University of Victoria

Faculty of Education
Department of Curriculum & Instruction

Distributed and Open Learning
EDCI 339 A01 (1.5 units) | CRN 31227
Fall 2013 | Sept 4 to Dec. 4, 2013

Instructor: Janet Symmons	Office: MAC A365
Class location: MAC A092	Phone: TBA
Class times: Wednesdays, 5:00 to 6:20 PM	Fax: (250) 721-7598
E-mail:	Office Hours: By appointment

Calendar Description

This course provides learners with an opportunity to gain direct experience with current technologies that enable various forms of online and mobile learning, including social media tools and lecture capture and streaming. This course will also look critically at access to learning in the 21st century and introduce students to the concept of open learning and the development of personalized learning networks.

Introduction

Welcome to EDCI 339, a course that will help you better understand various issues relevant to online education and develop the skills necessary to be an effective teacher and learner in the online environment. Many of the resources for this course, such as readings and videos, will be available online in the class Moodle site,

In this course, you will learn about several online and distance educational technologies and be invited to think critically about their impact on education. For assignments, you will create your own small course in Moodle and participate in and assess a virtual community of your choosing. There will also be short online quizzes throughout the course on the readings and lectures assigned.

If you are struggling due to a disability, working in a second language or life problems and there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. Please also see Succeeding as a Student on page 7 for sources of external support from the university.

Syllabus Contents

Course Outcomes and Concepts

By the end of EDCI 339, you will be able to:
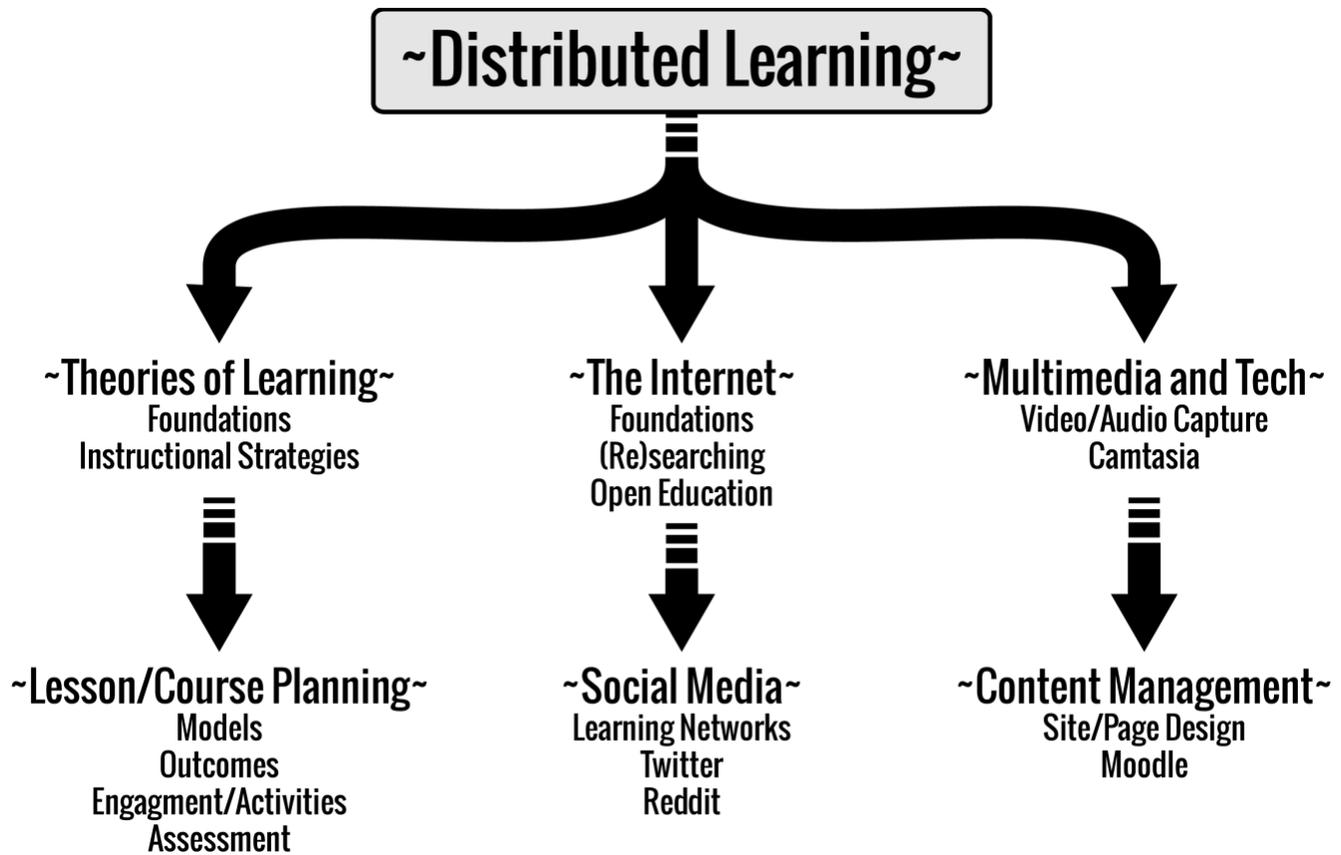
Core Outcomes	Core Concepts	Assessed by
Articulate important concepts about the Internet and online technologies (e.g. Web 1.0, Web 2.0, search engines, etc.).	The Internet	Quizzes, Moodle mini-course
Design a small eLearning course using a common course management system, and demonstrate principles and strategies for effective online education.	Distance education	Quizzes, Moodle mini-course
Describe and provide examples of the open source movement in education, and critically assess its present and potential future impacts on teaching and learning for children and adults.	Open source education	Quizzes, Moodle mini-course
Define factors that determine the effectiveness of virtual learning communities and personalized learning networks, and critically assess a virtual learning community based on two weeks of participation in a community of your choice.	Personalized learning networks and virtual learning communities	Quizzes, Virtual community assessment, Moodle mini-course
Communicate effectively to an online audience with text and video (e.g. presenting, participating in online discussions, using good netiquette, etc.), and create a basic web page with HTML and CSS code	Online communication	Quizzes, Moodle mini-course

Course Outline

Topics each week may shift slightly depending on the collective progress of the class. Note that all changes to assignments and assignment dates must be agreed upon as a class before we commit to them.

Week	Topic	Assignments Due
1) Sept 4	Getting Started • Course introduction • Becoming a successful online learner	
2) Sept 11	Social Media Applications • Theories of (online) learning • Learning in the social web	
3) Sept 18	Desktop Capture and Camtasia • Using Camtasia for desktop capture • Creating your personal introduction video • Video capture best practices	Reddit (part of assignment 2)
4) Sept 25	The Internet • Understanding the basics of the Internet • Googling like an expert researcher	Create your personal introduction video (part of assignment 3
5) Oct 2	Online Lessons and Outcomes • Face-to-face vs. online teaching • Writing outcomes with Bloom's taxonomy	Lesson video (part of assignment 3)
6) Oct 9	Lesson and Course Planning • Lesson planning with BOPPPS • How lessons become courses (and vice versa)	Quiz 1
7) Oct 16	Online Learning Activities • R2D2 and online learning activities	Course introduction video (part of assignment 3)
8) Oct 23	Online Assessment • Assessment and the online learner	Twitter (part of assignment 2
9) Oct 30	Opening Learning • Open learning: Sharing courses and learning objectives • Creative Commons and copyright in online learning	Quiz 2
10) Nov 6	Using Moodle • Course management systems: Getting started with Moodle	Learning community assessment (part of assignment 2)
11) Nov 13	NO CLASS – READING WEEK	
12) Nov 20	Community of Inquiry • Community of inquiry and online social presence • Creating your course introduction	
13) Nov 27	Looking to the Future • Looking to the future: Mobility, openness and other horizons	Quiz 3
14) Dec 4	• Summing Up	Moodle mini-course

Course Map

~Distributed Learning~

~Theories of Learning~
Foundations
Instructional Strategies

~The Internet~
Foundations
(Re)searching
Open Education

~Multimedia and Tech~
Video/Audio Capture
Camtasia

~Lesson/Course Planning~
Models
Outcomes
Engagment/Activities
Assessment

~Social Media~
Learning Networks
Twitter
Reddit

~Content Management~
Site/Page Design
Moodle

About the Instructor

I am excited to work with you in this course since it brings together several of my interests and passions: educational technology, instructional design, and social media. I am a PhD student at UVic who has worked in education and as an instructional designer at a college in Ontario and for private companies.

As for my teaching philosophy, I believe firmly in creating learning environments that are safe and respectful so students can take risks and challenge themselves in ways they haven't before. I am fairly critical of teacher-centred instruction that relies heavily on knowledge transfer; instead, I prefer a more learning-centred approach where students identify with the curriculum based on their needs and wrestle with new ideas and ways of seeing that challenge their assumptions and build their mastery and confidence.

Contacting the Instructor

Please call me Janet, and if you need to ask a question about the course, you are welcome to contact me by:
- Moodle: Posting to the Question Forum.
- Email: jsymmons@uvic.ca – Please allow 24 hours for a reply and lead the subject line with "EDCI 339" (e.g. "EDCI 339 – Question regarding major project")
- Skype: Symmons.UVic – I am usually available during the weekday between 9:30 am and 4 pm PST, except on Thursdays. Please IM prior to calling as I may be speaking with someone else or momentarily unavailable.

Contacting Other Students

I strongly encourage students to connect with each on Twitter using the #EDCI339 hashtag. Please be aware that unless using the DM (direct message) function, your tweets will be read by anyone with a Twitter account. This class is offered both in-class and online, therefore Twitter is an excellent means of sharing ideas and interesting links with others as well as an excellent forum for students to support each other.

Assignments

Assessment Item	Due Date	%
1 Quizzes Three weekly quizzes based on the each week's readings (10% of final grade each).	Oct 9 (quiz one) Oct 30 (quiz two) Nov 27 (quiz three)	10 10 10
2 Virtual Learning Community Assessment A 250-word summary and assessment of a virtual learning community (Reddit and Twitter) based on two weeks of participation, including copy/pastes of your posts to the community.	Sept 18 (Reddit) Oct 23 (Twitter) Nov 6 (assessment)	5 5 10
3 Moodle Mini-Course A small Moodle course on a topic of your choosing that includes: an instructor introduction video, a course introduction video, a lesson video, open source educational resources with descriptions, and assessment tools.	Oct 2 (personal intro video) Oct 9 (lesson video) Nov 20 (course intro video) Dec 4 (course site)	10 10 10 20

Assignment 1: Weekly Quizzes – 30%
There will be a short quiz over the duration of the course. These quizzes will ensure that course materials are being reviewed in a timely manner. You can keep your online readings and course lectures open while you answer questions. Many questions, however, will require higher level thinking to answer, so critical reading is necessary to ensure success.

Quiz One – Open Oct 2 – Oct 9 in Moodle	10%
Quiz Two – Open Oct 23 – 30 in Moodle	10%
Quiz Three – Open Nov 20 – 27 in Moodle	10%

Assignment 2: Virtual Learning Community Assessment – 30%
Creating a personalized learning network requires you to research and participate in virtual learning communities, websites where users share resources, information and advice to help each other gain mastery in a given field. These communities can be used to develop your own personal learning network, or a group of people you can turn to outside of or after university to continue your professional development.

Reddit
Reddit is a social networking website that allows users to contribute and vote on internet content. Users receive up votes and down votes (referred to as karma) depending on the popularity of their posts and comments. Users post content into subreddits, which are organized by themes.

For this assignment, you will need to subscribe to three subreddits related to your chosen professional fields/interests and contribute posts and comments to at least one subreddit with the goal of gaining 25 link karma and 25 comment karma (up votes for content and comments you post). Your chosen subreddits, posts and comments should be academically or professionally relevant. Please hand the assignment in to the Moodle drop box by the end of

Sept 18

Twitter

Twitter is a social networking tool that allows users to send very short text messages to their followers. In week one, you will create a Twitter account and follow at least ten leaders in your professional field who actively Tweet as well as three hashtags relevant to your field. You do not need to Tweet yourself, but at the end of the course you will be asked to reflect on what your chosen leaders share with others as well as the quality of information exchanges between people who use your chosen hashtags. Please hand the assignment in to the Moodle drop box by the end of Oct 23.

Virtual Community Assessment

In week two, you will be provided with a worksheet that will help you critically assess the community you choose. Completing this worksheet will require you to write a summary and assessment of the community that is approximately 250 words. It should be handed in to the Moodle drop box by the end of Nov 6.

Safety and Privacy

Many online communities are hosted outside of Canada, which makes any data you publish accessible to corporate and government bodies that may use that data against you in the future (e.g. hyper-targeting, the American Patriot Act, etc.). If this is a concern to you, **do not provide any self-identifying information** (e.g. use an anonymous account, don't tell others your name, age, gender, or place of origin, etc.).

Reddit Posts and Comments – Due Sept 28 Mark based on relevance of subreddits, number/quality of posts and comments, amount of karma gained.	10%
Twitter Participation – Due Oct 23 Mark based on quality of Twitter feeds subscribed to.	10%
Virtual Community Assessment – Due Nov 6 Mark based on quality and level of reflection related to what you learned about your professional field based on your participation with Reddit and Twitter.	10%

Assignment 3: Moodle Mini-Course – 50% (Due Dec 4)

To give you experience with online course design, you will be granted instructor privileges in a fresh Moodle installation hosted at UVic which will allow you to design your own mini-course on a topic of personal or professional interest to you. This is the major project for EDCI 339, so there are a number of components which should be handed in each week which will contribute to your mini-course. Your mini-course should include:

Personal Introduction Video – Oct 2 A three- to five-minute video created in Camtasia or another video editing program. Mark based on professionalism (e.g. grammar, language) and quality of presentation, audio and video.	10%
Lesson Video – Oct 9 A five- to ten-minute video created in Camtasia or another video editing program. Mark based on lesson outcomes, evidence of BOPPPS,	10%

professionalism (e.g. grammar, language) and quality of presentation, audio and video.	
Course Introduction Video – Oct 16 A second three- to five-minute video created in Camtasia or another video editing program. Mark based on course outcomes, professionalism (e.g. grammar, language) and quality of presentation, audio and video.	10%
Online Mini-Course – Dec 4 Mark based on site design, quality and relevance of open educational resources, asynchronous online learning activities and assessment.	20%

Textbooks and Required Supplies

There is no textbook for you to purchase, although a number of online readings and videos will be assigned throughout the course. The Moodle course website will contain many resources you will need to successfully complete this course.

Marking

Being a fair teacher sometimes means having strict rules related to marking. If you need an extension, one <u>may</u> be granted by consultation with me <u>before</u> the due date. Otherwise, late assignments without adequate reason (and for which documentation such as a doctor's note may be requested) will be deducted 5% per day to a maximum of 3 days. After the third day, the assignment will not be accepted and will be recorded as a zero.

Participation

Active participation includes taking part in discussions and activities, and preparing specific assignments by the due date. As with at all levels of higher education, the more you put into the course, the more you will get out of it.

Succeeding in this Course

To ensure that you succeed in this class:
- Complete the readings carefully and critically;
- Attend the class and watch the supporting online videos
- Ask the instructor questions as soon as any confusion arises

Succeeding as a University Student

Successfully navigating the challenges of university life is a skill you can learn more quickly if you access the many supports and services available to you as a student.

- <u>Accessing External Help</u> – There are many services on campus that can make a significant difference in your success in school.
  - Visit the Learning Commons at http://learningcommons.uvic.ca/ to learn about writing and study support.
  - Visit the Resource Centre for Students with a Disability at http://rcsd.uvic.ca/.
  - Visit http://coun.uvic.ca/ and see a councillor if you're struggling with emotions, relationships, finances or other sources of stress that can impact your studies and wellbeing.
  - Visit Co-operative Education Program and Career Services at http://www.uvic.ca/coopandcareer/ to get a sense of what jobs might be

available while you study and after you graduate.

EDCI Undergraduate Grading Scale

Passing Grades	Grade Point	Percentage*	Description
A+ A A-	9 8 7	90 – 100 85 – 89 80 – 84	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77 – 79 73 – 76 70 – 72	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65 – 69 60 – 64	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Excluded Grade		Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
Failing Grades			
E	0	TBD	Conditional supplemental.
F	0	0 – 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade		Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade		Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade			
INC	N/A		Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1. Such courses are identified in the course listings.
DEF	N/A		Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status, page 36.
INP	N/A		In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the *Calendar*). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a co-op Work Term intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A		Co-op Interrupted Course. See Co-op Regulations (14), page 46.
CTN	N/A		The CTN designation will appear on student transcripts at mid-point through the course or at the end of the first academic term (Sept-Dec). On completion of the course, the designation will be replaced with a final grade.
Grade Note			Aegrotat. Transcript notation accompanying a letter grade assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.

*These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012.
The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript.
The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.