Faculty of Education

AEDT 4140U: Instructional Design
Course outline for Winter 2020

1. Course Details & Important Dates*

Term	Status	Course Type	Day	Time
Winter	A	AEDT	Mondays	12:10 to 1 p.m.; 6:10 to 7 p.m.,

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	73446, 74066, 74067, 74068	January 6, 2020	March 30, 2020	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	

Office Hours: By appointment from Mondays to Fridays generally between noon and 9 p.m. Please use the Google signup sheet to make an appointment. Meetings take place in the Adobe Connect BA General Room

Assessment for Adult Learning Adobe Connect link:

ESDT Adobe Connect link:

Please use a headset with a microphone. If you do not have a headset, you may use earbuds from a smartphone. Using a headset/earbuds reduces echo that is very disruptive to the tutorials. Please place your microphone on mute when you are not talking. This reduces distracting background noises. Your microphone picks up many sounds, even the sound of you typing on the keyboard. Everyone in the tutorial will hear it.

Please use a breakout room in the BA ESDT General Room for meetings with your group. Do not stay in the main room. Do not use our tutorial room for meetings.

3. Course Description

The purpose of this course is to examine instructional design from its origins in the development of educational and training materials for the U.S. military in World War II to the current constructivist, social constructivist and connectivist design theories. Students will learn to recognize and explain both traditional approaches to instructional design rooted in behavioural theories of learning and current practices based on constructivist, constructionist and social constructivist thinking. Topics will include, but are not limited to the ADDIE model (analysis, design, development, implementation and evaluation) promoted by Dick and Carey, Robert Gagne's Conditions of Learning, and the work of curriculum theorist Ralph Tyler.

Prerequisite: AEDT 2130U: Graphic Design, Digital Technologies and Learning, and AEDT 3140U: Creating Digital Tools

Credits: 3.0 | **Hours:** 36

4. Learning Outcomes

This course examines instructional design, its defining theories, approaches, frameworks and models. The course will also examine ID's current practices, and its development. Upon successful completion of the course, learners will be able to:

1. Describe typical instructional design components and their place in a variety of instructional design theories.
2. Apply instructional design principles to online education for adult leaners.
3. Associate models of instructional design with underlying learning theories and use this knowledge to critique the applicability of instructional design to specific adult learning environments.
4. Distinguish between traditional instructional design models and contemporary models and show how the contemporary models reflect current thinking about teaching and learning, or fail to do so.
5. Analyze adult education learning materials or online learning courses and recommend improvements based on the application of principles of instructional design.
6. Demonstrate an understanding of the instructional development processes by using an instructional design model to prepare a specific learning product, such as a lesson, poster, presentation or a short course, program, or workshop.
7. Demonstrate skills in conducting a needs assessment and a learner analysis, writing instructional objectives, developing an instructional strategy, creating instructional materials that address the learning objectives and are aligned with needs, and evaluating learning outcomes.

5. Course Design

There are four main ways in which learners will interact with the course content to cover the weekly three-hour (or more) commitment to class. Each of these is described below, as are the responsibilities associated with them.

AEDT4140 is a 36-hour (3 credit) course structured around 12 **mandatory** instructional units. Each unit is focused on a topic that contributes to or is an element of the instructional design process. The twelve units will be structured so that ideas, theories, collaboration, and practice activities are included in each weekly module.

Each of the 12 weekly modules include:
1. This course contains minimal videos created by OTU. Instead, support videos, created by ID experts, will be used to provide teams with guidance as the teams create their design.
2. 50 minutes of synchronous tutorial in Adobe Connect each week. Attendance at one of the two weekly sessions in Adobe Connect is **mandatory**. The tutorials in Adobe Connect were planned in detail by the facilitator (or content expert) to encourage an open discussion and exchange of ideas and experiences. The analysis and synthesis questions in each video clips are the jumping off point for the discussions. All learners are expected to contribute and explore problem that arise during the ID process. Attendance in one of the weekly Monday sessions is mandatory. Sessions times are from 12:10 to 1 p.m., and 6:10 to 7 p.m. A third session may run from 8:10 to 9 p.m. depending on enrolment numbers. All times are in Eastern Time.
3. Each weekly module requires approximately one hour of time devoted to self-directed learning activities, contributing to the forum discussion, and other learning activities as noted in the course schedule.
4. Work on the ID project as needed to meet your commitment to your team.

