

ADED 4113 – Introduction to Distance Learning in Adult Education (3ch)
Winter 2024 (January 8 – April 11, 2024) | Online via D2L
Faculty of Education, University of New Brunswick

Territorial Acknowledgement:

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsundered and unceded traditional lands of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

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COURSE DESCRIPTION

This course serves as an introduction to distance education, as both a delivery mechanism and an academic field. It is intended to provide learners with the opportunity to become familiar with the philosophies, strategies and an overview of best practices involved in designing learning / teaching events outside of a face-to-face environment. The historical, present, and future practices of communication in distance teaching, including the application of available technologies, will be discussed. Students will have the opportunity to adapt and/or develop content for use online.

COURSE OBJECTIVES

- Gain an understanding of the impact distance education has had in relation to adult learning
- Explore the history and methods of distance education in Canada
- Apply adult teaching and learning principles/methodologies and concepts to distance learning.
- Apply best practices for teaching and engaging learners in the online environment.
- Identify primary / key features and capabilities of distance education technologies and tools.
- Identify principles and issues fundamental to supporting learning at a distance and relate these to the concept of online teaching.
- Analyze technologies available in distance education and training contexts, and identify important features and capabilities of these, supportive of learning at a distance.

There is no requirement for participants to possess prior knowledge or experience of distance learning / online teaching practices or related technologies - familiarity is an asset. This course is relevant for those who are:

- New to distance learning or those wishing to improve their current practice
- Interested in educational technology and/or online instruction
- Continuing professional development to increase their relevance and value to the contemporary workplace
- Learning and teaching professionals (education developers, instructional designers, trainers etc.)

COURSE STRUCTURE

This course will be delivered entirely online through the course management system D2L. You will use your UNB account to login to the course from the [D2L login page](#). If you have not activated your UNB account, please visit [ITS Activate UNB Services](#) to do so. If you have yet to request your part-time student ID (which contains your library barcode), please do so from within [My e-services](#) (Personal Tab > Part-time student photo ID request form).

To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please refer to the [D2L settings link](#).

In D2L, you will access course modules, materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using D2L and/or alternative Internet-based technologies. Activities will consist of chat, blogs, discussions forums, email, journaling, wikis, and web posting.

TEACHING/LEARNING METHODOLOGY

ADED 4113 utilizes an active and collaborative teaching/learning methodology. Active learning occurs when students take a deliberate and participatory role in the course (Kane, 2004). In an active learning environment, the instructor serves as a facilitator instead of encouraging a traditional lecture environment. Student success in this course is highly dependent on the participation of all students in online discussions via Brightspace (D2L) and completion of assignments.

TECHNOLOGY REQUIREMENTS

To fully participate in online courses, you will need to ensure your browser is up-to-date. For PC and Mac users the suggested browser is Mozilla Firefox or Google Chrome.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- Computer running Windows 10 or 11 or Mac OSX 12+.
- Browser: Edge, Firefox, Chrome or Safari.
- Broadband connection recommended— video lectures and/or video content may be part of the course.

- Word-processor that allows you to create .doc or .docx files (ie: Microsoft Word) and presentation software such as Power Point. You can download Office from your UNB IT Services Portal.
- Headphones, microphone (useful)
- Ability to take images / scan documents / take video (useful)

TEXT AND READINGS

There is no textbook associated with this course. There are, however, a number of readings including peer-reviewed journal articles and professional publications. The course reading list can be accessed online through [HIL Course Reserves](#) and are also included in the course schedule.

You are expected to be familiar with the required readings in order to be successful in the course. You are encouraged to go outside of these readings to the UNB Libraries, Google Scholar, and/or other sources to dive deeper into topics of interest.

COURSE UNDERSTANDINGS

Email Policy

Students can expect a response to emails within 24-48 hours, excluding weekends and holidays. Include the course name (eg. ADED 4113) in the subject line; please send all correspondence through your UNB email. Before sending an email, please check both Brightspace D2L and the syllabus to see if the answer can be found there.

Please note: Please send all correspondence to my UNB email: khaines@unb.ca rather than through D2L.

Online Classroom Attendance and Conduct

Classes will be delivered via the online D2L system. There are no physical face-to-face classes, but students are expected to be online several times a week to complete the required readings/learning activities and participate in discussion.

Work load

This is a 3-credit hour undergraduate course. Expect the work to equal the time and effort you'd spend in any other undergraduate class. It will be equivalent to 13 weeks of face-to-face meetings, which means roughly 36 hours of "face-to-face lecture time", plus outside of class course work. Expect to spend at least 9-12 hours a week on this course (or any undergraduate course). Regular weekly activities include reading, writing, developing learning activities, evaluating learning technologies / tools and participating in discussions. Not logging on and reading and responding is the same as not coming to class. Please note that posting and participating in discussions is a large percentage of your final grade.

