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## Diploma in Educational Technology Quality Assurance Review

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October 2024

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## **CBU Diploma in Educational Technology Quality Assurance Review**

### **Executive Summary**

On February 27, 2023 a letter from the Vice-President Academic and Provost (VPA), Dr. Richard MacKinnon, was sent to the Dean of the School of Education and Health (SEH), Dr. Patrick Howard, launching a review of the Diploma in Educational Technology. In response to this, Dr. Howard identified a Review Committee (RC) chair, who subsequently submitted the composition of the RC to the Office of the VPA, followed by a meeting with the Quality Assurance Advisor to discuss the proposed timeline.

The RC began meeting in the spring of 2023 with an initial focus on reviewing all documented information on the program including the MOU with the Memorial University (MUN) Master of Education (Educational Technology).

Dr. Howard's term as Dean was completed in June 2023 and the new SEH Dean, Dr. Ellyn Lyle, was brought up to speed by the RC in August 2023 when she began the role. During the course of work on the self-study by the RC, the decision was made by Dr. Lyle and her colleagues to withdraw from the MOU with MUN. Written notice was sent to MUN Dean of Education, Dr. Pamela Osmond-Johnson, on March 4, 2024 including the teach-out commitment for those students in progress.

The first full draft of the self-study report was submitted to the Quality Assurance Committee (QAC) in May 2024. The QAC discussed the self-study draft at their May 9, 2024 meeting and provided feedback to the RC. The RC made edits to the document and resubmitted their final draft which was reviewed and accepted by the QAC for distribution to the external review committee.

Review team members were identified in April 2024 and the virtual site visit was scheduled for June 18-19, 2024. The two external reviewers – **Dr. Mary Saudelli**, *Dean of Education* at University of New Brunswick, and **Dr. Janette Hughes**, *professor and Canada Research Chair* at Ontario Tech University - were assisted by senior CBU staff member **Laura Baker Warren** from the Centre for Teaching & Learning. The visit, outlined in the site visit agenda found in this document at the end of the External Reviewers' Report, involved virtual meetings with a broad cross-section of faculty, staff, and students.

In their report, submitted to the VPA on July 18, 2024, the external reviewers were impressed with the commitment of the faculty and staff, and the level of support provided to students throughout the program. Their report offers four (4) overarching recommendations to strengthen programming in the area of educational technology and deepen the learning opportunities for students.

After receiving the RC response, VPA, Dr. Rod Nicholls presented an overview of the external recommendations to the CBU Executive at the September 25, 2024 meeting. The final report was submitted to Senate in September 2024 for approval at the October 18, 2024 meeting. The VPA's response also includes an action plan in which the first scheduled follow up with members of the Educational Technology Quality Assurance Implementation Committee will take place in April 2024.

## Diploma in Educational Technology Quality Assurance Review

### Response of the Vice-President Academic & Provost, Dr. Rod Nicholls

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Following receipt of the report from the external reviewers, the Diploma in Educational Technology Review Committee (EDTECH-RC) prepared a response to the report and the external recommendations. Both reports were shared with the Quality Assurance Committee of Senate and the CBU Executive Committee. The following response takes into consideration all comments received.

The external reviewers were impressed with the commitment of the faculty and staff, and the level of support provided to students throughout the program. Their report offers four (4) overarching recommendations to strengthen programming in the area of educational technology and deepen the learning opportunities for students.

#### External Recommendations

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1. **External Recommendation:** “Discontinue the Graduate Diploma in Educational Technology and immediately stop any intakes.”

**VPA Comment:** There are good reasons to consider phasing out the graduate diploma and replacing it with a M.Ed. (recommendation #2) but immediate discontinuation is not necessary. The graduate diploma still meets the needs of many P-12 educators. In the short to medium term, therefore, improvements to current course offerings can be made (including those suggested in the external report) to ensure a good academic experience for the steady intakes that can be expected. During this time, it will be possible: a) to work on the development of a new master’s level program that is academically sound and financially sustainable; and b) for the resulting program to move through the CBU Senate and then the two-stage external approval process.

2. **External Recommendation:** “Build a Master’s in Education in Digital Pedagogies.”

**VPA Comment:** This recommendation is broadly aligned with our Strategic Enrolment Management (SEM) and with CBU’s Academic Plan’s goal of growing in the area of graduate programming. Consistent with the VPA’s previous comment, therefore, the M.Ed. should be seriously considered.

