Proposal for the Creation of a Masters Certificate in Educational Technology and Media

1. Executive Summary

The proposed certificate in Educational Technology and Media aims to equip teachers with the skills and competencies needed to integrate technology into pedagogical practice, with a focus on the areas of media literacy, social media, and digital citizenship. The certificate in Educational Technology and Media supports the Digital Futures research cluster, one of five key areas of focus in the University of Regina 2015-2020 Strategic Plan. It also aligns with the Faculty of Education 2016-2021 Strategic Plan, which aims to prepare educators to teach in an increasingly digital world. More generally, the certificate meet the need provincially (and globally) for increased integration of technology and 21st century skills into K-12 classrooms. The certificate in Educational Technology and Media will be administered by the Faculty of Education and delivered online via both synchronous and asynchronous methods. The program consists of five existing courses, which have proven to be in high demand amongst Faculty of Education graduate students; thus, the program will not require additional resources, and it is anticipated that the program will generate revenue through high enrollment numbers. Upon completion of the certificate, students may submit an application to a Master's degree program within the Faculty of Education. Students will be permitted to hold the Master's Certificate and a Master's degree from the Faculty of Education concurrently, using the same courses for both credentials.

1.1. Overview

The Faculty of Education proposes to offer a Master's Certificate in Educational Technology and Media. This program aims to prepare students as leaders in the area of educational technology, with a particular focus on the areas of media literacy, social media, and digital citizenship. The Faculty of Education already offers a series of five Masters level courses in this area: EC&I 830 (Contemporary Issues in Educational Technology), EC&I 831 (Social Media and Open Education), EC&I 832 (Digital Citizenship and Media Literacy), EC&I 833 (Foundations of Educational Technology), and EC&I 834 (Designing for Online and Blended Learning); students pursuing the graduate certificate must complete these five courses. Offering the program as a certificate will allow interested students to enroll in graduate coursework in our faculty and gain credentials without committing to a full Masters in Education, or the courses may also be used to ladder up into a full Masters program.

1.2. Certificate Objectives
- To prepare students as leaders in pedagogical practice in educational technology and media.
- To equip students with the competencies and abilities to critically and thoughtfully integrate educational technology into school curricula.

- To provide students with opportunities to take up the affordances of educational technology as a tool for teaching, learning, and professional development.
- To provide students with the required skills, knowledge, and competencies needed to become effective technology integration leaders in their organizations.

1.3. Certificate Outcomes

Upon completion of the program, students will be able to:

1. Develop and implement pedagogically appropriate technology-integration practices into teaching and learning environments.
2. Serve as leaders in the integration of educational technology in the current education system.
3. Apply their understandings of contemporary practices in educational technology to the integration of technology into teaching and learning environments.
4. Critically investigate current and historical trends in technology and media in order to improve school-based practices.
5. Develop pedagogically-sound online or blended courses in order to meet the changing and diverse needs of today's learners.
6. Use and integrate social media fluently into personal and professional practice.
7. Develop and/or implement curricular materials that support the teaching of digital literacies, identities, and citizenship.

2. Detailed Program Description

2.1. Curricular Details

The proposed graduate certificate program in Educational Technology includes the following courses:

EC&I 830 Contemporary Issues in Educational Technology)	3.0 credit hours
EC&I 831 (Social Media and Open Education)	3.0 credit hours
EC&I 832 (Digital Citizenship and Media Literacy)	3.0 credit hours
EC&I 833 (Foundations of Educational Technology)	3.0 credit hours
EC&I 834 (Designing for Online and Blended Learning)	3.0 credit hours
Total:	15.0 credit hours

The five courses that make up the certificate are existing courses in the Faculty of Education.

Course Descriptions:
EC&I 830: Seminar on Contemporary Issues in Educational Technology (3 credits)
This course examines current and emerging trends, issues, and developments in educational technology, including issues related to doing research in this field. The course provides an opportunity for students to engage in critical discussions around educational technology as it relates to classroom practice in the provincial, national, and global contexts.

EC&I 831: Social Media and Open Education (3 credits)
This course provides an immersive experience where students gain a theoretical and practical understanding of social media for teaching, learning, and professional development. Additionally, students will examine the foundations of the open educational movement and how it connects to social media and networked learning. Popular collaborative and social media tools will be explored for resource sharing, communication, and the development of personal learning networks and web identities.

EC&I 832: Digital Citizenship and Media Literacies (3 credits)
This course examines the complex nature of identity and citizenship in our digital world. Students will interrogate the interconnected areas of media literacy, online identity, and responsible participation in local and global networks as they relate to educational contexts and society at large.

EC&I 833: Foundations of Educational Technology: History, Theory, and Practice (3 credits)
This course introduces students to the field of educational technology. It is intended as the foundational course for the Edtech specialization. The course examines the historical context of educational technology as well as current and emerging theories and practices.
EC&I 834: Designing for Online and Blended Learning (3 credits)
This course examines trends, issues, affordances, and challenges in the design and development of online and blended courses. Learning theories related to digital pedagogy will be explored as they apply to course/learning environment design.

Table 1: Mapping Courses to Program Outcomes

Required Courses	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
EC&I 830	x	x	x				
EC&I 831	x					x	x
EC&I 832	x			x		x	x
EC&I 833	x	x	x	x	x		
EC&I 834			x		x	x	

2.2. Admission and target audience
All applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research. In addition, admission to the certificate program requires the following:

- The applicant must have a four-year degree applicable to the program (normally a B.Ed., B.H.R.D., or B.A.Ed, or equivalent);
- A minimum grade point average of 70%.
- Academic transcripts
- A minimum of two years of teaching or other relevant professional experience preferred
- Two letters of recommendation
- The deadline dates for applications in Education is February 15 for Fall Admission and October 15 for Winter Admission

The target audience for the graduate certificate is primarily practicing teachers. As we indicate below in the rationale section, there is growing demand for teachers to integrate technology into the classroom and to teach critical 21st century skills and competencies such as digital or information literacy. Hence we anticipate that the target audience will continue to grow as technology becomes more and more prevalent in schools.

As well, we anticipate that enrollment will consist of students from across Canada rather than just the Regina area; past iterations of the courses have drawn students from the University of British Columbia, the University of Saskatchewan, University of Calgary, MiraCosta College in California, and Athabasca University, who enrolled in the courses as transfer credits for their home programs.

3.   Program Rationale

3.1.   Contribution of the program to the University's strategic plan

The University of Regina Strategic Plan lists the "Digital Future" as one of the key research clusters for the coming five years, and the Faculty of Education Strategic plan lists as an indicator for student success the need to "prepare students to participate / teach in a networked and digital world." The Faculty plan also mentions: the "development of a cohesive and comprehensive digital/social media presence for the Faculty;" "open access to multiple modes of learning"; "development of successful, adaptive, responsive and flexible leaders in education;" and the need to "provide institutional and community leadership in digital futures – access, citizenship and fluency." All of these target areas suggest the need for a commitment to education in digital citizenship and digital literacy (and educational technology more generally) as offered in the innovative and flexibly-delivered classes that will make up the graduate certificate.

