EDU 5188: Integrating Technologies in Education
Faculty of Education | University of Ottawa
Syllabus for Winter, 2022

Professor

Janelle Fournier, PhD Candidate, OCT | EAO

Contact Information

Twitter: @Janelle4nier
Email: jfourn24@uottawa.ca
Website: janellefournierstem.com

Office Hours

By appointment on Zoom
Please make an appointment by email

Table of Contents for this Syllabus

About the Course

Course Description

EDU 5188 Integrating Technology in Education (3cr.)

This course offers an introduction to foundational technical skills and mindsets needed for the strategic integration of diverse digital technologies to support student learning in a range of educational contexts. In this course, we explore current topics in technology integration and evidence-based methods for teaching with digital technologies. Topics of study include: open networked learning and online professional learning networks; assistive technologies; evidence-based methods that support the development of students' critical digital literacies skills with diverse tech tools; digital video production; TPACK and the Triple E framework for planning instruction with technologies. During this course, students learn to do something new using only digital networks to inform their learning progressions. They record their learning and the learning resources they've used and reflect openly on their learning process. Students post all work in progress openly to the Web as a way to practice claiming their voices as educational leaders, as content creators and participants in professional digital spaces. This is also an intentional pedagogical move, designed to encourage sharing, collaboration, a sense of belonging and community in this fully online course.

Course Learning Goals

Consistent with the expectations for graduate studies at the University of Ottawa, students who complete this course will have demonstrated:

- An understanding of theory and scholarship in the field of educational technology.
- An awareness of current issues and trends in educational technology.
- The ability to understand, interpret and critique theories and research in the field of educational technology.
- The ability to evaluate the importance of a given study or theory for the practice of teaching.
- The ability to critically analyze, evaluate and synthesize information from multiple, multimodal scholarly sources.
- The ability to create a digital learning resource that leverages theory and research on learning, teaching and technologies and their interactions.

It is also expected that students in EDU 5188 will demonstrate:

- Engagement and motivation in their work;
- Autonomous and collaborative approaches to learning, communication and problem-solving;
- Intellectual curiosity;
- Professionalism in academic inquiry, communication, participation, and action.

Course Dates for EDU 5188

Course Starts:	January 10, 2022
Course Ends:	April 9, 2022
Reading Week:	February 20-26, 2022
Last date to change status from auditor to student:	January 21, 2022
Last date to withdraw from course with financial credit:	February 4, 2022
Last date to withdraw with no refund and no grade reported:	March 25, 2022

University Academic Calendar

Accessing the Course

How to Find our Course Content on uOttawa Virtual Campus

This course will be delivered entirely online.

The course will be delivered via the University of Ottawa's Virtual Campus: Brightspace by D2L Learning Management System (we will call it *Brightspace* for short).

To access Brightspace, go to the Student uOZone and Connect to the Virtual Campus from the uOzone homepage: http://www.uottawa.ca/en/students

To access the system, use your uOttawa student number and uOZone password.

If you forget your password or encounter technical difficulties, please contact Information Technology. They offer over-the-phone service by calling 613-562-5800 x 6555. You can also fill out an IT Service Desk Ticket through their online form.

Course Materials

Course Texts

Essential course readings will always be provided in each module, so there is no required textbook in this course. That said, there are four recommended texts that, based on your professional interests and needs, could be very valuable additions to your professional library. Review each of these texts based on your self-assessed needs and interests and decide whether owning a copy of these books would help you to achieve your learning goals in your graduate program.

Recommended

1. Jennifer Gonzales's eBook, The Teacher's Guide to Tech 2021. This eBook gives educators a fantastic overview of diverse tools and technologies that can be used to support learning in classroom contexts. It is a very good primer for those of you who don't fancy yourselves "techie" but are interested in getting up to speed quickly on a range of diverse tech tools. It is also a good resource for those of you who are interested in gaining a broader, deeper understanding of categories of ed tech tools, and the pros and cons of their use in classrooms.
2. Bouck, E. (2017) *Assistive technology*. Thousand Oaks, CA: Sage. Publisher site.
3. Kolb, L. (2017). *Learning first, technology second.* Arlington, VA: ISTE. Publisher site.
4. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: APA. https://apastyle.apa.org/products/publication-manual-7th-edition

