored in this course include:

1. Defining mobile learning
2. Issues in mobile technology integration
3. Instructional design for mobile learning
4. Mobile learning applications
5. Future trends in mobile learning

Specific Learning Outcomes:

Students who successfully complete the course will have reliably demonstrated the ability to:

- LO 1. articulate how current learning theory applies, or not, to mobile learning (G1, G3, G6, T5, R2, R5, R6, K1, K2, K3, C1, C2, C3, C4, C5, C6, A1, A2)
- LO 2. evaluate strategic approaches for effective mobile learning (T1, T2, T3, T4, T5, K1, K2, K3, K4, A3, A4)
- LO 3. discuss opportunities and challenges in mobile learning (G3, G4, T2, T3, K1, K2, K3, K4, C1, C2, C3, C4, C5, C6, A1, A2, A3, A4)
- LO 4. evaluate current technologies of mobile learning (G5, T3, T5, K4)
- LO 5. design effective mobile learning resources (G5, T1, T3, T4, T5, K4, C2, C3, C4, C5, C6, A2, A3, A4, P1, P2, P3, P4)

5. Course Design

This course will be conducted entirely online, using a variety of synchronous and asynchronous technologies. The course website in Canvas (<https://canvas.instructure.com/enroll/MHP4FM>) will serve as a home base for the course. Students should self-enroll in the Canvas course site as soon as possible.

Synchronous Activities

Synchronous class sessions will take place bi-weekly on Monday from 6-9 pm ET via Adobe Connect. Most of our time in the EDUC 5199 G Adobe Connect Classroom will be used for course administration, instructor-led module overviews, group-led presentations and learning activities, and small group collaborative learning activities. On alternating weeks, students are encouraged to use the MEd Adobe Connect General Meeting Room (or any other platform of their group's choice) to meet with their small groups to work on group assignments and presentations.

Asynchronous Activities

Asynchronous course activities will use email, blogging, micro-blogging, and other collaborative tools. We'll be using Zotero to help create a collaborative course reading list. We'll also be using Twitter to carry on less formal conversations and resource sharing throughout the course. You can share your thoughts, and links to resources you find, using the course hashtag **#EDUC5199G** (be sure to add the hashtag to your posts, and check the course website for our Twitter feed!). What are the expectations? Easy: Create a Twitter account (if you do not already have one). Follow the hashtag **#EDUC5199G**. Listen to the ongoing conversation. Contribute at least one Tweet per week (it can be a commentary on a course issue, a link to a resource, a question about something we are studying, or a response to another participant's question).

Technology Requirements

In this course we will be using a variety of online technologies. It is therefore critical that you have adequate computer hardware and software in addition to a reliable high-speed Internet connection. Failure to meet these requirements will likely cause you and your class-mates unnecessary frustrations and loss of class-time.

As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video-conference (Adobe Connect) in order to participate in all classes.

Minimum Computer Characteristics

- Operating system (minimum): Windows 7, MacOS X 10.6.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)

Internet Access

Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many features of these courses (e.g., the videoconferencing).

In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test:

https://admin.acrobat.com/common/help/en/support/meeting_test.htm

I also recommend that you run a basic Internet speed test on a regular basis to verify the reliability and stability of your connection: <http://speedtest.net/>

- Minimum download speeds: 10.0 mbps
- Minimum upload speed: 1 mbps

Readings below these suggested speeds will cause you to have broken audio/video or even loss of connections. I strongly suggest that you check with your Internet provider to insure that you have the appropriate reliable bandwidth to allow you to follow the course without having to worry about the technology.

Other Technologies

The best way to learn about teaching and learning with mobile technologies is to actually use mobile technologies yourself. Students are encouraged to experiment with mobile computing devices, including smartphones, tablets, iPads, or other similar devices. A free Adobe Connect app is available for most mobile operating systems. Additionally, the course LMS, Canvas, and all resources posted to the course website, are mobile compatible. Canvas also has a mobile app which can be downloaded from:

- Android: <https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en>
- iOS: <https://itunes.apple.com/ca/app/canvas-student/id480883488?mt=8>

Course activities such as micro-blogging with Twitter, or watching videos via YouTube, are easily accessible using mobile devices.

6. Outline of Topics in the Course

The following is a proposed list of topics to be covered. Updates to this proposed schedule will be discussed during the Adobe Connect class sessions, and posted to the course website (major scheduling changes may also be communicated via email from the instructor)

Module	Topic(s)	Week	Dates	Adobe Connect Sessions	Notes
1	Course Introduction Defining mobile learning Issues in mobile technology integration Arguments for and against mobile technologies in education BYOD (Bring Your Own Device) Acceptable Use vs Responsible Use Scalability and sustainability Teacher preparation and self-efficacy	1	Jan 6-12	1st Adobe Connect Session Course Introduction	
		2	Jan 13-19	Groups work in MEd General Room to prepare group presentations	
		3	Jan 20-26	2nd Adobe Connect Session Group Presentations on: 1. Arguments for and against mobile technologies in education 2. BYOD (Bring Your Own Device) 3. Acceptable Use vs Responsible Use	
		4	Jan 27 – Feb 2	Groups work in MEd General Room to prepare group presentations	Final Paper Proposal Due
		5	Feb 3-9	3rd Adobe Connect Session Group Presentations on: 1. Scalability and sustainability 2. Teacher preparation and self-efficacy 3. Other issues in mobile technology integration (specific topics to be approved by instructor)	

2	Instructional design for mobile learning Mobile first instructional design User interface considerations Accessibility issues Pedagogical approaches The CSAM framework	6	Feb 10-16	4th Adobe Connect Session Group Presentations on: 1. Mobile first instructional design 2. User interface considerations 3. Accessibility issues	
		7	Feb 17-23	Mid Term Break – No Lectures	
		8	Feb 24 – Mar 1	Groups work in MEd General Room to prepare group presentations	
		9	Mar 2-8	5th Adobe Connect Session Group Presentations: 1. Pedagogical approaches 2. Instructional design frameworks for mobile learning (CSAM, FRAME, TPACK, etc...) 3. Other Instructional design for mobile learning issues (specific topics to be approved by instructor)	
		10	Mar 9-15	Groups work in MEd General Room to prepare group presentations	
3	Mobile learning applications Social media Apps for collaborative learning Case studies for STEM education, Language Learning, etc	11	Mar 16-22	6th Adobe Connect Session Group Presentations on: 1. Social media in mobile learning 2. Apps for collaborative learning 3. Case studies and mobile apps for STEM education 4. Case studies and mobile apps for Language Learning 5. Other mobile learning applications (specific topics to be approved by instructor)	
		12	Mar 23-29	Groups work in MEd General Room to prepare group presentations	
4	Future trends in mobile learning Augmented Reality (AR) Virtual Reality (VR) Wearable technologies Others...	13	Mar 30 – April 4	7th Adobe Connect Session Group Presentations on: 1. Augmented Reality (AR) 2. Virtual Reality (VR) 3. Wearable technologies 4. Other future trends or emerging issues in mobile and contextual learning (specific topics to be approved by instructor) Course Wrap-Up	Final Paper Due

7. Required Texts/Readings

A reading list and bibliographic database will be developed by the class. The reading list will be a shared one using the affordances provided by Zotero (<http://www.zotero.org/>). A Zotero Group has been created for this course at https://www.zotero.org/groups/508297/educ5199g_mlearning (this is a public group, but you will need to go to the site and join to become a group member). It is recommended that install the free Zotero desktop application, and free browser plugin.

The reference style guide to be used in this course is APA v6.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Learners will be evaluated based upon the following primary course activities and assignments:

- 1st Group Presentation – 30%
- 2nd Group Presentation – 30%
- Final Paper Proposal – 10%
- Final Paper – 30%

Assessment Rubrics

Detailed rubrics for each assignment and activity will be posted to the course website along detailed assignment descriptions, instructions, and submission requirements. Individual rubrics will be based upon the following UOIT General Assessment Rubric. (*The assignment details and assessment rubrics will also be discussed during the Adobe Connect class sessions.*)

Criteria	Not Acceptable	Acceptable (B-)	Good (B to B+)	Very Good (A- to A)	Excellent (A+)
Relevance	Text does NOT refer to the subject at hand	Text does refer to the subject at hand in a general manner	Text treats some specific elements of the subject	Text is on target and deals entirely with the subject both in general terms as well as with principal elements in a very specific manner	Text is on target and brings in more than one perspective to bear on the analysis or descriptions
Coherence and Clarity	Ideas are NOT presented clearly	Ideas are presented but links are weak and difficult to follow	The structure allows for good understanding of the relationships between the different parts of the text	Excellent structure allowing the reader to grasp all the ideas and understand the logical links between them	The overall structure is such that the arguments are presented in a clearly refutable manner as both concepts and logic are defined and followed
Depth	Ideas are poorly presented, and relevant terms or concepts are NOT referred to or defined	Ideas presented without defining any terms or concepts	Main concepts are defined but without references	All principal concepts are clearly defined with some references and justifications	All terms and concepts are defined in a formal manner and referenced, and some documented criticism are also identified
Quality of Written Language	Written with poor syntax and grammar	Written with correct syntax and grammar	Written with good form and where a notable effort has been made to facilitate reading	Easy to read, where the ideas come forth and the writing disappears	Publishable... or almost!
APA Formatting	Does NOT use APA v. 6 formatting Or APA v.6 formatting is used with consistent major errors of either heading structure, in-text citations, or references.	APA v. 6 formatting used, but consistent minor errors with use of either heading structure, in-text citations, or references	APA v. 6 formatting used with a few minor errors	APA v. 6 formatting used with almost no minor errors	Publishable... or almost!

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments

Assignment #1 – Group Presentation on Issues and Trends in Mobile Learning

In teams of 3-4, participants will prepare a presentation on a current issue or future trend in mobile learning. (30%)

The presentation will consist of:

1. A course page, including topic overview and embedded multi-media components (10%)
2. Moderating online discussions (Canvas and Twitter) related to the presentation topic (5%)
3. A 30-minute group-led session in Adobe Connect, consisting of a topic overview and small-group (breakout room) learning activities (10%)
4. Group Collaboration (Peer Feedback) (5%)

Learning Outcomes

LO 1, LO 2, LO 3, LO 4, LO 5

Due Date(s): Topic pages to be completed and posted in Canvas by the first day of the week specified for the selected topic. Topic discussions and Adobe Connect presentations will occur during the specified week for the selected topic.

Assignment #2 – Group Presentation on Applications and Instructional Design for Mobile Learning

In teams of 3-4, participants will prepare a presentation on either an instructional design for mobile learning topic or an educational use of a mobile learning application. (30%)

The presentation will consist of:

1. A course page, including topic overview and embedded multi-media components (10%)
2. Moderating online discussions (Canvas and Twitter) related to the presentation topic (5%)
3. A 30-minute group-led session in Adobe Connect, consisting of a topic overview and small-group (breakout room) learning activities (10%)
4. Group Collaboration (Peer Feedback) (5%)

Learning Outcomes

LO 1, LO 2, LO 3, LO 4, LO 5

Due Date(s): Topic pages to be completed and posted in Canvas by the first day of the week specified for the selected topic. Topic discussions and Adobe Connect presentations will occur during the specified week for the selected topic.

Assignment #3 – Final Paper

For this assignment, you will prepare a paper that will critically analyze a mobile learning resource (ex: a web-based mobile learning resource, an educational app, a social media tool, etc...) or a commonly used or emerging mobile technology (ex: smartphones, tablets, wearable devices, etc...) that could be used to facilitate either blended or wholly mobile-based learning activities. Your analysis should be based on the issues and perspectives explored throughout this course. You will submit a 6-8 page paper written using APA v.6 formatting (approximately 1500 – 2000 words, excluding references). (40%)

The Final Paper Assignment will consist of two components:

1. Final Paper Proposal (10%)
2. Final Paper (30%)

Learning Outcomes

LO 1, LO 2, LO 3, LO 4, LO 5

Due Date (for submission of final paper proposal): February 2, 2020

Due Date (for submission of final paper): April 4, 2020

Assignment Submissions

It is the responsibility of each student to submit individual assignments by the posted due date(s). All assignments requiring a file submission are to be submitted using the designated assignment submission drop box in Canvas. All assignments must be clearly named and identified (i.e. lastname_firstname_assignment#).

Late Submissions

It is the responsibility of each group to post online resources, facilitate online activities, and be prepared to host online presentations in Adobe Connect class sessions on the dates selected. Group members are responsible for coordinating with each other to ensure that they can adequately facilitate their “presentations” in the event that one or more individual members are unable to attend due to unforeseen circumstances. For individual assignments (i.e. the Final Paper Proposal and Final Paper Submission), it is the responsibility of each student to submit assignments by the posted due date, using the specified assignment submission system. Late submissions and extensions are generally only granted in extenuating circumstances, and it is the responsibility of the student to contact the instructor (in advance, if possible) to discuss the need for an extension, and to make suitable arrangements.

10. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#) . Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

11. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca.

If you need extra help, you can also contact the [Student Learning Centre](#).

12. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

13. Sexual Violence Support and Education

UOIT is committed to the prevention of sexual violence in all its forms. For *any* UOIT student who has experienced Sexual Violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: www.uoit.ca/sexualviolence

14. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on [Academic Conduct](#) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.**

Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the [Student Learning Centre](#).

15. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

16. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that UOIT not disclose the personal information of its students without their consent.**

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

17. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC 5199G: Youth, Media and Pop Culture

Course outline for Spring 2020

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Spring	Online	Thursday	6:10- 9 pm

CRN #	Classes Start	Classes End
EDUC 5199G	May 7	July 23

Adobe Connect Classroom Address: <http://uoit.adobeconnect.com/educ-5199g-202005-11735/>
(additional platforms may be used for meetings)

For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Jennifer Laffier	417	905-721-8668	Jennifer.laffier@uoit.ca

Office Hours: Virtual office hours by appt.

3. Course Description

The role of media and popular culture in the lives of youth is examined in this course. Questions concerning youth identity and development, the social construction of popular culture, the societal and cultural impacts of popular culture, media use by youth, and the acquisition of knowledge and power through media are explored. In particular, the course explores how social media and popular culture transforms and impacts youth psychologically, cognitively and socially. Students will then critically examine how this knowledge can guide and inform agencies and individuals working with youth such as educators, parents, social services, or media developers in order to support the

healthy development and successful learning of youth. Through review of research articles, group discussions, personal reflections, and media examinations students will learn to apply research, along with experience, to develop evidence-based practices in their professions and personal roles. The goal of examining these topics is to support the healthy development and learning of youth for greater success in life.

Additional information is available at: <http://education.uoit.ca/graduate/our-program/course-guide.php>

4. Learning Outcomes

On the successful completion of the course, students will be able to:

- LO 1.** Examine and assess how pop culture is defined and created within social and cultural contexts.
- LO 2.** Distinguish, articulate, and critically assess theories and research related to youth including physical, emotional, cognitive and social development, well-being, identity formation, learning, and sub-culture characteristics and skills.
- LO 3.** Critically assess the role of culture, gender, socio-economic status, peer formation, identity formation, education, equity, and lifestyle as they apply the use of media and involvement in pop culture.
- LO 4.** Examine and assess the development and role of media and technological tools in creating popular culture, youth advertising and commercialism, learning, and identity formation.
- LO 5.** Demonstrate an understanding of the relationships between theory, evidence and practice as it applies to action-based research in the area of youth development and learning.
- LO 6.** Effectively use a range of media/technology tools to communicate research findings, personal experiences, and research-to-practice ideas.
- LO 7.** Summarize, evaluate, and present research studies related to youth, media and popular culture in the form of annotated bibliographies, literature reviews, and research paper/reports.
- LO 8.** Formulate and articulate meaningful questions, hypotheses, and arguments in discussions and written documents that build and advance knowledge in the fields of developmental psychology, and education and digital technology.
- LO 9.** Make evidence-based conclusions and recommendations, written and oral, about the impact and effective uses of digital technologies to support youth learning and development.
- LO 10.** Demonstrate fluency, accuracy, and clarity of thought using multiple literacies while engaging in critical conversations and presentations which address mental health and educational questions and problems.

5. Course Design

This course will be hosted on ADOBE CONNECT on Thursday evenings from 6:10- 9 pm. The course follows a flipped class design whereby students are expected to complete course materials (readings, videos, pre-recorded lectures) prior to class. During 'class time' students will engage in whole class and small group discussions, group presentations, 1 to 1 debriefing with instructor, and review of materials. A key element of this course is 'personalization'. Students are encouraged to identify their own learning goals and seek resources to meet those goals in addition to the

instructor’s materials. Additionally, students will choose their own meaningful final assignment. This will be a cumulative final project whereby the students incorporate what they have learned throughout the course and create a practical tool for themselves. This assignment models “research to practice” pedagogy. As part of the course students will keep an ongoing reflective journal of responses to readings, videos, and class discussions or presentations. This weekly learning is shared with peers throughout the course as either a whole class, small groups or 1 to 1 meeting with instructor. 1 to 1 mini classes/meetings with the instructor are meant to be personalized for each student in relation to their learning goals. In these meetings student will also have opportunities to work through assignments and personal goals. Further information regarding course expectations will be discussed in class.

6. Outline of Topics in the Course

Module	Topic	Expectations
Module 1	Introduction to Topics and Course- <ul style="list-style-type: none"> ❖ outline of expectations, interest areas, small learning communities, overview of assignments ❖ Defining our topics and importance to education and healthy youth development. ❖ Define learning goals 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-course survey ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 2	Youth trends: Media use, pop culture <ul style="list-style-type: none"> ❖ Personal introductions ❖ Youth and pop culture over the years- have we really changed? ❖ Current trends of youth across Canada- media use, pop culture, and needs 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection ❖ Formation of SLC and presentation groups. ❖ Personal introductions
Module 3	Understanding theories and research related to youth development	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 4	Understanding theories and research related to pop culture	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 5	Understanding theories and research related to media; creation, knowledge, power, identity	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings

		<ul style="list-style-type: none"> ❖ Complete and post weekly reflection
Module 6	<p>Review of evidence best practices</p> <ul style="list-style-type: none"> ❖ the risks and benefits ❖ effective educational applications of pop culture ❖ technology and media options 	<p>Expectations:</p> <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection ❖ present
Module 7	<p>Presentations: Current examples of youth, media and pop culture in education</p>	<p>Expectations:</p> <ul style="list-style-type: none"> ❖ Complete pre-readings Complete and post weekly reflection
Module 8	<p>Research to practice:</p> <ul style="list-style-type: none"> ❖ implementation practices ❖ review of evidence-based research 	<p>Expectations:</p> <ul style="list-style-type: none"> ❖ Complete pre-readings Complete and post weekly reflection
Module 9	<p>Research to practice:</p> <ul style="list-style-type: none"> ❖ evaluation practices ❖ review of evidence-based research 	<p>Expectations:</p> <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 10	<p>Student learning journeys</p> <ul style="list-style-type: none"> ❖ overview of knowledge, skills ❖ teacher pedagogy 	<p>Expectations:</p> <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection ❖ Present
Module 11	<p>Research to practice- Final project overviews Group reviews and feedback</p>	<p>Expectations:</p> <ul style="list-style-type: none"> ❖ Share and present final projects
Module 12	<p>Research to practice- Final project overviews Group reviews and feedback</p>	<p>Expectations:</p> <ul style="list-style-type: none"> ❖ Share and present final projects

7. Required Texts/Readings

Students will use a variety of resources as course materials. The following are some core resources:

Core Course Resources:

Manual: American Psychological Association (2002). *Developing Adolescents: A Guide for Professionals*. Washington, DC.

Website: Centre for media Literacy <http://www.medialit.org/>

Article: Anijar, K. (2003). Teaching toward the 24th century: Star Trek as social curriculum. New York. Falmer Press.

Article: Barker, V. (2009). Older adolescents' motivations for social network site use: The influence of gender, group identity, and collective self-esteem. *CyberPsychology and Behavior* 12 (2), 209–213.

Article: Bartlett, J. & Miller, C. (2011). Truth, lies and the internet: A report into young people's digital fluency. Demosyouth, London, UK.

Article: Best, P., Manktelow, R., & Taylor, B. (2014). Online communication, social media and adolescent wellbeing: A systematic narrative review. *Children and Youth Services Review*, 41, 27–36.10.1016/j.childyouth.2014.03.001

Article: Fields, D.A. (Sept.2014). DIY media creation. *Journal of Adolescent & Adult Literacy* 58(1), 19-24

Article: Hughes, J. & Laffier, J. (2016). Portrayals of bullying in young adult literature: Considerations for schools. *Canadian Journal of Education*, 50(1), 214-223.

Article: Lenhart, A. (2015). *Teens, Social Media & Technology Overview 2015*. Pew Research Centre. Retrieved from <http://www.pewinternet.org/files/2015/04/>

Article: Petchauer, E. (2015). Starting with style: Toward a second wave of hip-hop education research and practice. *Urban Education*, 50(1), 78-105.

Article: Schurigin-O'Keeffe, G. & Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. *American Academy of Pediatrics*, 127(4), 800-808.
<http://doi: 10.1542/peds.2011-0054>

Article: Woo, E. H., White, P., & Lai, C. W. (2016). Impact of information and communication

technology on child health. *Journal of Pediatrics and Child Health*, 52(6), 590-594.
<http://doi:10.1111/jpc.13181>.

- ❖ Additional readings will be assigned or recommended during the course.

1. Evaluation Method

Assignment	Brief Description	Submission
Reflective journal – 40%	Each week after completing the required readings and videos students will create a personal reflection. This should be approx. 100 words and identify new or relevant learning, self-reflections, or application ideas. The reflections can be in the form of a blog, social media posts, website, written or artistic journal (student’s choice). Students will share reflections each week either in whole class, small learning team or 1 to 1 meeting/class with instructor. Self-evaluated	Part 1 due: week 5 Part 2 due: week 12
Micro-teaching- Special topics presentation- 25%	Students will select a topic to present to peers in small learning teams. The topic will be current practices of media and pop culture in education. Including learning goals, why it works, managing the risks, exploring the benefits. 30 min- presentations. Peer and instructor evaluated	Due week- 6-7
Final assignment- 35%	Students can choose their final assignment to be a practical tool for themselves. This might be: <ol style="list-style-type: none"> 1. Lesson plans 2. A community, educator or parent workshop 3. Teacher Guide 4. Website 5. Webinar 6. Research paper Each one is accompanied with a written ‘research rational’. Students may work in teams. Instructor evaluated.	Due weeks 11-12

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles.

Further information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

9. Assignments and Tests

Brief assignment descriptions are posted above. Further information will be provided in class regarding assignment expectations and options.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa**

campus can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

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misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

16. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where

graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.



Faculty of Education

EDUC5199G: Teaching & Learning in an Online World
Spring/Summer 2019

1. Course Details & Important Dates

Term	Course Type	Day	Time
S	Online	Monday and Wednesday	6:00 to 9:00pm

CRN #	Classes Start	Classes End
11382	July 8, 2019	August 16, 2019

Course Website: <https://canvas.instructure.com/enroll/NC798F>

Adobe Connect Classroom Address: http://uoit.adobeconnect.com/educ5199g_s19/

UOIT MEd Adobe Connect General Meeting Room: http://uoit.adobeconnect.com/medgeneralroom_2016/

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=19&navoid=798>

2. Instructor Contact Information

Instructor Name	Email
Rob Power, EdD	Rob.Power@uoit.ca robpower@hotmail.com
Online Contact Information Rob Power's ePortfolio: http://www.powerlearningsolutions.com/ Twitter: https://twitter.com/PowerLrn	

3. Course Description

Successfully teaching online requires more than just putting a course in an online environment. Educators must apply a range of knowledge and skills related to the use of technology to plan and facilitate learning. They must also carefully consider the contexts, constraints, and needs of their learners, programs, organizations, and broader stakeholder communities. Participants in this course will explore some of the theories, models, concepts, and tools that form the current foundations of designing, teaching, and learning in an online environment. Participants will then apply proven strategies, tools, and techniques, to develop and teach a short online module on a topic of their choosing. A participant who successfully completes this course will be able to: Apply theories, models, strategies and tools towards the delivery of an online teaching module.

4. Learning Outcomes

The general topics that will be explored in this course include:

1. Theories, models, and concepts of online teaching
2. Planning and preparing to teach online
3. Integrating technology, communications, and assessment strategies for online teaching and learning
4. Accessibility and quality assurance for online teaching and learning
5. Teaching an online module
6. Follow-up and assessment of online teaching and learning

Specific Learning Outcomes:

Students who successfully complete the course will have reliably demonstrated the ability to:

- LO 1. articulate how current learning theory applies, or not, to online learning (G1, G3, G6, T5, R2, R5, R6, K1, K2, K3, C1, C2, C3, C4, C5, C6, A1, A2)
- LO 2. articulate how the use of quality assurance strategies can increase accessibility and improve the online teaching and learning experience (G1, G3, G6, T5, R2, R5, R6, K1, K2, K3, C1, C2, C3, C4, C5, C6, A1, A2, A3, A4)
- LO 3. discuss opportunities and challenges in online teaching and learning (G3, G4, T2, T3, K1, K2, K3, K4, C1, C2, C3, C4, C5, C6, A1, A2, A3, A4)
- LO 4. evaluate models, concepts, and strategic approaches for effective online teaching and learning (T1, T2, T3, T4, T5, K1, K2, K3, K4, A3, A4)
- LO 5. evaluate current technologies of online teaching and learning (G5, T3, T5, K4)
- LO 6. apply current theories, models, concepts, and strategic approaches to the design of an online learning module (G5, T1, T3, T4, T5, K4, C2, C3, C4, C5, C6, A2, A3, A4, P1, P2, P3, P4)
- LO 7. apply current theories, models, concepts, and strategic approaches to the delivery (teaching) of an online learning module (G5, T1, T3, T4, T5, K4, C2, C3, C4, C5, C6, A2, A3, A4, P1, P2, P3, P4)

5. Course Design

This course will be conducted entirely online, using a variety of synchronous and asynchronous technologies. Because participants will be using the Canvas Open Learning Management System for the creation of their Online Teaching Module projects, we will also be using Canvas as a home base for this course. Participants can self-enroll in the course website at <https://canvas.instructure.com/enroll/NC798F>

Synchronous Activities

Synchronous class sessions will take place twice weekly on Monday and Wednesday evenings from 6-9pm EDT via Adobe Connect. Most of our time in the Adobe Connect class sessions will be used for group activities and learner group-led presentations. Most weeks, teams of students will prepare and lead and part of the synchronous session as well as a related asynchronous element to the learning activity.

Students will be divided into two groups for the Adobe Connect sessions:

- **Group A:** 6 - 7:20 pm ET
- **Group B:** 7:40 - 9 pm ET

The reason I have two 1.5 hour sessions is to create two smaller groups of students for better discussion and interaction instead of one large group

Asynchronous Activities

Asynchronous course activities will use email, blogging, micro-blogging, and other collaborative tools. We'll be using Zotero to help create a collaborative course reading list. We'll also be using Twitter to carry on less formal conversations and resource sharing throughout the course. You can share your thoughts, and links to resources you find, using the course hashtag **#EDUC5199G** (be sure to add the hashtag to your posts, and check the course home page for our Twitter feed!).

What are the expectations? Easy: Create a Twitter account (if you do not already have one). Follow the hashtag **#EDUC5199G**. Listen to the ongoing conversation. Contribute at least one Tweet per week (it can be a commentary on a course issue, a link to a resource, a question about something we are studying, or a response to another participant's question).

Please refer to the Activities page on the course website for the most up-to-date version of the weekly schedule and activity and assignment due dates. Also refer to the To Do List page on the course website for the most up-to-date list of tasks and activities you should be completing.

Technology Requirements

In this course we will be using a variety of online technologies. It is therefore critical that you have adequate computer hardware and software in addition to a reliable high-speed Internet connection. Failure to meet these requirements will likely cause you and your class-mates unnecessary frustrations and loss of class-time.

As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video-conference (Adobe Connect) in order to participate in all classes.

Minimum Computer Characteristics

- Operating system (minimum): Windows 7, MacOS X 10.6.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)

Internet Access

Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many features of these courses (e.g., the videoconferencing).

In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test: https://admin.acrobat.com/common/help/en/support/meeting_test.htm

I also recommend that you run a basic Internet speed test on a regular basis to verify the reliability and stability of your connection: <http://speedtest.net/>

- Minimum download speeds: 10.0 mbps
- Minimum upload speed: 1 mbps

Readings below these suggested speeds will cause you to have broken audio/video or even loss of connections. I strongly suggest that you check with your Internet provider to insure that you have the appropriate reliable bandwidth to allow you to follow the course without having to worry about the technology.

Other Technologies

The best way to learn about teaching and learning with different technologies is to actually use those technologies yourself. Students are encouraged to experiment with mobile computing devices, including smartphones, tablets, iPads, or other similar devices. A free Adobe Connect app is available for most mobile operating systems. A free Canvas LMS app is also available for most mobile platforms. Additionally, all resources posted to the course website are mobile compatible, and activities such as micro-blogging with Twitter, or watching videos via YouTube, are easily accessible using mobile devices.

6. Outline of Topics in the Course

The following is a proposed list of topics to be covered. Updates to this proposed schedule will be discussed during the Adobe Connect class sessions, and posted to the course website (major scheduling changes may also be communicated via email from the instructor)

Week	Dates	Adobe Connect Sessions	Topics & Activities
1	July 8-14	Monday, July 8 Wednesday, July 10	Course introduction Theories, models and concepts of online teaching and learning <ul style="list-style-type: none"> • Preparing and sharing “teacher introductions” (Assignment 1) • Submit Online Teaching Unit Topic Proposal (Assignment 2) • Begin Online Teaching Journal (Assignment 4)
2	July 16-22	Monday, July 15 Wednesday, July 17	Planning and preparing to teach online <ul style="list-style-type: none"> • Preparing a module outline and storyboard • Begin building an online course “shell” (Assignment 3) • Join a peer-review group for Peer Review 1 (Assignment 5)
3	July 23-29	Monday, July 22 Wednesday, July 24	Integrating technology, communications, and assessment strategies for online teaching and learning <ul style="list-style-type: none"> • Finish building an online course “shell” for the Online Teaching Module (Assignment 3) • Share online course “shell” access with peer review group partner
4	July 30-Aug 5	Monday, July 29 Wednesday, July 31	Accessibility and quality assurance for online teaching and learning <ul style="list-style-type: none"> • Complete and submit Peer Review 1 (Assignment 5) • Use peer feedback and Quality Assurance tools to make final pre- teaching revisions to an online teaching module • Join an Online Teaching Module Peer Review Group • Share Online Teaching Module “enrolment” links with peer review group
5	Aug 6-12	Monday, Aug 5 Wednesday, Aug 7	Teaching an online module <ul style="list-style-type: none"> • Deliver (teach) on online module (Assignment 3) • Participate as a “student” in classmates’ online modules • Complete and submit Peer Review 2 (Assignment 6)
6	Aug 13-16	Monday, Aug 12	Follow-up and assessment of online teaching and learning <ul style="list-style-type: none"> • Complete and submit Assignment 4: Online Teaching Journal <ul style="list-style-type: none"> ○ Reflection and response to peer-feedback (student feedback surveys) ○ Summative reflection (Conclusions) on the Online Teaching Module project ○ Assignment 4 due on last day of course (Friday, August 16)

7. Required Texts/Readings

A reading list and bibliographic database will be developed by the class. The reading list will be a shared one using the affordances provided by Zotero (<http://www.zotero.org/>). A Zotero Group has been created for this course at https://www.zotero.org/groups/1206716/educ5199g_tlow (this is a public group, but you will need to go to the site and join to become a group member). It is recommended that install the free Zotero desktop application, and free browser plugin.