3.2.   Need for the Program

Given the changes in the technology and media landscape in the last several decades, it would seem that education around this subject area is needed now more than ever. The proliferation of mobile devices, social media, information/noise, and emerging toolsets have created difficult challenges for teachers, students, administrators, and parents who attempt to make sense of this new technology-infused landscape. The five courses in the certificate program are focused on these important topics, which affect teachers and students in all subject areas and in life outside of school.

Additionally, the need for the program is supported by the trends and priority areas evident in the recent guidelines and frameworks being implemented by the Ministry of Education..

For instance, Legislative Secretary Jennifer Campeau's report to the Ministry ([known as the Saskatchewan Action Plan to Address Bullying and Cyberbulllying](#)) provides recommendations to address issues of (cyber)bullying in Saskatchewan schools. These recommendations include "that the Government of Saskatchewan work with school divisions to provide teacher instructional supports and student resources to teach appropriate and responsible online behavior to all Kindergarten through Grade 12 students." This is an area that teachers in the field as well as our preservice teachers continue to struggle with. As a result of the report, the Ministry has now held three provincial fora on cyberbullying, in order to help both students and teachers to deal with issues of digital citizenship that teachers are not otherwise prepared to address in classrooms.

As well, the [Technology in Education Framework](#) (published in 2013) includes the following outcomes:
- "Outcome TL(DF)1: Saskatchewan's educational system promotes the development and deepening of student and educator digital fluency.
- Outcome TL(DF)2: Students and educators competently and readily use technologies, including applications, devices, and networks, to communicate effectively, collaborate purposefully, consume strategically, produce creatively, manage reflectively, and lead ethically for improved student achievement.
- Outcome TL(DF)3: Students and educators participate discerningly in a global digital society."

This Framework clearly calls for the need for educators to be prepared to both practice and teach digital fluency. The Ministry of Education also recently released the *[Digital Citizenship Education in Saskatchewan Schools](#)* Policy Planning Guide, which again calls for educators to work with students to develop a range of digital citizenship skills. As well, the Ministry is [currently engaged in the development of a Digital Fluencies continuum](#) for Saskatchewan schools, which will require teachers to integrate digital fluencies in a variety of subject areas.

Finally, the enrollment numbers in the courses shown in Table 2 in question provide clear evidence of interest and need.

Table 2: Enrollment in edtech-related courses:

Term	EC&I830	EC&I831	EC&I 832
201330		32	
201430		38	
201530			33

201610		37	
201620	42		

Please note that only three of the classes have been taught in their updated form, hence only these numbers are listed. EC&I 833 is scheduled to be taught in the fall of 2016. As of the end of July 2016, the course was filled to capacity (25 students) with an additional 15 students on the waitlist.

Comparison to existing programs
Across Canada there are a few universities that offer educational technology-related programming, however, these programs are considerably different from the graduate certificate proposed here.

The UBC offers graduate certificates in Technology-Based Distributed Learning and Technology-Based Learning for Schools. However, both certificates are focused solely on the design and delivery of technology enhanced courses, without the broader scope of media literacy and digital citizenship that we propose to offer.

The University of Manitoba offers a certificate in Interdisciplinary Studies: Emerging Technologies for Learning. However, this program is targeted more specifically to adult literacy for those working in institutes of higher education.

Royal Roads offers a certificate in Instructional Design. Similarly to the UBC program, this certification is more heavily focused on course design.

While the University of Saskatchewan offers a program in Educational Technology and Design, it is only offered as a full graduate program. As well, this program is also considerably more design-oriented than the one we are proposing.

4.   Location of the program and justification (if applicable)

The program offices will be located at the main University of Regina campus. However, given that the format for the courses is entirely web-delivered, students do not need to be physically located in Regina to attend. In the past, U of R students have taken these courses from locations such as Nunavut, Northwest Territories, Alberta, British Columbia, Manitoba, United States, and China.

5.   Delivery of the program

The certificate courses will be delivered in an online format, using both synchronous and asynchronous tools. This model of delivery is suitable based on the focus of the certificate (i.e. the format fits the content), the need for programming that is responsive to an increasingly diverse student population, and the interest from students who are located out-of-province, including internationally. In addition, the use of a distributed

pedagogical model, which focuses on peer-learning and networked support, allows for larger than usual course enrollment numbers (see Couros & Hildebrandt, 2016).

6.   Cost-Benefit Analysis

The courses required for the certificate are already offered. Three of the courses have already been updated in preparation for the proposal of the graduate certificate program; the other two will be updated as part of regular instructor duties in the coming academic year. Therefore, there are **no new costs associated with the creation of the graduate certificate**.

It is also important to note that these courses consistently have long wait lists and have often been overloaded (or additional sections created) in the past. It is anticipated that offering the graduate certificate will only increase student enrollment, especially as the program becomes more widely recognized.

The maximum enrollment for typical graduate courses is 18 students, with the minimum enrollment for cost recovery around 10-12 students. As the numbers above indicate, these courses well-exceed the typical numbers and will therefore continue to be revenue generating.

The table below (Table 3) maps the three courses that have already been taught in their updated form with the instructors on record:

Table 3

Instructor(s)	Course Number	Course Title
Dr. Alec Couros and Katia Hildebrandt	EC&I 830	Contemporary Issues in Educational Technology
Dr. Alec Couros	EC&I 831	Social Media and Open Education
Dr. Alec Couros	EC&I 832	Digital Citizenship and Media Literacies

7.   Timeline

The series of courses is currently being offered on a two year rotating cycle, as outlined below (the courses may be taken in any order).

Fall 2016:   EC&I 833
Winter 2017:   EC&I 834
Spring 2017:   none

Fall 2017:   EC&I 831
Winter 2018:   EC&I 832
Spring 2018:   EC&I 830

Fall 2018:   EC&I 833
Winter 2019:   EC&I 834
Spring 2019:   none

Given that the courses are offered on this cycle, the certificate program could take effect at any time without disrupting existing scheduling. As well, given the programming cycle, there is a possibility for intake during either the fall or winter semesters.

8.   Certificate Administration
The certificate will be administered by the Faculty of Education.

Government
—— of ——
Saskatchewan

Ministry of Education
Deputy Minister
5th Floor, 2220 College Ave.
Regina, Canada S4P 4V9

September 12, 2016

Dr. Alec Couros, Associate Professor
University of Regina – Faculty of Education
alec.couros@uregina.ca

Dear Dr. Couros:

Saskatchewan's Ministry of Education would like to express its support for the creation of a Graduate Certificate in Educational Technology and Media at the University of Regina. There are a number of imperatives as to why such a program is important.