You are expected to complete all aspects of course in order to pass and reading and responding is an important aspect of the course. The weeks are divided into blocks. Inside the block folder you will find my notes on the weeks readings with guiding questions for you to consider while doing the assigned reading(s). My notes will include material from other sources and personal anecdotes. You will also find a link to the week's discussion forum where we will post discussion responses and reflections on the week's readings, key questions, and learning activities.

Expectations of Learners

Learners are expected to prepare and participate by:

1. Reading scheduled readings each week
2. Participating in class discussions posted on Brightspace D2L
3. Completing the assigned projects by the due date
4. Participating in Group Projects when assigned

Learners are expected to complete each individual project independently unless otherwise noted. The learner's submissions must represent their individual work, and citations must be provided where content from other sources is references. Also, you may re-use the same distance learning tool in another assignment provided it is being used along-side a new tool and is not the primary distance learning tool under focus.

Netiquette

- Check discussion frequently and respond appropriately and on topic
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting
- Be respectful in your online interactions
- Cite all quotes, references and sources, this way everyone can have access to the information
- Ask permission before forwarding a class message to someone outside of the class
- Using humor is good, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticisms or flaming (angry, antagonistic criticism)
- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated email

ACCOMMODATION AND DISABILITIES

I will accommodate your needs as much as is reasonably possible. If you have any learning disability or illnesses that requires specific accommodations, please let me know at the beginning of the course so that we can make any necessary arrangements to assist your learning. You are strongly encouraged to register with the [UNBF Student Accessibility Centre \(SAC\)](#), Tel: (506) 453-3515 or unbds@unb.ca so that you may receive appropriate services and accommodations. Once you are registered with SAC, the instructor will be notified via the UNBF SAC Accommodation Letter of your specific accommodations. If you would like to discuss your needs with the instructor, please contact me so we can book a time for a confidential appointment.

ACADEMIC INTEGRITY

Language

All language for this course must be non-racist, non-sexist, non-homophobic. How a paper is written and what it says are not separate issues, but rather components of the whole project and are evaluated accordingly

Plagiarism

Since plagiarism is a serious offence, care should be taken to ensure that materials from other sources are correctly attributed to their authors. The Undergraduate Calendar (pg. 42-43) describes plagiarism as:

- 1) quoting verbatim or almost verbatim from any source, regardless of format, without acknowledgement;
- 2) adopting someone else's line of thought, argument, arrangement, or supporting evidence (such as, statistics, bibliographies, etc.) without indicating such dependence;
- 3) submitting someone else's work, in whatever form (essay, film, workbook, artwork, computer materials, etc.) without acknowledgement;
- 4) knowingly representing as one's own work any idea of another.

NOTE: In courses, which include group work, a penalty may be imposed on all members of the group unless an act of plagiarism is identified clearly with an individual student or students. Resubmitting the same paper from another course is also a form of plagiarism.

Examples of other academic offences include: cheating on exams, tests, assignments, or reports; impersonating somebody at a presentation, test, or exam; obtaining an exam, test, or other course materials through theft, collusion, purchase or other improper manner; submitting course work that is identical or substantially similar to work that has been submitted for another course; and more as set out in the academic regulations found in the undergraduate calendar.

Penalties for plagiarism and other academic offences range from a minimum of F (zero) in the assignment, exam, or test, to a maximum of suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.

For more information, refer to [section VIII Academic Offences](#) in the Undergraduate Calendar for further information on academic offences. It is the student's responsibility to know the regulations.

USE OF GENERATIVE AI

In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter. It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

Generative AI may only be used when given explicit permission by the instructor in an assignment.

TECHNICAL SUPPORT

Information Technology Services (ITS) Help Desk can be reached by phone 506-453-5199 / 506-457-2222, email: helpdesk@unb.ca / itservicesdesk@unb.ca, or visited in person at the [Harriet Irving Library Learning Commons](#). If you are new to learning online and to D2L, consider registering for the self-registration D2L Help Site for Students. The [Centre for Enhanced Teaching and Learning](#) provides students with a variety of online support documents and videos in the use of D2L.

LIBRARY RESOURCES

The [Harriet Irving Library](#) (HIL) is the main library on campus that is accessible to students both on and off campus (eBooks, eJournals, other electronic resources). To access the library holdings, you will need to use your UNB user account. This is where you will also be accessing course readings and resources. Distance Education students living in Canada are eligible for delivery of books from the UNB collection to their home address free of charge. For more information, please visit the [Distance Education Library Service](#) page. To use this service, you will need to have your library bar code that is found on your student ID.

The library has several subject and course guides available to students based on their area of study. They maintain a subject guide page for [adult education students](#) that contains links to the most commonly accessed library resources, as well as resource videos to help you navigate the [library system](#). You also have access to a research librarian that has education under their portfolio: Marc Bragdon (mbragdon@unb.ca). Please don't hesitate to contact them when you are researching for your assignments. They are there to help you through the process.

