



## **Faculty of Education**

### **EDU5405: Digital Technology in Adult Education**

#### **Course outline for Spring/Summer 2014**

##### **1. Course Details & Important Dates**

Term: Summer 2014

Course Type: Synchronous Online

Day Offered: Tuesdays and Thursdays

Time Offered: 6PM-9PM

Location: Online: <http://uoit.adobeconnect.com/educ-5405g-201405-11141>

CRN Number: 11141

Classes Start: May 5, 2014

Classes End: June 18, 2014

Course Website: [www.EDUC5405.weebly.com](http://www.EDUC5405.weebly.com)

For other important dates go to [Important Dates for Graduate Studies](#)

##### **2. Instructor Contact Information**

Instructor Name: Dr. Laura Pinto

Office: EDU 527

Phone: 416.224.2091 (preferred) or 905.721.8668 ext. TBD

Email: [laura.pinto@uoit.ca](mailto:laura.pinto@uoit.ca)

Office Hours: On campus: Tuesdays 10AM-3PM; Online: after class or by appointment at any time via telephone, Skype or Adobe Connect

##### **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 formal and/or informal 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.

Credits: 3.0

Hours: 36 hours

##### **4. Learning Outcomes**

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

- Describe the basic principles of instructional design
- Assess the efficacy of an online learning program

- Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.
- Use technology to support both their own learning and the collective learning of others in the course.

Since this course offered as a part of an M.A./M.Ed. program, 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 sessions and multiple 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 Adobe Connect requires your **full** attendance and participation in order to contribute to discussions and the construction of collaborative knowledge about issues raised in class. You will be expected to participate using **both video and audio** at all times.

Course assignments have been designed to allow all students flexibility and choice, in keeping with a self-directed learning philosophy. In-class activities will contribute to the exploration of ideas that can be applied to assignments.

Graduate students are requested to sign in prior to class start time to make certain that the necessary equipment is functioning optimally.

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 website.

## 6. Outline of Topics in the Course

Note that up to date links to all materials appear on the course website:

[www.EDUC5405.weebly.com](http://www.EDUC5405.weebly.com)

Session	Theme	Outcomes By the end of the session, students will:	Readings/Resources
1 May 6	Course introduction	<ul style="list-style-type: none"> <li>• Use technology to support both their own learning and the collective learning of others in the course.</li> </ul>	Non-compulsory
2 May 8	Instructional Design 1: Planning and mechanics	<ul style="list-style-type: none"> <li>• Describe the basic principles of instructional design</li> <li>• Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	Beich, E. (Ed.) (2008). <u>Chapter 10: Instructional Design Models and Learning Theories</u> . In <i>ASTD Handbook for Workplace Learning Professionals</i> . Miller, D.L. (2011). <u>Curriculum Theory and Practice: What's Your Style?</u> Phi Delta Kappan, 92(7) 32-39. See course website for additional supplementary readings that might assist in assignments
3 May 13	Instructional Design 2: Educational philosophy	<ul style="list-style-type: none"> <li>• Describe the basic principles of instructional design</li> <li>• Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	Hodgkinson, C. (1991). <u>Chapter 1: Education is special</u> . <i>Educational leadership: The moral art</i> . NY: SUNY Press. Ulicsak, M. & Facer, K. (2012). Whose Educational Futures? Widening the Debates. In L. Rowan & C. Bigum (Eds.), <i>Transformative approaches to new technologies and</i>

Session	Theme	Outcomes By the end of the session, students will:	Readings/Resources
			<i>student diversity in futures oriented classrooms: future proofing education</i> , pp. 171-189. NY: Springer
4 May 15	Instructional Design 3: Evidence in our practice	<ul style="list-style-type: none"> <li>Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.</li> <li>Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	Wiltshire, J. (2007). <u>Evidence-based education: Benefits and challenges</u> . Second Language Acquisition - Theory and Pedagogy: Proceedings of the 6th Annual JALT Pan-SIG Conference. May. 12 - 13. Sendai, Japan: Tohoku Bunka Gakuen University. Please note: in class resources are required.
5 May 20	Who Are the Digital Learners?	<ul style="list-style-type: none"> <li>Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.</li> <li>Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	Selwyn, N. (2009). <u>The digital native - myth and reality</u> . Aslib Proceedings, 61(4), 364-379.  Conference Board of Canada. (2013, March). <u>Adult participation in education</u> .
6 May 22	In-Class work session: Consultant Briefs and Consultant Report	<ul style="list-style-type: none"> <li>Assess the efficacy of an online learning program</li> <li>Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.</li> <li>Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	N/A – work session
7 May 27	Digital Technology for Communication: Critical Consultants Brief Presentations	<ul style="list-style-type: none"> <li>Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.</li> <li>Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	N/A - present your work
8 May 29	Social Interaction and Collaboration	<ul style="list-style-type: none"> <li>Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.</li> <li>Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	Callahan, V.(2013). <u>Toward Networked Feminist Scholarship: Mindful Media, Participatory Learning, and Distributed Authorship in the Digital Economy</u> . <i>Cinema Journal</i> 53(1), 156-163
9 June 3	Access to Information and Processing: Distances, Divides, and Costs	<ul style="list-style-type: none"> <li>Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.</li> <li>Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	<b>Choose 2 of the following</b> Rhoads, Robert A., Berdan, Jennifer & Toven-Lindsey, Brit. (2013). <u>The Open Courseware Movement in Higher Education: Unmasking Power and Raising Questions about the Movement's Democratic Potential</u> . <i>Educational Theory</i> , 63(1), 87-110. Selwyn, N., 2011, 'Finding an appropriate fit for me': Examining the (in)flexibilities of international distance