The Government of Saskatchewan is committed to the success of all students. The integration and effective use of technology in education is a vital component to the teaching and learning environments in Saskatchewan schools. We recognize that it is important to prepare teachers and administrators in their professional development and comfort level in using technology to enable them to support student learning in the digital age.

Saskatchewan's *Technology in Education Framework* (2013) outlines the need for students and teachers to be able to use technology safely and effectively in a global society. Teachers need to be prepared to both practice and teach the skills and abilities necessary to be able to use technologies, including applications, devices and networks, to communicate effectively, collaborate purposefully, consume strategically, produce creatively, manage reflectively and lead ethically for improved student success.

In response to the recommendations outlined in *Saskatchewan's Action Plan to Address Bullying and Cyberbullying* (2013) that state that our students need to be supported to develop responsible and appropriate online behaviour, our government released the policy planning guide *Digital Citizenship Education in Saskatchewan Schools* in the fall of 2015.

The policy guide outlines the need for students to develop digital citizenship skills through integrated instruction from Kindergarten to Grade 12. Taught in context, through supported online practice and real life examples, digital citizenship instruction will help ensure that children and youth in the digital age become responsible and principled digital citizens, capable of building and maintaining a positive digital footprint, respecting intellectual property boundaries and protecting their privacy online. In addition to instructional supports and digital resources, teachers will need professional development opportunities to be able to do this work effectively. The proposed graduate certificate program will help to develop educational leaders in this area that will be able to mentor their colleagues and further guide the development of this work in our province.

The Ministry of Education supports your efforts to develop a Graduate Certificate in Educational Technology and Media.

Sincerely,

Julie MacRae
Deputy Minister of Education

EC&I 830: Contemporary Issues in Educational Technology
Faculty of Education - University of Regina

Spring Semester 2016
Online Course - Synchronous Sessions Tuesdays at 7pm
Instructors: Alec Couros & Katia Hildebrandt
Email: alecandkatia+830@gmail.com

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1.0 Course Description and Objectives

1.1 Course Description
This course examines current and emerging trends, issues, and developments in educational technology, including issues related to doing research in this field. The course provides an opportunity for students to engage in critical discussions around educational technology as it relates to classroom practice in the provincial, national, and global contexts.

The course has an integral online component. This course includes two key components. First, all of the synchronous class sessions will be facilitated online via web conferencing. You can participate in these sessions from home (or wherever you have access to a computer & Internet). Second, there is an expectation that course interaction will occur outside of scheduled class times in our virtual community, student blogs, and possibly other social networking services. Guidelines for these interactions can be found here.

1.2 Course Objectives

Throughout this course, students will:
- Identify, research, and analyze emerging trends, issues, and developments in the field of educational technology
- Critically discuss and debate viewpoints related to the place and role of technology in teaching and learning
- Write, share, discuss, and engage in public discourse (i.e., via blogs, Twitter, or other online platforms) about contemporary issues related to educational technology
- Synthesize key course understandings in a succinct, well-planned multimedia

artefact
- Demonstrate understanding of the many social, ethical, political, cultural, and administrative issues often associated with technology and media in education and society

2.0 **Resource Materials**

There is no required text for this course. During the course, a variety of materials will be accessed and/or made available online. There will be no additional materials charge. We will do our best to create a paperless classroom environment.

3.0 **Special Announcements**

3.1 Special Needs
Any student with a disability, injury, or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, phone 306-585-4631, e-mail accessibility@uregina.ca.

Information from Counselling Services

3.2 Attendance and Punctuality
Regular and punctual attendance is expected (university policy) at all times. It is especially important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students.

Online sessions will run every Tuesday of the semester (May 9th through June 22nd inclusive) and will be recorded. Participation in the Tuesday evening sessions is mandatory; if you are unable to attend a particular live session, please email your instructors in advance. Missing more than one live session may result in failure of the course. Students who miss a class are responsible for all material covered during that class as well as any assignments given or submitted.

4.0   Proposed Assignments

4.1 The Great Edtech Debate (35%)

Each week in class, we will address one or two scenarios related to educational technology through a debate format. Students will sign up to argue one side of a particular scenario and then will work with their team to prepare and present a concise, coherent, and well-researched argument defending their side of the debate; teams may present their position live or through a recorded multimedia format and may use a traditional debate format (i.e. a series of oral statements) or a more creative format to present their arguments. During class time, we will hold a 45 minute debate for each scenario, with each team responsible for presenting their opening argument, responding to the opposing team's statement, participating in a discussion period, and providing closing arguments. Debating students will also be expected to prepare of list of key readings on their topic, which will serve as their classmates' readings on the topic for that week.

See additional information on the debate structure and requirements [here](#).

Assessment: Assessment of this assignment will be based on the preparation and presentation of debate arguments, on the quality of the annotated list of key readings, and on participation in the debate itself. All team members are expected to participate equitably in the planning and presentation of the debate topic. Students are also expected to participate in other debates by asking questions during the open discussion period.

Please consult the [assignment rubric](#) for additional information.

Due date: Students will sign up for a particular date and topic during the first week of class. Access the [sign-up form](#) here.

4.2 Reflections/Responses/Commenting (35%)

Each week, we will address one or two key topics in a debate format as described above. After each debate, students are expected to read the articles provided by the debate participants and then to reflect on both the readings and class debate in order to compose a well-reasoned response to the weekly topic, based on the materials presented. Responses should be posted to students' individual blogs.

Students can post text-based blog posts but are also encouraged to employ multimedia strategies for reflection such as podcasts, vlogs, or other presentation formats. Posts should utilize social writing strategies such as hyperlinks to blog posts (e.g., trackbacks) or to articles/resources consulted, images, embedded media, social sharing (e.g., Twitter, FB), evidence of

reading/integrating the posts/thoughts of others, and/or soliciting feedback from prospective readers.

Students will also contribute to the learning of others in this course through blog commenting, social sharing tools (e.g., Twitter), and the Google Plus Community. Students should be regularly reading and commenting on classmates' blogs; students are also encouraged, but not required, to share course-related resources to the course Twitter hashtag (#eci830) and (if necessary) asking course-related questions in the Google Plus Community. As well, where possible, students should contribute to others' learning by answering questions posted to the course community via text or through sharing/creating resources that address the challenges that classmates are experiencing.

As is typical in the Couros-Hildebrandt™ brand of courses, at the end of the course you will be asked to identify three classmates who have made the most significant contributions to your learning.

Assessment: Assessment of this assignment will be based primarily on the quality of students' weekly responses as well as on evidence of students' engagement with the posts of others in the class through commenting on and/or linking to their responses. Where possible, students are also encouraged to assist each other by answering questions in the course community.

Please consult the assignment rubric for additional information.

Due date: Ongoing - students should post one substantial response per debate topic.