Technologies

Here is a list of equipment and digital applications that you will need to use to complete this course. There may be other additions throughout the course, but these are the essentials:

- A computer (laptop or desktop) with Internet access (ideally a high-speed Internet connection)
- A digital video camera (a cell phone camera should be fine)

- A Youtube, Vimeo or TeacherTube account to which you can upload your videos, make them available for viewing and embedding on your website or in a Google Slides Presentation
- Google Spreadsheets -- for posting your work to the course ShareTracker
- Brightspace by D2L -- for accessing course content, sharing ideas on forums and for accessing your grades.
- Google Search
- A word processor (Google Documents or Microsoft Word)
- Websites
- uOttawa Libraries Databases
- Diverse Graphic Organizer and Graphic visualization tools (e.g., Popplet, Piktochart, Canva)

In this course, **you will not receive step-by-step tutorials** about how to use particular web-based or digital tools. If you are not sure how to do something or how to use a particular tool, please Google your question -- inevitably, someone else has had the same question and has posted an answer. Or, use the general discussion forum in the course to post a question -- your classmates might be able to help you. Most tech companies publish how-to videos to YouTube and you can usually find user forums where people post solutions to frequently asked questions or problems.

Course Content

Please note that the professor does reserve the right to change the readings lists, make substitutions or remove particular readings from the course based on how the course is progressing, questions that arise from students, or particular issues that come up as we work together through the course. Changes to course readings will be announced in Brightspace and inside of the module to which the changes are pertinent.

Each module includes a multimodal "lecture" that presents key ideas, synthesizes a range of research findings and scaffolds the reading purpose and recommended strategies for getting the most from each of the readings listed below.

EDU 5188 Integration of technology in education		
Module/Week	**Module themes**	**Readings and Things to do**
Module 0 (January 10)	**Overview of the course** ● Completing Module 0 will allow you to start Module 1 feeling comfortable with the learning environment, knowing a little more about the amazing people in our class, and feeling inspired to think big thoughts about learning, teaching and technology.	1. Familiarize yourself with the course syllabus. 2. Get to know the Brightspace Learning environment 3. Examine the video introduction to the course by the professor 4. Introduce yourself to one another by posting a "hello" message on Brightspace. 5. Decide whether you are going to use Google Drive, a Blog, a Wiki or some other

		digital space for the curation and sharing out of your coursework. If necessary, create the space (if you create a blog, be sure the title is professional). Insert the hyperlink to your digital space on the course ShareTracker.
Module 1 (January 17)	**Frameworks for Making Good Tech Integration Choices: Triple E and TPACK (Technological Pedagogical Content Knowledge)** ● What frameworks and evidence can inform teachers' instructional decision making with diverse digital tools? ● What is TPACK? ● What fundamental understandings about teacher knowledges equip educators to leverage the affordances of digital technologies to support learning? ● What is the Triple E Framework? ● How can educators engage, enhance, and extend student learning in ways that work?	1. Explore the following site: Kolb, L. (2017). About the Triple E Framework. https://www.tripleeframework.com/about.html **2. Post intro on Brightspace and share weblink in the ShareTracker by January 17**
Module 2 (January 31)	**Open, Networked Learning** ● What is open learning? ● Why should we care about openness and networks? ● Can digital networks support learning? What learning? Why? ● What literacies are learned and practiced through open, networked learning experiences? ● How can we design open learning experiences?	1. Explore the following article: Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning,* 21(1), article 1. http://www.itdl.org/Journal/Jan_05/article01.htm **2. Include the link to Assignment 3 (Version 1) in the ShareTracker by January 31**
Module 3 (February 14)	**Teaching and Learning Through Digital Video Production** ● What do students learn through the design and production of digital videos? ● What tech tools can we use to produce, edit and share videos?	1. Examine the following article: Jocius, R. (2016). Telling Unexpected Stories: Students as Multimodal Artists. *English Journal*, 105(5), 16–22. **2. Include the link to Assignment 1 in the ShareTracker by February 14**
February 20-26	**Reading Week**	
Module 4 (February 28)	**Assistive Technologies** ● What types of assistive technologies exist to support learners? ● What evidence is there to inform educators' instructional practices with diverse assistive technologies? ● How can we evaluate the potential for a given technology to support a student's learning?	1. Explore the article below: Alnahdi, G. (2014). Assistive Technology in Special Education and the Universal Design for Learning. *Turkish Online Journal of Educational Technology-TOJET*, 13(2), 18-23. https://files.eric.ed.gov/fulltext/EJ1022880.pdf **2. Include the link to Assignment 3 (Version 2) in the ShareTracker by February 28**