This covers the basic three-hour commitment to the class sessions. Note that additional reading, as well as assignments and project/team work will be expected from all learners, relevant to your subject domain/area of study (i.e. engineering, health care, staff development).

It is your responsibility to email the facilitator prior to the tutorial if you will be absent from a tutorial session. Please email at least 24 hours prior to the assignment due dates if you have any questions about completing the assignment.

Blackboard
The Blackboard course site is the sole official web site for this course, but other environments will be explored and used. The links for other environments/tools will be posted on the Blackboard site. NOTE: The Blackboard site in an integral part of this course. Links to readings, video clips, and a to do list are posted in each weekly module. All course requirements, handouts, marking rubrics, assessment, and related materials are posted on the course's Blackboard site.

> *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 an instructional 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 ID project 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.

Overview of the Instructional Design Project
The instructional design project is **worth 55%** of the final grade. This project affords you opportunity to demonstrate your mastery of the ID process. The project will be build step-by-step with course activities and assignments that will guide you in the processes to aid your team with building components of the final project.

Working in teams consisting of four peers, create an outline for a 12-week course and fully develop one module. The course is facilitator led synchronous/asynchronous course. Your team will post the finished product online. It should include online activities, a facilitator guide, handouts, required readings, videos, assessments, and other instructional materials.

The completed module should address specific, measureable objectives, and involve learner interaction. It should include content examples and practice activities that will cover approximately 50 minutes of instructional time, including one video (five to seven minutes in length) and at least one interactive component.

Important: Choose a topic that is fun, not too technical, and one that all team members would consider themselves "experts." The focus this semester is on the design processes, so there will not be time for you to learn about the topic you are using. The facilitator must approve all topics.

The ID project has three milestones: worksheet 1, worksheet 2, and the completed website. The three milestones are aligned with peer-to-peer discussions about the project.

The completed project will be available to learners via the Internet and must be live and ready for peers to trial by March 9. Additionally, facilitator support materials must be included, as this is an asynchronous/synchronous project. Clearly state the role the facilitator will have, and include all material needed for the facilitator to help learners succeed. This will include all learning materials, such as facilitator note, questions to ask learners, and assessment rubrics, and all technical information, such as login steps, how to post information, and how to contact learners. To successfully complete the project, you are required to maintain three perspectives: the learners, the facilitator, and the instructional designer.

6. Outline of Topics in the Course

Session	Topics	Activities	Tutorial Preparation
1 Jan 6, 2020	Course Introduction: Theories that guide ID ID models	**Ontario Tech videos** 1.1 – The Challenge 1.2 – The ID Office **To Do:** Form teams; select your learning platform (WordPress, Weebly, Google sites, etc.). Begin filling out	**Required readings and digital media resources:** Richard Smith. (2013, January 1). *Learning theories.* https://www.youtube.com/watch?v=sboB3rFZqDI (11:48) LearningDctr (2010, June 17). *Behaviourism, cognitivism, constructivism, & learning and instructional theory.* https://www.youtube.com/watch?v=0YOqgXjynd0 (2:58) Academy for Teaching Excellence. (2017, December 19). *Lesson makeover using the nine events of instruction.*

		A 1: Worksheet 1 (due Jan 19). **Tutorial Discussion Questions:** • Prepare to disuses one ID model in the tutorial • What is the purpose of ID models? • What are the key principles common to all learning theories and how to they differ?	https://www.youtube.com/watch?v=GX2IW6SnxjI (12:28) Preceptor Education Program. (2015, September 8). *Kolb's experimental learning cycle.* https://www.youtube.com/watch?v=Rp-gaV-uSIo (1:47) Instructional Design Models (2018) https://www.instructionaldesigncentral.com/instructionaldesignmodels (NOTE: Bloom's is not a model) Culatta, R. (2019). *Learning theories.* http://www.instructionaldesign.org/theories/ Read at least 5 learning theories from this list. Explore theories you are not familiar with Chickering, AW, & Gamson, Z. F. (1987). Seven principles for good practices in undergraduate education. *Washington Center New.* http://www.lonestar.edu/multimedia/sevenprinciples.pdf This is a seminal piece that articulates the best practice used in higher education instruction Dreon, O. (2013, February 25). *Applying the seven principles for good practice to the online classroom.* https://www.facultyfocus.com/articles/online-education/applying-the-seven-principles-for-good-practice-to-the-online-classroom/ Clark, J. (2015). *Rapid prototyping approach to instructional design.* https://www.stanhopeconference.com/2015/presentations/clark_rapid_prototyping.pdf **Assignment:** 1. Create a folder in Google Drive. Name the folder using your first and last name followed by the course code (first and last name – 4140) and share it with Janet. Completed rubrics for all course assignments will be placed in your personal folders. 2. Create a group of three or four learners to work with on and create your ID project. Email Janet the names of the people in your team. Each team will be assigned a number. Also, create a team Google folder and share it with Janet
2 January 13, 2020	Writing in instructional goals and learning outcomes	**Due:** Assignment 1: Upload the worksheet to your team's Google Drive Jan 19 by 11:55 p.m. Assignment 2: Prepare for group discussion in Jan 20 tutorials **Tutorial Discussion Questions:** • When would you choose	**Required readings and digital media resources:** The eLearning Girls. (2014, June 5). *Writing learning objectives* https://www.youtube.com/watch?v=eXxTpDg1thI (4:32) Oakland University (2014, November 23). *Goals, objectives and learning objectives.*