3. **External Recommendation:** “Update the theory content to include contemporary learning theories (e.g. connectivism).”

**VPA Comment:** This recommendation might be more applicable to a prospective M.Ed. with a significant theoretical focus than an improved graduate diploma to be offered in the medium term. For, as noted previously, there is still a demand for an improved diploma level graduate credential in this area as will be delivered in the short and medium term.



4. **External Recommendation:** “Integrate Universal Design for Learning (UDL), anti-oppression, and Equity, Diversity, Inclusion, Accessibility, Decolonization (EDIAD) throughout the program.”

**VPA Comment:** Many academic programs in all disciplines could benefit from this recommendation. An added advantage of updating current courses within the graduate diploma will be to provide insights into the adjusted substance of a prospective M.Ed. in the future.

I thank the EDTECH-RC and the external reviewers for their careful, detailed approach to this overall review. Participants have provided us with good advice as to how we might elevate existing offerings and worthy suggestions for how CBU can continue to provide P-12 educators with access to high quality and flexible program options that can meet the needs of the ever-changing classroom.

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Dr. Rod Nicholls  
Vice-President Academic & Provost

Appendix A: Quality Assurance Action Plan Follow Up  
Diploma in Educational Technology: Check-in #1 April 2025

Action Item	Individual/Unit Responsible	Current Status	Plan and Timeline to Completion
1. Initiate a Quality Assurance Implementation Committee (QAIC) to oversee the completion of the action items.	Dean, SEH		
2. Update current course offerings in the Educational Technology Diploma to include contemporary learning theories, UDL, EDIAD, anti-oppression, and practical and up-to-date classroom applications of technology relevant to P-12 educators.	Dean, SEH		
3. Begin work on the development of a master's level program in the area of educational technology to serve as the eventual replacement (once approved) for the graduate diploma.	Dean, SEH QAIC		
4. Ensure the new master's level programing includes contemporary learning theories, UDL, EDIAD, anti-oppression, and practical and up-to-date classroom applications of technology relevant to P-12 educators.	Dean, SEH QAIC		

**Response to External Review of Graduate Diploma in Educational Technology**  
**School of Education and Health**  
**15 August 2024**

**External Reviewers:** Dr. Janette Hughes (Ontario Tech University); Dr. Mary Gene Saudelli (University of New Brunswick)

**Internal Reviewer:** Laura Baker-Warren

**Faculty & Staff consulted on response:** Dr. Kristin O'Rourke (Education Chair); Dr. Rob Power (Ed. Tech Faculty Lead); Jordan Townsend (Interim Manager of Grad Programs in Education); Dr. Kate Krug; Melissa Bishop; Terry MacDonald; Tammy Cadegan

We would like to thank the external reviewers for their time and their thorough, insightful report as part of the quality assurance review process for the *Graduate Diploma in Educational Technology* program. The findings and recommendations of the external reviewers align with those made by the quality assurance review committee. In accordance with the findings of the committee and the external reviewers' recommendations, it is our intention to discontinue the *Graduate Diploma in Educational Technology* and, through the guidance and support of the Provost's Office, to pursue the development of a new *Master of Education (Digital Pedagogies)* degree program.

The Education Department of the School of Education and Health terminated (without prejudice) its partnership with Memorial University of Newfoundland in the joint *Master of Education (Educational Technology)* program, effective January 2024. In accordance with the Memorandum of Understanding, we are committed to continuing to offer these courses until the end of our agreement with Memorial in December 2026. Similarly, we are committed to continuing to offer all of the courses in CBU's *Graduate Diploma in Educational Technology* program to meet the needs of students currently enrolled in that program. This commitment includes ongoing revisions and refinements of the program's course offerings to provide all Graduate Diploma and M.Ed. (Educational Technology) students with the highest calibre learning experience.

The external reviewers' report spoke to areas for potential improvement, including: the integration of Universal Design for Learning (UDL) principles; Equity, Diversity, and Inclusivity (EDI) principles; and decolonization and Indigenization of curriculum and pedagogies. Efforts are underway to address these recommendations within the *Graduate Diploma in Educational Technology*, which is aligned with the new curriculum standards of the School of Education and Health and Cape Breton University's Mission, Vision, and Strategic Objectives.

