UOIT

CHALLENGE INNOVATE CONNECT

Bachelor of Arts in

Adult Education and Digital Technology

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Proposed Degree Title:

Bachelor of Arts in Adult Education and Digital Technology

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Table of Contents

1   INTRODUCTION

1.1 Program Abstract/Calendar Description

This program, within the Faculty of Education, recognises the growing importance of formal and informal lifelong learning as seen in the expanding professional development needs of post-secondary instructors as well as similar needs in the corporate, governmental, community-based, and professional workplace environments. As the educational needs of these large institutions and organizations continue to grow outside the traditional university and college-based educational system, and as human-resources departments turn their attention to the economic benefits of "just-in-time" online learning opportunities, there is an increased need for individuals with the knowledge, competencies, and skills associated with teaching and learning in adult education environments in the digital age. The Faculty of Education's **BA in Adult Education and Digital Technology** intends to prepare a new kind of expert essential to the knowledge-based economy; an expert who possess both a broad social understanding of adult education and the specialized knowledge and competency base in adult education with a focus in the use of digital technologies for learning.

There are three unique features of this program. The first is that the structure of the program provides opportunities to pursue a bachelor degree in other faculties with a minor in Adult Education and Digital Technology. This provides students with added advantage over other pathway programs and allows for greater flexibility as well as specialization to prepare them to be adaptable to changing market demands. The second is the potential for students who have college diplomas in many disciplines such as business or media studies for example, to complete a *Prior Learning Assessment Recognition* (PLAR) and have their previous credits counted toward advanced standing in the BA (AEDT) program.

Graduates of this program will develop a number of competencies such as:

- Understanding the rate of technology development and adoption in society

- Applying teaching strategies best suited to the needs of adult learners in digital environments.

- Applying theoretical and practical knowledge of educational assessment to online adult education.

- Planning online learning approaches for adults that focus on real and meaningful activities.

- Analysing the social and psychological issues that shape the application of digital technologies to teaching and learning.

- Critically evaluating how technology fits with models of adult learning.

Finally, apart from the electives from other faculties, the Education portion of this program will be offered entirely online using a mix of both synchronous and asynchronous communications technologies.   This is intended not only to reach the students wherever they may reside, but also to offer a program where both the content and the modes of educational interaction are fully consistent with one another.

It must be noted that this Bachelor of Arts in Adult Education and Digital Technology program does not qualify a graduate for membership in the Ontario College of Teachers or to teach in Ontario's elementary and secondary school systems.

1.2 Background

This proposal is designed to create a new four-year undergraduate program within the Faculty of Education that would be directed at meeting the growing professional development needs in the corporate and professional worlds. As these educational needs grow both within and outside the formal education system and as human resources departments turn their attention to the economic benefits of online learning, these areas of highly targeted training and education require a specialized knowledge and skill base in adult education combined with the rapidly evolving competency base in the use of digital technologies for learning. This program aims at preparing these new educators and program or material developers.

The proposed **Bachelor of Arts in Adult Education and Digital Technology** is designed to meet this need by producing recognized graduates who would not only possess the knowledge and skills necessary to work in such careers, but would also be prime candidates for graduate studies in programs such as the one offered in UOIT's own Faculty of Education as well as in other institutions (i.e.: Brock, Concordia, Calgary, etc) thus preparing them for leadership roles in the field.

Finally, as this program is offered entirely online as a means to facilitate access, it also insures that the content and the actual learning experience will be consistent and will support one another. In addition, such a strategy presents a still relatively untapped opportunity for placing this program immediately on the international scene.

With UOIT's demonstrated strengths in the area of learning technology and in particular the Faculty of Education's own innovation and experience with it's Graduate Program in Education and Digital Technology, the successful offering of such an undergraduate program is not only assured but a natural path of growth and diversification for our Faculty.

1.3 Student Demand/Societal Need

It is widely accepted that today, the average "career" is less than 7 years long. This therefore implies a growing and continuous need for adult retraining and re-education. Industry, commerce and other sectors are therefore in a constant situation of needing to create and revise human resources training programs both in their content and in their modes of delivery. As this industry grows not only in relative size, but also in visibility, it is foreseen that careers in HR management and training will interest more and more young graduates from secondary schools. This program could be perceived as a more career focused and interesting alternative to a general bachelor of arts.

The idea of teaching appeals to many students, but they don't necessarily see themselves in the K-12 sector. Perhaps they are thinking of getting into corporate training, or community development. Right now, although there are a few focused programs designed to help people to become adult educators, rarely are these programs focused on the potential of digital technology in adult education. This program would also be relevant for people who are interested in K-12 Education but are cognizant of the current gaps in job opportunities.

Finally, colleges currently offer a host of diplomas in media studies or business administration designed to prepare students to work in a variety of roles including finance, marketing, IT, and human resources. The recent success of "pathway programs" such as those that exist between Seneca and York, Humber and Guelph, and others indicates that many college students have a strong desire to obtain both a diploma and a degree,

particularly if their prior learning is recognized and the program length becomes shorter. Another related cohort of students can be drawn from creative arts programs that typically find a place in the business world such as advertising, web development and design, and graphic arts.

Other potential students can be drawn from current positions in industry. As mentioned before, many people in training and human resource development roles did not imagine themselves in these positions when they started on their initial career paths. Just as MBA programs offer the potential for professional development and executive advancement, so too would the proposed program offer adult educators in the corporate and government worlds an opportunity for professional development and advancement in adult education and human resource development.   In addition, the program would be well suited for college educators, military trainers, health educators (both for professional development and public education) as well as be of great interest to education bureaucrats and public educators in other areas.

2   DUPLICATION

2.1 Program Comparison Statement

As illustrated in the table below, there are two bachelors programs dealing with adult education in Ontario (Brock and Nipissing) and only three others in Canada: one in PEI, one in Saskatchewan and another in British Columbia. Of these, only one mentions some aspects of integration of technology in one course and all but one are offered as face-to-face only. It appears that no other such university program deals with the idea of fully online synchronous communication as an important means to create an online learning environment for adults in professional or corporate learning situations. In the United States, Walden University offers a program that potentially could overlap but it's Canadian impact appears to be of limited scope at the moment. From this brief analysis, competition for potential students for this program seems to be limited in Canada as the BA(AEDT) offers a combination of content and delivery modality that is still untapped.

On the other hand, the table below lists a number of non-bachelor programs that deal with many of the aspects of adult education and digital technology. The difference is that these do not present competition but rather sources of potential students coming from these college diploma programs or graduate schools that represent potential avenues for exiting graduates from the BA (AEDT).

2.2.1   Canadian Universities Bachelor Programs

Institution: Nipissing University
Program Name and Credential: Bachelor of Education in Adult Education
Program Description: The Bachelor of Education in Adult Education is a part-time degree program and all courses are provided on-line. The program is intended for individuals who aspire to a career in adult education as well as those who are currently employed in organizations that work with adults. These include (but are not limited to) military instructors, college instructors, corporate trainers, consultants in private practice, and ESL/ELL instructors. The Bachelor of Education in Adult Education program does not qualify a graduate for membership in the Ontario College of Teachers or to teach in Ontario's elementary and secondary school systems.
Similarities and Differences: Although this program is offered online and is focused on educating individuals who are training adults, It is only offered as a part time program and it takes a more general approach to adult education with only a passing interest in the Technology element. This program is also designed only as a 30 credit, post-Bachelor program, in that applicants need a prior Bachelor Degree to be admitted. It does not go in to the detail of the use of technology in adult education that the proposed UOIT B.A. nor is it accessible from a secondary school diploma.
Links: http://www.nipissingu.ca/education/BEdAdultEd.asp

Institution: Brock University

Program Name and Credential:
 	
          Bachelor of Education (BEd) in Adult Education
          Certificate in Adult Education

Program Description: Brock University offers both a Bachelor of Education (BEd) in Adult Education degree and Certificate in Adult Education. Both programs are designed for those working or aspiring to work with adult learners in a variety of adult teaching and learning settings. The Certificate in Adult Education is comprised of five core courses in Adult Education. The BEd in Adult Education is comprised of 15 full credits, five of which are the core courses in Adult Education and the remaining 10 are context and elective credits. A

system of Advanced Standing may provide some elective or context credit for previous academic work as demonstrated by original transcripts submitted by the colleges or universities you may have previously attended. For example, those who already hold an undergraduate degree from a recognized university may be eligible for the maximum advanced standing of 10 credits upon entry into the BEd in Adult Education (as a subsequent degree) program as determined by the Office of the Registrar at Brock University. At least five core courses in Adult Education must be completed by all certificate program and degree program students. For those pursuing the BEd in Adult Education as their first degree, additional courses are required.

Courses are taken on a part-time basis, in sequence, one course per session. It requires five sessions of study to complete the five courses in Adult Education. There are three sessions in each calendar year: Fall, Winter and Spring. Each is a full university undergraduate credit course of 72 hours in duration. Courses are offered face-to-face at venues across the province or online.

Similarities and Differences:

Like the proposed program, this program is focused mainly on educating individuals who are training adults in a general sense but it does not cover issues around online education or the application of digital technology to learning. The program is exclusively part-time, equivalent to 90 credits/hours where the UOIT proposal is a full 120 credit/hours BA program. This program does not go in to the detail of the use of technology in education that the proposed UOIT B.A. does. Many students who are working full time could be interested in both programs, but the Brock program does not allow for full time studies.

Links:

http://www.brocku.ca/education/futurestudents/adulted

Institution: University of Regina

Program Name and Credential: Bachelor of Adult Education and Training

Program Description:

The Bachelor Adult Education and Training degree is aimed at individuals currently working or aspiring to work in adult education and human resource development settings. Participants include, but are not limited to, individuals working in post secondary educational institutions, counselling centres, police academies, the military, private and non-profit agencies, business, health, industry and public sector organizations. The program includes learning opportunities in both adult education and human resource development.

Similarities and Differences:

Like the proposed program, this program is focused mainly on educating individuals who are training adults. The program takes a more general approach to adult education, although courses in Instructional Technology are offered which cover the application of multimedia technology in the training and education environments and their uses across post-secondary, business, and industry sectors. This program does not go in to the

detail of the use of technology in education that the proposed UOIT B.A. does. Many students who are working full time would be interested in both programs, but the University of Regina program is not offered online. Students would need to take it on location at the University of Regina on a part-time basis during evenings.

Links:

http://education.uregina.ca/index.php?q=BAET.html#EAHR211 .

Institution: Holland College / University of Prince Edward Island

Program Name and Credential: Bachelor of Education - Certificate in Adult Education

Program Description:

Holland College and the University of Prince Edward Island (UPEI) are offering a Bachelor in Education Degree in Human Resource Development, B.Ed (HRD) and Certificate in Adult Education (CAE) programs.

Both the B.Ed (HRD) and the CAE may be completed on a part-time basis by participating in Saturday or weekday evening classes. These programs are designed for adult educators who teach at post-secondary institutions such as community colleges or in business or industry organizations. Public school vocational and technology teachers also take part in these programs.

Similarities and Differences:

Like the proposed program, this program is focused mainly on educating individuals who are training adults with much relevance for those individuals who are interested in human resources. The program takes a more general approach to education. Additional courses are needed to complete the Adult Education certificate. Two courses offered as part of this program - *Introduction to Distance Learning* and *Educational Technology and the Adult Learner. Introduction to Distance Learning.* Much of the content in these courses is similar to content in the proposed program in regards to e-learning and the integration of computers and other technologies into education, but these again do not go in to the level of focus and detail in the use of technology in education that the proposed UOIT B.A. does.

Many students who are working full time would be interested in this program as well, but this program is not offered online, but on location at Holland College on a part-time basis in Saturday or weekday evening classes. Potential for a stronger online component for this program exists as more online, video-conference and on-line courses are planned for the near future.

Links:

http://www.hollandcollege.com/admissions/full_time_programs/degree_or_certificate_in_education

http://www.hollandcollege.com/admissions/full_time_programs/degree_or_certificate_in_education/documents/CAE_handbook.pdf

Institution: University of British Columbia
Program Name and Credential: Teacher Education (B.Ed.) major in Technology Studies Education
Program Description: The Department of Curriculum and Pedagogy offers a secondary Teacher Education (B.Ed.) major in Technology Studies Education and dual major in Computer Science, and Diploma Programs in Computing Studies Education and Technology Education. In conjunction with the Media and Graphics Interdisciplinary Centre (MAGIC), EDCP (Technology Studies) offers a Sub-specialization in Human-Computer Interaction (HCI). "Technology Studies Education provides a forum for exploring and studying information and communication technologies (ICT), new media, and the philosophy of technology. Curriculum, pedagogy, research, and development interests of faculty and students include affective computing, cyberculture and cyborg relations, digital ecology and diversity, distributed cognition, gaming, ICT integration in K-16 formal and informal learning environments (face-to-face, hybrid, and online distance education), intellectual property, open source, and cultural studies."
Similarities and Differences: This program covers many of the same areas of focus as the proposed program – exploring and studying information and communication technologies (ICT), new media, and the philosophy of technology. Unlike the proposed UOIT program, the University of British Columbia program is not offered online. This limits the potential students to those able to attend fulltime on campus.
Links: http://www.edcp.educ.ubc.ca/content/technology-studies-education

2.2.2   American University Bachelor Programs

Institution: Walden University (USA)
Program Name and Credential: Bachelor of Science (B.S.) degree in Instructional Design and Technology
Program Description: Students can obtain an online Bachelor of Science (B.S.) degree in Instructional Design and Technology at Walden University. This program prepares individuals to work with technology to design instruction materials and planning. The program involves a mix of basic courses on education with a set of instruction design courses that allow students to build experience and skills needed for teaching environments such as higher education, K-12, corporate, or government settings.
Similarities and Differences:

This is also an online program which targets many of the same students as the proposed UOIT program. Content would be similar, but this program is offered as a B.S. with a slightly stronger emphasis on the technology than the UOIT program which has a healthy look on the application of the technology to an educational setting.

Links:

http://www.onlinedegrees.org/education-technology.htm

http://www.waldenu.edu/Degree-Programs/Bachelors/B.S.-in-Instructional-Design-and-Technology.htm

2.2.3   Other Non-Bachelor programs

The content covered in the proposed BA (AEDT) program is also addressed in several other non-bachelor programs such as diploma level and graduate level programs that are offered both online and on campus.

Certificate, Diploma, and Graduate Degree programs offered **on campus** with similar content to the proposed program are:

- **University of British Columbia** offers on campus a **Teacher Education (B.Ed.) major in Technology Studies Education** / **Master of Arts (MA)** / **Master of Education (MED)** / **Ph.D.** with a concentration in **Technology Studies Education**. http://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-education-technology-studies-education http://edcp.educ.ubc.ca/current/edcp-masters-programs http://www.edcp.educ.ubc.ca/content/technology-studies-education

- The **Centre for Digital Media**, a unique academic partnership of British Columbia's four major post-secondary institutions: the University of British Columbia, Simon Fraser University, Emily Carr University of Art + Design, and the British Columbia Institute of Technology, offers an on campus **Masters of Digital Media Program**. http://mdm.gnwc.ca/program/mdm-program-overview

- The **University of Delaware** offers on campus a **Masters or Doctor of Education with a Educational Leadership Curriculum, Technology, & Higher Education specialization**. http://www.udel.edu/education/edd/cthe/index.html

- The **University of Manitoba** offers an on campus **Certificate in Interdisciplinary Studies** with a specialization in **Emerging Technologies for Learning (ETL)**. http://www.umanitoba.ca/coned/mpcp/cis/etl.shtml

- **Strayer University** offers an on campus **Master of Education: Technology in Education Concentration**.
  http://www.strayer.edu/campus_catalog/all/all/washington_dc/master/MED.T

- **Thompson Rivers University** offers an on campus **Diploma in Adult Education**.
  http://www.tru.ca/ctl/faculty_development/instructor_education/diploma_adult_education.html

Certificate, Diploma, and Graduate Degree programs offered **online** with similar content to the proposed program are:

- **Ashford University** offers an online **Master of Arts in Teaching and Learning with Technology**, and a **M.A. Education** with a focus in **Educational Technology Leadership**, **Library and Media**, or in **Distance Learning**.
  http://www.ashford.edu/online/degrees/maltcourses.php
  http://www.ashford.edu/adult/maedsummary.php#dl

- **Algonquin College** offers an online **Certificate in Interdisciplinary Studies** with a specialization in **Emerging Technologies for Learning (ETL)**.
  http://www.algonquincollege.com/MediaAndDesign/index.htm

- The **University of British Columbia** offers an online a **Master of Educational Technology (MET)**. http://met.ubc.ca/program/index.htm

- **Cape Breton University** in partnership with **Memorial University** offers an online an online **diploma** or **Masters of Education** with a specialization in **Information Technology**. http://www.cbu.ca/academics/education/teacher-education
  http://www.mun.ca/educ/grad/infotech.php

- **Capella University** offers a **Masters of Education** and a **Doctor of Philosophy in Education** with a **Postsecondary and Adult Education specialization**.
  http://www.capella.edu/schools_programs/education/phd/postsecondary_adult_education.aspx
  http://www.capella.edu/schools_programs/education/masters/postsecondary_adult_education.aspx

- **Concordia University** offers an online **M.A. in Educational Technology**
  http://doe.concordia.ca/Graduate/?com=master-of-arts&item=ETechnology_MA

- **Jones International University** offers an online **Certificate or M.Ed. in Adult Education** and a **M.Ed. in e-Learning Technology and Design**.
  http://www.jiu.edu/schools/education

- **Kaplan University** offers an **online Master of Science in Education** with specialization in **Teaching with Technology**, a **Master of Science in Education in Instructional Technology**, and a **Master of Science in Education**.
  http://online.kaplanuniversity.edu/education/Pages/ME.aspx