The reference style guide to be used in this course is APA v6.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Learners will be evaluated based upon the following primary course activities and assignments:

- Instructor Welcome Video – 10%
- Online Teaching Module Topic Proposal – 5%
- Develop and Deliver (teach) an Online Teaching Module – 30%
- Online Teaching Module Journal – 30%
- 1st Peer Review – 10%
- 2nd Peer Review – 10%
- Participation and Collaboration – 5%

Assessment Rubrics

Detailed rubrics for each assignment and activity will be posted to the course website along detailed assignment descriptions, instructions, and submission requirements. Individual rubrics will be based upon the following UOIT General Assessment Rubric. (*The assignment details and assessment rubrics will also be discussed during the Adobe Connect class sessions.*)

Criteria	Not Acceptable	Acceptable (B-)	Good (B to B+)	Very Good (A- to A)	Excellent (A+)
Relevance	Text does NOT refer to the subject at hand	Text does refer to the subject at hand in a general manner	Text treats some specific elements of the subject	Text is on target and deals entirely with the subject both in general terms as well as with principal elements in a very specific manner	Text is on target and brings in more than one perspective to bear on the analysis or descriptions
Coherence and Clarity	Ideas are NOT presented clearly	Ideas are presented but links are weak and difficult to follow	The structure allows for good understanding of the relationships between the different parts of the text	Excellent structure allowing the reader to grasp all the ideas and understand the logical links between them	The overall structure is such that the arguments are presented in a clearly refutable manner as both concepts and logic are defined and followed
Depth	Ideas are poorly presented, and relevant terms or concepts are NOT referred to or defined	Ideas presented without defining any terms or concepts	Main concepts are defined but without references	All principal concepts are clearly defined with some references and justifications	All terms and concepts are defined in a formal manner and referenced, and some documented criticism are also identified
Quality of Written Language	Written with poor syntax and grammar	Written with correct syntax and grammar	Written with good form and where a notable effort has been made to facilitate reading	Easy to read, where the ideas come forth and the writing disappears	Publishable... or almost!
APA Formatting	Does NOT use APA v. 6 formatting Or APA v.6 formatting is used with consistent major errors of either heading structure, in-text citations, or references.	APA v. 6 formatting used, but consistent minor errors with use of either heading structure, in-text citations, or references	APA v. 6 formatting used with a few minor errors	APA v. 6 formatting used with almost no minor errors	Publishable... or almost!

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments

Assignment #1 – Instructor Welcome Video

Participants will prepare a short Instructor Welcome Video, which could be embedded on a personal teaching website, or within an online teaching course or module. The finished video will be shared with the class, and embedded in the Online Teaching Unit. (10%)

Learning Outcomes

LO 5, LO 6, LO 7

Due Date: Sunday, July 14

Assignment #2 – Online Teaching Module Topic Proposal

Participants will prepare a short description for an Online Teaching Module they plan to deliver, on a topic of their choosing. It is suggested that participants develop a module on a topic related to their own areas or professional practice or personal interest. The Online Teaching Module Topic Proposal will consist of a “Module Description” that includes an overview of the purpose of the module, and a statement of the intended teaching and learning approach (approximately 300-500 words) that could be included in the course / module description block of an official Course or Module Outline.

Learning Outcomes

LO 1, LO 2, LO 6, LO 7

Due Date(s): Friday, July 12

Assignment #3 – Online Teaching Module

Participants will develop and deliver an online teaching module, using an open learning management system. Specific details about the open LMS platform will be provided through the course website, and discussed in an Adobe Connect class session.

The Online Teaching Module should:

- Include approximately 2-hours of instructional content and learner activities.
- The specific mix of content resources, synchronous and asynchronous learner activities, and educational technology tools, should be determined by the student, in alignment with the theories, modules, concepts, and strategies explored throughout EDUC 5199 G.

Participants will deliver (teach) their online module to a group of their peers during Week 5 of the course. They will also participate as a “student” in the online modules developed other members of their small peer group.

Learning Outcomes

LO 4, LO 5, LO 6, LO 7

Due Date(s):

- Completed draft Online Teaching Module “shell”: July 28 (tentative)
- Completed “published” Online Teaching Module “shell”: Aug 4
- Delivery (teaching) of Online Teaching Module: Week of Aug 5-11

Assignment #4 – Online Teaching Module Journal

Participants will prepare a reflective journal on the development and delivery of their Online Teaching Module. The journal should demonstrate consideration of the course topics, and key course activities, in the design, development, delivery, and post-delivery evaluation of the Online Teaching Module.

Participants are encouraged to begin work on their Online Teaching Module Journal early in the course, rather than waiting until the end of the course to compile their reflections.

The Online Teaching Module Journal should consist of:

- An abstract or overview of what the Online Teaching Module is, what the journal is, and why it is being created, and how it is organized.
- A reflection on the purpose and creation of the Instructor Welcome Video.
- The Online Teaching Module topic description, and a reflection on the choice of the module topic.
- A reflection on the creation of the Module Outline and Storyboard (note – these documents may be included as Appendices), and how these documents helped guide the actual development of the Online Teaching Module.
- A reflection on the theories, models, concepts, and strategies that guided the instructional design and development of the Online Teaching Module.
- A response to and reflection on the pre-course peer-review feedback received, and how that feedback was used.
- A reflection on lessons learned during the delivery (teaching) of the Online Teaching Module.
- A response and reflection on the post-course (student satisfaction) peer-review feedback received, and how that feedback could be used to make improvements to the Online Teaching Module, and personal online teaching practice.
- References and Appendices as appropriate.

Learning Outcomes

LO 1, LO 2, LO 3, LO 4, LO 5, LO 6, LO 7

Due Date(s): Friday, August 16

Assignment #5 – Peer Review 1

Participants will join an Instructional Design Peer-Review group with one (1) other classmate. Group members will complete a detailed peer-review in advance of the delivery (teaching) of each other's Online Teaching Module. A standardized quality assurance peer-review template form will be provided through the course website. The completed peer-review documents will be shared with each other, and submitted to the instructor.

Learning Outcomes

LO 1, LO 2, LO 3, LO 4, LO 5

Due Date(s): Wednesday, July 31

Assignment #6 – Peer Review 2

Participants will join an Online Teaching Module Peer-Review group with 3-4 of their classmates (other than their partner from the Instructional Design Peer-Review Group). Group members will participate as "students" in each other's Online Teaching Modules during Week 5. Group members will complete a detailed (student satisfaction survey) peer-review upon completion of each other's Online Teaching Module. A standardized quality assurance peer-review template form will be provided through the course website. The completed peer-review documents will be shared with the group member who developed each module, and submitted to the instructor.

The Peer-Review 2 submission should consist of:

- 1 completed peer-review document for each group member's unit
- All completed peer-review forms should be submitted to the instructor in a single .zip folder (please refer to the course website for detailed submission requirements).

Learning Outcomes

LO 1, LO 2, LO 3, LO 4, LO 5

Due Date(s): Sunday, August 11

Assignment #7 – Participation and Collaboration

The participation and collaboration grade will reflect attendance in the Synchronous Adobe Connect Sessions, constructive and collaborative feedback to your peers, and contributions to the ongoing course conversations on various platforms. (5%)

Assignment Submissions

It is the responsibility of each student to submit individual assignments by the posted due date(s). Your instructor will provide detailed submission instructions via the course website. Alternative, individual assignment submissions will be accepted via email. All assignments must be clearly named and identified (i.e. lastname_firstname_assignment#). Email submissions MUST include the assignment # and name in the Subject line).

Late Submissions

It is the responsibility of each participant to post online resources, facilitate online activities, and be prepared to host online presentations in Adobe Connect class sessions, as per dates published for each topic, activity, and assignment due date.

Participants should keep in mind that failure to meet specific assignment or activity submission dates may have a negative effect on the ability of their classmates to proceed with their own course activities.

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- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
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Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the [Student Learning Centre](#).

15. Turnitin

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for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

16. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that UOIT not disclose the personal information of its students without their consent.**

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

17. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC 5199G: Trauma Informed Education

Course outline for Spring 2020

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Spring	Online	Monday	6:10- 9 pm

CRN #	Classes Start	Classes End
EDUC 5199G - 004	May 4th	July 20th

Adobe Connect Classroom Address: TBA <http://uoit.adobeconnect.com/educ-5199g-202005-11621/>

(additional platforms may be used for meetings)

For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Jennifer Laffier	417	905-721-8668	Jennifer.laffier@uoit.ca
Office Hours: Virtual office hours by appt.			

3. Course Description

This graduate course focuses on the relationship between trauma and learning in educational institutions. Many students in Canada have or will experience trauma that directly affects their development, learning, and educational experiences (Mental Health Commission of Canada, 2014). It is important to understand the various forms of trauma people may experience such as domestic violence, war, injury, victimization, and even digital trauma such as cyberbullying or violent media exposure. Graduate students will explore current research related to how trauma effects the learning

process, including impairments to memory, information processing, motivation, and self-efficacy. With this foundational knowledge, students will then examine how to create trauma informed and responsive classrooms and teaching pedagogies. Trauma informed approaches in education seek to reduce re-traumatization, create a safe place for learning, and use effective teaching strategies to promote student success. A key theme explored in this course is how technologies can be utilized to create trauma responsive educational practices. The course takes a ‘research to practice’ approach whereby students are encouraged to pick a population of interest and design evidence-based trauma informed practices for their setting.

Additional information is available at: <http://education.uoit.ca/graduate/our-program/course-guide.php>

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Define Trauma, Trauma informed care, Trauma informed education and Trauma informed pedagogies (R1-R7, K1, C1-C6)
2. Understand and evaluate various theories and research related to trauma (G1, G2, R1-R7, K1) Understand and articulate how trauma impacts learning, mental health and development of individuals (-K1, R1-R7, C1-C6)
3. Evaluate and critique current educational practices and structures and their trauma responsiveness (G4, K1, C1-C6, A2)
4. Develop and practice trauma responsive teaching strategies (T1, C1-C6, A4, P1-P4)
5. Assess the role of technology in trauma informed education and care (T1-T5, C1-C6)
6. Design trauma informed classrooms and schools (K3, K4, C1-C6, A4, P1-P4)
7. Develop and articulate a personal teaching pedagogy related to trauma informed education (G6, K3, K4, C1-C6, A4, P1-P4)

5. Course Design

This course will be hosted on ADOBE CONNECT on Monday evenings from 6:10- 9 pm. The course follows a flipped class design whereby students are expected to complete course materials (readings, videos, pre-recorded lectures) prior to class. During ‘class time’ students will engage in whole class and small group discussions, group presentations, 1 to 1 debriefing with instructor, and review of materials. A key element of this course is ‘personalization’. Students are encouraged to identify their own learning goals and seek resources to meet those goals in addition to the instructor’s materials. Additionally, students will choose their own meaningful final assignment. This will be a cumulative final project whereby the students incorporate what they have learned throughout the course and create a practical tool for themselves. This assignment models “research to practice” pedagogy. As part of the course students will keep an ongoing reflective journal of responses to readings, videos, and class discussions or presentations. This weekly learning is shared with peers throughout the course as either a whole class, small groups or 1 to 1 meeting with instructor. 1 to 1 mini classes/meetings with the instructor are meant to be

personalized for each student in relation to their learning goals. In these meetings student will also have opportunities to work through assignments and personal goals. Further information regarding course expectations will be discussed in class.

6. Outline of Topics in the Course

Module	Topic	Expectations
Module 1	Introduction to Course and Trauma <ul style="list-style-type: none"> ❖ defining trauma and trauma informed care in education. ❖ current practices and role of technology ❖ types of trauma ❖ overview of course 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-course survey ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 2	Understanding theories and research related to trauma and mental health <ul style="list-style-type: none"> ❖ overview of trauma responses ❖ signs and symptoms in children and youth ❖ case examples of trauma informed education 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 3	Understanding theories and research related to trauma and learning <ul style="list-style-type: none"> ❖ motivation, ❖ memory ❖ self-efficacy and self esteem ❖ behavior and performance ❖ role of technology 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 4	Understanding and assessing trauma informed education- teacher pedagogy <ul style="list-style-type: none"> ❖ classroom practices ❖ role of technology ❖ knowledge, skills, beliefs ❖ life experiences and self-care 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 5	Understanding and assessing trauma informed education -classroom and school <ul style="list-style-type: none"> ❖ classroom and school design ❖ policies and legislation ❖ community connections 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection

Module 6	Trauma informed education for specific groups (micro teaching sessions)	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection ❖ present
Module 7	Reflective group discussions: <ul style="list-style-type: none"> ❖ case studies ❖ personal learning goals 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings Complete and post weekly reflection
Module 8	Research to practice: <ul style="list-style-type: none"> ❖ implementation of trauma informed practices ❖ review of evidence-based research 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings Complete and post weekly reflection
Module 9	Research to practice: <ul style="list-style-type: none"> ❖ evaluation of trauma informed practices ❖ review of evidence-based research 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection
Module 10	Student learning journeys <ul style="list-style-type: none"> ❖ overview of knowledge, skills ❖ teacher pedagogy 	Expectations: <ul style="list-style-type: none"> ❖ Complete pre-readings ❖ Complete and post weekly reflection ❖ Present
Module 11	Trauma informed research to practice- Final project overviews Group reviews and feedback	Expectations: <ul style="list-style-type: none"> ❖ Share and present
Module 12	Trauma informed research to practice- Final project overviews Group reviews and feedback	Expectations: <ul style="list-style-type: none"> ❖ Share and present

7. Required Texts/Readings

Students will use a variety of resources as course materials. The following are some core resources:

Core Course Resources:

- ❖ **Website-** NICABM- National Institute for the Clinical Application of Behavioral Medicine
<https://www.nicabm.com/>
- ❖ **Website and Free books-** Trauma sensitive schools by Trauma Learning Policy Initiatives
<https://traumasensitiveschools.org/>
(Students can register and download 2 free books: Helping Traumatized Children Learn Volume 1 & 2)
- ❖ **Free Book-** Australian Childhood Foundation: Making Space for Learning
<https://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf>
- ❖ **Website and Free manual-** Aces in Education
<https://www.acesconnection.com/g/aces-in-education>
Free Manual- Brown, D. (2016). Calmer classrooms: A guide to working with traumatized children
- ❖ **Article-** Hobbs, C., Paulsen, D., & Thomas, J. (May, 2019). Trauma-Informed Practice for Pre-service Teachers. Oxford Encyclopedias. DOI:10.1093/acrefore/9780190264093.013.1435
<https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1435#acrefore-9780190264093-e-1435-div1-3>
- ❖ **Article-** Bartlett, J. & Steber, K. (2019). How to implement trauma informed care to build resilience to childhood trauma. ChildTrends. https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma?fbclid=IwAR3Rph-Z4IJQNvHAXvGzEkEw0kFrnNNBxjgS9YFaxeE404YBR7R8iZ_E6x4
- ❖ Additional readings will be assigned or recommended during the course.

8. Evaluation Method

Assignment	Brief Description	Submission
Reflective journal – 40%	Each week after completing the required readings and videos students will create a personal reflection. This should be approx. 100 words and identify new or relevant learning, self-reflections, or application ideas. The reflections can be in the form of a blog, social media posts, website, written or artistic journal (student’s choice). Students will share reflections each week either in whole class, small learning team or 1 to 1 meeting/class with instructor. Self-evaluated	Part 1 due: week 5 Part 2 due: week 12

Micro-teaching- Special topics presentation- 25%	Students will select a topic to present to peers in small learning teams. The topic will be on a specific population. The presentation will focus on symptoms and needs, accommodations, teaching strategies and technologies. 30 min- presentations. Peer and instructor evaluated	Due week- 6-7
Final assignment- 35%	Students can choose their final assignment to be a practical tool for themselves. This might be: <ol style="list-style-type: none"> 1. Lesson plans 2. A community, educator or parent workshop 3. School analysis report 4. Teacher Guide 5. Website 6. Webinar 7. Research paper Each one is accompanied with a written 'research rational'. Students may work in team. Instructor evaluated.	Due weeks 11-12

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles.

Further information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

9. Assignments and Tests

Brief assignment descriptions are posted above. Further information will be provided in class regarding assignment expectations and options.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#).

Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

16. Freedom of Information and Protection of Privacy Act

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If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University’s Accessibility Policy.



Faculty of Education

EDUC5199G Section 4: Special Topics - Emerging Issues in Higher Education
Fall 2019

1. Course Details & Important Dates

Term	Course Type	Day	Time
F	Online	Thursday	6:10 to 9:00pm

CRN #	Classes Start	Classes End
44547	September 5, 2019	November 28, 2019

Adobe Connect Classroom Address: https://uoit.adobeconnect.com/_a767860974/educ-5199g-201909-44547/

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=22&navoid=881>

2. Instructor Contact Information

Instructor Name	Email		
Dr. Brian Campbell	Blackboard email		
Office Hours: I will be in the Adobe Connect classroom about 30 minutes before the start of class and I will stay for a bit after if need be. Most personal appointments will be handled thorough online. For privacy, you can communicate with me through Blackboard mail and we can arrange for a synchronous appointment. I also am happy to answer questions asynchronously via Blackboard mail.			

3. Course Description

Emerging issues in higher education are active points of controversy, policy debate, change, stress, and development. Studying emerging issues helps us to understand the underlying structures, forces, and patterns within systems. In this course we will begin with some instructor defined issues, but the sequencing and the choice of some issues will consider student input. Potential issues in this course include: academic freedom, skills and the curriculum, learning outcomes, the differences and similarities between colleges and universities, the structural boundaries between colleges and universities, academic professions, casualization, teaching quality development at college and

university, identity politics, managerialism, collegial governance, accountability, equity, and accessibility. Many emerging issues are by their nature controversial and political.

This course will appeal to students with an interest in any level of education. We will address higher education issues from a broad system perspective. Depending on student needs we will consider how higher education interacts with K to 12 systems as well as how adult education, professional development and training are connected to traditional options in higher education.

The strong interest at Ontario Tech University in higher education development issues comes in part from our experience in developing a new university. We have created our university during a time of great expansion in student access and diversity, shifting college and university mandates, changing government policies, and an increasing impact of information technologies on communications and learning. Our strong interest in higher education issues is reflected in the expertise of our faculty members and the large cohort of graduate students in the master's program who work in higher education.

4. Learning Outcomes

Please consult Masters of Education Program Learning Outcomes at: <http://goo.gl/STPzR0> and refer to these outcomes in bracket.

On the successful completion of the course, students will be able to:

1. Articulate, interrogate, and critically reflect on theories, assumptions, views, evidence, knowledge, and perspectives on emerging issues in higher education. (G2, G6, K1)
2. Recognize and articulate how societal structures and cultures impact higher education policy, practice and outcomes. (A4)
3. Identify the role of higher education in modern society. (A4, K2)
4. Clearly identify meaningful and relevant research problems for inquiry and investigation, as well as relevant theoretical / conceptual underpinnings. (R1)
5. Critically evaluate information/evidence based on criteria appropriate to the source (including validity, reliability, timeliness, bias, transparency, bracketing, negative cases, triangulation) (R2)
6. Identify, articulate and critically analyze assumptions, values, biases, ideologies and evidence that underpin educational arguments, claims, policies, and data. (K1)
7. Formulate and articulate meaningful questions, hypotheses, and arguments that build and advance knowledge (C1).
8. Show skill in evidence-based reasoning and argumentation (C6).
9. Articulate the tentativeness and under determination of knowledge, both theoretical and practical. Critically reflect upon and articulate personal and disciplinary limits of knowledge, both theoretical and praxis-based, and the resulting ambiguities in interpretation and analysis (A1).
10. Locate and evaluate secondary research works/publications using a variety of strategies and tools (including primary and secondary sources). (R2)
11. Apply appropriate scholarly communicational conventions, including APA guidelines (C4)
12. Engage in ongoing reflection and debate on a wide range of critical issues in education, including the legitimacy of multiple ways of knowing and various uses of digital technologies (A2)
13. Demonstrate autonomy in one's own work processes and pursue inquiries in directions one has set out for oneself, routinely going "beyond the problem as given". (P1)

We will have a discussion forum within Blackboard where we will examine the course learning outcomes and their connections to our classes, readings, lectures, conversations and interactions.

5. Course Design

Include information on the

- * class format

We will use a seminar format with breakout groups. There are 12 scheduled seminar sessions. Asynchronous activities will be organized in Blackboard. The November 7 synchronous class may be displaced with some asynchronous components.

- * [delivery mode](#)

This is an online course. There are 12 synchronous sessions using Adobe Connect and there are asynchronous components that use Blackboard and Google Docs. The synchronous sessions are in a seminar format often with breakout groups. Some of the synchronous sessions may be replaced with asynchronous components.

- * [teaching methods](#)

This course is best thought of as a conversation that is formed by the students and the instructor together. The instructor will lecture with a mix of discussion and online tasks and interaction.

- * [the role of the professor](#)

The roles and expectations of students and the instructor reflect their roles and backgrounds. I am a sociologist with interests in the sociology of education, the sociology of science and technology, social theory, modern society, and research methodology. I have been a university faculty member since the early 1980s and my main university appointments have been at Mount Allison University (1983 to 2003), and Ontario Tech University (2003 to present). I was one of the founding faculty members and administrators at Ontario Tech University and have been heavily involved in organizational and program development at both MtA and Ontario Tech University. The experience that I bring is the academic framework of sociology and the professional practice of being a change agent and administrator within Canadian higher education. I sometimes will lecture in short bursts (planned, spontaneously, and on demand) but more importantly I will enter into a dialogue with students on how to think about and engage emerging higher education issues. My lecturing often is exploratory and is meant to demonstrate and provoke reasoning, and to foster reflection. I will act as a consultant and will sometimes intervene as an authority on various topics. I also may play the devil's advocate and take provocative positions in arguments. Although I am interested in practical issues and solutions I am also unapologetically academic and enjoy playing with ideas to explore ways of thinking and inquiry that are independent of direct foreseeable application. I believe that improving skills with disinterested inquiry is the best way of improving practice in the long run. I find teaching stimulating and I always learn from my students in each course experience.

- * [expectations of students](#)

It is expected that students will be active learners who will collaborate in generating discussion, materials and specific topics for the course. Students bring their experience and expertise with education to the course and their input is essential to the direction and dynamic of the course.

- * [attendance and participation](#)

All students benefit from the attendance and participation of all other students because the course flow is collaborative and the evolution of the course benefits from the participation of all students. The online nature of the course increases the accessibility, convenience and visibility of participation.

- * [in-class and out of class work](#)

We will engage in reading, writing, critical reasoning, library research, internet research, in-class synchronous discussion, out of class asynchronous discussion, synchronous and asynchronous presentations, and active listening to lectures.

- * [the kinds of activities and resources that will be used in the course to help students to achieve its learning outcomes](#)

Class discussion, written assignments, readings, video presentations, web sites, news stories, and photographs.

6. Outline of Topics in the Course

Emerging issues are open ended in many respects and so students should not expect that the class and lectures will be about telling solutions. Rather the approach is to develop ways of framing and researching issues. There is a presumption that all issues can be understood and analyzed even if they cannot be solved in practical terms. I will be relying on the expertise of students to help in this analysis.

September 05 – Identifying and analyzing emerging issues in higher education

In this first class we will consider the general question of identifying and analyzing emerging issues in higher education. Students will contribute to identifying emerging issues that affect practice in higher education. Our discussions may affect the topics we will consider as well as their sequencing.

September 12 – Progressive social attitudes and higher education

It is often argued that the culture within higher education institutions is markedly progressive and that people with higher education credentials are more socially liberal. Are higher education faculty really more socially liberal than the general population? Are higher education students and graduates more socially liberal? Some social conservatives worry about progressive, secular, and subversive cultural influences from the academy. We will examine these populist and conservative challenges to higher education and consider the underlying value conflicts that have given rise to these tensions.

September 19 – Freedom of expression and academic freedom.

Freedom of expression on campuses has become a hot topic with some celebrated cases. Traditionally academic freedom includes the independence that many university faculty members have with respect to their teaching and research. We will consider issues surrounding free speech and academic freedom using some selected examples.

September 26 – The professional responsibilities and careers of faculty members

Building on our consideration of free speech and academic freedom we will examine how the differences and similarities between colleges and universities are reflected in the qualifications, professional responsibilities and careers of faculty. The general trend toward casualization of all higher education faculty positions also will be considered for how this affects careers, workplace dynamics, qualifications, and responsibilities.

October 3 – Differentiation and convergence in Ontario colleges and universities.

We will consider the binary system of colleges and universities in Ontario. Ontario colleges and universities were never designed for credit articulation and the colleges did not begin with a mandate to offer degrees. Over time the college sector has become more differentiated with increased degree granting and aspirations among some colleges for polytechnic and university status. There also are pressures around both differentiation and homogenization within the university sector. On the one hand there are pressures toward convergence, including: standardizing credit transfers, common program standards, common faculty credentials, common faculty responsibilities, and common accountability measures. On the

other hand, institutions differentiate themselves with different missions, program mixes, sizes, student demographics, and community settings. We will consider the specific case of Ontario Tech University in the context of an analysis of these broader changes.

October 10 – Inequality and educational opportunity

If higher education helps students gain access to preferred positions in society then perhaps it can help those who are less advantaged through providing avenues for opportunity. However, despite the accessibility of higher education to ever broader populations, and the real experience of social mobility through education for some, the overall levels of inequality within modern societies has not declined. Some critics of higher education point to its role in perpetuating inequality and supporting the status quo, while others are questioning the value of advanced education for significant segments of the population. We will examine the rhetoric(s) of opportunity and the paradox of persistent and sometimes increasing inequality.

October 17 – Mental Health Issues in Higher Education

The public profile of student mental health issues has increased and there have been many attempts within higher education institutions to provide mental health support for students. We will consider the rise of mental health reporting and mental health as an issue. We also will consider the organizational and policy responses of institutions to mental health needs.

October 24 – Technology in Higher Education: Transformational or steady state gradualism

At Ontario Tech we have researched the effective use of modern technologies in education. Aside from questions of best practice there is the broader context of application and the debates about the importance and impact of technologies. Some general perspectives on the use of technology emphasize transformation either in a utopian or dystopian direction. Other general perspectives emphasize the stability of educational practices despite the incorporation of technologies or in resisting their application. We will consider the rhetoric and the application of technology in education as a public issue.

October 31 – Skills, curriculum, and the scramble for relevance in colleges and universities

The development of skills is one of the ways that higher education is justified and criticized. Business groups, politicians, and many students emphasize employment related skills while populists challenge the elitism, intellectualism, and uselessness of the “ivory tower”. We will consider what gets defined as important skills and knowledge for different groups as well as the extent to which students acquire skills and knowledge from higher education.

November 7 – Independent Study

November 14 – Teaching, evaluation, and grades

Final grades are a form of summative evaluation. How we assign final grades to students has varied significantly over time and across types of educational settings. There has been a general trend of replacing many high stakes exams for final grades with continual evaluation. But the role of faculty in coaching and giving feedback can be cast as part of a more purely formative evaluation process. And there have been experiments with eliminating or

minimizing final grades. We will consider the tensions between formative and summative evaluation in higher education.

November 21– Evaluating higher education: from student course surveys to learning outcomes

Student course surveys are a common feature in higher education that are sometimes used to evaluate individual faculty members or entire programs. In addition, there has been a move by governments to measure outcomes as a way to evaluate the effectiveness of colleges and universities. These various forms of evaluation have generated debate and controversy.

November 28 – Summing up.

This last class will be focused on reflection and summing up.

7. Required Texts/Readings

[List the required texts and readings and supplementary materials, including the reference style guide to be used in the course ([APA Format](#))]

This reading list is tentative and illustrative. Many of the topics are current issues and so reference materials on some issues may be updated throughout the course. All of the readings will be available on Blackboard, either directly or through a link. I write a short framing introduction on Blackboard to each reading. We will use a mix of documents that go beyond authoritative traditional scholarly papers. Students will need to be media literate in the use of sources. Some of the materials are meant to illustrate provocative and controversial, and sometimes uninformed, opinion, while other materials are more conventional scholarly treatments. Many emerging issues are inherently political.

September 05 – Identifying and analyzing emerging issues in higher education

Neiterman, E., & Zaza, C., (2019). A Mixed Blessing? Students' and instructors' perspectives about off-task technology use in the academic classroom. *The Canadian Journal for the Scholarship of teaching and learning*, 10(1). <https://doi.org/10.5206/cjsotl-rcacea.2019.1.8002>

Friesen, J., (2019). Ford's opt-out initiative is a threat to campus life, student groups say. *The Globe and Mail*. September 2, 2019.

Ford, D., (2019). How Broken was Education? Email. February 11.

September 12 – Progressive social attitudes and higher education

Gross, N., & Fosse, E. (2012). Why are professors liberal? *Theory and Society* 41. pp 127-168

Ginsberg, B. (2017). The Unholy Alliance of College Administrators and Left-Liberal Activists. *Modern Age*.

Wente, M. (2017). Lindsay Shepherd delivers a wake-up call. The Globe and Mail. November 21, 2017.

Wooley, F. (2018). It takes thousands of happy students to build a university's status, but only one sad student to compromise it. The Globe and Mail Metro (Ontario Edition) Sep 01, 2018.

September 19 – Freedom of expression and academic freedom.

Government of Ontario. (2018). Ontario Protects Free Speech on Campuses. August 30.

Government of Ontario. (2018). Upholding Free Speech on Ontario's University and College Campuses. August 30.

Stone, G. et al. (2015). Report of the Committee on Freedom of Expression. The University of Chicago.

<https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>

Turk, J., & Stewart, P. (2017). *Safe for what? Universities and the controversies over safe spaces*. Centre for Free Expression. Ryerson University.

September 26 – The professional responsibilities and careers of faculty members

We will examine the most recent versions of the professional responsibility and career progression sections of the Ontario Tech University and provincial college collective agreements.

Samson, N., & A. Shen. (2018). *A history of Canada's full-time faculty in six charts*. University Affairs.

October 3 – Differentiation and convergence in Ontario colleges and universities.

Jones, G., & Skolnik, M. (2009). *Degrees of Opportunity: broadening student access by increasing institutional differentiation in Ontario higher education*. Toronto: Higher Education Quality Council of Ontario.

Campbell, B., DiPasquale, J., & Hunter, W. (2018) "Mission Creep, Evolution, and Metamorphosis: Transformations in the early development of UOIT". Symposium on the Transformation of Higher Education, Dublin, Ireland.

McKenzie, S., & King, A. (2016). "A Community College with Ivory Tower Pretensions": Perceptions of a New University. *Canadian Journal of Higher Education*. 46 (1) pp 156-175.

Reid, J. (1989). "The Excellence Debate and the Invention of Tradition at Mount Allison: A Case Study in the Generation of Mythology at a Canadian University." *Dalhousie Review*. 69 (2) pp 190-210.

October 10 – Inequality and educational opportunity

Rivera, L. (2012). Hiring as cultural matching: The Case of elite professional service firms. *American Sociological Review*. 77(6) pp. 999–1022.

Young, M. (1994). Meritocracy Revisited. *Society*. 31 (6) pp. 87-89.

Bourdieu, P. (1983). The Forms of Capital.

Green, D., and Foley, K. (2015). Increasing education won't stop rising inequality (and may make it worse). Institute for Research on Public Policy. <https://on-irpp.org/2JwFS4I>

October 17 – Mental Health Issues in Higher Education

Readings TBD

October 24 – Technology in Higher Education: Transformational or steady state gradualism

Bates, T. (2019, May 30). The Coming Crisis in Canadian Post-secondary Education: 3 -Some strategies of survival. [Blog post] Available from <https://www.tonybates.ca/2019/05/30/the-coming-crisis-in-canadian-post-secondary-education-3-some-strategies-for-survival/>

October 31 – Skills, curriculum, and the scramble for relevance in colleges and universities

Murphy, S. (2018). How to prepare the work force for jobs that don't yet exist. *The Globe and Mail*. August 21, 2018.

Cappelli, P. (2015). Skills Gaps, Skill Shortages, and Skill Mismatches: Evidence and Arguments for the United States.

Harrison, A. (2017) Skills, Competencies and Credentials. Toronto: Higher Education Quality Council of Ontario.

November 14 – Teaching, evaluation and grades

Supiano, B. (2019). Grades can hinder learning. What should professors use instead? *The Chronicle of Higher Education*. July 19.

November 21 Evaluating higher education: from student course surveys to learning outcomes

Kaplan, W. (2018). In the matter of an interest arbitration between: Ryerson University and The Ryerson University Faculty Association.

Mitchell, K., & Martin, J. (2018) Gender Bias in Student Evaluations. *Political Science & Politics*. 51 (3) pp 648-652.

Fort, A. (2011). Learning about Learning Outcomes: A Liberal Arts Professor Assesses. *Liberal Education* 97 (1)

November 28 – Summing up.

