ED 5164 – Learning with Technology in Adult Education (3ch)
Winter 2023 (January 9 – April 13, 2023) | 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 unsurrendered 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 provides learners an opportunity to explore and become familiar with the models of instructional technology integration, instructional design, strategies and best practices involved in designing learning instances that integrate instructional / educational technologies. This course will also help you will reflect on the role various forms of electronic and digital technology can play in the teaching/learning process and how you can engage these processes in the learning environment. You will be introduced to a variety of digital tools used for teaching and learning.

ED 5164 is a hands-on course where learners are introduced to online and blended learning environments, selected instructional design models and various educational technology tools (learning objects, podcasting, video creation, virtual reality, gamification and others) that can be leveraged to create fully online or blended learning instances for the adult learner. This course will also help you reflect on the role digital technology plays in the teaching/learning process and how you can integrate these processes in your classroom, learning or training environment.

ED 5164 focuses on the utilization of a range of instructional technologies and the application of instructional technologies for teaching and learning. Use of various technologies will be required throughout the course. Teaching and learning with technology is a broad topic that includes the use of media tools integrated within Learning Management Systems (LMS) and/or those run more independently over the Internet. It also involves differing media types (i.e. social or dyadic) and functions (i.e. synchronous or asynchronous). This course will require the use of various technologies.

COURSE OBJECTIVES

1. Develop an understanding of the intersection of the use of technology and the adult learner
2. Identify major features of instructional design models
3. Create engaging learning instances/activities that integrate technology
4. Employ digital technologies to share documents, resources and experiences with other students and educators
5. Design evidence-based instructional activities that integrate technology.
6. Use digital technologies to create resources that facilitate and support instructional activities from a variety of worldviews

There is no requirement for participants to possess prior knowledge or experience using instructional technologies - familiarity would be an asset. This course is relevant for those who are:

- Interested in educational technology
- 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.

We will also be utilizing a variety of technologies throughout the term. Many of these technologies are freely available online and include extensive documentation in how to use them. Because of the ever changing form of this course and the technology available on the market, I will not be providing direct instruction in how to use the technologies.

TEACHING/LEARNING METHODOLOGY

ED 5164 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 8,10 or Mac OSX 10.11+ (Recommended 8GB of RAM to fully use O365 and other tools)
- 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)
- Access to the O365 Suite (available through your my.unb.ca services)

Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the Harriet Irving Library computer lab, a public library, or alternative location to complete and submit your work on time.

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 D2L and is also included in the course schedule.

On average there will be 2-4 readings per week; you are expected to be familiar with all of these in order to be successful in the course. You are strongly encouraged to 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. ED5164) in the subject line; please send all correspondence through your UNB email. Before sending an email, please check both 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.

Workload

This is a 3-credit hour upper-level undergraduate course. Expect the work to equal the time and effort you'd spend in any other undergraduate class of equivalent level. 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 10 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 assignments each week
2. Participating in class discussions posted on 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.

Online Discussion Forum

I expect you to participate in all discussion forums in this course. At the very least, I want you to post two original thoughts related to the course readings and your own personal experiences as an adult learner and/or facilitator and/or work related experiences and respond to your peers thoughts for each discussion. Doing this will earn a "B". Doing more will earn an "A". How much more? I do not grade by counting-up your posts, but for an A, you need to be part of the discussion more than just submitting one or two solo thoughts, and more than just responding with a remark such as "I agree!". You will complete a participation self-evaluation at the end of the course in which you will assign yourself a discussion participation grade.

Discussion and Participation is worth 20% of your final grade. Grading participation in a discussion is always subjective, here is what an A student's participation would look like:

1. Promptness and initiative: The A student consistently initiates and/or responds to postings daily during the discussion period and demonstrates good self-initiative.
2. Delivery of post: The A student consistently makes grammatically correct posts with rare misspellings.
3. Relevance of post: The A student consistently posts topics related to discussion topic; cites additional references related to topic.
4. Expression within the post: The A student expresses opinions and ideas in a clear and concise manner with obvious connection to topic.
5. Contribution to the learning community: The A student is aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.

Criteria	F/D	C	B	A
Frequency	Does not participate	Participates 1-2 times .	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
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

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.