- **NorthCentral University** offers an online **Masters of Education** and **Doctor of Education** with a specialization in **E-Learning**. http://www.ncu.edu/northcentral-programs/specializations/EDU/edd/e-learning

- The **University of Phoenix** offers an online **Master of Arts in Education/Curriculum and Instruction**, **Computer Education**, and a **Doctor of Education in Educational Leadership/Educational Technology**.
  http://www.phoenix.edu/programs/degree-programs/education/masters/maed-ci-ce/v010.html http://www.phoenix.edu/programs/degree-programs/education/doctoral/edd-et/v001.html

- **Royal Roads University** offers an online **Graduate Certificate in Learning and Technology**, a **Graduate Diploma in eLearning Systems Analysis**, and a **Master of Arts in Learning and Technology**. http://www.royalroads.ca/program/graduate-certificate-learning-and-technology http://www.royalroads.ca/program/learning-and-technology-ma

- **Walden University** offers an online a **Masters in Education**, an **Education Specialist (Ed.S.) in Educational Technology**, and a **M.S. in Instructional Design and Technology**. http://www.waldenu.edu/Degree-Programs/Masters/31688.htm http://www.waldenu.edu/Degree-Programs/Education-Specialist-Programs/30783.htm http://www.waldenu.edu/Degree-Programs/Masters/M.S.-in-Instructional-Design-and-Technology.htm

3   DEGREE REQUIREMENTS

3.1 Program Level Learning Outcomes

Program level Learning Outcomes	Specific courses contributing to specific outcomes
- Explain the rate of technology	- AEDT1140U History of Digital

development and it's adoption in society	Technologies • AEDT1150U Social Foundations and Digital Technologies • AEDT2120U Culture and Digital Technologies • AEDT3150U Technology trends and issues for learning
• Apply teaching strategies best suited to the needs of adult learners in digital environments.	• AEDT2110U Digital Technologies and Adult Learning • AEDT2160U Online Learning: Theory and Research • AEDT4120U Serious Gaming and Simulations
• Apply theoretical and practical knowledge of educational assessment to online adult education.	• AEDT1160U Digital Communication Technologies • AEDT2130U Graphic Design, Digital Technologies and Learning • AEDT4110U Assessment for Adult Learning in a Digital Context
• Plan online learning approaches for adults that focus on real and meaningful activities.	• EDUC 3460U Problem-based Learning • AEDT2150U Digital Technologies and Advanced Teaching Methods • AEDT3110U Information Literacy • AEDT3120U Workplace Learning • AEDT3140U Creating Digital Tools

	• AEDT4140U Instructional design
• Analyze the social, psychological and administrative issues that shape the application of digital technologies to teaching and learning.	• AEDT1110U Foundations of Adult Learning • AEDT1120U Foundations of Digital Teaching and Learning Technologies • AEDT2140U Technical Support for Adult • AEDT4130U Social Justice Issues in Adult Education Learning • AEDT3130U Financial Models for Online Learning Systems
• Critically evaluate how technology fits with models of adult learning.	• AEDT1130U History of Theories of Learning • AEDT1170U Psychological Foundations and Digital Technologies

3.2 Program Admission Requirements

Regardless of educational background, all applicants to undergraduate programs must have specific prerequisite subject knowledge for their intended program of study. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken and performance in subjects relevant to the academic program.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M courses, including English (ENG4U).

An alternative, bridge-like program provides students with the opportunity to apply the diploma they have already earned in Communications, Business or Media Studies, for example, toward a Bachelor of Arts in Adult Education and Digital Technology.

Graduates from a relevant three-year diploma program from an Ontario college, with an overall B average or better can receive up to 60 transfer credits toward the BA (AEDT) degree.

The BA (AEDT) is a 4-year, 120 credits program distributed as ten 3 credit courses per year for an Honours Bachelor of Arts in Adult Education and Digital Technology

4 year (120 cr) (Honours) Bachelor of Arts in Adult Education and Digital Technology:

- 72 credits (24 courses from the program) from the list below
- 6 credits from
  - PSYC 1000U Introductory Psychology
  - SOCI 1000U Introductory Sociology

- 36 credits (12 courses) as elective courses from other faculties or programs
- a 6 credit 4th year thesis

Before students can enroll in 3000 or 4000 level courses, they must successfully complete:
- AEDT2160U Online Learning Theory and Research
- COMM1310U
- and 15 additional credits at the 1000 or 2000 level

Note: No more than 30 credits at the 1000 or 2000 level will be counted toward degree completion.

Prerequisites Summary:

- AEDT2130U Graphic Design, Digital Technologies and Learning
- AEDT3140U Creating Digital Tools

must be successfully completed prior to enrolment in
- AEDT4140U Instructional Design

- EDUC4703U Problem-based Learning

must be successfully completed prior to enrolment in
- AEDT4120U Serious Gaming and Simulations

- AEDT1150U Social Foundations and Digital Technologies
- AEDT2120U Culture and Digital Technologies

must be successfully completed prior to enrolment in
- AEDT4130U Social Justice Issues in Adult Education

3.3.1 Online course structure

With this program, the Faculty of Education wishes to reach potential students anywhere in the world. It's structure and planning offer a balance between flexibility of scheduling and the power of personal contact at the same time as remaining totally independent of geographical location. In addition, the courses are designed in a manner that will allow for access with a wide range of mobile devices such as Smartphones and tablets (iPads, Galaxy, etc),

therefore favouring the development of a truly mobile learning culture, anywhere anytime. A typical 36 hour (3 credit) course will be articulated in 12 weekly modules each including:

- a total of 60 minutes of video clips available online (ie.: iTunesU)

- 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work to be done online asynchronously (i.e.: WebCT discussion forum, wiki entries, etc)

The video clips will be written by a content expert, (i.e.: professor from our own Faculty or a recognised expert from another institution). These will subsequently be produced by our own UOIT media specialists and then installed on UOIT's iTunesU repository. The clips can be 60 minutes long or broken up into shorter segments as deemed appropriate for each course or class. Each such clip will be expected to have an average useful life of three years.

The synchronous group activities in ADOBE Connect will be planned in detail by the professor (content expert) in collaboration with the Teaching and Learning Office. The activity will then be run by the TA on a weekly basis. By scheduling the different groups at different times of the day and of the week, the program will be able to accommodate students from a wide variety of time zones.

The final element of each weekly class will include any online activities such as forum discussions, self-directed learning activities, etc. Although this covers the basic weekly three hour commitment to the class, it is to be noted that additional reading or other course work will be expected from the student.

3.4 Program Maps:

Note: No electives will be offered during the first three rollout years since Advanced Entry will be offered for the first two years followed by Direct Entry in the third year of operation. During that time elective courses will be developed in collaboration with other Faculties at UOIT.

3.4.1   Direct Entry: Typical with Admission into First Year

	Course Titles
First Year	- AEDT1110U Foundations of Adult Learning (3cr) - AEDT1120U Foundations of Digital Teaching and Learning Technologies (3cr) - AEDT1130U History of Theories of Learning (3cr) - AEDT1140U History of Digital Technologies (3cr) - AEDT1150U Social Foundations and Digital Technologies (3cr) - AEDT1160U Digital Communication Technologies (3cr) - AEDT1170U Psychological Foundations and Digital Technologies (3cr)

	• PSYC 1000U Introductory Psychology (*existing course*)
	• SOCI 1000U Introductory Sociology (*existing course*)
	• COMM1310U Technical Communications (3cr) (*existing course*)
Second Year	• AEDT2110U Digital Technologies and Adult Learning (3cr)
	• AEDT2120U Culture and Digital Technologies (3cr)
	• AEDT2130U Graphic Design, Digital Technologies and Learning (3cr)
	• AEDT2140U Technical Support for Adult Learning (3cr)
	• AEDT2150U Digital Technologies and Advanced Teaching Methods (3cr)
	• AEDT2160U Online Learning: Theory and Research (3cr)
	• *+4 electives from other faculties*
Third Year	• AEDT3110U Information Literacy (3cr)
	• AEDT3120U Workplace Learning (3cr)
	• AEDT3130U Financial Models for Online Learning Systems (3cr)
	• AEDT3140U Creating Digital Tools (3cr)
	• AEDT3150U Technology trends and issues for learning (3cr)
	• EDUC 4703U Problem-based Learning (3cr) existing course
	• *+4 electives from other faculties*
Fourth Year	• AEDT4110U Assessment for Adult Learning in a Digital Context (3cr)
	• AEDT4120U Serious Gaming and Simulations (3cr)
	• AEDT4130U Social Justice Issues in Adult Education (3cr)
	• AEDT4140U Instructional design (3cr)
	• AEDT4200U fourth year thesis (6cr)
	• *+ 4 electives from other faculties*

3.4.2   Advanced Entry: Typical entry with a 3 yr Community College Diploma

	Course Titles

First Year	- AEDT1110U Foundations of Adult Learning (3cr) - AEDT1120U Foundations of Digital Teaching and Learning Technologies (3cr) - COMM1310U Technical Communications (3cr) (*existing course*) - AEDT1160U Digital Communication Technologies (3cr) - AEDT1170U Psychological Foundations and Digital Technologies (3cr) - AEDT2110U Digital Technologies and Adult Learning (3cr) - AEDT2120U Culture and Digital Technologies (3cr) - AEDT2130U Graphic Design, Digital Technologies and Learning (3cr) - AEDT2150U Digital Technologies and Advanced Teaching Methods (3cr) - AEDT2160U Online Learning: Theory and Research (3cr)
Second Year	- AEDT3110U Information Literacy (3cr) - AEDT3120U Workplace Learning (3cr) - AEDT3130U Financial Models for Online Learning Systems (3cr) - AEDT3140U Creating Digital Tools (3cr) - EDUC 4703U Problem-based Learning (3cr) existing course - AEDT4110U Assessment for Adult Learning in a Digital Context (3cr) - AEDT4130U Social Justice Issues in Adult Education (3cr) - AEDT4140U Instructional design (3cr) - AEDT4200U fourth year thesis (6cr)

Program Information:

Bachelor of Arts (Honours) in Adult Education and Digital Technology

General Information: The Bachelor of Arts in Adult Education and Digital Technology prepares students for careers in the area of adult education specifically as the industry is rapidly moving to a hybrid or fully online framework in order to meet specific professional development needs in the corporate and professional worlds. This program offers a combination of theoretical and practical study in the fundamentals of adult learning, psychology, sociology, developing practices of learning in the digital environment specifically focused on hybrid or fully online teaching and learning in post secondary and professional settings.

The adult education courses in this program are offered entirely online, combining synchronous (real-time) multimedia communications with asynchronous (anywhere/anytime) modes of collaborating as a means to not only facilitate access, but also to offer a program where both the content as well as the actual learning experience will be consistent and support one another.

The Bachelor of Arts in Adult Education and Digital Technology program does not qualify a graduate for membership in the Ontario College of Teachers or to teach in Ontario's elementary and secondary school systems.

Fourth Year Thesis: AEDT4200U fourth year thesis (6cr)

Course Title: AEDT1110U Foundations of Adult Learning

Calendar Course Description:

The purpose of this course is to introduce the social, psychological and philosophical foundations of adult learning and adult education. Students will examine the role that adult education plays in society, the ways in which adults' learning differs from children's learning and the approaches to teaching that best meet the needs of adult learners. Potential topics include, but are not limited to, characteristics of different types of adult learning, delivery systems for adult education (formal schooling, public and private colleges, employer training divisions, professional organizations, etc.), and teaching methodologies used in adult education.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will know how adults' learning differs from children's learning

- Students will understand the importance of adult learning in contemporary societies

- Students will know the characteristics of different types of adult learning, e.g., adult basic education, initial vocational education, on-the-job training, performance improvement, professional development, recreational learning, etc.

- Students will have a good general understanding of the different delivery systems for adult education (formal schooling, public and private colleges, employer training divisions, professional organizations, etc.)

- Students will have a basic familiarity with teaching methodologies used in adult education

Suggested Resources:

Key books

Apps, Jerold W. (1981) *The Adult Learner on Campus.* Chicago: Follet Publishing Co.

Brookfield, Stephen. (1986). *Understanding and Facilitating Adult Learning.* San Francisco: Jossey-Bass.

Cranton, Patricia. (1996). *Professional Development as Transformative Learning*. San Francisco: Jossey-Bass.

Daloz, L. (1986). *Effective Teaching and Mentoring*: *Realizing the Transformational Power of Adult Learning Experiences.* San Francisco: Jossey-Bass.

Fenwick,T.,Nesbit,T., & Spencer, B. (Eds) (2006) Contexts of Adult Education: Canadian Perspectives. Thompson Publishing.

Jarvis, P. (2010). Adult Education and Lifelong Learning: Theory and Practice (4th ed.). London: Routledge.

Knowles, M. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy* .

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). The adult learner (6th ed.). Burlington, MA: Elsevier Butterworth-Heinemann.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). Learning in adulthood: A comprehensive guide (3rd ed.). San Francisco: Jossey-Bass.

Mezirow, Jack. (1991). *Transformative Dimensions of Adult Learning.* San Francisco: Jossey-Bass.

Vella, Jane. (1994)*Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults* San Francisco: Jossey-Bass, Inc.

Wlodkowski, Raymond J. (1998). *Enhancing Adult Motivation to Learn : A Comprehensive Guide for Teaching All Adults.* New York: Wiley.

Key journals

- Adult Learning
- Adult Education Quarterly
- New Directions for Adult and Continuing Education
- International Journal of Lifelong Education
- Human Resources Development Quarterly
- Journal of Adult Education
- Journal of Higher Education
- Higher Education
- Review of Higher Education
- Canadian Journal of Higher Education
- Educational Gerontology

Other resources

Barrett, K. R., Bower, B. L., & Donovan, N. C. (2007). Teaching styles of community college instructors. *American Journal of Distance Education, 21*(1), 37-49. Available: http://www.leaonline.com/doi/abs/10.1080/08923640701298738

Bentham, R. (2008). Rich environments for adult learners. *Young Children, 63*(3), 72-74. Available: http://journal.naeyc.org/search/item-detail.asp?page=2&docID=3420&sesID=1227605348527

Brady, B. (2007). Adult education: Priority areas for investment and development. *Convergence, 40*(3-4), 259-264. Available: http://www.niace.org.uk/publications/Periodicals/Convergence/Default.htm

Dirkx, J. M. (1997). Nurturing the soul in adult learning. New Directions for Adult and Continuing Education, 74, 79-88.

Donavant, B. W. (2009). The new, modern practice of adult education: Online instruction in a continuing professional education setting. *Adult Education Quarterly, 59*(3), 227-245.

Edmundson, P. J. (2007). Helping adults learn. *Journal of Teaching in the Addictions, 6*(1), 59-70.

Grow, Gerald. (1991)."Teaching Learners to be Self-Directed." Originally published in *Adult Education Quarterly,* available in expanded form at http://www.longleaf.net/ggrow

Findsen, B. (2007). Freirean philosophy and pedagogy in the adult education context: The case of older adults' learning. *Studies in Philosophy and Education, 26*(6), 545-559. doi:10.1007/s11217-007-9063-1

Guilherme, A., & Morgan, W. J. (2009). Martin Buber's philosophy of education and its implications for adult non-formal education. *International Journal of Lifelong Education, 28*(5), 565-581.

Henderson, G., & Nash, S. S. (2007). *Excellence in college teaching and learning: Classroom and online instruction.* Charles C. Thomas, Publisher, Springfield, IL

Holmes, G. and Abington-Cooper, M. (2000). Pedagogy vs. andragogy: A false dichotomy? The Journal of Technology Studies, 26:2. Available: http://scholar.lib.vt.edu/ejournals/JTS/Summer-Fall-2000/holmes.html

Jones, B. (2010). Always changing, always the same. *Adults Learning, 21*(7), 20-23. Available: http://www.niace.org.uk/publications/adults-learning

Kitchenham, A. (2008).The Evolution of John Mezirow's Transformative Learning Theory Journal of Transformative Education, 6(2) **104-123.**

Knowledge and skills for life: first results from PISA 2000. - Paris: OECD, 2001.

Kroth, M., & Boverie, P. (2000). Life mission and adult learning. Adult Education Quarterly, 50(2), 134-149. Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human Resource Development Review, 6*(3), 263-296.

Livingstone, D.W. (2007). Re-Exploring the Icebergs of Adult Learning: Comparative Findings of the 1998 and 2004 Canadian Surveys of Formal and Informal Learning Practices. *The Canadian Journal for the Study of Adult Education.* 20(2), 1-24.

Newman, M. (2008). The "self" in self-development: A rationalist meditates. *Adult Education Quarterly, 58*(4), 284-298.

Rieber, L. P., & Noah, D. (2008). Games, simulations, and visual metaphors in education: Antagonism between enjoyment and learning. *Educational Media International, 45*(2), 77-227.

Selman, G. (1986) Adult Education in Canada: Historical essays. Thompson Publishing.

Walter, P. (2009). Philosophies of adult environmental education. *Adult Education Quarterly, 60*(1), 3-190.Welton, M. (1993). The contribution of critical theory to our understanding of adult learning. New Directions for Adult and Continuing Education, 57, 81-90.

Wilson, A.L., & Hayes, E.R. (Eds.). (2000). "Handbook of adult and continuing education: New edition." San Francisco: Jossey-Bass.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT1120U Foundations of Digital Teaching and Learning Technologies

Calendar Course Description:

The purpose of this course is to introduce the technologies that underlie digital teaching and learning. Students will examine the history of computing, the technological underpinnings of digital technologies (e.g., binary numbers, ASCII codes), programming concepts, early uses of computing in support of learning, and computer-assisted instruction. Potential topics include, but are not limited to, the impact of major technological developments on digital learning technologies (e.g., transistors and miniaturization, CRT displays, pointing devices, external memory devices, and high speed communications).

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will know the major developments in the history of computing, including both hardware developments and social changes.

- Students will understand the ways in which early computing served learning and teaching needs.