The external reviewers' report recommendations are being addressed in the short term. They, together with School and University standards strategic commitments, will guide the development of the proposed Master of Education (Digital Pedagogies) program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ellyn Lyle'.

Ellyn Lyle, Ph.D.  
Professor and Dean  
School of Education and Health

## **External Review: CBU Graduate Diploma in Educational Technology**

**External Reviewers:** Janette Hughes (Ontario Tech University); Mary Gene Saudelli (University of New Brunswick)

**Internal Reviewer:** Laura Baker-Warren

### **A. Summary of the visit**

#### Date & Location:

The virtual site visit took place Tuesday, June 18 and Wednesday, June 19, 2024 on MS Teams.

#### People & groups interviewed:

The virtual site visit consisted of a total of six meetings with various groups. It began with an initial 30 minute meeting with Alyssa MacDonald, Quality Assurance Officer, CBU.

- 60 minute meeting (Welcome and Overview)

Rod Nicholls, Vice-President, Academic (Provost)  
Alyssa MacDonald, Quality Assurance Officer  
Ellyn Lyle, Dean, School of Education & Health  
Kristin O'Rourke, Department Chair, Education  
Meghan Schaller, Chair of the Self-study Review

- 75 minute meeting (Faculty)

Dr. Rob Power, CBU Faculty, Department of Education  
Dr. Melissa Bishop, CBU Faculty Department of Education  
Diane Janes, Sessional Instructor, Adjunct Professor (not present)  
Dennis York, Sessional Instructor (not present)  
Lisa O'Neill, Sessional Instructor  
Terry McDonald, Sessional Instructor (not present)  
Darlene Kyte, Sessional Instructor (not present)

- 60 minute meeting (Current Students)

We met with seven students who were in various stages of completion of the program. Out of the interest of integrity of this review and student confidentiality we have chosen not to identify the students who attended and provided their feedback.

- 60 minute meeting (Admissions, Recruitment and Student Services)

Lesya Pidzamecky, Admissions

Meghan Schaller, Program Manager

Courtney Vienneau, Liaison Librarian

Matt Brown, Manager of Domestic Recruitm

- 45 minute meeting (Dean)

Ellyn Lyle, Dean, School of Education & Health

#### Facilities toured:

The Graduate Diploma in Educational Technology at CBU is a fully online, primarily asynchronous program. The reviewers and staff, faculty and administrators engaged in a virtual site visit via MS Teams.

#### Documents reviewed:

- Quality Assurance Self-Study Review
- [CBU Strategic Plan](#),
- [SEM Plan](#)
- [Academic Plan](#)
- [CBU Quality Assurance Framework](#).

#### Any other activities relevant to the appraisal:

### **B. Major findings related to the following items (as appropriate):**

- Alignment of the goals of the unit with those of the university
  - Program doesn't align with Academic Plan, specifically:
    - Leadership in innovative pedagogies, experiential learning and L'nu education (where is Indigeneity?) Instructors indicated that Indigenous students can bring in Indigenous themes, as well as indicating they want to "wait" until an Indigenous colleague arrives to begin this work, putting the onus on Indigenous people once again, instead of doing the work they should be committed to doing, The important work of unlearning, or decolonization of self as academics and instructors can begin with professional development

and engagement in their own learning. There are many valuable resources of all modalities for faculty to engage (see this great resource: <https://ualbertaicr.wordpress.com/>). More can be provided upon request.

- Online preparedness – students do not feel adequately prepared to pursue further grad work and only 50% continue into a M.Ed. program. According to the self-study, 34% of the students did not feel adequately prepared for career goals in relation to digital technologies. Students interviewed felt the program offered very little to elementary educators (geared to HS, HE)

- Role of the unit within the university and relationship to other units

Students and faculty indicated that the program operated as an independent unit. To a degree, this could be as a result of the asynchronous nature of delivery. However, students did indicate appreciation for the asynchronous nature given the pulls on their time.

Service units in the university indicated they value the program and want to ensure its success. This said, some comments from the service units contradicted students' comments in relation to their experience. For example, while sessions with service units and broader opening sessions indicated that there were student orientation sessions, the students indicated that there were "none that they were made aware of". They indicated they were sent a one page document that spoke to the course trajectory, but it was not particularly helpful for students attempting to sort out log in to Moodle, student services, student support, etc. Students did speak highly of Meghan in terms of her "will to do anything she can to support students".

- Contribution to the student experience

- Students value the asynchronous nature of the program, many agreeing that they could not have participated if it had been synchronous; however, the expectations for weekly input were not aligned with an asynch format (e.g. extra marks for posting first). Students indicated that their perception of online participation emphasized who posts first, and word count of contribution over engagement in discussion of concepts.
- Students also indicated that inflexibility regarding deadlines for assignments and lack of real world practice oriented nature of the assignments and the readings meant that they questioned the value of the content they were learning. Students indicated that "we need learning we can use now! Perhaps 1 course had content I could use. The content is

theory focussed and geared to the Masters students in MUN. It is not geared for practice and not useful to us. We wanted real world practice-oriented tools that we can use now.”

- Relationship with other users
  - Students feel sense of belonging in program, primarily as those we interviewed joined with friends and colleagues
  - Group work expectations difficult in asynch format
  - A lot of peer learning, sharing resources, ideas and strategies – “not learning much from instructors”
  - Group assignments were challenging with asynch format. Getting students who all had different schedules together to complete group work, with heavy readings and academic paper focussed assignments made it difficult for students to work together and learn through the assignments and tasks.
- Ongoing planning & assessment processes
  - Course content overlap
  - Course content out of date
  - Lack of engagement of any contemporary tools or digital issues (e.g. artificial intelligences, other digital tools related to practice)
  - More consistency in assessment practices (tension between Academic Freedom and Quality Assurance discussion)
  - Emphasis on “pragmatic” (RP) and lived experiences
  - Little contribution to link to EDI or Indigenization. Instructors spoke of creating assignments that embraced different modalities and allowed for different forms of expression but none of the content spoke to Universal Design for Learning, anti-oppression, other accessibility frameworks, international and Indigenous worldviews and thought regarding learning.
- Appropriateness & effectiveness of the services/supports delivered
  - High praise for Megan’s support
  - Feeling that advisors only there to provide course info and check boxes
  - Instructors feel well-supported re: technology
- Appropriateness & effectiveness of communication with stakeholders
  - Students do not feel expectations for GDip were well-communicated; no orientation/info sessions; just “descriptions” of program online
  - Students do not feel the GDip speaks to their expectations regarding teaching practice

- Students do not feel the program is targetting their learning goals; mainly geared for Masters MUN students
- Other issues to be addressed
  - Possibility to transfer credits to M.Ed?
  - Potential for laddering – a GDip program that can contribute to a Masters
  - Professional development regarding Truth and Reconciliation, Indigenization, decolonization and Equity, Diversity and Inclusion
  - Engagement with contemporary theories of learning and international worldviews of learning

### **C. Recommendations for improvement**

#### Weaknesses of the GDip Program:

- 30 credit program that is not differentiated (enough) from 30 credit M.Ed.
- No evidence of EDIA (53% students “not enough exposure to multicultural learning opportunities”)
- No evidence of Indigenous perspectives or decolonization (62% say “not enough exposure to Indigenous and other cultural perspectives”)
- Course content is outdated and lacks a critical orientation/perspective
- Program doesn’t adequately prepare students to apply “tech skills” to their current role (56% students did not plan to use their learning in their context)
- Students did not feel that there was enough availability in course selection (74%)
- Course content does not sufficiently focus on important social/ethic issues (51%)
- Only 68% of students would select CBU again

#### Opportunities for Improvement:

- 1) The program would benefit from a complete redesign. Currently there is a disconnect between students feeling the program geared to Masters students and faculty feeling the target audience is K-12 teachers. The existing GDip is not currently a viable option because it requires the same number of credits as the Masters, but does not result in the same increase in licensure as a Masters degree. Students cannot ladder into an M.Ed.
- 2) The program needs to be clearly defined as a Masters program, with strong curriculum mapping regarding course content, prerequisites, etc.

#### Potential Further challenges in the Coming Years



The GDip Program is outdated. An outdated program might lead to several challenges if a comprehensive curriculum review and revision process is not undertaken.