The [library research desk](#), located in the library commons, can help you to develop your research strategy for any paper you may be writing. You can visit them in person, or give them a call at (506) 453-3546 or email: askus@unb.ca.

WRITING AND STUDIES SKILLS SUPPORT

UNB's Student Services [Writing and Studies Skills Centre](#) provides many coaching and mentoring services to assist with [writing papers](#), effective study methods, and other skills development related to student success. If you are outside of the Fredericton area, you can contact the centre for information on support / tutoring arrangements by phone: (506) 452-6346 or email: wss@unb.ca

GRADING SCALE

The assessments and learning activities in the course are designed to help you meet the learning objectives and demonstrate your progress. Each assignment is directly related to one or more learning objectives, so that in the end, your grade will reflect how much you have learned in the course.

"A" Level Work [85-100%]	A+ 95-100% [4.3]	Is reserved for exceptional work that greatly exceeds course expectations on every criterion.
	A 90-94% [4.0]	A mark of this order suggests a very high level of quality on every criterion used for evaluation. Work deserving of an A is distinguished in virtually every aspect.
	A- 85-89% [3.7]	It is awarded when the quality of work is generally high, but uneven.
"B" Level Work [70-84%]	B+ 80-84% [3.3]	It will be awarded if the work shows adequate and accurate understanding and analysis, and goes beyond what was provided, but is careless or sloppy in its presentation.
	B 75-79% [3.0]	This grade will be assigned if the work has more significant problems and is sloppy and careless.
	B- 70-74% [2.7]	This grade will be assigned if the work has significant problems, and shows little or no evidence of initiative or depth of understanding.
"C" Level Work [60-69%]	C+ 65-69% [2.3]	A mark below 69% will be assigned to work that is more seriously flawed, e.g., lack of attention to requirements; little organization; topic coverage and comprehension is weak; little use of resources and ideas gained in class; or superficial representation or evaluation of course content.
	C 60-64% [2.0]	
"F" Level Work [0-59%]	F 0-59% [0]	Inadequate performance. Insufficient attainment for concepts; insufficient organization is present; insufficient topic coverage and comprehension demonstrated; Insufficient personal interest in the work; insufficient use of resources and ideas gained in class. Work is incomplete.

Please note: Grades will **not** be rounded up.

Further information on [Examination, Standing and Promotion](#) can be found in the Undergraduate Academic Calendar. It is the student's responsibility to understand their rights within this policy.

LEARNING PROJECTS (ASSIGNMENTS)

Learning Project 1 [10%]	On Defining Distance Education – A Personal Definition Due: January 28, 2024 23:59 AST
Learning Project 2 [5%]	Research Essay and Pecha Kucha Proposal Due: February 18, 2024 23:59 AST
Learning Project 3 [15%]	Distance Education Historical Moment Research Podcast Due: February 25, 2024 23:59 AST
Learning Project 4 [10%]	Distance Education ‘tool or technology’ “Summary” Poster Due: March 24, 2024 23:59 AST
Learning Project 5 [20% + 15%]	Research Essay and Pecha Kucha Presentation Due April 2, 2024 23:59 AST
Learning Project 6 [25%]	Self-Reflection on Discussion Participation Due April 11, 2024 23:59 AST

SUBMISSION OF ASSIGNMENTS

Assignments and supporting work should be submitted via Brightspace D2L unless otherwise noted (large video and/or audio files may need to be securely dropped through the Portal). Please submit all written assignment as word documents (.doc or .docx) or as a .pdf file. Please do not submit assignments as a link from your OneDrive – this does not always guarantee access to the instructor.

Written Assignments

- Page count does not include title pages and references
- Double-space all academically written papers;
- Follow APA 7th Edition for style and citation guides ** you will not be penalized for not following APA perfectly. Learning how to write using APA is a lifelong learning endeavor. All I ask, is for you to try your best. [Please note, you do not need to use running headers or table of contents for our assignments]
- Use inclusive language in your writing (non-gendered, non-homophobic)
- It is acceptable to use first person pronouns. It is your work and you can use the first person “I” to say what you think
- Proof read all your work; pay attention to grammar, spelling errors, and crafting clear sentences
- Use 1-inch margins, Papers should be left justified only
- Please use a standard font (Times New Roman, Arial, Avenir or equivalent to a 12-point font)
- Block quotations should not be used; synthesize (explain) the significance of the research you are citing.
- Quotations should support your point rather than make it and be properly referenced.
- Articles should be from scholarly journals and you should minimize your use of online websites that do not originate from a reliable source (ie: Wikipedia). There is a list of journals related to distance learning available in Brightspace D2L to support your research.