	● Which assistive technologies are germane to the work you do professionally?	
Module 5 (March 14)	**Teaching Online** ● What are the best practices for the design of virtual (online) classrooms? ● What are the common features of Learning Management Systems? ● What is the Universal Design for Learning (UDL) framework, and how does it help to make your online courses accessible to all learners? ● What digital tools can be used to design learning activities and courses in alignment with UDL recommendations?	1. Explore the CHENINE website: https://chenine.ca/en/home-2/ 2. Examine the Universal Design for Learning framework through the two following websites: - https://udlguidelines.cast.org/ - https://tinyurl.com/khbkjke5 **3. Include the link to Assignment 2 in the ShareTracker by March 14**
Module 6 (March 28)	**Digital Literacy** ● What is digital literacy, and why does it matter? ● What are the strategies to locate digital resources in a curriculum? ● What are top 5 digital literacy skills? ● What is hacking?	1. Examine the article: Eshet, Y. (2004). Digital literacy: A conceptual framework for survival skills in the digital era. *Journal of educational multimedia and hypermedia*, *13*(1), 93-106. **2. Include the link to Assignment 3 (Version 3) in the ShareTracker by April 6**

Course Assignments and Evaluation

Assignments

Assignments	Due Dates	Percentage value
0. Introduction on Brightspace Post weblink to ShareTracker	January 17	3% 2%
1. Open, Digital Networks for Learning Essay	February 14	20%
2. Assistive Technologies Visual Organizer	March 14	15%

3. Networked Learning Project (NLP)
     Version 1 - Initial plan, list of resources, demo video #1
     Version 2 - Update on learning progression, demo video #2
     Version 3 - Demo video #3 with final reflection on learning
	January 31
	
	February 28
	
	April 6
		10%
		
		20%
		
		30%

Total		100%

Assignment 0: Introduction

Module 0 is about taking a moment to figure out what the course is all about and demonstrating to the professor that you are all set and ready to learn.

- Introduce yourself to colleagues following the prompt in the Module 0 discussion forum. [3 points]
- Decide whether you are going to use Google Drive, a Blog, a Wiki or some other digital space for the curation and sharing out of your coursework. If necessary, create the space (if you create a blog, be sure the title is professional). Insert the hyperlink to your digital space on the course ShareTracker. [2 points]

Deadline: January 17, 2022.

Assignment 1: Open, Digital Networks for Learning Essay

This assignment is designed for those of you who love the traditional academic exercise of reading and researching the pros and cons of an issue. It is your first graded piece of work in the course, and it is designed to get you thinking about the advantages and disadvantages of digital networks for learning.

The Internet has transformed the ways that we socialize, do business, find information, and communicate. As a learning tool, however, has it lived up to its potential? After exploring Module 2 and conducting some of your own academic research (please use the uOttawa library databases and Google Scholar to find academic journal articles) present a synthesis of at least two ways that digital networks have been found to support learning and two ways that digital networks have been found to limit or undermine learning. You are welcome to focus on a particular network or approach to learning on the Internet (e.g., the Massive Open Online Courses (MOOC), eLearning, videoconferencing) or take a broader approach. This is intentionally open so that you can consider "networked learning" in a way that is of interest and of relevance to you, professionally.

Given that this is a web-based piece of work, please add in a multimodal component (e.g., an image, a graphic representation of an idea, an embedded video, etc.) as a way of building interest for an online audience, but also as a way of practicing foundational multimodal composition skills.

Details

- Length: 750-800 words (about two pages, double-spaced)
- Please use sans-serif fonts, like Arial or Calibri, font size 12.
- Number of academic references expected: 3-5 (you are encouraged to cite course readings, but at least 2 articles should be ones you found through your independent research using the uOttawa libraries databases https://biblio.uottawa.ca/en).
- All references should follow APA standards (7th edition).
- A title page should accompany the assignment.

A link to the final version of the assignment must be shared in the [ShareTracker](#) by midnight on February 14, 2022.