Session	Theme	Outcomes By the end of the session, students will:	Readings/Resources
			<a href="#">learning</a> , International Journal of Lifelong Education [P], vol 30, issue 3, Routledge, Abingdon Oxon United Kingdom, pp. 367-383 Selwyn, N. (2010). <a href="#">Degrees of Digital Division: Reconsidering Digital Inequalities and Contemporary Higher Education</a> . RUSC: Revista De Universidad Y Sociedad Del Conocimiento, 7(1), 33-42.
10 June 5	Transformative Potential of Digital Technology in Adult Education	<ul style="list-style-type: none"> <li>Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.</li> <li>Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	Ratto, M. (2011). <a href="#">Critical Making: Conceptual and Material Studies in Technology and Social Life</a> . <i>The Information Society</i> , 27(4), 252-260 Rose, C.B. (2012). <a href="#">Digital stories of coming to learn</a> . York University.
11 June 10	Workshopping Our Ideas	<ul style="list-style-type: none"> <li>Articulate a personal philosophy of how digital technologies can be used in an adult education environment.</li> <li>Assess the efficacy of an online learning program</li> <li>Use technology to support both their own learning and the collective learning of others in the course</li> </ul>	N/A
12 June 12	Course Consolidation	<ul style="list-style-type: none"> <li>Assess the efficacy of an online learning program</li> <li>Use technology to support both their own learning and the collective learning of others in the course.</li> </ul>	N/A

## 7. Required Texts/Readings

There is no required text for the course; individual readings/resources appear in the table in Section 6 of this syllabus (above) as well as on the course website. Access to many of them require a valid UOIT online Library login.

Since APA format is used in field of education, all assignments should follow APA citations. Please refer to [Purdue's Online Writing Guide APA](#) manual to guide your work.

*Additional readings may be assigned or recommended during the course.*

## 8. Evaluation Method

Detailed assignment descriptions appear in Section 9 of the syllabus below.  
*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.*

Grade	Percentage	Description
A+	90-100	Very Good to Excellent. Student
A	85-89	Demonstrates mastery of understanding the
A-	80-84	key concepts, skills and values of the course.
B+	77-79	Acceptable to Good. Student demonstrates
B	73-76	adequate understanding of the key concepts,
B-	70-72	skills and values of the course.

Since this course offered as a part of an M.A./M.Ed. program, assignments should reflect scholarship at the graduate level.

## 9. Assignments

Assignment criteria are specified in the detailed assignment descriptions and in the instructions. Read them carefully to ensure that you have fulfilled all aspects of the requirements. Late assignments policy is as follows:

**Non-negotiated late assignments:** An assignment that has been submitted late without prior agreement between the student and the instructor to extend the deadline will be assigned a grade of zero.

**Negotiated late assignments:** An assignment that has been submitted 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:** Instructors will consider, on a case-by-case basis, rare extenuating circumstances which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the instructor's discretion to work out the extension in this situation.