If this is your first time using APA as a style guide and you are unsure, the American Psychological Association (APA) offers a free online basic APA tutorial that you can complete at your leisure: <https://www.apastyle.org/learn/tutorials/basics-tutorial>. You can also contact the writing centre for further guidance.

LATE ASSIGNMENTS

Assignments are due by 11:59 pm Atlantic Standard Time (AST). Assignments are due on the date indicated in the syllabus or course schedule. **It is the student's responsibility**, in the event of an emergency, to contact faculty prior to the due date to discuss the options for completing assignments. All assignments and communication must include the student's name, faculty name and the course number. It is the student's responsibility to keep a copy of all submitted assignments. Late assignments may be reduced in grade by 5% for every day they are late.

Special Circumstances – please let me know of any events/circumstances that may affect your ability to submit an assignment on time prior to the due date. Extensions will not be granted due to planned vacations.

ADJUSTMENTS TO ASSIGNMENTS, SCHEDULE, AND SYLLABUS

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. The scope, timing, and due date/time of any assignments, projects, or any other required work may be adjusted by the instructor as needed to maximize learning opportunities for students and/or better serve the goals of the course. The syllabus may likewise be modified at the discretion of the instructor. Any adjustments will be communicated to students in class, on D2L, and through Email with as much advanced notice as possible.

LEARNING PROJECTS

LEARNING PROJECT 1 (10%)

On Defining Distance Education Essay

Due: January 28, 2024

Using the course readings to date and external resources craft your own personal definition of what distance education is; what opportunities and/or barriers it provides to you as an adult learner or adult learners as a whole; provide a reflection on your own learning experiences via distance education technologies – what worked well? What did not work well?. Use articles we have discussed in class, external resources, and your personal experiences to support your definition and / or construct (understanding) of distance education.

Writing specifications: Essay should be no more than 1000 words (~4 pages), using double-spaced text, Times New Roman, and Font 12. Take the time to write coherent paragraphs and produce an overall coherent response that flows nicely. Include references to literature read in class to date and external research when applicable.

Generative AI may be used for writing clarity (ie: Grammarly grammar checker). All interactions with Generative AI must be provided as an appendix as outlined in the section on the Use of Generative AI. Generative AI may not be used for the creation of an outline or essay body content.

LEARNING PROJECT 2 (5%)

Research Essay and Pecha Kucha Proposal

Due: February 18, 2024

For this assignment, you are asked to start thinking about The Research Essay and Pecha Kucha presentation (Learning project 5) on a self-selected topic related to the themes in ADED 4113. Your Research Essay and Pecha Kucha presentation must be a different topic than that selected in Learning Project 3.

Submit a short 250-word proposal detailing the topic / area you are planning on researching and an outline (see the blank outline template). Include at least 5-6 peer reviewed references (in APA format) related to your topic you will be using to support the research process (these must not be course readings).

You may find as you research and write your research essay (Learning Project 5) you will diverge from your initial proposal. This is OK and expected.

Generative AI may not be used for the research essay and pecha kucha presentation proposal.

LEARNING PROJECT 3 (15%)

Distance Education Historical Moment Research Podcast

Due: February 25, 2024 23:59 AST

As we have discovered in the first four weeks of our course, distance learning and distance education has a rich history in Canada, the United States, and the UK. Using course readings, resources, and external research you will write a 4-page essay and record it as an audio file (ie: podcast – for inspiration, consult Canadian History Ehx for a suggested format; you will be targeting ~5 minutes of audio content).

Select a specific era/movement, person (or persons), technological development etc. (ie: How Radio was used for distance education; The role of the National Film Board in adult education; Role of the Canadian Association for the Study of Adult Education in early distance learning; Instructional television and the adult learner; Learning management systems, a specific technological advancement which impacted distance education; Use of Radio during COVID-19 in rural developing countries). Research your chosen topic.

Consider the following questions.

- Provide a description/overview of the topic including significant dates
- Why is it significant to distance learning? Adult education? Teaching and Learning?
- How did the topic impact the delivery of distance learning? Adult education? Who did it benefit? Who did it exclude?
- What was the outcomes of the topic? How did it impact the future of distance education? What influence did it have on the development of future technologies? Teaching methodologies (pedagogy/andragogy)?

Writing specifications: The Essay should be no more than 1000 words (~4 pages), using double-spaced text, Times New Roman, and Font 12. Take the time to write coherent paragraphs and produce an overall coherent response that flows nicely.

Audio specification: The audio file (podcast) should be approximately 5 minutes in length and should be submitted as a .mp3 file. You do not need to include a jingle at the beginning or end like some podcast examples do, however, feel free to. I will create a page in our Brightspace site to share the audio files with the class after feedback has been provided.

Generative AI may be used to help create an outline, for brainstorming and writing clarity (ie: Grammarly grammar checker). All interactions with Generative AI must be provided as an appendix as outlined in the section on the Use of Generative AI.