Evaluation Grid for Essay

Criteria	5	4	3	2	1	Feedback
Quality of Content and Critical Thinking Essay responds directly to the prompt -- pros and cons are reviewed. It is clear that the necessary thinking and research has taken place to enable the production of a thoughtful synthesis of the issue. Points are well supported with evidence (which is referenced using APA conventions). The essay is logically structured and organized. Ideas are expressed clearly and concisely.						
Quality of Expression Expert control of language (spelling, grammar, punctuation) APA elements of style observed Post is contextualized so the audience who is not part of the course or the graduate studies at uOttawa can extract value from it as a stand-alone resource (Hint: Do not indicate, "in this week's readings" -- if I'm not in your course, I have no idea what you're referring to. If you name and/or link the actual text, then I have the proper context to understand your work). Multi-modal additions are appropriate and add value to meaning of post						
Digital and Academic Citizenship Ideas are cited appropriately, following APA conventions (7th edition) Multimodal components, if not the intellectual property of the author, have been used under an appropriate [Creative Commons license](#) and/or transformed according to the laws of [Fair Dealing](#); license has been cited/attribution to other author given *(When in doubt, link back to original source and give credit).* Consider using your own photos, artwork, or other original work to enhance posts and be sure to give credit to yourself by citing your own images! Post is correctly linked to ShareTracker document, all Google docs are visible to appropriate audience, and where specified work has been promoted to your professional learning network via Twitter. (Hint: Make sure you *link to a specific blog post (*i.e., myblog.wordpress.com/postaboutlearning) NOT your blog's homepage (i.e., myblog.wordpress.com)).						

5 = exceptional; 4 = excellent; 3 = good; 2 = fair; 1 = needs improvement

Total points: 20
All sections are weighted equally. Evaluation will be done holistically, using these criteria to inform the decision about the grade. Feedback will clarify areas of strength and weakness in the work.

Assignment 2: Visual Representation of Assistive Technologies

After exploring module 4 on Assistive Technologies, use one of the following digital applications to create a visual representation of the assistive technologies that, in our view, are most relevant and important in your professional context for a particular purpose.

Possible applications

- Canva
- Piktochart
- Popplet
- Coggle
- Paper by 53 (on an iPad or iPhone)

As you decide on how to organize your visual artifact, and what content to emphasize, think about the audience for whom this might be useful. Here are some ideas and examples to inspire your own work.

1. Create an infographic that summarizes types of assistive technologies for children with a particular physical, communicative or learning need.
   - Audience: caregivers, educators, family members
   - Tool: Piktochart
2. Create a graphic organizer or mindmap that provides a set of decision-making steps for choosing an appropriate assistive technology.
   - Audience: educators
   - Tool: Popplet or Coggle
3. Create a sketchnote that summarizes the main technologies used in schools and the critical questions educators must ask before implementing them.
   - Audience: Educators
   - Tool: Paper by 53
4. Create a visual how-to guide with instructions for how to integrate a particular assistive technology into teaching practice.
   - Audience: classroom teachers
   - Tool: Canva

Links to sketchnotes and infographics that could inspire you!

- http://archive.brookespublishing.com/documents/Sadao-low-tech-AT-tools.pdf
- https://www.flickr.com/photos/gforsythe/9101797199
- https://www.pinterest.co.uk/pin/451134087659783914/

A link to the final version of the assignment must be shared in the ShareTracker by midnight on March 14, 2022.

Evaluation Grid for Assistive Technologies Visual Representation

Criteria	5	4	3	2	1	Feedback
Purpose and Audience						

The purpose of the work is clear.	
The audience for the work is clear.	
Visual Representation	
You have created a visual representation of a key idea in the use or integration of assistive technologies in your professional context	
You use visual elements and graphic elements to communicate meaning effectively	
Contextualization	
You have posted this to your blog with a brief description (in 50-75 words) that contextualizes the visual representation for readers.	