TBD

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

There are five assignments in this course. The first three assignments, two short essays and a video presentation, are worth 20% each. The lowest two marks of these first three assignments are dropped in the final calculation of grades if any of these combinations are to the advantage of the student. The second and third assignment (and likely the first assignment as well) are part of the student's developing major paper on a special interest. If the student improves the grade on the final paper, then these earlier assignments will serve as formative evaluations. The final major paper value is not devalued. The final reflective assignment is a series of five posts on the relationship between elements of the course and learning outcomes. This assignment has a value of 10% with 2% for each post. This assignment is fixed in value.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the Ontario Tech University's Academic Calendar.

9. Assignments and Tests

Written work will be submitted using Blackboard and Google Docs. All written work will be posted and visible to all students. Grading and my comments on written work are confidential. When word limits are specified, they are maxima. Papers are to use the APA style for references.

All assignments must be submitted by the deadlines. All deadlines are before midnight on the due date unless otherwise specified. Although we are operating in a professional environment where students are expected to be able to juggle their time commitments, reasonable accommodations can be made for documented extraordinary medical and personal circumstances.

Promoting an Emerging Issue (20%) - Due Date: September 27

In this short paper (no more than 1,000 words) students will advocate for the intellectual and practical importance of some emerging issue in higher education.

Major Paper Proposal and Outline (20%) - Due date: October 11

This is a no more than 1,000-word statement that sets out an interest area that the student would like to address in their paper in this course.

Video Presentation (20%) - Due Date: November 8

Video presentations are posted online. This short 10-minute presentation will be on the major paper topic.

Emerging Issues Major Paper (30%) - Due date: Friday, December 6.

This major paper is to be no more than 2,500 words.

Learning Outcomes Reflection (10%) - Due date: December 11.

Students post reflections on the relationship between their course experiences and 10 of the course learning outcomes for the course.

Late assignments without a deferral will be subject to a 10% of the value of the assignment penalty per late day. Medical excuses are handled through Susan Spelling, the academic advisor in the Faculty of Education.

10. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#) . Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

11. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca.

If you need extra help, you can also contact the [Student Learning Centre](#).

12. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

13. Sexual Violence Support and Education

Ontario Tech University is committed to the prevention of sexual violence in all its forms. For *any* Ontario Tech student who has experienced Sexual Violence, Ontario Tech can help. Ontario Tech will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: studentlife.uoit.ca/sexualviolence

14. Academic Integrity

Students and faculty at Ontario Tech share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech's regulations on [Academic Conduct](#) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with Ontario Tech University's regulations on academic conduct does not constitute a defense against its application.**

Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all Ontario Tech students in academic

development, study skills, counseling, and peer mentorship. More information on student support services can be found at the Student Learning Centre.

15. Turnitin

Ontario Tech and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

16. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that Ontario Tech not disclose the personal information of its students without their consent.**

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

17. Course Evaluations

Student evaluation of individual courses, and the program as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. Student evaluation surveys are standard practice in undergraduate courses, but there is no standardized student course survey for graduate courses at Ontario Tech. However, we are presently experimenting with some possible models. To that end, online course and program evaluations may be administered in this course. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC 5201G: Foundations of Leadership

Course Details & Important Dates*

Term	Status	Course Type	Day	Time
Winter 2020		Adobe Connect	Tuesday	6:00-9:15pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
Adobe Connect	72356	January 7, 2020	March 31, 2020	N/A

* for other important dates go to: <https://ontariotechu.ca/>

Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Bill Muirhead			Bill.Muirhead@uoit.ca
Office Hours: Online Office Hours before or after weekly Adobe Connect Session or by Appointment			

Laboratory/Teaching Assistant Name	Office	Phone	Email
N/A			
Office Hours: Adobe connect by arrangement The Link to our Adobe Classroom: https://uoit.adobeconnect.com/_a767860974/educ-5205g-202001-72356/			

Adobe Connect Tutorials <https://tlc.ontariotechu.ca/>

Students may also use the Masters of Education General Room outside of class time

URL: http://uoit.adobeconnect.com/medgeneralroom_2016/

See important [dates https://gradstudies.ontariotechu.ca/current_students/important-dates.php](https://gradstudies.ontariotechu.ca/current_students/important-dates.php)

Graduate Handbook: <http://meduoit.weebly.com/>

1. Course Description

Leading theorists and researchers, established and emerging theories, and trends of leadership will be examined from diverse perspectives, including critical theory perspectives. The course will focus on leadership positions and the problems, dilemmas, and opportunities faced in

educational, public, and human service organizations. 3 cr. These practices will be examined in a variety of settings as described in both popular and academic writings. See the “Outline of Topics in the Course” (below) for a detailed breakdown of topics covered in this course.

2. Course Outcomes

At the successful completion of this course, you will be able to:

- A. Students will investigate key theorists who have contributed to the knowledge base in the field of educational leadership and share their understandings of the theorist(s)' contributions to the field in order to develop their peers' grasp of the knowledge base. (G1, G3, G6, T5, R2, R5, R6, K1, K2, K3, C1, C2, C3, C4, C5, C6, A1, A2)
- B. Students will individually reflect and write about a critical case in educational leadership from their experience in schooling, college or higher education settings. Throughout the course, students will consider a case study and case study approaches as well as a specific problem to their peers. During the course, applications from the knowledge base in educational leadership may help them to illuminate key aspects of this critical case. (T1, T2, T3, T4, T5, K1, K2, K3, K4, A3, A4)
- C. Understand and apply various leadership theories to in-situ leadership situations (G1, G4, R1, R4, R6K1, C1,C2,C6)
- D. Interpret and apply the difference between leadership and management to your specific situation. (G2, G4, T2, R1, R4)
- E. Identify negative areas within the leadership realm and differentiate between the dark side of leadership, and effective leadership behaviors. (G2, G4, T2, R1, R4, K4, C3)
- F. Interpret the various leadership approaches and integrate the appropriate leadership approaches by constructing an appropriate leadership action plan. (T1, T2, T3, T4, T5, K1, K2, K3, K4, A3, A4)

3. Course Design

- A. The fundamental learning approach of this course will involve collaborative learning using some problem-based learning strategies in a digital technology context. Graduate students in this course will participate in a community of inquiry – generating questions and participating in discussions in order to help each other learn in a socio-constructivist way. Students in this course may earn a 3.0 credit in the graduate program. There are elements of choice in the assignments and readings but the expectation is that students will learn for a minimum of 110 hours of in-class and out-of-class, and document this for evaluation purposes. Most of the classes will follow the peer instruction or flipped classroom model (Mazur, 1997) where information transfer takes place prior to class and information assimilation during class.
- B. Students need to prepare adequately so that they can participate meaningfully in synchronous online classes. Students are required to contribute to all assigned activities and submit assignments on time unless they have consulted with the professor.
- C. Blackboard is the LMS for this course.
- D. This course employs elements of behavioral, cognitivist, constructivist, connectivist, and

critical learning theory and the professor will encourage constructive, collaborative discussion regarding the instructional design of the course and the assessments.

- E. Students are advised not to sign up for this course unless they are organized so that they have sufficient connectivity and equipment for online video participation. Students are expected to attend every scheduled synchronous class unless they have consulted with the professor in advance. Mutual respect is a minimum basic requirement. All sources must be cited and academic integrity will be maintained.
- F. Students are encouraged to consult regularly with their professor regarding how much “cognitive load” the course requires. Of the 110 hours for this course, approximately 1/3 of this time will be spent in class.

This course is comprised of weekly web-based synchronous in-class sessions using Adobe Connect. Given the synchronous nature of the course, in-class attendance, participation, and adherence to class expectations is required. There will also be asynchronous requirements such as reading, viewing, independent research on course topics, listening to additional resources on Blackboard as appropriate to weekly classes.

ALL students are expected to come to class prepared to discuss all of the assigned readings. You will need to have the readings accessible in class in some format in order to refer to specific passages during the class discussions. Class structure will be further explored during the first synchronous online class. Students are asked to sign into class before each class start time to make certain that all of the necessary equipment is functioning optimally.

4. Synchronous Activities

Synchronous class sessions will take place weekly on Tuesday evenings from 6:15-9:00pm EDT via Adobe Connect. Most of our time in the EDUC 5201 G Adobe Connect Classroom will be used for course administration, instructor-led module overviews, and small group collaborative learning activities/presentations. Your time in the MEd Adobe Connect General Meeting Room will be used to organize and collaborate on group assignments, and to participate in small group activities related to the topics covered in the EDUC 5201G Adobe Connect Classroom session for that evening.

5. Technology Requirements

In this course, we will be using online technologies. It is therefore critical that you have adequate computer hardware and software in addition to a reliable high-speed Internet connection. Failure to meet these requirements will likely cause you and your fellow learners unnecessary frustrations and loss of class-time. As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video- conference (Adobe Connect) in order to participate in all classes.

Minimum Computer Characteristics

- Operating system (minimum): Windows 7+, MacOS X 10.12.x
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)

Internet Access

Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many features of these courses (e.g., the videoconferencing).

In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test:

<https://helpx.adobe.com/ca/adobe-connect/using/connection-test-connect-meeting.html>

6. Outline of Topics in the Course

	CLASS	Main Topics and Big Ideas	ACTIVITIES	Resources and Assignments
1	January 6	<p>Introduction to course and review Syllabus</p> <p>Leadership and Leadership Theory Group(s) Discussion</p>	<ul style="list-style-type: none"> • Course Outline Review • Review Assignments • Introduction to leadership studies • What is leadership? • Can and how should leadership be taught? 	<ul style="list-style-type: none"> • Good teachers learn to be leaders everyday • Council of Ministers of Education Overview (http://www.cmec.ca/299/Education-in-Canada-An-Overview/index.html) • Ten Leadership Theories in 5 Minutes (https://www.youtube.com/watch?v=XKUPDUDOBVo)
2	January 14	<p>Leadership Theories Group(s) Discussion</p> <p>Introduction to Case Studies</p>	<ul style="list-style-type: none"> • Breakout groups to define what makes a good leader, a great leader and a failed leader? • What are leadership attributes? • Leadership skills—can they be learned? 	<ul style="list-style-type: none"> • Contemporary Leadership Theories. Introduction, Chapter 2 and Chapter 9 • I don't need Leadership: An Exploration of the Societal Discourse of Leadership • A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management • Educational Leadership with Dr Douglas Reeves (https://youtu.be/Dis2rTPLIdc) • Steve Jobs talks about managing people (https://youtu.be/rQKis2Cfpeo) • Leadership in Education: Michael Fullan Six Secrets (https://youtu.be/1vxU7O75zkA) • From War Stories to Critical Reflection • How to Write a Case Study

				<ul style="list-style-type: none"> • Case Studies in Educational Administration
3	January 21	School Leadership Assignment 1: Due tonight	Group 1 Presentation (Assignment 2)	<ul style="list-style-type: none"> • Improving school leadership vol. 2 p. 21-35 • Preparing Teachers and Developing School Leaders for the 21st Century p. 11-32 • Educational Leadership: Context, Strategy and Collaboration
4	January 28	Transformational Leadership	Group 2 Presentation (Assignment 2)	<ul style="list-style-type: none"> • Transformational Leadership: An evolving Concept examined through works of Burns, Brass Avolio, and Leithwood • Enacting School-Level Leadership Practices (https://youtu.be/PmeKldw1-8I) • School leaders and transformational leadership theory: time to part ways? • A Review of Transformational School Leadership Research 1996-2005
5	February 4	Leadership and Emotion Intelligence	Group 3 Presentation (Assignment 2)	<ul style="list-style-type: none"> • Emotional Intelligence, Emotional Labor and Affective Leadership • Narratives—the emotional Power of Storytelling • Principals' Moral Agency and Ethical Decision-Making: Toward a Transformational Ethics
6	February 11	Technology and Leadership	Group 4 Presentation (Assignment 2)	<ul style="list-style-type: none"> • Information Technology Leadership in Higher Education: A Condition of the Community • Technology leadership for the 21st principal • HP Way (https://www.youtube.com/watch?v=hLORM1TcE1A&feature=youtu.be) • Behavioral Management by Walking Around
	February 18	Winter Break	No classes	

7	February 25	Leadership and Care	Group 5 Presentation (Assignment 2)	<ul style="list-style-type: none"> Caring Leadership in Schools: Findings From Exploratory Analyses School leadership that leads to a climate of care Caring as a Managerial Strategy
8	March 3	Asynchronous Class		Groups will have unscheduled time to work on Case Study Presentations
9	March 10	Critical Case Study	Group A and B Case Study Presentation (Assignment 3)	Presentation on a case study to expand upon using one of the individual case studies submitted by for Assignment One.
10	March 17	Critical Case Study	Group C and D Case Study Presentation (Assignment 3)	Presentation on one case study to expand upon using one of the individual case studies submitted by for Assignment One.
11	March 24		Group E and F Case Study Presentation (Assignment 3)	Presentation on one case study to expand upon using one of the individual case studies submitted by for Assignment One.
12	March 31	Final Class Course Review Final Paper Review		<u>Assignment 4 Due April 2, 2020</u>

7. Required Texts/Readings

Due to the topical nature of this course all readings will be found in the Blackboard course site and may change or be supplemented throughout the course.

8. Evaluation Method

Learners will be evaluated based upon four course assignments:

Assignment One: 15%

Students will individually write a preliminary case study involving an aspect of educational leadership challenges within the context of a k-12 school, college or university environment which explores the multiplicity of issues when leading in a complex educational context. Each case should be no longer than 6-700 words. This assignment is to explore ideas and aspects of a case for the group presentation (Assignment 3).

(This assignment is due January 21, 2020)

Assignment Two: 35%

Group presentation on a specific aspect of leadership theory in class based on weekly readings (weeks). Please sign up for group presentations in google docs. The URL will be available during the first meeting of the class. Please send a link using the mail function in Blackboard for your presentation to your class three days prior to class. All students are responsible to review the material and assigned readings prior to class.

Assignment 2 Sign Up Sheet

https://docs.google.com/spreadsheets/d/1CN7NztJafwaKGr36Z9eB2ZuT7c_FsL-uVMkbCKbaW4Y/edit#gid=0

Assignment Three: 20%

In groups, students will choose one case study to expand upon using one of the individual case studies submitted by an individual student in Assignment One. The group will, a) expand this include richer descriptions of the case, b) identify relevant professional material pertinent to the case, c) conduct a literature review to identify relevant academic literature relevant to the case to include and reference in the case study.

- a) Each group will analyze the case stating a long-range solution and the theories, values, laws. etc. that can help learners to arrive at a solution(s).
- b) Each group will develop multimedia presentation of less than 7 minutes describing the case and its relationship to leadership theory or concept.
- c) Each group of students will lead the class through the case study during weeks 8, 9, 10)
- d) The final case study and its components will be due one week after the class presentation. Further information about this assignment will be available in Blackboard.

Assignment 3 Sign Up Sheet

https://docs.google.com/spreadsheets/d/1rVKysQ7DvKkwGX00GCd_ZO6mxR99odLRtX8Gm7VncO4/edit?usp=sharing

Assignment Four: 30%

Students will write a paper utilizing the theoretical readings, leadership theories reviewed in the course regarding how your own perceptions about educational leadership have changed or are strengthened through your readings. Ensure that you support your assertions and beliefs with relevant academic literature from the course as well as your own independent reading from the educational leadership literature. **2500 words**.

This assignment is due April 2, 2020.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar

9. Assignment Submissions

12.

It is the responsibility of each student to submit ALL assignments by the posted due date(s) in Blackboard. All assignments must be clearly named and identified (i.e. lastname_firstname_assignment#).

10. Academic Integrity

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11. Turnitin

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13. Freedom of Information and Protection of Information Act

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FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [\[Please consult your Faculty office for information regarding appropriate contacts for FIPPA-related concerns\]](#).

14. Course Evaluation

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, anonymous online course evaluations are administered during the last week of classes. Students are strongly encouraged to participate actively in this process.

15. Sexual Violence

UOIT is committed to the prevention of sexual violence in all its forms. For any UOIT student who has experienced Sexual Violence, UOIT can help. If you think you have been subjected to sexual violence:

Reach out to our Support Workers, who can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392. Learn more about your options at: www.uoit.ca/sexualviolence

16. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.



Faculty of Education

Dr. Erin Keith, Sessional Lecturer, Faculty of Education
EDUC 5203G: Dynamics of Change Summer 2019

1. Course Details & Important Dates

Table with 7 columns: Term, Course Type, Day, Time, CRN #, Classes Start, Classes End. Row 1: S, Online, Mon & Wed., 6:10 to 9:00pm EST, 11446, July 8, 2019, Aug 14, 2019

Adobe Connect Classroom Address: http://uoit.adobeconnect.com/educ-5203g-201905-11446

First synchronous class is Monday, July 8th for one hour beginning at 8:00PM EST. The whole class will attend together to review the syllabus.

Important dates: http://gradstudies.uoit.ca/current_students/important-dates.php

Meeting room for MEd students: http://uoit.adobeconnect.com/medgeneralroom_2016/

2. Instructor Contact Information

Table with 2 columns: Instructor Name, Email. Row 1: Erin Keith, EdD, MEd, BA, OCT; erin.keith@uoit.ca (preferred vs. Blackboard email), Twitter: @DrErinKeith. Row 2: Office Hours: Adobe Connect or Telephone appointments are welcome and can be scheduled via email.

3. Course Description EDUC 5203G: Dynamics of Change

This course explores major concepts that impact successful implementation of change, such as theories of change and models of change. Change theory and models, as well as components of change, will be applied to investigations of classroom, school, district and societal change. The role of culture and the roles of stakeholders will be central to this exploration. Graduate students will reflect on their roles within major educational changes. Other major concepts include the exploration of vision, mission, the institutionalization of change, and interference or resistance to change. Students will be

encouraged to act as reflective practitioners and introduce materials and/or resources which connect theory, research and practice (three credits).

“If you want to change people’s practices and beliefs, you have to alter or arrange patterns of communication and build new kinds of relationships among them. This may involve changing people’s roles or changing the structures of an organization – but the goal is to reculture schools, districts and whole.” (Hargreaves, 2015)

4. Learning Outcomes: The [learning outcomes](#) for this course are:

<i>Learning outcomes</i>	<i>How these are realized in the course:</i>
1. Theory to practice. Identify the role of change agents and agency in promoting change. (A4, K2)	Assignment #2. Select a peer-reviewed article and consider the theories and models of change, and the roles of educational stakeholders. Apply theory in both the QQC Journal and narrative artefact.
2. Develop and present a personal and/or professional narrative of change in educational / organizational settings. (G5, T3, R6, C4)	This narrative statement (Assignment #1) will culminate in a presentation to a small group that identifies a personal and/or professional narrative of change in an educational / organizational setting. (Assignment #3).
3. Demonstrate learning in the course. Participate in a community of learners’ forum. Demonstrate skillful and respectful educational collaboration, dialogue and negotiation. Self and peer assessment. (C5, C6, A2)	Through: a) pondering the topic of the week and the readings; b) contributing to discussions in class, c) posting concisely in the QQC Journal d) Seeking peer and Instructor feedback on the QQC Journal during the course.
4. Review previous or developing knowledge of digital technologies to create, remix, adopt or apply solutions to educational and societal problems or questions regarding the dynamics of change. (G6, K2, K4)	Apply learning from synchronous discussions and reflective practice to create questions to ask a change leader, a shared experience.
5. Synthesize the course readings, discussions and presentations. Develop and articulate a case study on the relevant theories, views, and perspectives about change to events that occur/have occurred in one’s personal/	Assignment #3. Design an artefact that synthesizes and grounds your philosophy and narrative experiences of change.

<p>professional/academic life to develop a deeper and more personalized understanding of these change experiences, the institutionalization of change, and the interference/resistance to change. (A4, K1)</p>	
<p>6. Reflect on the course design, take responsibility for your own learning, and provide feedback to ensure that this course meets your learning needs. (C6, K4, A1)</p>	<p>Through: 1) BB email, requesting clarification and personalization of learning; 2) through the QQC Journal; 3) through peer evaluation; and 4) on-going formative feedback.</p>

5. Course Design

This course has twice weekly synchronous sessions that require student participation through video and audio with sufficient bandwidth for immediate synchronous discussion. Students in this course should plan to invest 6 hours a week in class and approximately 12 hours a week in preparation for classes and assignments.

There is NO textbook.

Students may request alternate personalized assignments with a written rationale. Late assignments require documentation in advance of the due date.

Synchronous Classes are structured as follows.

- Each synchronous class will consist of two time slots, during which students will alternately, 1) attend class in Adobe Connect and 2) engage in Independent course tasks.
 - Half the class (Group 1) will be assigned the 6:10 – 7:15PM EST time slot for attending the Adobe Connect class, while the other half of the class (Group 2) engages in Independent course tasks.
 - Then at 7:30 – 8:35PM EST, the groups will switch so that the first group (Group 1) engages in Independent course tasks, and the second group (Group 2) attends class in Adobe Connect.
 - The Instructor will remain online to answer any course-related questions from 7:15 – 7:30PM and 8:35 – 9:00PM.
- Students can sign up for their preferred slot. [Please click the link here.](#) Note that the time slot you select is on a first come, first serve basis and that you will remain in the same slot for the remainder of the course. There will be no opportunity to switch back and forth between sessions due to the small working groups established in each time slot.
- Also, note that all students are free to choose whether they would like to work on their independent tasks during the 90 minute period allotted to them or

during a different time slot that better fits their personal schedules, provided the work is done before the following class.

- **First synchronous class is Monday, July 8th for one hour beginning at 8:00PM EST. The whole class will attend together to review the syllabus.**
- **The remainder of the sessions will begin at 6:10PM and 7:30PM EST as per the schedule above.**

The course design includes the following:

- Synchronous learning overview of each topic
- Assigned readings and/or video clips each week
- Formal discussion (Socratic seminar, small group activities, etc.) based on a text, responding to open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically, and articulate their own thoughts and responses
- Active and experiential learning during class in an online community of learners,
- Assignments including asynchronous discussion participation

QUESTIONS, QUOTATIONS, AND COMMENTS (QQC) JOURNAL – Component of Assignment #3

Throughout the course, I ask that you to keep an electronic, reflexive journal based upon the required readings/videos using a strategy called ‘Questions, Quotations, and Comments (QQC).’ This journal will be submitted along with your Assignment #3 and will be peer assessed (see *the Assignments section below*). This journal will replace the need for on-line Discussion Forums (e.g., posts based upon readings/videos) and instead, directly inform your interpretation, learning/unlearning and rich understanding of change theory. The term *reflexive practice* was first coined by Dewey (1933) and defined as an action that involves “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads” (p. 9). In functional terms, you will continue to develop your professional identity as a change leader through the process of deconstructing, constructing and reconstructing your professional, educative assumptions through your interactions with the literature. As Gouldner (1970) stated, “there is no knowledge of the world that is not a knowledge of our own experience of it and in relationship to it” (p. 28).

In an electronic document such as a Google Doc or Word document, you are asked to respond to the readings/videos in a very short, succinct manner. For each reading/video, you will jot down a ‘Question’ you had, a ‘Quotation’ that you found interesting and a ‘Comment’ or reflexive thought/reaction you had to a particular area of the reading/video. You will record at least one journal entry to a maximum of 5 journal entries per reading/resource. The format for the journal is left to your discretion; however, a landscape page layout, with headings similar to below, is likely best. This is a useful activity for your work in the program, and you may wish to consider continuing to use this recording strategy throughout the remainder of your course work!

QQC Example

Resource Title (Use full APA citations here)	Question	Quotation (with page #)	Comment (reflexive)
Push, Pull and Nudge: The Future of Teaching and Educational Change (Hargreaves, 2015)	•	•	•
	•	•	•

6. Outline of Topics in the Course

July 8	Session 1: Course Review/ Experiences of Change
July 10	Session 2: Concepts of Change and Theoretical perspectives
July 15	Session 3: Change Theories (Assignment #1)
July 17	Session 4: Educational Change and Culture
July 22	Session 5: Material and structural change: globalization, technology, and rationalization (Assignment #2)
July 24	Session 6: Change Disruptors and Resistance
July 29	Session 7: Characteristics of Change Leaders and Professional Learning
July 31	Session 8: Peer Review Session of QQC Journals – No Synchronous class
August 5	Civic Holiday – No Synchronous class
August 7	Session 9: DRAFT Narrative Inquiry Artefact Individual Presentations: Part I + formative peer feedback discussion (Assignment #3)
August 12	Session 10: DRAFT Narrative Inquiry Artefact Individual Presentations: Part II + formative peer feedback discussion (Assignment #3)
August 14	NO Synchronous class ... Focus on submitting <i>final version</i> of Assignment #3
	**6 hours of additional asynchronous learning will be embedded into the course through various supplemental activities such as peer evaluations, peer review, and a library webinar.

7. Required Texts/Readings:

There is NO required course text.
Readings are listed in Blackboard (BB). The Instructor may assign additional readings/viewings during the course as student interests emerge.

8. Assignments and Tests

Assignment #1: Narrative Inquiry Statement and Moderation in Blackboard **15% Due July 15 by 11:59PM EST: (Individual)**

- This is a 500-word statement that sets out a change experience that the student would like to address in the course. Students will be expected to refer to readings to date. This proposal is to be posted on BB. Students will respond and comment in BB on one another's statement.
- This assignment is in preparation for Assignment #3 – Narrative Inquiry Artefact.

Assignment #2: Critical Analysis.

25% Due July 22 by 11:59PM EST: (Individual)

- Students will analyze a peer-reviewed article on educational change. It may be helpful to source an article that aligns with your narrative inquiry topic. Consider the theories and models of change, and the roles of educational stakeholders. Be sure to move beyond a Retell, Relate, Reflect framework to think critically, synthesize your learning thus far and consolidate the article's findings.
- This paper will be APA formatted and is expected to be 1500 words.
- Peer Review prior to submission to BB is recommended.

QQC Journal:

25% Due July 31 by 11:59PM EST: (Individual)

- Students will maintain a QQC Journal of the course readings which may be public or private via a shared link. Final page length is 10 – 15 pages. Peer evaluation will be used.

Assignment #3: Narrative Inquiry artefact (Individual)

35%

- **DRAFT Artefact Due August 7 or August 12 (10 min. synchronous presentation and peer discussion. *Presentation dates will be randomly assigned with half the class presenting on each date*)**
- **FINAL Artefact Due August 14 by 11:59PM EST**
- The final course assignment is your opportunity to synthesize and demonstrate the understandings you have gained in a format that is open.
 - It may take the form of a presentation, web-based multimedia or video presentation.
 - This project is a narrative inquiry in which the student describes, analyzes, and critiques a particular change event that has occurred (or is occurring) in society or in the student's own personal, professional, or academic life.
 - Individually, students will prepare and present their DRAFT Narrative Inquiry Project in breakout groups in Adobe Connect. Students will have 10 minutes for a presentation and feedback discussion with peers.
 - Regardless of its form, the FINAL artefact must be coherent, well-crafted, and thoughtful. In keeping with the idea of the open and collaborative nature of the course, **the final product must be ready to share on the web** (i.e., no attachments). Colleagues' will review and comment on each other's work prior to final submission.

9. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#) . Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

10. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca.

If you need extra help, you can also contact the Student Learning Centre.

11. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

12. Sexual Violence Support and Education

Ontario Tech University is committed to the prevention of sexual violence in all its forms. For *any* Ontario Tech student who has experienced Sexual Violence, Ontario Tech can help. Ontario Tech will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: studentlife.uoit.ca/sexualviolence

13. Academic Integrity

Students and faculty at Ontario Tech share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech's regulations on [Academic Conduct](#) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with Ontario Tech University's regulations on academic conduct does not constitute a defense against its application.**

Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all Ontario Tech students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the Student Learning Centre .

14. Turnitin

Ontario Tech and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

15. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Information Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that Ontario Tech not disclose the personal information of its students without their consent.**

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

16. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

Wishing you a transformative and ever-evolving change journey ...

Biography: I have ‘walked in your steps’ as a graduate learner and leader. I graduated from Western’s Doctor of Education program (K – 12 inaugural Cohort 2013), conferring my degree in the Fall 2016. It was one of the most exhilarating and arduous endeavours I have ever accomplished. I bring to you my first-hand experiences, and with that, my excitement to be ‘your witness’ as you succeed with your own unique MEd journey. Throughout your MEd passage, I promise to be your coach, cheerleader, active listener, and beacon to guide you through this course and beyond. I know the challenge of finding a work / course / family life balance as I juggled a full time teacher-leader position with a school board, facilitated several online teacher-learning courses and raised a young family of four daughters alongside my ever patient husband. As Walt Disney said, “If you can Dream it, you can Do it!”

Know I am in awe of your rich lived experiences in education and I value your insights and feedback. I look forward to co-creating a warm, engaging, meaningful, and authentic learning community with you.

Go in the direction of your Dreams!



Erin Keith, EdD, MEd, BA, OCT
erin.keith@uoit.ca

References

Hargreaves, A. (2015). Push, pull and nudge: The future of teaching and educational change. *Professional Development in Education, 9*(1). Retrieved from <https://www.learninglandscapes.ca/index.php/learnland/article/view/Push-Pull-and-Nudge-The-Future-of-Teaching-and-Educational-Change>



**Faculty of Education
EDUC 5205G: Leadership and Technology
Winter 2020**

1. Course Details & Important Dates

Term	Status	Course Type	Day	Time
Winter 2020	online	Adobe Connect	Wednesday	6:00-9:00pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
Adobe Connect	72559	January 8, 2020	April 1, 2020	N/A

Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Bill Muirhead			Bill.Muirhead@uoit.ca
Office Hours: Online Office Hours before or after weekly Adobe Connect Session or by Appointment			

Laboratory/Teaching Assistant Name	Office	Phone	Email
N/A			
Office Hours: Adobe connect by arrangement The Link to our Adobe Classroom: https://uoit.adobeconnect.com/a767860974/educ-5205g-202001-72356/			

Students may also use the Masters of Education General Room outside of class time

URL: http://uoit.adobeconnect.com/medgeneralroom_2016/

See important dates: https://gradstudies.ontariotechu.ca/current_students/important-dates.php

Graduate Handbook: <http://meduoit.weebly.com/>

Professor: Dr. Bill Muirhead can be reached through Blackboard mail during the course and if a response is needed more quickly, please use bill.muirhead@uoit.ca. Online office hours are before and after class by appointment.

2. Course Description EDUC 5205G: Leadership and Technology

This course will explore and apply significant educational leadership principles, models in the use of technology, and the influence of information and communication technology on educational leadership. Course topics include common vision; analysis of needs; development; access and security; integration into instruction; assessment and evaluation; professional development; and infrastructure of the school system, including administrative software, community relationships, ethical legal issues and other educational policy implications. The result will be a plan of significant value to the master’s candidates’ educational technology leadership role (three credits).

“We shape our tools and thereafter our tools shape us.”
(Widely attributed to Marshall McLuhan, 1964).

Key Questions

What key issues and debates do educational leaders encounter with respect to technologies in educational contexts?

What technological trends are likely to shape future issues and debates?

How can educational leaders address these issues and debates at the personal, classroom, school, and/or district levels?

3. Learning Outcomes: The [learning outcomes](#) for this course are:

<i>Learning outcomes</i>
Theory to practice. Apply new understandings of tech leadership theory to practice and in the course. (G1, T1)
Develop and present an artefact on technology leadership that identifies the potential, affordances, barriers and issues related to technology. (G5, T3, R6, C4)
Demonstrate learning in the course. Participate in a community of learners’ forum/blog for reflection on metacognition. Self and peer assessment. (C5, C6, A2)
Review the International Society for Technology in Education (ISTE) standards for technology leaders and apply them to analyze policy or leadership practice. (C2, R2)
Synthesize the course readings, discussions and presentations. Develop and articulate a philosophy of technology leadership. (R1, K2, K3)
Reflect on the course design, take responsibility for your own learning, and provide feedback to ensure that this course meets your learning needs. (C6, K4, A1)

4. Course Design

The fundamental learning approach of this course will involve collaborative learning using some problem-based learning strategies in a digital technology context. Graduate students in this course will participate in a community of inquiry – generating questions and participating in discussions in order to help each other learn in a socio-constructivist way. Students in this course may earn a 3.0 credit in the graduate program. Most of the classes will follow the peer instruction or flipped classroom model (Mazur, 1997) where information transfer takes place prior to class and information assimilation during class.