LEARNING PROJECT 4 (10%)

Distance Education Tech Tool “Summary” Poster

Due: March 24, 2024

Throughout the course, we have examined various tools / concepts related to distance learning. Select a technology “thing or tool” (Bates, 2021) that is related to a (or multiple) themes discussed in block 5 through block 11. Your poster should include:

1. Brief description of the tool including a URL that can be visited.
2. A screenshot or image showing the “thing or tool” (Bates, 2021).
3. A “thing or tool” ‘snapshot’ detailing items such as: price, learning styles/andragogical approach targeted, a 5 star rating on how easy it is to use, how many learners can use the “thing or tool” simultaneously.
4. A short overview of how the “thing or tool” can be used to support learning. Overview should be grounded in the literature we have examined in class.
5. Your overall impression of the “thing or tool” (is it worthwhile? Does it show potential to support distance learning? Does it support distance learning?)

Posters can be created using a variety of tools: Power Point, Canva, Illustrator. Posters should be of a Portrait format and sized as 11”x17”.

Generative AI may be used to help create an outline, for brainstorming and writing clarity (ie: Grammarly grammar checker). All interactions with Generative AI must be provided as an appendix as outlined in the section on the Use of Generative AI.

LEARNING PROJECT 5 (20% + 15%)

Research Essay and Pecha Kucha Presentation

Due: March 30, 2024 23:59 AST

Students will select one of the themes from block 4 onwards (ie: Artificial Intelligence) and research a chosen area of interest (ie: use of Generative AI in the adult learning classroom; Ethical considerations on the use of Generative AI, ect). Students will write a 7-8 page research essay on the chosen area.

The objective in developing this inquiry-based research essay is not, perhaps, like other research essays with which you may be familiar. In an inquiry-based essay, the development of a research question is the

cornerstone of the essay, providing a guideline for you to follow in your research wherever the information takes you. You will be expected to use a variety of sources to develop your ideas.

In developing your individual foci for the research essay, consider the range of issues, debates, and/or definitions we have discussed/examined in this course (block 5 onwards), furthering this discussion to focus on what seems a significant point of contention, the least addressed yet important issue, or a perspective that, in your opinion, has not adequately been explored. Your research essay should follow this criteria:

- 7-8 pages, double-spaced, 12-point font (standard one-inch margins).
- Minimum 6-8 sources (primarily scholarly)
- Follows APA guidelines for in-text citations and reference page.

Pecha Kucha Presentation

Using your research essay, transform it into a Pecha Kucha to be shared with your peers.

What is a Pecha Kucha?

A Pecha Kucha is a visual presentation (using PowerPoint or KeyNote) with a prescriptive format using 20 slides that automatically advance every 20 seconds. Following the rules of 20 slides x 20 seconds, a Pecha Kucha creates a presentation of exactly six minutes and forty seconds (6:40).

Here are 2 video examples of how to create a Pecha Kucha:

1. <https://www.youtube.com/watch?v=L31SwpN1dAc>: This is an actual Pecha Kucha example with great tips on making a Pecha Kucha.
2. <http://www.pechakucha.org/presentations/how-to-create-slides>: This is a presentation on how to create effective Pecha Kucha slides.

Advancing slides in PPT for Pecha Kucha: <https://www.youtube.com/watch?v=YGVCKn6jBc>

All Media (images, audio, video) incorporated into your Pecha Kucha must fall under a creative commons license (see the Introduction to Creative Common's presentation for more details).

Generative AI may be used to help create an outline and for brainstorming in the research paper. All interactions with Generative AI must be provided as an appendix as outlined in the section on the Use of Generative AI. Generative AI may not be used in the completion of the Pecha Kucha.

Ensure all images used in the Pecha Kucha are from Creative Commons sources and are properly referenced. Please see the Intro to Creative Common's presentation which includes examples on how to reference various sources.

LEARNING PROJECT 6 (25%)

Self-Assessment of Discussion Participation

Due: April 11, 2024 23:50 AST

What is a post: There are both short and long posts. You are expected to make several posts per week with at least two substantial posts. For a substantial post, a good general rule is that a post is half a page of writing (125 to 150). While in the course of discussion, you may post several short messages during the week, it is also important to continue to add to the class discussion by making detailed and thoughtful posts.

Multiple perspectives on an issue only enrich our thinking about it. For this reason, participation is an essential part of your learning in this course. Your insights will be very valuable to your classmates and me, and you will also benefit from their ideas and interpretations. Because I want you to learn to accurately monitor the degree to which you are contributing to the class discussion, you will self-assess your own participation.