5 = exceptional; 4 = excellent; 3 = good; 2 = fair; 1 = needs improvement

Total points: 15

Assignment 3: Networked Learning Project

Over the coming weeks, your challenge is to learn something that you have always wanted to learn to do. The trick, however, will be to use only **YouTube, Social Networks and Internet Help Forums** for information about how to do the thing you've decided to learn. You may decide that you would like to learn to knit, to play the trumpet, to change the brakes on your car, to write a sonnet, to acquire basic vocabulary in Mandarin Chinese, to bake bread...really, the options here are endless. The fun will be in realizing how far you can get using only **"the network"** -- open educational resources published on Youtube and accessible through shared links on social networks, and people who offer up advice via social networks and help-forums in only nine weeks. You may have more traditional resources lying around home (e.g., recipe books, magazine articles, brochures and how-to guides) but please, please do NOT use these to support your learning during this learning adventure. This assignment is meant to push your understanding of the value of open, networked, digital learning options so that you might also consider this same model for use with your students in your teaching environment, no matter the students' age, interests, or level of expertise.

As you learn, you will also document your process through a series of blog posts. Consistent with the blogging genre, multi-media is required for each post (e.g., photos, sound recordings, a screencast, a short video) that shows your progress or in which you demonstrate your learning.

In total, this project is worth 60% of your final grade.

Description, Deadlines and Evaluation Criteria for the Networked Learning Project (NLP)

NLP Version 1: Due on January 31 [10%]

Tell us what you have decided to learn, and about the information sources you have already discovered that will help you to learn this new skill. Be sure that your learning goal is both concrete and realistic given the time constraints. Record a brief video of yourself trying to do the thing that you plan to learn over the next nine weeks (2 minutes maximum) in which you

articulate questions and show your audience the skill you have at the beginning of your networked learning journey.

Details

- Your video should be no longer than 2 minutes in length.
- Word limit for blog post/description of project: 400 words
- Video must be embedded in blog post or linked to a Google Doc.
- Please use sans-serif fonts, like Arial or Calibri.
- If references are used, they should follow APA standards (7th edition).
- Include a list of resources found.

A link to version 1 of the assignment must be shared in the ShareTracker by midnight on January 31, 2022.

Evaluation Grid of NLP Version 1

Criteria	5	4	3	2	1	Feedback
Quality of Content Clear description of networked learning project. Evidence of initial search for networked information sources to inform learning process. Evidence of critical questioning in the blog post and video that can inform the learning process.						
Compliance with the Guidelines The word limit is observed. The video does not surpass 2 minutes.						

5 = exceptional; 4 = excellent; 3 = good; 2 = fair; 1 = needs improvement

Total: 10 Points

NLP Version 2: Due on February 28 [20%]

Give us an update on what you have learned so far. You will list the resources that you have used (and continue to use) to learn your new skill. You will evaluate which of the resources has been most helpful and why. You will provide an update, generally, on your learning progression and identify one challenge that you have encountered and at least one solution. You will include relevant visual representations of your progress. Specifically, in your blog post or Google doc, provide a before/after photo set that illustrates change in some important way. Also, include a short video clip (30 second maximum) that demonstrates you doing one small new thing that you've learned.

Details

- Word limit for blog post: 600 words
- Include a 30 second video of you doing something that you have learned.
- Include progression photos (before and after photo set).
- Please use sans-serif fonts, like Arial or Calibri for your blog post.
- All references should follow APA standards (7th edition).
- List all resources you have used.

A link to version 2 of the assignment must be shared in the ShareTracker by midnight on February 28, 2022.

Evaluation Grid for NLP Version 2

Criteria	5	4	3	2	1	Feedback
Quality of the Description of the Learning Progression There is an evaluation as to which of the resources have been most helpful, with clear explanation for why. The blog post provides an update on your learning progression. At least one challenge of the process has been identified for you as a learner. There is discussion of one or more solutions to this/these learning challenge(s). This demonstrates that you have reflected deeply on your own learning process.						
Visual Representations Relevant visual representations of your progress are included. 1. A before/after photo set. You should share at least two photos that visually represent the progress you have made between the start of your learning and where you are currently at. 2. A short video clip (consider using an app like Boomerang from Instagram or Flipgrid to record this) that shows a key moment in your learning.						
Compliance with the Guidelines The word limit is observed. The video does not surpass 30 seconds.						

5 = exceptional; 4 = excellent; 3 = good; 2 = fair; 1 = needs improvement

Total: 20 Points

NLP Version 3: Final Video & Blog Post: Due on April 6 [30%]

It's now time to create a video in which you should re-state your learning goal, explain the sources you used to learn, and demonstrate what you have learned. Your video should be uploaded to YouTube and embedded on your blog (or linked to your doc) with a short bit of text that contextualizes the video for the audience.