- Students will understand the technical bases for modern computing

- Students will explain the ways in which technological changes have created new affordances for teaching and learning.

Students will have a basic familiarity with teaching methodologies used in adult education

Suggested Resources:

Key Books

Cuban, L. (2001). Oversold and underused: computers in the classroom. Cambridge: Harvard University Press.

Hampel, R. (2006). Rethinking task design for the digital age: A framework for language teaching and learning in a synchronous online environment. ReCALL, 18, pp 105-121 Available: http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=439972

Kovalchick, A & Dawson, D. (2004) Education and Technology: an Encyclopedia. Santa Barbara: ABC-CLIO.

Tyner, K. (1998). Literacy in a Digital World: Teaching and Learning in the Age of Information. Erlbaum.

Wikibooks: Instructional Technology: http://en.wikibooks.org/wiki/Instructional_Technology

Key journals

- Adult Learning
- International Journal of Technologies in Higher Education / Revue internationale des technologies en pédagogie
- International Review of Research in Open and Distance Learning
- New Directions for Adult and Continuing Education
- Human Resources Development Quarterly
- Journal of Adult Education
- Journal of Higher Education
- Higher Education
- Review of Higher Education
- Canadian Journal of Higher Education
- Educational Gerontology
- Sociology of Education
- British Journal of Sociology of Education

Other resources

Bonamici, A., D. Hutto, D. Smith, and J. Ward. (2005). The "Net Generation": Implications for libraries and higher education. http://www.orbiscascade.org/council/c0510/Frye.ppt

Bugeja, M. J. (2006). Facing the Facebook. *The Chronicle of Higher Education*, January 27. http://chronicle.com/jobs/2006/01/2006012301c.htm

Carlson, S. (2005). The Net Generation goes to college. *The Chronicle of Higher Education*, October 7. http://chronicle.com/free/v52/i07/07a03401.htm

Day, P. (2007). Back to school for business schools. Works in progress. *BBC News Business*. http://news.bbc.co.uk/2/hi/business/6406965.stm

Fenwick,T.,Nesbit,T., & Spencer, B. (Eds) (2006) Contexts of Adult Education: Canadian Perspectives. Thompson Publishing.

Ferris, S. P., and H. Wilder. 2006. Uses and potentials of wikis in education. *Innovate* 2 (5). http://www.innovateonline.info/index.php?view=article&id=258

Glenn, J. M.(2000). Teaching the Net Generation. *Business Education Forum* 54 (3): 6-14.

Greenhow, C; Robelia, B; Hughes, J. E. (2009). Learning, Teaching, and Scholarship in a Digital Age: Web 2.0 and Classroom Research--What Path Should We Take "Now"? Educational Researcher, 38 (4),246-259

Hay, L. E. (2000). Educating the Net Generation. *The Social Administrator* 57 (54): 6-10.

Howard, K. C. (2006). Millennials spur teaching change. *Las Vegas Review Journal*, March 6.

Kaiser Family Foundation. (2005). Generation M: Media in the lives of 8-18 year-olds. http://www.kff.org/entmedia/entmedia030905pkg.cfm

Lamb, B. (2004). Wide open spaces: Wikis, ready or not. *EDUCAUSE Review* 39 (5): 36-48. http://www.educause.edu/pub/er/erm04/erm0452.asp?bhcp=1

McMillan, S. J., and M. Morrison. (2006). Coming of age with the Internet: A qualitative online exploration of how the

Internet has become an integral part of young people's lives. *New Media & Society* 8 (1): 73-95.

McNeely, G.(200)5. Using technology as a learning tool, not just the cool new thing. In *Educating the Net Generation*, D. G. Oblinger and J. L. Oblinger (eds), 4.1-4.10. Washington, D.C.: EDUCAUSE.

http://www.educause.edu/books/educatingthenetgen/5989

Muffoletto, R., (Ed.), & Knupfer, N. N., (Ed.). (1993). *Computers in education: Social, political, and historical perspectives* Oblinger, D. G., and Oblinger, J. L. (2005). *Educating the Net Generation*. Washington, D.C.: EDUCAUSE. http://www.educause.edu/books/educatingthenetgen/

Read, B. (2004). Have you "Facebooked" him? *The Chronicle of Higher Education*, May 28.

Tapscott, D. (1998). *Growing up digital: The rise of the Net Generation.* New York: McGraw-Hill.

Yildiz, M.(2007). Digital storytelling across cultures and throughout history date and time. Presented at the Societyfor Information Technology and Teacher Education (SITE), St. Louis, MO, June.

Zheng, R.(2005). From webquests to virtual learning. In *Teaching and learning with virtual teams*, ed. S. P. Ferris & H. Godar, 53-82. Hershey, PA: Idea Group.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT1130U History of Theories of Learning

Calendar Course Description:

The purpose of this course is to examine major developments in the understanding of human learning, with a focus on the developments of the 20th century. Students will investigate human learning, especially formal learning in schools and adult education settings, and the fit between technology and different models of learning. Potential topics include but are not limited to, classical and operant conditioning, gestalt psychology, cognitive psychology, constructivism, social constructivism, connectivism and the influence of neuroscience research on teaching and learning.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will know the defining characteristics of such major learning 20th century learning theories as behaviorism, gestalt psychology, cognitive psychology and constructivism.

- Students will describe the strengths and limitations of classical learning theories with respect to their application to human learning.

- Students will understand the implications of the major learning theories for adult education classroom teaching and learning and will describe classroom applications for various theories.

- Students will understand the implications of the major learning theories for non-classroom adult learning and will describe applications for different learning environments.

- Students will become familiar with recent psychology and neuroscience developments with potential applications to understanding human learning.

- Students will explore questions regarding the implications of learning theories for the use of digital technologies in adult teaching and learning.

Suggested Resources:

Key Books

Bigge, M. & Shermis, S. (1998). Learning Theories for Teachers. Longman.

Bransford J. et al.(2000). How People Learn: Brain, Mind, Experience, and School: Expanded Edition Available: http://www.nap.edu/catalog.php?record_id=9853#toc

Bugelski, B. (1971). The Psychology of Learning Applied to Teaching (2nd Ed.). Indianapolis, IN: Bobbs-Merrill.

Gagne, R. M. (1970). The Conditions of Learning (2nd ed.). New York: Holt, Rinehart & Winston.

Hilgard, E.R. & Bower, G.H. (1975). Theories of Learning (4th Ed.). Englewood Cliffs, NJ: Prentice-Hall.

Jarvis, P. (2010). Adult Education and Lifelong Learning: Theory and Practice (4th ed.). London: Routledge.

Klausmeier, H.J., & Goodwin, W. (1975). Learning and Human Abilities (4th Edition).

New York: Harper & Row.

Lefrancois, G.R. (1995). Theories of Human Learning (Kro's Report), 3rd Ed. CA: Brooks/Cole.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). Learning in adulthood: A comprehensive guide (3rd ed.). San Francisco: Jossey-Bass.

Sahakian, W. (1976). Learning: Systems, Models, and Theories (2nd Ed.). Chicago: Rand McNally.

Snelbecker, G. (1974). Learning Theory, Instructional Theory, and Psychoeducational Design. NY: McGraw-Hill.

Travers, R.M. (1982). Essentials of Learning (5th Ed.). NY: Macmillan.

Key journals

- Journal of Instructional Psychology
- Psychology and Aging
- Educational Psychologist
- British Journal of Educational Psychology
- Journal of Workplace Learning
- Language Learning
- Language, Learning and Technology
- Learning & Behavior
- Learning & Memory
- Learning and Instruction
- Behaviour & Information Technology

Other resources

Mowrer, R. & Klein, S. (2001). Handbook of Contemporary Learning Theories. Erlbaum. Available: http://www.questia.com/PM.qst?a=o&d=58896999

Green, C. Classics ini the History of Psychology (website). http://psychclassics.yorku.ca/topic.htm

Ilprofessori's bookmarks: http://www.delicious.com/ilprofessori

Course wiki for Principles of Learning at UOIT: Available: http://wiki.apa.uoit.ca/EDUC5001-SEP10/index.php/Main_Page

Kearsley, G. Explorations in Learning & Instruction: The Theory Into Practice Database (website). Available: http://tip.psychology.org/

Kitchenham, A. (2008).The Evolution of John Mezirow's Transformative Learning Theory

Journal of Transformative Education, 6(2) **104-123.**

Wikibooks--Learning Theorists. Available:

http://en.wikibooks.org/wiki/Learning_Theorists

n.b.: several of the above include extensive lists of links to key learning research/resources

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT1140U History of Digital Technologies

Calendar Course Description:

The purpose of this course is to examine the development of digital teaching and learning technologies, especially in the 20th century. Students will explore key historical achievements related to learning technologies, early developments in computing and early applications of computing technologies to teaching and learning, and the social and psychological issues that shape the application of digital teaching and learning technologies. Potential topics include, but are not limited to, the development of Computer Aided Instruction (CAI), Computer assisted Learning (CAL), Intelligent Tutoring Systems (ITS), Microworlds, etc.; relevant changes in educational software and in hardware design

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will know what teaching technologies have been used over time

- Students will compare digital technologies for teaching to the technologies that existed before the Digital Age

- Students will be able to explain the development of Computer Aided Instruction and related technologies (computer Based Teaching, Personalized System of Instruction, etc.)

- Students will be able to explain the rationale (learning theory) and operational elements of CAI (e.g., linear vs. branching programs, schedules of reinforcement, "bells and whistles," etc.)

- Students will know how hardware changes over time impacted learning technologies

- Students will be familiar with the research on uses of different learning technologies in adult education over time.

Suggested Resources:

Key Books

Cuban, L. (2001). Oversold and underused: computers in the classroom. Cambridge: Harvard University Press.

Harvard University Press.ly. D.P. & Plomp, T. (Eds.), Classic writings on instructional technology. Volume 1 (pp. 231-241). Englewood, CO: Libraries Unlimited, Inc.

Kovalchick, A & Dawson, D. (2004) Education and Technology: an Encyclopedia. Santa Barbara: ABC-CLIO.

Saettler, P. (1990). The evolution of American educational technology . Englewood, CO: Libraries Unlimited, Inc.

Wikibooks--Instructional Technology. Available: http://en.wikibooks.org/wiki/Instructional_Technology

Key journals

- Educational Technology
- Electronic Learning
- Educational Technology Research and Development
- Computers & Education
- Media and Methods
- Journal of Research on Computing in Education
- New Media
- The Computing Teacher
- Technological Horizons in Education

Other resources

Akcay, B. (2007). *The influence of the history of science course on pre-service science teachers' understanding of the nature of science concepts. Dissertation Abstracts International Section A: Humanities and Social Sciences, 68*(6-A), 2388-2388.

Blank, G. (2006). Communication and information technologies: A history of the middle years. *Social Science Computer Review, 24*(2), 158-164.

Casas, M. (1997). *The history surrounding the use of Skinnerian teaching machines and programmed instruction (1960-1970). Dissertation Abstracts International Section A: Humanities and Social Sciences, 58*(5-A), 1619-1619.

Condoor, S. (2004). Importance of teaching the history of technology. Paper presented at the *Oct. 20-23, 2004,; Savannah, GA, USA, , 2004* 269-272.

Crisham, M. (2009). *The technical history of broadcast television, cable and satellite, and videoconference in public education in the united states 1931-2003. Dissertation Abstracts International Section A: Humanities and Social Sciences, 70*(6-A), 2004-2004.

Dick, W. (1987). A history of instructional design and its impact on educational psychology. In J. A. Glover, & R. R. Ronning (Eds.), *Historical foundations of educational psychology.* (pp. 183-202). New York, NY, US: Plenum Press.

Hillis, P., & Munro, B. (2005). ICT in history education-- Scotland and Europe. *Social Science Computer Review, 23*(2), 190-205.

Hlynka, D. (2009). Writing history with lightning. *Educational Technology, 49*(6), 56-57. DeGennaro, D., & Brown, T. L. (2009). Youth voices: Connections between history, enacted culture and identity in a digital divide initiative. *Cultural Studies of Science Education, 4*(1), 13-39.

Kidd, T. T., (Ed.), & Keengwe, J., (Ed.). (2010). *Adult learning in the digital age: Perspectives on online technologies and outcomes.* Information Science Reference. Available from: IGI Global.   Hershey, PA.

Kuehner, T. (2008). Teaching the history of innovation: A history institute for teachers. footnotes. volume 13, number 26., Foreign Policy Research Institute; 9p.

Lucido, P and Borabo, M. (undated) History of Educational Technology PowerPoint presentation. Available: http://www.slideshare.net/fvsandoval/history-of-educational-technology

Muffoletto, R., (Ed.), & Knupfer, N. N., (Ed.). (1993). *Computers in education: Social, political, and historical perspectives*

Myers, R. J., & Burton, J. K. (1994). The foundations of hypermedia: Concepts and history. *Computers in the Schools, 10*(1-2), 9-20.

Pattison, S. (1999). *A history of the adult distance education movement.* Nova Southeastern University). , Report: ED432696. 22p.

Pursell, C. (1995). *The machine in America: A social history of technology.* Baltimore and London: Johns Hopkins University Press.

Reiser, R. A. (2001). A history of instructional design and technology: Part II: A history of instructional design. *Educational Technology Research and Development, 49*(2), 57-67. MacKinnon, G. R. (1999). Teaching the history of technology. A cooperative learning activity. *Technology Teacher, 59*(2), 7-11.

Risinger, C. F. (2010). Learning and writing about local history using the internet. *Social Education, 74*(2), 76(2)-78.

Saettler, P. (1968). A history of instructional technology. Report: ED022362. 399p.

Singleton, L. R. (1997). Out of the laboratory: Teaching about the history and nature of science and technology. *Social Studies, 88*(3), 127-133.

Simon, J. J., (Ed.). (1985). Learning from the technology or learning with it: Being a brief history of, and inquiry into, the presence of computers on campuses. *Information Technology Quarterly,* , 8-29.

Singer, H., & Phelps, P. (1982). *The history of computers and their use in education.* Lukowsky, J. (1981). *Reconstructing the history of educational technology provides us with new models of research.*

Tirrell, J. W. (2010). *Mapping a geographical history of digital technology in rhetoric and composition. Dissertation Abstracts International Section A: Humanities and Social Sciences, 70*(11-A), 4275-4275

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT1150U Social Foundations and Digital Technologies

Calendar Course Description:

The purpose of this course is to examine digital technologies from the perspective of the philosophical and sociological foundations of education. Students will study the ways that digital technologies may or may not fit the social roles and purposes of education, particularly adult education. Potential topics include, but are not limited to, the impact of digital educational technologies on family life, social mobility, cultural identity, gender and other dimensions of social analysis. Political and economic drivers of innovation and technology will be a key issue in these inquiries.

Pre-Requisite: None **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

Students will engage in fundamental inquiries related to such key epistemological questions as:

- What is knowledge and how is it acquired?

- How do we know what we know?

- How does" knowledge" differ from "education"?

as these questions apply to adult education and to the use of digital technologies in adult education, training, and informal learning.

> Students will learn to adopt analytical approaches to questions pertaining to the role of digital technologies in teaching and learning.

> Students will examine differences in access to and use of digital technologies across different social, cultural, ethnic, and economic groups.

> Students will understand the roles played by industry, government, and society in general in determining the availability and use of digital technologies in adult education.

> Students will develop and defend a personal professional perspective on the use of digital technologies in adult education, workplace learning and informal learning.

Key Books

Burnie, B. (1999). Foundations: Society, Challenge, and Change. Thompson Publishing.

Kirk, M. (. (2009). *Gender and information technology: Moving beyond access to co-create global partnership*. Hershey, PA, US: Information Science Reference/IGI Global.

Key journals

- Sociology of Education

- British Journal of Sociology of Education

- Anthropology & Education Quarterly

- Education and Urban Society

- Urban Education

- International Journal of Technologies in Higher Education / Revue internationale des technologies en pédagogie

- International Review of Research in Open and Distance Learning

- Adult Education Quarterly

- Educational Gerontology

- Educational Evaluation and Policy Analysis

- Instructional Science

- THE Journal

- Educational Technology

- New Media

- Media Tropes

Other resources

Cervero, R.M., Wilson, A.L., & Associates. (2001). "Power in practice: Adult education and the struggle for knowledge and power in society." San Francisco: Jossey-Bass Gattiker, U. E. (2001). *The internet as a diverse community: Cultural, organizational, and political issues.* Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Hancock, P. A. (2009). *Mind, machine and morality: Toward a philosophy of human-technology symbiosis.* Burlington, VT, US: Ashgate Publishing Co.

Hoff, L., & Hickling-Hudson, A. (2011). The role of international non-governmental organisations in promoting adult education for social change: A research agenda. *International Journal of Educational Development, 31*(2), 187-195.

Huttunen, R. (2007). Critical adult education and the political-philosophical debate between Nancy Fraser and Axel Honneth. *Educational Theory, 57*(4), 423-433.

Orr, K. (2009). Performativity and professional development: The gap between policy and practice in the English further education sector. *Research in Post-Compulsory Education, 14*(4), 479-489.

Rogers, R., Mosley, M., & Folkes, A. (2009). Focus on policy: Standing up to neoliberalism through critical literacy education. *Language Arts, 87*(2), 127-138. Available: http://www.ncte.org/journals/la/issues/v87-2

Strijbos, Sytse (Ed) (1), & Basden, A. (. (. (Eds.). (2006). *In search of an integrative vision for technology: Interdisciplinary studies in information systems.* Contemporary systems thinking. New York, NY, US: Springer Science + Business Media.

Subban, J. E. (2007). Adult literacy education and community development. *Journal of Community Practice, 15*(1-2), 67-90.

Turkle, S. (2005). *The second self: Computers and the human spirit.* Cambridge, MA, US: MIT Press

Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide.* Cambridge, MA, US: MIT Press.