4.3 Summary of Learning (30%)

Students will produce an artefact (e.g., narrative, slide deck, audio, video, concept map, other visual, etc.) that summarizes the learning experience in EC&I 830. The artefact should reference significant course experiences (e.g., reflections, assessments, readings, debates, etc.). Your own recorded live audio and/or video is required. Students may work with a partner for this activity; suggested length of artefact = 5-7 min for individuals, 8-10 in pairs. In some cases, format will necessitate artefacts of shorter or longer duration - please consult us if your project will fall outside of these parameters.

Due date: Students will share these artefacts to their blogs prior to the final class on June 21st.

Please consult the assignment rubric.

There is no final examination for EC&I 830.

5.0   University Policies

5.1 Attendance, Evaluation, Discipline, and Appeals

5.2 Summary of University and Faculty of Education Academic Regulations & Reminders

5.3 Grading Guidelines for Graduate Courses

5.4 Safety and Emergency Preparedness Information

EC&I 831: Social Media & Open Education
Faculty of Education - University of Regina

Winter Semester 2016: Section 397
Online Course - Synchronous Sessions Tuesdays at 7pm
Instructors: Alec Couros & Katia Hildebrandt
Email: alecandkatia+831@gmail.com

Alec Couros	**Katia Hildebrandt**
Office: ED 383	Office: ED 371
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More at: About.me/couros	More at: About.me/katiahildebrandt

1.0   Course Description and Objectives

1.1 Course Description

In the last few years, the world of educational technology has changed significantly. Many new tools that allow for easy communication and collaboration (e.g., Web 2.0 tools, free & open source software) have emerged, and we are witnessing unique educational and social events. Blogging has become a worldwide phenomenon. Collaborative websites such as Wikipedia have emerged to challenge our assumptions and beliefs about the nature of knowledge and the processes of knowledge creation. Video-sharing sites like Youtube have changed the way individuals share their voices and experiences, and sites like these have become outlets for political, cultural, and educational conversations.

In light of these shifts in culture, this course provides an immersive experience where students gain a theoretical and practical understanding of social media for teaching, learning, and professional development. Blogs, wikis, Twitter, RSS, social bookmarking, social curation, and media sharing will be explored. The course also focuses on changing views of knowledge, emerging literacies, and the development of personal learning networks.

The course has an integral online component. This includes two key components. First, all of the classes will be facilitated online via webconferencing. You can participate in these from home (or wherever you have access to a computer & Internet). Second, there is an expectation that course interaction will occur outside of scheduled class times in our virtual community, student blogs, and other social networking services. Your instructors will provide more information about these interactions.

1.2 Course Objectives

Throughout this course, students will:
- better understand the historical role technology and media have played in educational and social change;
- become knowledgeable of social learning tools for teaching, facilitating learning, professional development, and designing educational environments;
- become familiar with the wealth of open educational resources (OERs), MOOCs, learning-related content, and media available for teaching and learning;
- become knowledgeable of relevant educational theories and philosophies that inform teaching and learning in the digital age;
- better understand the many social, ethical, political, cultural, and administrative issues often associated with technology and media in education and society;
- become critical consumers *and* producers of digital media and information; and
- build sustainable, personal learning environments and networks.

2.0   Resource Materials

There is no required text for this course. During the course, a variety of materials will be accessed and/or made available online. There will be no additional materials charge. We will do our best to create a paperless classroom environment.

The majority of resources for this course will come from online sources. You will be introduced to many top educational leaders through their blogs and social networking/curation spaces. They will, in turn, expose you to many resources found across the Internet. In the end, *people* will be your most important resources, a concept much more powerful than any one textbook on any given subject.

3.0   Special Announcements

3.1 Special Needs
Any student with a disability, injury, or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, phone 306-585-4631, e-mail accessibility@uregina.ca.

Information from Counselling Services

3.2 Attendance and Punctuality

Regular and punctual attendance is expected (university policy) at all times. It is especially important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students.

Online sessions will run every Tuesday and will be recorded. However, participation in the Tuesday evening sessions is mandatory; if you are unable to attend a particular live session, please email your instructors in advance. Missing more than one live session may result in failure of the course. Students who miss a class are responsible for all material covered during that class as well as any assignments given or submitted.

4.0 Proposed Assignments

One of the central themes and intended outcomes of this course is the use of participatory networks for self-directed learning; accordingly, this course has been intentionally overloaded in order to provide a richer, more authentic microcosm of this type of online community. A major dimension of such real-world participatory networks is the use of authentic and critical self- and peer-assessment to drive learning. As such, while your instructors are your principal assessors, there is an expectation that you will contribute in frequent and meaningful ways to the learning of others through feedback and interaction and also that you will engage in regular self-assessment (supported by instructor-provided rubrics, guidelines, and a midterm check-in survey).

4.1 Networked Professional Learning (35%)
One of the main goals of the course is to have students participate in networked learning environments and critically, and continually, reflect upon those experiences. In practice, this means students utilize a number of social networking tools, read widely from a number of traditional (e.g., academic journals) and non-traditional sources (e.g., educational blogs, Twitter), and connect with other educators who are already 'connected.' Through these interactions, students will develop a 'personal learning network.' Assessment for the achievement of this course goal will consist of three key aspects: a course blog, participation on Twitter, and contributions to the Google Plus community.

1. Course blog: A blog will be used to describe and reflect upon your course experiences. This blog will also act as an important communication tool between you, your classmates, your instructor, and the wider educational community.

At the very minimum, your blog should show evidence of:

- weekly reflections/responses to content presented in class (e.g., lectures by instructors or guest speakers) or other assigned content (e.g., presentations, videos, readings, other artefacts);
- frequent reading and reflection of additional, unassigned (that is, self-discovered) materials related to course themes (e.g. key educational articles, media, blog posts from other educational bloggers, etc.);
- interaction with other community members (both within and outside of the course) through blog commenting, pingbacks, responses to the blog posts of others, hyperlinks to other blogs and thinkers, etc.;
- sharing and review (or description) of discovered resources and/or tools;
- the intentional construction of a positive digital identity (development of a personalized and/or professional blog layout, twitter widget, about.me page, portfolio-type pages, author information, etc.);
- the use of blog-specific writing conventions and multimedia content (e.g. hyperlinks, pingbacks, video/audio embeds, properly cited materials, copyleft images, tags, categories, interesting post titles, provocative questions, etc.)

For this element of the course, you should write one blog post per week at minimum.

2. Participation on Twitter: Students will be required to develop and maintain a professional Twitter account for this course. Students will be expected to use this Twitter account to begin to establish connections to other professionals in the field of education in order to expand their personal learning networks.

