

University of Ontario Institute for Technology

Faculty of Education

EDUC5104G

Fall 2018

1. Course Details & Important Dates

Term	Course Type	Day	Time
F	Online	Wed	6 to 7:30 or 7:45 to 9:15

CRN #	Classes Start	Classes End
	Sept 12th, 2018	Dec 5th, 2018

Adobe Connect Classroom Link

- Main Meeting Room: <http://uoit.adobeconnect.com/educ-5104g-201809-43038>

Course Website: <http://wb1t2018.weebly.com>

Course **Twitter** Hashtag: **#EdToolDesign**

Course YouTube Playlist: <https://tinyurl.com/wb1t2018-playlist>

Course Elearning Essentials Website: <http://elearnuoit2018.weebly.com>

2. Instructor Contact Information

Instructor Name	Email
Dr. Robin Kay	robin.kay@uoit.ca
Online Contact Information Skype: robin.kay_2 Twitter: @kayuoit Texting: 289-380-2342	

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

- Sept 19th – Last day to drop the course and receive 100% refund
- Oct 3rd – Last day to withdraw from a course without academic consequences
- Oct 8 to 12 – No Classes (Thanksgiving & Fall Study Week)
- Dec 5th – Last class

4. Course Description

This course allows students to investigate, analyze and design web-based learning tools. Key areas addressed include establishing an operational definition and categorization of web-based learning tools (WBLTs), exploring learning theories and instructional design principles that support the design of WBLTs, understanding the advantages and disadvantages of using WBLTs, analyzing and assessing qualities of effective WBLTs, and exploring strategies for using WBLTs. After developing a strong foundation of theory and design, students will create their own WBLTs.

5. Learning Outcomes

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

Working Definitions of WBLTs

1. Identify the essential features of web-based educational tools [[T4](#), [T5](#)]

Purpose of WBLTs

2. Determine the need for web-based educational tools [[T2](#)]

Theory Underlying WBLTs

3. Explain basic learning theories underlying the design of learning tools [[G1](#), [C3](#), [A1](#)]
4. Examine key instructional design principles used to create WBLTs [[K2](#), [K3](#), [C6](#), [A1](#)]

Evaluate WBLTs

5. Develop criteria for evaluating learning tools based on sound learning theory and instructional design principles [[G4](#), [P2](#)]
6. Create effective metrics to evaluate web-based educational tools [[C3](#), [P2](#)]
7. Implement and test evaluation metrics of WBLTs [[K1](#)]

Using WBLTs

8. Identify and understand instructional strategies that will help make WBLTs more effective [[T3](#)]

Design of WBLTs

9. Design a WBLT based on sound learning theory and instructional design principles [[T1](#), [T3](#), [T4](#), [K3](#), [C3](#), [P1](#)]

6. Course Design (Read Carefully)

- The course consists of 12 sessions
- **A typical session** will consist of 1.5 hours in Adobe Connect plus 5 to 7 hours of home activities
- The reason I have two 1.5 hours in Adobe Connect is to create two smaller groups of 12 to 14 for better discussion and interaction (instead of one large group of 24 to 28)
- The **majority of the classes will consist of a series of small group discussions and activities**
- Students are expected to attend ALL classes – If a class HAS to be missed, the student **must inform the instructor** well ahead of time to arrange for make-up work
- The [course website](#) will be used extensively as a guide and support for students in this course
- Assessments and activities will be authentic in this course. To that end, student assignments/activities will be used to create an EBook and an eLearning Essentials Website
- Students will be asked to contribute regular resources tweets using our class hashtag **#EdToolDesign**. The goal here is to create an exemplary set of resources on the design of web-based learning tools for the UOIT and larger education community in K-12 & Higher Education
- Meetings with individual students will occur on Skype or in Adobe Connect – [Main Meeting Room](#)

7. Key Topics for the Course

The following topics will be addressed, discussed, analyzed, and evaluated
All classes are listed on the [Course Web Page Lessons Section](#).

- Overview and working definitions of WBLTs
- Learning Theories and WBLTs
- Instructional Design Principles for WBLTs
- Evaluating WBLTs
- Examining Apps for Developing WBLTs
- Planning a WBLT
- Designing a WBLT

8. Required Texts/Readings

Required Readings

Clark, R. C., & Mayer, R.E. (2011). [E-learning and the science of instruction](#). San Francisco, CA: Wiley.

Halpern, D.F., Graesser, A., & Hakel, M. (2007). [25 learning principles to guide pedagogy and the design of learning environments](#). Washington, DC: Association of Psychological Science taskforce on Lifelong Learning at Work and at Home.

Useful Web-Based Resources

- **Main List on Course Website - See [Resources](#)**
- [Common Sense Graphite](#) - Evaluations of Learning Tools
- [Learning Theories](#) Website
- [Edutopia](#) - Excellent site for latest innovations and discussions in EdTech
- [Edudemic](#) – Guides, Tools, Resources – Very helpful

9. Assignments and Tests

All assignments are described in detail in the [course website assignment section](#).

Due Date	%	Learning Outcomes	Description
Weekly	10%	LO1 to LO10	Community Contributions
Oct 17th	25%	LO4, LO5	Theory & Instructional Design Principles
Nov 7th	25%	LO3 to LO10	Design-Tool Review
Dec 5th	40%	LO3 to LO10	WBLT Module

Late Assignments

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

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

10. Students with Disabilities

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

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

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

11. Academic Integrity

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

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct ([Section 3.10.2 of the Graduate Calendar](#) starting on p. 63) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.**

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

12. Turnitin

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

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

13. Freedom of Information and Protection of Information Act

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

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

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

14. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, anonymous online course evaluations are administered during the last week of classes. Students are strongly encouraged to participate actively in this process.