		performance objectives over learning outcomes? • What is the relationship of performance objectives to the subordinate skills analysis? Why is this important?	https://www.youtube.com/watch?v=g_Xm5IljYKQ (4:42) Johns Hopkins University. (2014, December 22). *How to write learning objectives using Bloom's Taxonomy* https://www.youtube.com/watch?v=4DgkLV9h69Q (10:52) Bixler, B. (2018, December 5). *Instructional goals and objectives* http://www.personal.psu.edu/bxb11/Objectives/ (Read all 10 web pages) British Columbia Institute of Technology. (2010). *Writing learning outcomes.* http://www.bcit.ca/files/idc/pdf/ja_learningoutcomes.pdf
3 January 20, 2020	Building the blueprint – sequencing content Selecting delivery methods and media	**To Do:** Begin working on Worksheet 2 (due March 1) **Due:** A 2: Prepare for group discussion in the Jan 20 tutorials Upload the feedback form to your Google student drive by 11:55 p.m. on Jan 24 **Tutorial** Assignment 2: Small group discussions	**Required readings and digital media resources:** Vancouver Community College. (2011, June 28). *Instructional strategies for online development* https://www.youtube.com/watch?v=cL7N0BnCpfg (8:18) Bates, A.W. (2015, January 28). *Deciding on appropriate media for teaching and learning.* https://www.tonybates.ca/2015/01/28/deciding-on-appropriate-media-for-teaching-and-learning/ Luca, J., & Oliver, R. (2002). *Developing an instructional design strategy to support generic skills development* https://pdfs.semanticscholar.org/d6d5/bef8710d33ef1016a48f6ccd2f7c4a2ada19.pdf Read pages 6-9 Bates, A.W. (2019). *Models for media selection*. In Teaching in a digital age (2nd ed.) https://opentextbc.ca/teachinginadigitalage/chapter/9-1-models-for-media-selection/ It may be useful to read the entire chapter on media selection, which is found here: https://pressbooks.bccampus.ca/teachinginadigitalagev2/part/9-pedagogical-differences-between-media/ University of Waterloo. (n.d.). Course content selection and organization. https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/course-content-selection-and
4 January 27, 2020	Creative Commons Assessment instruments	**To Do:** Based on feedback, revise the course and/or module. Identify and write the information needed for the module. Continue revising Worksheet 1, Worksheet 2; prepare to submit the storyboard (assignment 3)	**Readings and digital media resources:** Teaching in Education [Frank Arella]. (2016, December 17). *Formative vs. summative vs. diagnostic assessment* https://www.youtube.com/watch?v=JI-YgK-l4Sg (2:55) Creative Commons. (n.d.). *About the licenses.*