The *quality* participation that will be most beneficial to the class will reflect a knowledge of the readings assigned; it will be based on logic and supported by evidence; when appropriate, it should build on previous comments and move the discussion further along by adding a new insight; it might introduce new facts or probe deeper with questions; it might question underlying assumptions or refine the scope of the conversation with precise definitions; most of all, it will be respectful of other people's comments and positions.

Please submit a short description (~2 pages) of how you contributed to the course. Write a brief rationale for your grade. If your description of your participation does not reflect my observations of your participation in class, I reserve the right to raise or lower your grade.

Generative AI may NOT be used for the completion of this assignment.

PLEASE CONSULT THE DISCUSSION PARTICIPATION RUBRIC WHEN WRITING YOUR SELF-ASSESSMENT.

COURSE SCHEDULE (Tentative)

It is important you follow the schedule as provided, as the course relies on your collaboration. Further details on reading order of articles will be provided in D2L. Some weeks are a little heavier in readings, however, the reading order I would like you to take will be posted in D2L. Links to all readings are available through [UNB Course Reserves](#).

BLOCK 1: COURSE INTRO AND OVERVIEW OF DISTANCE EDUCATION HISTORY AND HERITAGE

Dates: January 8-14, 2024

Bates, T., & Glikman, V. (2021). One history of technology and media in distance education. *Médiations Et médiatisations*, (6), 12-34. <https://revue-mediations.teluq.ca/index.php/Distances/article/view/190> [CC-BY-NC-SA 4.0]

Mary, S., & Bill, A. (2012). History and heritage in distance education. *Journal of Open, Flexible and Distance Learning*, 16(2), 1-10. <https://jofdl.nz/index.php/JOFDL/article/view/56> [CC-BY-NC-ND 4.0]

BLOCK 2: LEARNING THEORIES: CONSTRUCTIVISM AND CONNECTIVISM

January 15 – 21, 2024

Anderson, T. (2016). Chapter 3: Theories for learning with emerging technologies. In G. Veletsianos (Ed.) *Emergence and innovation in digital learning*, (pp. 35 – 50). Edmonton, AB: AU Press, Athabasca University. https://www.aupress.ca/app/uploads/120258_99Z_Veletsianos_2016-Emergence_and_Innovation_in_Digital_Learning.pdf [CC-BY-NC-ND 4.0]

Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research in Open and Distance Learning*, 12(3). <http://www.irrodl.org/index.php/irrodl/article/view/890/1826>

Weller, M. (2020). Chapter 4: Constructivism. 25 Years of Ed Tech (pp. 27 – 36). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/0442be0f-0347-40eb-9c19-de80b7e13d47#ch04> [CC-BY-NC-ND]

Weller, M. (2020). Chapter 17: Connectivism. 25 Years of Ed Tech (pp. 115 – 122). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/198057f5-1a3e-4436-a4b8-c6e1a3e0bd69#ch17> [CC-BY-NC-ND]

BLOCK 3: ADULT LEARNERS AND INNOVATIVE TECHNOLOGIES

January 22 – 28, 2024

Beck, D. and Hughes, C. (2013). Chapter 3: Engaging Adult Learners with Innovative Technologies. In V.C.X. Wang (Ed), *Handbook of research on technologies for improving the 21st century workforce: Tools for lifelong learning*, (pp. 26-41). Hershey, PA: IGI Global. HIL-REF: Reference Collection, 1st Floor: HD58.82 .H363 2013

Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2016). Chapter 9: Technology and Adult Learning, In *Foundations of adult and continuing education* (pp. 291-322). San Francisco, CA : Jossey-Bass
<https://ebookcentral.proquest.com/lib/unb/reader.action?docID=4748396&ppg=307>

BLOCK 4: HISTORICAL ASPECTS OF DISTANCE LEARNING IN CANADA

January 29 – February 4, 2024

Buck, G. H. (2006). The First Wave: The Beginnings of Radio in Canadian Distance Education. *International Journal of E-Learning & Distance Education Revue Internationale Du E-Learning et La Formation à Distance*, 21(1), 76–88.
<https://www.ijede.ca/index.php/jde/article/view/67> [DOAJ]

Canadian Communications Foundation. (2024). A brief history of educational broadcasting in Canada. The History of Canadian Broadcasting. [Website]: <https://broadcasting-history.ca/in-depth/a-brief-history-of-educational-broadcasting-in-canada/>

Ives, C. & Walsh, P. (2021). Perspectives of Canadian Distance Educators on the Move to Online Learning. *Canadian Journal of Higher Education / Revue canadienne d'enseignement supérieur*, 51(1), 28–40.
<https://doi.org/10.47678/cjhe.vi0.188971> [CC-BY-NC-ND 2.5]

Wong, A. T. (1994). Anik e2 over the Prairies: Inter-organizational collaboration in the application of satellite technology. *Journal of Educational Television*, 20(1), 5–13.
<https://unb.on.worldcat.org/oclc/424719811>