Students need to prepare adequately so that they can participate meaningfully in synchronous online classes. Students are required to contribute to all assigned activities and submit assignments on time unless they have consulted with the professor.

This course employs elements of behavioral, cognitivist, constructivist, connectivist, and critical learning theory and the professor will encourage constructive, collaborative discussion regarding the instructional design of the course and the assessments.

Students are advised not to sign up for this course unless they are organized so that they have sufficient connectivity and equipment for online video participation. Students are expected to attend every scheduled synchronous class unless they have consulted with the professor in advance. Mutual respect is a minimum basic requirement. All sources must be cited and academic integrity will be maintained.

Of the 110 hours for this course, approximately 1/3 of this time will be spent in class.

This course is comprised of weekly web-based synchronous in-class sessions using Adobe Connect. Given the synchronous nature of the course, in-class attendance, participation, and adherence to class expectations is required. There will also be asynchronous requirements such as reading, viewing, independent research on course topics, listening to additional resources on Blackboard as appropriate to weekly classes.

ALL students are expected to come to class prepared to discuss all of the assigned readings. You will need to have the readings accessible in class in some format in order to refer to specific passages during the class discussions. Class structure will be further explored during the first synchronous online class. Students are asked to sign into class before each class start time to make certain that all of the necessary equipment is functioning optimally.

5. Synchronous Activities

Synchronous class sessions will take place weekly on Wednesday evenings from 6-9:00pm EDT via Adobe Connect. Please refer to the class schedule for group and full class meeting times.

Your time in the MEd Adobe Connect General Meeting Room will be used to organize and collaborate on group assignments.

6. Outline of Topics in the Course

Class	Main Topics and Big Ideas	Readings and Assignments
January 8 Week 1	<p>Introduction to the course</p> <p>Defining Educational Leadership—what are the characteristics of a successful leader?</p> <p>What is an educational technology?</p> <p>How has educational technology evolved and changed in your personal and professional experience?</p> <p>Why is leadership important in planning and implementing technology in schooling settings?</p>	<p>Group and Class Discussion</p> <ul style="list-style-type: none"> • Introduction to course available in in Blackboard • ONTechU Academic Integrity https://academicintegrity.ontariotechu.ca/students/student-guide-to-academic-integrity.php • Copyright, Citations and References https://academicintegrity.ontariotechu.ca/students/copyright-citations-and-references.php • Fundamentals of Educational Leadership: https://youtu.be/5TqngJtIGZw • The History of Technology in Education: https://youtu.be/UFwWWsz_X9s
January 15 Week 2	<p>Educational Leadership</p>	<ul style="list-style-type: none"> • The Role of Leaders in 21st Century Education; https://youtu.be/Vsan9hjWSPg • Davies, P. M. (2010). On school educational technology leadership. <i>Management in</i>

	What is educational leadership and how is it different from leadership in other settings?	<p><i>Education</i>, 24(2), 55–61. https://doi.org/10.1177/0892020610363089</p> <ul style="list-style-type: none"> Blackboard Video on Assignment 1, clarifications and questions during class.
January 22 Week 3	<u>Asynchronous Class</u> Preparation for Presentations	<ul style="list-style-type: none"> No Scheduled Class <u>Complete and submit Assignment 1 JANUARY 24</u> Prepare for group Presentations on readings
January 29 Week 4	Dr Elizabeth Childs Guest Speaker	<ul style="list-style-type: none"> Leadership and Technology in Schools
February 5 Week 5	Technology Acceptance Model (Group A) Why is it critical to consider Technology Acceptance Models when planning and leading a technology initiatives?	<ul style="list-style-type: none"> Huntington, H. & Worrell, T. (2013). Information Communication Technologies in the Classroom: Expanding TAM to Examine Instructor Acceptance and Use. <i>Journal of Educational Multimedia and Hypermedia</i>, 22(2), 147-164. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Kemp, A. (2017) Introduction to Technology Acceptance Models (TAM) for Education https://youtu.be/icZbLhQoqG8 User Acceptance of Information Technology: Toward a Unified View: User Acceptance of Information Technology: Toward a Unified View by Viswanath Venkatesh; Michael G. Morris; Gordon B. Davis; More...MIS Quarterly, 09/2003, Volume 27, Issue 3
February 12 Week 6	21 st Century Frameworks and International Society for Technology in Education (ISTE) standards (Group B) What do the ISTE standards suggest is necessary for leading technology initiatives?	<ul style="list-style-type: none"> ISTE STANDARDS FOR EDUCATION LEADERS https://www.iste.org/standards/for-education-leaders ISTE Standards for Educational Leaders— Foster a Culture of Innovation https://youtu.be/99qORAUcXLE Educational technologies and twenty-first century leadership for learning LYNNE SCHRUM and BARBARA B. LEVIN And You Tube Kayla Delzer https://www.youtube.com/watch?v=w6vVXmwYvgs
February 19	Winter Break Week	<ul style="list-style-type: none"> No Classes
February 26 Week 7	Philosophy of Educational Leadership (Group C)	<ul style="list-style-type: none"> Webster, M. D. (2017). Philosophy of technology assumptions in educational technology leadership. <i>Journal of Educational Technology & Society</i>, 20(1), 25-36. Retrieved from

	Why is it important to examine and explore one's philosophical orientation when leading technology initiatives?	http://search.proquest.com.uproxy.library.dc-uoit.ca/docview/1874036225?accountid=14694 <ul style="list-style-type: none"> Webster, M. D. (2016). Examining philosophy of technology using grounded theory methods. <i>Forum : Qualitative Social Research, 17</i>(2)
March 4 Week 8	<p>Application of theory and Practice in Online Education in Ontario (Group D)</p> <p>What type of leadership is required when leading an initiative such as planning and implementing online learning at a school and district level?</p>	<ul style="list-style-type: none"> Rethinking the purpose of online learning: Ontario's k-12 initiative https://www.tonybates.ca/2019/04/26/rethinking-the-purpose-of-online-learning/ Michigan's K-12 Virtual Learning Effectiveness Report, 2017-18, https://mvlri.org/research/publications/michigans-k-12-virtual-learning-effectiveness-report-2017-18/ Online Learning Graduation Requirement: Lessons from Michigan [Guest Blogger], https://canelearn.net/online-learning-graduation-requirement-lessons-from-michigan-guest-blogger/
March 11 Week 9	<p>Characteristics of Technology Leaders and Online Learning Communities (Group E)</p> <p>What are the necessary leadership traits of successful technology leaders?</p>	<ul style="list-style-type: none"> Chien Yu & Debra Lindsey Prince (2016) Aspiring School Administrators' Perceived Ability to Meet Technology Standards and Technological Needs for Professional Development, <i>Journal of Research on Technology in Education</i>,48:4, 239-257, DOI: 10.1080/15391523.2016.1215168 District Technology Leadership Then and Now: A Comparative Study of District Technology Leadership From 2001 to 2014. Jayson W. Richardson¹ and William L. Sterrett²
March 18 Week 10	<p>What would a research project look like on topics of leadership and educational technology? Discussion of research and leadership and technology in school settings</p> <p>How would you design a research project to examine technology leadership?</p>	<ul style="list-style-type: none"> The relationship between technology leadership strategies and effectiveness of school administration: An empirical study Chih-Hsiang Weng*, Yao Tang School Administrators' Use of iPads: Impact of Training and Attitudes Toward School Use. Bulent Dogan & Kadir Almus The use of technology in Prince Edward Island (Canada) high schools. Jane P Preston, Lyndsay Moffatt, Sean Wiebe, Alexander McAuley, Barbara Campbell and Martha Gabriel
March 25 Week 11	Dr. Peter Holowka Guest Lecture	<ul style="list-style-type: none"> IT Leadership and Cloud Computing Adoption in Western Canadian K-12 School Districts

		<ul style="list-style-type: none"> Executive Summary: https://dr-h.ca/uc-summary Full Report: https://dr-h.ca/uc-fullstudy
April 1 Week 12	Final Class	<ul style="list-style-type: none"> Summary and review of course Last minute clarifications on final assignment <p>Final Assignment is due April 5, 2020</p>

7. Required Texts/Readings:

Due to the topical nature of this course all readings will be found in the Blackboard course site and may change or be supplemented throughout the course.

8. Assignments

Assignment 1, 15% Individual. This first assignment explores a topic for your final paper. This two page assignment and allows you to begin to explore a topic for your final paper and consider a topic which involves both a technology implementation in a school or work setting and the role of leadership and tasks that leaders must attend to when planning and implementing a project. When considering a topic for this assignment and final paper please consider what literature would be most beneficial when supporting the project, the implementation plan and situational variables in the context of your school/workplace. Further information will be available in Blackboard. This two page 800 word assignment will provide you an opportunity to develop an idea for your final paper and to receive feedback from your instructor. **This assignment is due January 24, 2020 and is to be submitted in Blackboard.**

Assignment 2, 35% Group Presentations (February 5-March 11)

The group sign-up sheet can be found at

<https://docs.google.com/spreadsheets/d/1o6eZz4pr5OnsEzNBIH7S7LhWHTXn5jucxt8xBbrAmPU/edit?usp=sharing>

During weeks February 5-March 11, 2020 groups will present and lead the class exploring the reading and topic for each week's class. Presentations to the class will include a short presentation, a review of the readings, an examination of specific topics that pertain to the readings and to "leadership and technology" as well as leading class participants in seeking a deeper understanding of how the readings and perspectives can be applied to specific educational settings. Each class session should be planned for approximately 90 minutes including discussion and breakouts. Each group will distribute their presentations through Blackboard's email.

Assignment 3, 40% Final Paper Individual 2500 words

Investigate and report on an in-depth area that requires technology leadership to solve or lead a specific problem based on your specific setting—k-12, higher education or corporate setting. The final assignment is a formal academic paper drawing upon academic literature to support and focus on the leadership skills, and processes in leading change or building consensus for solution building. This paper will explore a problem and how you or a leader could solve a technological problem or solution. While solutions often take the format of a project plan, this paper will focus on the how leaders lead technological change. The final paper is due April 5 and will be submitted in the Blackboard Assignment tool. Please ensure that your paper includes at least 15 academic references as well as non-academic references as required. More information about the final assignment will be posted in the Blackboard course site. The Final paper is due April 5, 2020

9. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to

participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca

If you need extra help, you can also contact the [Student Learning Centre](#)

10. Student Life Supports

Any student who is in need of assistance related to their mental health, have accessibility concerns or engagement and equity issues and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support (<https://studentlife.uoit.ca/>). Furthermore, please notify your Instructor if you are comfortable in doing so. This will enable us to provide any resources and help that we can.

11. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (<http://catalog.uoit.ca/index.php?catoid=10>) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.**

Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the [Student Learning Centre](#).

12. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The Instructor may require students to submit their assignments electronically to Turnitin.com or the Instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the Instructor.

13. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that UOIT not disclose the personal information of its students without their consent.**

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

14. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, anonymous online course evaluations are administered during the last week of classes. Students are strongly encouraged to participate actively in this process.

15. Sexual Violence

UOIT is committed to the prevention of sexual violence in all its forms. For any UOIT student who has experienced Sexual Violence, UOIT can help. If you think you have been subjected to sexual violence: Reach out to our Support Workers, who can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392. Learn more about your options at: www.uoit.ca/sexualviolence

16. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.



Faculty of Education
EDUC 5207: Law & Order (EDU): Legal, Ethical and Policy Issues in a Digital World
Course outline for Winter, 2019

1. Course Details & Important Dates

Term	Course Type	Day	Time
W	Online	Monday	6:10pm-9pm

CRN #	Classes Start	Classes End
74591	January 7, 2019	April 1, 2019


Note: all assignments shall be submitted via [Blackboard](#)

[Adobe Connect Classroom Address](https://uoit.adobeconnect.com/educ-5207g-201901-74591/): <https://uoit.adobeconnect.com/educ-5207g-201901-74591/>
(you can use the hyperlink to use Explorer,
or cut and paste the address into your Google Chrome browser)

Important Dates:

- **February 1, 2019:** Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
- **February 19, 2019:** Family Day; no class
- **March 15th, 2019:** Last day to withdraw from winter semester courses.

2. Instructor Contact Information

Instructor Name	Email
Professor Hubert Brard	hubert.brard@uoit.ca
 @BrardVP	

Course Description

Who owns MOOC and lecture content developed by instructors? Can educators share published digital work with students? What happens when social media content is used against teachers, stripping them of their ability to teach? Who wins and who loses when Internet content is free to all? When students create internet content, what are their rights and obligations? What happens when classroom activity is digitally recorded and shared with people outside a class? These are just a few of the contentious ethical, legal and policy issues that this course will address. Structured in a seminar format, students will participate in both identification of current and timely legal, ethical and policy issues related to digital technology, and lead seminars that unpack tensions between law/policy and ethics related to technology use in educational contexts.

Learning Outcomes

On the successful completion of the course, students will be able to:

- LO 1.** Apply ethical frameworks to analyze current issues related to digital technology in education (G2, K2, C6, A2, A3, P2)
- LO 2.** Use legal research techniques in order to analyze issues related to digital technology in education (G2, G3, R1, R2, A1)
- LO 3.** Interpret relevant legislation and/or policy in relation to specific cases or case examples dealing with digital technology in education (T2, K1, K2, K3, C6)
- LO 4.** Present and interpret case studies that reflect the complex intersections of law, ethics and policy in the use of digital technology (G4, G5, T3, T4, R1, R2, R5, R7, C1-C6, P4)

Course Design

- * **Class format** – This course is synchronous; it is important to interact with each other via Adobe Connect with discussions leading to a vibrant learning environment.
- * **Teaching methods and the role of the instructor** - I hope for an atmosphere in the online forum that is lively and stimulating, but also respectful of each person's views and contributions. I will promote dialogue by encouraging you to read and respond to each other. I will be looking for ways to have everyone contribute. Feel free to email me should you have questions about the assignments and the course. We can also make arrangements to meet in our Adobe Connect room should you want to connect live.
- * **Expectations of students** – I regard a graduate course as a "community of inquiry", and all graduate students as self-directed learners, who can and should take responsibility for your own learning with my help as appropriate. The more ownership students take, the better the course will be.
- * **Attendance requirements** – Students are required to participate weekly in all classes.
- * **Work** – This class relies on dialogue between and among students. This means that you should be engaging in dialogic inquiry with your peers, not simply sharing your thoughts. This requires active participation during our online class. In addition to weekly participation, several individual and group assignments will be required at various points in the course, detailed later in this syllabus.
- * **Technology Required** – Students require Internet connectivity to participate in class, and should check their UOIT email accounts weekly for individualized or general communication. Students will require access to working headphones/ear buds and mic., and a webcam to enable/enhance our discussions during each weekly class.

Course Outline

Session	Topic	Course Outcomes	Resources required
1 - Jan 7	Introduction	LO2/G2, K2, C6, A2, A3, P2	Pinto, L.E. (2016). <i>Law & Order EDU Companion</i> [read ethical and decision frameworks].
2 - Jan 14	Law, Justice, and Ethics	LO2/G2, K2, C6, A2, A3, P2	Sharriff, S. (2004). <u>Keeping schools out of court: Legally defensible models of leadership</u> . <i>The Educational Forum</i> , 68(3), 222-233. Stefkovich, J. A., & Michaele O'Brien, G. (2004). <u>Best interests of the student: An ethical model</u> . <i>Journal of Educational Administration</i> , 42(2), 197-214.
3 - Jan 21	Law/policy primer	LO3/ T2, K1, K2, K3, C6	T. Jones. (2013). <u>Understanding Education Policy: Perceptions of Policy</u> , <i>SpringerBriefs in Education</i> . Hand, L.C. (2011). <u>Public Policy as Puppeteer: The Fallacy of the Policy Lever</u> . 2011 Public Administration Theory Network Conference
4 - Jan 28	#wemakelaw #wemakepolicy	L01/G2, K2, C6, A2, A3, P2 LO2/G2, K2, C6, A2, A3, P2 LO3/ T2, K1, K2, K3, C6	Ball, S.J. (2003). <u>The teacher's soul and the terror of performativity</u> . <i>Journal of Education Policy</i> , 18(2), 215-228. Portelli, J.P. & (2013). <u>Neoliberalism, subversion, and democracy in education</u> . <i>Encounters on Education</i> , 14, 87-97
5 - Feb 4	Duty of Care	L01/G2, K2, C6, A2, A3, P2 LO2/G2, K2, C6, A2, A3, P2 LO3/ T2, K1, K2, K3, C6	Lake, P. F. (1999). <u>Rise of Duty and the Fall of In Loco Parentis and Other Protective Tort Doctrines in Higher Education Law</u> . <i>Mo. L. Rev</i> , 64, 1-28. Longo, J. (in press). <u>Duty of Care in K-12</u> (details to come)
6 - Feb 11	Professional Regulation, Freedom of Expression, and Privacy	L01/G2, K2, C6, A2, A3, P2 LO2/G2, K2, C6, A2, A3, P2 LO3/ T2, K1, K2, K3, C6	Pinto, L.E. (2016). Teachers' private lives and "panOCTic" prisons. <i>Our Schools Our Selves</i> , 25(3). CBC News. (2014, May 14). <u>Prof. Robert Buckingham fired after criticizing Saskatchewan university plan</u> .
7 - Feb 25	Big Data and Student Privacy	L01/G2, K2, C6, A2, A3, P2 LO2/G2, K2, C6, A2, A3, P2 LO3/ T2, K1, K2, K3, C6	Pardo, A., & Siemens, G. (2014). <u>Ethical and privacy principles for learning analytics</u> . <i>British Journal of Educational Technology</i> , 45(3), 438-450. <u>What Parents Need To Know About Big Data And Student Privacy</u> . <i>NPR's All Tech Considered</i>
8 - Mar 4	Intellectual Property 1: Resource Use	L01/G2, K2, C6, A2, A3, P2 LO2/G2, K2, C6, A2, A3, P2 LO3/ T2, K1, K2, K3, C6	Kranch, D. (2009). <u>Who owns online course intellectual property?</u> <i>Quarterly Review of Distance Education</i> , 9(4), 349-356 Jones, B. J. (2010). <u>Stake Your Claim: What's at Stake in the Ownership of Lesson Plans?</u> Conference on College Comp & Comm
9 - Mar 11	Intellectual Property 2: Open Access Dilemmas	L01/G2, K2, C6, A2, A3, P2 LO2/G2, K2, C6, A2, A3, P2 LO3/ T2, K1, K2, K3, C6	Olcott, D. (2012). <u>Beyond open access: leveraging OER for university teaching and learning</u> . <i>Distance Learning</i> 9(3), 11-19 Waddel, K. (2016, February 9). <u>The research pirates of the dark web</u> . <i>The Atlantic</i> .
10-12 March 18, 25 & April 1	Further Discussions	LO4/ G4, G5, T3, T4, R1, R2, R5, R7, C1-C6, P4	Student Lead Seminars

Required Texts/Readings

All materials are available via UOIT online library services.

Additional readings may be assigned or recommended during the course.

3. Evaluation Method

Final course grades will be determined based upon:

Assignment	Weight	Due
Online contributions	25%	Ongoing, but formative, assessment will be provided weekly via uoit.ca email.
Policy/law rant	10%	Monday, February 4
Response to legal case study	15%	Monday, March 3
Leading a seminar	20%	As scheduled during Monday classes: 10 - March 18 11 - March 25 12 - April 1
Academic Case Study	30%	Friday, April 12

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

Assignments and Tests

Assignment and weight	Couse/Program Outcomes	Description	Due
Online contributions 25%	All	Format: synchronous/Adobe Connect	Ongoing
Policy/law rant 10%	LO3/ T1, T2, K1, K2, K3, C1-C6	Format: video, individual; YouTube link Length: 4 minutes max. Topic: Create a “constructive rant” to show critical reflection on a law/policy issue.	Monday, February 4
Response to legal case study 15%	L01/G2, K2, C6, A2, A3, P2 LO4/ G4, G5, T3, T4, R1, R2, R5, R7, C1, C4, P4	Format: written, individual Length: 3 pages, double-spaced Topic: Respond to a legal case study by applying course frameworks for analysis.	Monday, March 4
Leading a seminar 20%	L01/G2, K2, C6, A2, A3, P2 LO2/G2, K2, C6, A2, A3, P2	Format: individual, multi-media, Adobe Connect Length: 45mins Topic: Synthesizing course resources and devising tasks that would engage peers in critical analysis and vibrant discussion on a relevant topic to this course.	Monday Classes: 10 - March 18 11 - March 25 12 - April 1
Academic Case Study 30%	LO4/ G4, G5, T3, T4, R1, R2, R5, R7, C1-C6, P4	Format: written, individual Length: max. 10 pages, double-spaced Topic: Create/analyze an academic case study	Friday, April 12

Late Assignments

- Late assignments will only be accepted if negotiated in advance with your instructor. Late work not negotiated in advance will receive a grade of zero.

Medical Emergencies and Illnesses

- Medical emergencies that result in a students’ inability to fulfill course requirements will be addressed on a case by case basis. Students need to be prepared to provide the instructor with a medical note from a physician immediately for an absence or missed assignment. Students will be required to complete work due during medical absences as soon as they are deemed able to by the attending physician.

4. Students with Disabilities

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If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
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10. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC 5301G: Foundations of Curriculum for the 21st Century

Course outline for Winter 2020

1. Course Details & Important Dates*

Term	Course Type	Day	Time
W	Online	Thursday	6:10-9:00

CRN #	Classes Start	Classes End
74750	January 9	April 2

Adobe Connect Classroom Address: <http://uoit.adobeconnect.com/educ-5301g-202001-74750/>

* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

2. Instructor Contact Information

Instructor Name	Office	Phone	Email/Twitter
Dr. Robyn Ruttenberg-Rozen	527	X 3767	Robyn.ruttenberg-rozen@ontariotechu.ca @Robynrozen
Office Hours: By appointment (please only use email for correspondence)			

3. Course Description

The aim of this course is to research and explore the historical and theoretical aspects of curriculum for the 21st century. Students will review the major curricular themes in the literature (both past and present), explore a framework for thinking about curriculum change for the 21st century, and develop critical and analytical skills appropriate to the scholarly discussion of curriculum. Students will also apply informed theory to their own contexts of practice. The course is participatory and practice-based (entailing critical reflection on curriculum practice), responsive

and collaborative (focusing on the particular contexts and interests of participants) and critical (entailing constructive critique of education and other values and assumptions that inform curriculum policy, organization and practice)

4. Extended Course Description

Curriculum studies and theorizing about curriculum is a contested, paradoxical, and very interdisciplinary space that encompasses every area of education. In this this course we will inquire about curriculum in much the same way curriculum theorists do, by interrogating the mostly implicit, and sometimes explicit, assumptions, systems, and structures of education. We will explore questions rooted in: **epistemology** (What should count as knowledge?); **the political** (What systems support the discussions around the Ontario curriculum in the media right now?); **the economy** (How is the control of knowledge linked to the existing and unequal distribution of power, goods, and services in society?); **ideology** (What knowledge is of most worth? Whose knowledge is it?); **the national** (How do conceptions of place impact our knowledge production?); **the technical** (Can we make curriculum inclusive and emancipating?); **the aesthetic** (How do we link the curriculum knowledge to the biography and personal meanings of the student? How do we act “artfully” as curriculum designers and teachers in doing this?); **the ethical** (What is just education for truth and reconciliation?); and **the historical** (What traditions in the field already exist to help us answer these questions? What other resources do we need to go further?) (adapted from Beyer & Apple, 1998 p.5-6). Then, through our questioning, discussions, readings, presentations and activities we will seek to develop a curriculum conscience (Posner, 1998), an understanding of the embeddedness of curriculum

5. Learning Outcomes

On the successful completion of the course, students will be able to:

- critically assess learning theories in education and interrogate views, theories and understandings of knowledge and knowledge production; (G1, G2, A2)
- interrogate, and critically reflect on embedded structures and power dynamics in education and articulate how societal structures, particularly privilege and oppression, operate in education policy, practice and outcomes; (G6, K1, K2, C6, A1, A4)
- critically assess the varied and contested values and impacts associated with digital technologies vis a vis curriculum studies; (T2, C6, A2, A4)
- design, produce and critically evaluate meaningful and useable digital artifacts, modes of communication, and / or environments within an equity perspective; (T4,
- organize and synthesize a significant and meaningful set of secondary resources to create a literature review/report; (R2, R5, P4)
- identify, articulate and critically analyze assumptions, values, biases, and ideologies that underpin educational arguments, claims, and policies; (A1, A2)

- formulate and articulate meaningful questions, hypotheses, and arguments that build and advance knowledge in the field of curriculum studies. (R1, C1)

6. Course Design

The course is structured as follows:

- We will have twelve 3 hour in-class sessions (attendance is required for all sessions)
 - Two sessions will be working sessions, during which time students will schedule “appointments” with me to discuss final paper
- These sessions are in ADOBE connect: Please make sure to have adequate bandwidth
- We will use a variety of teaching methods in class, including but not limited to inquiry, collaborative work, socratic, active learning, problem based learning, and technological. You will be asked to participate, think critically (stretch your mind boundaries!!!!), collaborate and discuss.
- We will have 3 hours in class each week (of course with a break somewhere in the middle). Please expect to have about 6 hours outside of in-class time to prepare for the next class and on assignments.
- Most weeks will have at least 2 readings, but we have Perusall to make it more fun and interactive.
 - Please sign up for our classroom on Perusall: <https://perusall.com>
 - Our course code is: RUTTENBERG-ROZEN-SDYCN
 - You will be broken up into 5 groups and will do the readings together on Perusall
- Everything used in the class including: Powerpoint slides, activities, readings and homework, can be found in blackboard in that weeks’ folder and most of the materials will be in Perusall as well.

7. Outline of Topics in the Course

We will cover the following themes in the course

- Please note that while I have designed this course with intentionality as to the order of the themes and the supporting readings, I hope we have rich enough discussions that we may venture outside the plan.
1. Situating The “Field of Curriculum”: What is curriculum? How do we define curriculum? What “is” curriculum studies? What is knowing? Whose knowing do we value? (Epistemology)
 2. Situating You in Place and Place in You: Who are you in relation to curriculum studies? What is place? How is place implicated in curriculum studies? What is a Canadian concern for curriculum (education)? What is the connection between equity, diversity and inclusion and curriculum (education)? (ethical) (personal)

3. Historical Foundations: What historical questions can we ask that support our understanding of curriculum? Of equity? Of inclusion? Especially within a Canadian perspective? (historical)
4. A Canadian Rejoinder and Decolonizing Curriculum: Questioning all assumptions, making aware of and Interrogating all systems...My questions, your questions... What are the needs of refugees? (national, economy, political, ethical, ideology)
5. Re-exploring the Technical: Asking questions about the curriculum in your place (wherever that may be- we will use Ontario as an example at first and welcome examples from other situations) How might we critically analyze and synthesize the different (ideological) political perspectives put forth within the contexts of government curriculum, policy and schooling? Can we have an accessible curriculum? What are the underlying assumptions, implications, critiques of (name the place's) curricula? What are the various aspects of (name the place's) curricula? What is the role of technology? (technical, ethical, political, national)
6. Exploring Responses: A case study of sex ed and math ed in Ontario, what were the theoretical and philosophical stances and responses of stakeholders in Ontario? (Epistemology, political, economy, ideology, national, technical, historical, personal, aesthetic, ethical)

8. Optional and Required Texts/Readings

The readings for the first three classes have been set. Together as a group, with your feedback, we will decide on the rest of the readings for the course. All readings (and links to readings) will be in Blackboard and Perusall.

Apple, M.W. & King, N.R. (1977). What do schools teach? *Curriculum Inquiry*, 6(4), 341-358.

Chambers, C. (1994). Looking for home: Work in progress. *Frontiers: A Journal of Women Studies*, 15(2), 23-50.

Chambers, C. (1999). A topography for Canadian curriculum theory. *Canadian Journal of Education*, 24(2), 137-150.

Coloma, R.S. (2008). All immigrants are Mexican, only Blacks are minorities, but some of us are brave. Race, multiculturalism, and Postcolonial studies in US education. *Journal of Curriculum Theorizing*, 24(1), 32-46.

Coloma, R.S. (2009). "Destiny has thrown the Negro and the Filipino under the tutelage of America": Race and curriculum in the age of empire. *Curriculum Inquiry*, 39(4), 495-519.

Corrigan, J.A. & Ng-A-Fook, N. (2012). Mobilizing curriculum studies in a (virtual) world: open access, edupunks, and the public good. *Canadian Journal of Education*, 35(2), 58-76.

Doll Jr., W.E. (2006). Method and it's culture: An historical approach. *Complicity: An International Journal of Complexity and Education*, 3(1), 85-89.

- Egan, K. (2003). What is curriculum? *Journal of the Canadian Association for Curriculum Studies*, 1(1), 9-16
- Giroux, H.A. (1990). Perspective and Imperatives. Curriculum theory, textual authority, and the role of teachers as public intellectuals. *Journal of Curriculum and Supervision* 5(4), 361-383.
- Gough, N. (2008). Ecology, ecocriticism, and learning: How do places become pedagogical? *The Journal of the International Association for the Advancement of Curriculum Studies*, 5(1), 71-86.
- Johnston, I. (2014). Not “as Canadian as possible under the circumstances”: The struggle to be visible in Canadian curriculum. *Journal of the Canadian Association for Curriculum Studies*, 12(1), 69-75.
- Kanu, Y. (2003). Curriculum as cultural practice: Postcolonial imagination. *Journal of the Canadian Association for Curriculum Studies*, 1(1), 67-81.
- Kanu, Y. & Glor, M. (2006). ‘Currere to the rescue? Teachers as ‘amateur intellectuals’ in a knowledge society. *Journal of the Canadian Association for Curriculum Studies*, 4(2), 101-122.
- Ladson-Billings, G. (2016). And there is this thing called the curriculum: Organization, imagination, and mind. *Educational Researcher*, 45(2), 100-104.
- Ng-A-Fook, N. (2013). AAACS address. Reconsidering our attendance to curriculum development as... Events, subjectivities and a cosmopolitan praxis. *Journal of the American Association for the Advancement of Curriculum Studies*, 9, 1-16
- Ng-A-Fook, N. (2014). Spinning curriculum designs at a crossroads: Big ideas, conversations and reconciliation. *Journal of the Canadian Association for Curriculum Studies*, 12(1), 97-118
- Ng-A-Fook, N., Radford, L., Yazdanian, S. & Norris, T. (2013). Empowering marginalized youth: Curriculum, media studies, and character development. *Canadian Journal of Action Research*, 14(1), 38-50.
- Pinar, W.F. (2009). The unaddressed ‘I’ of ideology critique. *Power and Education*, 1(2), 189-200.
- Pinar, W.F. & Bowers, C.A. (1992). Politics of curriculum: Origins, controversies, and significance of critical perspectives. *Review of Research in Education*, 18, 163-190.
- Smits, H. (2008). Is a Canadian curriculum studies possible? (What are the conditions of possibility?): Some preliminary notes for further inquiry. *Journal of the Canadian Association for Curriculum Studies*, 6(2), 97-112.
- Sumara, D., Davis, B., & Laidlaw, L. (2001). Canadian identity and curriculum theory: An ecological postmodern perspective. *Canadian Journal of Education*, 26(2), 144-63.
- Tarc, A.M. (2011). Curriculum as difficult inheritance. *Journal of Curriculum and Pedagogy*, 8(1), 17-19.

Weenie, A. (2008). Curriculum theorizing from the periphery. *Curriculum Inquiry*, 38(5), 545-557

Additional readings may be assigned or recommended during the course.

9. Evaluation Method

You will have 4 assignments in this course (further explained below):

1. Perusall participation (15%)
2. Group Presentation of Curriculum artefact analysis (25%)
3. Curriculum question Proposal (20%)
4. Final Paper (40%)

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles.

Further information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

10. Assignments

(See Blackboard for detailed descriptions and marking schemes)

Assignment #1 Perusall Participation

Due: Ongoing

Learning Outcomes: Incorporates All

Individual and in Groups

Weighted: 15%

You will need to sign up for Perusall (<https://perusall.com>) and register for this class with the code: RUTTENBERG-ROZEN-SDYCN

Each week all the readings will be in Perusall. Perusall is an interactive platform that will allow you to essentially read together and share ideas. You will be expected to post at least 3 comments and at least 3 responses for each reading.