		Due: A 3: Upload the storyboard to your team's Google Drive by Feb 2 by 11:55 PM **Tutorial Discussion Questions:** • What assessment instruments would you develop for an orientation program in your organization? Why? • What would make the assessment effective? **Blackboard Discussion Board** Find one website where resources are posted that are either public domain or CC. Share the link with your peers. Review the posts and bookmark the links so you can easily find resources your team can use when creating your videos and other teaching/learning materials. Post no later than 9 a.m. on Jan 27	https://creativecommons.org/licenses/ Best, R. (2015, September 7). *Step-by-step guide to attributing Creative Commons-licensed images.* http://wpandlegalstuff.com/step-by-step-guide-to-finding-and-meeting-the-attribution-requirements-of-creative-commons-licensed-images/ Carleton College. (2019, October 14). *Assessment tools.* https://serc.carleton.edu/NAGTWorkshops/assess/types.html Yale University. (n.d.). Formative and summative assessments https://ctl.yale.edu/Formative-Summative-Assessments
5 Feb. 4, 2020	Storyboarding and development methods / tools	**To Do:** Create a storyboard for a video. Do not create the video. Continue working on A 4 Worksheet 2 (due March 1) and revising Worksheet 1 **Due:** Assignment 4: Upload the worksheet to your team's Google Drive March 1 by 11:55 p.m. Assignment 5: Prepare for group discussion in March 2 tutorials **Tutorial Discussion Questions:** • Why a storyboard? What method would be most useful in a business setting?	**Readings and digital media resources:** Bingham Communications. (2014, August 26). *3 ways to storyboard your e-Learning course* https://www.youtube.com/watch?v=r9WJSgbMUI0 (8:24) Ray Pastore. (2018, August 3). *Storyboards in instructional design.* https://www.youtube.com/watch?v=nsid5zqc6z4 (7:36) Pappas, C. (2015, July 13). *12 tips to create effective eLearning storyboards.* https://elearningindustry.com/12-tips-to-create-effective-elearning-storyboards
6 Feb 10, 2020	Developing instructional materials	**To Do:** Select and create two mediums, other than videos, to be used in the course. Shoot your video based on suggested changes to your storyboard. Revise worksheets and apply the changes to the course **Tutorial** Assignment 5: Small group discussions	**Readings and digital media resources:** University of Wisconsin-Madison. (n.d.). *Instructional materials.* https://designteachengage.wisc.edu/instructional-materials/ (pay particular attention to the tables of examples and Cordiner, S. (2017, December 17). *Five things you can do if you have too much content for your online course.* https://elearningindustry.com/too-much-content-for-your-

			online-course-5-things-can
			Instructional design/interpersonal/behaviors/strategies. (2019, November 19,). In Wikiversity. https://en.wikiversity.org/wiki/Instructional_design/Interpersonal_behaviors/Strategies Jenkins-Haigler, C. (2014, October 21). *Developing instructional materials.* https://www.slideshare.net/cdjhaigler/apt-501-chapter-9-powerpoint
Study week Feb 16 to Feb 22		No new material, no tutorials scheduled	
7 Feb. 24, 2020	Designing learning activities and designing for learner motivation	**To Do:** Refine your course based on feedback. Provide a link to the video. **Tutorial Discussion Questions:** • What are some of the key challenges when you develop instructional materials? Suggest ways for dealing with these challenges **Due:** A 5: Prepare for group discussion in March 2 tutorials Upload the feedback forms to your Google student drive by 11:55 p.m. on March 6	**Readings and digital media resources:** University of Hawai'i. (n.d.) *Introduction to online learning.* https://sites.google.com/a/hawaii.edu/new-de-faculty-orientation/step7 (includes 3 videos) Leeds Beckett University. (2019, December 15). *Designing online activities.* https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/course-design/develop-a-distance-learning-course/what-should-you-be-designing/designing-online-activities/ Engaging and motivating students in a virtual learning environment (2017, February 23). *Apex Learning.* https://www.apexlearning.com/blog/engaging-and-motivating-students-in-virtual-learning-environment Van Oostveen, R. (2017). *Fully online learning community (FOLC) model.* EILab. https://eilab.ca/fully-online-learning-community/
8 March 2, 2020	Designing for the facilitator	**To Do:** Create the facilitator material using the table of contents as a guide. Post the facilitator guide in a separate tab/section/page of your website. Imagine that this is password-protect section **Tutorial Discussion Questions:** • What are some of the key challenges when developing facilitator materials? • How has immersing in the three perspectives changed your perspective towards facilitation? • Review the support video. What place does facilitator creativity	**Readings and digital media resources:** John Spencer. (2016, January 26). *Creative teachers don't need an instruction manual* https://www.youtube.com/watch?v=7Ou71lO-dOg (1:16) **Examples of facilitation guides:** Flinders University. (2016, December 21). *A facilitator's guide to using NCETA's online ice training resources in face-to-face training.* http://nceta.flinders.edu.au/files/2414/8237/5328/NCETA_Ice_Online_Training_-Facilitators_Guide_-_211216.pdf Government of British Columbia. (n.d.). Healthy eating for seniors: community presentations – facilitator's guide. P*rovincial Health Services Authority.* https://www2.gov.bc.ca/assets/gov/people/seniors/health-