Your Twitter account should show evidence of:
- the intentional construction of a positive digital identity (e.g. professional bio, appropriate profile/cover photo, link to blog or other personal site, etc.);
- frequent and appropriate interactions, engagement, and networking with course members and other educators;
- frequent and appropriate use of (educational or other course-related) hashtags;
- involvement in relevant live twitter chats;
- the sharing of course-related readings, blog posts, resources, or relevant thoughts and ideas (using the course hashtag and other relevant hashtags)

3. Contributions to the Google Plus community: Students are expected to join the course Google Plus community. This space will provide a semi-private space for student interactions and resource-sharing.

Your participation in the Google Plus community should show evidence of:
- questions directly related to course content (if applicable);
- responses to other students' questions or resources that include a simple text response or a more complex multimedia response (e.g., vlog, screencast)
- sharing of course-related articles and resources that you think are useful but don't want to blog about

Due date: Ongoing - this assignment is developmental; your engagement in this assignment must be evident from the first week of class and be consistent throughout. Some students choose to write a post at the end of the course that details and provides evidence of their participation in the various course spaces.

Please consult the assignment rubric and suggested guidelines for participation.

4.2 Summary of Learning (30%)

Students will produce an artefact (e.g., narrative, slide deck, audio, video, concept map, other visual, etc.) that summarizes the learning experience in EC&I 831. The artefact should reference significant course experiences (e.g., reflections, assessments, readings, presenters, networking, experimentation, etc.) that contributed to the greater understanding of educational technology and media. Your own recorded live audio and/or video is required. Students may work with a partner for this activity; suggested length of artefact = 5-7 min for individuals, 8-10 in pairs. In some cases, format will necessitate artefacts of shorter or longer duration - please consult us if your project will fall outside of these parameters.

Due date: Students will present these artefacts, or make them available to others, before the last class on April 12th.

Please consult the assignment rubric.

4.3 Major Digital Project (35%)

Option A: Students will undertake a major digital project that involves a) the integration of social media in their teaching practice or b) the integration/development of open educational resources related to their practice.

Possible examples may include:
- the design and implementation of an open student blogging project in the classroom
- the design and implementation of an open (or semi-open) student ePortfolio program using blogging and/or other social media platforms
- the design and implementation of a project that integrates a social networking tool into the classroom (e.g., Twitter, Facebook, Youtube, Instagram, etc.)
- the design and implementation of an educational vlogging, podcasting, and/or screencasting series that focuses on topics related to social media and/or open education
- the design and implementation of a student project that involves the improvement and/or addition to collective knowledge (e.g. creating/editing a Wikipedia page)
- the design and implementation of a parent education initiative either related to the use of social media by students/parents or as a medium for improved parent communication & interaction with the classroom or school
- the design and implementation of an open educational resources initiative/adoption in your teaching that documents the process of adopting and/or creating open educational resources

It is important to keep in mind the importance of process: evaluation is based on your regular and consistent documentation of learning (i.e. through weekly blog posts or video logs that detail your progress, successes, and challenges). You will not be evaluated on the final outcome/product but rather on the extent to which your project demonstrates your understanding and effective use of social media or open educational resources for learning and your ability to use technology to support and document learning.

Students should expect to put approximately 50 hours into their major project. Students may work in pairs if they choose, but those working in pairs should keep in mind that their projects should then reflect double the amount of work. Students will be expected to submit a brief project outline in the third week of class in order to obtain instructor feedback and approval.

Option B: Based on the idea that individuals are now more able to learn and share online, you will choose something significant that you would like to learn, and you will share your progress openly in an online space. The 'something' might be an instrument, a language, a sport or almost anything that requires more than a few hours of effort.

Recommended parameters:
- The targeted learning outcome should be something that is complex to learn, worth learning, and of great interest to you.
- Online sources must be used to guide your project (e.g., social media, online communities videos, text resources, podcasts, etc.), but local, face-to-face resources (e.g.,

community members) should be sought where possible to supplement the learning.
- Students should be prepared to spend approximately 50 hours on this project.

This project is largely process oriented. As such, evaluation of the project is based on your regular and consistent documentation of your learning; we recommend that this include a before and after assessment (e.g. videos that demonstrate your level of mastery at the beginning and end of the course). Weekly blog posts documenting your progress might include images and videos that demonstrate your learning; how-to videos or "manuals" that you have created to teach others about your skills; links to the places you have learned from; and reflections on the process of learning online (including critiques of the sources used). You will not be evaluated on the final outcome/product but rather on the extent to which your project demonstrates your understanding and effective use of social media or open educational resources for learning and your ability to use technology to support and document learning.

Please consult the assignment rubric.

There is no final examination for EC&I 831.

5.0   University Policies

5.1 Attendance, Evaluation, Discipline, and Appeals

5.2 Summary of University and Faculty of Education Academic Regulations & Reminders

5.3 Grading Guidelines for Graduate Courses

5.4 Safety and Emergency Preparedness Information

EC&I 832: Digital Citizenship and Media Literacies
Faculty of Education - University of Regina

Fall Semester 2015: Section 397
Online Course - Synchronous Sessions Mondays at 7pm
Instructors: Alec Couros and Katia Hildebrandt
Email: alecandkatia+832@gmail.com

Alec Couros	Katia Hildebrandt
Office: ED 383	Office: ED 371
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More at: About.me/couros	More at: About.me/katiahildebrandt

1.0   Course Description and Objectives

1.1 Course Description

This course examines the complex nature of identity and citizenship in our digital world. Students will interrogate the interconnected areas of media literacy, online identity, and responsible participation in local and global networks as they relate to educational contexts and society at large. Course topics will include a broad overview and examination of the current state of digital culture and media, as well as how our digital world relates to issues of citizenship and activism and how media shapes everything from our relationships to our worldviews. As well, students will investigate how digital citizenship and media literacies relate to K-12 curriculum and pedagogy. This course was previously known as *Emerging Media Literacies* but has been updated to reflect current nomenclature and understandings in the field.

The course has an integral online component. This includes two key components. First, all of the classes will be facilitated online via webconferencing. You can participate in these from home (or wherever you have access to a computer & Internet). Second, there is an expectation that course interaction will occur outside of scheduled class times in our virtual community, student blogs, and other potentially other social networking services. Your instructors will provide more information about these interactions.

1.2 Course Objectives

Throughout this course, students will:
- develop an understanding of the history and contemporary trends in media literacies

and digital culture
- become familiar with the key theorists and practitioners in the field
- understand the implications of the recent and ongoing shift from a passive to a participatory media environment
- become familiar with the concept of digital citizenship and its associated theories and practices
- develop an understanding of the complexities of digital identity and the implications for learners, educators, and society
- interrogate the complex intersection of digital culture, citizenship, and activism
- understand the ways in which our society and culture is shaped by mainstream, emerging, and fringe media
- become critical and knowledgeable consumers of media in a variety of forms
- explore the everyday implications of digital culture and media for both curriculum and practice

2.0   Resource Materials

There is no required text for this course. During the course, a variety of materials will be accessed and/or made available online. There will be no additional materials charge.