Assignment #2 Group Presentation of Curriculum Artefact Analysis

Due: Week 4/ Week 5

Learning Outcomes: 2,3,6,7

Individual and In Groups

Weighted: 25%

- In groups of 3-4 you will choose 1 artefact that has something to do with curriculum and equity. (please meet with me to have a quick discussion to make sure the artefact is appropriate)
- As a group you will interrogate the artefact using the readings (up to and including week 4).
- You will present a no longer than 8 min. presentation as a group on the artefact and your analysis.
 - You will end your presentation with 2 critical questions for the group to discuss
 - The group will then have 10 min. to discuss your questions and/or ask questions of their own
- The above is pass or fail and worth 5%.
- The following is what I will be marking (20%):
 - Each person in the group writes and submits a 3 -5 page (including references, double spaced, 12 pt font, APA) analysis of the artefact. Make sure to include references, to the articles and discussions from class.
 - The questions posed in class should be submitted with your paper.
 - It is ok, and expected, if ideas are the same within the collection of papers from a group, however each person is expected to write their own paper.
 - The paper is due the week after you present.

Assignment #3 Curriculum Question Proposal

Due: Week TBD

Learning Outcomes:4,5,7

Individual

Weighted: 20%

The purpose of this assignment is to help you get ready for the final paper. What would you like to explore/interrogate further? You will need to decide on a question pertaining that relates to something we have done in class with an equity focus.

- You will write your question
- Write a 2-4 paragraph rationale (complete with APA sources) for exploring this question (You will need to have done some initial research)

Assignment #4 Final Paper

Due: Week 12

Learning Outcomes: All

Individual

Weighted: 40%

You will write a 12-15 page paper (double spaced, 11 point font, APA) expanding on your proposal. You must include at least 4 readings from the course in your paper.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa**

campus can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic

misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

16. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where

graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.



Faculty of Education
 Dr. Lorayne Robertson
 EDUC 5302G Curriculum Planning and Implementation
Fall 2016

1. Course Details & Important Dates

Term	Course Type	Day	Time
F	Online	Wed	6 :10 to 9pm
CRN #	Classes Begin	Classes End	
41766	Wed Sept. 14	Wed Nov 30	

Adobe Connect Classroom Address: <http://uoit.adobeconnect.com/educ-5302g-201609-41766/>

Important dates: <http://catalog.uoit.ca/content.php?catoid=7&navoid=230>

*Last day to drop course without academic penalty **Wed Oct 5, 2016**

2. Instructor Contact Information

Instructor Name	Email
Dr. Lorayne Robertson	Lorayne.robertson@uoit.ca
Office Hours: Wednesdays 5-6 pm and anytime by appointment	

Course Description: This course defines and illustrates practical methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention is given to problem-solving skills. Instructional changes associated with elementary and secondary school reforms are examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for deep understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, re-culturing, and retiming) are explored for each approach selected. 3 cr.

3. Learning Outcomes

On the successful completion of the course, graduate students will be able to:

1. To define curriculum and curriculum implementation, and articulate an understanding of theoretical underpinnings related to them over time **(G1,R,K1,C1,A1)**
2. Develop an understanding of how the field of curriculum implementation has changed over time to include critical understandings of power in curriculum design through an assignment on critical theory and curriculum **(G1,R,K1,C1,A1, P1, P4 ,A1-4)**
3. Investigate models of educational change and argue for model/models or theoretical frameworks which reflect students' experiences with educational change (assignment) **(G4,G5,G6,T2,T3,R2,R6,K2)**
4. Design a plan for an educational innovation with measurable goals **(G4-6,6,T1,T4,R1-2,R5,C3-4,A1-4)**

- a. Articulate and argue a pedagogical stance or lens related to learning strategies and teaching techniques.
- b. Identify the key concepts or big ideas of the innovation.
- c. Identify the elements of the design which will likely impact engagement and receptivity to change.
- d. Identify the measures through which a planned change could be reviewed and evaluated.
- e. Present the curriculum innovation plan to peers in the course, elicit feedback, and revise the final reflection accordingly.

*Note: the learning outcomes for this course have been connected to the UOIT MEd program outcomes found at: <http://goo.gl/STPzR0>

Some key concepts to be discussed include: curriculum, implementation, restructuring, change process, change typologies, resistance, stages of change, implementation factors, roles, fidelity, incrementalism, pressure and support, bottom-up and top-down, inertia, status quo, overload, ownership, monitoring, ambiguity, quality assurance, evaluation, and CRDI.

4. Course Design

Expectations:

As a student in this course you are expected to:

- Read and consider the readings prior to class in order to discuss them;
- Lead the discussion on a reading;
- Post reflections in BB to a peer group;
- Write two reflection papers based on learning in the course;
- Present/Argue one change model which resonates with your experience;
- Present one post-structuralist curriculum innovator concerned with power relations;
- Design a 5-page overview of a curriculum implementation plan which reflects the learning from this course (graded).

The professor of this course is expected to:

- Organize the learning for the course in a sequence that makes sense and is personalized;
- Plan for the development of a learning community in the course;
- Anticipate student learning needs and respond to them in a timely way;
- Assist students with the exercise of choice and options in meeting the course outcomes;
- Provide guidance based on expertise in teaching, learning, curriculum, leadership and change;
- Provide meaningful feedback in a timely way.

Use of Class Time: Our synchronous time together will be organized into two hours of discussion with the professor and one hour of synchronous work with peers with the professor available as a resource. There is a break every hour. As a graduate student in this class, you are asked to sign into class 10 minutes before the scheduled class start time and run an audio and visual check to ensure that you can be seen and heard rather than taking class time for this. Students who take this course require a high-speed internet connection (not wi-fi) and a functioning microphone and headset. The 10 minutes before the start of class can be used to post pictures and links to items of interest that emerged online during the week. Upload files for presentations prior to the class start time to maximize time during class for discussion and learning.

The Learning Management System (LMS) for this course is Blackboard which is also the vehicle for a-synchronous communication. As participants, we expect responses within 24 hours on BB Mon to Fri. Alternatively, the UOIT mail system will be employed. Learning for this course is organized on the flipped classroom model (Mazur,2009) where significant preparation is required for class and class time is employed for discussion and problem-solving. If you are new to Adobe Connect, tutorials can be found at <http://techttools-uoit.wikispaces.com/Adobe+Connect>

Cognitive Load: As a graduate student, you should consult regularly with your prof regarding the cognitive load this course requires. Budget approximately 110 – 120 hours for this course – 3 hrs per week of class time and an additional 6-7 hrs. working with your peers and your prof.

Discussant: You are expected to select a reading for which you and a peer will lead the discussion, but ALL students are expected to come to class prepared to discuss ALL of the assigned readings.

Absences: If you are going to be absent for a class or if an assignment will be late, you need to communicate this in writing to the prof outside of class and make suitable arrangements to allow the flow of learning in the class to continue. Caution: As a graduate student you also need to be aware of the university’s policies on accurate citations and plagiarism, and you should not recycle work done in any previous academic program.

5. Outline of Topics, Learning Outcomes and Assignments in the Course

Week and Topic	Learning Outcome	Assignments
Week 1: Pedagogy and Curriculum	1. To define curriculum and curriculum implementation, and articulate an understanding of theoretical underpinnings related to them over time.	Reflection 1 Reflection 2
Week 2: Defining Curriculum		
Week 3: Defining Curriculum Implementation		
Week 4: Theorizing Curriculum Implementation	2. Develop an understanding of how the field of curriculum implementation has changed over time to include critical understandings of power in curriculum design through an assignment on critical theory and curriculum.	Reflection 3 Discussant role
Week 5: Reform efforts		
Week 6: Implementation and higher education	3. Investigate models of educational change and argue for model/models or theoretical frameworks which reflect students’ experiences with educational change (assignment).	Change model presentation Reflection 3
Week 7: Critical stances on curriculum	2. Develop an understanding of how the field of curriculum implementation has changed over time to include critical understandings of power in curriculum design through an assignment on critical theory and curriculum.	Critical theorist presentation Reflection 3
Week 8: Critical theorists		
Week 9: Curriculum Assessment and Review	4. Design a plan for an educational innovation with measurable goals: <ul style="list-style-type: none"> a. Articulate and argue a pedagogical stance or lens related to learning strategies and teaching techniques. b. Identify the key concepts or big ideas of the innovation. c. Identify the elements of the design which will likely impact engagement and receptivity to change. d. Identify the measures through which a planned change could be reviewed and evaluated. e. Present the curriculum innovation plan to peers in the course, elicit feedback, and revise the final reflection accordingly. 	Overview of a technology-based curriculum implementation. Reflection 3
Weeks 10-12: Curriculum change proposals		

6. Required Readings

- Altrichter, H. (2005). Curriculum implementation—limiting and facilitating factors. *Context based learning of science*, 35-62.
- Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. ASCD.
- Brown, D. (2011). Michael Apple, social theory, critical transcendence, and the new sociology: An essay. *In education*. September, 2011. Retrieved from <http://www.ineducation.ca/article/michael-apple-social-theory-critical-transcendence-and-new-sociology-essay>
- Egan, K. (1978). What is curriculum? *Curriculum Inquiry*, 8(1), 65-72.
- Fullan, M. (2000). The three stories of educational reform. *Phi Delta Kappan*, 81(8), 581-584.
- Fullan, M., & Pomfret, A. (1977). Research on curriculum and instruction implementation. *Review of Educational Research*, 47(2), 335-397.
- Fullan, M. G., & Miles, M. B. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan*, 73(10), 745–752.
- Goodlad, J. (1977). What goes on in our schools. *Educational Researcher*, 6 (3), 3-6.
- Mazur, E. (2009). Farewell, lecture. *Science*, 323(5910), 50-51.
- Robertson, L., Thomson, D., & Barber, W. (2013). Implementation of a body image program as a twisty country lane. *Journal of Teaching and Learning*, 9(1).
- Wolf, P., Evers, F., & Hill, A. (2006). *Handbook for curriculum assessment* University of Guelph.
- Note: Additional readings may be assigned during the course.

7. Assignments (Section 5 above aligns assignments with learning outcomes.)

1. Reflection 1: Individual. Post a brief (150-250 word) definition of curriculum in your context to BB by Sept. 25
2. Reflection 2: Individual. Post your understandings of curriculum implementation (500-750 words) by Oct. 2
3. Discussant: Pairs. Lead a discussion of a reading (Weeks 3-8).
4. Change model presentation: Group or individual. Apply a change model to your experience and present to the class Week 6.
5. Critical theorist: Group or individual. Lead the class in learning about a critical theorist who examines power in Week 7.
6. Curriculum innovation: Individual or group. Design an overview of a curricular innovation which focuses on technology. Present to the class for feedback Weeks 11 and 12. Apply to Reflection 3.
7. Reflection 3: Individual. Reflect on what was gained from curriculum innovation planning and how this relates to learning from the overall course. (1500 words). Due Dec.5.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

8. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success. Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca. If you need extra help, you can also contact the [Student Learning Centre](#)

9. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct ([Section 3.10.2 of the Graduate Calendar](#) starting on p. 63) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.** Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the [Student Learning Centre](#)

10. Turnitin

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11. Freedom of Information and Protection of Information Act

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FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

12. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, anonymous online course evaluations are administered during the last week of classes. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC 5303 G: Technology and the Curriculum
Spring/Summer 2019

1. Course Details & Important Dates

Term	Course Type	Day	Time
S	Online	Thursday	6:00 to 9:00pm

CRN #	Classes Start	Classes End
11353	May 6, 2019	July 12, 2019

Course Website: <https://canvas.instructure.com/enroll/4NDRJ8>

Adobe Connect Classroom Address: http://uoit.adobeconnect.com/educ5303_s19/

UOIT MEd Adobe Connect General Meeting Room: http://uoit.adobeconnect.com/medgeneralroom_2016/

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=19&navoid=798>

2. Instructor Contact Information

Instructor Name	Email
Rob Power, EdD	Rob.Power@uoit.ca robpower@hotmail.com
Online Contact Information Rob Power's ePortfolio: http://www.powerlearningsolutions.com/ Twitter: https://twitter.com/PowerLrn	

3. Course Description

This online seminar course examines the theoretical foundations and practical questions concerning the educational use of technology. The main areas of focus will include learning theory and the use of technology, analysis of the learner, curriculum, and technology tools, leading-edge technology programs/initiatives, implementation, assessment, and barriers toward using technology. The overall focus of the course is on developing a critical, evidence-based, theoretically grounded perspective regarding the use of technology in the curriculum. 3 cr.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

LO 1. articulate an informed perspective on the use of technology in education based on key learning theories, research, a critical examination of technology resources, a sound understanding of curriculum, and educational practice [G1, G2, T3, K1, P2]

LO 2. understand critical factors that may influence today's generation of students [C1, C2, P2]

LO 3. explore, analyze, and evaluate innovative ideas for using technology in the Curriculum [G2, G5, R6, K4, P3]

LO 4. understand and assess 21st-century skills for students and teachers [A2, A3, T3]

LO 5. investigate, analyze, and evaluate current technological tools and how they might enhance or inhibit effective learning [G4, T1, T2, T3, T4, K3]

LO 6. understand factors that enhance or inhibit the implementation of technology in education [T2, T3, K3, A1]

LO 7. explore and evaluate key approaches (e.g., TPACK, COI, Prensky) for integrating technology in education [K1, K2, A1]

LO 8. examine and analyze how technology can influence assessment and the design of curriculum [T3, T5, K2, K3]

5. Course Design

This course will be conducted entirely online, using a variety of synchronous and asynchronous technologies. The Canvas learning management system (<https://canvas.instructure.com/enroll/4NDRJ8>) will serve as a home base for the course.

Synchronous Activities

Synchronous class sessions will take place each Wednesday via Adobe Connect (unless otherwise specified in the course schedule). The majority of the classes will consist of a series of small group discussions and activities to examine theory and practice on the use of technology in the curriculum.

Students will be divided into two groups for Adobe Connect sessions 1-5:

- **Group A:** 6 - 7:20 pm ET
- **Group B:** 7:40 - 9 pm ET

Students will meet as a combined group (Groups A and B) from 6-9 pm ET for Adobe Connect sessions 6-8, to accommodate group presentations on Meaningful Use of Technology.

The reason I have two 1.5 hour sessions is to create two smaller groups of students for better discussion and interaction instead of one large group

Students are expected to attend ALL classes – If a class HAS to be missed, the student must inform the instructor well ahead of time to arrange for make-up work.

Asynchronous Activities

In addition to 1.5 hours per week of synchronous class activities in Adobe Connect, students are expected to dedicate approximately 5-7 hours per week to asynchronous learning activities. The course learning management system (Canvas) website will be used extensively as a guide and support for students in this course. Resources will be posted to support the weekly Adobe Connect sessions, as well as the asynchronous activities that students are to complete throughout each week, and for the submission of course assignments.

Assessments and activities will be authentic in this course. To that end, student assignments/activities will be used to create a public Technology & Curriculum Blog and an eBook on Technology and the Curriculum. Students will also be asked to contribute regular resources tweets using our class hashtag #techcurr . The goal here is to create an exemplary set of technology and curriculum resources for the UOIT and larger education community in K-12 & Higher Education.

Please refer to the course LMS site (in Canvas) for the most up-to-date version of the weekly schedule and activity and assignment due dates.

Technology Requirements

In this course we will be using a variety of online technologies. It is therefore critical that you have adequate computer hardware and software in addition to a reliable high-speed Internet connection. Failure to meet these requirements will likely cause you and your classmates unnecessary frustrations and loss of class-time.

As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video- conference (Adobe Connect) in order to participate in all classes.

Minimum Computer Characteristics

- Operating system (minimum): Windows 7, MacOS X 10.6.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)

Internet Access

Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many features of these courses (e.g., the videoconferencing).

In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test:

https://admin.adobe.com/common/help/en/support/meeting_test.htm

I also recommend that you run a basic Internet speed test on a regular basis to verify the reliability and stability of your connection: <http://speedtest.net/>

- Minimum download speeds: 10.0 mbps
- Minimum upload speed: 1 mbps

Readings below these suggested speeds will cause you to have broken audio/video or even loss of connections. I strongly suggest that you check with your Internet provider to insure that you have the appropriate reliable bandwidth to allow you to follow the course without having to worry about the technology.

Other Technologies

Students are encouraged to experiment with mobile computing devices, including smartphones and tablets. A free Adobe Connect app is available for most mobile operating systems. Additionally, the course LMS, Canvas, and all resources posted to the course website, are mobile compatible. Canvas also has a mobile app which can be downloaded from:

- Android: <https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en>
- iOS: <https://itunes.apple.com/ca/app/canvas-student/id480883488?mt=8>

Course activities such as micro-blogging with Twitter, or watching videos via YouTube, are easily accessible using mobile devices.

6. Outline of Topics in the Course

The following is a proposed list of topics to be covered. This list may change as participant groups select their presentation topics and dates. Updates to this proposed schedule will be discussed during the Adobe Connect class sessions, and posted to the course website (major scheduling changes may also be communicated via email from the instructor)

Week	Dates	Topic(s)	Adobe Connect Sessions	Notes
1	May 6-12	Overview and Foundations Defining Learning	Session #1: Thursday, May 9	
2	May 13-19	Learning Theories, Meaningful Technology, and Curriculum	Thursday, May 16 No Adobe Connect class session. Students to meet in MEd General Room. Refer to course LMS (Week 2) for activity guidelines.	
3	May 20-26	21 st Century Skills and Digital Citizenship	Session #2 Thursday, May 23	
4	May 27 – June 2	Technology Integration Models and Barriers to Using Technology	Session #3 Thursday, May 30	Assignment 1: Foundations Checklist DUE by 11:59 pm ET on Sunday, June 2
5	June 3-11	Impact of Using Technology	Session #4 Thursday, June 6	
6	June 10-16	Creating Meaningful EdTech Lessons	Session #5 Thursday, June 13	Assignment 2: Part 1 (eBook Chapter) DUE by 11:59 pm ET on Sunday, June 16
7	June 17-23	Gamification and Games- Based Learning Makerspaces	Session #6 Thursday, June 20 <ul style="list-style-type: none"> • Combined Groups A and B • Group-Led Presentations 	Assignment 3: Peer Reviews DUE by 11:59 pm ET on Sunday, June 23
8	June 24-30	Mobile Learning Social Media	Thursday, June 27 <ul style="list-style-type: none"> • No Class this week 	Assignment 2: Part 2 (eBook Chapter – final version) DUE by 11:59 pm ET on Friday, June 28
9	July 1-7	Assistive Technology Emerging Technologies	Session #7 Thursday, July 4 <ul style="list-style-type: none"> • Combined Groups A and B • Group-Led Presentations 	
10	July 8-14	Course Wrap Up	Session #8 Thursday, July 11 <ul style="list-style-type: none"> • Combined Groups A and B • Group-Led Presentations 	Assignment 4: Community Contributions DUE by 11:59 pm ET on Monday, July 8

Adobe Connect Class Sessions

Unless otherwise noted in the posted class schedule, the synchronous Adobe Connect class sessions will occur every Thursday from 6-9 pm ET.

7. Required Texts/Readings

Specific readings will be assigned (with links where possible) within the Weekly Modules in the Canvas course learning management system.

The reference style guide to be used in this course is APA v6.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Learners will be evaluated based upon six primary course assignments:

- Assignment 1: Foundations Checklist – 20%
- Assignment 2: eBook Chapter – 30%
- Assignment 3: Peer Reviews – 10%
- Assignment 4: Community Contributions – 20%
- Assignment 5: Group Presentation on Meaningful Use of Technology – 15%
- Assignment 6: Participation and Collaboration – 5%

Assignments are described in detail, including specific assessment rubrics in the Canvas course learning management system.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

Late Submissions

For individual assignments, it is the responsibility of each student to submit assignments by the posted due date, using the specified assignment submission system. Late submissions and extensions are generally only granted in extenuating circumstances, and it is the responsibility of the student to contact the instructor (in advance, if possible) to discuss the need for an extension, and to make suitable arrangements.

For group assignments and activities, It is the responsibility of each group to post online resources, facilitate online activities, and be prepared to host online presentations in Adobe Connect class sessions on the dates specified. Group members are responsible for coordinating with each other to ensure that they can adequately facilitate their “presentations” in the event that one or more individual members are unable to attend due to unforeseen circumstances.

9. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#) . Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

10. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca.

If you need extra help, you can also contact the [Student Learning Centre](#).

11. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

12. Sexual Violence Support and Education

UOIT is committed to the prevention of sexual violence in all its forms. For *any* UOIT student who has experienced Sexual Violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: www.uoit.ca/sexualviolence

13. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on [Academic Conduct](#) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.**

Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the [Student Learning Centre](#).

14. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

15. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that UOIT not disclose the personal information of its students without their consent.**

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

16. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC5304G: Digital Literacies: Theory, Research and Practice
Winter 2019

1. Course Details & Important Dates

Term	Course Type	CRN #	Day	Time	Classes Start	Classes End
W	Online	71849	Tuesdays	6:10 to 9:00pm	January 8, 2019	April 2, 2019

Adobe Connect Classroom Address: <https://uoit.adobeconnect.com/educ-5304g-201901-71849/>

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=19&navoid=798>

2. Instructor Contact Information

Instructor Name	Email	Office Hours:
Lorayne Robertson	Lorayne.robertson@uoit.ca	30 minutes before and after class or on request

3. Course Description

Postmodern literacies have proliferated in response to the rapid expansion of digital technologies and network interconnectivity in the 21st century. The kinds of texts produced for and by the current knowledge economy are artifacts of digital rather than industrial technologies; these technologies have had considerable impact on how people connect, communicate, collaborate and create. This course will examine what we have learned about the impact of digital technologies to this point with a view to understanding what it means to be “literate” in a digital age. We will consider the continuing overlap of pre-print, print and post-print forms within the larger history of literacy artifacts. We will consider the effect of word processors, hypermedia, and the Web 2.0 on writing and reading practices, and we will experiment with emerging web-based social software and a variety of digital tools. From legal boundaries of who owns what words in cyberspace to recognizing new orthographies, new identities, new contexts for learning and new poetics in digital contexts, we will explore the various socio-political and educational aspects of digital communications technologies.

4. Learning Outcomes: On the successful completion of the course students will be able to...

Please consult Masters of Education Program Learning Outcomes at <http://goo.gl/STPzR0>

1. Define digital literacies as they relate to individuals and society including new literacies and critical literacy studies G1, R6, K1, K2, A2, A3;
2. Analyze literacies as social, cultural, political, and economical practices G3, R4, K3,C2.
3. Analyze the effect of technology on literacy definitions and conceptions T1, T2, T3,C2, G3.
4. Analyze and present research related to students’ in and out-of-school literacy practices T4, T5, R1, R6, K3, A4;
5. Critically analyze ethical considerations and issues related to digital privacy policies and practices T3, T4, R1, R4, C4, A4;

6. Develop a conceptualization of the assessment of new literacies K4, C3, C4;
7. Relate digital literacies to social justice outcomes for schools A2, A3 A4, P4,

5. Course Design

Classes meet Tuesdays in the Adobe Connect classroom for 12 weekly sessions but some weeks may be a-synchronous by agreement with the class. The first half of the class is active learning and students participate fully and take the lead frequently. Students discuss in class, listen closely to the comments of others, think critically, and articulate their own thoughts and responses. The second half of the class is set aside for synchronous group work. In the group breakouts, every student is expected to use the video and audio affordances of Adobe Connect at all times. While a-synchronous forms of communication might be selected by groups, they should not be used as a substitute for the fully-online learning community opportunities of group work. Attendance and participation are required in the synchronous sessions through video and audio. This requires sufficient bandwidth for immediate synchronous discussion, and well-functioning audio and video equipment. Students should come to every class **prepared**. This preparation includes viewing the slides as advanced organizers for the week, and studying the assigned reading and video clips BEFORE class each week. Skimming the reading material may not be sufficient in order to participate fully in the discussions in class. (The PPT slides and readings are found in BB under Content.) Students should plan to invest **3 hours a week in class and 6 hours a week** in preparation for classes and assignments. Course communication is through BB mail. Announcements, grading and resources are in BB. There are multiple assignments for this course and no final exam. Students will personalize each assignment to the area of future research. Late assignments require consultation with the professor and extensions agreed **upon in advance of the due date**. If an assignment deadline is missed, the new assignment deadline must be negotiated with the professor, and there will be a late penalty assigned.

6. Outline of Topics in the Course

Week1 Jan 8	Introduction to the Course: Digital Literacies: Mapping the Field
Week 2 Jan 15	A Pedagogy of Multiliteracies: Designing Social Futures: A written response to the in-class discussion on this article is due Jan 20 midnight in the discussion board.
Week 3 Jan 22	Ch.1 (each text) (Lankshear & Knobel, 2008) Digital literacies: concepts, policies and practices; (Lankshear & Knobel, 2007)Sampling "the new" in new literacies; Buckingham (2015)Defining digital literacy.
Week 4 Jan 29	Koltay (2011) The media and the literacies: media literacy, information literacy, digital literacy; Koltay (2011). New media and literacies: Amateurs vs professionals. (Fieldhouse & Nicholas 2007) Digital literacy as information savvy.
Week 5 Feb 5	(Gee, 2008) Pleasure, learning, video games and life: The projective stance; (Vasquez, 2007); Resistance, power-tricky, and colorless energy
Week 6 Feb 12	Pay and display: The digital literacies of online shoppers (Davies, 2008); Popular websites in adolescents' out-of-school lives: Critical lessons on literacy (Stone, 2007)
Feb 19 Study Week	

Week 7 Feb 26	Ng (2012) Can we teach digital natives digital literacy?; “You won’t be needing your laptops today: Wired bodies in the wireless classroom (Leander,2007)
Week 8 March 5	Knobel & Lankshear (2007). Online memes, affinities, and cultural production; Thomas (2007). Blurring and breaking through the boundaries of narrative, literacy and identity in adolescent fan fiction.
Week 9 – A-synchronous March 12	Paper: Digital literacies and schooling Due March 17 midnight
Week 10 March 19	Short presentations: 30 minutes: Student teams
Week 11 March 26	Short presentations: 30 minutes each: Student teams
Week 12 April 2	Consolidation presentations: 10 minutes max
Reflection on the course: Due Sunday April 7 midnight	

7. Required Texts/Readings

Texts

Lankshear, C. & Knobel, M. (Eds). (2008). *Digital literacies: concepts, policies and practices*. New York: Peter Lang. ISBN: 978-1-4331-0169-4 This text is available as a free downloadable .pdf <https://sites.google.com/site/colinlankshear/ourlangcollections>

Knobel, M., C., Lankshear. (2007). *A new literacies sampler*. New York: Peter Lang. ISBN: 978-0-8204-9523-1. This text is available as a free downloadable.pdf <https://sites.google.com/site/colinlankshear/ourlangcollections>

Readings

American Psychological Association. (1994). *Publication manual*. Sixth Edition. Washington. DC: American Psychological Association. Brooks, J. S., & Normore, A. H. (2015). Qualitative research and educational leadership: Essential dynamics to consider when designing and conducting studies. *International Journal of Educational Management*, 29(7), 798-806.

Buckingham, D. (2010). Defining digital literacy. In the *Nordic Journal of Digital Literacy*. 21-34. ISSN 1891-943X.

Koltay, T. (2011). New media and literacies: Amateurs vs. professionals. *First Monday*, 16(1). <https://journals.uic.edu/ojs/index.php/fm/article/view/3206/2748>

Koltay, T. (2011). The media and the literacies: Media literacy, information literacy, digital literacy. *Media, Culture & Society*, 33(2), 211-221. http://www.datakala.com/files/Translation/DataKala_Tarjome_62.pdf

Ng, W. (2012). Can we teach digital natives digital literacy?. *Computers & Education*, 59(3), 1065-1078. *Additional readings may be assigned or recommended during the course.*

8. Assignments

- | | |
|---|------|
| 1. A Pedagogy of Multiliteracies: Designing Social Futures: A one-page written response to the in-class discussion on this article is due Jan 20 midnight in the discussion board. Kindly respond to ONE other post that no one else has responded to | 15%. |
| Discussant: Pairs. Lead a discussion of a reading (Weeks 3-8). This will also be peer assessed. | 30% |

This is NOT a presentation. Students individually or in groups of 2 will prepare to lead the class in discussing an article. Some key considerations for the class to consider might be: the author's context or stance; the intended audience for the article; the main argument; evidence; compelling quotes; how it builds understanding of the field; connections to other readings; connections to practice; discussions.

- *Assessed on: synthesis, analysis, organization, presentation, and contribution to peer learning.*
- | | |
|--|-----|
| 3. Paper: Digital literacies and schooling Due March 17 midnight | 30% |
| 4. 20 minute presentation on anything fun and digital related to schooling | 15% |
| 5. Consolidation (live presentations) Tuesday April 2 in class | 10% |

Late assignments should be negotiated in advance unless the circumstances are exceptional. Please note that instructors are required to provide written evaluative feedback and/or at least one mark prior to the voluntary withdrawal deadline, which is February 1, 2019.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

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Faculty of Education

EDUC 5305G Authentic Assessment

Course outline for Spring/Summer 2020

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Spring/ Summer	Online	Mondays - Wednesdays	6:00-9:00pm

CRN #	Classes Start	Classes End
11736	June 22, 2020	July 29, 2020

* For other important dates go to: <https://uoit.ca/current-students/academics/important-dates-and-deadlines.php>

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Wendy Barber	EILab Mezz 05	905-721-8668 ext 2447	wendy.barber@ontariotechu.ca

Office Hours: Online as needed by appointment
Skype: wendy.barber1
Twitter: @wendybarber19
Google docs/email: wendy.barber@ontariotechu.net

Adobe Connect Classroom Address:

<https://uoit.adobeconnect.com/a767860974/educ-5305g-202005-11736/>

General room (open 24/7 for everyone to use):

Name: MEd General Room 2016

https://uoit.adobeconnect.com/a767860974/medgeneralroom_2016/?proto=true

3. Course Description

EDUC 5305G Authentic Assessment. The ultimate goal of this course is to enable educators to help their students to be able to think about their own learning processes. Authentic assessment is not about final exams and bell curves. The focus of this course is to research, analyze, and apply a variety of assessment techniques and applications that are based on the notion that people learn most effectively when they are able to relate what they are learning to their previous knowledge. Assessment is defined within the context of simulating authentic life-related tasks. Young children and adolescents also need to understand their own thought processes through self and peer assessment if they are to see their own growth potential and to develop self-motivation and self-esteem. Graduate students in this course learn key principles of authentic assessment and how to differentiate among assessments (such as criterion-referenced and norm-referenced.) They apply theory to examine underlying issues concerning high stakes standardized testing. As they study how to create more effective rubrics and objective test items, they think critically about how to better assess their students' academic development. By the end of the course, participants understand the differences between assessment for learning and assessment of learning.

Available at: <http://education.uoit.ca/graduate/our-program/course-guide.php>

4. Learning Outcomes

On the successful completion of the course, students will be able to:

LO1. Through the use of our community building strategies, build shared understandings of pertinent, assessment-related terminology that can be applied to problems of practice and reflect on learning through this endeavour. (C1,C2,C3, G2,G3,G4)

LO2. Discuss issues surrounding complex case studies in authentic assessment.
(G2,G4,G6,R1,C1,C6)

LO3. Individually, design and present a personally-relevant case study for shared consideration and with peers reflect on learning throughout this project.
(A2,A3,C1,C2,C3,C6)

LO4. Critically analyze current literature in authentic assessment as it relates to a policy of your choice. Discuss key concepts in a brief (1200 - 1500 word) literature review designed to preface a paper. (A2, R3, R5)

LO5. Individually or in pairs, lead a group study session to analyze a current assessment and evaluation policy and then individually, discuss findings of the policy analysis in a final paper that includes a literature review (See #4 above). (A2,A4,P3,K1,K2)

LO6. Build rubrics to assess the final presentation and paper.

5. Course Design

This course will be held in Adobe Connect. Graduate students are requested to sign in each day in advance of the class start time to make certain that the necessary equipment is functioning optimally.

The primary vehicle of course communication will be Canvas. In the event that you have not had a quick response from the professor in Canvas, contact the professor through OnTech email.