Assignment/Task	Description	Weight	Due
Contributions to the community	You are expected to thoughtfully participate in discussions of course readings and issues. Active and informed participation in course activities is critical to the success of this course. The participation grade will be determined by your contribution to class discussion based on the quality of your contributions during synchronous and/or asynchronous sessions. I will be looking for evidence of meaningful and well-considered critique of concepts and full video participation. Overall, showing engagement with the course material through applications from real life experiences and reading or watching resources will contribute to both your learning and that of others in the course. See attached rubric for details.	15%	Ongoing
Aims of Education and Technology Reflection	The analytic nature of any graduate course, including this one, requires you to be aware of your own epistemology and value positions. The purpose of this assignment is for you to offer a BRIEF reflection on how you prioritize educational aims and where you see the role of technology. You should explain your views on education aim in light of the Hodgkinson reading, and describe your thoughts on technology in education based on your experience to date. You may present your work in writing (MAX 500 words), by video or animation (MAX 4 minutes), or other media as you see fit. Refer to the rubric for details	15%	May 13

Critical Consultant Brief	The purpose of this assignment is to apply theory and frameworks from the course to create a Critical Consultant Brief about a digital communication technology of your choice as it relates to education. Examples of technologies you may choose to explore include (but are not limited to): specific wikis, specific social media (e.g. Twitter, Facebook, etc.), shared online video (e.g. YouTube, TeacherTube, Vimeo, etc.), specific video conferencing applications, specific mobile learning applications that deal with communication, infographic and graphic applications, animation applications, etc. Please refer to the course website for details and rubric.	30%	May 27
Final Assignment: Consultant Report	You will prepare a consultant report that provides EITHER an evaluation of a digital learning program that exists, OR a proposal for a digital learning solution. The purpose of the assignment is to allow you to apply theoretical or empirical research to a situation (theory to practice). Your final report should include the following sections: purpose, scope, framework or theoretical underpinnings, analysis, and recommendation(s). Your report can be in any form, BUT it must include a reference list that conforms to APA guidelines. Please refer to the course website for details and rubric, and example assignments.	40%	June 20

Since this course offered as a part of an M.A./M.Ed. program, assignments should reflect scholarship at the graduate level.

## 10. 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 disability services department 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.

## 11. Professional Conduct

Both synchronous and a-synchronous communication in this course will be held to the highest standards of professionalism, respect, and accountability.

## 12. 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.

A **single instance of plagiarism** in this course will result in dismissal from the graduate program.

### 13. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of programs and instructional effectiveness.

As the university does not administer course evaluations for graduate courses, the instructor will administer her own course evaluation in order to receive student feedback for ongoing improvement. This will be administered at the end of the course, and the instructor will not view the evaluations until after final grades are submitted.

### 14. Assignment Rubrics

#### A: Contributions to Learning Community Rubric

You are expected to thoughtfully participate in discussions of course readings and issues. Active and informed participation in course activities is critical to the success of this course. The participation grade will be determined by your **contribution to class discussion** based on the quality of your contributions during synchronous and/or asynchronous sessions. I will be looking for **evidence of meaningful and well-considered critique of concepts and full video participation**. Overall, showing engagement with the course material through applications from real life experiences and reading or watching resources will contribute to both your learning and that of others in the course.

Criteria	Exemplary (A range)	Strong (B range)	Adequate (C range)	Insufficient
<b>Presence and Interaction</b>	Full participation with video at all session. Regular interaction with peers and builds-on ideas to advance thought or deepen the knowledge. Listens to varied views and provides reflective constructive and/or meaningful comments.	Some participation with video. Usually interacts with peers and builds-on by extending ideas while listening. Always constructive, reflective and meaningful.	Little participation with video. Usually interacts with peers by responding to questions posed or when prompted. Somewhat reflective and constructive or meaningful.	Rarely interacts with peers or responds to questions posed. Limited involvement with questions or ideas.
<b>Inquiry</b>	Asks questions that reflect and extend thinking on the topic or learning for self and community.	Asks questions which reflect and/or clarify. Sometimes extends thoughts for self and the community.	Asks relevant questions which enhance the learning of self and others.	Seldom asks relevant questions.
<b>Connecting Theory with Resources and/or Personal Experiences</b>	Refers and elaborates on required readings. Provides links and connects theory to other resources/ research as well as personal experiences.	Often refers and elaborates on required readings. Often provides links and connects theory to other resources and/or personal experiences.	Often refers to required reading. Less often connects theory with other resources and/or personal experiences.	Seldom refers to required reading and little effort to connect theory with other resources or personal experiences.
<b>Understanding Core Course Concepts and</b>	Thorough understanding of course content and	Good understanding of content and key concepts.	Some understanding of content and key	Little understanding: responses tend to

<b>Content</b>	concepts.		course concepts.	be vague, have little depth and/or may be inaccurate.
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## B: Aims of Education and Technology Reflection Rubric

The analytic nature of any graduate course, including this one, requires you to be aware of your own epistemology and value positions. The purpose of this assignment is for you to offer a BRIEF reflection on how you prioritize educational aims and where you see the role of technology. You should explain your views on education aim in light of the Hodgkinson reading, and describe your thoughts on technology in education based on your experience to date. You may present your work in writing (MAX 500 words), by video or animation (MAX 4 minutes), or other media as you see fit. You will be evaluated on these criteria.