3.0   Special Announcements

3.1 Special Needs
Any student with a disability, injury, or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, phone 306-585-4631, e-mail accessibility@uregina.ca.

Information from Counselling Services

3.2 Attendance and Punctuality
Regular and punctual attendance is expected (university policy) at all times. It is especially important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students.

Online sessions will run every Monday and will be recorded. However, participation in the Monday evening sessions is mandatory; if you are unable to attend a particular live session, please email your instructors in advance. Missing more than one live session may result in failure

of the course. Students who miss a class are responsible for all material covered during that class as well as any assignments given or submitted.

4.0   **Proposed Assignments**

4.1. Making learning visible (40%)

Reflecting on practice alone and in groups is an important habit for graduate students and practicing teachers. Moreover, doing so publicly allows us to tap into a broad network of experts and practitioners who may provide guidance and feedback. The process also provides a record of growth and learning which is useful for assessment but also can be part of a positive digital footprint.

Throughout the class, you will be expected to reflect on and discuss course content in a number of ways:

*A. E-portfolio/blog site***:**
You are expected to blog at least once a week; while suggested prompts will be provided, you may also choose to reflect on an alternate topic related to the readings or discussions of the week.

All reflections should be posted to your blog feed (i.e., "add post," not "add page"). It is expected that you visit eci832.ca regularly to read and comment on the aggregated posts of your classmates. We suggest that you consider subscribing to the course feed through an aggregator such as Feedly. Note: Your reflections may also be comprised of voice, video, or other multimedia artefacts.

B. Participation on Twitter: Students will be required to develop and maintain a professional Twitter account for this course. Students will be expected to use this Twitter account to begin to establish connections to other professionals in the field of education in order to expand their personal learning networks.

Your Twitter account should show evidence of:
- a professional photo and biography
- engagement with educational and other appropriate hashtags
- evidence of course-related reading and resource sharing
- presentation of a consistent professional identity that may include appropriate personal interactions
- evidence of networking and engagement with other educators and content experts

C. Contributions to the Google Plus community: Students are expected to join the course Google Plus community. This space will provide a semi-private space for student interactions and resource-sharing.

Your participation in the Google Plus community should show evidence of:
- sharing of course-related articles and resources
- evidence of deeper discussion related to course topics
- evidence of leadership in peer-supported learning (e.g. posting responses to student questions via text, video responses, screencasts, etc.)

D. Discussion facilitation and participation
You are expected to complete all required readings and come to class sessions prepared to participate in discussion. As well, students will sign up to be "content experts" on specific weeks/topics. During your week as content expert, you will be expected to: seek out and read additional resources on the topic (beyond the assigned readings); during class, briefly (in 5 minutes or so) give an overview of what you have learned; and post the two best additional readings or resources (at least one should be a written piece of some sort) that you found to the shared resource document with a two to three sentence annotation. Students will sign up for particular weeks/topics in the second week of class.

4.2. Major project (40%)
Students will select one of the following options for their major project, which will involve an in-depth exploration of a particular aspect of digital citizenship and/or media literacy. This assignment is developmental, and thought should be given to this project early in the course. As well, it is important to keep in mind the importance of both process AND product: in addition to the final product, students should include regular and consistent documentation of their progress (i.e. through blog posts or video logs). Students should expect to put a minimum of 50 hours into their major project. Students may work in pairs if they choose, but those working in pairs should keep in mind that their projects should then reflect double the amount of work. Students will be expected to submit a brief project outline in the third week of class in order to obtain instructor approval.

Options:
Option 1: Development of a curriculum-supported digital citizenship/literacy resource
Students selecting this option will investigate and develop curricular connections that support the integration of digital citizenship and digital literacy competencies. Students should develop a comprehensive digital citizenship/literacy resource that includes a scope and sequence for a particular grade (elementary) or subject area (secondary). This scope and sequence should be based on the integration of a clearly delineated set of skills and competencies (for instance, students may choose to use Ribble's nine elements of digital citizenship as the basis for their curriculum integration document) and should indicate possible connections to specific curriculum outcomes and indicators, sample lesson ideas, and suggested resources. Students

should be careful to ensure that the digital competencies are integrated rather than developed as stand-alone, add-on lessons and activities. Students should also note that this is not simply a content dump of resources; rather, students should be *both* curating (including evaluating and annotating) existing resources and creating their own multimedia content to support their scope and sequence.

Students who take on this project may want to consult [Saskatchewan's Digital Citizenship Continuum](#) and/or [Saskatchewan's Digital Citizenship Policy Planning Guide](#).

Option 2: Personal journey into media
As educators, it is important that we have a solid understanding the digital world and of the apps and programs that our students are using regularly. This option will allow students to complete an in-depth investigation of a selected set of apps. This could include anything that young people use regularly: social apps like Snapchat, Instagram, or Facebook, or more "educational" apps like Aurasma, ShowMe, or Touchcast that students may be asked to use in school. This project will entail a full review of the selected apps through a media lens, include a description, analysis of everything from the app platform to the Terms of Service and privacy implications to educational value and usage. The review should include an experiential component (that is, students must actively engage with and use the apps for an extended period). Students should expect to review between 2 and 4 apps and should endeavour to choose a range of different types of apps (i.e. both social and educational).

Option 3: Internet-based social activism project
Social media has the potential to exacerbate social issues by proliferating negative messages, but it has also been used to spread awareness of social justice concerns through the possibilities for amplifying traditionally marginalized voices and for its use in grassroots social campaigns. Students choosing this option will design and carry out some sort of internet-based citizenship or activism project that either uses social media to mobilize/raise awareness (see, for instance, the [WestHigh Bros Sincere Compliment project](#), [Martha Payne's Never Seconds food blog and charity](#), a [Calgary teen's social media campaign for mental health awareness](#), larger social media hashtag campaigns such as [#IdleNoMore](#) and [#BlackLivesMatter](#)) or that combines social justice and technology in some other way (for example, undergraduate have begun the creation of [this social justice themed resource hub and blog hub](#)). Students undertaking this project may want to carry out a project with their students as part of classroom activities. Students should ensure that their project includes preliminary research into the possibilities and complexities of internet-based activism in order to frame their work.

You may want to consider an application for funding to develop this project from http://iamstronger.ca/ (partnership of the Ministry of Education & Sasktel).

Option 4: Social media experiment:
As many social networks turn increasingly to algorithms to shape the content we are shown, we are seeing examples of both companies experimenting with the effects of particular content filtering (i.e. the infamous "Facebook Emotional Contagion Experiment) and of individuals conducting their own personal social media experiences in an effort to "game the system" (i.e. 'Liking' experiments on Facebook or experiments with facial recognition).