TECHNICAL SUPPORT

Information Technology Services (ITS) Help Desk can be reached by phone 506-457-2222, email: itservicedesk@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 two research librarians that have 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

ASSIGNMENTS

Assignment 1: Technology Autobiography (Due January 29, 2023)
Assignment 2: Technology Evaluation using the SECTIONS Model (Due: February 19, 2023)
Assignment 3: Learning Object (Due: March 5, 2023)
Assignment 4: Webquest (Due: March 19, 2023)
Assignment 5: Learning Module (Due: April 3, 2023)
Assignment 6: Discussion Activity Participation Self-Evaluation (Due April 13, 2023)

SUBMISSION OF ASSIGNMENTS

Assignments and supporting work should be submitted via D2L unless otherwise noted (large video and/or audio files may need to be securely dropped through M365/One Drive). Please submit all written assignment as word documents (.doc or .docx) or as a .pdf file. Please ensure permissions are set properly if you are sharing a file from your OneDrive. It is your responsibility to ensure your instructor can access your work. We will discuss submission options and proceedures in class.

Written Assignments – Recommended Guidelines

- 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
- Proofread 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)
- Minimize your use of block quotations

- 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)

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 10% 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, copyright provisions, and content access 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.

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 [2.0] 60-64%	
"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. Final grades will **not be calculated** using the D2L grading system.

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.

COURSE SCHEDULE (TENTATIVE)

Jan 9 - 15	Block 1: The Digital Adult Learner

Readings:

Bennett, E.E. and McWhorter, R.R. (2020). Chapter 18: Digital Technologies for Teaching and Learning. In TS. Rocco, M.C. Smith, R.C. Mizzi, L.R. Merriweather, & J.D. Hawley (Eds) *The Handbook of Adult and Continuing Education* (pp. 177-186) Stylus Publishing.

Sharan B. Merriam, & Laura L. Bierema. (2013). Chapter 10: Adult Learning in the Digital Age (pp. 190-211). In *Adult Learning : Linking Theory and Practice* First edition. Jossey-Bass.

Jan 16-22	Block 2: Technology Enhanced / Blended Learning Environments for the Adult Learner

Readings:

Brieger, E., Arghode, V., & McLean, G. (2020). Connecting theory and practice: reviewing six learning theories to inform online instruction. *European Journal of Training and Development*, 44(4/5), 321–339.

Diep, A. N., Zhu, C., Cocquyt, C., de Greef, M., Vo, M. H., & Vanwing, T. (2019). Adult learners' needs in online and blended learning. *Australian Journal of Adult Learning*, 59(2), 223–253.

McKenna, K., Gupta, K., Kaiser, L., Lopes, T., & Zarestky, J. (2020). Blended learning: balancing the best of both worlds for adult learners. Adult Learning, 31(4), 139–149.

Jan 23-Jan 29	Block 3: Instructional Design Models

4.1 ADDIE Model
4.2 Dick & Carey Model
4.3 Merrill's Principles of Instruction Model
4.4 Gagne's Nine Events of Instructions Model
4.5 Backward Design/Understanding by Design

Readings:

See your assigned discussion forum; each group will research and examine one of the models and create a **one page "cheat sheet"** to share with the other groups at the end of the week. I will include some resources to help get you started in the research process in the module.

ASSIGNMENT 1: Technology Autobiography (DUE January 29, 2023)

Jan 30 – Feb 5	Block 4: Planning for Learning

Readings:

Caffarella, R. S., & Daffron, S. R. (2013). Chapter 8: Designing Instruction. In Planning programs for adult learners : a practical guide (Third, Ser. The jossey-bass higher and adult education series). Jossey-Bass

Feb 6 – Feb 12	Block 5: Choosing Technology – The SECTIONS Model

Readings:

Bates, T. (2022). Chapter 10: Choosing and using media in education: The SECTIONS model. In Teaching in a digital age: Guidelines for designing teaching and learning (3rd ed.). Tony Bates Associates Ltd.

Bates, T. (2022). Appendix 1: Questions to Guide Media Selection and Use. In Teaching in a digital age: Guidelines for designing teaching and learning (3rd ed.). Tony Bates Associates Ltd.

Feb 13 – Feb 19	Block 6: Instructional / Educational Technologies: Learning Objects

Readings:

Koper,R. and Van Es, R. (2004). Chapter 3: Modelling units of learning from a pedagogical perspective. In R. McGreal (Ed) *Online education using learning objects* (pp.40-53) RoutledgeFalmer.

Ally, M. (2004). Chapter 6: Designing effective learning objects. In R. McGreal (Ed) *Online education using learning objects* (pp.76-86) RoutledgeFalmer.

Assignment 2: Technology Evaluation using the SECTIONS Model (Due: February 19, 2023)

Feb 20 – Feb 26	Block 7: Instructional / Educational Technologies: Podcasting

Readings:

Roy, A. K., & Roy, P. A. (2007). Intersection of training and podcasting in adult education. Australian Journal of Adult Learning, 47(3), 479–491.

Drew, C. (2017). Edutaining audio: an exploration of education podcast design possibilities. *Educational Media International*, *54*(1), 48–62.

Feb 27 – Mar 5	Block 8: Instructional / Educational Technologies: Web Quests

Readings:

Irafahmi, D.T. (2016). Creating a 'real' WebQuest: Instructional design point of view. *International Journal of Education and Research*, Vol. 4 No. 2, 427-438

Kurt, S. (2009). Web2quests: updating a popular web-based inquiry-oriented activity. *Educational Technology*, 49(5), 35–37.

Assignment 3: Learning Object (Due: March 5, 2023)

Mar 6 – Mar 12	Reading Week – No Class

Mar 13 – Mar 19	**Block 9: Instructional / Educational Technologies: Gamification**

Readings:

Armstrong, M. B., & Landers, R. N. (2018). Gamification of employee training and development. *International Journal of Training & Development*, 22(2), 162–169.

Sententia Gamification. (January 12, 2022). Using Escape Rooms for New Hire Programs. The Gamification Quest Podcast. https://gamificationtalkradio.libsyn.com/tracey-stokely-using-escape-rooms-for-new-hire-programs

Yeo, X-W. (2019). The game plan: using gamification strategies to engage learners as active players. *Journal of Applied Learning & Teaching*, 2(2)

Assignment 4: Webquest (Due: March 19, 2023)

Mar 20 – Mar 26	**Block 10: Instructional / Educational Technologies: Augmented Reality, Virtual Reality, and Simulations**

Readings:

Oh, J., Han, S., Lim, D., Jang, C., & Kwon, I. (2018). Application of Virtual and Augmented Reality to the Field of Adult Education. Adult Education Research Conference.

Mar 27 – Apr 2	**Block 11: Learning with Apps**

Readings:

TBA – Waiting on Copyright clearance

Apr 3 – Apr 13	**Block 12: Final Project Presentations & Course Wrap-Up**

Sharing of final projects will take place online in D2L. Students will be assigned four projects to peer review (to provide constructive feedback on). All learners are encouraged to view and comment on all presentations (and to engage in the learning opportunities provided by your peers).

Assignment 5: Learning Module (Due: April 3, 2023)

Assignment 6: Participation Evaluation (Due: April 13, 2023)

ASSESSMENT OF LEARNING

ASSIGNMENT 1: TECHNOLOGY AUTOBIOGRAPHY (10%)

Due January 29, 2023

A technology autobiography is a narrative that tells the story about the technological aspects of your life. These aspects contain specific information regarding your technology education, use and habits.

The goal of the Technology Autobiography assignment is to give you an opportunity to reflect on your technology education, use and habits. It is to elicit your prior relationship to and knowledge of technology. In addition, this assignment is to inform me of the background knowledge and experience that you bring to our class.

Assignment description: You are asked to write a 3-4 page double spaced (12 point font) narrative that describes your significant life's experiences with technology with a focus on learning. You may write this paper in an organizational format that works best for your writing style; however, it may be useful to know that students often organize a technology autobiography chronologically. This paper should clearly communicate your life's story about your technology knowledge, experience and use today.

When you write your technology autobiography, it is fine to write it in first person (using "I") and it is important that you include specific details throughout.

Please note: For this assignment, please establish a working definition of the term technology, as you understand it from your own perspective.

The following questions may help you as you think about, plan and complete this assignment:

1. What are your earliest experiences of using technology?
2. What do you recall about your earliest experiences using technology?
3. What do you recall about your earliest experiences using technology in a learning environment?
3. How did your experiences and knowledge about technology change over time as you've aged?
4. Who has been/is influential to your technological knowledge throughout your life?
5. What problems and/or celebrations have you experienced throughout your life regarding technology?
6. What forms of technology were found in your home while growing up?
7. What forms of technology are found in your home today?
8. What forms of technology were found in your school while growing up?
9. If you work in a school now, what are the forms of technology that are found in your school today?
10. If you are a student now, what are the forms of technology that are used in the learning process?
11. Have all of your or your teachers experiences with educational technology been successful? If so why? If not why?
12. What knowledge, experience, and/or "gadgets" are on your technology wish list?

ASSIGNMENT 2: TECHNOLOGY EVALUATION USING THE SECTIONS MODEL (15%)

Due: February 19, 2023

Select a technology that you will integrate into your teaching and learning geared towards your specific audience (learning group). As educators, it is good practice to assess if a technology tool fits our intended purpose.

For this activity you will use the SECTIONS Model framework developed by Tony Bates. It is one of many frameworks that can help you make effective decisions about the choice and use of technology (and media) for teaching and learning. It is important to note that while the design thinking around technology integration is learner-focused, it is also important to ensure that the tool you've selected is a good fit for your students, course, program and institution and the SECTIONS model can help with this.

Using the SECTIONS Model by Bates, choose an educational technology tool, program or solution and evaluate it using the SECTIONS Model. Consult the SECTIONS Model Questions ppt in our block notes for guiding questions.

Your written report should include the following:

- Introduction
- Brief description of the chosen technology tool (or resource): What is it? Who is the creator? What would you categorize the tool as (ie: simulation, quizzing, animation….)
- A link (URL) to the tool
- Your evaluation according to the SECTIONS Model

Submit your assignment as a written, double spaced, 12pt font word document to D2L. Please remember to follow APA for referencing.

You may want to consider evaluating a tool you may be implementing in your Micro-Learning Module (Assignment 5).

ASSIGNMENT 3: LEARNING OBJECT (15%)

Due: March 5, 2023

In this assignment you will create an interactive learning object for your learners to engage with. The learning object can be created in a variety of ways: branching scenario presentation in power point, a presentation in Prezi, an interactive image made in Thinglink, an interactive timeline in Timeline.js, an annotated interactive line chart in Storyline.js, a storymap made in Storymap.js, an interactive element made in H5P, a storymap made in Arc GIS StoryMap (Public), an interactive video with EdPuzzle or NearPod, or another tool you have found and want to explore.

The learning object should facilitate the learning of a concept and be interactive – this is key; the learner should interact with the object you create. The object must support a lesson or the micro-module learning outcomes.

Further details to be posted in D2L

ASSIGNMENT 4: WEBQUEST (15%)

Due: March 19, 2023

A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. The model was developed in early 1995 at San Diego State University by Bernie Dodge with Tom March. For a WebQuest, facilitators / teachers provide the required Web resources in order to save time and allow students to complete the activity efficiently during the assigned class time.

The task is to design a WebQuest for adult learners to help them learn more about a specific subject related to your Micro-Learning Module (Assignment 5).

Further details to be posted in D2L.

ASSIGNMENT 5: MICRO-LEARNING MODULE (25%)

Due: April 3, 2023

This assignment is the culminating assignment for the course. It should grow out of your work in this course throughout the semester and your own exploration (self-directed learning). The assignment requires you to complete the development of a learning module prototype ***focused on an area of interest for facilitation*** for adult learners** (if adult learners are not your focus, you can choose a different age/grade level specific group) and build a self-contained learning module for your peers to engage with the last week of class.

The specific focus of the micro-learning block, the nature of the learning activities, the intended facilitation audience (ie: GED, College, Training & Development) is up to you. The final learning micro-module should take no more than 3 hours for a learner to work through (minus any assigned readings). Your learning block plan should include a detailed rationale in which you explain and justify the components of your unit in terms of your goals as an adult educator.

Your task is to create a micro-learning (mini-unit), including the development of all educational / instructional technology elements to support the unit. If you will be using power point to deliver a lesson, create the power point; if you will be providing students with self-guided activities using learning objects from H5P or Thinglink, create the learning object; if learners will need to access a video tutorial, create the video tutorial.

Further details and lesson template / guide to be provided in D2L.

ASSIGNMENT 6: DISCUSSION PARTICIPATION SELF-EVALUATION (20%)

Due: April 13, 2023

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 buy 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 (2-3 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 assessment, I reserve the right to raise or lower your grade.