Course Title: AEDT1160U Digital Communication Technologies

Calendar Course Description:

The purpose of this course is to examine the foundations and evolution of digital communications technologies. Students will explore the shift from analogue to digital technologies; identify the range or digital communications technologies currently in use, analyze the impact of these technologies on commerce, the professions, education and society in general. Potential topics include, but are not limited to, the social and environmental impact of digital technologies, including issues of equity and the digital divide.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will understand the differences between analogue and digital communications technologies

- Students will know and understand the technical advantages offered by digitalization of communication technologies

- Students will acquire skills in the use of a variety of current digital communication technologies

- Students will analyze and evaluate different digital communications technologies in terms of their suitability for particular applications

- Students will understand the affordances and limitations of digital communications in terms of their social, legal, and environmental impact

Suggested Resources:

Key Books

Clarke, A. (1999). *How to create effective information and communication technology learning programmes. A guide.* National Institute of Adult Continuing Education. Leicester, United Kingdom.

Neto, F., & Brasileiro, F. (2007). *Advances in computer-supported learning.* Information Science Publishing. Available from: IGI Global. Hershey, PA.

Smith, S. S. (2010). *Web-based instruction: A guide for libraries, third edition.* ALA Editions. Available from: American Library Association.

Key journals

- Adult Learning
- Computers & Education
- Journal of the Learning Sciences
- Journal of Computer Assisted Learning
- New Media

- Media Tropes

- Interactive Learning Environments

- Instructional Science

- Technological Horizons in Education

- Educational Technology

Other resources

Alberta Advanced Education and Technology. (2007). *Building vibrant learning communities: Framework and actions to strengthen community adult learning councils and community literacy programs*. Alberta Advanced Education and Technology. Edmonton, Alberta .

Banwell, L., Ray, K., Coulson, G., Urquhart, C., Lonsdale, R., Armstrong, C., et al. (2004). Providing access to electronic information resources in further education. *British Journal of Educational Technology, 35*(5), 607-616.

diSessa, A. A. (2000). *Changing minds: Computers, learning, and literacy*. Cambridge, MA, US: The MIT Press.

Duggleby, J., Jennings, D., Pickering, F., Schmoller, S., Bola, F., Stone, R., & Willis, P. (2004). Innovative practice in the use of ICT in education and training: Learning from the winners. *Education & Training, 46*(5), 269-277.

Gattiker, U. E. (2001). *The internet as a diverse community: Cultural, organizational, and political issues*. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Ilomaki, L., & Rantanen, P. (2007). Intensive use of ICT in school: Developing differences in students' ICT expertise. *Computers and Education, 48*(1), 119-136.

King, K. P. (2007). The transformation model. *International Journal of Information and Communication Technology Education, 3*(2), 26-31.

Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A practical guide for academic success*. Greenwich, CT, US: IAP Information Age Publishing.

Kvalo, S. (2008). Numeracy activities within VOX: The Norwegian institute for adult learning. *Adult Learning, 19*(3-4), 34-37.

Minocha, S. (2009). An empirically-grounded study on the effective use of social software in education. *Education & Training, 51*(5-6), 381-394.

Minocha, S. (2009). Role of social software tools in education: A literature review. *Education & Training, 51*(5-6), 353-369.

Organisation for Economic Co-operation and Development. (2006). *ICT and learning: Supporting out-of-school youth and adults*. Paris and Washington, D.C.

Szecsy, E. M., Danzig, A. B., & Gonzalez, J. M. (2005). *The use of information and communication technology (ICT) to encourage reflection, interaction and collaboration for innovation and professional growth in higher and adult education.*

Sprenger, M. (2010). *Brain-based teaching in the digital age*. ASCD. Alexandria, VA

van Waes, L., (Ed.), Leijten, M., (Ed.), & Neuwirth, C., (Ed.). (2006). *Writing and digital*

media. Elsevier. St. Louis, MO

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT1170U Psychological Foundations and Digital Technologies

Calendar Course Description:

The purpose of this course is to analyze human behaviour in the context of the design, use, and evaluation of digital technologies for teaching and learning. Students will examine theories and principles of cognitive psychology and apply them to questions that pertain to the development and use of learning technologies. Potential topics include, but are not limited to: issues of ergonomics, pointing devices, screen design, interface design, and human-computer interaction.

Pre-Requisite: None **Credits:** 3.0 **Hours:** 36hr

Learning Outcomes:

- Students will assess the fit with various learning theories of educational applications that are based on digital technologies.

- Students will analyze a variety of formal, informal and non-formal adult education activities to determine the methods of teaching best associated with those activities, the underlying psychological perspectives of those teaching methods, and the ways in which digital learning technologies might best serve the needs of learners engaged in each kind of learning activity.

- Students will evaluate digital learning technologies using ergonomic principles and focusing on the needs of adult learners.

- Students will engage in analyzes of web sites and/or stand alone learning software with respect to the suitability of the screen design for adult and aging learners.

- Students review literature on human computer interaction for guidance on techniques and methods that are best suited to the design of digital learning

technologies for adult and aging learners.

Suggested Resources:

Key Books

Spector, J.M.; Ifenthaler, D.; Isaias, P.; Kinshuk; Sampson, D. (Eds.) (2010). Learning and Instruction in the Digital Age. Springer.

Coon, D. & Mitterer, J. (12th ed)(2010). Introduction to Psychology: Gateways to Mind and Behavior.Belmont, CA: Wadsworth.

Key journals

- Journal of the Learning Sciences
- Journal of Computer Assisted Learning
- Interactive Learning Environments
- Behaviour & Information Technology
- Instructional Science
- Technological Horizons in Education
- Educational Technology
- Computers & Education

Other resources

Anderson, J.R. (1995). Cognitive Psychology and its Implications, Fourth Edition. New York: W.H.Freeman & Company.

Bruner, J. (1960). The Process of Education. Cambridge, MA: Harvard University Press

Campbell, R. L. (2002). Jean Piaget's Genetic Epistemology: Appreciation and Critique. Available: http://hubcap.clemson.edu/~campber/piaget.html

Dougiamas, M. (1998). A Journey into Constructivism. Available: http://dougiamas.com/writing/constructivism.html

Driscoll, M. P. (2000). Psychology of Learning for Instruction, 2nd Edition. Boston: Allyn & Bacon.

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic books.

Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A practical guide for academic success.* Greenwich, CT, US: IAP Information Age Publishing.

Koffka, K. (1963). Principles of Gestalt psychology. New York: Harcourt, Brace and World. (Original published in 1935)

McLellan, H. (Ed.). (1996). Situated learning perspectives. Englewood Cliffs: NJ: Educational Technology Publications.

Merrill, M. David. Component Display Theory. Available:
  http://tecfa.unige.ch/themes/sa2/act-app-dos2-fic-component.htm

Mezirow, J. D. (1981). A critical theory of adult learning and education. Adult Education
  Quarterly, 32(1), 3-24.

Mezirow, J. (1991) Transformative Dimensions of Adult Learning. San Francisco, CA:
  Jossey-Bass.

Mezirow, J (1997). Transformative learning: Theory to practice. New Directions for
  Adult and Continuing Education, 74, 5-12.

Miller, G.A. (1956). The magical number seven, plus or minus two: Some limits on our
  capacity for processing information. Psychological Review, 63, 81-97.

Reigeluth, C. R. (n.d.). What Is the New Paradigm of Instructional Theory? Available:
  http://itech1.coe.uga.edu/itforum/paper17/paper17.html

Stein, D. (1998). Situated Learning in Adult Education. ERIC Digest #195

Von Glaserfeld, E. (1990). An exposition of Constructivism: Why some like it radical. In
  R.B. Davis, C. A. Maher and N. Noddings (Eds), Constructivism views on the
  teaching and learning of mathematics (pp 19 – 29). Reston, Virginia: National
  Council of Teachers of Mathematics.

Wulf, R. (1996). The historical roots of Gestalt Therapy Theory. Available:
  http://www.gestalt.org/wulf.htm

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect
  (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.:
  WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded
  lectures, small and large online group discussions, structured online learning
  activities, individual and group research, and student presentations. Assessment
  will be based on a combination of quizzes, academic papers, presentations and
  participation.

Course Title: AEDT2110U Digital Technologies and Adult Learning (3cr)

Calendar Course Description:

The purpose of this course is to analyze the current growth of digital technologies in the
  workplace, inn formal learning environments and in recreational learning Students
  will be able to analyze and compare the use of digital technologies in

postsecondary education, in workplace and professional settings, in adult basic education, in informal learning and in personal development (e.g., in recreational adult learning courses). Potential topics include, but are not limited to, online tools for adult learning and corresponding leaning strategies and both constructivist and didactic applications of productivity and presentation tools.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- From an initial exploration of online learning tools for adult learning (e.g., Wikis, blogs, simulations, information resources), students will develop a general sense of the range of digital tools available for adult learning.

- Students will analyze the learning needs of adults in different learning environments and develop plans for appropriate learning strategies using digital technologies.

- Students will critique the role of digital learning theories as a support or impediment to democratic and social justice goals in adult education environments.

- Students will explore the use of productivity and presentation tools as vehicles for constructivist adult learning and compare it to the use of the same tools in a didactic adult learning environment.

- Students will develop a personal plan for learning an interest or skill using digital technologies, implement the plan and assess the strengths and weaknesses of the approach.

- Students will create an online learning tool and report on the process.

Suggested Resources:

Key Books

Kidd, T. T., (Ed.), & Keengwe, J., (Ed.). (2010). *Adult learning in the digital age: Perspectives on online technologies and outcomes.* Information Science Reference. Available from: IGI Global.   Hershey, PA.

Neto, F., & Brasileiro, F. (2007). *Advances in computer-supported learning.* Information Science Publishing. Available from: IGI Global. Hershey, PA.

Organisation for Economic Co-operation and Development. (2006). *ICT and learning: Supporting out-of-school youth and adults.* Paris and Washington, D.C.

Key journals

- International Journal of Technologies in Higher Education / Revue internationale des technologies en pédagogie

- International Review of Research in Open and Distance Learning

- Learning and Instruction

- Journal of the Learning Sciences

- Journal of Computer Assisted Learning

- Interactive Learning Environments

- Instructional Science

- New Media

- Media Tropes

- Technological Horizons in Education

- Educational Technology

Other resources

Henderson, G., & Nash, S. S. (2007). *Excellence in college teaching and learning: Classroom and online instruction*. Charles C. Thomas, Publisher, Springfield, IL

Kucuk, M., Genc-Kumtepe, E., & Tasci, D. (2010). Support services and learning styles influencing interaction in asynchronous online discussions. *Educational Media International, 47*(1), 39-56.

Muhirwa, J. (2009). Teaching and learning against all odds: A video-based study of learner-to-instructor interaction in international distance education. *International Review of Research in Open and Distance Learning, 10*(4).

Stewart, B., Hutchins, H. M., Ezell, S., De Martino, D., & Bobba, A. (2010). Mitigating challenges of using virtual reality in online courses: A case study. *Innovations in Education and Teaching International, 47*(1), 103-113.

Stormont, S. (2010). Becoming embedded: Incorporating instant messaging and the ongoing evolution of a virtual reference service. *Public Services Quarterly, 6*(4), 343-359.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT2120U Culture and Digital Technologies (3cr)

Calendar Course Description:

The purpose of this course is to characterise the various components of the interactions between culture and digital technologies, including the use of digital technologies in such established cultural industries as film, television, and contemporary music but also focusing on the emerging cultures of the Internet such as social networking. Students will investigate media awareness and media criticism as a part of adult education and citizenship and the place of digital technologies in education in fine arts like literature, drama, dance and classical music. Potential topics include, but are not limited to the relevance of these studies for adult education, including public education in cultural venues like museums, libraries and symphonies.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Key Books

Kirk, M. (. (2009). *Gender and information technology: Moving beyond access to co-create global partnership*. Hershey, PA, US: Information Science Reference/IGI Global.

Hancock, P. A. (2009). *Mind, machine and morality: Toward a philosophy of human-technology symbiosis*. Burlington, VT, US: Ashgate Publishing Co.

Key journals

- New Media
- Media Tropes
- Sociology of Education
- Educational Evaluation and Policy Analysis
- British Journal of Sociology of Education
- Anthropology & Education Quarterly
- Education and Urban Society
- Urban Education
- Educational Gerontology
- Adult Learning
- Harvard Educational Review

Other resources

Alberta Advanced Education and Technology. (2007). *Building vibrant learning communities: Framework and actions to strengthen community adult learning councils and community literacy programs*. Alberta Advanced Education and Technology. Edmonton, Alberta .

Delacruz, E. (2009). Old world teaching meets the new digital cultural creatives. *International Journal of Art & Design Education, 28*(3), 261-268.

diSessa, A. A. (2000). *Changing minds: Computers, learning, and literacy*. Cambridge, MA, US: The MIT Press. Gattiker, U. E. (2001). *The internet as a diverse community: Cultural, organizational, and political issues*. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. Kerr, A. (2006). *The business and culture of digital games: Gamework/gameplay*. Thousand Oaks, CA, US: Sage Publications, Inc.

Mills, J. (2009). Your iPod, your art museum. *Academe, 95*(3), 23-25Organisation for Economic Co-operation and Development. (2000). *The creative society of the twenty-first century*. Paris and Washington, D.C.:

Minocha, S. (2009). An empirically-grounded study on the effective use of social software in education. *Education & Training, 51*(5-6), 381-394.

Minocha, S. (2009). Role of social software tools in education: A literature review. *Education & Training, 51*(5-6), 353-369.

Riffe, D., Lacy, S., & Fico, F. G. (2005). *Analyzing media messages: Using quantitative content analysis in research (2nd ed.)*. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Turkle, S. (2005). *The second self: Computers and the human spirit*. Cambridge, MA, US: MIT Press

Learning Outcomes:

- Students will examine the ways in which digital technologies are used in contemporary media.

- Students will analyze the impact of various digital technologies (e.g., animation, music synthesis, voice manipulation) on the development of popular culture

- Students will analyze and critique the impact of cultural media on adult education (formal, informal and non-formal).

- Students will identify, explore, and evaluate trends and developments in emergent cultural phenomena on the Internet.

- Students will describe and analyze the ways in which digital media have affected education in areas of arts and culture.

- Students will propose ways to employ digital technologies in media education and arts education for adult learners.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT2130U Graphic Design, Digital Technologies and Learning

Calendar Course Description:

The purpose of this course is to analyze the role of imagery in digital media. Students will apply the basic principles of visual design to critique and/or develop learning materials and they will get experience with a variety of image production and post-production software. Potential topics include, but are not limited to, the role of animation and video in educational media, the use of interactive multimedia and web sites with adult learners in a variety of formal and informal learning environments.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will become familiar with elements of visual design (e.g., line, colour, texture, form) and will learn to use them to construct images following accepted principles of design (e.g., balance, harmony, contrast, the "rule of thirds")

- Students will use design principles to critique visual images.

- Students will create images using a variety of media (e.g., drawings, photocopies, photographs).

- Students will know the major computer image file formats and their principle purposes.

- Students will develop strategies for effectively incorporating images in digital instructional materials.

- Students will develop skills in the use of software to manipulate visual images.

Suggested Resources:

Key Books

Smith, R. (2004). *Guidelines for Authors of Learning Objects*. New Media Consortium. Austin, TX.

Key journals

- Design and Technology Education
- International Journal of Technology and Design Education
- Learning and Instruction
- Computers & Education
- New Media
- Media Tropes
- Journal of the Learning Sciences
- Journal of Computer Assisted Learning
- Interactive Learning Environments
- Instructional Science
- Technological Horizons in Education
- Educational Technology

Other resources

Annenberg/CPB Project, Washington, DC. (2005). *The art of teaching the arts: A workshop for high school teachers.* Annenberg Media. Washington.

Black, J. (2009). Necessity is the mother of invention: Changing power dynamics between teachers and students in wired art classrooms. *Canadian Review of Art Education: Research and Issues, 36*, 99-117

Buffington, M. L. (2010). Podcasting possibilities for art education. *Art Education, 63*(1), 11-16.

Choi, H., & Piro, J. M. (2009). Expanding arts education in a digital age. *Arts Education Policy Review, 110*(3), 27-34.

Delacruz, E. M. (2009). Art education aims in the age of new media: Moving toward global civil society. *Art Education, 62*(5), 13-18.

Florez-Morris, M., & Tafur, I. (2010). Using video production in political science courses as an instructional strategy for engaging students in active learning. *Journal of Political Science Education, 6*(3), 315-319.

Gan, Y., Scardamalia, M., Hong, H., & Zhang, J. (2010). Early development of graphical literacy through knowledge building. *Canadian Journal of Learning and Technology, 36*(1).

Girod, M., Bell, J., & Mishra, P. (2007). Using digital video to re-think teaching practices. Journal of Computing in Teaching Education, 24(1).

Good, L. (2009). *Teaching and learning with digital photography: Tips and tools for early childhood classrooms.* Thousand Oaks, CA, US: Corwin Press.

Gregory, D. C. (2009). Boxes with fires: Wisely integrating learning technologies into the art classroom. *Art Education, 62*(3), 47-54

Hantula, D. A., Sudduth, M. M., & Clabaugh, A. (2009). Technological effects on aesthetic evaluation: Vermeer and the camera obscura. *Psychological Record, 59*(3), 323-333.

Haupt, G., & Blignaut, S. (2008). Uncovering learning outcomes: Explicating obscurity in learning of aesthetics in design and technology education. *International Journal of Technology and Design Education, 18*(4), 361-374.

Kartiko, I., Kavakli, M., & Cheng, K. (2010). Learning science in a virtual reality application: The impacts of animated-virtual actors' visual complexity. *Computers & Education, 55*(2), 881-891.

Lu, L. (2010). Teaching 21st-century art education in a "virtual" age: Art cafe at second life. *Art Education, 63*(6), 19-24.