This option allows students to design and implement their own "social media experiment" and then reflect on this process and its implications for teaching and learning. Students selecting this option should ensure that they preface their experiments with some research into algorithms (which they should document). Please note that students should be aware of the potential risks of such an experiment, including effects on their own digital identity (as such, we would like to stress that this project (as with the others) is an **option** and not a **requirement**); as well, students should ensure that their experiments adhere to the university's policy for ethical conduct for research involving human subjects (students may need to submit an ethics application). **Students must have their experiment designs approved by the course instructors prior to beginning them.**

Option 5: Student-designed project: Students are welcome to propose an alternate project, subject to instructor approval. Students-designed projects should entail an equivalent amount of work and should be directly related to some aspect of digital citizenship or media literacy.

4.3. Summary of Learning (20%)
Students will produce an artefact (e.g., narrative, slide deck, audio, video, concept map, other visual, etc.) that summarizes the learning experience in EC&I 832. The artefact should reference significant course experiences (e.g., reflections, assessments, readings, presenters, networking, experimentation, etc.) that contributed to the greater understanding of educational technology, digital citizenship, and media. Students will present these artefacts, or make them available to others, for the last day of the course. Summaries may be created individually or in partners.

There is no final examination for EC&I 832.

5.0 University Policies

5.1 Attendance, Evaluation, Discipline, and Appeals

5.2 Summary of University and Faculty of Education Academic Regulations & Reminders

5.3 [Grading Guidelines for Graduate Courses](#)

5.4 [Safety and Emergency Preparedness Information](#)

EC&I 833: Foundations of Educational Technology: History, Theory, and Practice
Faculty of Education - University of Regina

Fall Semester 2016: Section 397
Online Course - Synchronous Sessions Tuesdays at 7pm
Instructor: Alec Couros
Email: couros@gmail.com

Instructor: Dr. Alec Couros **Email:** couros@gmail.com **Office:** ED 383	**Txt/Mobile:** 306-581-2532 **Twitter:** @courosa **More at:** http://couros.ca

1.0   Course Description and Objectives

1.1 Course Description
This course introduces students to the field of educational technology. It is intended as the foundational course for the Edtech specialization. The course examines the historical context of educational technology as well as current and emerging theories and practices.

The course has an integral online component. This includes two key components. First, all of the classes will be facilitated online via webconferencing. You can participate in these from home (or wherever you have access to a computer & Internet). Second, there is an expectation that course interaction will occur outside of scheduled class times in our virtual community, student blogs, and other potentially other social networking services. Your instructor will provide more information about these interactions.

1.2 Course Objectives

Throughout this course, students will:
- gain an understanding of the history and nature of educational technology as a field
- become familiar with key theorists and practitioners in the field and related fields
- become familiar with the philosophies, theories, and ideologies that have influenced and continue to influence teaching and learning with technology
- critically investigate the various forces that have shaped our historical and contemporary understandings of educational technology
- develop an understanding of the ways in which learning theories intersect with and inform technology use in the classroom

- investigate the cultural and societal values that shape contemporary technology integration practices
- examine the implications of educational technology on issues of equity and social justice

2.0   Resource Materials

There is no required text for this course. During the course, a variety of materials will be accessed and/or made available online. There will be no additional materials charge.

3.0   Special Announcements

3.1 Special Needs
Any student with a disability, injury, or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, phone 306-585-4631, e-mail accessibility@uregina.ca.

Information from Counselling Services

3.2 Attendance and Punctuality
Regular and punctual attendance is expected (university policy) at all times. It is especially important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students.

Online sessions will run every Tuesday and will be recorded. However, participation in the Tuesday evening sessions is mandatory; if you are unable to attend a particular live session, please email your instructor in advance. Missing more than one live session may result in failure of the course. Students who miss a class are responsible for all material covered during that class as well as any assignments given or submitted.

4.0   Proposed Assignments

4.1 Student-Led Research & Content Facilitation - Group Project (30%)

The course will be arranged into a number of key innovation streams in educational technology and media that have and continue to be influential in teaching and learning practice. Students

will be asked to work in groups to research a specific topic, to present about the topic in class, to facilitate a discussion with the rest of the class, and to select key readings for classmates (that will be made available to them on the day of the presentation).

Each week in class, a group of 4-5 students will prepare a one hour presentation (including appropriate time for guided class discussion/demos/etc.) focused on one of the streams. Specifically, presentations should address questions such as (but not limited to):
- What are the origins, history, and evolution of this stream of innovation?
- What philosophies, ideologies, and epistemologies are supported by this stream or toolset?
- What learning theories are supported or represented by this stream of innovation?
- What key beliefs about teaching and learning are evident in the creation and use of this innovation?
- What is made possible/impossible by this toolset? What are the effects (both positive and negative) on teaching and learning?
- What are the perceived, idealized, and actual impacts on education?
- Who are the proponents, opponents, or adopters of these technologies and what does that tell us?
- What role has commodification and commercialization played in the development, evolution, and adoption of this toolset and what does that tell us?
- What types of students and teachers are privileged and disadvantaged by these technologies?
- What makes a "good student" according to to adopters of this technology?

Importantly, rather than simply presenting a timeline of the history of the stream of innovation, students are encouraged to take a critical look at their chosen area of educational technology, digging into the assumptions and discourses (educational, cultural, or societal) that underlie the use of this type of technology.

Facilitation of the presentation might include:
- creation and use of slides or short videos
- demonstrations of how particular tools work
- facilitated questions or polls
- the use of breakout rooms to allow for guided small group discussions
- collective brainstorming or collaborative document building
- creation and sharing of artefacts (e.g., references, timelines, slides)
- Twitter chats (or other publicly moderated discussion)

Student presenters will also be expected to prepare of list of key readings on their topic, which

will serve as their classmates' readings on the topic for that week.

See [additional information on assignment requirements](#) here.

Assessment: Assessment of this assignment will be based on the content and format of the presentation, on the quality of the annotated list of key readings, and on the quality of the discussion facilitation. All team members are expected to participate equitably in the planning and presentation of the debate topic. Students are also expected to participate in other presentations during discussion times.

Please consult the [assignment rubric](#) for additional information.

Due date: Students will sign up for a particular date and topic during the second week of class. Access the sign-up form [here](#).

4.2 Reflections/Responses/Commenting/Connecting (40%)
f
As this is a class focused on educational technology, students will be required to explore different tools and to engage with others on various platforms. In particular, this will consist of the following:

1. Course blog: A blog will be used to describe and reflect upon your course experiences. This blog will also act as an important communication tool between you, your classmates, your instructor, and the wider educational community.

Each week, we will address one topic related to edtech, as described in section 4.1. After each class session, students are expected to read the articles provided by the student facilitators and then to reflect on both the readings and class session in order to compose a well-reasoned response to the weekly topic, based on the materials presented. In particular, responses should demonstrate critical reflection on the tools or technologies discussed, with attention paid to the relationship between the technologies and students' own philosophical and pedagogical stances as well as their practice. Responses should be posted to students' individual blogs.