<b>Criteria</b>	<b>Exemplary (A range)</b> original work, very well organized and expressed, sound critical evaluation, clear command of techniques and principles of the discipline, etc. (A+ is outstanding work of unusual quality)	<b>Strong (B range)</b> good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.	<b>Adequate (C range) or below</b> limited grasp of topics; limited accuracy, claims unsubstantiated
<b>Mechanics</b> Logical organization and progression of ideas, proper language and grammar, full and appropriate citations, use of APA format			
<b>Application of core concepts</b> Course concepts (Hodgkinson's aims) are accurately represented in the analysis/critique			
<b>Degree of reflection</b> Clearly states position with respect to educational purpose and views/experiences with technology Relates position and experience to theoretical foundation			



### C: Critical Consultant Brief Rubric

The purpose of this assignment is to apply theory and frameworks from the course to create a Critical Consultant Brief about a digital communication technology of your choice as it relates to education. Examples of technologies you may choose to explore include (but are not limited to): specific wikis, specific social media (e.g. Twitter, Facebook, etc.), shared online video (e.g. YouTube, TeacherTube, Vimeo, etc.), specific video conferencing applications, specific mobile learning applications that deal with communication, infographic and graphic applications, animation applications, etc. Your brief should contain the following sections:

- **Title**
- **Background** – describe the digital communication technology you have chosen to analyze
- **Current Use and Potential Use** – describe the educational applications of the technology for education.
- **Critical Analysis** – using (and citing!) concepts and frameworks from the course, as well as your own reasoning, critically analyze the technology. Discuss the positives and negatives, as well as its potential. Remember to use good paragraph structure to substantiate the claims you made with explanatory sentences.
- **Recommendation** – succinct statement of how you recommend this technology should be used for education purposes. Again, use good structure to substantiate your claims.
- **Reference List** - include an APA Style reference list (see [Purdue Owl for how to structure one](#)) that includes only the sources you cite in your brief.

Criteria	Exemplary (A range) original work, very well organized and expressed, sound critical evaluation, clear command of techniques and principles of the discipline, etc. (A+ is outstanding work of unusual quality)	Strong (B range) good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.	Adequate (C range) or below limited grasp of topics; limited accuracy, claims unsubstantiated
<b>Mechanics</b> Logical organization and progression of ideas, proper language and grammar, full and appropriate citations, use of APA format			
<b>Argument</b> Claims made are reasonable and accurate Claims are substantiated with reasons and/or evidence			
<b>Application of core concepts</b> Course concepts are accurately represented in the analysis/critique			

Analytic work, like any other skill, only improves with practice and effort. I always revise my work several times before I regard it as ready – whether it is written expression, or speaking points for a presentation. Expressing yourself effectively (whether in written or oral presentations) is an important academic skill and one that represents a challenge for many students even at the graduate level.

## D: Consultant Report Rubric

You will prepare a consultant report that provides EITHER an evaluation of a digital learning program that exists, OR a proposal for a digital learning solution. The purpose of the assignment is to allow you to apply theoretical or empirical research to a situation (theory to practice). Your final report should include the following sections: purpose, scope, framework or theoretical underpinnings, analysis, and recommendation(s). Your report can be in any form, BUT it must include a reference list that conforms to APA guidelines. Please refer to the example assignments on the course website.

Criteria	Exemplary (A range) original work, very well organized and expressed, sound critical evaluation, clear command of techniques and principles of the discipline, etc. (A+ is outstanding work of unusual quality)	Strong (B range) good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.	Adequate (C range) or below limited grasp of topics; limited accuracy, claims unsubstantiated
<b>Mechanics</b> Logical organization and progression of ideas, proper language and grammar, full and appropriate citations, use of APA format			
<b>Argument</b> Claims made are reasonable and accurate Claims are substantiated with reasons and/or evidence			
<b>Application of core concepts</b> Course concepts are accurately represented Use of instructional design principles, other frameworks (as appropriate) against which to evaluate or propose a digital learning idea			

Analytic work, like any other skill, only improves with practice and effort. I always revise my work several times before I regard it as ready – whether it is written expression, or speaking points for a presentation. Expressing yourself effectively (whether in written or oral presentations) is an important academic skill and one that represents a challenge for many students even at the graduate level.