Mardis, M. A. (2009). Viewing Michigan's digital future: Results of a survey of educators' use of digital video in the USA. *Learning, Media and Technology, 34*(3), 243-257.

Mills, J. (2009). Your iPod, your art museum. *Academe, 95*(3), 23-25Peppler, K. A. (2010). Media arts: Arts education for a digital age. *Teachers College Record, 112*(8), 2118-2153.

Mishra, P., Koehler, M.J., & Zhao, Y. (Eds.) (2007). Faculty development by design: Integrating technology in higher education. Information Age Publishing, Greenwich, CT

Mishra, P., Yong, Z., & Tan, S. (1999). From concept to software: Developing a framework for understanding the process of software design. Journal of Computing in Educational Research. 32(3). 220-238.

Muhirwa, J. (2009). Teaching and learning against all odds: A video-based study of learner-to-instructor interaction in international distance education. *International Review of Research in Open and Distance Learning, 10*(4).

Organisation for Economic Co-operation and Development. (2000). *The creative society of the twenty-first century*. Paris and Washington, D.C.

Roland, C. (2010). Preparing art teachers to teach in a new digital landscape. *Art Education, 63*(1), 17-24.

Roman, H. T. (2009). Technology education and the arts. *Technology Teacher, 69*(3), 12-14.

Rutland, M. (2009). Art and design and design and technology: Is there creativity in the designing? *Design and Technology Education, 14*(1), 56-67.

Yang, G., Peck, M., Mozdzierz, J., & Waugh-Fleischmann, C. (2010). The journey of four art educators: Investigating the educational potential of podcasts. *Art Education, 63*(4), 33-39.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded

lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT2140U Technical Support for Adult Learning

Calendar Course Description:

The purpose of this course is to analyze the problems and explore the possibilities in dealing with the provision of technical support for digital technologies in adult learning situations. Students will analyze the formal systems of technical support in institutions of higher learning as well as the nature and role of technical support help lines in industry and in public health programs. Potential topics include, but are not limited to, the different needs of age cohorts in both formal and informal learning environments, methods for the provision of technical support, application of learning theory to the development of user guides

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will examine the potential of various approaches to teaching for their capacity to guide the development of technical support programs for adult learners.

- Students will understand "minimalist learning theory" and it's application to the development of user guides.

- Students will explore different methods for the provision of technical support including text only (flyers, brochures, signs, user guides, etc.), didactic software programs, context-sensitive help systems, voice-based technical support, and more.

- Students will design and test a technical support system for a common problem that occurs in using some specific instructional software.

- Students will be able to identify major differences in adult learning that occur with age and will present ways of designing age- or cohort-specific technical support services.

Suggested Resources:

Key journals

- Journal of the Learning Sciences
- Journal of Computer Assisted Learning
- Adult Learning
- Interactive Learning Environments

- Campus Technology

- Instructional Science

- Technological Horizons in Education

- Educational Technology

- Computers & Education

- Other resources

Appleton, L. (2010). LolliPop for learning resources: Information literacy staff training within further education. *Journal of Librarianship and Information Science, 42*(3), 191-198.

Bahlmann, D. W. (1999). *Asset management for public institution foundations. foundation relations. board basics series*. Association of Governing Boards of Universities and Colleges.   Washington, DC.

Bingimlas, K. A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *EURASIA Journal of Mathematics, Science & Technology Education, 5*(3), 235-245.

Bruce, B. C., & Reynolds, A. (2009). Technology in docklands education: Using scenarios as guides for teaching and research. *Educational Studies, 35*(5), 561-574.

Cornelius, F., & Glasgow, M. E. S. (2007). The development and infrastructure needs required for success--one college's model: Online nursing education at Drexel university. *TechTrends: Linking Research and Practice to Improve Learning, 51*(6), 32-35.

Costa, C. (2007). A professional development weblog: Supporting work-based learning in a TAFE library. *Australian Library Journal, 56*(1), 36-55.

DiGregorio, P., & Sobel-Lojeski, K. (2010). The effects of interactive whiteboards (IWBs) on student performance and learning: A literature review. *Journal of Educational Technology Systems, 38*(3), 255-312.

Dolan, J. V., Murray, D. P., & Walsh, G. J. (1998). *Charter school facility financing: Constraints and options. A study for the Massachusetts charter school resource center* . Atwood Publishing.

Glover, D., & Levacic, R. (2007). *Educational resource management: An international perspective*. Institute of Education. London, WC1H 0AL, UK.

Hackling, M. W. (2009). Laboratory technicians in Australian secondary schools. *Teaching Science, 55*(3), 34-39.

Hassel, B. (1999). *Out of the box: Facilities financing ideas for charter schools*. Charter Friends National Network, 1745 University Ave., #110, St. Paul, MN.

Heather, J. (2010). Turnitoff: Identifying and fixing a hole in current plagiarism detection software. *Assessment & Evaluation in Higher Education.*

Heckner, M., Schworm, S., & Wolff, C. (2010). Combining design patterns and elements of social computing for the design of user centered online help systems. *Journal of Educational Technology Systems, 38*(1), 3-20.

Hull, B. (2001). Libraries: Deliverers of lifelong learning. *Adults Learning (England), 12*(6), 20-22.

Hull, G. A., Mikulecky, L., St. Clair, R., & Kerka, S. (2003). *Multiple literacies. A compilation for adult educators*. Publications, Center on Education and Training for Employment, Columbus, OH.

Kaplan, D. (2009). Choosing a digital asset management system that's right for you. *Journal of Archival Organization, 7*(1-2), 33-40.

Kebritchi, M., Hirumi, A., Kappers, W., & Henry, R. (2009). Analysis of the supporting websites for the use of instructional games in K-12 settings. *British Journal of Educational Technology, 40*(4), 733-754.

Kidd, T. T., (Ed.), & Keengwe, J., (Ed.). (2010). *Adult learning in the digital age: Perspectives on online technologies and outcomes*. Information Science Reference. Available from: IGI Global. Hershey, PA .

Kirriemuir, J. (2010). UK university and college technical support for "second life" developers and users. *Educational Research, 52*(2), 215-227.

Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A practical guide for academic success*. Greenwich, CT, US: IAP Information Age Publishing.

Kucuk, M., Genc-Kumtepe, E., & Tasci, D. (2010). Support services and learning styles influencing interaction in asynchronous online discussions. *Educational Media International, 47*(1), 39-56.

Larson, L., Kuhn, C. D., Collins, R. A., Balthazor, G., Ribble, M., & Miller, T. N. (2009). Technology instruction: Fixing the disconnect. *Principal Leadership, 10*(4), 54-58.

Larson, R. (1999). *Who's minding the store? A guide for educators working with school-based enterprises. activities and strategies for creating and operating innovative and productive learning experiences*. NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455; Tel: 800-637-7652 (Toll Free); Web site: http: //ncrve.berkeley. edu/ ($20). Retrieved from ERIC

Lee, J. (2010). Online support service quality, online learning acceptance, and student satisfaction. *Internet and Higher Education, 13*(4), 277-283.

Macdonald, K. (2008). ESL library skills: An information literacy program for adults with low levels of English literacy.

Meier, C., & Moser, F. Z. (2007). Student workers in educational technology support. *EDUCAUSE Quarterly, 30*(4), 56-59.

Moser, F. Z. (2007). Strategic management of educational technology--the importance of leadership and management. *Tertiary Education and Management, 13*(2), 141-152.

Muhirwa, J. (2009). Teaching and learning against all odds: A video-based study of learner-to-instructor interaction in international distance education. *International Review of Research in Open and Distance Learning, 10*(4).

Nworie, J. (2009). Managing the growing complexity of administration of academic technology in higher education. *AACE Journal, 17*(1), 23-43.

Odden, A., & Busch, C. (1998). *Financing schools for high performance: Strategies for improving the use of educational resources. The Jossey-Bass education series* .

Ooms, A., Burke, L., Linsey, T., & Heaton-Shrestha, C. (2008). Introducing E-

developers to support a university's blended learning developments. *ALT-J: Research in Learning Technology, 16*(2), 111-122.

Organisation for Economic Co-operation and Development. (2006). *ICT and learning: Supporting out-of-school youth and adults.* Paris and Washington, D.C.

Panettieri, J. C. (2006). Rearchitecting IT: Simplify. simplify. *Campus Technology, 19*(11), 38-42.

Porter, L. R. (2004). *Developing an online curriculum: Technologies and techniques.* Information Science Publishing. IGI Global, Hershey, PA .

Schneider, B., (Ed.), & McDonald, S., (Ed.). (2006). *Scale up in education: Volume 2: Issues in practice.* Rowman & Littlefield Publishers . Summit, PA.

Trappler, T. J. (2009). Is there such a thing as free software? The pros and cons of open-source software. *EDUCAUSE Quarterly, 32*(2) .

Villano, M. (2009). Help desk is spelled: R-O-I. *Campus Technology, 22*(6), 16-19

Waters, J. K. (2008). How geek became chic. *T.H.E.Journal, 35*(2), 48-50,52-53.

Willis, L., & Wilkie, L. (2009). Digital career portfolios: Expanding institutional opportunities. *Journal of Employment Counseling, 46*(2), 73.

Wong, G. K. W. (2010). Information commons help desk transactions study. *Journal of Academic Librarianship, 36*(3), 235-241

Zehner, D. C. B. (2009). Factors affecting information literacy perception and performance. ProQuest LLC. Ann Arbor, MI

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT2150U Digital Technologies and Advanced Teaching Methods

Calendar Course Description:

The purpose of this course is to analyze the application of digital teaching and learning technologies to contemporary models of teaching that are used in adult education including active teaching, constructivist and social constructivist teaching, connectivist teaching, and brain-based teaching. Students will analyze the research as it applies to different technologies in various modes and examine its design, construction and effect. Topics will include, but are not limited to, research on the effectiveness of both digital technologies and contemporary models of teaching,

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will become familiar with contemporary models of teaching in adult learning settings.

- Students will develop technology-enhanced learning plans for various adult learning applications.

- Students will evaluate the suitability of particular digital teaching technologies for hypothetical or real adult learning cases.

- Students will engage in online learning environments (other than the course) and critique the uses of digital technologies in those environments.

- Students will examine the research on one or more contemporary teaching methods and assess the suitability of various digital teaching technologies for use with that teaching method in particular adult learning contexts.

Suggested Resources:

Key Books

Kidd, T. T., (Ed.), & Keengwe, J., (Ed.). (2010). *Adult learning in the digital age: Perspectives on online technologies and outcomes*. Information Science Reference. Available from: IGI Global.   Hershey, PA.

Wang, V. C. X. (2010). *Integrating adult learning and technologies for effective education: Strategic approaches*. Information Science Publishing. Available from: IGI Global.   Hershey, PA.

Key journals

- Learning and Instruction

- Computers & Education

- Journal of the Learning Sciences

- Journal of Computer Assisted Learning

- Interactive Learning Environments

- Instructional Science

- Technological Horizons in Education

- Educational Technology

- Review of Educational Research
- American Educational Research Journal
- New Media
- Media Tropes

Other resources

Battro, A. M. (2010). The teaching brain. *Mind, Brain, and Education, 4*(1), 28-33.

Connolly, M., Jones, C., & Jones, N. (2007). Managing collaboration across further and higher education: A case in practice. *Journal of further and Higher Education, 31*(2), 159-169.

Good, L. (2009). *Teaching and learning with digital photography: Tips and tools for early childhood classrooms*. Thousand Oaks, CA, US: Corwin Press.

Minocha, S. (2009). An empirically-grounded study on the effective use of social software in education. *Education & Training, 51*(5-6), 381-394.

Minocha, S. (2009). Role of social software tools in education: A literature review. *Education & Training, 51*(5-6), 353-369.

Neto, F., & Brasileiro, F. (2007). *Advances in computer-supported learning*. Information Science Publishing. Available from: IGI Global. Hershey, PA.

Jackson, A., Gaudet, L., McDaniel, L., & Brammer, D. (2009). Curriculum integration: The use of technology to support learning. *Journal of College Teaching & Learning, 6*(7), 71-78.

Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A practical guide for academic success*. Greenwich, CT, US: IAP Information Age Publishing.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)
- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students
- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT2160U Online Learning: Theory and Research

Calendar Course Description:

The purpose of this course is to examine the growing body of theory and research related to online learning.   The students will learn to distinguish between a wide variety of theoretical positions such as the connectivist theory, the view of learning developed specifically to describe networked learning, and the Community of Inquiry approach. Topics will include, but are not limited to meta-analytic studies of online learning as well as earlier meta-analyzes of distance learning, with the highest priority to be given to recent research, especially research focused on adult learning,

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will be able to describe the major features of theories of online learning.

- Students will identify descriptions and analyzes of online learning that contain elements of nascent theories (approaches, frameworks, models, etc.)

- Students will distinguish key features of online learning that are different from learning in face-to-face environments as well as features which are similar or the same.

- Students will develop a sound rationale for or against online learning as an important part of adult education.

- Students will know the conclusions of major reviews of research on online learning.

- Students will classify and characterize current trends in research on online learning.

- Students will analyze and critique a body of research on online education using current theoretical positions as an organizing principle.

Suggested Resources:

Key Books

Keegan, D. (1999). Foundations of distance education (3rd edition). London: Routledge.

Kidd, T. T., (Ed.). (2010). *Online education and adult learning: New frontiers for teaching practices.* Information Science Reference. Available from: IGI Global. Hershey, .

Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A practical guide for academic success.* Greenwich, CT, US: IAP Information Age Publishing.

Simonson, M.; Smaldino, S.; Albright, M.; Zvacek, S. (2000). Teaching and Learning at a Distance: Foundations of Distance Education. Prentice-Hall.

Key journals

- Learning and Instruction
- Computers & Education
- Journal of the Learning Sciences
- Journal of Computer Assisted Learning
- Interactive Learning Environments
- Quarterly Review of Distance Education
- Instructional Science
- Technological Horizons in Education
- Educational Technology
- Review of Educational Research
- American Educational Research Journal

Other resources

Buffington, M. L. (2010). Podcasting possibilities for art education. *Art Education, 63*(1), 11-16.

Dooley, K. E., Lindner, J. R., & Dooley, L. M. (2005). *Advanced methods in distance education: Applications and practices for educators, administrators and learners.* Information Science Publishing.

Jin, L., Wen, Z., & Gough, N. (2010). Social virtual worlds for technology-enhanced learning on an augmented learning platform. *Learning, Media and Technology, 35*(2), 139-153.

Gattiker, U. E. (2001). *The internet as a diverse community: Cultural, organizational, and political issues.* Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Henderson, G., & Nash, S. S. (2007). *Excellence in college teaching and learning: Classroom and online instruction.* Charles C. Thomas, Publisher, Springfield, IL

Hin,Leo Tan Wee, (Ed.), & Subramaniam, R., (Ed.). (2005). *E-learning and virtual science centers.* Information Science Publishing. Available from: IGI Global. Hershey, PA .

Hutchins, H. M., & Hutchison, D. (2008). Cross-disciplinary contributions to e-learning design: A tripartite design model. *Journal of Workplace Learning, 20*(5), 364-380Leonard, L., Withers, L. A., & Sherblom, J. C. (2011). Collaborating virtually: Using "second life" to teach collaboration. *Communication Teacher, 25*(1), 42-47.

Kidd, T. T., (Ed.), & Keengwe, J., (Ed.). (2010). *Adult learning in the digital age: Perspectives on online technologies and outcomes.* Information Science Reference. Available from: IGI Global. Hershey, PA .

King, K. P. (2007). The transformation model. *International Journal of Information and Communication Technology Education, 3*(2), 26-31.

Kucuk, M., Genc-Kumtepe, E., & Tasci, D. (2010). Support services and learning

styles influencing interaction in asynchronous online discussions. *Educational Media International, 47*(1), 39-56.

Minocha, S. (2009). An empirically-grounded study on the effective use of social software in education. *Education & Training, 51*(5-6), 381-394.

Minocha, S. (2009). Role of social software tools in education: A literature review. *Education & Training, 51*(5-6), 353-369.

Ooms, A., Burke, L., Linsey, T., & Heaton-Shrestha, C. (2008). Introducing E-developers to support a university's blended learning developments. *ALT-J: Research in Learning Technology, 16*(2), 111-122.

Porter, L. R. (2004). *Developing an online curriculum: Technologies and techniques.* Information Science Publishing. IGI Global, Hershey, PA .

Riffe, D., Lacy, S., & Fico, F. G. (2005). *Analyzing media messages: Using quantitative content analysis in research (2nd ed.).* Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Seok, S., DaCosta, B., Kinsell, C., & Tung, C. K. (2010). Comparison of instructors' and students' perceptions of the effectiveness of online courses. *Quarterly Review of Distance Education, 11*(1), 25-36.

Sitzmann, T., Ely, K., Bell, B. S., & Bauer, K. N. (2010). The effects of technical difficulties on learning and attrition during online training. *Journal of Experimental Psychology: Applied, 16*(3), 281-292

Stevens, K (2001) The Development of Digital Intranets for the Enhancement of Education in Rural Communities, Journal of Interactive Instruction Development, Vol. 13, No. 3, Winter, pp: 19 - 24

Stevens, K J (1999a) A New Model for Teaching in Rural Communities–The Electronic Organisation of Classes As Intranets, Prism – Journal of The Newfoundland and Labrador Teachers' Association, Winter, Vol. 6, No 1, pp: 23–26

Stormont, S. (2010). Becoming embedded: Incorporating instant messaging and the ongoing evolution of a virtual reference service. *Public Services Quarterly, 6*(4), 343-359.

Taylor, K. C., & Chyung, S. Y. (2008). Would you adopt second life as a training and development tool? *Performance Improvement, 47*(8), 17-25.