Students can post text-based blog posts but are also encouraged to employ multimedia strategies for reflection such as podcasts, vlogs, or other presentation formats. Posts should utilize social writing strategies such as hyperlinks to blog posts (e.g., trackbacks) or to articles/resources consulted, images, embedded media, social sharing (e.g., Twitter, FB), evidence of reading/integrating the posts/thoughts of others, and/or soliciting feedback from prospective readers.

Students should also be regularly reading and commenting on classmates' blogs.

For this element of the course, you should write one blog post per week.

2. Participation on Twitter: Students will be required to develop and maintain a professional Twitter account for this course. Students will be expected to use this Twitter account to begin to establish connections to other professionals in the field of education in order to expand their personal learning networks.

Your Twitter account should show evidence of:
- a professional photo and biography
- evidence of course-related reading and resource sharing
- evidence of networking and engagement with other educators and content experts

3. Contributions to the Google Plus community: As much of the content and sharing that you will do in this course will happen on your own blogs, think of this space as a place that you can ask course-related questions of your instructor and classmates. Use it when you have questions that you would like answered, or if you want to share things that are relevant and interesting but not necessarily something you want to blog about (e.g., Youtube video, article, etc.)

Your participation in the Google Plus community should show evidence of:
- questions directly related to course content (if applicable);
- responses to other students' questions or resources that include a simple text response or a more complex multimedia response (e.g., vlog, screencast)
- sharing of course-related articles, media, and resources

Assessment: Assessment of this assignment will be based primarily on the quality of students' weekly responses as well as on evidence of students' engagement with others in the class on individual blogs and Twitter. Where possible, students are also encouraged to assist each other by answering questions in the course community.

At the end of the course you will be asked to identify three classmates who have made the most significant contributions to your learning.

Please consult the [assignment rubric](#) for additional information.

Due date: Ongoing - students should post one substantial response per debate topic.

4.3 Summary of Learning (30%)

Students will produce an artefact (e.g., narrative, slide deck, audio, video, concept map, other visual, etc.) that summarizes the learning experience in EC&I 833. The artefact should reference significant course experiences (e.g., reflections, assessments, readings, debates, etc.). Your own recorded live audio and/or video is required. Students may work with a partner for this activity; suggested length of artefact = 5-7 min for individuals, 8-10 in pairs. In some cases, format will necessitate artefacts of shorter or longer duration - please consult us if your project will fall outside of these parameters.

Due date: Students will share these artefacts to their blogs prior to the final class on December 6th.

Please consult the assignment rubric.

There is no final examination for EC&I 833.

5.0 University Policies

5.1 Attendance, Evaluation, Discipline, and Appeals

5.2 Summary of University and Faculty of Education Academic Regulations & Reminders

5.3 Grading Guidelines for Graduate Courses

5.4 Safety and Emergency Preparedness Information

EC&I 834: The Nature of Online Education
Faculty of Education
University of Regina
Course Syllabus: Spring, 2010

Dr. Stephen Kemp

Overview

This course is designed to promote the inclusion of web-based resources into the teacher's toolkit based on pedagogical principles of curriculum development and instructional design.

The course will guide students to acquire information about web-based resources, accommodate that knowledge into their unique teaching situation, and apply that knowledge to create an inquiry-based unit of study that is technologically enhanced. Students will be introduced to a variety of web-based multimedia resources including audio, visual and screen capture which, when combined with available online resources, will allow each student to create a technology-enhanced, curriculum correlated unit of study. Previous computer experience is not necessary, tutorial instruction will be provided for each application taught.

The organizing format for the design and development of the web-based unit will be a WebQuest, an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web.

Course Objectives

As a result of this course, students will be able to:

1. Develop an understanding of terms and concepts relating to online education.
2. Acquire skills in the design and development of web-based learning resources and strategies to increase their effectiveness.
3. Examine and critique the theoretical basis for instructional design in this medium.
4. Accommodate virtual educational environments into each student's unique teaching/learning situations (e.g., be able to select appropriate content and appropriate technology).
5. Integrate interactive multimedia instructional resources in the development of inquiry-based learning modules.
6. Explore inquiry-based education and how it relates to the use of virtual educational environments and to the design and development of interactive multimedia instruction.

How the course works

Stage 1 - Acquire

- Acquire new information, skills and concepts.
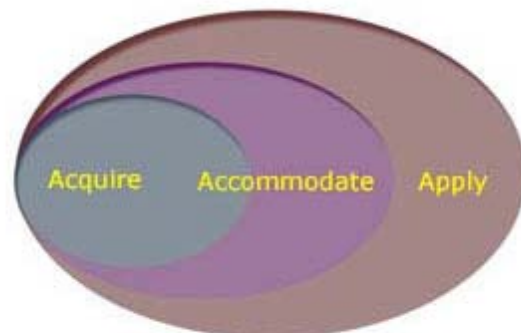
Stage 2 - Accommodate

- Integrate the experience, concepts and skills you already have with the new concepts and skills set presented in the module.

Stage 3 - Apply

- Do something with the knowledge.

Course Design and Topics

Modules 1 - 5: Acquire

- Inquiry-based education
- Pedagogical approaches
- Blog
- Voicethread
- Jing
- Still image production and upload
- WebQuests

Module 6: Accommodate

- Curriculum connections
- Inquiry-based education

Module 7: Apply

- Create a WebQuest including a Jing, Voicethread, still images and selected supporting resources from the Internet.

Course Topics and Schedule

Monday, May 10

Module 1: Welcome to EC&I 834

- Web 1.0/2.0/3.0
- Blogs
- Setting up Skype

Wednesday, May 12

- Chat session #1 groups (Skype)

Thursday, May 13

Module 2: WebQuests and Instructional Design

- Overview

- o Examples
- o Template

Monday, May 17

- **Module 3: Multimedia production**

  - o Voice thread
  - o Jing

Wednesday, May 19

- Chat session #2 groups (Skype)

Thursday, May 20

- **Module 4: Multimedia production**

  - o Still image production

Monday, May 24

- **Module 5: Curriculum connections/Resource Identification**

  - o Online curriculum documents
  - o Online resources (primary source resources)

Wednesday, May 26

- Chat session #3 groups (Skype)

Thursday, May 27

- **Module 6: Inquiry-based learning (and teaching)**

  - o Inquiry-based principles and process
  - o Planning guide for inquiry-based research

Monday, May 31

- **Module 7: Design and development of WebQuests**

  - o Group planned, designed and developed

Wednesday, June 2

- Chat session #4 groups (Skype)

Monday, June 21

- **Presentation of WebQuests**

Assignments

1. Research, Design and Development of a WebQuest: 50%

2. Multimedia Assignments: Each type of multimedia will be worth 10% of the final mark: 40%

   - Blog
   - Voicethread
   - Jing
   - Still image production and upload

3. Participation in chat sessions: 10%