Your blog post should give general context for your video and summarize your reflections on learning in this "networked" way. Your reflection should include your thoughts on the advantages, the complexities, and the disadvantages of learning in this way. Conclude by telling your audience how you will or will not continue to use this approach to learning yourself, and why you will or will not encourage students to use this approach for their learning. Throughout, make connections to course themes and readings as a way to connect your own experience to a broader foundation of theory and evidence.

Details

- Your video should be no longer than 3 minutes in length.
- Word limit for blog post: 600 words
- Please use sans-serif fonts, like Arial or Calibri for your blog post.
- All references should follow APA standards (7th edition).
- List all resources you have used.

A link to version 3.0 of the assignment must be shared in the ShareTracker by midnight on April 6, 2022.

Evaluation Grid for NLP Version 3 - Final Blog Post and Video

Criteria	5	4	3	2	1	Feedback
Video Elements The created video demonstrates what you have learned.						
Quality of Blog There is contextualization of the video for the audience. There is evidence of reflection on your learning through networks. Advantages, disadvantages, and complexities of learning in this way have been identified. There is explanation of the next steps and your rationale for whether or how you would leverage this approach in your own instructional context. There are explicit connections to course themes and readings.						
Compliance with the Guidelines The word limit is observed. The video does not surpass 3 minutes.						

5 = exceptional; 4 = excellent; 3 = good; 2 = fair; 1 = needs improvement

Total: 30 points

How to Create and Submit Assignments

Although all course content and discussions can be found in Brightspace, we will use a Google Spreadsheet called the ShareTracker to post hyperlinks to all assignments in this course.

Given that all students in the class have editing privileges on the ShareTracker, it is important to be careful where you put your hyperlinks. **Please do not overwrite the work of others.** Obviously, all Google Docs have revision histories and mistakes can be undone -- but try to be mindful of where you type so that you do not inadvertently undo the work of a colleague. ShareTracker was chosen as it is an efficient solution for sharing work in a learning community that also introduces students to foundational web literacies skills (i.e., how to copy and insert a hyperlink) and mindsets (i.e., sharing, openness, making thinking visible, digital citizenship, responding respectfully to online content).

Why do we Create and Share Assignments Openly in this Course?
First, this is an online course about technologies, teaching and learning. You will, therefore, use diverse digital technologies to create and share your work online. As we will explore in Module 2, online networks offer limitless potential for learning -- but only if people come to them ready to share their ideas. For many of you, this may be the first time you have taken an online course about technology and teaching. For others, this may be the first time anyone has asked you to share your works in progress with your classmates in an online course and you might be feeling nervous about that. It is important for all students to understand that this is a *learning* environment. And just like in an in-person class where the ideas that get shared can be challenged and used to inform one's own thinking, the work that you share in this course can, and indeed should be used by others in the class to inform their understandings of course activities, themes, and topics.

Educational Leaders Apply a Pedagogical Mindset. As a community of learners in EDU 5188, our sharing is pedagogical in intention. We share to contribute to the learning of our peers. And, when we benefit from this sharing as learners, we do not judge harshly, criticize or respond in ways that are disrespectful or would minimize the contribution that our peers have made to the course through their work. We acknowledge that every learner in this course is at a different moment in their learning trajectory. However, as graduate students, we all share the common goal to improve our understandings of course topics. We are here to develop new skills, and to become leaders in our respective fields of expertise. In EDU 5188 you will gain more through collaboration than competition.

Therefore, I ask that all of your work be shareable, and cloud based.