White, D., & Le Cornu, A. (2010). Eventedness and disjuncture in virtual worlds. *Educational Research, 52*(2), 183-196.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT3110U Information Literacy

Calendar Course Description:

The purpose of this course is to analyze the processes of inquiry in the context of digital technologies including an examination of online resources available through academic and public libraries as well as other Internet-based information sources including online books, magazines, journals, encyclopaedias, dictionaries, film and video collections, etc. Students 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.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will understand how the concept of information literacy has changed in recent years.

- Students will understand the different (but perhaps converging) professional responsibilities of librarians and teachers in helping to develop information skills in learners.

- Students will explore the developing standards documents that seek to guide the definition and teaching of information literacy in schools, colleges and libraries.

- Students will understand, demonstrate, and explain how information literacy skills are a part of studentship and, especially for adult learners, citizenship.

- Students will show how information literacy is one aspect of the broader concepts of "multiliteracies" and research.

- Students will develop information literacy teaching resources.

Suggested Resources:

Key Books

Smith, S. S. (2010). *Web-based instruction: A guide for libraries, third edition*. ALA Editions. Available from: American Library Association.

Key journals

- Learning and Instruction
- Computers & Education
- New Media
- Media Tropes
- Educational Technology
- Review of Educational Research
- American Educational Research Journal

Other resources

Abilock, D., (Ed.). (2007). Choosing assessments that matter. *Knowledge Quest, 35*(5), 8-12.

Appleton, L. (2010). LolliPop for learning resources: Information literacy staff training within further education. *Journal of Librarianship and Information Science, 42*(3), 191-198.

Carini, P. (2009). Archivists as educators: Integrating primary sources into the curriculum. *Journal of Archival Organization, 7*(1-2), 41-50.

Clarke, A., Milner, H., Killer, T., & Dixon, G. (2008). Bridging the digital divide. *Adults Learning, 20*(3), 20-22.

Costa, C. (2007). A professional development weblog: Supporting work-based learning in a TAFE library. *Australian Library Journal, 56*(1), 36-55.

diSessa, A. A. (2000). *Changing minds: Computers, learning, and literacy*. Cambridge, MA, US: The MIT Press. Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A practical guide for academic success.* Greenwich, CT, US: IAP Information Age Publishing.

Elmborg, J. (2010). Literacies, narratives, and adult learning in libraries. *New Directions for Adult and Continuing Education,* (127), 67-76.

Eshet-Alkalai, Y., & Chajut, E. (2010). You can teach old dogs new tricks: The factors that affect changes over time in digital literacy. *Journal of Information Technology Education, 9*, 173-181. Retrieved from

Hull, B. (2001). Libraries: Deliverers of lifelong learning. *Adults Learning (England), 12*(6), 20-22.

Hull, G. A., Mikulecky, L., St. Clair, R., & Kerka, S. (2003). *Multiple literacies. A compilation for adult educators.* Publications, Center on Education and Training for Employment. Columbus, OH.

Kidd, T. T., (Ed.), & Keengwe, J., (Ed.). (2010). *Adult learning in the digital age: Perspectives on online technologies and outcomes.* Information Science Reference. IGI Global. Hershey, PA.

Kirton, J., Barham, L., & Brady, S. (2008). Understanding and practice of information literacy in Australian government libraries. *Australian Library Journal, 57*(3), 237-

256.

Lloyd, A., & Somerville, M. (2006). Working information. *Journal of Workplace Learning, 18*(3), 186-198.

Macdonald, K. (2008). ESL library skills: An information literacy program for adults with low levels of english literacy. *Australian Library Journal, 57*(3), 295-309.

Organisation for Economic Co-operation and Development. (2000). *The creative society of the twenty-first century*. Paris and Washington, D.C.:

Pinto, M., Cordon, J. A., & Diaz, R. G. (2010). Thirty years of information literacy (1977-2007): A terminological, conceptual and statistical analysis. *Journal of Librarianship and Information Science, 42*(1), 3-19.

Roux, Y. R. (2008). Interview with a vampire, I mean, a librarian: When pre-service teachers meet practicing school librarians. *Knowledge Quest, 37*(2), 58-62

Somerville, M. M., & Howard, Z. (2008). Systems thinking: An approach for advancing workplace information literacy. *Australian Library Journal, 57*(3), 257-273.

Theng, Y., (Ed.), & Foo, S., (Ed.). (2005). *Design and usability of digital libraries: Case studies in the Asia Pacific*. Information Science Publishing. IGI Global, Hershey, PA .

Zehner, D. C. B. (2009). Factors affecting information literacy perception and performance. ProQuest LLC. Ann Arbor, MI.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT3120U Workplace Learning

Calendar Course Description:

The purpose of this course is to examine the wide range of workplace learning programs and their social and personal impact. Students will explore adult learning as it occurs in formal training, apprenticeships, and informal learning. Topics will include, but are not limited to, workplace learning designed to serve the needs of the employer, benefits of workplace learning to workers, governmentally

sponsored programs, workplace learning as an agent of social change, and the system demands resulting from the knowledge economy and technological change.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will become familiar with the roles workplace learning, training, and professional development have played in economic development in the past.

- Students will examine the range of learning opportunities that exist in modern workplaces.

- Students will become familiar with techniques and methods associated with workplace learning: performance improvement, hands-on learning, apprenticeship, co-op education, message design, etc.

- Students will explore the place of digital learning technologies in workplace learning.

- Students will understand political arguments pertaining to both workplace learning advocacy and social critique of workplace learning programs.

Suggested Resources:

Key Books

Biech, E (Ed). (2008). ASTD Handbook for Workplace Learning Professionals. United Book Press. Baltimore, MD.

Boud, D. & Garrick, J. (1999). Understanding Learning At Work. Routledge.

Smith, P.J. & Sadler-Smith, E. (2006). Learning in organizations: complexities and diversities. New York: Routledge.

Key journals

- Adult Learning

- Journal of Workplace Learning

- Education &Training

- Learning and Instruction

- Sociology of Education

- Performance Improvement Quarterly

Other resources

Barnett, K., & Mattox, J. R.,II. (2010). Measuring success and ROI in corporate training. *Journal of Asynchronous Learning Networks, 14*(2), 28-44.

Benefer, R. (2007). Engaging with employers in work-based learning: A foundation

degree in applied technology. *Education & Training, 49*(3), 210-217.

Costa, C. (2007). A professional development weblog: Supporting work-based learning in a TAFE library. *Australian Library Journal, 56*(1), 36-55.

Gill, R. (2010). Conceptual framework for using computers to enhance employee engagement in large offices. *Human Resource Development Review, 9*(2), 115-143.

Greenwald, M., & Feigler, D. (2009). Industrial design: A phoenix reborn from the ashes of technology education--A case history. *Technology Teacher, 68*(5), 5-9.

Haldane, A., & Wallace, J. (2009). Using technology to facilitate the accreditation of prior and experiential learning in developing personalised work-based learning programmes. A case study involving the university of derby, UK. *European Journal of Education, 44*(3), 369-383.

Hutchins, H. M., & Hutchison, D. (2008). Cross-disciplinary contributions to e-learning design: A tripartite design model. *Journal of Workplace Learning, 20*(5), 364-380Law, S. (2009). Learning from employee communication during technological change. *Journal of Workplace Learning, 21*(5), 384-397.

Johansen, B. P., & McLean, G. N. (2006). Worldviews of adult learning in the workplace: A core concept in human resource development. *Advances in Developing Human Resources, 8*(3), 321-328.

Lloyd, A., & Somerville, M. (2006). Working information. *Journal of Workplace Learning, 18*(3), 186-198Minocha, S. (2009). An empirically-grounded study on the effective use of social software in education. *Education & Training, 51*(5-6), 381-394.

Minocha, S. (2009). Role of social software tools in education: A literature review. *Education & Training, 51*(5-6), 353-369.

Nycyk, M., & Redsell, M. (2007). Creating older adults technology training policies: Lessons from community practices. *Australian Journal of Adult Learning, 47*(2), 308-324Taylor, K. C., & Chyung, S. Y. (2008). Would you adopt second life as a training and development tool? *Performance Improvement, 47*(8), 17-25.

Somerville, M. M., & Howard, Z. (2008). Systems thinking: An approach for advancing workplace information literacy. *Australian Library Journal, 57*(3), 257-273.

Twyford, K., Crump, S., & Anderson, A. (2009). Satellite lessons: Vocational education and training for isolated communities. *Rural Society, 19*(2), 127-135.

Tynjälä,, P & Hakkinen, P., (2005). E-learning at work: Theoretical underpinnings and pedagogical challenges. Journal of Workplace Learning, 17(5/6) pp.318 - 336

Wall, J., & Ahmed, V. (2008). Use of a simulation game in delivering blended lifelong learning in the construction industry--opportunities and challenges. *Computers & Education, 50*(4), 1383-1393.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.:

WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT3130U Financial Models for Online Learning Systems

Calendar Course Description:

The purpose of this course is to analyze financial models for online learning in light of the target population (adult, K-12), learning environment (informal vs. formal), funding source (public, private, mixed), instructional model (teacher driven vs. materials or content driven) and technologies used (synchronous vs. asynchronous, digital vs. analogue). Students will examine possible financing models, ways financing decisions are made, examples of various models in use, and implications for learning and accountability. Topics will include, but are not limited to, components of public and private sector financial models, market forces analysis, and the economic characteristics of online learning vs face-to-face learning.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will identify typical components of public and private sector financial models and explain why they are important considerations in planning.

- Students will explain how market forces influence educational choices and will analyze the market forces that they believe influence decisions about the structure and function of adult education systems including formal systems, informal systems, and non-forma systems.

- Students will examine the economic inputs that characterize online adult education and training and compare them to the inputs for face to face (bricks-and-mortar) systems.

- Students will create and conduct "Monte Carlo" studies of hypothetical financial models for adult education and training.

- Students will develop, define and defend a financial model for a specific online adult learning system.

Suggested Resources:

Key Books

Harper, R. H. R. (2010). *Texture: Human expression in the age of communication overload.* Cambridge, MA, US: MIT Press.

Link, A. N. (2008). *The economics of innovation policy. Volume 1. foundations of innovation policy. volume 2. innovation policies and social impact.* and Northampton, Mass.: Elgar.

Odden, A., & Busch, C. (1998). *Financing schools for high performance: Strategies for improving the use of educational resources. the jossey-bass education series* .

Redhead, P. (2001). *Investigating the total cost of technology in schools: Tools and strategies for managing technology investments. best practices for Alberta school jurisdictions.* Alberta Learning, Stakeholder Technology Task Group, 11160 Jasper Avenue, Edmonton, Alberta, Canada .

Key journals

- Educational Evaluation and Policy Analysis
- Economics of Education Review
- Journal of Economic Education
- Journal of Higher Education Policy and Management
- Journal of Educational Policy
- Social Indicators Research
- Quarterly Review of Distance Education

Other resources

Bahlmann, D. W. (1999). *Asset management for public institution foundations. foundation relations. board basics series.* Association of Governing Boards of Universities and Colleges. 1133 20th Street NW Suite 300, Washington, DC .

Brimley, V., Jr., & Garfield, R. R. (2002). *Financing education in a climate of change. eighth edition.* Allyn & Bacon, 75 Arlington Street, Suite 300, Boston MA 02116 ($85).

Dolan, J. V., Murray, D. P., & Walsh, G. J. (1998). *Charter school facility financing: Constraints and options. A study for the massachusetts charter school resource center* .

Glover, D., & Levacic, R. (2007). *Educational resource management: An international perspective.* Institute of Education - London. 20 Bedford Way, London, WC1H 0AL, UK. .

Hassel, B. (1999). *Out of the box: Facilities financing ideas for charter schools.* Charter Friends National Network, 1745 University Ave., #110, St. Paul, MN 55104. .

Kerr, A. (2006). *The business and culture of digital games: Gamework/gameplay.* Thousand Oaks, CA, US: Sage Publications, Inc.

Kratz, R. N., Scott, C. A., & Zechman, H. T. (1998). *A primer on school budgeting.* Technomic Publishing Company, Inc., 851 New Holland Ave., Box 3535, Lancaster, .

Larson, R. (1999). *Who's minding the store? A guide for educators working with school-based enterprises. activities and strategies for creating and operating innovative and productive learning experiences.* NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL .

Mutter, D. W., & Parker, P. J. (2004). *School money matters: A handbook for principals.* Association for Supervision and Curriculum Development (ASCD), 1703 North Beauregard Street, Alexandria, VA .

Redhead, P. (2001). *Investigating the total cost of technology in schools: Tools and strategies for managing technology investments. best practices for alberta school jurisdictions.* Alberta Learning, Stakeholder Technology Task Group, Edmonton, Alberta.

Reed, B. J., & Swain, J. W. (1997). *Public finance administration. second edition.* Sage Publications, Inc., 2455 Teller Road, Thousand Oaks, CA .

Roza, M., & Miles, K. H. (2002). *Moving toward equity in school funding within districts: A comparison of traditional funding policies and more equitable formulas*School Communities That Work, 895 Broadway, 5th Floor, New York, NY 10003. .

Smith, C. J. (2009). *Community college league of california trustee handbook 2009.* Community College League of California. 2107 O Street, Sacramento, CA .

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT3140U Creating Digital Tools

Calendar Course Description:

The purpose of this course is to examine the possible combinations of multimedia tools and their delivery via the Internet as they have created a completely new environment for 21st century education. Students will create digital content using a wide variety of development environments ranging from simple documents to sophisticated authoring tools. Topics will include, but are not limited to, digital tools for learning, e-books, digital photography, and digital video, digital voice and

music in the context of an increasingly wide variety of delivery devices.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will become conversant with a wide variety of digital file formats and their possible uses in developing educational tools.

- Students will develop creative learning tools using advanced features of such common tools as word processors, spreadsheets and presentation packages.

- Students will explore Internet resources for the creation of digital learning tools and will assess the feasibility of using these tools in various adult learning settings.

- Students will learn to create digital video and digital voice/music resources for learning

- Students will develop, test, and report on one or more new digital tools for adult learning.

Suggested Resources:

Key Books

Southern Regional Education Board, Atlanta, GA. (2005). *Technical guidelines for digital learning content: Development, evaluation, selection, acquisition and use.* Southern Regional Education Board. Atlanta.

Key journals

- Simulation & Gaming

- Journal of the Learning Sciences

- Journal of Computer Assisted Learning

- Interactive Learning Environments

- Instructional Science

- Technological Horizons in Education

- Educational Technology

- Review of Educational Research

- American Educational Research Journal

- Computers & Education

Other resources

Adams, W., Reid, S., LeMaster, R., McKagan, S., Perkins, K., Dubson, M., & Wieman, C. (2008). A study of educational simulations part II--interface design. *Journal of Interactive Learning Research, 19*(4), 551-577.

Clark, R. E. (2009). Translating research into new instructional technologies for higher

education: The active ingredient process. *Journal of Computing in Higher Education, 21*(1), 4-18.

Dunleavy, M., Dede, C., & Mitchell, R. (2009). Affordances and limitations of immersive participatory augmented reality simulations for teaching and learning. *Journal of Science Education and Technology, 18*(1), 7-22.

Girod, M., Bell, J., & Mishra, P. (2007). Using digital video to re-think teaching practices. Journal of Computing in Teaching Education, 24(1).

Lee, Y. (2011). Empowering teachers to create educational software: A constructivist approach utilizing etoys, pair programming and cognitive apprenticeship. *Computers & Education, 56*(2), 527-538.

Mishra, P., & Girod, M. (2006). Designing learning through learning to design. The High School Journal. 90(1). 44 – 51.

Mishra, P., Yong, Z., & Tan, S. (1999). From concept to software: Developing a framework for understanding the process of software design. Journal of Computing in Educational Research. 32(3). 220-238.

Neto, F., & Brasileiro, F. (2007). *Advances in computer-supported learning*. Information Science Publishing. Available from: IGI Global. Hershey, PA.

Porter, B. (2010). Where's the beef? Adding rigor to student digital products. *Learning & Leading with Technology, 38*(2), 14-17.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT3150U Technology trends and issues for learning

Calendar Course Description:

The purpose of this course is to examine the rapidity of technology growth and change and the associated challenges and opportunities it creates for all social programs, including adult education. Students will identify developing trends and their implications for adult education in the near future.   Topics will include, but are not

limited to, a review of the ways in which adult education has responded to recent technological changes, growth in use of mobile devices, the rapid evolution of communications platforms, the increased availability of digitized voice and video.

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will identify the major technology changes that have taken place in the past 5 -7 years.

- Students will examine the response of adult education systems in Canada and elsewhere to recent technology changes.

- Students will examine the factors that distinguish proactive from reactionary responses to technological trends in the field of adult education.

- Students will assess the impact of technological trends on the attitudes and practices of adult educators and trainers.

- Extrapolating from recent trends and examining the literature in fields like: computer science, software engineering, information science, and business practices, students will attempt to identify current and near future technological trends and their potential impact on adult teaching and learning.

Suggested Resources:

Key Books

Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A practical guide for academic success.* Greenwich, CT, US: IAP Information Age Publishing.

Prensky, M. (2010). Teaching Digital Natives: Partnering for Real Learning. Thousand Oaks: Corwin.

Key journals

- Computers & Education

- New Media

- Media Tropes

- Journal of the Learning Sciences

- Journal of Computer Assisted Learning

- Interactive Learning Environments

- Instructional Science

- Technological Horizons in Education

- Educational Technology

- Review of Educational Research

- American Educational Research Journal

Other resources

Cornelius, F., & Glasgow, M. E. S. (2007). The development and infrastructure needs required for success--one college's model: Online nursing education at Drexel university. *TechTrends: Linking Research and Practice to Improve Learning, 51*(6), 32-35.

Connolly, M., Jones, C., & Jones, N. (2007). Managing collaboration across further and higher education: A case in practice. *Journal of further and Higher Education, 31*(2), 159-169.