BLOCK 5: ONLINE LEARNING SPACES

Dates: February 5 – 11, 2024

Moore, J. L., Dickson-Deane, C., & Galyen, K. (January 01, 2011). e-Learning, online learning, and distance learning environments: Are they the same?. 129-135.
<https://unb.on.worldcat.org/oclc/4919279790>

Weller, M. (2020). Chapter 1: Bulletin Board Systems. *25 Years of Ed Tech* (pp. 11 – 14). Edmonton, AB: AU Press. <https://read.aupress.ca/read/25-years-of-ed-tech/section/abac256a-5e13-45ed-b552-1ebb571b9e7a#ch01> [CC BY-NC-ND 4.0]

Weller, M. (2020). Chapter 2: The Web. *25 Years of Ed Tech* (pp. 15 – 19). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/021e8a8b-448a-4df7-b617-180c9bd5aef9#ch02> [CC-BY-NC-ND 4.0]

Weller, M. (2020). Chapter 13: Web 2.0. *25 Years of Ed Tech* (pp. 91 - 96). Edmonton, AB: AU Press <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/e2d98a01-c29c-4d3c-b951-23fe77df7c8f#ch13> [CC-BY-NC-ND 4.0]

Weller, M. (2020). Chapter 9: Learning Management System. *25 Years of Ed Tech* (pp. 63 – 68). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/d34c94af-8c57-43e4-bc40-797c47d83cb2#ch09> [CC-BY-NC-ND 4.0]

BLOCK 6: PERSONAL LEARNING ENVIRONMENTS

Dates: February 12-18, 2024

Martindale, T. & Dowdy, M. (2016). Chapter 8: Issues in research, design, and development of personal learning environments. In G. Veletsianos (Ed.) *Emergence and Innovation in Digital Learning: Foundations and Applications* (pp. 119-141). Edmonton, AB: AU Press.
https://www.aupress.ca/app/uploads/120258_99Z_Veletsianos_2016-Emergence_and_Innovation_in_Digital_Learning.pdf [CC-BY-NC-ND 4.0]

Weller, M. (2020). Chapter 18: Personal Learning Environments. *25 Years of Ed Tech* (pp. 123-128). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/0905c1b3-6848-4950-a2b8-37c4ba5d3a5e#ch18> [CC-BY-NC-ND 4.0]

BLOCK 7: COMMUNITY AND CONNECTION

Dates: February 19-25, 2024

Oztok, M., & Brett, C. (2011). Social Presence and Online Learning: A Review of Research. *International Journal of E-Learning & Distance Education Revue Internationale Du E-Learning et La Formation à Distance*, 25(3). Retrieved from <https://www.ijede.ca/index.php/ijede/article/view/758> [CC-BY 3.0]

Wang, M., Sierra, C., & Folger, T. (2003). Building a Dynamic Online Learning Community Among Adult Learners. *Educational Media International*, 40, 49-62.
<https://unb.on.worldcat.org/oclc/425000057>

BLOCK 8: ARTIFICIAL INTELLIGENCE

Dates: February 26 – March 3, 2024

Bates, A.W. (2022). Chapter 9.4: Artificial Intelligence, *Teaching in a Digital Age*, 3rd Ed.
<https://pressbooks.bccampus.ca/teachinginadigitalagev3m/chapter/8-7-c-artificial-intelligence/>
[CC-BY-NC 4.0]

Cacicio, S., & Riggs, R. (2023). Bridging resource gaps in adult education: The role of generative AI. *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*, 5(3), 80–86. <https://unb.on.worldcat.org/oclc/10026132520>

Poquet, O., & Laat, M. (2021). Developing capabilities: Lifelong learning in the age of AI. *British Journal of Educational Technology*, 52(4), 1695–1708. <https://unb.on.worldcat.org/oclc/9111211920>

Weller, M. (2020). Chapter 23: The return of artificial intelligence. *25 Years of Ed Tech* (pp.155 - 160). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/6e94dd71-9c44-434d-9673-e7780c94fe3d#ch23> [CC BY-NC-ND 4.0]

BLOCK 9: LEARNING AND SOCIAL MEDIA

Dates: March 18 – 24, 2024

Dron, J., & Anderson, T. (2014). Chapter 1: On the nature and value of social software for learning, *Teaching Crowds: Learning and Social Media* (pp. 3-34). Edmonton, AB: Athabasca University Press. <https://read.aupress.ca/read/26c033e6-d967-455c-af0c-d59b43c5e1e9/section/494844f9-0b73-4edc-b974-b054ec957e3b#ch01> [CC BY-NC-ND 4.0]

Bates, A.W. (2022). Chapter 9.1: Social Media, *Teaching in a Digital Age, 3rd Ed.* <https://pressbooks.bccampus.ca/teachinginadigitalagev3m/chapter/9-5-5-social-media/> [CC-BY-NC 4.0]