Before the course, please introduce yourself in the Welcome page of Canvas. All of the readings for each week are provided in Canvas under Modules - Readings. Please feel free to read ahead and make notes ahead of the official class start. Your attendance is expected online for every class. Any changes to assignment due dates require advance notice to the professor and approval in writing.

We will use APA style for the final papers. Reading packages will be provided on Canvas.

Evaluation Method

Reflection	10%	Due Wed June 24	L01 L02
Literature Review	20%	Due July 8	LO4
Case Study Presentation	20%	Presented July 13-15	L02 LO3
Policy Analysis Presentation	20%	Presented July 20-22	LO5
Final Paper	30%	Due July 29	LO6

Ontario Tech Grade Standards:

Grade	Percentage	Description
A+	90-100	Very Good to Excellent. Student demonstrates mastery of understanding the key concepts, skills and values of the course.
A	85-89	
A-	80-84	
B+	77-79	Acceptable to Good. Student demonstrates adequate understanding of the key concepts, skills and values of the course.
B	73-76	
B-	70-72	

Assignments

Reflection : 500 – 600 words. Reflect on knowledge, skills and values acquired – new insights, areas for further study, questions. **Due Wed June 24, 2020.**

Literature Review: 1200-1500 words. Referring mainly to the literature studied in the course and the class discussions, discuss three or four key concepts of Authentic Assessment. Use APA style. **Due July 8, 2020.** Note: This will become part of the final paper.

Case Study Presentation: Using video, audio, print or a combination, present a personally-relevant case study of an authentic assessment issue, and lead the class in a discussion of the issues. **Presented July 13-15, 2020.**

Policy Analysis: Select a policy of a district school board, education authority, provincial or territorial jurisdiction, or a national jurisdiction etc. Lead the class in conducting an analysis of the policy. Engage and involve the class in commentary or discussion. Summarize the input of the class and consolidate the learning. **Presented July 20-22, 2020.**

Paper: Using the literature review, reflect on what has been learned in the course (consolidation) and include discussion on learning from the case studies, the policy analysis lessons and the areas of knowledge building from the course such as blogs, wikis, and discussions. Use APA style. **Suggested word count – 2,500 - 3,000 words. Due July 29, 2020.**

6. Outline of Topics in the Course

June 22 Class 1 - Review the course outline, and discuss student needs and questions.

The course outline may be revised at this point based on feedback from the students. Build a rubric of a quality graduate course. Overview of assigned readings and policy documents.

June 24 Class 2 - Authentic Tasks. Discussion of assigned **Readings package 1.**

Sharing assessment memories through a course discussion on blackboard; and building a personal definition of quality assessment. Add goals and expectations to Canvas discussion thread as reflection. **Reflection Due.**

- June 29 Class 3** - Feedback. Assessing a reflection; discussion of assigned **Readings package 2**.
- July 1 Class 4** - **NO online CLASS - Reading Day for Canada Day** 😊
- July 6 Class 5** - Promoting Student Understanding. Understanding vs. Knowledge. Discussion of assigned **Readings package 3**. Design of assessment of a presentation; Preparation of personally relevant case study and any relevant readings through interviews with professor in breakout rooms. Discuss “Principles for Fair Student Assessment Practices for Education in Canada”. Reflection due: (500 – 600 words) due at noon.
- July 8 Class 6** Standards and Criteria. Discussion of assigned **Readings package 4**. Work on case studies. Group feed back via Canvas. **Literature Review Due**.
- July 13 Class 7 – Presentations of case studies**, discussion and analysis. Preparation for policy analysis Week 3 such as selecting policy individually or pairs, and consulting with the professor. Building rubrics to assess the presentation and the final paper.
- July 15 Class 8 - Presentations of case studies** continued.
- July 20 Class 9** - Mastery Expertise and Excellence. **Readings Package 5**
- July 22 Class 10** - Presentations of policy analysis
- July 27 Class 11 – Presentations of policy analysis**. Generating questions and answers about critical pedagogy and policy analysis.
- July 29 Class 12 – Final Paper Due**. Culminating Day 😊
- July 27-29 Classes 10-12** - Creating assessment tools for your class/school. Long term assessment plans (longitudinal work). Group feedback. Extra time for group presentations.

Final paper is due at 4:00 p.m.

7. Readings: *Please note - choice is encouraged in readings throughout the course, in order to empower students to explore their own assessment contexts.*

Ashford-Rowe, K., Herrington, J. & Brown, C. (2014) Establishing the critical elements that determine authentic assessment, *Assessment & Evaluation in Higher Education*, 39(2), 205-222.

Badge, J.L., Saunders, N. & Cann, A. (2012) Beyond marks: new tools to visualize student engagement via social networks. *Research in Learning Technology*, 20, 16283.

Bloxham, S., den-Outer, B., Hudson, J. & Price, M. (2016). Let's stop the pretence of consistent marking: exploring the multiple limitations of assessment criteria. *Assessment and Evaluation in Higher Education*, 41, (3), 466–481.

Bozalek, V., Gachago, D. Alexander, L. Watters, K. Wood, D., Ivala, E & Herrington, J. (2013). The use of emerging technologies for authentic learning: A South African study in higher education. *British Journal of Educational Technology*, 44(4), 629-638.

Chen, G., Nurkhamid, Wang, C., Yang, S, Lu, W. & Chang, C. (2013) Digital Learning Playground: supporting authentic learning experiences in the classroom, *Interactive Learning Environments*, 21(2), 172-183.

Cumming, J. J., & Maxwell, G. S. (1999). Contextualising authentic assessment. *Assessment in Education: Principles, Policy & Practice*, 6(2), 177-194.

Cummings, R., Maddux, C. D., & Richmond, A. (2008). Curriculum-embedded performance assessment in higher education: Maximum efficiency and minimum disruption. *Assessment & Evaluation in Higher Education*, 33(6), 599-605.

Darling-Hammond, L. (1994). Setting standards for students: The case for authentic assessment. Paper presented at the *The Educational Forum*, , 59(1) 14-21.

Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80(9), 658-659.

Guskey, T. R. (1996). Communicating student learning. 1996 ASCD yearbook.

Hathcoat, J., Penn, J., Barnes, L. & Comer, J. (2016). A second dystopia in education: validity issues in authentic assessment practices. *Research in Higher Education*, 57, 892-912.

Herrington, J., & Herrington, A. (1998). Authentic assessment and multimedia: How university students respond to a model of authentic assessment. *Higher Education Research & Development*, 17(3), 305-322.

Herrington, J. & Herrington, A. (2006). Authentic conditions for authentic assessment: aligning task and assessment in Critical Visions. Proceedings of the 29th HERSA Annual Conference, Western Australia, July 2006, 146-151.

Herrington, J., & Parker, J. (2013). Emerging technologies as cognitive tools for authentic learning. *British Journal of Educational Technology*, 44(4), 607---615.
doi:10.1111/bjet.12048

Herrington, J., Parker, J. and Boase-Jelinek, D. (2013) Social presence and participatory media in authentic learning. In: Open and Distance Learning Association of Australia (ODLAA) 2013 Distance Education Summit, 4 - 6 February 2013, Novotel Sydney Manly Pacific Hotel, Sydney.

Kaufman, J. (2013) 21 Ways to 21st Century Skills: Why Students Need Them and Ideas for Practical Implementation, *Kappa Delta Pi Record*, 49(2), 78-83.

Kohn, A. (1994). Grading: The issue is not how but why. *Educational Leadership*, 52, 38-38.

Linn, R. L., Baker, E. L., & Dunbar, S. B. (1991). Complex, performance-based assessment: Expectations and validation criteria. *Educational Researcher*, 20(8), 15.

Madaus, G. F., & O'Dwyer, L. M. (1999). Short history of performance assessment: Lessons learned. *Phi Delta Kappan*, 80(9), 688-689.

McCarthy, G. (2013). Authentic assessment - key to learning. In E. Doyle, P. Buckley & C. Carroll (Eds.), *Innovative Business School Teaching - Engaging the Millennial Generation* (pp. 81-92). United Kingdom: Routledge.

McNeill, M., Gosper, M. & Xu, J. (2012). Assessment choices to target higher order learning outcomes: the power of academic empowerment. *Research in Learning Technology*, 20, 283-296.

McTighe, J. (1997). What happens between assessments? *Educational Leadership*, 54, 6-13.

Montgomery, K. (2002). Authentic tasks and rubrics: Going beyond traditional assessments in college teaching. *College Teaching*, 50(1), 34-40.

Murphy, T. (2017) *Provoking Potentials: Student Evaluated and Socially Mediated Testing*. Springer International Publishing Switzerland 2017 R. Al-Mahrooqi et al. (eds.), *Revisiting EFL Assessment, Second Language Learning and Teaching*, DOI 10.1007/978-3-319-32601-6_17.

Newton, P. (2007) Clarifying the purposes of educational assessment, *Assessment in Education*, 14(2), 149-170

Reeves, T. C., Herrington, J., & Oliver, R. (2002). Authentic activities and online learning. *Quality Conversations: Research and Development in Higher Education*, 25, 562-567.

Rosemartin, D. (2013). Assessment for Learning: Shifting Our Focus, *Kappa Delta Pi Record*, 49(1), 21-25.

Stiggins, R. J. (1997). *Student-centered classroom assessment* Merrill Upper Saddle River, NJ.

Swaffield, S. (2011) Getting to the heart of authentic Assessment for Learning, *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449.

Villarroel, V., Bloxham, S., Bruna, D., Bruna, C. & Herrera-Seda, C. (2018). Authentic assessment: creating a blueprint for course design. *Assessment and Evaluation in Higher Education*, 5, 840-854.

Villarroel, V., Boud, D., Bloxham, S., Bruna, D. & Bruna, C. (2020) Using principles of authentic assessment to redesign written examinations and tests, *Innovations in Education and Teaching International*, 57(1), 38-49.

Voogt, J., Erstad, O., Dede, C. & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of Computer Assisted Learning*, 29, 403-413.

Wiggins, G. (1989). A true test: Toward more authentic and equitable assessment. *Phi Delta Kappan*, , 703-713.

Wiggins, G. (1990). The case for authentic assessment. ERIC digest.

Wiggins, G. (1993). Assessment: Authenticity, context, and validity. *Phi Delta Kappan*, 75(3), 200-214.

Wiggins, G. (1998). *Educative assessment. Designing assessments to inform and improve student performance*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

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B-	70-72	

9. Assignments and Tests

Reflection : 500 – 600 words. Reflect on knowledge, skills and values acquired – new insights, areas for further study, questions. **Due June 24, 2020.**

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Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:

<http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

More information and rubrics are provided on Canvas.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental

health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca

- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at <https://studentlife.uoit.ca/services/accessibility/index.php>. Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes **MUST** register online using the SAS test/exam sign-up module, found here <https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes **AT LEAST** seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation](#)

[guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

15. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

16. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University’s Accessibility Policy.



Faculty of Education

EDUC5401G: Foundations of Adult and Higher Education
Spring/Summer 2019

1. Course Details & Important Dates

Term	Course Type	Day	Time
S	Online	Tuesday	6:10 to 9:00pm

CRN #	Classes Start	Classes End
11536	May 7, 2019	July 9, 2019

Adobe Connect Classroom Address: <https://uoit.adobeconnect.com/educ-5401g-201905-11536/>

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=19&navoid=798>

2. Instructor Contact Information

Instructor Name	Email		
Brian Campbell	Blackboard email		

Office Hours: I will be in the Adobe classroom about 30 minutes before the start of class and I will stay for a bit after if need be. Most personal appointments will be handled through online appointments. For privacy, you can communicate with me through Blackboard mail and we can make an arrangement for a synchronous appointment. I also am happy to answer questions via Blackboard mail.

3. Course Description

In this course, we will begin by considering the differences and similarities between adult and higher education. We have a blurring of lines in modern times with the rise of the idea of lifelong learning. Childhood learning for a stable adult work-life was a seeming constant in past occupational structures. But the pace of change together with longer working lives has led to the common acceptance of lifelong learning and retraining as normal. In this course we will be concentrating on higher education. We will start with the fundamental question of why all wealthy modern societies have formal education systems from nursery/kindergarten to

PhD even though informal learning, including “learning on the job”, persists in many situations. We will investigate the long-term tension between these two ways of learning.

This course will appeal to students with an interest in any level of education. We will address higher education issues from a broad system perspective and consider how higher education interacts with K to 12 systems as well as how adult education, professional development and training are connected to traditional options in higher education.

The strong interest at UOIT in higher education development issues comes in part from our experience in developing a new university. We have created our university during a time of great expansion in student access and diversity, shifting college and university mandates, changing government policies, and an increasing impact of information technologies on communications and learning. Our strong interest in adult and higher education issues is reflected in the expertise of our faculty members and the large cohort of graduate students in the master’s program who work in adult or higher education.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Articulate, interrogate, and critically reflect on theories, views, and perspectives on higher education. (G6, K1)
2. Recognize and articulate how societal structures and cultures impact higher education. (A4)
3. Identify the role of higher education in modern society. (A4, K2)
4. Clearly identify meaningful and relevant research problems for inquiry and investigation, as well as relevant theoretical / conceptual underpinnings. (R1)

5. Course Design

Class format:

We will use a seminar format with breakout groups. There are 9 online synchronous seminar sessions on Tuesday evenings starting May 8 and ending July 10. There are also three asynchronous sessions. Asynchronous activities will be organized in Blackboard.

Delivery mode:

This is an online course. There are 10 synchronous sessions using Adobe Connect and there are asynchronous components that use Blackboard and a wiki. The synchronous sessions are in a seminar format often with breakout groups.

Teaching methods:

This course adopts an active learning approach. It is best thought of as a conversation that is formed by the students and the instructor together. The instructor will lecture with a mix of discussion and online tasks and interaction.

The professor:

The roles and expectations of students and the instructor reflect their roles and backgrounds. I am a sociologist with interests in the sociology of education, the sociology of science and technology, social theory, modern society, and research methodology. I have been a university faculty member since the early 1980s and my main university appointments have been at Mount Allison University (1983 to 2003), and UOIT (2003 to present). I was one of the founding faculty members and administrators at UOIT and have been heavily involved in organizational and program development at both Mount Allison and UOIT. The experience that I bring to the course is the academic framework of sociology and the professional practice of being a change agent and administrator within Canadian higher education.

The role of the professor:

I sometimes will lecture in short bursts (planned, spontaneously, and on demand) but more importantly I will enter into a dialogue with students on how to think about and engage issues in adult and higher education. My lecturing often is exploratory and is meant to foster reflection, questioning and analytical integration as opposed to information transmission. I will act as a consultant and will sometimes intervene as an authority on various topics. I also may play the devil's advocate and take provocative positions in arguments. Although I am interested in practical issues and solutions, I am unapologetically academic and enjoy playing with ideas to explore ways of thinking and inquiry that are independent of direct foreseeable application. I find teaching stimulating and I always learn from my students in each course experience.

Expectations of students:

It is expected that students will be active learners who will collaborate in generating discussion, materials and specific topics for the course. Students bring their experience and expertise with education to the course and their input is essential to the direction and dynamic of the course.

Attendance and Participation:

All students benefit from the attendance and participation of all other students because the course flow is collaborative, and the evolution of the course requires the participation of all students. The online nature of the course increases the accessibility, convenience and visibility of participation.

Activities and Resources:

Learning resources may include scholarly articles and books, journalism, video, photographs and web sites. Students participate in a variety of activities, including: online discussions, posting in discussion forums, creating class presentations, and writing papers.

6. Outline of Topics in the Course

May 7: Adult Education and Lifelong Learning

We will start the course by considering the classic general model of adult education that was presented by Stanley Knowles. We also will consider the differences and similarities between adult education, K-12, and higher education. Modern times has seen the rise of the idea of lifelong learning. Childhood learning for a stable adult work-life was a seeming constant in past occupational structures. But the pace of change together with longer work lives has led to the common acceptance of lifelong learning and retraining as normal, and this has had a great impact on adult and higher education.

May 8 to 13: Asynchronous Session: student impact on teaching

What is the impact of student populations on curriculum and pedagogy? Students in the course will bring their own experience to this topic in our first online assignment.

May 14: Higher education: opportunity, employment, and inequality

There are complex interconnections between opportunity, social mobility, social reproduction, and inequality. We talk about these interconnections all of the time, in politics and in the decisions that people make in considering an education. The connections and the talk are both critical aspects of the culture of higher education.

May 21: Students in Higher Education

Who are higher education students? How have they changed? How does who is a student make a difference?

May 28: Formal and Informal Learning

We will consider the fundamental question of why all wealthy modern societies have formal education systems from nursery/kindergarten to PhD even though informal learning, including "learning on the job", persists in many situations. In this course we will examine the long-term tension between these two ways of learning.

June 04: Differentiation and Convergence: Universities and Colleges

There are many different types of higher education institutions across systems including junior colleges, colleges, university colleges, undergraduate universities and research universities. There are many trends both toward differentiation in structure and mission on some dimensions as well as toward a convergence on some others.

June 11: Changing faculty and staff worlds in higher education

Who are faculty and what do they do? Faculty members and their professional lives have changed through time and have varied across types of institutions. Also, modern higher education institutions are universally characterized by the expansion of administrative and support professionals and staff that expand and support institutional missions.

June 18: Curriculum: from classic to modern

The classical university curriculum of mid 19th century western society was highly standardized with everyone going to university studying very similar things. In contrast, in modern times we have many specialties and programs in a diverse range of institutional types. How and why has this happened? In addition, there are pressures on higher education to further adapt the curriculum in relation to various perceived skill and subject matter requirements. Is it possible to accommodate all of the demands? Is there an emerging new canon?

June 25: Assessing Teaching and Learning

We need to discuss teaching in the context of assessment. The early universities in Canada were characterized by the lecture-examination system. Instructors lectured and students were assessed by oral and written high stakes examinations, often administered annually in the spring. We have changed to a system of mixed lecturing, coaching, teamwork, student activity, and problem-based learning, with intermittent assessment and fewer or no high stakes examinations.

July 02: Accountability: Consumerism, Bureaucracy and Planning

Many governments, students and others think of higher education as part of coordinated systems. And some higher education systems are quite structured and systematized, but this is not always the case in Ontario and other Anglo-American jurisdictions. Increasingly, governments look for accountability measures and other indicators that will help it to manage and justify systems. We will examine the pressures toward accountability from government, students, corporations, community groups and the public, and the consequences of accountability for practice.

June 26 to 28: Asynchronous Session: Student video presentations

Students post video presentations online.

July 09: Conclusions: Understanding, promoting, criticizing and improving higher education

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I may shuffle the order of these topic areas after the first week of class to reflect the experience and expertise of students.

7. Required Texts/Readings

The readings and references below are a starting point. The reading and reference list will evolve throughout the course in response to the dynamics of the class. All required readings will be available in Blackboard as files or as links to the online databases of the library or to other locations on the internet. During the course I will sometimes list "background references" as a guide to context and further study.

May 7: Adult Education and Lifelong Learning

Knowles, M. (1977). Adult Learning Processes: Pedagogy and Androgogy. *Religious Education*. Vol LXXII, No. 2.

Gaffield, C. & D. Millette, History of Education in Canada. The Canadian Encyclopedia, <http://www.thecanadianencyclopedia.ca/en/article/history-of-education/> Accessed March 21, 2018.

Jones, Glen A. (2014). An introduction to higher education in Canada. In K. M. Joshi and Saeed Paivandi (eds.), *Higher education across nations* (vol. 1, pp. 1-38). Delhi: B. R. Publishing

May 14: Higher education: opportunity, employment, and inequality

Bourdieu, P. (1983). The Forms of Capital.

Collins, Randall. (2011). Credential Inflation and the Future of Universities. *Italian Journal of Sociology of Education*. 2, pp. 228-251.

Bagehot. (2018). The merits of revisiting Michael Young. *The Economist*. Feb 10.

Young, Michael. (1994). Meritocracy Revisited. *Society*. September/October. pp. 87-89.

Mijs, Jonathan J. B. (2016). The Unfillable Promise of Meritocracy: Three Lessons and their Implications for Justice in Education. *Social Justice Research*. 29. pp. 14-34.

May 21: Students in Higher Education

Axelrod, P. (1990). Student Life in Canadian Universities: The Lessons of History. *The Canadian Journal of Higher Education*. Vol XX-3.

Campbell, B. & B. Fleming (1996). Access to Excellence?: The Social Background of Mount Allison Students as Compared to Four other Maritime Universities. in C. Storm (ed) *Liberal Education and the Small University in Canada*. McGill-Queen's University Press. Montreal and Kingston.

Lehmann, W. (2013). Habitus Transformation and Hidden Injuries: Successful Working-Class University Students. *Sociology of Education*. Vol 87, No. 1. pp. 1-15.

Lefkowitz-Horowitz, Helen. (1986). The 1960s and the Transformation of Campus Cultures. *History of Education Quarterly*, Vol. 26, No 1. pp. 1-38.

May 28: Formal and Informal Learning

Corbett, Michael. (2004). "It Was Fine, if You Wanted to Leave": Educational Ambivalence in a Nova Scotian Coastal Community 1963-1998.

June 04: Differentiation and Convergence: Universities and Colleges

Jones, G., & M. Skolnik (2009). *Degrees of Opportunity: Broadening Student Access by Increasing Institutional Differentiation in Ontario Higher Education*. Higher Education Quality Council of Ontario.

Skolnik, M. (2010). A look Back at the Decision on the Transfer Function at the Founding of Ontario's Colleges of Applied Arts and Technology. *Canadian Journal of Higher Education*. Vol 40, No. 2. pp 1-17.

June 11: Changing organizational and professional worlds in higher education

Berquist, William H. (1992). The Four Cultures of the Academy. *Essays on Teaching Excellence: Toward the Best in the Academy*. Vol 4., No 8.

Ginsberg, Benjamin. (2011). Administrators ate my tuition. *Washington Monthly*. September/October pp. 49-56.

Graeber, David. (2018). Are you in a BS Job? In Academe, You're Hardly Alone. *The Chronicle of Higher Education*. May 06.

Gopaul, Bryan. et al. (2016) The Academic Profession in Canada: Perceptions of Canadian University Faculty about Research and Teaching. *Canadian Journal of Higher Education*. Vol. 46, No. 2. pp. 55-77.

Stephenson, Grace K., et al. (2017). *Responding to Change, Assessing Difference: A Review of the Literature on Professors at Canadian Universities*. Centre for the Study of Canadian & International Education. CIHE Report 2017.3.

June 18: Curriculum: from classic to modern

Kraus, Joe W. The Development of Curriculum in the Early American Colleges. *History of Education Quarterly*, Vol 1. No. 2. pp. 64-76.

June 25: Assessing Teaching and Learning

Iqbal, Isabeau. (2014). Don't tell it like it is: Preserving collegiality in the summative peer review of teaching. *Canadian Journal of Higher Education*. Vol 44, No. 1 pp. 108-124.

Borwein, Sophie. (2014). *The Great Skills Divide: A Review of the Literature*. Toronto: Higher Education Quality Council of Ontario.

July 02: Accountability: Consumerism, Bureaucracy and Planning

Webb, P. Taylor. (2011). The evolution of accountability. *Journal of Education Policy*. Vol. 26. No. 6. pp. 735-756.

July 09: Conclusions: Understanding, promoting, criticizing and improving higher education

Additional readings may be assigned or recommended during the course.

8. Assignments and Tests

Written work will be submitted using Blackboard. When word limits are specified they are maxima. Papers are to use the APA style.

All assignments must be submitted by the deadlines. All deadlines are before midnight of the due day unless otherwise specified. Late assignments will be penalized 5 percentage points per day. Although we are operating in a professional environment where students are expected to be able to juggle their time commitments, reasonable accommodations can be made for documented extraordinary medical and personal circumstances.

Please notice that some assignments are weighted toward improvement with students being able to replace the value of some work with higher values from later assignments.

The Student Impact on Higher Education Reflection Paper (10%) - Due date: Monday, May 27. This paper is no more than 1,000 words. the student will address the question of how student characteristics have affected their own teaching and instruction. This paper is posted in Blackboard in a class accessible space so that students can benefit from each others' work. (Learning Outcomes 2 & 3).

Major Paper Proposal (10%) - Due date: Monday, June 4

This is a no more than 500-word statement that sets out an interest area that the student would like to address in their paper in this course. This proposal is posted in Blackboard in a class accessible space so that students can benefit from each others' work. (Learning Outcomes 1 & 4)

Presentation (20%) - Video presentations are posted online from June 24. This short 10-minute presentation will be on the student's special interest that they are developing in their major paper. (Learning Outcome 4)

Final Paper (50%) - Due date: Friday, July 12.

This final paper is to be no more than 2,500 words. (Learning Outcomes 1 & 4 and possibly 2 & 3 depending on the subject of the paper)

Learning Outcomes Reflection (10%).

This final assignment is due on Wednesday, July 17. (Learning outcomes 1, 2, 3, & 4)

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

10. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca.

If you need extra help, you can also contact the [Student Learning Centre](#).

11. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

12. Sexual Violence Support and Education

UOIT is committed to the prevention of sexual violence in all its forms. For *any* UOIT student who has experienced Sexual Violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: www.uoit.ca/sexualviolence

13. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on [Academic Conduct](#) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.**

Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the [Student Learning Centre](#).

14. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the

purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

15. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that UOIT not disclose the personal information of its students without their consent.**

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

16. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.



Faculty of Education

EDUC 5402G – Adult Learning in the Digital Age
 Draft Course Outline
 Fall 2014
 Elizabeth A. Childs, PhD

1. Course Details & Important Dates

Term	Section	Status	Course Type	Day	Time
Fall			Synchronous Online	Monday	18:00 – 21:00 EDT

Location	CRN	Classes Start	Classes End
Adobe Connect URL: http://uoit.adobeconnect.com/educ-5402g-201409-43782 <i>If you cannot log into Adobe Connect please email the helpdesk at itsupport@dc-uoit.ca. Include the following information: first name, last name, student number and course code.</i> Blackboard URL: http://uoit.blackboard.com	43782	Sept 8, 2014	Nov 24, 2014

The Education Graduate Program has an MA/MEd General Connect room available 24/7 for students' use <http://uoit.na3.acrobat.com/medgeneralroom0910/>

Please check <http://education.uoit.ca/graduate/index.php> for questions relating to the graduate program.

2. Professor Contact Information

Name: Elizabeth Childs, PhD

Office Hours: online – please email to make an appointment or message me in Skype

Phone: 250 888 2318

Email elizabeth.childs@uoit.ca or echilds@telus.net

Skype: betsy 665

Twitter: @ChildsElizabeth

3. Course Description

The purpose of this course is to explore the characteristics of the current adult learner and the general principles underlying adult learning in the digital age. Students will develop and demonstrate an understanding of major theories of adult learning. Potential topics include, but are not limited to, the cognitive, social, and emotional makeup of the adult learner, the nature of self-directed and transformative learning experiences, the role of reflection in professional practice, and the challenges associated with using digital technologies.

4. Course Outcomes

On the successful completion of this course, students will be able to:

1. Discuss the overall characteristics of the adult learner
2. Describe the major theories of adult learning
3. Explain the role of reflection in professional practice
4. Assess the impact of changes brought about by learning in the digital age on adult learners
5. Summarize the challenges and opportunities of digital technologies to facilitate adult learning

Since this course offered as a part of an M.A./M.Ed. program in Education and Digital Technology, an underlying theme throughout the course will be to prepare you to engage in scholarship at the graduate level.

5. Course Design

The course is comprised of twelve (12) three-hour in-class sessions and opportunities for one-to-one conversations with the professor scheduled at mutually convenient times. In-class sessions will be conducted using Adobe Connect at the URL provided in this outline. The synchronous nature of this course and, the seminar nature of its design, require your attendance and participation to contribute to discussions and the construction of collaborative knowledge about issues raised in class. If you are not able to attend a session you will need to email the Instructor and arrange for a suitable assignment in lieu of class participation. In the event that I am unable to attend the class, a notice will be posted on the course site on Blackboard and in my Twitter account.

There are also a number of asynchronous elements to the course that are designed to help you engage with course material outside of the Connect sessions. Blackboard is the learning management system used for the asynchronous elements of this course. The Blackboard course site will include course information, assignments, and links to external sites that are relevant to the course. We will be adding to the Blackboard site on a regular basis so checking in twice a week at minimum would be helpful – you can just subscribe to the Ongoing Discussion forum feed if you find those notifications helpful. Please use the Blackboard assignment dropbox to submit your assignments. I will also be adding in relevant items to my Twitter feed @ChildsElizabeth so following me on Twitter would be useful as well.

If you have not used Blackboard before then it would be helpful to work online in advance of the course to familiarize yourself with it and clear up any issues you may have navigating around in Blackboard.

Here is the URL: <https://uoit.blackboard.com/>

Help files are available at: <http://tlc.apa.uoit.ca/blackboard/students/>

As this course is taught using a variety of digital technologies it is essential that you have adequate computer hardware and software in addition to a stable internet connection. The following technical requirements are taken from the UOIT Faculty of Education Graduate Studies web site:

6. Technical Requirements

As this program is entirely online and uses Adobe Connect for all face-to-face communications, all

candidates are required to have the necessary computer resources and ability to join and maintain a desktop video- conference (Adobe Connect) in order to participate in all classes.

Computer

Participation in these courses requires all candidates to have access to a computer with these *minimum* characteristics:

- Operating system: Windows XP, MacOS X 10.5.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination **headset/microphone**
 - external speakers are not acceptable as they tend to cause feedback noise

Internet access

Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools and some places of work tend to have firewalls that can block many feature of these courses (e.g., the videoconferencing).

In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test: https://admin.adobe.com/common/help/en/support/meeting_test.htm.

To check your upload and download speeds please go to www.speedtest.net

Minimum download speed is 5.0 Mbps

Minimum upload speed is 1.0 Mbps

Please invest in a headset for the synchronous sessions. You will need one with an integrated microphone. I have found that the one that came with my iPhone works great but you can also pick up an over the ear one for around \$40 at an office supply store.

Other Digital Technologies

You may find that your experience in online courses is enhanced with the use of mobile computing devices, including iPods, smartphones, tablets, or similar devices.