DiGregorio, P., & Sobel-Lojeski, K. (2010). The effects of interactive whiteboards (IWBs) on student performance and learning: A literature review. *Journal of Educational Technology Systems, 38*(3), 255-312.

Henderson, G., & Nash, S. S. (2007). *Excellence in college teaching and learning: Classroom and online instruction.* Charles C. Thomas, Publisher, Springfield, IL

Mardis, M. A. (2009). Viewing Michigan's digital future: Results of a survey of educators' use of digital video in the USA. *Learning, Media and Technology, 34*(3), 243-257.

Monahan, T. (2008). Picturing technological change: The materiality of information infrastructures in public education. *Technology, Pedagogy and Education, 17*(2), 89-101.

Moser, F. Z. (2007). Strategic management of educational technology--the importance of leadership and management. *Tertiary Education and Management, 13*(2), 141-152.

Strijbos, Sytse (Ed) (1), & Basden, A. (. (. (Eds.). (2006). *In search of an integrative vision for technology: Interdisciplinary studies in information systems.* Contemporary systems thinking. New York, NY, US: Springer Science & Business Media.

Stormont, S. (2010). Becoming embedded: Incorporating instant messaging and the ongoing evolution of a virtual reference service. *Public Services Quarterly, 6*(4), 343-359.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)
- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students
- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT4110U Assessment for Adult Learning in a Digital Context

Calendar Course Description:

This purpose of this course is to examine principles and practices of educational assessment as they apply to adult education in the context of digital technologies. Students will select, build and analyze assessment tools appropriate to specific adult education learning goals and teaching strategies. Topics will include, but are not limited to, traditional assessment concepts and procedures (reliability, validity, test design), contemporary practices (classroom observation, rubrics, authentic assessment, portfolio assessment, performance assessment), and the ways in which digital technologies can improve assessment practices (computer adaptive testing, electronic portfolios, computer markbooks, and data collection and analysis).

Pre-Requisite: None   **Credits:** 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will know the terminology associated with traditional and contemporary methods of assessment.

- Students will be able to critique assessment tools and plans using well established criteria.

- Students will be able to determine which methods of assessment are best suited to particular adult education learning goals and teaching strategies.

- Students will be able to build good quality assessment tools for given adult education learning goals and teaching strategies.

- Students will be able to analyze adult education assessment results and provide appropriate reports based on their analysis.

- Students will demonstrate the ability to use digital technologies that support assessment processes.

Suggested Resources:

Key Books

Fenwick, T. & Parsons, J. (2009). The Art of Evaluation: A Resource for Educators and Trainers. Thompson Publishing.

Michelson, E., & Mandell, A. (2004). *Portfolio development and the assessment of prior learning: Perspectives, models and practices. second edition*. Stylus Publishing.

Key journals

- Journal of Technology, Learning, and Assessment

- Applied Measurement in Education

- Journal of Educational Research

- Educational Research

- Instructional Science

- Performance Improvement Quarterly

- Adult Learning

- Curriculum Inquiry

- Journal of Curriculum Studies

- Learning and Instruction

- Educational Evaluation and Policy Analysis

- Innovations in Education and Teaching international

- Computers & Education

Other resources

Abilock, D., (Ed.). (2007). Choosing assessments that matter. *Knowledge Quest, 35*(5), 8-12.

An, H., & Wilder, H. (2010). A bottom-up approach for implementing electronic portfolios in a teacher education program. *Journal of Digital Learning in Teacher Education, 26*(3), 84-91.

Barnett, K., & Mattox, J. R.,II. (2010). Measuring success and ROI in corporate training. *Journal of Asynchronous Learning Networks, 14*(2), 28-44.

Bradley, S., Johnes, J., & Little, A. (2010). Measurement and determinants of efficiency and productivity in the further education sector in England. *Bulletin of Economic Research, 62*(1), 1-30.

Brown, J. O. (2002). Know thyself: The impact of portfolio development on adult learning. Adult Education Quarterly, 53(3), 228-245.

Dooley, K. E., Lindner, J. R., Telg, R. W., Irani, T., Moore, L., & Lundy, L. (2007). Roadmap to measuring distance education instructional design competencies. *Quarterly Review of Distance Education, 8*(2), 151-159.

Guzzetti, B. J., (Ed.). (2007). *Literacy for the new millennium. volume 4: Adult literacy. Praeger Perspectives*. Praeger. Greenwood Publishing Group, Portsmouth.

Guzzetti, B., Elliot, K., & Welsch, D. (2010). *DIY media in the classroom: New literacies across content areas (middle through high school).* New York:Teachers College Press.

Hantula, D. A., Sudduth, M. M., & Clabaugh, A. (2009). Technological effects on aesthetic evaluation: Vermeer and the camera obscura. *Psychological Record, 59*(3), 323-333.

Hill, A. J., Theodoros, D., Russell, T., & Ward, E. (2009). Using telerehabilitation to assess apraxia of speech in adults. *International Journal of Language & Communication Disorders, 44*(5), 731-747.

Lane, C. 2007. The power of "E": Using e-portfolios to build online presentation skills.

Innovate 3 (3).

Mislevy, R. J., Behrens, J. T., Bennett, R. E., Demark, S. F., Frezzo, D. C., Levy, R., et al . (2010). On the roles of external knowledge representations in assessment design. *Journal of Technology, Learning, and Assessment, 8*(2).

Odell, L., & Katz, S. M. (2009). "Yes, a T-shirt!": Assessing visual composition in the "writing" class. *College Composition and Communication, 61*(1), W197-W216

Parslow, G. R. (2009). Downloaded lectures have been shown to produce better assessment outcomes. *Biochemistry and Molecular Biology Education, 37*(6), 375-376.

Spaventa, M., (Ed.), & Machado, C., (Ed.). (2006). *Perspectives on community college ESL, volume 1: Pedagogy, programs, curricula, and assessment*. Teachers of English to Speakers of Other Languages, Inc. Alexandria, VA.

Steckelberg, A. L., Li, L., Liu, X., & Kozak, M. (2008). A rubric for self-assessment of essential technology conditions in schools. *Computers in the Schools, 25*(1-2), 81-89.

Temple, V., Drummond, C., Valiquette, S., & Jozsvai, E. (2010). A comparison of intellectual assessments over video conferencing and in-person for individuals with ID: Preliminary data. *Journal of Intellectual Disability Research, 54*(6), 573-577.

Zapata-Rivera, D., VanWinkle, W., Doyle, B., Buteux, A., & Bauer, M. (2009). Combining learning and assessment in assessment-based gaming environments: A case study from a New York City school. *Interactive Technology and Smart Education, 6*(3), 173-188.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT4120U Serious Gaming and Simulations

Calendar Course Description:

The purpose of this course is to examine the history and current status of educational games and their use in adult learning. Student will analyze a variety of different game types including classroom games, computer games and simulations, and online games and identify the principles of game design and animation. Topics will

include, but are not limited to, research dealing with the effects of the use of games and simulations in the context of adult and professional learning.

Pre-Requisite:

- EDUC4703U Problem-based Learning

Credits: 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will examine the history of the use of games and simulations in teaching and learning with particular attention to digital games and simulations.

- Students will understand a variety of classifications of games such as puzzles, didactic games, role playing games, simulations and virtual worlds.

- Students will be able to explain gaming theories and the provide rationales for the use of games and simulations as learning tools.

- Students will actively participate in learning games and simulations and critically analyze the experience.

- Students will be familiar with critical approaches to the role of gaming and simulations in teaching and learning.

- Students will learn strategies for developing and using educational games and simulations in adult learning environments.

Suggested Resources:

Key Books

Canadian Council on Learning. (2009). *Lessons in learning: The video game debate-- bad for behaviour, good for learning?* Canadian Council on Learning. Ottawa, ON.

Prensky , M. (2001). Digital Game-Based Learning,. McGraw-Hill.

Kerr, A. (2006). *The business and culture of digital games: Gamework/gameplay*. Thousand Oaks, CA, US: Sage Publications, Inc.

Key journals

- Simulation & Gaming
- Computers & Education
- Innovations in Education and Teaching international
- Learning and Instruction
- Journal of the Learning Sciences
- Journal of Computer Assisted Learning
- Interactive Learning Environments

- Instructional Science

- Technological Horizons in Education

- Educational Technology

- Review of Educational Research

- American Educational Research Journal

Other resources

Aoyama , Y & Izushi, H. (2003). Hardware gimmick or cultural innovation?
Technological, cultural, and social foundations of the Japanese video game industry.
Research Policy, 32(3) 423-444

Clark, A. C., & Ernst, J. V. (2009). Gaming in technology education. *Technology Teacher, 68*(5), 21-26.

Eskrootchi, R., & Oskrochi, G. R. (2010). A study of the efficacy of project-based learning integrated with computer-based simulation--STELLA. *Educational Technology & Society, 13*(1), 236-245.

de Freitas, S., & Griffiths, M. (2008). The convergence of gaming practices with other media forms: What potential for learning? A review of the literature. *Learning, Media and Technology, 33*(1), 11-20.

Dunleavy, M., Dede, C., & Mitchell, R. (2009). Affordances and limitations of immersive participatory augmented reality simulations for teaching and learning. *Journal of Science Education and Technology, 18*(1), 7-22.

Gratch, J., & Kelly, J. (2009). MMOGs: Beyond the wildest imagination. *Journal of Interactive Learning Research, 20*(2), 175-187.

Grayson, K. (2010). Flippin' out. *T.H.E.Journal, 37*(3), 34-38.

Hirumi, A., Appelman, B., Rieber, L., & Van Eck, R. (2010). Preparing instructional designers for game-based learning: Part 2. *TechTrends: Linking Research and Practice to Improve Learning, 54*(4), 19-27.

Huelskamp, L. M. (2009). *The impact of problem-based learning with computer simulation on middle level educators' instructional practices and understanding of the nature of middle level learners.* ProQuest LLC.   Ann Arbor, MI. (ED513264)

Kebritchi, M., Hirumi, A., Kappers, W., & Henry, R. (2009). Analysis of the supporting websites for the use of instructional games in K-12 settings. *British Journal of Educational Technology, 40*(4), 733-754.

Lee, Y. (2011). Empowering teachers to create educational software: A constructivist approach utilizing etoys, pair programming and cognitive apprenticeship. *Computers & Education, 56*(2), 527-538.

Leonard, L., Withers, L. A., & Sherblom, J. C. (2011). Collaborating virtually: Using "second life" to teach collaboration. *Communication Teacher, 25*(1), 42-47

Levitan, E. P. (2010). *Higher education administrators' perceptions of the use of simulation games for adult learners.* ProQuest LLC. Ann Arbor, (ED514464)

Li, Q. (2010). Digital game building: Learning in a participatory culture. *Educational Research, 52*(4), 427-443

Merchant, G. (2010). 3D virtual worlds as environments for literacy learning. *Educational Research, 52*(2), 135-150.

Moreno-Ger, P., Burgos, D., & Torrente, J. (2009). Digital games in eLearning environments: Current uses and emerging trends. *Simulation & Gaming, 40*(5), 669-687.

Prensky M. (2001). Digital Natives Digital Immigrants. On the Horizon. MCB University Press, 9 (5).

Ray, B., & Coulter, G. A. (2010). Perceptions of the value of digital mini-games: Implications for middle school classrooms. *Journal of Digital Learning in Teacher Education, 26*(3), 92-100.

Robertson, J., & Howells, C. (2008). Computer game design: Opportunities for successful learning. *Computers & Education, 50*(2), 559-578.

Salmon, G., Nie, M., & Edirisingha, P. (2010). Developing a five-stage model of learning in "second life". *Educational Research, 52*(2), 169-182.

Savin-Baden, M., Gourlay, L., Tombs, C., Steils, N., Tombs, G., & Mawer, M. (2010). Situating pedagogies, positions and practices in immersive virtual worlds. *Educational Research, 52*(2), 123-133.

Schrader, P. G., & McCreery, M. (2008). The acquisition of skill and expertise in massively multiplayer online games. *Educational Technology Research and Development, 56*(5-6), 557-574.

Southern Regional Education Board, Atlanta, GA. (2005). *Technical guidelines for digital learning content: Development, evaluation, selection, acquisition and use*. Southern Regional Education Board. Atlanta.

Taylor, K. C., & Chyung, S. Y. (2008). Would you adopt second life as a training and development tool? *Performance Improvement, 47*(8), 17-25.

Tao, Y., Cheng, C., & Sun, S. (2009). What influences college students to continue using business simulation games? The Taiwan experience. *Computers & Education, 53*(3), 929-939.

Thomas, D., & Hollander, J. B. (2010). The city at play: "second life" and the virtual urban planning studio. *Learning, Media and Technology, 35*(2), 227-242.

Thomassen, A., & Rive, P. (2010). How to enable knowledge exchange in "second life" in design education? *Learning, Media and Technology, 35*(2), 155-169.

Wall, J., & Ahmed, V. (2008). Use of a simulation game in delivering blended lifelong learning in the construction industry--opportunities and challenges. *Computers & Education, 50*(4), 1383-1393.

Wuang, Y., Chiang, C., Su, C., & Wang, C. (2011). Effectiveness of virtual reality using wii gaming technology in children with down syndrome. *Research in Developmental Disabilities: A Multidisciplinary Journal, 32*(1), 312-321

White, D., & Le Cornu, A. (2010). Eventedness and disjuncture in virtual worlds. *Educational Research, 52*(2), 183-196.

Zapata-Rivera, D., VanWinkle, W., Doyle, B., Buteux, A., & Bauer, M. (2009).

Combining learning and assessment in assessment-based gaming environments: A case study from a New York City school. *Interactive Technology and Smart Education, 6*(3), 173-188.

Course Modalities:

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- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT4130U Social Justice Issues in Adult Education

Calendar Course Description:

The purpose of this course is to examine the role of adult education in meeting social goals related to justice and equity. Students will explore the influence of key concepts like Paolo Freire's conceptions of critical pedagogy and **conscientization**, and they will explore the politics of adult education as a vehicle for addressing issues of unemployment, immigration, and identity. Topics will include, but are not limited to, the effects of learning technologies on adult education; research evidence about adult education's success as a means toward achieving greater equity.

Pre-Requisite:

- AEDT1150U Social Foundations and Digital Technologies
- AEDT2120U Culture and Digital Technologies

Credits: 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will understand the rationale for adult education as a vehicle for positive social change, including consideration of professional education and different forms of postsecondary education.

- Students will be familiar with the chief tenets of critical pedagogy and will apply them to the analysis of real or hypothetical adult education programs.

- Students will be familiar with provincial and national social policies pertaining to adult or further education and will be able to compare and contrast programs in terms of their fit with those policies.

- Students will be familiar with research on the individual and social outcomes of adult education and training programs and will be able to critique that research.

- Students will apply their knowledge of learning technologies to adult learning needs and/or adult learning programs and will consider the ways in which technology may be a benefit or a burden for adult learners, especially with respect to the impact of these programs on measures of equity and social justice.

Suggested Resources:

Key journals

- Sociology of Education
- British Journal of Sociology of Education
- Anthropology & Education Quarterly
- Education and Urban Society
- Urban Education
- Adult Learning

- Educational Evaluation and Policy Analysis

- Journal of Higher Education

- Higher Education

- Review of Higher Education

- Canadian Journal of Higher Education

- Adult Education Quarterly

- Educational Gerontology

- Harvard Educational Review

Other resources

Alberta Advanced Education and Technology. (2007). *Building vibrant learning communities: Framework and actions to strengthen community adult learning councils and community literacy programs.* Alberta Advanced Education and Technology. Edmonton, Alberta .

Cervero, R.M., Wilson, A.L., & Associates. (2001). "Power in practice: Adult education and the struggle for knowledge and power in society." San Francisco: Jossey-Bass

Chapman, L., Masters, J., & Pedulla, J. (2010). Do digital divisions still persist in schools? Access to technology and technical skills of teachers in high needs schools in the united states of America. *Journal of Education for Teaching: International Research and Pedagogy, 36*(2), 239-249.

Clarke, A., Milner, H., Killer, T., & Dixon, G. (2008). Bridging the digital divide. *Adults Learning, 20*(3), 20-22.

Connolly, M., Jones, C., & Jones, N. (2007). Managing collaboration across further and higher education: A case in practice. *Journal of further and Higher Education, 31*(2), 159-169.

Dunn, H. S. (2009). From voice ubiquity to mobile broadband: Challenges of technology transition among low-income Jamaicans. *Info, 11*(2), 95-111.

Evans, A. E. (2007). Horton, Highlander, and leadership education: Lessons for preparing educational leaders for social justice. *Journal of School Leadership, 17*(3), 250-275.

Hoff, L., & Hickling-Hudson, A. (2011). The role of international non-governmental organisations in promoting adult education for social change: A research agenda. *International Journal of Educational Development, 31*(2), 187-195.

Holst, J. D. (2010). Social justice and dispositions for adult education. *Adult Education Quarterly, 60*(3), 249-260.

Kirk, M. (. (2009). *Gender and information technology: Moving beyond access to co-create global partnership*. Hershey, PA, US: Information Science Reference/IGI Global.

Ness, M. K., George, M. A., Turner, K. H., & Bolgatz, J. (2010). The growth of higher educators for social justice: Collaborative professional development in higher education. *InSight: A Journal of Scholarly Teaching, 5,* 88-105.

Orr, K. (2009). Performativity and professional development: The gap between policy and practice in the English further education sector. *Research in Post-Compulsory Education, 14*(4), 479-489.

Rogers, R., Mosley, M., & Folkes, A. (2009). Standing up to neoliberalism through critical literacy education. *Language Arts, 87*(2), 127-138.

Rogers, R., Mosley, M., & Folkes, A. (2009). Focus on policy: Standing up to neoliberalism through critical literacy education. *Language Arts, 87*(2), 127-138.

Rosenthal, R. L. (2008). Older computer-literate women: Their motivations, obstacles, and paths to success. *Educational Gerontology, 34*(7), 610-626.