Tools for Sharing Work

You can share your work on the web in several ways and you can decide what works best for you. Here are some suggested options.

a) **OneDrive Folder**. As a student at the University of Ottawa, you have a Microsoft 365 subscription, and can therefore save your files in OneDrive. If you choose OneDrive, please create a FOLDER in your drive, name it YOURLASTNAME_EDU5188 and set the sharing settings for the folder and for all of the work that you share to **ANYONE with the**

LINK can VIEW. This last detail is ESSENTIAL. Otherwise, the professor may not be able to view the work you add to the folder.
Please examine the video if you are new to OneDrive.

b) **Google Drive Folder**. All of your assignments for this course can be created using Google tools (e.g., Documents, Drawings, Slides etc.). If you need to use software like Word to write your work, you can always upload .doc or .pdf files from your computer to your Google drive for easy sharing with others. If you choose Google Drive, please create a FOLDER in your drive, name it YOURLASTNAME_EDU5188 and set the sharing settings for the folder and for all of the work that you share to **ANYONE with the LINK can VIEW**. This last detail is ESSENTIAL. Otherwise, the professor may not be able to view the work you add to the folder.

c) **Blog.** There are many free blogging tools that can be used to curate your digital work in this course. I do not endorse a particular platform over others, although I use Wordpress myself. Other options include Weebly.com, Blogger.com, Edublogs.org and Wix.com. Blogging is a great way to "put yourself out there" on the web as a digital participant, plus if you start in this course, you can make your blog into something much more substantial during your graduate program. Some students decide to keep blogging well after their program ends, and they find ways to repurpose it for other professional purposes (e.g., as a Classroom website).

d) **Wiki.** Is it time to bring back the Wiki? The most famous wiki is, of course, Wikipedia -- but you could make one too! Wikis used to be the go-to free web development space for educators, but they sort of fell out of fashion as web design interfaces like Wordpress, Weebly and Wix became more and more sophisticated and allowed everyone to create professional-looking content for free. But maybe a wiki is for you? It is a great way to publish content and edit it quickly, plus you can usually add more than one collaborator on a wiki -- which means your wiki can easily transition from a space for your coursework to a space for collaboration with students, colleagues or whoever you'd like to contribute to the space in future. Some options for building wikis: PbWorks.com, WikiDot.com.

Other tools? Sure! If there is another tool that you would like to use to curate and share your work openly in this course, please send let the professor a note by email to discuss.

General Grading Guidelines

All written assignments will be evaluated with the following general expectations in mind. Please use these General Grading Guidelines along with each assignment's Specific Grading Guidelines to plan your work. The word "post" here reflects the general understanding that your work will be published on a blog, but you can also take it to mean "document" if you choose to use a Google Folder to curate your work.

Quality of Content and Critical Thinking

- Author's post responds directly to the assignment prompt and is clearly connected to course material
- It is clear that the necessary thinking, research, exploration, and/or collaboration has taken place to enable the production of a thoughtful writing piece

- Author's post demonstrates an understanding of how to compose for a professional audience
- The writing is logically organized. Ideas are expressed clearly and concisely

Quality of Expression

- Expert control of language (spelling, grammar, punctuation)
- APA elements of style observed
- Post is contextualized so the audience who is not part of the course or the graduate studies at uOttawa can extract value from it as a stand-alone resource (Hint: Do not write, "in this week's readings" -- if I'm not in your course, I have no idea what you're referring to. If you name and/or link the actual text, then I have the proper context to understand your work).
- Multi-modal additions (e.g., images, video, graphs, infographics) are appropriate and add value to the meaning of the post

Digital and Academic Citizenship

- Ideas are cited appropriately, following APA conventions
- Multimodal components, if not the intellectual property of the author, have been used under an appropriate Creative Commons license and/or transformed according to the laws of Fair Dealing; license has been cited/attribution to other author given *(When in doubt, link back to the original source and give credit)*. Consider using your own photos, artwork, or other original work to enhance posts and be sure to give credit to yourself by citing your own images!
- Post is correctly linked to ShareTracker document, all Google docs and OneDrive documents are visible to the appropriate audience, and where specified work has been promoted to your professional learning network via Twitter. (Hint: Make sure you *link to a specific blog post (*i.e., myblog.wordpress.com/postaboutlearning) NOT your blog's homepage (i.e., myblog.wordpress.com)).

uOttawa Grading Scale for Graduate Study

The following scale will be used in the reporting of grades.

Letter grade	Numerical value	Percentage scale value
A+	10	90-100
A	9	85-89
A-	8	80-84
B+	7	75-79
B	6	70-74
C+*	5	65-69
C	4	60-64
E*	1	40-59
F	0	0-39
ABS	0	Absent
EIN	0	Failure/ Incomplete

All grades below "C+" (65%) are failing grades for graduate students.