6. Outline of Topics in the Course

Week	Date	Session Topic	Facilitator	Preparation for the Session
1	Sept 8	<ul style="list-style-type: none"> Welcome & Introductions Overview of course and assignments Who am I as an educator? Teaching Perspectives Inventory 	Elizabeth	<p>Read: Pratt, D. D. (2002), Good Teaching: One Size Fits All? <i>New Directions for Adult and Continuing Education</i>, 2002: 5–16. doi: 10.1002/ace.45 http://onlinelibrary.wiley.com.proxy.library.dc-uoit.ca/doi/10.1002/ace.45/pdf</p> <p>Supplemental: Collins, J. & Pratt, D (2010). The Teaching Perspectives Inventory at 10 Years and 100,000 Respondents: Reliability and Validity of a Teacher Self-Report Inventory. <i>Adult Education Quarterly</i> November 2011 61: 358-375. doi:10.1177/0741713610392763 http://aeq.sagepub.com.proxy.library.dc-uoit.ca/content/61/4/358.full.pdf+html</p>
2	Sept 15	Introduction to Adult Learning <ul style="list-style-type: none"> Who is the Adult Learner? What is learning in the digital age? 	Elizabeth	<p>Read: Government of Canada. (n.d.) Adult Learning in Canada: Characteristics of Learners. Retrieved from http://www.statcan.gc.ca/pub/81-004-x/2008001/article/10560-eng.htm</p> <p>Council of Ministers of Education, Canada (2012). <i>Adult Learning and Education: Canada progress report for the UNESCO Global Report on Adult Learning and Education (GRALE) and the end of the United Nations Literacy Decade</i>. Retrieved from http://www.cmec.ca/Publications/Lists/Publications/Attachments/283/GRALE_EN.pdf</p> <p>Seely-Brown, J. (n.d.) <i>Learning in the Digital Age</i>. (p. 65 -86). Retrieved from http://net.educause.edu/ir/library/pdf/ffpiu015.pdf</p>
3	Sept 22	Introduction to the Digital Age <ul style="list-style-type: none"> Technologies available to adult learners The promise and challenges of ICT in adult learning – the debate explored 	Elizabeth	<p>Read: Selwyn, N., Gorard, S., and Furlong, J. (2013). <i>Adult Learning in the Digital Age: Information technology and the learning society</i>. [ebook]. Chapter 1 & 2. Retrieved from http://www.tandfebooks.com.proxy.library.dc-uoit.ca/ISBN/9780203003039</p>
4	Sept 29	Introduction to the Digital Age <ul style="list-style-type: none"> Looking forward – what’s to come 	Elizabeth	TBD - Readings to be provided prior to class
Assignment 1 – Initial Reflection DUE Sept 30, 2014				

Week	Date	Session Topic	Facilitator	Preparation for the Session
5	Oct 6	Seminar Preparation <ul style="list-style-type: none"> Overview of Seminar assignment; purpose and outcomes Q & A 	All	Reviewing seminar objectives; Working in groups to frame out seminar
6	Oct 13	Topic 1 – Androgogy - Knowles	TBD by Sept 23 or sooner	Pre-reading to be assigned by presenters Additional Resources: <ul style="list-style-type: none"> Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. <i>New Directions for Adult and Continuing Education</i>, 89, 3-14. http://www.digitalschool.net/edu/adult_learn_Brookfield.html
7	Oct 20	Topic 2 – Role of Reflection - Schon	TBD by Sept 23 or sooner	Pre-reading to be assigned by presenters Additional Resources: <ul style="list-style-type: none"> Schön, D. (1983). <i>The reflective practitioner</i>. New York: Basic Books. http://www.infed.org/thinkers/et-schon.htm
8	Oct 27	Topic 3 – Experiential Learning - Kolb	TBD by Sept 23 or sooner	Pre-reading to be assigned by presenters
9	Nov 3	Topic 4 – Self Directed Learning Brookfield	TBD by Sept 23 or sooner	Pre-reading to be assigned by presenters Additional Resource: http://www.infed.org/biblio/b-selfdir.htm
10	Nov 10	Topic 5 – Psycho-Social development of the Adult Learner	TBD by Sept 23 or sooner	Pre-reading to be assigned by presenters Additional Resource: Athanasou, J A (Ed.), <i>Adult educational psychology</i> . Rotterdam: Sense Publishers, 2008, ISBN 978-90-8790-553-8 https://www.sensepublishers.com/media/47-adult-educational-psychology.pdf
11	Nov 17	Topic 6 – Transformational Learning – Mezirow	TBD by Sept 23 or sooner	Pre-reading to be assigned by presenters Additional Resources: <ul style="list-style-type: none"> Mezirow, J. (1991). <i>Transformative dimensions of adult learning</i>. San Francisco: Jossey-

Week	Date	Session Topic	Facilitator	Preparation for the Session
12	Nov 24	<ul style="list-style-type: none"> Moving forward from here – recommendations for policy, practice and research discussion Class Wrap up Final paper Q&A 	Elizabeth	<p>Bass.</p> <ul style="list-style-type: none"> http://healthsci.queensu.ca/assets/ohse/new_article_tl.pdf <p>Read: Selwyn, N., Gorard, S., and Furlong, J. (2013). <i>Adult Learning in the Digital Age: Information technology and the learning society</i>. [ebook]. Chapter 10 & 11. Retrieved from http://www.tandfebooks.com.proxy.library.dc-uoit.ca/ISBN/9780203003039</p>
Assignment Three – Briefing Note DUE Dec 1, 2014				

Note: Specific topics addressed are subject to change according to the learning needs of the class.

7. Required Texts/Readings

APA 6 (2010). *Publication Manual of the American Psychological Association, 6th Edition*. Washington, DC: American Psychological Association.

There are no other required texts for this course. Instead, course readings have been put in the course schedule above and will be determined as we proceed by the presenters for the Seminar led sessions (see Assignment 2 description below).

The reference style guide to be used for this course is the Sixth Edition of the Publication Manual of the American Psychological Association (APA). The [Education Library](#) has a useful web resource that provides a summary of APA style conventions. You are strongly encouraged to purchase a copy of the APA publication manual as it will be a useful guide throughout your graduate studies, particularly if you are interested in publishing in scholarly journals.

8. Evaluation Method

You will be assigned a letter grade in accordance with the grading policy of the current UOIT Graduate Academic Calendar. Please refer to section **4.5.15: Grading and academic standing** for further details.

9. Assessment Matrix

Assignment	Learning Outcome(s) Addressed	Due Date	Assessment Done By	Percentage of Total Mark
Participation		Ongoing	Self and Instructor	15%
Assignment 1 (individual)	4, 5	Sept 30	Instructor	20%
Assignment 2 (group)	1, 2,3,4	TBD	Peer, Team and Instructor	35%
Assignment 3 (individual)	1,2,4,5	Dec 1	Instructor	30%

Each assignment is outlined below along with the supporting assessment rubric. We will spend some time discussing these in our first class. You are encouraged to carefully review all requirements before submitting assignments

1. Participation (15%)

Given the seminar nature of this course it is essential that you are present and able to participate fully in our synchronous sessions as well as any asynchronous discussions that emerge during the course (see Item 13 below). This includes being prepared (i.e. doing the pre-readings) for each class and using your audio and video in our Adobe Connect sessions. Participation will be assessed by the instructor and self assessment using the following rubric:

Category	% of mark	Does not Meet Expectations	Approaches Expectations	Meets Expectations
Content	40%	Incomplete contribution, relation to topic not evident; insight is vague or	Contribution relates to topic to some extent; some insight provided; and some pre-	Contribution clearly relates to topic and evidences that pre-reading was done.

		absent; little or no pre-reading completed	reading completed	Insightful and appropriate and fosters additional dialogue
Response	40%	Response is lacking or not meaning fully related to prior activities; does not encourage additional dialogue	Response is completed by indicated deadline, indicates some understanding of concepts; agreement /disagreement is without explanation; encourages dialogue	Response is completed by indicated deadline, indicates a clear understanding of concept; explains reasons for agreement/disagreement; encourages dialogue
References	20%	Contribution lacks sources; evidence; sources inaccurately cited or missing	Contribution includes some sources, provides limited evidence; sources inaccurately cited	Contribution includes current and historical sources, provides evidence; sources accurately cited

2. Initial Reflection and Identification of Challenges (20%) Due Date: Sept 30, 2014

Every organization faces challenges with respect to adult learning and digital technologies. In this paper you are asked to reflect on what you consider to be the **two most significant challenges** with respect to adult learning in a digital age in the context of your workplace. You will need to provide a brief overview of the context; identification of the challenge; a brief discussion of the indicators that have lead you to reach the conclusion that this is one of the most significant challenges, and a brief description of what steps, if any, your organization is taking to deal with this potential challenge. To demonstrate your ability to synthesize in a clear and concise manner you are asked to limit your discussion of each challenge to a maximum of 350 words for a total assignment word count of 700 words (i.e. roughly one issue covered per page). APA format is required.

To get you started, some of the questions you might ask yourself include:

- What are some challenges around adult learning and digital technologies that are facing your organization at the moment?
- What are some of the challenges around adult learning in the digital age that your organization has resolved?
- What are some challenges that you believe will be present in the near future?

This assignment provides the learner with the opportunity to evidence the following learning outcomes:

1. Assess the impact of changes brought about by learning in the digital age on adult learners
2. Summarize the challenges and opportunities of digital technologies to facilitate adult learning

This assignment will be assessed against the following criteria:

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material	30%	<ol style="list-style-type: none"> 1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate 	<ol style="list-style-type: none"> 1. Material is somewhat clear, coherent and organized. 2. Material is somewhat legible, accurate 	<ol style="list-style-type: none"> 1. Material is clear, coherent and organized. 2. Material is legible, accurate

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
		(spelling/grammar) and does not conform to APA style for formal academic writing. 3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas. 4. Material has not been proof read and edited for accuracy.	(spelling/grammar) and generally conforms to APA style for formal academic writing. 3. There is an outline/structure but it needs some work for the reader can follow the main points of the argument or sequence of ideas. 4. Material has not been well proof read and edited for accuracy.	(spelling/grammar) and conforms to APA style for formal academic writing. 3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proof read and edited for accuracy.
Critical thinking is applied to the integration of knowledge and practice	35%	1. Does not challenge assumptions in own, peer or professional opinion. 2. No critical evaluation of information and evidence. 3. Does not presents various perspectives. 4. Does not use literature in a way that provides a holistic pictures of the potential perspectives on an issue or problem. 5. Argument presented does not follow a logical progression or is missing entirely.	1. Sometimes challenges assumptions in own, peer or professional opinion. 2. Somewhat critically evaluates information and evidence. 3. Presents some various perspectives and discusses some documented criticisms. 4. Uses literature in a way that provides pictures of the potential perspectives on an issue or problem but no attempt made to provide a holistic integrated perspective. 5. Argument presented would benefit from further refinement to ensure that the concepts and logic are clear.	1. Challenges assumptions in own, peer or professional opinion. 2. Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed. 3. Uses literature in a way that provides a holistic pictures of the potential perspectives on an issue or problem. 4. Uses literature to support key points or argument not to create the key points or argument. 5. Argument is presented in a clearly refutable manner as both concepts and logic are defined and followed
Identifies and applies considerations about adult learning and digital technologies discussed in class to date to	35%	1. The issue(s) is not defied clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely. 2. Does not identify the	1. Issue(s) are somewhat clearly defined but would benefit from further clarify. Some background information is provided in order for the reader to make an informed decision but	1. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision. 4. Identifies the key concerns and

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
the context and issue(s) being reviewed.		key concerns and/or connect them to the options and recommendations in a way that evidences synthesis of adult learning approaches and models discussed to date in class.	more work here would be helpful. 2. The key concerns are somewhat identified. 3. The key concerns are somewhat connected to the options and recommendations in a way that evidences synthesis of adult learning approaches models discussed to date in class.	connects them to the options and recommendations in a way that evidences synthesis of adult learning approaches models discussed to date in class.

2. Seminar Facilitation (35%) Due Date: seminar teams and schedule determined by Sept 23

In pairs or triads, your “group” will take responsibility for facilitating one of our synchronous sessions (120 minutes) this semester. As the seminar facilitation team, it will be your responsibility to assign the class one - two (1-2) relevant ‘pre-reading’ articles and lead us through a collaborative knowledge building exercises and discussion around your topic during the class time chosen. These pre-readings should include at minimum one (1) academic article that orients us to the theory. You can also include YouTube videos; audio files or other reputable links as you deem necessary.

The purpose of the pre-reading is to provide enough background on the theory so that participants are able to understand its key tenants enough so they can participate in the seminar activities you have planned. The seminar experience needs to provide participants with the opportunity to discuss, critique and analyze the application of this theory to adult learning in the digital age. This is **NOT** just a session on the theory itself.

In your seminar session you will need to do the following:

1. Help us develop our understanding of the adult learning theory chosen (brief orientation)
2. Lead us through an exercise or activity (or series of them) that helps us to consider some of the key points if we were to apply that theory to creating adult learning experiences in the digital age:
 - a. Things to consider here include:
 - i. What does this theory mean in practice when we are thinking of the adult learner and digital technologies;
 - ii. How would the theory approach that topic?
 - iii. What challenges would arise?
 - iv. What possibilities are available?
3. Help us to summarize what tools or approaches we can take away from this particular adult learning theory that might be useful as we develop ways to address digital technologies and adult learners.

It is expected that all of the above activities will occur in a 2.5 hour timeframe with 2 ten minute body breaks. This presentation will be peer assessed by one other group and the instructor. You will also be

responsible for doing an assessment of your group members using the rubric below. Each assessment will carry equal weight in the overall mark. The peer assessment rubric that will be used by peer assessors and instructor is as follows. For each seminar presentation, one other group will be ‘assigned’ as the peer reviewers for the presentation. NOTE: this rubric will be in Blackboard as a MSWord document which you can download, fill in and upload upon completion.

Don’t hesitate to contact me if you need to run ideas by my or need my assistance in your seminar preparation and planning. Just drop me a quick email with your questions or feel free to drop me a note to set up a time to connect via Skype to run through your ideas; help you to focus in on your topic and supporting resources etc. I have also dedicated one of our weekly sessions (Oct 7) to seminar planning and preparation.

Peer Assessment Rubric (to be used by group assigned to act as reviewers and instructor)

The scale is as follows:

5= Superior; 4= Above Average; 3 = Average; 2 = Below Average; 1 = weak

Indicator	Criteria	Rating
Creates effective written material	<ul style="list-style-type: none"> • The material was clear, coherent and organized. • The material was legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. • There was a clear outline/structure so that the participants were able to follow the main points of the presentation. • The material was been proof read and edited for accuracy. • References are provided and in APA format 	
Critical thinking is applied to the integration of knowledge and practice	<ul style="list-style-type: none"> • The presenter(s) critically evaluated information and evidence and presented various perspectives to the group. • The presenter(s) used literature in a way that provided a holistic picture of the potential perspectives on the issue. • The presenter(s) challenged assumptions in my own, peer or professional opinion. • The presenter(s) provided participants with a way to experience the application of the learning theory to the “issue” of adult learning and digital technologies. 	
Identifies the key problem or issue to be discussed	<ul style="list-style-type: none"> • The presenter(s) defined the adult learning theory clearly and concisely with enough background information so that the participants were able to participate in an informed discussion. 	
Discusses and synthesizes relevant data and information	<ul style="list-style-type: none"> • The presenter(s) drew upon and accurately used relevant literature sources for the theory being discussed. • The presenter(s) analyzed the impact of the learning theory on adult learners in the digital age. • The presenter(s) provided the participants with a summary of the implications of this learning theory on the design of adult learning environments in the digital age. 	
Overall Experience	Comments:	

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Team Assessment Rubric (to be used by individual seminar team members)

The team assessment rubric is as follows. Each member of the seminar presentation team will be asked to complete the team assessment and submit it to the instructor following their presentation. NOTE: this rubric will be in Blackboard as a MSWord document which you can download, fill in and upload upon completion.

Please rate your group members on the relative contributions that were made in preparing and presenting your seminar. Please be candid in your assessment. Your ratings will not be disclosed to other students. In rating your group members use a one to five point scale, where 5 = Superior; 4 = Above Average; 3 = Average; 2 = Below Average; 1 = Weak.

Insert your peers' names in the chart below with one name at the top of each column.

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
Participated fully in group discussions and meetings.				
Helped to keep the group focused on the task based on the assignment description.				
Contributed useful and creative ideas to the development of the seminar.				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quantity of work done was reflective of what was decided in or allocated by the group for each task.				
Quality of work done was to the desired standard and reflected the assignment assessment criteria.				
Total				
Comments:				

3. Briefing Note (30%) Due Date: Dec 1, 2014

Context: *Your workplace is undergoing some new and exciting changes (you pick what these are) with respect to adult learning and incorporating digital technologies but it is early days. You have been asked by your very new Director to create a 2 page briefing note about adult learning, digital technologies and the digital age that will enable them to come up to speed quickly on the main points, approaches and considerations that need to be addressed as your organization moves down this path. You are not completely sure how well-informed your Director is on this topic and, because you cannot assume any previous knowledge, you decide to supplement the 2 page briefing note with a 4 page in-depth background document.*

Every word counts here because you want to show that you can think strategically and explain issues that are complex and interconnected in a clear and concise manner. You know that the two pages will definitely be read and the four page background document will be skimmed at minimum so the focus is on getting to the point quickly and effectively while still conveying the depth of the message.

An overview of the briefing note format will be provided in Blackboard and discussed in class but it expected that your main points will be supported by the literature and cited according to APA format.

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material	30%	<ol style="list-style-type: none"> 1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing. 3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas. 4. Material has not been proof read and edited for accuracy. 	<ol style="list-style-type: none"> 1. Material is somewhat clear, coherent and organized. 2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing. 3. There is an outline/structure but it needs some work for the reader can follow the main points of the argument or sequence of ideas. 4. Material has not been well proof read and edited for accuracy. 	<ol style="list-style-type: none"> 1. Material is clear, coherent and organized. 2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. 3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proof read and edited for accuracy.
Critical thinking is applied to the integration of knowledge and practice	35%	<ol style="list-style-type: none"> 1. Does not challenge assumptions in own, peer or professional opinion. 2. No critical evaluation of information and evidence. 3. Does not presents various perspectives. 4. Does not use 	<ol style="list-style-type: none"> 1. Sometimes challenges assumptions in own, peer or professional opinion. 2. Somewhat critically evaluates information and evidence. 3. Presents some various perspectives and discusses some 	<ol style="list-style-type: none"> 1. Challenges assumptions in own, peer or professional opinion. 6. Critically evaluates information and evidence and presents various perspectives. Documented criticisms are

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
		<p>literature in a way that provides a holistic picture of the potential perspectives on an issue or problem.</p> <p>5. Argument presented does not follow a logical progression or is missing entirely.</p>	<p>documented criticisms.</p> <p>4. Uses literature in a way that provides pictures of the potential perspectives on an issue or problem but no attempt made to provide a holistic integrated perspective.</p> <p>5. Argument presented would benefit from further refinement to ensure that the concepts and logic are clear.</p>	<p>discussed.</p> <p>7. Uses literature in a way that provides a holistic picture of the potential perspectives on an issue or problem.</p> <p>8. Uses literature to support key points or argument not to create the key points or argument.</p> <p>9. Argument is presented in a clearly refutable manner as both concepts and logic are defined and followed</p>
Identifies and applies considerations about adult learning and digital technologies and adult learning theories discussed in class to the context and issue(s) being reviewed.	35%	<p>1. The issue(s) is not defined clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely.</p> <p>1. Does not identify the key concerns and/or connect them to the options and recommendations in a way that evidences synthesis of adult learning theories, models and issues of the digital age as discussed in class.</p>	<p>1. Issue(s) are somewhat clearly defined but would benefit from further clarify. Some background information is provided in order for the reader to make an informed decision but more work here would be helpful.</p> <p>2. The key concerns are somewhat identified.</p> <p>2. The key concerns are somewhat connected to the options and recommendations in a way that evidences synthesis of adult learning theories, models and issues of the digital age as discussed in class.</p>	<p>3. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision.</p> <p>4. Identifies the key concerns and connects them to the options and recommendations in a way that evidences synthesis of adult learning theories, models and issues of the digital age as discussed in class.</p>

10. Accessibility

To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with their instructor as soon as possible. Students who require alternative testing and examination arrangements or other academic accommodations must contact the Centre for Students with Disabilities (B297) as early as possible to ensure that your needs can be met.

11. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education.

Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 4.10 of the UOIT Graduate Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8). Further information on academic integrity is available at: www.uoit.ca/EN/academicintegritystudent

13. Attendance and Participation

Considerable research has demonstrated the links between regular attendance, participation, and academic success. As a matter of courtesy to all of the members of our class, you are asked to be in class every week, on time, with the pre-work completed so that you are able to participate. That said, "life happens" and you might have to miss a class due to circumstances beyond your control. I ask that you inform me via email as soon as possible if you have to miss a class. I also reserve the right to discuss attendance and participation issues with you directly if the need arises.

14. Course Evaluation

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, and Weekly News.

14. Communication

Your first line of communication with me should be email: elizabeth.childs@uoit.ca or echilds@telus.net. You are also invited to schedule video chat meetings using Skype. My Skype ID is betsy665 and if you see me online please feel free to Skype message me and we can set something up.

You are encouraged to communicate with me on a regular basis both inside and outside of our synchronous session time. If you have any concerns please come and speak with me sooner rather than later. Remember that small problems that are ignored tend to quickly become large problems.

Have a great day and I look forward to working with you this semester!



Faculty of Education

EDUC 5404G

Teaching in an Adult Learning Environment

Course Outline for Fall (2015)

1) Course Details

Term	Section	Status	Course Type	Day	Time
Fall		Active	Online	Thursday	6:00 -9:00 pm

Location	CRN #	Classes Begin	Classes End	Final Exam Period
Adobe Connect	42799	Sept. 17 th , 2015	Dec. 3 rd , 2015	N/A

2) Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Ann LeSage	EDUC 523		ann.lesage@uoit.ca

Office Hours: By appointment via Skype or [Adobe Connect](#) (General M.Ed Room)

Office hours will be discussed and negotiated the first week of class to best accommodate the students and instructor.

3) Course Description (from course calendar)

The purpose of this course is to develop an understanding of pedagogical approaches designed to meet the current and future needs of the adult learner. Students will analyze current models of teaching and adapt these strategies and approaches to specific topics, courses, and contexts that are relevant to the adult learner. Potential topics include, but are not limited to, case study analysis, scholarship of teaching and learning in higher education, and course planning and implementation.

4) Learning Outcomes On the successful completion of this course, students will be able to:

- Articulate a personal philosophy of how to teach in an adult education environment.
- Describe the findings of recent research on how adults learn.
- Make recommendations about how to apply research findings to the teaching of adults.
- Examine critically ~~the use of a~~ variety of teaching strategies in adult education environments ~~that are of personal relevance.~~
- Use technology to support both individual learning and the collective learning of others in the course.

5) Course Design

This course is comprised of twelve 2 – 3 hour weekly synchronous online sessions using Adobe Connect. Given the synchronous nature of the course attendance, participation, and adherence to class expectations (below) is required. The majority of the classes will consist of small group discussions and activities focusing on the integration of theory and practice. Some classes will require you to complete readings, view video, or locate resources prior to class. These details will be posted on Blackboard as appropriate to weekly classes.

Please log onto Adobe Connect each week before 6:00pm start time to complete an audio / video check.

It is expected that students will:

- Avoid multi-tasking while participating in the synchronous part of the course (e.g., non-related course work such as checking email, chatting, surfing the web);
- Be open to working with a wide range of students within the class;
- Actively participate in small and large group discussions;
- Promptly communicate any concerns or challenges regarding attendance or assignments; and
- Given the web-based nature of this course, it is imperative that you meet the student computer requirements as listed below

Technical Requirements:

To review the technical requirements for participating in the M.Ed Online Program, go to:

<https://shared.uoit.ca/shared/faculty/fed/documents/master-of-education/technical-requirements-for-participating-in-course.pdf>

6) Required Texts/Readings

National Research Council (2000) *How People Learn: Brain, Mind, Experience, and School*: Expanded Edition Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice, National Research Council.

PDF is available from the National Academies Press at: <http://www.nap.edu/catalog/9853.html>.

UOIT Library: Adult Education Resources <http://guides.library.uoit.ca/adulteducation>

All other materials and information will be posted in Blackboard or must be accessed via the UOIT electronic library and/or database of journals. Weekly required reading will be posted on Blackboard one week prior to class.

Outline of Topics in the Course

The following serves as a general guideline for topics within the course, however, topics may be modified to best facilitate student learning. The specific lesson details, including required readings and/or preparation will be organized within the Blackboard course.

Date	Week	Theme: <i>Theories / Perspectives Guiding Practice</i>
Sept. 17	1	<ul style="list-style-type: none"> – Introductions – Course overview and structure; administrative details – Discuss course assignments <p>What counts as adult education?</p>
Sept. 24	2	<p>Learning History Due: Sept. 24th (Week 2) (10%)</p> <p>Andragogy versus Pedagogy: Is there a difference?</p>
Oct. 1	3	Adult Education: Theories & perspectives that inform practice
Oct. 8	4	Adult Learning Environments: Where does learning happen?
Date	Week	Theme: <i>Factors Influencing Practice</i>
Oct. 15	5	<p>Adult Learners: Who are they? What motivates them to pursue learning? What factors influence participation & motivation of adult learners? Is there a “typical” adult learner? If so, what are the characteristics?</p> <p>Recommended Resources Due: Oct. 22 (Week 6) (10%)</p>
Oct. 22	6	
Oct 29	7	<p>Facilitating Learning</p> <p>What factors influence the choices we make in our teaching practices? What aspects of the learning environment influence learning?</p>
Nov. 5	8	
Nov. 12	9	
Nov. 19	10	<p>Working Session: Group Presentations & Peer Review of <i>Connecting Research & Practice</i> Assignment</p>
Nov. 26	11	Professional Development: What does it mean to you as an adult educator?
Dec. 3	12	<p>Program / Practice Critique Due: Dec. 3rd (Week 12) (35%)</p> <ul style="list-style-type: none"> – Course Debrief; Key learnings; Future directions – Course Evaluations

7) Assignments and Assessment / Evaluation Methods

Students will be assessed on in-class participation / contributions, in-class assignments, assigned home activities and 3 out of class assignments. All assignments are submitted through Blackboard (Assignment Link).

Detailed descriptions of the assignments and corresponding assessment criteria are provided in Blackboard.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

Assignment	Due Date	Value
<p>Your Learning History (Individual)</p> <p>This assignment asks you to reflect on your past experiences as a learner so that you can consider how these experiences may impact your future as a learner and as a teacher.</p>	<p>Week 2 Sept. 24th</p>	<p>10%</p>
<p>In Class Assignments (Partner / Triad) (3 – 4 throughout the term)</p>	<p>Ongoing</p>	<p>30%</p>
<p>Recommended Resources (Individual / Partner)</p> <p>Locate, critique and share THREE (3) good quality Open Educational Resources (free online resources) related to your area / context. The OER can be any electronic resource that is available free of charge (i.e., website, app, e-journal, e-book, web-based videos, teaching modules) and is relevant to teaching / learning in an adult context. The resources must be from reputable sources, not individuals posting personal ideas about teaching / learning adults.</p>	<p>Week 6 Oct. 22nd</p>	<p>10%</p>
<p>Connecting Research & Practice (Partner / Triad)</p> <p>This assignment is a modification of the suggested Next Steps in Research (Ch.11) from the book <i>How People Learn: Brain, Mind, Experience, and School</i> (NRC, 2000). You can complete one of the assignments as I've modified it or propose an alternative project from the same book or another area of interest.</p>	<p>Week 12 Dec. 3rd</p>	<p>35%</p>
<p>Contributions / Participation (Individual)</p> <ul style="list-style-type: none"> - Attend & actively participate in weekly tutorials (i.e., camera on & not paused) - Contribute in whole class & breakout discussions - Complete weekly readings / assignments & are prepared share ideas during class - Evidence of collaboration for out of class group/partner assignments 	<p>Ongoing</p>	<p>15%</p>

8) Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the Centre for Students with Disabilities in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

9) Professional Conduct

Both synchronous and a-synchronous communication in this course will be held to the highest standards of professionalism, respect, and accountability.

10) Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).



Faculty of Education

EDUC 5405-G: Digital Technologies in Adult Education
Summer 2020

1. Course Details & Important Dates

Term	Course Type	Day	Time
S	Online	Monday & Wednesday	6:00 to 9:00pm

CRN #	Classes Start	Classes End
71850	June 22, 2020	August 4, 2020

Course Website: OnTechU Canvas Learning Management System <https://learn.ontariotechu.ca/>

Adobe Connect Classroom Address: *[link to be added...]*

UOIT MEd Adobe Connect General Meeting Room: http://uoit.adobeconnect.com/medgeneralroom_2016/

Important Dates: Go to <http://calendar.uoit.ca/content.php?catoid=22&navoid=881>

2. Instructor Contact Information

Instructor Name	Email
Rob Power, EdD	Rob.Power@ontariotechu.ca robpower@hotmail.com
Online Contact Information Rob Power's web site: http://www.powerlearningsolutions.com/ Twitter: https://twitter.com/PowerLrn	
Office Hours: 1:1 consultations available upon request	

3. Course Description

The purpose of this course is to analyze and evaluate the potential of a variety of present and cutting-edge digital technologies when used by adults for the purpose of learning. Students will challenge themselves to explore unfamiliar digital technologies and their application to learning outcomes for their professional and personal lives. Topics include, but are not limited to, the use of digital technologies for communication purposes, social interaction, collaboration, information access and creation, and information processing.

4. Learning Outcomes

On the successful completion of the course, you will be able to:

1. Attain depth and breadth of understanding of our course material through discussing relevant theories and contemporary debates (G1, G2,G5,G6)
2. Strengthen their digital identity through weekly learning blog / blog (T4,T5)
3. Apply knowledge learned in class through individual and group reflection as well as small group work, research assignment, weekly learning blogs, etc. (K1,K3)
4. Build communication skills through participation in engaging small group and large group discussions that encourage critical reflection (C1,C4,C5,C6)
5. Learn how to apply relevant adult-centred design principles to the development of lesson plans and the assessment of digital learning tools (C6,K4,R1)

5. Course Design

This course will be conducted entirely online, using a variety of synchronous and asynchronous technologies. The course website in Canvas will serve as a home base for the course. Students should access the course space in Canvas as soon as possible to familiarize themselves with the course structure and resources. Students should begin by reviewing the Getting Started module within the course.

Synchronous Activities

Synchronous class sessions will take place twice weekly on Monday and Wednesday evenings from 6-9pm EDT via Adobe Connect. Most of our time in the Adobe Connect class sessions will be used for group activities and learner group-led presentations. Most weeks, teams of students will prepare and lead and part of the synchronous session as well as a related asynchronous element to the learning activity.

- A typical week will consist of two (2) 1.5-hour synchronous (live) sessions in Adobe Connect plus 7 to 10 hours of home activities
- The reason I have two 1.5-hour groups in Adobe Connect is to create two smaller groups of 12 to 14 for better discussion and interaction (instead of one large group of 24 to 28)
 - You will be given an opportunity to indicate your preference of Adobe Connect group via a pre-course survey:
 - Section 1: 6 – 7:20 pm ET
 - Section 2: 7:40 – 9 pm ET
- The majority of the classes will consist of a series of small group discussions and activities

Asynchronous Activities

Asynchronous course activities will use email, blogging, micro-blogging, and other collaborative tools. We'll also be using Twitter to carry on less formal conversations and resource sharing throughout the course. You can share your thoughts, and links to resources you find, using the course hashtag **#EDUC5405G** (be sure to add the hashtag to your posts, and check the course home page for our Twitter feed!). What are the expectations? Easy: Create a Twitter account (if you do not already have one). Follow the hashtag **#EDUC5405G**. Listen to the ongoing conversation. Contribute at least one Tweet per week (it can be a commentary on a course issue, a link to a resource, a question about something we are studying, or a response to another participant's question).

Technology Requirements

In this course we will be using a variety of online technologies. It is therefore critical that you have adequate computer hardware and software in addition to a reliable high-speed Internet connection. Failure to meet these requirements will likely cause you and your classmates unnecessary frustrations and loss of class-time.

As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video-conference (Adobe Connect) in order to participate in all classes.

Minimum Computer Characteristics

- Operating system (minimum): Windows 7, MacOS X 10.6.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)

Internet Access

Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many features of these courses (e.g., the videoconferencing).

In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test:

https://uoit.adobeconnect.com/common/help/en/support/meeting_test.htm

I also recommend that you run a basic Internet speed test on a regular basis to verify the reliability and stability of your connection: <http://speedtest.net/>

- Minimum download speeds: 10.0 mbps
- Minimum upload speed: 1 mbps

Readings below these suggested speeds will cause you to have broken audio/video or even loss of connections. I strongly suggest that you check with your Internet provider to insure that you have the appropriate reliable bandwidth to allow you to follow the course without having to worry about the technology.

Other Technologies

Students are encouraged to experiment with mobile computing devices, including smartphones, tablets, iPads, or other similar devices. A free Adobe Connect app is available for most mobile operating systems. Additionally, the course LMS, Canvas, and all resources posted to the course website, are mobile compatible. Canvas also has a mobile app which can be downloaded from:

- Android: <https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en>
- iOS: <https://itunes.apple.com/ca/app/canvas-student/id480883488?mt=8>

Course activities such as micro-blogging with Twitter, or watching videos via YouTube, are easily accessible using mobile devices.

6. Outline of Topics in the Course

The following is a proposed list of topics to be covered. Updates to this proposed schedule will be discussed during the Adobe Connect class sessions, and posted to the course website (major scheduling changes may also be communicated via email from the instructor)

Week	Date	Adobe Connect Sessions	Topics	Readings
1	June 22-28	Lesson 1: Monday, June 22	Course Overview Building Our Learning Community	Teaching Crowds, Chapter 1 "Connected But Alone" By Sherry Turkle https://www.ted.com/talks/sherry_turkle_alone_together?language=en
		Lesson 2: Wednesday, June 24	Social Learning Theory Thinking Through Design: Using Technology For Learning	Teaching Crowds, Chapter 2 Chapman, C., Ramondt, L. & Smiley, G. (2006). Strong community, deep learning: exploring the link. <i>Innovations Education and Teaching International</i> . 42 (3), 217-230 Julie Dirksen, Chapters 1 - 3
2	June 29- July 5	Lesson 3: Monday, June 29	Designing for the Elephant: Goals and Attention	Julie Dirksen, Chapters 4 – 6 Assignment 2: At least two (2) blog / vLog posts DUE by Sunday, July 5
		Wednesday, July 1	No Class – Canada Day	
3	July 6-12	Lesson 4: Monday, July 6	Designing for Knowledge, Skills and Motivation	Julie Dirksen, Chapters 7- 8
		Lesson 5: Wednesday, July 8	Assessment of digital learning tool	Julie Dirksen, Chapter 9 Assignment 3 DUE Sunday, July 12
4	July 13-19	Lesson 6: Monday, July 13	Game Based Learning	James Paul Gee http://www.skatekidsonline.com/parents_teachers/Good_Video_Games_and_Good_Learning_Updated.pdf <i>Chapter 3: Theories behind gamification of learning and instruction.</i> [Presentation file]. {n.d.}. Available from http://ksuweb.kennesaw.edu/~rguo/2017_Spring/CG_DD4303/Slides/Chapter_3.pdf Dichev, C, & Dicheva, D. (2017). Gamifying education: what is known, what is believed and what remains uncertain: a critical review. <i>International Journal of Educational Technology in Higher Education</i> , 14(9). DOI: 10.1186/s41239-017-0042-5. Available from http://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0042-5
		Lesson 7: Wednesday, July 15 –	Working with Data: word clouds,	Butler-Kisber, Lynn. <i>Learning Landscapes: Teaching and Learning in the Digital World Possibilities and Challenges</i> . Spring 2013, Vol. 6, No. 2. 109-124.

		Asynchronous - NO Adobe Connect Session	infographics, charts, graphs, maps.	Available from http://www.learninglandscapes.ca/images/documents/ll-no12-vfinal-lr-links.pdf
5	July 20-26	Lesson 8: Monday, July 20	Social Media Tools and Adult Learners	Butler-Kisber, Lynn. <i>Learning Landscapes: Teaching and Learning in the Digital World Possibilities and Challenges</i> . Spring 2013, Vol. 6, No. 2. 409-423. Available from http://www.learninglandscapes.ca/images/documents/ll-no12-vfinal-lr-links.pdf
		Lesson 9: Wednesday, July 22	Collaborative and Peer Based Learning	Susanne Bernsmann Jutta Croll, (2013), "Lowering the threshold to libraries with social media", <i>Library Review</i> , Vol. 62 Iss 1/2 pp. 53 – 58 Phillip Schmidt. MIT Media Lab. https://youtu.be/1EtAef_8YRI Assignment 4: Lesson Plan DUE Sunday, July 26
6	July 27 – August 4	Lesson 10: Monday, July 27	Sharing Lesson Plans	No readings
		Lesson 11: Wednesday, July 29	Sharing Lesson Plans	
		Lesson 12: Monday, August 3	Course Wrap Up	Assignment 2: All Blog / vLog Posts DUE by Tuesday, August 4 Complete the Assignment 1 Self-Evaluation by Tuesday, August 4
		Lesson 13: Tuesday, August 4	If needed	Additional meeting time available if needed to complete Lesson Plan presentations, course wrap-up, and general Q&A about final assignments.

7. Required Texts/Readings

Required Readings

Butler-Kisber, L. (2014). *Learning Landscapes: Teaching and Learning in the Digital World Possibilities and Challenges*, 6(2) (Spring 2013) <https://www.learninglandscapes.ca/index.php/learnland/issue/view/Teaching-and-Learning-in-the-Digital-World-Possibilities-and-Challenges>

Dirksen, J. (2012). *Design for How People Learn (Voices that Matter)*. Berkeley, CA: New Riders, Kindle edition.

- Note – a free PDF version of this textbook is provided via the Canvas course web site.

Dron, J. & Anderson, T. (2014) *Teaching Crowds: Learning and Social Media*. Edmonton: AU Press. (free online book) http://www.aupress.ca/books/120235/ebook/99Z_Dron_Anderson-Teaching_Crowds.pdf

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

All assignments are described in detail in the Course Assignments “Module” in the Canvas course website.

Evaluation will be based on a variety of criteria including:

- Assignment 1: Community Contribution 20%
 - Learning Goal: 1 and 4
 - Format: Various individual weekly activities.
 - Evaluation: Rubric available with full assignment description in Canvas.
 - Due Date: Ongoing (final submissions and Self-Evaluation due by August 4, 2020)
- Assignment 2: Weekly Learning Blog or Vlog 24%
 - Learning Goal 2 and 3
 - Format: Individual. 8 entries due in total
 - Evaluation: Rubric available with full assignment description in Canvas.
 - Due Date: Ongoing (final submissions due by August 4, 2020). (*at least two entries must be completed by May 28th)
- Assignment 3: Assessing a Digital Tool (not used in class) 25%
 - Learning Goal 5
 - Format: Research Paper (can work on individually, or in pairs)
 - Due Date: Sunday, July 12, 2020
- Assignment 4: Lesson Plan 31%
 - Learning Goal 5
 - Format: Individual, submission of lesson plan + in-class presentation of lesson plan.
 - Due Date: Sunday, July 26 (in-class presentations will be scheduled during Lessons 10-11)

Digital Badges (ungraded)

The concepts of gamification and games-based learning will be explored as part of this course. As part of this exploration, a number of digital badges (eBadges) will be available to be awarded to students throughout the course. Digital badges will not be included as part of the formal course evaluation or final grade.

Assessment Rubrics

Detailed rubrics for each assignment and activity will be posted to the course website along detailed assignment descriptions, instructions, and submission requirements. Individual rubrics will be based upon the Ontario Tech University General Assessment Rubric.

Late Assignments

Students must notify the instructor ahead of time if they are unable to meet a deadline. The instructor and the student will negotiate a solution and an alternative due date. Students who do not notify the instructor ahead of time could receive a grade of 0 on the assignment unless there are exceptional circumstances.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at: <http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading>

9. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

10. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all its forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: <https://studentlife.uoit.ca/sexualviolence/>

11. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at

<https://studentlife.uoit.ca/services/accessibility/index.php>

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here

<https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx>. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

12. Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

13. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for

the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at <https://studentlife.uoit.ca/services/academic-support/index.php>

14. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf>

15. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

16. Student Course Feedback Surveys

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.

Appendix C – Faculty Information

Please include here only those currently at the institution and affiliated with the program.

Faculty members by home unit, rank, and supervisory privileges

Name	Home Faculty/Unit	Rank	Supervisory Privileges
Shahid Alvi	Social Science & Humanities	Professor	Graduate Faculty
Wendy Barber	Education	Assistant Professor	Graduate Faculty
Emma Bartfay	Health Sciences	Professor	Graduate Faculty
Jeremy Bradbury	Science	Associate Professor	Graduate Faculty
Brian Campbell	Education/Social Science & Humanities	Professor	Graduate Faculty
Aiden Carthy	Technological University Dublin	Adjunct Professor	Associate Graduate Faculty
Jordanne Christie	Durham College	Adjunct Professor	Associate Graduate Faculty
Christopher Collins	Science	Associate Professor (CRC, Tier II, Linguistic Information Visualization)	Graduate Faculty
Greg Crawford	Science	Professor	Graduate Faculty
Wesley Crichlow	Social Science & Humanities	Professor	Graduate Faculty
Cormac Doran	Trinity College, Dublin	Adjunct Professor	Associate Graduate Faculty
Catherine Drea	Teaching & Learning Centre / English Language Centre	Adjunct Professor	Associate Graduate Faculty
Allyson Eamer	Education	Associate Professor	Graduate Faculty
Khalid Elgazzar	Engineering & Applied Science	Associate Professor	Graduate Faculty
Rob Elkington	Education	Adjunct Professor	Associate Graduate Faculty
Shanti Fernando	Social Science & Humanities	Associate Professor	Graduate Faculty
Brenda Gamble	Health Sciences	Associate Professor	Graduate Faculty
Pariss Garrimone	Social Science & Humanities	Assistant Teaching Professor	Associate Graduate Faculty
Janette Hughes	Education	Professor (CRC, Tier II, Technology and Pedagogy)	Graduate Faculty
Bill Hunter	Education	Professor	Graduate Faculty
Bill Kapralos	Business & Information Technology	Associate Professor	Graduate Faculty
Robin Kay	Education	Professor	Graduate Faculty

Alyson King	Social Science & Humanities	Associate Professor	Graduate Faculty
Jennifer Laffier	Education	Assistant Professor	Graduate Faculty
Manon Lemonde	Health Sciences	Associate Professor	Graduate Faculty
Ann LeSage	Education	Associate Professor	Graduate Faculty
Jia Li	Education	Associate Professor	Graduate Faculty
Ami Mamolo	Education	Assistant Professor	Graduate Faculty
Janet McCabe	Health Sciences	Associate Professor	Graduate Faculty
Thomas McMorrow	Social Science & Humanities	Associate Professor	Graduate Faculty
Carolyn McGregor	Business and Information Technology	Professor (Research Excellence Chair in Health Informatics)	Graduate Faculty
Tanner Mirrlees	Social Science & Humanities	Associate Professor	Graduate Faculty
Bill Muirhead	Education	Associate Professor	Graduate Faculty
Isabel Pedersen	Social Science & Humanities	Professor (CRC, Digital Life, Media and Culture)	Graduate Faculty
Jennifer Percival	Manning School of Business, U of Massachusetts Lowell	Associate Dean & Associate Professor	Associate Graduate Faculty
Diana Petrarca	Education	Associate Professor	Graduate Faculty
Laura Pinto	Education	Assistant Professor	Graduate Faculty
Rob Power	Education	Adjunct Professor	Associate Graduate Faculty
Lorayne Robertson	Education	Associate Professor	Graduate Faculty
Anna Rodrigues	Teaching & Learning Centre	Faculty Development Officer	Associate Graduate Faculty
Robyn Ruttenberg-Rozen	Education	Assistant Professor	Graduate Faculty
Andrea Slane	Social Science & Humanities	Professor	Graduate Faculty
Wendy Stanyon	Health Sciences	Associate Professor	Graduate Faculty
Joe Stokes	Office of the Registrar	Adjunct Professor	Associate Graduate Faculty
Diane Tepylo	Education	Assistant Teaching Professor	Associate Graduate Faculty
Roland Van Oostveen	Education	Associate Professor	Graduate Faculty

Supervisory records/experience by faculty member

Name	Completed			Current		
	Master's	Ph.D.	PDF	Master's	Ph.D.	PDF
Shahid Alvi	22	5	0	4	4	0
Wendy Barber	9	0	0	0	0	0
Emma Bartfay	8	0	0	2	0	0
Jeremy Bradbury	5	2	0	2	2	0
Brian Campbell	1	0	0	0	1	0
Aiden Carthy	0	0	0	0	0	0
Jordanne Christie	0	0	0	0	0	0
Christopher Collins	14	2	0	2	7	0
Greg Crawford	7	0	0	0	0	0
Wesley Crichlow	3	1	1	0	0	0
Cormac Doran	0	0	0	0	0	0
Catherine Drea	0	13	0	0	1	0
Allyson Eamer	18	2	0	4	1	0
Khalid Elgazzar	6	2	0	6	6	1
Rob Elkington	0	2	0	0	0	0
Shanti Fernando	4	0	0	0	0	0
Brenda Gamble	22	2	0	5	0	0
Pariss Garramone	0	0	0	0	0	0
Janette Hughes	12	3	0	4	2	0
Bill Hunter	116	16	0	3	1	0
Bill Kapralos	32	11	0	6	4	0
Robin Kay	18	2	0	4	0	0
Alyson King	0	0	0	0	0	0
Jennifer Laffier	7	0	0	3	0	0
Manon Lemonde	15	0	0	3	1	0
Ann LeSage	4	0	0	0	0	0
Jia Li	7	0	0	3	0	0
Ami Mamolo	8	0	0	3	0	0
Janet McCabe	6	2	0	0	0	0
Carolyn McGregor	15	8	2	8	2	0
Thomas McMorrow	1	0	0	0	0	0
Tanner Mirrlees	1	0	0	0	0	0

Bill Muirhead	10	0	0	3	0	0
Isabel Pedersen	3	2	0	1	1	0
Jennifer Percival	12	1	0	2	0	0
Diana Petrarca	11	0	0	1	0	0
Laura Pinto (LOA)	7	0	0	0	0	0
Rob Power	1	0	0	1	0	0
Lorayne Robertson	30	2	0	2	1	0
Anna Rodrigues	0	0	0	0	0	0
Robyn Ruttenberg-Rozen	0	0	0	2	0	0
Andrea Slane	12	4	0	0	0	0
Wendy Stanyon	26	0	0	3	1	0
Joe Stokes	0	0	0	1	0	0
Diane Tepylo	0	0	0	0	0	0
Roland Van Oostveen	13	0	0	4	3	0

Publication records* of EdD Graduate Faculty by year and outlet

Year	Faculty Members	Articles	Books	Book Chapters	Reports	Conference Presentations
2019	34	48	3	20	3	119
2018	34	67	2	29	3	156
2017	34	60	2	28	5	170
2016	34	51	2	20	5	179
2015	34	76	2	23	3	146

* The table lists discreet publications. Joint authored works with other faculty members within this faculty group are only counted once.

Research funding of EdD Graduate Faculty by source and year

Year	Faculty Members	Canadian Granting Councils	Canadian Government	International Government	Others
2019	32	\$ 834,158	\$ 683,592	-	\$ 137,958
2018	32	\$ 810,634	\$ 552,792	-	\$ 379,906
2017	32	\$ 959,359	\$1,000,209	-	\$ 646,793
2016	32	\$ 973,767	\$ 150,000	-	\$ 124,459
2015	32	\$ 688,361	\$ 240,024	-	\$ 226,306

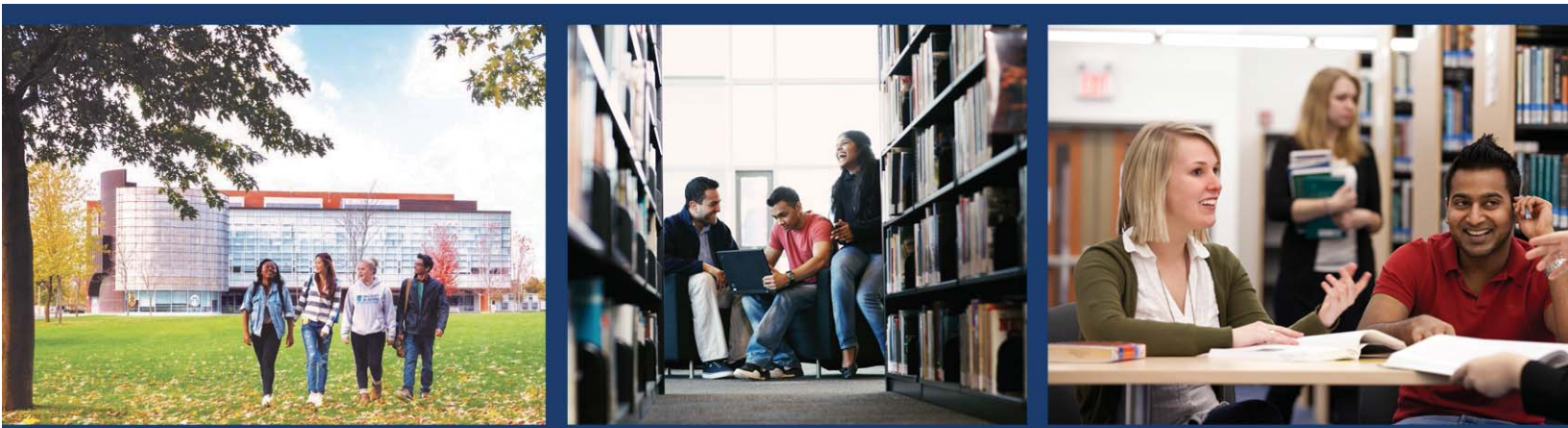
Publication records of EdD Associate Graduate Faculty by year and outlet

Year	Faculty Members	Articles	Books	Book Chapters	Reports	Conference Presentations
2019	12	4	1	0	0	14
2018	12	3	1	0	2	13
2017	12	1	2	1	0	6
2016	12	9	0	0	0	22
2015	12	9	0	0	0	23

New Program Proposal: Doctorate in Education (EdD)

Library Statement of Support Provided to Ontario Tech University

Prepared by: Chelsie Lalonde, Faculty of Education Liaison Librarian,
June 2020



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Summary

Ontario Tech University Library's holdings spanning the education disciplines are strong. This cross-disciplinary Doctoral program will benefit from strong Library collections in the areas of education, as well as social sciences, business, engineering, science and health sciences.

The Library's research and special collections total more than 99,000 print volumes and 97,000 journal subscriptions. The Library provides access to more than 840,000 e-books, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Recommendations:

- The Library is well versed at delivering guest lectures both face to face and synchronously in online courses. Opportunities exist to incorporate information literacy instruction directly into the curriculum by delivering guest lectures in prioritized courses. The following course may benefit from advanced research skills instruction:
 - EDUC 7002G Doctoral Seminar II: Research Perspectives and Methods
- Doctoral students are encouraged to seek one-on-one assistance from a librarian and can make online appointments for assistance navigating Library resources, creating search terms and search strategies for their research, setting up search alerts in databases, creating Interlibrary Loan accounts, and managing citations using citation management tools.

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 99,000 print books purchased by both Ontario Tech and Durham College. Additionally, the Library provides access to online resources including e-books and online databases that are selected to meet the teaching and research needs of Ontario Tech programs. Students and faculty are served by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

The Library's education collection covers a variety of subject areas to support this Doctoral program in Education. With a core focus on digital technologies and education, this online program will explore the intersection of education as it applies to a broad array of subject areas covered at Ontario Tech. As a result of this multi-disciplinary focus, the Doctorate in Education will draw from Library collections in education, as well as supporting collections in science, health sciences, social science and humanities, business, information technology, and engineering.

This synchronous online program is an applied degree targeted towards professionals in education and related fields, drawing from professional areas such as accessibility, equity, student support, mental health, health services and nursing, public health, and higher education administration.

The Library's collections expenditures for the fiscal year 2018-2019 totaled \$1.9M. Approximately 90% of this budget is allocated for the purchase of subscription online resources. The remainder of the budget is allocated for the acquisition of print and online resources to support the curriculum, including journals, books and e-books, multimedia, and other specialized material.

The Library collects materials to support programs in the Faculty Education, including coverage of topics in education, technology, elementary and secondary education, and higher education. Our Library collections provide a broad coverage of topics in subject areas to be addressed in Doctoral research, including curriculum development, policy development, student success, mental health, leadership, accessibility, equity and inclusion, public health, politics, and organizational cultures.

The Library welcomes suggestions from members of the University community. Faculty and students may suggest material for purchase using an online form. All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

Library Statement for Doctorate of Education Program Proposal

By virtue of our membership in two key consortia, the Ontario Tech University Library benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content.

Canada Research Knowledge Network (CRKN) is comprised of 76 academic libraries across Canada that include world-class research institutions, innovative teaching-focused institutions, as well as two national libraries, and Canada’s largest public library system. CRKN is dedicated to expanding digital content for the academic research and teaching enterprise in Canada. Through the coordinated leadership of librarians, researchers, administrators and other stakeholders in the research community, CRKN undertakes large-scale content acquisition and licensing initiatives in order to build knowledge infrastructure, research, and teaching capacity in Canada’s universities.

The **Ontario Council of University Libraries (OCUL)** is a consortium of Ontario’s 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

Journals

The Library provides access to more than 97,820 journal titles across all disciplines. Our collection of academic journals in disciplines related to the Doctorate in Education is strong and includes titles related to its core focus on education and technology, and topics in policy, social issues, health services, and educational systems.

Students and researchers can access extensive journal holdings, in many cases including archives, from publishers such as Cambridge University Press, Elsevier, SpringerLink, Taylor & Francis, and Sage. The Library provides access, through subscription, to most of the relevant journals in these disciplines with the highest impact factors for Education and Educational Research according to Clarivate’s Journal Citation Reports (JCR) database (2018), and Educational Technology according to Google Scholar Metrics (2020).

By subject category:

JCR Subject Category	Ontario Tech Access	Select Titles
Education and Educational Research	49/50	<ul style="list-style-type: none">• Review of Educational Research• Computers & Education• Educational Research Review• Sociology of Education• Journal of Education Policy

Library Statement for Doctorate of Education Program Proposal

JCR Subject Category	Ontario Tech Access	Select Titles
Educational Technology	17/20	<ul style="list-style-type: none"> Journal of Educational Technology & Society Education and Information Technologies Interactive Learning Environments

Books & E-Books

We provide access to 99,157 print books and 840,521 e-books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books and e-books from major academic publishers, including:

- Canadian University Presses
- American University Presses
- Routledge
- Springer
- SAGE
- Wiley

The following table highlights the Library's print and e-book collection holdings in education and cross-disciplinary related topic areas for the Doctorate in Education.

Subject	Print Books	E-Books
Educational technology	447	2,136
Education and state	103	2,083
Higher education and state	22	346
Academic achievement	191	1,256
Mental health education	5	27
Educational leadership	153	594
Education equalization	6	97
Inclusive education	124	364
Public health nursing – Study and teaching – Social aspects	1	5

Library Statement for Doctorate of Education Program Proposal

Subject	Print Books	E-Books
Education – Political aspects	73	1,141

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in Education. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases: [Discipline] Focus	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
<ul style="list-style-type: none"> ERIC Education Source LearnTechLib Digital Library 	<ul style="list-style-type: none"> Scholars Portal Journals Scopus Web of Science IEEE Xplore Scopus 	<p>Social Science:</p> <ul style="list-style-type: none"> PsycINFO JSTOR <p>Business:</p> <ul style="list-style-type: none"> ABI/INFORM Complete <p>Health:</p> <ul style="list-style-type: none"> MEDLINE CINAHL <p>Science:</p> <ul style="list-style-type: none"> Elsevier ScienceDirect Journals

Data Resources

To support research that requires statistics and datasets, the Library subscribes to three main resources:

Data Liberation Initiative (DLI): Access to datasets from Statistics Canada surveys including public use microdata files (PUMF) and research data centre (RDC) master files.

odesi: A web-based data exploration, extraction and analysis tool that enables researchers to search for variables across thousands of datasets including Statistics Canada datasets and polling data.

Interuniversity Consortium for Political and Social Research (ICPSR): Access to a data archive of more than 250,000 files of research in the social and behavioral sciences. Includes specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. Resources for teaching and learning include classroom exercises and materials to support data literacy in the classroom.

Library Statement for Doctorate of Education Program Proposal

The Library also provides access to Dataverse, a repository that supports research data management and open access data requirements for Tri-Agency research funding compliance.

Multimedia Resources

The Library acquires DVD and streaming video resources that are relevant to the disciplines in the Doctorate in Education program. Multimedia resources are selected individually or as part of standing subscriptions.

The Library's collection includes 106,020 DVDs and Streaming Video titles. Of these multimedia resources, the following are particularly relevant to the curriculum for the Doctorate in Education: Kanopy, CBC Curio, McIntyre Media, and the National Film Board of Canada.

Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in the Doctorate in Education have access to services in-person, online, and via email or telephone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations

Students and faculty have access to research support in-person and online, as well as via telephone, email, and virtual chat help. In the 2019-2020 academic year, library staff answered 9,095 research questions from the Ontario Tech community, of these 455 questions were from faculty or graduate students.

Librarians are available for individualized research consultations with students and faculty. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. In the 2019-2020 academic year, Librarians participated in 9 research consultations with members of the Faculty of Education.

Open Access & Research Data Management

The Library provides support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, e-scholar@UOIT (<https://ir.library.dc-uoit.ca>).

The Library provides direct support to Faculties through dedicated subject specialist/liason librarians and online guidance with the Library's Open Access Guide (<http://guides.library.uoit.ca/openaccess>). The Library has a Research Data Management guide (<http://guides.library.uoit.ca/rdm>) to support faculty and students in creating data management plans and sharing research data.

During the 2019-2020 academic year, these guides were viewed 983 times.

Scholarly Publishing Services

The Library offers scholarly publishing and hosting services for journals and monographs. The Library can support open monographs and open educational resource publishing through an array of possible platforms.

Journals are hosted through the Open Journal System. The platform's features include support for submissions, online publication, reading tools, indexing and admin tools such as statistics. The Faculty of Education is one of the leading the adopters of the Open Journal System, currently hosting two journals through this Library platform.

Research Metrics & Impact

The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscribed tools include: Web of Science, Scopus, and Journal Citation Reports (JCR).

The Library's Research Metrics guide (<http://guides.library.uoit.ca/researchmetrics>) provides background information and support for these tools.

Theses & Dissertations

The Library ensures that the Ontario Tech community has access to national and international thesis and dissertation databases. Access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal is provided through the Library website. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open-access digital repository, e-scholar@UOIT, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, the Library provides a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy classes that support the development of students' 21st century skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study.

Co-curricular Workshops

In addition to Information Literacy instruction that is integrated into the curriculum, the Library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- Managing Your Research Identity
- Citation Management
- Finding and Using Open Educational Resources

Library Statement for Doctorate of Education Program Proposal

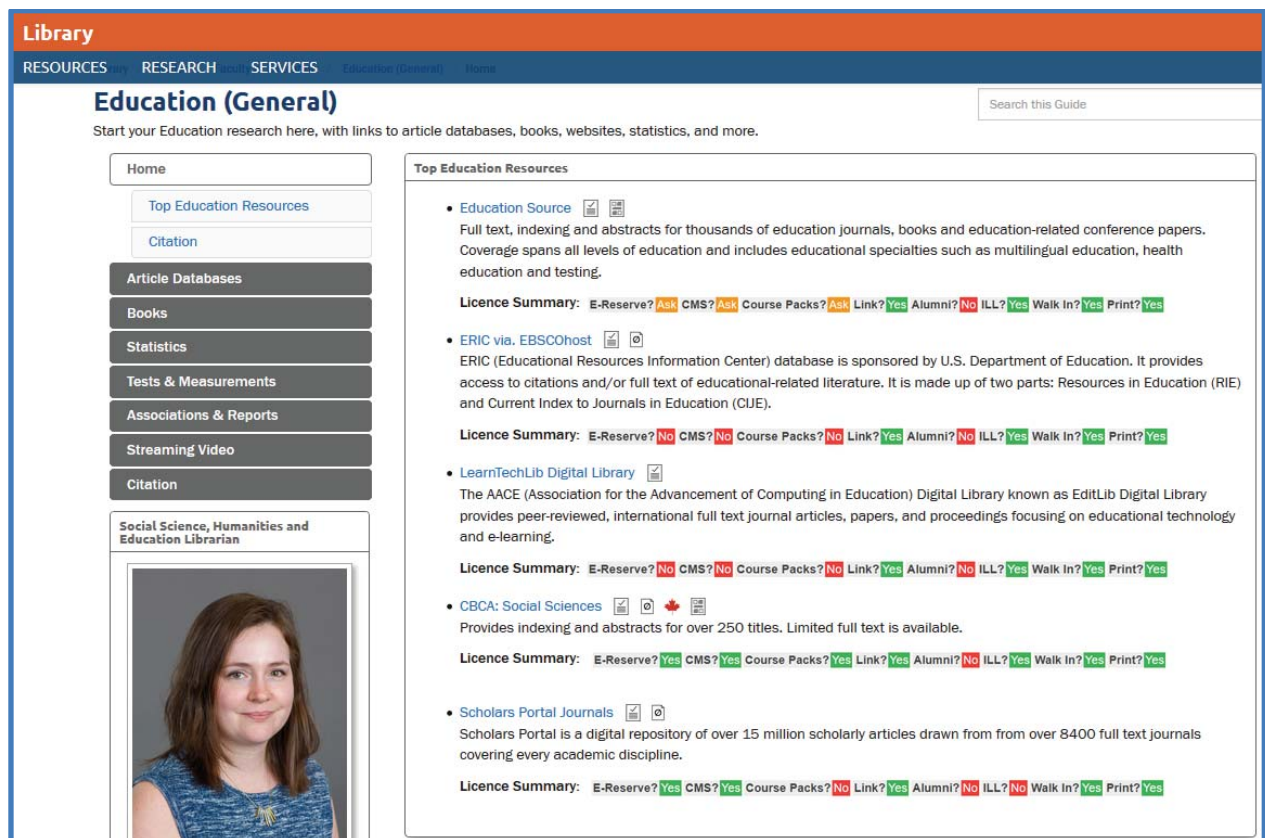
Workshop offerings are regularly updated in response to the changing needs of the community. The Library collaborates with the School of Graduate and Postdoctoral Studies to offer workshops as part of the GradPro Skills program, ensuring that Graduate and Doctoral students in this program will have access to these and other relevant workshops.

Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area that are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the Doctorate in Education include:

- Education (General): <https://guides.library.uoit.ca/education>
- Educational Theories: <https://guides.library.uoit.ca/education-theory>
- Online Learning: <https://guides.library.uoit.ca/onlinelearning>

During the 2019-2020 academic year, these guides were viewed a combined 3,616 times.



Library

RESOURCES RESEARCH SERVICES Education (General) Home

Education (General)

Start your Education research here, with links to article databases, books, websites, statistics, and more.

Home

Top Education Resources

Citation

Article Databases

Books

Statistics

Tests & Measurements

Associations & Reports

Streaming Video

Citation

Social Science, Humanities and Education Librarian

Top Education Resources











- **Education Source**  
Full text, indexing and abstracts for thousands of education journals, books and education-related conference papers. Coverage spans all levels of education and includes educational specialties such as multilingual education, health education and testing.
License Summary: E-Reserve? CMS? Course Packs? Link? Alumni? ILL? Walk In? Print?
- **ERIC via EBSCOhost**  
ERIC (Educational Resources Information Center) database is sponsored by U.S. Department of Education. It provides access to citations and/or full text of educational-related literature. It is made up of two parts: Resources in Education (RIE) and Current Index to Journals in Education (CIJE).
License Summary: E-Reserve? CMS? Course Packs? Link? Alumni? ILL? Walk In? Print?
- **LearnTechLib Digital Library** 
The ACE (Association for the Advancement of Computing in Education) Digital Library known as EditLib Digital Library provides peer-reviewed, international full text journal articles, papers, and proceedings focusing on educational technology and e-learning.
License Summary: E-Reserve? CMS? Course Packs? Link? Alumni? ILL? Walk In? Print?
- **CBCA: Social Sciences**   
Provides indexing and abstracts for over 250 titles. Limited full text is available.
License Summary: E-Reserve? CMS? Course Packs? Link? Alumni? ILL? Walk In? Print?
- **Scholars Portal Journals**  
Scholars Portal is a digital repository of over 15 million scholarly articles drawn from from over 8400 full text journals covering every academic discipline.
License Summary: E-Reserve? CMS? Course Packs? Link? Alumni? ILL? Walk In? Print?

Figure 1 Education Research Guide

Copyright & Academic Integrity

The Library provides copyright advice for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). The Library also helps faculty find, evaluate and integrate Open Educational Resources into their courses.

Library Statement for Doctorate of Education Program Proposal

The Library's research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

Course Reserves

Instructors can place material that is in high demand on course reserve in the library. Reserve material is available to students on shorter loan periods, ensuring equitable access to required textbooks and readings.

In addition to print material, instructors may also place material from the library's online holdings on electronic reserve. Electronic reserves are subject to copyright compliance and licensing restrictions. The Library provides access to reserve material via the reserve catalogue, which is searchable by instructor, course code and course name.

3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

Library Staffing

The anticipated intake for students in the Doctorate in Education program for years 1-5 is as follows:

Year of Operation	Total Enrollment
2021-2022	15
2022-2023	27
2023-2024	39
2024-2025	47
2025-2026	50

The Library anticipates that there will be additional staffing requirements associated with growth in graduate and undergraduate degree programs across the University. These requests will be part of the regular budget planning process, following a fulsome and strategic analysis of our staffing needs.

Conclusion

The Library is well-positioned to support the new Doctorate in Education. Our suite of services and programs will meet the needs of students and faculty in this program.

We look forward to working in collaboration with students and faculty in this new program.