Stevens, K (2001) The Development of Digital Intranets for the Enhancement of Education in Rural Communities, Journal of Interactive Instruction Development, Vol. 13, No. 3, Winter, pp: 19 - 24

Stevens, K J (1999a) A New Model for Teaching in Rural Communities–The Electronic Organisation of Classes As Intranets, Prism – Journal of The Newfoundland and Labrador Teachers' Association, Winter, Vol. 6, No 1, pp: 23–26

Strijbos, Sytse (Ed) (1), & Basden, A. (. (. (Eds.). (2006). *In search of an integrative vision for technology: Interdisciplinary studies in information systems*. Contemporary systems thinking. New York, NY, US: Springer Science + Business Media.

Subban, J. E. (2007). Adult literacy education and community development. *Journal of Community Practice, 15*(1-2), 67-90.

Roza, M., & Miles, K. H. (2002). *Moving toward equity in school funding within districts: A comparison of traditional funding policies and more equitable formulas.* School Communities That Work. Annenberg Institute for School Reform, Brown University, Providence, RI.

Turkle, S. (2005). *The second self: Computers and the human spirit.* Cambridge, MA, US: MIT Press

Vandenbroeck, M., Verschelden, G., & Boonaert, T. (2008). E-learning in a low-status female profession: The role of motivation, anxiety and social support in the learning divide. *Journal of Computer Assisted Learning, 24*(3), 181-190.

Waycott, J., Bennett, S., Kennedy, G., Dalgarno, B., & Gray, K. (2010). Digital divides? Student and staff perceptions of information and communication technologies. *Computers & Education, 54*(4), 1202-1211.

Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide.* Cambridge, MA, US: MIT Press.

Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

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- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded

lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on a combination of quizzes, academic papers, presentations and participation.

Course Title: AEDT4140U Instructional design

Calendar 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 WWII to the current constructivist, social constructivist and connectivist design theories. Students will learn to recognise 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 work of curriculum theorist Ralph Tyler. Robert Gagne's *Conditions of Learning* and the ADDIE model promoted by Dick and Carey.

Pre-Requisite:
- AEDT2130U Graphic Design, Digital Technologies and Learning
- AEDT3140U Creating Digital Tools

Credits: 3.0   **Hours:** 36hr

Learning Outcomes:

- Students will describe typical instructional design components and their place in a variety of instructional design theories

- Students will apply instructional design principles to online education for adult learners.

- Students will associate models of instructional designs with underlying learning theories and use this knowledge to critique the applicability of instructional design to specific adult learning environments.

- Students will 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).

- Students will analyze adult education learning materials or online learning courses and recommend improvements based on the application of principles of instructional design.

- Students will demonstrate their understanding of instructional development processes by using an instructional design model to prepare a specific learning object (e.g., lesson, poster, presentation or other teaching resources).

- Students will demonstrate skills in writing instructional objectives, conducting a needs analysis and a learner analysis, aligning materials and methods to the results of the learner and needs analysis, and evaluating learning outcomes.

Suggested Resources:

Key journals

- Computers & Education
- Learning and Instruction
- Journal of the Learning Sciences
- Journal of Computer Assisted Learning
- Interactive Learning Environments
- Instructional Science
- Performance Improvement Quarterly
- Technological Horizons in Education
- Educational Technology
- New Media
- Media Tropes
- Innovations in Education and Teaching international
- Review of Educational Research
- American Educational Research Journal

Other resources

Adams, W., Reid, S., LeMaster, R., McKagan, S., Perkins, K., Dubson, M., & Wieman, C. (2008). A study of educational simulations part II--interface design. *Journal of Interactive Learning Research, 19*(4), 551-577.

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Course Modalities:

- A total of 60 minutes of video clips per week will be available online (ie.: iTunesU)

- weekly 60 minutes of synchronous group activities in ADOBE Connect (videoconferencing) moderated by one Teaching Assistant per 30 students

- Equivalent of one hour of work per week to be done online asynchronously (I.E.: WebCT discussion forum, wiki entries, etc)

Teaching and Assessment Methods:

Instructional approaches to be used in the course may include live or pre-recorded lectures, small and large online group discussions, structured online learning activities, individual and group research, and student presentations. Assessment will be based on

Existing Courses:

EDUC 4703U Problem Based Learning

The course introduces an approach to teaching that focuses on the value of learning from real and meaningful activities. Students will learn to find and structure activities around the kind of "ill-defined" problems that face professionals in their work and they will learn to use these activities as the basis for promoting self-directed inquiry. 3 cr, 3 web.

Note: Note: this course is open to all UOIT Undergraduate students with the exception of those enrolled in the P/J or I/S Consecutive BEd program or I/S Concurrent BSc (Hons)/BEd program.

Assuming that they will offer the following course online, it is recommended:

COMM 1310U Fundamentals of Professional Writing.

This course introduces the elements of skilful professional writing: clarity, coherence, style, grammar and punctuation. It will cover the fundamental principles of business, scientific, technical, and scholarly writing. A series of writing projects will help students improve their writing skills. 3 cr, 3 lec.

4 RESOURCE REQUIREMENTS

4.1 Faculty members, current

Faculty Name	M/F	Rank	Possible Courses
Bullock, Shawn	M	Assistant	• AEDT1110U Foundations of Adult Learning • AEDT2110U Digital Technologies and Adult Learning
Campbell, Brian	M	Full	• AEDT4200U fourth year thesis (supervision)
Desjardins, Francois	M	Associate	• AEDT1120U Foundations of Digital Teaching and Learning Technologies • AEDT1170U Psychological Foundations and Digital Technologies • AEDT2160U Online Learning: Theory and Research
DiGiuseppe, Maurice	M	Assistant	• AEDT2130U Graphic Design, Digital Technologies and Learning
Eamer, Allyson	F	Assistant	• AEDT1150U Social Foundations and Digital Technologies • AEDT2120U Culture and Digital Technologies
Greenlaw, Jim	M	Full	• AEDT4200U Fourth year thesis (supervision)

Hughes, Janette	F	Assistant	• AEDT3110U Information Literacy
Hunter, Bill	M	Full	• AEDT1130U History of Theories of Learning
Kay, Robin	M	Associate	• AEDT1140U History of Digital Technologies • AEDT2150U Digital Technologies and Advanced Teaching Methods • AEDT3140U Creating Digital Tools • AEDT4140U Instructional design
LeSage, Ann	F	Assistant	• AEDT4200U fourth year thesis (supervision)
Muirhead, Bill	M	Full	• AEDT4200U fourth year thesis (supervision)
Petrarca, Diana	F	Assistant	• AEDT4110U Assessment for Adult Learning in a Digital Context
Robertson, Lorayne	F	Assistant	• AEDT4130U Social Justice Issues in Adult Education
Van Nuland, Shirley	F	Assistant	• AEDT3130U Financial Models for Online Learning Systems
van Oostveen, Roland	M	Associate	• AEDT1160U Digital Communication Technologies • EDUC 3460U Problem-based Learning • AEDT4120U Serious Gaming and Simulations

4.2 Faculty members, to be hired

We are planning an intake of approximately 150 students a year for each of the first two years of the program. For the first year 2012-2013, we will therefore need to hire three core faculty members and several sessional instructors to cover the courses. During the second year 2013-2014 we will need to hire an additional three core faculty members and more sessionals to teach the rest of the courses in the program. During the third and fourth years of the program there will continue to be an increase in the number of students, so that by 2015-2016 there will be approximately 450 students in the program and we might need to hire another three core instructors to handle the additional workload. It is important to note that these additional core instructors will also be teaching in our graduate programs in education.

4.3 Additional human resource needs

This program will be large enough to warrant a Program Director who will require one course release each year. Once the program is sufficiently large we will also need to hire a Program Assistant and we will need to provide one course release for one of the instructors to serve as a BA(AEDT) Student Advisor.

4.4 Physical resource requirements

As this program is to be offered completely online, there are no additional space requirements to be mentioned except for perhaps some additional office space for the

instructors.   The only resources required would be in terms of additional technological support such as sufficient number of "seats" in both the synchronous environment (Adobe Connect) and asynchronous (WebCT). The program would also require the part-time support of an IT Technician.

4.5 Library Resources

The University of Ontario Institute of Technology Library enriches the research, learning and teaching carried out by the university through exceptional information services and facilities to support all academic programs.

<u>Introduction</u>

This document outlines the resources and services provided by the Education Library in support of the University of Ontario Institute of Technology's Faculty of Education programs. The Education Library provides physical resources and guidance as well as on-line resources and guidance. In this report, the term "collections" is used to describe paper and electronic resources – books, indexes, periodicals (journals, magazines, newspapers), librarian recommended web sites, and data sets, as well as other non-print resources such as audiovisual materials, kits and posters. The term "accessibility" addresses the physical presence of the Library, onsite reference assistance, the Library web page **www.uoit.ca/library** as a 24/7 portal, and interlibrary loan and document delivery.

Inter-Campus Borrowing

By submitting an Inter-Campus Borrowing request, students can have materials delivered from the North Campus Library to the Education Library and vice versa.

Reference and Instruction

Students seeking resources and research help are assisted by the full-time Education Library Technician and part-time Education Librarian through telephone, email and in person.

It is the goal of the librarian to integrate instruction as closely as possible with specific assignments and program requirements. The librarian has also provided reference services to instructors, assisting with database use and the linking of electronic resources in WebCT

Online Presence

The Library's web site provides access to resources and offers instruction and guidance. The "Research a Topic" and "Resources" tabs assist students in identifying and accessing the different types of information available through the Library as well as guiding them through the research process. Subject Guides have been developed to direct students to relevant and diverse resources related to their fields of study. The regularly-updated Education Subject Guide identifies key reference books, journal and magazine indexes and databases, news and current affairs indexes and databases, statistics and data, government and legal information, and additional electronic resources (web sites).

The Education Library's web pages were updated and re-organized in 2009. An overview of services, collections, equipment and supplies is provided, as are quick links selected with Education students' priorities in mind. Recent additions to the web site include a news feed updated by the librarian, a tutorial for a newly acquired education database, and a "Resources by Curriculum Subject" page. Students can find teaching resource guides and more guides are in development and will be posted as they are completed.

To increase the Education Library's online presence, a "Library" folder was created in the Education students' WebCT Announcements course. Tutorials and resource guides are posted in this space. In addition, the librarian communicates with the Faculty of Education community by sending out announcements via WebCT; students receive a pop-up message when they access the course software.

Partnerships and Memberships

Education students benefit from the Library's partnerships and organizational memberships. The Library offers free Inter-Library Loan services, meaning that students can request and access books and electronic documents from other OCUL member libraries. The Education Library has an agreement with the Durham District / Durham Catholic District School Board's Media Library that allows students and faculty to order videos, kits and other materials through their online catalogue and have them delivered by courier to the Education Library. A branch of the Oshawa Public Library is located a few blocks from the Faculty of Education building; students can use their UOIT Student IDs to get OPL library cards. The librarian is a member of the Ontario Teacher Education Library Association (OTELA), the Education Librarian shares ideas with colleagues and learns about new developments in other teacher education libraries.

Collection

Digital Resources

E-books

Most of UOIT's E-book collections contain significant Education content.

- *Canadian Electronic Library*
    - Sample title: Voogt, Joke and Gerald Knezek. *International Handbook of Technology in Primary and Secondary Education.* Springer: 2008.
- *NetLibrary*
    - Sample title: Farrell, Michael. *The Effective Teacher's Guide to Sensory Impairment and Physical Disability: Practical Strategies.* Taylor & Francis: 2006.
- *Sage Reference Online*
    - Includes 17 education-related reference book, as well as other cross-disciplinary titles relevant to Education students
- *Scholarsportal E-books*
    - More than 3,300 titles in the "Education" classification
- *SpringerLink E-books*
    - 451 books in the "Education" subject collection
- *World Bank eLibrary*
    - 253 books classified under the topic "Education"

"Traditional" Resources

The Education Library's research collection supports the study of education, while the Teacher Resource Centre contains curriculum materials that support professional practice.

The Library loans out technical equipment, most of which is owned by the Faculty of Education. Students can borrow digital cameras and camcorders, tripods, digital projectors, scanners, a TV with DVD/VHS player and an audio CD/cassette player.

Research Collection

There are over 3,500 books in the Education Library's research collection, with topics such as education law, policy and administration, philosophy of education, classroom management, assessment, and child and adolescent development. Books related to specific teachables are also available. Because UOIT's Faculty of Education emphasizes technology in education, the Education Library's research collection is strong in that area.

Journals, Reports, Conference Proceedings and Magazines

Education students require access to journal articles, reports, conference proceedings and other documents in order to complete research-based assignments. Depending on the assignment, students may prefer to search across multiple journals using an index or database, or they may wish to search within a specific journal. Through the Library web site and instruction guides, eight education-related indexes and databases are highlighted, as well as relevant multidisciplinary databases. These are listed below, along with a sample of high-impact journals and magazines that support lesson planning.

Indexes and Databases

Very Relevant:

CBCA Education (ProQuest)

ERIC – Educational Resources Information Centre (Sponsored by U.S. Department of
        Education)

Wilson Education Full-text

Education & Information Technology Library (Association for the Advancement of
        Computing in Education)

Education: A Sage Full-text Collection (Scholarsportal)

Education Administrative Abstracts (Scholarsportal)

Research Starters - Education (EBSCO)

PEEL – Project for Enhancing Effective Learning (Australian)

Relevant (multidisciplinary databases)

Academic OneFile

Academic Search Premier

Canadian Reference Centre

Canadian Points of View Reference Centre

CPI.Q – Canadian Periodical Index

InfoTrac OneFile

ISI Web of Knowledge – Social Sciences / Arts & Humanities Citation Index

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> *JSTOR*
>
> *MAS Ultra – School Edition*
>
> *MasterFILE Elite*

UOIT students are directed to *JCR (Journal Citation Reports),* an electronic resource that ranks journals by impact factor and indicates which journals are most frequently cited in each field.

> **Sample High Impact UOIT Library Journal Titles**
>
> *American Educational Research Journal*
>
> *Canadian Modern Language Review*
>
> *Child Development*
>
> *Computers & Education*
>
> *Educational Evaluation and Policy Analysis*
>
> *Educational Psychologist*
>
> *Elementary School Journal*
>
> *Journal of Computer Assisted Learning*
>
> *Journal for Research in Mathematics Education*
>
> *Journal of Research in Science Teaching*
>
> *Journal of Special Education*
>
> *Journal of Teacher Education*
>
> *Journal of the Learning Sciences*
>
> *Language Learning*
>
> *Language Teaching Research*
>
> *Reading and Writing*
>
> *The Reading Teacher*
>
> *Research in Developmental Disabilities*
>
> *Review of Educational Research*
>
> *Sociology of Education*
>
> *Teaching and Teacher Education*

UOIT also provides easy access to magazines that Education students can use for lesson planning. Many of these magazines are available through Knowledge Ontario databases. Paid for by the Government of Ontario, Knowledge Ontario databases are available to all publically-funded educational institutions and public libraries.

> **Sample Magazine Titles for Lesson Planning**
>
> *The Beaver* (Canadian History)
>
> *Canadian Art*

Canadian Geographic
Scholastic Scope
New York Times Upfront
Plays (royalty-free plays for students)

Data and Statistics

The Library subscribes to four major data sets and also directs students to data freely available on the internet. Statistics Canada's E-Stat is a data set of particular interest to Education students as it is specifically designed for use by the education community.

Dissertations and Theses

The Library provides access to *PQDT (Proquest Dissertations and Theses)* and *Theses Canada Portal.* PQDT is a multidisciplinary international database of more than 2 million theses. The mission of the Theses Canada Portal is to digitize and consolidate Canadian theses documents into one database.

4.6 Computing Resources

Students will use their own computers and must ensure that appropriate hardware and software specifications are met. The University will extend its software licensing and distribution systems to students in the BA in Adult Education and Digital Technologies program. These systems will enable students to carry out their coursework, meet their computational needs and enable them to access email, the Internet and library resources (such as online journals and conference proceedings).   Courses will be taught online using Adobe Connect, WebCT and other multimedia resources.

4.7 Financial Resources

Students in the Bachelor of Arts in Adult Education and Digital Technology Program will have access to financial support through provincial loan programs.

4.8 Financial Services

UOIT's Financial Aid and Awards Office offers a range of financial services, including financial counseling, to students.

5 PROJECTED BUDGET AND ENROLMENT

Program Costing - BA Adult Education and Digital Technologies

Enrol Projection 4 year						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Year 1			30	30	30	30
Year 2				0	0	0
Year 3					0	0
Year 4						0
Total	0	0	30	30	30	30

Enrol Projection 2 year						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Year 1	30	60	60	60	60	60
Year 2		0	0	0	0	0
Total	30	60	60	60	60	60

Grand Tot	30	60	90	90	90	90

Grant Revenue Projection						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total	173,100	484,680	705,060	843,540	959,863	1,068,044

Tuition Revenue Projection						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total	161,130	450,540	742,260	871,764	980,043	1,080,256

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total EDU Lecture Sections	9	17	20	23	26	29
Total Lecture Sections - outside faculty	1	2	4	6	8	10
Total Tutorial Sections	9	27	46	56	66	75
New Academic Staffing Requirements						
Total Core Faculty	1	1	2	2	3	3
Total FTAA	0	1	1	1	1	1
Total Sessional Coverage	5	5	4	7	6	9
Total TA	9	27	46	56	66	75
Total Salary incl fringe	247,145	512,280	758,648	830,021	1,031,634	1,098,034
Operating Expense	$ 7,500	$ 21,000	$ 34,500	$ 40,500	$ 45,540	$ 50,227
Start-up Operating	$ 10,000	$ 6,000				
Total Expense	264,645	539,280	793,148	870,521	1,077,174	1,148,261

Expense/Revenue	79%	58%	55%	51%	56%	53%