Weller, M. (2020). Chapter 16: Twitter and Social Media. *25 Years of Ed Tech* (pp. 107 – 114). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/af543ea7-77cf-426f-bdd3-9f885b8fbd71#ch16> [CC BY-NC-ND 4.0]

BLOCK 10: MOOCs

Dates: March 18 - 24, 2024

Sullivan, R. (Robin), Fulcher-Rood, K., Kruger, J., Siple, G., & van Putten, C. (2019). Emerging technologies for lifelong learning and success: A MOOC for everyone. *Journal of Educational Technology Systems*, 47(3), 318–336. <https://unb.on.worldcat.org/oclc/7961913663>

Alario-Hoyos, C., Estévez-Ayres, I., Pérez-Sanagustín, M., Delgado Kloos, C., & Fernández-Panadero, C. (2017). Understanding Learners' Motivation and Learning Strategies in MOOCs. *The International Review of Research in Open and Distributed Learning*, 18(3), 119-137. <https://www.irrodl.org/index.php/irrodl/article/view/2996> [CC-BY 4.0]

Weller, M. (2020). Chapter 19: Massive Open Online Courses. *25 Years of Ed Tech* (pp. 129 - 136). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/bd52aec1-f960-41a9-b605-294ca39b75f9#ch19> [CC-BY-NC-ND 4.0]

BLOCK 11: OPEN EDUCATIONAL RESOURCES

March 25 – March 31

Blomgren, C. (2018). OER awareness and use: The affinity between higher education and K-12. *The International Review of Research in Open and Distributed Learning*, 19(2), 55-70. <https://www.irrodl.org/index.php/irrodl/article/view/3431> [CC-BY 4.0]

Weller, M., de los Acros, B., Farrow, R., Pitt, B. & McAndrew, P. (2015). The impact of OER on teaching and learning practice. *Open Praxis*, 7(4), 351-361. <https://openpraxis.org/articles/10.5944/openpraxis.7.4.227> [CC-BY-4.0]

Weller, M. (2020). Chapter 11: Open Educational Resources. *25 Years of Ed Tech* (pp. 77 – 84). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/ad633722-07b5-494f-80e7-a572f543bc1c#ch11> [CC-BY-NC-ND 4.0]

Weller, M. (2020). Chapter 20: Open Textbooks. *25 Years of Ed Tech* (pp. 137 - 142). Edmonton, AB: AU Press. <https://read.aupress.ca/read/a6922eef-ff01-4b2a-86fe-f45b1185440a/section/bc534e13-e2d7-4407-982f-a23f5190b918#ch20> [CC-BY-NC-ND 4.0]

BLOCK 12: PECHA KUCHA RESEARCH PRESENTATIONS

April 1 – 7

No Readings

This week you will be viewing and commenting on your peers Pecha Kucha Research Presentations.

Please upload your Pecha Kucha to the discussion forum as well as the assignment box.

BLOCK 13: THE FUTURE OF DISTANCE EDUCATION

Dates: April 8 – 11, 2024

Wotto, M. (2020). The future high education distance learning in Canada, the United states, and France: Insights from before covid-19 secondary data analysis. *Journal of Educational Technology Systems*, 49(2), 262–281. <https://doi-org.proxy.hil.unb.ca/10.1177/00472395209406> [CC-BY 4.0]

Veletsianos, D. G., VanLeeuwen, D. C. A., Belikov, O., & Johnson, D. N. (2021). An Analysis of Digital Education in Canada in 2017-2019 . *The International Review of Research in Open and Distributed Learning*, 22(2), 102–117. <https://doi.org/10.19173/irrodl.v22i2.5108> [CC-BY 4.0]

RESEARCH ESSAY OUTLINE TEMPLATE

I. Introduction

Possible ideas for the introduction (see front side of handout for suggestions):

Thesis Statement (Usually the last sentence(s) in the introduction):

II. Body (A paper may have a few or many main points; decide how many your paper will need)

Main Point:

Examples/Details/Explanations:

- a.

- b.

- c.

- d.

Main Point:

Examples/Details/Explanations:

- a.

- b.

- c.

- d.

Main Point:

Examples/Details/Explanations:

- a.

- b.

- c.

- d.

Main Point:

Examples/Details/Explanations:

a. _____

b. _____

c. _____

d. _____

III. Conclusion

Reworded Thesis (Usually found near the beginning of the conclusion):

Other Ideas to Conclude:

Clincher Ideas: _____

DISCUSSION PARTICIPATION RUBRIC

Criteria	F/D (0) 0	C (62) 1-2	B (72) 3-4	A (92) 4-5
Frequency	Does not participate	Participates 1-2 times during the week.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week with participation evenly distributed
Initial Posting	Does not post	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task
Follow-up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic