



Faculty of Education
 AEDT3110U
 Information Literacy
 Fall 2018

1. Course Details & Important Dates*

Term	Status	Course Type	Day	Time
Fall		AEDT	Tuesday	12:10 to 1 PM or 6:10 to 7 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	43580, 43682, 43683	September 11, 2018	December 4, 2018	N/A

* for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Janet Symmons	Virtual	N/A	XXXXXX

Office Hours: As this is an online course, I will be available virtually (not physically) for discussion using the Adobe Connect BA General Room. Email me to make an appointment to meet on Adobe Connect. I operate on Pacific Standard Time (3 hours behind EST) so I'm free to chat between noon and 9 PM Eastern Time.

Teaching Assistant	Office	Phone	Email
Amy Cook	Virtual	N/A	XXXXXX

Office Hours:

3. Course Description

This course examines the processes of inquiry in the context of digital technologies including an exploration of online resources available through academic and public libraries as well as other Internet-based information sources including online books, magazines, journals, encyclopedias, dictionaries, film and video collections, etc. Candidates will learn to define and refine questions, select and evaluate information sources, assess the accuracy and utility of information retrieved,

and organize, analyze, and report the results of research. Topics will include, but are not limited to, information literacy skills, multiliteracies, and information literacy research.

Note: this course is open to all UOIT Undergraduate students with the exception of those enrolled in the P/J or I/S Consecutive B.Ed. program or I/S Concurrent BSc (Hons)/B.Ed. program. This course will be offered totally online during the fall term using a combination of tools including Adobe Connect, video clips accessible through public channels, and other asynchronous applications.

Credits: 3

Hours: 36 hours

4. Learning Outcomes

This course focuses on developing the cognitive skills needed to identify, locate, evaluate, use, and produce information to problem solve in teaching and learning. Specifically, by the end of this course, students will have demonstrated ability to:

1. Articulate how the concept of information literacy has changed in recent years.
2. Identify the different (but perhaps converging) professional responsibilities of librarians and teachers in helping to develop information skills in learners.
3. Explore the developing standards documents that seek to guide the definition and teaching of information literacy in schools, colleges and libraries.
4. Apply ACRL's framework to create, critique, analyze, and evaluate multi-media texts
5. Investigate, demonstrate, and explain how information literacy skills are a part of studentship and, especially for adult learners, citizenship.
6. Demonstrate how information literacy is one aspect of the broader concepts of multiliteracies and research.
7. Develop information literacy teaching resources.

5. Course Design

This course has been designed using the principles of Problem-Based Learning (PBL) and social constructivism. The intent is to meet the needs of individual learners while modeling online pedagogy. Learners will work individually and in groups to identify real problems, and multiple perspectives toward potential solutions in information literacy in education.

Briefly, PBL can be defined as 'a curriculum model designed around real-life problems that are ill structured, open ended or ambiguous' and it is suggested that 'PBL engages students in intriguing, real and relevant intellectual inquiry and allows them to learn from these life situations' (Fogarty, 1997, p. 2). Throughout the AEDT program each course approaches PBL somewhat differently, by design, in order to provide you with a wide range of experiences of PBL.

All course activities will be designed in a manner that will allow for access using a wide range of mobile devices, such as Smartphones and tablets; therefore, favouring the development of a truly mobile learning culture, anywhere, anytime. Each student must prepare for the tutorials by viewing the YouTube clips, compiling resources for sharing and completing activities. In addition to the video clips and one-hour tutorial sessions, students should budget additional time each week for reading articles and working on learning activities.

There are four main ways in which you will interact with the content in this course and cover the weekly three-hour (or more) commitment to class. Each of these is described below, as are the responsibilities associated with them. The details are further outlined in the Course Schedule.

Videos

Each week, there will be video lectures that you can watch on your own time that have supporting analysis and synthesis questions embedded within them. The video clips were developed by a content expert (i.e. a professor from UOIT's Faculty of Education; a professor from UOIT, or recognized expert from another institution) and are uploaded to the course YouTube Channel <https://www.youtube.com/user/aedt3110u/videos>

Online tutorials (synchronous) in Adobe Connect

Each week there will be scheduled online tutorials with the instructor. The analysis and synthesis questions from the video clips will form the jumping off point for the scheduled online tutorials where you will be expected to contribute and explore the ill-structured, messy nature of the problem at hand. For this reason, it is critical that you watch the videos and do any associated readings prior to coming to the tutorial session. Attendance and **participation and video cameras on are mandatory** in one of the two weekly Tuesday sessions. Sessions times are 12:10 PM to 1, and 6:10 to 7 PM (Eastern Time). Learners are free to switch back and forth between the noon and 6 PM tutorial throughout the semester.

The tutorials are learner centred and learner driven, borrowing from the tradition of constructivism's Harkness discussion method. In this method "The teacher acts as little as possible. Perhaps the teacher's only function is to observe, although he/she might begin or shift or even direct a discussion. The students get it rolling, direct it, and focus it. They act as a team, cooperatively, to make it work. They all participate, but not in a competitive way. Rather, they all share in the responsibility and the goals, much as any members share in any team sport. Although the goals of any discussion will change depending upon what's under discussion, some goals will always be the same: to illuminate the subject, to unravel its mysteries, to interpret and share and learn from other points of view, to piece together the puzzle using everyone's contribution. Discussion skills are important. Everyone must be aware of how to get this discussion rolling and keep it rolling and interesting. Just as in any sport, a number of skills are necessary to work on and use at appropriate times. Everyone is expected to contribute by using these skills." Wikipedia, (2017)

[https://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_education\)#The_Harkness_discussion_method](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)#The_Harkness_discussion_method)

Online discussions in Blackboard

Online discussions on specific aspects of the course will take place in Blackboard. These discussions will also be building and expanding on the analysis and synthesis questions posed in the video clips. Learners are expected to discuss these questions online and in the tutorial group discussions.

Please Note: This Blackboard course web site is an indispensable portion of the course. Learners should consult it regularly and use the links there as part of their research tool collection. All course requirements, handouts, marking rubrics, assessment, and related materials are posted to the course web site. This again is by design since in a workplace learning setting you will be using the corporate LMS, recommending/selecting an LMS or modifying/evergreening an existing LMS.

PBL assigned as per the course schedule

For the PBLs in this course you will have the freedom to choose your group members and address the problem identified by your group based on your collective expertise and interest. A suggested process approach for group PBL work is put forward in this course for consideration.

6. Outline of Topics in the Course

Course Schedule

Session	Topics	Activities	Tutorial Preparation
1 Sept 11, 2018	Orientation to the course What is Information Literacy?	<p>UOIT videos</p> <p>1.1 – Course Introduction</p> <p>1.2 – What is Information Literacy</p> <p>1.3 – Types of Resources</p> <p>1.4 – Information Literacy and Higher Education</p> <p>Work on and submit assignment 1</p> <p>Assignment 1 due on Saturday Sept 15, by 9 pm</p>	<p>Required readings:</p> <p>American Library Association. (2018). Information literacy competency standards for higher education. Retrieved from http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553#ilped</p> <p>Bruce, C. (2004). Information literacy as a catalyst for educational change. In Danaher & P. Alan (Eds.), <i>Lifelong Learning: Whose responsibility and what is your contribution? The 3rd International Lifelong Learning Conference</i>, pp. 8-19, Yeppoon, Queensland. Retrieved from http://eprints.qut.edu.au/4977/1/4977_1.pdf</p> <p>Required support videos:</p> <p>Seminole State Library. (2014). Five components of information literacy. (4:26). Retrieved from https://www.youtube.com/watch?v=1ronp6lue9w&frags=pl%2Cwn</p>
2 Sept 18, 2018	Various Types of Literacies	<p>UOIT videos</p> <p>2.1 – Literacy in Canada</p> <p>2.2 – Digital Literacy</p> <p>2.3 – Multimodality</p> <p>2.4 – New Literacies</p> <p>In the discussion board: Post a respond to one of the articles with:</p> <p>1 connection</p> <p>1 question</p> <p>1 surprise</p> <p>1 observation</p>	<p>Required readings:</p> <p>Bezemer, J. (2012, February 12). What is multimodality? [Web log post]. <i>University College London</i>. Retrieved from https://mode.ioe.ac.uk/2012/02/16/what-is-multimodality/</p> <p>Eisenberg, M. (2010). <i>The Big6 skills model for information problem solving</i>. Retrieved from http://big6.com/pages/lessons/presentations/introducing-the-big6.php (PowerPoint downloads automatically)</p> <p>Gee, J. P. (2010). <i>New digital media and learning</i>. Retrieved from http://newlearningonline.com/literacies/chapter-7/gee-on-the-new-digital-media</p>

		Respond to two posts by your peers	<p>Harste, J. C. (2003) What do we mean by literacy now? <i>Voices from the Middle</i>, 10(3), pp. 8-12. Retrieved from http://www.readwritethink.org/files/resources/lesson_images/lesson1140/VM0103What.pdf</p> <p>Required support video: Eisenberg, M. (2012). <i>The Big6 approach to information & technology literacy</i>. (28:33). Retrieved from https://www.youtube.com/watch?v=yjw3Od_0UN8</p>
3 Sept 25, 2018	Libraries and the Research Process	<p>UOIT videos</p> <p>3.1 – The Information Cycle</p> <p>3.2 – The Research Process</p> <p>3.3 – Finding a Research Topic</p> <p>3.4 – Getting Started at the UOIT Library</p> <p>3.5 – The Role of the Librarian (UOIT Library)</p> <p>3.6 – DOIs and Permanent Links (UOIT Library)</p>	<p>Required readings: EBSCO Information Services. (n.d.). <i>Recipe for research: A 9-step process for acquiring and organizing information for your research assignment</i>. Retrieved from https://help.ebsco.com/interfaces/EBSCO_Guides/Resources_for_Students/Recipe_for_Research</p> <p>Georgetown University Library. (2018). <i>15 steps to good research</i>. Retrieved from https://www.library.georgetown.edu/tutorials/research-guides/15-steps</p> <p>Ontario Library Association. (1998). <i>Inquiry and research</i>. Retrieved from http://www.accessola.com/action/positions/info_studies/html/research.html</p> <p>University of Notre Dame. (2016). <i>The information cycle</i>. Retrieved from https://potofgold.library.nd.edu (Work through the six modules but do not take the quiz)</p> <p>No support videos this week</p>
4 Oct 2, 2018	Narrowing the Focus and Evaluating Online Information	<p>UOIT videos</p> <p>4.1 – Narrowing Your Research Topic</p> <p>4.2 – Thesis Statement Claims</p> <p>4.3 – Evaluating Online Information</p>	<p>Required readings: Hearst, M. A. (2009). Search user interfaces: Models of the information seeking process. <i>Cambridge University Press</i>. Retrieved from http://searchuserinterfaces.com/book/sui_ch3_models_of_information_seeking.html</p>

		<p>In the discussion board: Review the three websites posted in the DB. Using the information in each site, determine if each is real or fake. Post how you determined if the sites are real or fake.</p>	<p>KathrynHolnes. (2018, January 23). Getting relevant results: Improving your topic. <i>Brescia University College</i>. Retrieved from https://beryliveylibrary.wordpress.com/2018/01/23/getting-relevant-results-improving-your-topic/</p> <p>Royal Roads University. (2018). <i>Thesis statements/research questions/problem statements</i>. Retrieved from http://library.royalroads.ca/writing-centre/writing/structure/thesis-statements</p> <p>Required support video: Texas State University. (2013). <i>Narrowing your topic</i>. (1:31) Retrieved from https://www.youtube.com/watch?v=JYYQTSXq6RI&feature=youtu.be</p>
Oct 9, 2018	Study week	No new material, no tutorials scheduled	
5 Oct 16, 2018	Search Strategies and Locating and Evaluating Information	<p>UOIT videos</p> <p>5.1 – Finding Journal Titles (UOIT Library)</p> <p>5.2 – Advance Search in the Library Catalogue (UOIT Library)</p> <p>5.3 – Popular, Scholarly, and Peer Reviewed Articles (UOIT Library)</p> <p>5.4 – Find Articles using Google Scholar (UOIT Library)</p> <p>In the discussion board: Discuss your responses to the Benjes-Small article</p> <p>Tutorial:</p>	<p>Required readings: Benjes-Small, C. (2017, January 22). Information literacy and fake news [Web log post]. Retrieved from https://acrlog.org/2017/01/22/information-literacy-and-fake-news/</p> <p>Carleton University Library. (2018, July 31). <i>Database search strategies</i>. Retrieved from https://library.carleton.ca/help/database-search-strategies</p> <p>Thompson Rivers University. (n.d.). <i>TRU Library's developing effective search strategies</i>. (worksheet). Retrieved from https://www.tru.ca/library/pdf/developing_effective_search_strategies.pdf</p> <p>University of Leeds. (2018). <i>Literature searching explained</i>. Retrieved from https://library.leeds.ac.uk/info/1404/literature_searching/14/literature_searching_explained/4</p> <p>Required support video: Kishwaukee College Library. (2012, August 21). How to read a scholarly journal article. Retrieved from https://www.youtube.com/watch?v=EEVftUdfKtQ</p>

		Each group will present their working thesis statement	Assignment 2 due on Friday Oct 19, by 9 pm
6 Oct 23, 2018	Presentations	Watch all videos from all groups. In the discussion board: Post two suggestions for changes/improvements for two videos	No required readings for this module Required videos Watch all group videos clips posted in the discussion board and review the keywords and phrases documents
7 Oct 30, 2017	Organizing Information	UOIT videos 7.1 – Organizing Information from Literature Review Articles (Dr. Robin Kay, UOIT, Faculty of Education) Tutorial: Prepared to discuss topics about deepfake news In the discussion board: Respond the BBC News video with your concerns and suggestions about deepfake videos and how this affects information literacy. Respond to two posts by your peers	Required readings Kathrynholnes. (2018, February 13). What's the best way to organize my research? [Web log post]. <i>Brescia University College</i> . Retrieved from https://beryliveylibrary.wordpress.com/2018/02/13/organize-research/ Symmons, J., & University of Victoria. (2018, August). <i>Reading a research article to gather quotes</i> . PDF available in Blackboard University of Toronto. (2018, May 1). <i>Citation management: What's the best citation management software for me?</i> Retrieved from https://guides.library.utoronto.ca/c.php?g=250610&p=1671260 Required support video BBC News. (2017, July 19). <i>Fake Obama created using AI video tool</i> . Retrieved from https://www.youtube.com/watch?v=AmUC4m6w1wo

<p>8</p> <p>Nov 6, 2018</p>	<p>APA Style</p>	<p>No UOIT videos for this module</p> <p>Tutorial: Prepared to discuss topics about scam journals</p> <p>In the discussion board: Read the article by Gillis. Respond to it with concerns about the affect predatory journals have on information literacy</p> <p>Respond to two posts by your peers</p> <p>Assignment 3 due on Monday Nov 12, by 9 pm</p>	<p>Required readings: Gillis, A. (2017, January 12). Beware! Academics are getting reeled in by scam journals. <i>University Affairs</i>. Retrieved from https://www.universityaffairs.ca/features/feature-article/beware-academics-getting-reeled-scam-journals/</p> <p>Purdue Online Writing Lab. (n.d.). <i>APA formatting and style guide</i>. Retrieved from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html (Use this site for examples)</p> <p>Required support videos: Pikes Peak Community College. (2016, February 29). <i>APA style part 1: Formatting</i>. Retrieved from https://www.youtube.com/watch?v=LBMcOGGTZYM&frags=pl%2Cwn</p> <p>Pikes Peak Community College. (2016, March 29). <i>APA style part 2: Quoting</i>. Retrieved from https://www.youtube.com/watch?v=do921cAEL6o</p> <p>Pikes Peak Community College. (2016, April 7). <i>APA style part 3: Citations</i>. Retrieved from https://www.youtube.com/watch?v=0rDSQmO0Skw</p> <p>Pikes Peak Community College. (2016, August 2). <i>APA style part 4: References</i>. Retrieved from https://www.youtube.com/watch?v=4TagGFwGpTM</p>
<p>9</p> <p>Nov 13, 2018</p>	<p>Preparing to Write a Paper</p>	<p>No UOIT videos for this module</p> <p>Tutorial Prepare to discuss topics about citizen journalism</p>	<p>Required readings: Rooth, S. (2017, November 3). New age of citizen journalism raises questions, <i>The Londoner</i>. Retrieved from https://www.thelondoner.ca/2017/11/03/rooth-new-age-of-citizen-journalism-raises-questions/wcm/f2414825-d620-482d-af30-cbfe4f363997</p> <p>Singal, J. (2016, October 19). "citizen journalism" is a catastrophe right not, and it will only get worse. <i>Select/all</i>. Retrieved from</p>

		<p>In the discussion board: Answer both of the following questions: Should everyone, everywhere be able to participate in the flow of online information? Should governments be able to restrict citizen access under certain circumstances?</p> <p>Respond to two posts by your peers</p>	<p>http://nymag.com/selectall/2016/10/citizen-journalism-is-a-catastrophe-itll-only-get-worse.html</p> <p>Taylor, D. (2007). The literature review: A few tips on conducting it. <i>University of Toronto</i>. Retrieved from http://advice.writing.utoronto.ca/types-of-writing/literature-review/</p> <p>University of Southern California. (2018, August 14). <i>Organizing your social sciences research paper: Making an outline</i>. Retrieved from http://libguides.usc.edu/writingguide/outline</p> <p>University of Southern California. (2018, August 14). <i>Organizing your social sciences research paper: Preparing to write</i>. Retrieved from http://libguides.usc.edu/writingguide/paragraph</p>
<p>10 Nov 20, 2018</p>	<p>Copyright and Creative Commons Licences</p>	<p>No UOIT videos for this module</p> <p>Tutorial: Prepare to discuss topics about social media and fake news and discuss issues surrounding copyright</p>	<p>Required readings: Chadwick, P. (2018, March 19). Why fake news on social media travels faster than the truth. <i>The Guardian</i>. Retrieved from https://www.theguardian.com/commentisfree/2018/mar/19/fake-news-social-media-twitter-mit-journalism</p> <p>Noel, W., & Snel, J. (2012). <i>Copyright matters</i> (3rd ed.). Council of Ministers of Education, Canada. Retrieved from https://llc.wrdsb.ca/wp-content/uploads/2014/06/Copyright-Matters.pdf Read fair dealings, pp. 3-5 and copying from the Internet, p. 18</p> <p>Sandre, A. (2018, July 17, 2018). Social media platforms on the nature of fake news. <i>Hacker Noon</i>. Retrieved from https://hackernoon.com/social-media-platforms-on-the-nature-of-fake-news-d3a2ba8ca1d4</p> <p>University of British Columbia. (2018, March 13). <i>Copyright educational resources: What is Creative Commons?</i> Retrieved from http://guides.library.ubc.ca/c.php?g=698822&p=4961441</p>

			<p>University of British Columbia. (2018, March 13). <i>Copyright educational resources: Copyright-free materials, or: what should I learn about the public domain?</i> Retrieved from http://guides.library.ubc.ca/c.php?g=698822&p=4961440</p> <p>Required support video: Innovation, Science, and Economic Development Canada. (2016, September 7). <i>What is copyright?</i> (Canada) (2:44). Retrieved from https://www.youtube.com/watch?v=IjNS5p3cqls</p>
11 Nov 27, 2018	Academic Integrity and Plagiarism	<p>UOIT videos</p> <p>Tutorial: Be prepared to discuss the Alphonso and Workman articles and other examples of plagiarism you have found</p> <p>In the discussion board: Choose a side in the debate presented in Lang’s article. Write between 15 and 20 sentences, provide a logical defense of your position.</p> <p>Reply to two posts by your peers.</p>	<p>Required readings: Alphonso, C. (2017, June 20). Former TDSB director guilty of plagiarizing his PhD, panel says. <i>The Globe and Mail</i>. Retrieved from https://www.theglobeandmail.com/news/toronto/former-tdsb-director-guilty-of-plagiarizing-his-phd-panel-says/article35403977/</p> <p>Lang, J. M. (2010, October 4). Plagiarizing yourself. <i>The Chronicle of Higher Education</i>. Retrieved from https://www.chronicle.com/article/Plagiarizing-Yourself/124781</p> <p>University of Toronto. (2018, June 27). <i>Academic integrity and plagiarism</i>. Retrieved from https://guides.library.utoronto.ca/plagiarism</p> <p>Workman, R. (2018, August 15). <i>ING pulls editor’s content from site following evidence of plagiarism</i>. Retrieved from https://comicbook.com/gaming/2018/08/15/ign-pulls-filip-miucin-content-following-plagiarism-claims/</p> <p>Required support video: Brock University Library. (2014, September 2). What is plagiarism and how to avoid it. (1:50). Retrieved from https://www.youtube.com/watch?v=Pmab92ghGOM</p>
12	Educational Applications	Watch the video clips from all groups.	No required readings for this module

<p>Dec 4, 2018</p>	<p>Information Literacy Project Presentation Due</p>	<p>Discussions of final PBL responses from each group during the synchronous tutorial</p> <p>Assignment 4 due on Saturday Dec 1 by 9 pm</p>	<p>Required videos Watch all group videos clips posted in the discussion board</p>
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7. Required Texts/Readings

For this 12-week course, we will critically engage with the material through a review of literature and a discussion of key concepts and ideas generated through that review of relevant literature. Learners need to be prepared each week by reading literature on the topic for that week as identified in the course's Blackboard site. Suggested readings for each topic have been identified; however, learners are required to find better articles and articles that suit their subject domain areas of study (i.e. health care, engineering, children's software, patient education, K-12 education, etc.), as well as bringing in relevant readings from other courses to enrich the discussion and tutorials.

The instructor works from a collection of online and/or print resources. Many of these texts and documents will be provided through the Blackboard course site, however learners will also find an extensive collection of useful Internet links as they explore their PBLs and are encouraged to share these with the class via the Blackboard site.

The resource below has general utility and should be regarded as readings that will form part of your own professional library of texts for the course in addition to the weekly articles outlined below in the course schedule.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

The following is a summary description of the components upon which the final assessment will be based and provides an outline of the relative value of each of the components and their criteria. All ideas and resources used that do not originate with you must be cited and referenced using APA, 6th edition format.

Assignment	Due Date	Brief description	Value and group or individual assessment
Ten sentences and ten graphics	End of week 1	Use only five sentences and five graphics to describe and illustrate your current <u>knowledge</u> about information literacy. Next use an additional five sentences and five graphics to describe and illustrate your current <u>suppositions</u> about information literacy.	10% Individual
Weeks 1-6 tutorial participation	End of week 6	Verbal and chat room discussion participation to the week tutorials. Camera on.	6% Individual
Weeks 1-6 discussion	End of week 6	Weekly postings in the class Blackboard forum using the questions/prompts/directions	4% Individual

board participation		provided in each discussion board forum. Learners are assessed on the depth of information/insights of each post and their responses to other learners' posts.	
Location and evaluation video and handout	Middle of week 6	Select a topic that your group would like to research (not information literacy). Create a viable thesis statement, generate a list of keywords and phrases. Begin searching for relevant material. Create a video that shows the challenges the group when looking for and evaluating the sources. Conclude the video with a short list of what you would do different or better. Post the keywords and phrases	13% Group 7% Individual
Five-minute analysis video	Week 9	Using the thesis statement created for assignment 2, locate three sources based on the topic – one article published in a popular magazine (online, or print), one paper in a refereed scholarly journal, and one website that is not a journal or popular magazine site. Create a video that analyzes how the topic is presented.	15% Group 10% Individual
Information Literacy Project	Week 12	Create a video between 7 and 10 minutes in length that takes a character through the Big6 skills (define, strategies, access, use, synthesis, and evaluation). Use the thesis statement created by the group in first half the course as the topic. Provide a detailed storyline that requires the character to make wise and unwise information literacy choices, and the results of these choices. Providing a critical analysis of each decision. Ground the decisions in the literature using APA citations and references.	15% Group 10% Individual
Weeks 7-12 tutorial participation	End of week 12	Verbal and chat room discussion participation to the week tutorials. Camera on.	6% Individual
Weeks 7-12 discussion board participation	End of week 12	Weekly postings in the class Blackboard forum using the questions/prompts/directions provided in each discussion board forum. Learners are assessed on the depth of	4% Individual

		information/insights of each post and their responses to other learners' posts.	
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UOIT grading

All assignment are graded using a letter grade. The letter grades will correspond with UOIT's grading scheme. The graphics of the grading scheme (see below) provides learners with the letter grade, percentage range, and description. It may take up to two weeks to return graded assignments. This is dependent upon the number of learners in the course.

Grade	Percentage	Grade points	Description
A+	90 to 100	4.3	Excellent. Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; and an outstanding ability to communicate.
A	85 to 89	4	
A-	80 to 84	3.7	
B+	77 to 79	3.3	Good. Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently.
B	73 to 76	3	
B-	70 to 72	2.7	
C+	67 to 69	2.3	Adequate. Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.
C	60 to 66	2	
D	50 to 59	1	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.
F	0 to 49	0	Inadequate. Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.

9. Assignments and Tests

Assignment 1: 10 by 10 (individual)

Use only five sentences and five graphics to describe and illustrate your current knowledge about information literacy. Next use an additional five sentences and five graphics to describe and illustrate your current suppositions about information literacy. Important: There are no correct or incorrect answers about knowledge or suppositions. This assignment will help learners gauge

their current understanding of information literacy and help them identify areas they wish to explore further.

Assignment 1 rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Grade Range		F	C to D	B to A
Five knowledge sentences	2.5%	<ol style="list-style-type: none"> 1. Material is not clear, coherent and organized. 2. Material is off topic 3. Material is not legible, not accurate (spelling/ grammar) 4. Material has not been proof read and edited for accuracy. 	<ol style="list-style-type: none"> 1. Material is somewhat clear, coherent and organized. 2. Material is mostly on topic 3. Material is somewhat legible, accurate (spelling/ grammar). 4. Material has not been well proof read and edited for accuracy. 	<ol style="list-style-type: none"> 1. Material is clear, coherent and organized. 2. Material is on topic 3. Material is legible, accurate (spelling/ grammar) 4. Material has been proof read and edited for accuracy.
Five knowledge graphics	2.5%	<ol style="list-style-type: none"> 1. Missing graphics or too many graphics. 2. Tenuous link between graphics and sentences 	<ol style="list-style-type: none"> 1. Correct number of graphics 2. Some links between the graphics and the sentences 	<ol style="list-style-type: none"> 1. Correct number of graphics 2. Good/strong link between the graphics and the sentences
Five supposition sentences	2.5%	<ol style="list-style-type: none"> 1. Material is not clear, coherent and organized. 2. Material is off topic 3. Material is not legible, not accurate (spelling/ grammar) 4. Material has not been proof read and edited for accuracy. 	<ol style="list-style-type: none"> 1. Material is somewhat clear, coherent and organized. 2. Material is mostly on topic 3. Material is somewhat legible, accurate (spelling/ grammar). 4. Material has not been well proof read and edited for accuracy. 	<ol style="list-style-type: none"> 1. Material is clear, coherent and organized. 2. Material is on topic 3. Material is legible, accurate (spelling/ grammar) 4. Material has been proof read and edited for accuracy.

Five supposition graphics	2.5%	1. Missing graphics or too many graphics. 2. Tenuous link between graphics and sentences	1. Correct number of graphics 2. Some links between the graphics and the sentences	1. Correct number of graphics 2. Good/strong link between the graphics and the sentences
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Weeks 1 to 6 Discussion Board rubric

These rubrics measure the contributions to the weekly postings in the Blackboard discussion forum. According to the weekly instructions, post a minimum of two responses (not to your own group/group members) for the week indicated to the posts of your peers to help build a community of learners. Note: Some discussion board activates call for the team to post an object, and then requires individuals to post two responses to other teams' work. It is the responsibility of each team member to ensure the team's work is posted prior to the deadline. All discussion posts are due by 9 PM on Mondays.

	Weeks					
	1	2	3	4	5	6
Posted						
Two responses						

Legend	
No post required	
Did not post/off topic	F
Uploaded a detailed topic posted	A
Did not post a response/off topic/responded to own group	F
Posted one detailed response	C
Posted two responses with some details	B
Posted two responses with good details/insights	A

Weeks 1 to 6 Tutorial Participation Rubric

	Weeks					
	1	2	3	4	5	6
Attendance						
Camera						

Legend	
Attended	A
Arrived late/left early	C
Did not attend	F
Camera on, not paused	A

Camera mostly off/paused	C
Camera off	F

	Weeks					
Tutorial participation	1	2	3	4	5	6
Verbal and/or chat participation in the discussion						

Legend	
No participation	F
Minimal participation	C
Contributes and engages	A to B

Assignment 2: Location and evaluation video and handout – Individual and group

The purpose of this assignment is for learners to practice locating and evaluating resources. In groups of three or four people, select a topic that you would like to research (not information literacy). Create a viable thesis statement, and then generate a list of keywords and phrase. Begin searching for relevant material. Create a video that shows the challenges the group encountered when looking for and evaluating the sources. The challenges should **not** address challenges with group dynamics. Include the thesis statement at the beginning of the video. Conclude the video with a critical analysis, in the form of a list, of what your group could do different or better in the location and evaluation process. Post a document or list of the group’s keywords and phrases along with a link to the video in the discussion board. Each group will run a five-minute question and answer session in the week six tutorial.

PBL Part 1 Group Assessment Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Grade Range	13	F	C to D	B to A
Keyword and phrases list	5%	1. List is missing or substantially incomplete 2. Many items are not relevant to the thesis statement	1. More items needed on the list 2. Most items are relevant to the thesis statement	1. A good/excellent list of keywords and phrases 2. All items are relevant to the thesis statement
Location and evaluation challenges	4%	3. Missing location challenges 4. Provides little	1. Provides some details about location challenges	1. Provides good/excellent details about location

		<p>information about location challenges</p> <p>5. Missing evaluation challenges.</p> <p>6. Provides little information about evaluation challenges</p>	<p>2. Provides some details about evaluation challenges</p>	<p>challenges</p> <p>2. Provides good/excellent details about evaluation challenges</p>
Critical analysis (short list)	4%	<p>1. Location critical analysis is missing, incomplete, not on topic, and/or not logical</p> <p>2. Location critical analysis lacks details</p> <p>3. Evaluation critical analysis is missing, incomplete, not on topic, and/or not logical</p> <p>4. Evaluation critical analysis lacks details</p>	<p>1. Location critical analysis is present, mostly complete, mostly on topic, and/or mostly logical</p> <p>2. Location critical analysis has some detail</p> <p>3. Evaluation critical analysis is present, mostly complete, mostly on topic, and/or mostly logical</p> <p>4. Evaluation critical analysis has some detail</p>	<p>1. Location critical analysis is present, complete, on topic, and/or logical</p> <p>2. Location critical analysis provides good/excellent details</p> <p>3. Evaluation critical analysis is present, complete, on topic, and/or logical</p> <p>4. Evaluation critical analysis provides good/excellent details</p>

Assignment 2: Individual PBL Presentation Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Grade Range		F	C to D	B to A
Added value to presentation; contributed to delivery; supported other team members	3%			

Contributed to the team's Q&A session	2%			
Contributed to other teams' Q&A sessions	2%			

Assignment 2: Group Member Assessment Rubric for PBL Contribution

Each member of your PBL group will be asked to complete the group assessment and submit it to the instructor following the group presentation. NOTE: This rubric will be in Blackboard as an MS Word document, which you can download, fill in and uploaded upon completion.

Please **PLACE COMMENTS** in each box for group members about their relative contributions made in preparing and presenting your PBL. Please be candid in your assessment.

Insert your name and your peers' names in the chart below with one name at the top of each column.

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
Participated fully in group discussions and meetings.				
Contributed useful and creative ideas to the development of the presentation.				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quality of work done was to the desired standard and reflected the assignment assessment criteria.				
Contributed to the delivery of the presentation in a creative and supportive manner.				

Assignment 3: Five Minute Analysis Video – Individual and group

Using the thesis statement created for assignment 2, locate one article published in a popular magazine (online or print), one paper in a refereed scholarly journal, and one website that is not a journal or popular magazine site. In your group, create a 4:30 to 5-minute video that analyzes how the topic is presented, specifically looking at the use of language, claims, author qualifications, and purpose of the sources. Use APA citations and references.

PBL Part 2 Assessment Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
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Grade Range		F	C to D	B to A
Popular magazine – online or print	4%	<ol style="list-style-type: none"> 1. Language section is missing or not analyzed 2. Claims section is missing or not analyzed 3. Author qualifications section is missing or not analyzed 4. Purpose of sources section is missing or not analyzed 5. Article is not from a popular magazine 	<ol style="list-style-type: none"> 1. Language section is mostly analyzed 2. Claims section is mostly analyzed 3. Author qualifications section is mostly analyzed 4. Purpose of sources section is mostly analyzed 	<ol style="list-style-type: none"> 6. Language section is analyzed 7. Claims section is analyzed 8. Author qualifications section is analyzed 9. Purpose of sources section is analyzed
Refereed scholarly journal	4%	<ol style="list-style-type: none"> 1. Language section is missing or not analyzed 2. Claims section is missing or not analyzed 3. Author qualifications section is missing or not analyzed 4. Purpose of sources section is missing or not analyzed 5. Article is not from refereed scholarly journal 	<ol style="list-style-type: none"> 1. Language section is mostly analyzed 2. Claims section is mostly analyzed 3. Author qualifications section is mostly analyzed 4. Purpose of sources section is mostly analyzed 	<ol style="list-style-type: none"> 1. Language section is analyzed 2. Claims section is analyzed 3. Author qualifications section is analyzed 4. Purpose of sources section is analyzed
Website that is not a journal or popular magazine site	4%	<ol style="list-style-type: none"> 1. Language section is missing or not analyzed 2. Claims section is missing or not analyzed 3. Author qualifications 	<ol style="list-style-type: none"> 1. Language section is mostly analyzed 2. Claims section is mostly analyzed 3. Author qualifications section is mostly 	<ol style="list-style-type: none"> 1. Language section is analyzed 2. Claims section is analyzed 3. Author qualifications section is analyzed

		section is missing or not analyzed 4. Purpose of sources section is missing or not analyzed 5. Website is from a journal or popular magazine	analyzed 4. Purpose of sources section is mostly analyzed	4. Purpose of sources section is analyzed
APA citations and references	2%	1. Some citations and references are in APA style 2. All or most citations and references are missing	1. Most citations and references are in APA style 2. Some missing citations and references	1. All citations and references are in APA style 2. No missing citations or references
Video	1%	Length is less than 4:30 or over 5 minutes		Length is between 4:30 and 5 minutes

Assignment 3: Group Member Assessment Rubric for PBL Contribution

Each member of your PBL group will be asked to complete the group assessment and submit it to the instructor following his or her presentation. NOTE: This rubric will be in Blackboard as an MS Word document, which you can download, fill in and upload upon completion.

Please **PLACE COMMENTS** in each box for group members about their relative contributions made in preparing and presenting your PBL. Please be candid in your assessment.

Insert your name and your peers' names in the chart below with one name at the top of each column.

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
Participated fully in group discussions and meetings.				
Contributed useful and creative ideas to the development of the presentation.				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quality of work done was to the desired standard and				

reflected the assignment assessment criteria.				
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Assignment 4: Information Literacy Project

In your PBL group, create a video between 8 and 12 minutes in length that takes a character through the Big6 skills (define, strategies, access, use, synthesis, and evaluation). Use the thesis statement created by the group in first half the course as the topic. The character must make wise and unwise information literacy choices. Detail the results of these choices and provide a critical analysis of each decision. Ground the decisions in the literature using APA citations and reference. Post a link to the video in the discussion board and run a five-minute question and answer session in the final tutorial.

PBL Part 3 rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Grade Range		F	C to D	B to A
Define	1%	<ol style="list-style-type: none"> 1. Section missing or substantially incomplete 2. Not grounded in the literature 3. Missing most APA style citations and references 	<ol style="list-style-type: none"> 1. Presents some details of defining 2. Some missing citations and references 3. Most citations and references are in APA style 	<ol style="list-style-type: none"> 1. Presents good details of defining 2. No missing citations and references 3. All citations and references are in APA style
Strategies	1%	<ol style="list-style-type: none"> 1. Section missing or substantially incomplete 2. Not grounded in the literature 3. Missing most APA style citations and references 	<ol style="list-style-type: none"> 1. Presents some details of strategies 2. Some missing citations and references 3. Most citations and references are in APA style 	<ol style="list-style-type: none"> 1. Presents good details of strategies 2. No missing citations and references 3. All citations and references are in APA style
Access	1%	<ol style="list-style-type: none"> 1. Section missing or substantially incomplete 2. Not grounded in the literature 3. Missing most APA style 	<ol style="list-style-type: none"> 1. Presents some details of access 2. Some missing citations and references 3. Most citations and references are 	<ol style="list-style-type: none"> 1. Presents good details of access 2. No missing citations and references 3. All citations and references are in

		citations and references	in APA style	APA style
Use	1%	<ol style="list-style-type: none"> 1. Section missing or substantially incomplete 2. Not grounded in the literature 3. Missing most APA style citations and references 	<ol style="list-style-type: none"> 1. Presents some details of use 2. Some missing citations and references 3. Most citations and references are in APA style 	<ol style="list-style-type: none"> 1. Presents good details of use 2. No missing citations and references 3. All citations and references are in APA style
Synthesis	1%	<ol style="list-style-type: none"> 1. Section missing or substantially incomplete 2. Not grounded in the literature 3. Missing most APA style citations and references 	<ol style="list-style-type: none"> 1. Presents some details of synthesis 2. Some missing citations and references 3. Most citations and references are in APA style 	<ol style="list-style-type: none"> 1. Presents good details of synthesis 2. No missing citations and references 3. All citations and references are in APA style
Evaluation	1%	<ol style="list-style-type: none"> 1. Section missing or substantially incomplete 2. Not grounded in the literature 3. Missing most APA style citations and references 	<ol style="list-style-type: none"> 1. Presents some details of evaluation 2. Some missing citations and references 3. Most citations and references are in APA style 	<ol style="list-style-type: none"> 1. Presents good details of evaluation 2. No missing citations and references 3. All citations and references are in APA style
Wise/ unwise decisions	4%	<ol style="list-style-type: none"> 1. Section missing or substantially incomplete 2. Not grounded in the literature 3. Missing most APA style citations and references 	<ol style="list-style-type: none"> 1. Presents some details of wise and unwise decisions 2. Some missing citations and references 3. Most citations and references are in APA style 	<ol style="list-style-type: none"> 1. Presents good details of wise and unwise decisions 2. No missing citations and references 3. All citations and references are in APA style

Critical analysis	5%	<ol style="list-style-type: none"> 1. Section missing or substantially incomplete 2. Not grounded in the literature 3. Missing most APA style citations and references 	<ol style="list-style-type: none"> 1. Somewhat critically evaluates information and evidence. 2. Some missing citations and references 3. Most citations and references are in APA style 	<ol style="list-style-type: none"> 1. Critically evaluates information and evidence 2. No missing citations and references 3. All citations and references are in APA style
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Assignment 4: Individual PBL Presentation Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Grade Range		F	C to D	B to A
Added value to presentation; contributed to delivery; supported other team members	3%			
Contributed to the team's Q&A session	2%			
Contributed to other teams' Q&A sessions	2%			

Assignment 4: Group Member Assessment Rubric for PBL Contribution

Each member of your PBL group will be asked to complete the group assessment and submit it to the instructor following his or her presentation. NOTE: This rubric will be in Blackboard as an MS Word document, which you can download, fill in and upload upon completion.

Please **PLACE COMMENTS** in each box for group members about their relative contributions made in preparing and presenting your PBL. Please be candid in your assessment.

Insert your name and your peers' names in the chart below with one name at the top of each column.

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
Participated fully in group discussions and meetings.				

Contributed useful and creative ideas to the development of the presentation.				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quality of work done was to the desired standard and reflected the assignment assessment criteria.				

Weeks 7 to 12 Tutorial and Discussion Board Rubric

These rubrics measure the contributions to the weekly postings in the Blackboard discussion forum. According to the weekly instructions, post a minimum of two responses (not to your own group/group members) for the week indicated to the posts of your peers to help build a community of learners. Note: Some discussion board activates call for the team to post an object, and then requires individuals to post two responses to other teams' work. It is the responsibility of each team member to ensure the team's work is posted prior to the deadline. All discussion posts are due by 9 PM on Mondays.

	Weeks					
	7	8	9	10	11	12
Posted						
Two responses						

Legend	
No post required	
Did not post/off topic	F
Uploaded a detailed topic posted	A
Did not post a response/off topic/responded to own group	F
Posted one detailed response	C
Posted two responses with some details	B
Posted two responses with good details/insights	A

Weeks 7 to 12 Tutorial Participation Rubric

	Weeks					
	7	8	9	10	11	12
Attendance						
Camera						

Legend	
Attended	A
Arrived late/left early	C

Did not attend	F
Camera on, not paused	A
Camera mostly off/paused	C
Camera off	F

	Weeks					
Tutorial participation	7	8	9	10	11	12
Verbal and/or chat participation in the discussion						

Legend	
No participation	F
Minimal participation	C
Contributes and engages	A to B

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

Assignment Policies

Assignment criteria are specified in the detailed assignment descriptions. Read them carefully to be sure that you have fulfilled all aspects of the requirements. Assignments are DUE ON THE DAY indicated. Late assignments will be handled as follows:

Non-negotiated Late Assignment

An assignment that has been posted late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment and will be assigned a grade of zero.

Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms.

Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services. Requests must be made in a timely manner, and students must provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

11. Professional Conduct

It is critical that you watch the videos and do all associated readings prior to coming to the tutorial session. Attendance and **participation and video cameras on are mandatory** in one of the two weekly tutorial sessions. Tutorials are interactive, and learners lead the direction of each tutorial. Polite discourse and various points of view are encouraged.

12. Academic Integrity

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

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) 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 link on your laptop. 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 in the Academic Calendar (Section 8).

13. 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 is described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf>

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. Final Examinations

Exams and tests are not used in this course.

15. 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.

16. 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, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.