An A+ grade is considered *an exceptional grade.* In this course, an A+ grade is reserved for work that not only exceeds all course expectations, but that also adds something novel and original.

Policies on Communications, Late Work, Academic Integrity and Violence

Expectations for Communications

Given that this course is delivered online, it is essential to outline an explicit communications policy. I prefer email for communications. Please ensure that you have set up your Brightspace account to receive notifications of announcements to your uOttawa email address -- and please check your uOttawa email daily. Please use my jfourn24@uottawa.ca for all communications related to our course. Likewise, I ask that you use your uOttawa.ca email address for sending messages. These email addresses are less likely to be "hacked" than other emails which means that we have extra assurances of the security of our communications. Plus, in an online course environment, all stakeholders have extra assurances that when we're using our official emails that we are really communicating with the person for whom the message is intended.

Unless you receive an Out of Office reply from me, you can expect a response to any email query about the course in 24 hours. I will expect the same from you. If you're unable to respond in 24 hours, please put on your out of office reply or send a quick acknowledgement explaining that you will provide a proper response asap. That way, I know that you have received my message and will respond as your schedule allows.

Subject heading: If a message is URGENT, please indicate this in the subject heading. I will do the same. This helps us to manage our inbox communications and to prioritize messages that need the most immediate reply. Also, given that I receive 50-100 email messages each day, I appreciate it when students indicate the course code EDU 5188 in the subject heading. This helps me to know when a question is from a student.

Professional Language: Email is notoriously devoid of tone. For this reason, please examine your emails before sending (to me, to classmates, to colleagues). Ask yourself if the language is professional, if the tone could be misinterpreted and cause offense, or if you've drafted anything that, upon reflection, would be better shared in a conversation so that meaning can be quickly clarified. When needed, you are welcome to send an audio message, send a direct message via Twitter or make an appointment to discuss an issue. All of my contact information is provided at the top of the syllabus.

Synchronous vs. Asynchronous Expectations

Please note that this course is asynchronous in its delivery. This means that you will be able to work through each module at your own pace, using the one- or two-week time window for each module as is appropriate for your schedule. Deadlines are clearly stated in the ShareTracker and on Brightspace.

Academic Integrity

Plagiarism: Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark of F for the work in question, to being expelled from the University, and even the revocation of a degree or diploma already awarded.

Intellectual Integrity: Honesty, probity, and moral integrity are of the utmost importance in interpersonal relations, and are thus the founding principles of a just and harmonious society whose members respect one another. Educational systems recognize that to educate is to promote the cardinal virtues: students must acquire not only the skills and knowledge specific to their discipline and a rich personal culture relevant in society but also the moral behaviour that allows them to be worthy citizens. Students in this class are expected to demonstrate intellectual and moral integrity in all of their course activities.

For more information about intellectual integrity, the due process that will ensue should there be an issue of academic fraud, and information about how to report instances of academic fraud, please consult the website of the VP-Academic and Provost of the University of Ottawa.

Policy for Late Work

Deadlines should be respected so that, as a community, we can accomplish our learning goals.

If it becomes obvious to you that you will not meet a deadline, please contact the professor. Sometimes, life happens -- we get sick, children or other family members get sick, we have many competing deadlines at work, we get hit with a pandemic, we experience the unexpected. Often, arrangements can be made that accommodate your immediate needs without compromising the overall progress of the course. Decisions for extensions will be made as necessary, on a case-by-case basis. The professor reserves the right to impose a discretionary late penalty of up to 20% when work is submitted late without communication, justification or explanation. An explanation will be provided to students when a discretionary late penalty is applied.

Access Service - For Students Needing Accommodations

If barriers are preventing you from fully integrating into the online academic setting and you need adaptive measures to progress (accommodations for assignments, learning strategies, etc.), contact Access Service immediately at the start of the term:

- in person at the University Centre, Room 339;
- online at www.sass.uOttawa.ca/access/registration;
- by phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures.

Policy on Violence, including the University of Ottawa Policy on Sexual Violence

The University of Ottawa does not tolerate any form of violence, including sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or **online harassment**. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.

If you experience *any kind of harassment* in this course, please do not remain silent. Please let the professor know about it so that she can work with you to ensure the proper supports are put in place, and the proper steps are taken to stop the harassment. Every student in the course has the right to a safe and productive online learning environment.