Week/Date	Topic	To Do / Due	Readings and digital media resources
		have in an online course that uses a facilitator's guide? **Due:** Assignment 6: Upload a link to the completed course by Sunday March 8 by 11:55 p.m. in the Blackboard discussion forum	safety/pdf/seniors-facilitator-guide.pdf **Blackboard Discussion Board** Post the three evaluation tools. View two other teams' evaluations and post two suggested changes.
9 March 9, 2020	Pilot testing the course	**To Do:** Continuing refining your course. Tutorial Discussion Questions: • Why do we need to pilot test a course? • What are some of the challenges with receiving pilot testing feedback? • How can we deal with or mitigate the "disruptive" element of implementing feedback from testing?	**Readings and digital media resources:** Rogers, M. L. (2017, October 24). When is it time to revise my online course? *The National Teaching & Learning Forum, 26(*6), p. 4-6. doi: 10.1002/ntlf.30128 Morrision, D. (2015, May 26). *How "good" is your online course? Five steps to assess course quality.* https://onlinelearninginsights.wordpress.com/2015/05/26/how-good-is-your-online-course-five-steps-to-assess-course-quality/ Instructional design/user testing of e-learning courses/ reviewing evaluation fundamentals. (2014, January 6). *In Wikiversity.* https://en.wikiversity.org/wiki/Instructional_design/User_testing_of_e-learning_courses/Reviewing_Evaluation_Fundamentals
10 March 16, 2020	Evaluating the effectiveness of instructional materials and programs	**To Do:** Make final adjustments to your course based on feedback from your peers. Work on your team's pitch to the HR committee. Presentations take place in the March 30 tutorials **Tutorial Discussion Questions:** • Who should participate in formative evaluation? Who should not? Why? • How does a course evaluation impact instructional design? • Explain why or why not an evaluation tool should be created in the first few days of the ID project	**Readings and digital media resources:** Frey, N. & Fisher, D. (2011). Creating a formative assessment system. In *Formative assessment action plan*. ASCD. http://www.ascd.org/publications/books/111013/chapters/Creating-a-Formative-Assessment-System.aspx Bates, T. (2012, July 9). Nine steps to quality online learning: Step nine – evaluate and innovate. (2012) https://www.tonybates.ca/2012/07/09/nine-steps-to-quality-online-learning-step-9-evaluate-and-innovate/ University of Saskatchewan. (n.d.). Course design plan checklist. https://teaching.usask.ca/documents/distance-education/Course-Design-Plan-Checklist.pdf University of Saskatchewan. (n.d.). Module checklist. https://teaching.usask.ca/documents/distance-education/Module-Checklist.pdf Andriotis, N. (2017, December 18). *Four ways to perform a post-course evaluation analysis.* https://elearningindustry.com/how-create-elearning-evaluation-post-course
11	Redesign:	Continue revising the course until	**Readings and digital media resources:**

March 23, 2020	from online to flipped, and blended	March 29 **Due:** A 7: The pitch is due in the final tutorials on March 30	Michigan Virtual. (2018, December 14). *What is blended learning.* https://www.youtube.com/watch?v=oXZd0YWvI0Q (2:39) Teachings in Education [Frank Arella]. (2017, June 20). Flipped classroom model: Why, how, and overview https://www.youtube.com/watch?v=BCIxikOq73Q (5:03) Pappas, C. (2016, February 25). *Blended learning vs. flipped learning: Can you tell the difference?* https://elearningindustry.com/blended-learning-vs-flipped-learning-can-tell-difference
12 March 30, 2020	Redesign: from f2f to online	**Tutorial:** Assignment 8: Pitch the course to the HR committee. Fill out the hiring committee form for each presentation and upload the completed rubric to you Google student drive by April 3 at 11:55 p.m.	**Readings and digital resources:** Moving a face-to-Face Course Online without Losing Student Engagement https://www.facultyfocus.com/articles/online-education/moving-face-face-course-online-without-losing-engagement/ North Carolina Community College (n.d.). *Key differences between online and face-to-face teaching.* http://www.cordonline.net/mntutorial1/module_1/NCCCSKeyDifferences.pdf

7. Required Texts/Readings

For this 12-week course, we will critically engage with the material through a review of literature and activates based on the 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.

It is strongly suggested that learners become familiar with navigating **Purdue OWL's APA** website. The purpose is not to memorize APA but recall how to locate the correct information and then understand how to apply the information.

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 or 7th edition formatting.

Assignment	Due Date	Brief description	Value and group or individual assessment
A1: Worksheet 1	Week 3 – One day before the tutorial	Complete the worksheet, which will provide the foundation for the team's design	15% Team
A 2: Worksheet 1 discussion	Week 3	Each team member will discuss their team's proposed project with other learners. Peer's will discuss the project for five minutes and then engage in a five Q&A session with others. Peers will be assessed for their knowledge of the team's proposed project and ability to answer questions.	15% Individual
A 3: Storyboard	Week 5	Create a storyboard for a video the team is considering for the module you are developing. The storyboard should be for a video between five and seven minutes in length. The storyboard must contain an area for the video, the nearly completed script, and production notes.	20% (pass/fail) Team
A 4: Worksheet 2	Week 8 – One day before the tutorial	Complete the worksheet, which will provide the foundation for the content of the module the team is creating	15% Team

A 5: Worksheet 2 discussion	Week 8	Each team member will discuss their team's project with other learners. Peer's will discuss the project for five minutes and then engage in a five Q&A session with others. Peers will be assessed for their knowledge of the team's project and ability to answer questions.	15% Individual
A 6: Website link	Week 9	Post a link to the ID project in the discussion forum. The website will be viewed from the three perspectives.	25% Team
A 7: The pitch	Week 12	Using one PowerPoint slide (include course title, purpose statement, and module topic), the team has 8 minutes to explain why their team should be hired (the focus is on the ID skills of the team, not the course). The team will then have 7 minutes to answer questions from the HR committee about how they applied their skills to the course created. Each team members is encouraged to discuss what they brought to the team, how they added to the project and skills the ID skills they acquired throughout the semester.	10% Team

Ontario Tech grading
All assignment are graded using a letter grade. The letter grades will corespond with Ontario Tech'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: Worksheet 1
Team assignment – 15%
Due: Jan 19 by 11:55 p.m.
Submit: Upload the complete worksheet to your team's Google Drive
The worksheet will be used to help teams create the foundation of their **online** course. The course is synchronous and asynchronous and is modeled after the courses in the ESDT program. The worksheet includes important information, such as the purpose statement, learner description, five learning outcomes, performance objectives, and list of weekly modules. The purpose of this assignment is to lay a solid foundation and provide direction to the team as they work on completing the course design. This is a team assignment. All team members will receive the same team mark.

Clearly state the following:
1. Course topic
2. Learning platform and other technologies used in the course
3. Purpose statement
4. Describe the typical leaner for this university course:
5. Five learning outcomes:
6. List and describe 12 weekly themes (modules):

7. Choose one theme (module) your team will create. Important: The chosen module must be in weeks 3 to 11

Worksheet 1 Rubric

	Complete with excellent/good details	Partially complete and/or some details present	Incomplete section or missing good details
Learning platform and other technologies			
Purpose statement			
Learner description			
5 learning outcomes			
List 12 modules			
Chosen module	Complete		Incomplete

Assignment 2: Worksheet discussion
Individual assignment – 15%
Due: During the Jan 20 tutorials
Submit: Upload feedback forms to your student drive no later than 11:55 p.m. on Jan 24

In small groups, each team member will discuss their team's proposed project with other learners. Peer's will discuss the project for five minutes and then engage in a five Q&A session with others. Peers should make notes of any suggested changes to the project that results from the Q&A session. Additionally, each peer will be assessed for their knowledge of the team's proposed project and ability to answer questions.

Feedback instructions: Highlight the areas in the rubric that best describes the peer's knowledge. Feedback forms submitted after Jan 24 will not be accepted and the assessor will receive 0% for the assignment.

Use the following rubric for feedback:

Assessor's name:	Reminder of elements used in the discussion:
Peer's name:	Learning platform and other technologies used in the course
Peer's team #	Purpose statement
	Describe the typical leaner for this university course
Discussion date: Jan 20 in the tutorials	Five learning outcomes
Feedback due: Jan 24 11:55 p.m.	List and describe the 12 weekly themes (modules)

Criterion	Inadequate	Marginal	Adequate	Good	Excellent

Peer's insights	Did not provide the purpose; did not explain many elements of the course; inability to link elements; displays inadequate knowledge of course	Stated the purpose of the course; lists the elements of the course; able to link a few elements; provided few details that explains the course	Described the purpose; described elements of the course; links some elements; provided some details that explains the course	Discussed the purpose of the course; discussed and linked all elements to the course; provided good details that explains the course	Clearly articulated the purpose of the course; articulated the five elements individually and holistically; provided excellent details that explains the course
Answering questions	Was not able to adequately answer questions about the course	Answered some questions but revealed only rudimentary knowledge of the course	Answered questions with an acceptable understanding of the course	Answered questions with substantial knowledge of the course	Answered questions with very good to excellent knowledge of the course

Suggestions for improvement:

Assignment 3: Storyboard
Team assignment – 10%
Due: Feb 2 by 11:55 p.m.
Submit: Upload the completed storyboard to your team's Google Drive

Create a storyboard for a video the team is considering for the module you are developing. Use the information provided in Module 5 and your team's research into storyboarding to discover how to create the storyboard. Do not create the video. The storyboard should be for a video between five and seven minutes in length.

This is a storyboard for an instructional video, such as how to make a piecrust or how to tie your shoelaces. If you choose to do a theoretical video, which is more challenging, approach it from learning how to apply the theory, such as the theory of piecrust chemistry.

This is a pass/fail assignment based on whether or not it contains sufficient details to produce video. The storyboard must contain an area for the graphics, the nearly completed script, and production notes. The following rubric will be used:

Video sketch	Complete with good details	Incomplete or missing details
Rough, detailed script	Complete with good details	Incomplete or missing details
Production notes	Complete with good details	Incomplete or missing details

Assignment 4: Worksheet 2
Team assignment – 10%
Due: March 1 by 11:55 p.m.
Submit: Upload the complete worksheet to your team's Google Drive

The worksheet will be used to help teams design and build content for their online course. The items in the worksheet encourage team members to brainstorm content ideas, including different types of assessment. The purpose of this assignment is to aid the team with by first thinking broadly, then narrow down to the essential content of the course based on the team's learning outcomes. This is a team assignment. All team members will receive the same team mark. The team will choose one module to develop as an exemplar for other modules. The chosen module must be in weeks 3 to 11.

1. List and describe eight to ten possible learner activities for the module
2. List and describe six possible subtopics that could be made into short videos
3. List and describe four types of formative assessment that could be applied to the module's contents
4. List and describe four types of summative assessment that could be applied to the module's contents
5. Align each formative and summative assessment to at least two learning outcomes

The completed worksheet must be posted in the team's shared Google folder no later than March 1 by 11:55 p.m. This assignment is valued at 10% of the final grade.

Worksheet 1 Rubric

	Complete with excellent/good details	Partially complete and/or some details present	Incomplete section or missing good details
Eight to ten activities	Excellent – Good	Partial	Incomplete
Six possible videos	Excellent – Good	Partial	Incomplete
Four summative assessments	Excellent – Good	Partial	Incomplete
Aligns with two learning objectives	Excellent – Good	Partial	Incomplete
Four formative assessments	Excellent – Good	Partial	Incomplete
Aligns with two learning objectives	Excellent – Good	Partial	Incomplete

Assignment 5: Worksheet 2 discussion
Due: March 2 in the tutorials
Individual assignment – 15%
Submit: Upload the feedback forms to your student drive no later than 11:55 p.m. on March 6

In small groups, each team member will discuss their team's proposed project with other learners. Peer's will discuss the project for five minutes and then engage in a five Q&A session with others. Peers should make notes of any suggested changes to the project that results from the Q&A session. Additionally, each peer will be assessed for their knowledge of the team's proposed project and ability to answer questions.

Feedback instructions: Highlight the areas in the rubric that best describes the peer's knowledge. Feedback forms submitted after March 6 will not be accepted and the assessor will receive 0% for the assignment.

Use the following rubric for feedback:

Assessor's name:	Reminder of elements used in the discussion:
Presenter's name:	Eight to ten activities
Presenter's team #	Six possible videos
	Four summative assessments
Discussion date: March 2 in the tutorial	Four formative assessments
Feedback due: March 6 by 11:55 p.m.	

Criterion	Inadequate	Marginal	Adequate	Good	Excellent
Peer's insights	Did not provide an explanation for many elements of the course; displays inadequate knowledge of the elements	Lists the elements of the course; provided few details that explains the elements	Described the elements of the course; provided some details that explains the elements	Discussed the elements; provided good details that explains the elements	Clearly articulated the elements; provided excellent details that explains the elements and the possible uses in the course
Answering questions	Was not able to adequately answer questions about the elements	Answered some questions but revealed only rudimentary knowledge of the elements	Answered questions with an acceptable understanding of the elements	Answered questions with substantial knowledge of the elements	Answered questions with very good to excellent knowledge of the elements

Suggestions for improvement:

Assignment 6: Course website link
Due: March 8 by 11:55 p.m.
Team assignment – 25%
Submit: Post the link in Blackboard

The website remains a work in progress until the final tutorial. This project milestone will help teams meet the final deadline. The final course will be viewed from the perspectives of the learner, facilitator, and instructional design. At the conclusion of the course, each team's submitted evaluations will be used as a rubric to grade the course. This is a collaborative team effort, with the grade weight of 20%.
Each online course must contain the following:

- Course title
- Purpose statement and course description
- Prerequisite and course level
- Five learning outcomes
- List and description of the 12 weekly modules
- Complete instruction for 50 minutes of instruction for one module (modules 3 to 11)
- One complete instructional video (five to seven minutes in length)
- List and description of two videos that could be used for the module
- One short activity (less than 15 minutes) and three discussion prompts for the tutorials
- Four formative assessments, plus a stated alignment with at least two learning outcomes for each assessment
- Four summative assessments, plus a stated alignment with at least two learning outcomes for each assessment
- Complete facilitator material for the module

Assignment 7: The pitch
Due: During the March 30 tutorials
Team assignment – 10% (5% for the presentation and 5% for the Q&A)
Submit: Hiring committee evaluations due by Friday April 3 at 11:55 p.m. Upload the feedback forms to your Google student drive.

Using one PowerPoint slide (include course title, purpose statement, and module topic), the team has eight minutes to explain why their team should be hired (the focus is on the ID skills of the team, not the course). The team will then have seven minutes to answer questions from the HR and other teams about how they applied their skills to the course created. Each team member is encouraged to discuss what they brought to the team, how they added to the project, and skills the ID skills they acquired throughout the semester. Important: You can choose only one team to hire immediately.

The Pitch: Rubric

All team members talked about their contributions to the project	Yes, all members talked about their contributions	Most but not all members talked about their contributions	Only one or two members talked about their contributions
All team members discussed their ID skills	Yes, all members talked their ID skills	Most but not all members talked their ID skills	Only one or two members talked about their ID skills
Q&A			
All team members	All members	Not all members	Only one or two team

were able to answer questions about their ID skills	easily answer questions	answered questions OR some team members answered questions with some difficulty	members answered questions OR all members answered questions but with some difficulty		
Hiring committee results	Hired immediately and without any reservations	Hired; will need minimal mentorship	Hired; will need considerable mentorship	Hired; on probation; will need considerable guidance	Not hired; much more work is required

Late Assignment Policy

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 learner and the facilitator 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 facilitator 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 learner must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. research guides, distance education services and citation guides . Students are expected to know how to find scholarly articles using library databases and to seek the assistance of a librarian as needed.

10. Students with Disabilities

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

working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

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

If you need extra help, you can also contact the Student Learning Centre.

11. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

12. Sexual Violence Support and Education

Ontario Tech University is committed to the prevention of sexual violence in all is forms. For *any* Ontario Tech student who has experienced sexual violence, Ontario Tech can help. Ontario Tech will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca

   Learn more about your options at: studentlife.uoit.ca/sexualviolence

13. Academic Integrity

Students and faculty at Ontario Tech 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 Ontario Tech's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to 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 Ontario Tech University's regulations on academic conduct does not constitute a defense against its application.**

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

14. Turnitin

Ontario Tech 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 Ontario Tech's use of the Turnitin.com service are described on the Turnitin.com website.

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

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, Ontario Tech University 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 Ontario Tech 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 Ontario Tech 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 individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.