- Lack of relevance and appeal to students
- Disconnect in relation to what faculty and units indicate they are providing through the program and a complete disparity in terms of what students indicate is their experience of the program
- Student satisfaction and feedback
- Reputational damage (program, Faculty, institution) – based on students' comments re: GDip being “bashed” on social media
- Competitiveness with other programs
- Lower quality of graduates
- Negative impact on Industry partnerships and collaboration

Differences between the unit's view of its role and the expectations of: 1) the university, and 2) its different stakeholders:

- 1) There is a marked discrepancy between instructors' perceptions of the success of the courses/program (i.e. preparedness, inclusion of UDL ... ) and students' perceptions and reviewers' observations
  - a) Students do not see any attempt to differentiate course content/workload for GDip students yet they do not get a Master's at the end; instructors claim to offer different “paths/options” for GDip students
  - b) # of credits, assessment and eval is same for both GDip and M.Ed.
- 2) There is a marked disparity in relation to discussions of EDI and accessibility in relation to instructors' thoughts and what reviewers note from discussions with students and review of content. Instructors mainly spoke of UDL as contributing to how they allow students to demonstrate their learning on assignment. Instructors also indicate themes are woven into courses often from students choosing certain topics that relate for presentations, et cetera. UDL is not woven into the course work, students were unaware of UDL, anti-oppression or Indigenization as content in the program. The reviewers could not find any indication of any of these themes in their review of documents
- 3) While instructors indicate their emphasis is on “lived experiences” and that they “are loath to speak to specific tools”, students indicated that they thought they would be getting practical, practice-oriented learning that they could use. They felt the program was overly theoretical and would have appreciated more contemporary practice-oriented issues (e.g. the role of artificial intelligence in learning, simulation and learning, ethics and digitally enhanced learning).

### Core objectives and priorities over the next five years

- 1) Instructors should engage in ongoing and reflective professional learning opportunities related to EDIAD, including:
  - a) Global and cultural competence and awareness;
  - b) anti-bias/anti-racist education;
  - c) Inclusive teaching practices, including UDL;
  - d) Accessibility for digital content and learning environments;
  - e) Intersectionality in education;
  - f) Recognition of different world views about learning
  - g) Decolonizing the curriculum; decolonizing the self;
  - h) Equity-Minded assessment practices;
  - i) Culturally responsive pedagogies;
  - j) Social justice education;
  - k) GlobalDigital Citizenship education;
  - l) Ethical use of educational technologies

### Possible improvements through reallocating existing resources

Current faculty and sessional instructors can engage collaboratively with a working group that includes Teaching and Learning, IT, Student Services, perhaps some student representation, and other units within the Faculty of Education and Health to revamp the program. As our **primary recommendation is a discontinuation of the current program and the development of a new M.Ed. in Digital Pedagogies**, we feel it is imperative that the rebuilding includes a working group of dedicated professionals.

### Improvements that might be addressed through additional resources

There are many resources for professional development for faculty in relation to all the areas indicated above. These should be accessed.

### Recommendations provided in the self-study

- 1) The self-study indicates that “Program Enhancement” is a top priority. To that end, the self-study indicates that a master’s degree program would better align with institutional priorities and student expectations. We agree.
- 2) The self-study indicates that content should include topics that we have also found to be crucial to a redesign: AI, digital sovereignty, etc. (see suggestions at the end of this document).

- 3) The self-study indicates that the revitalized program needs to differentiate from the current Masters in Curriculum studies with MUN – Technology Integration
- 4) The self-study indicates a stronger emphasis in the revitalization on EDI throughout the program

#### Additional recommendations from the self-study and/or the site visit

All recommendations emanate from review of the self-study, engagement with the stakeholder groups, and discussions with each other.

#### Overarching Major Recommendations:

- 1) Discontinue the Graduate Diploma in Educational Technology and immediately stop any intakes
- 2) Build a Master's in Education in Digital Pedagogies
- 3) Update the theory content to include contemporary learning theories (e.g. connectivism)
- 4) Integrate UDL, anti-oppression, EDIAD throughout the program

#### Related Recommendations:

In re-imagining a new M.Ed. in Digital Pedagogies, we recommend:

- 1) Using a team approach involving content, pedagogical, EDIAD experts, including multiple and diverse voices from faculty, staff, CTL, etc.
- 2) Collaborating with stakeholders, including students, alumni, industry partners, and accrediting bodies
- 3) Ensuring AODA compliance in all materials
- 4) Promoting consistency across courses with regard to assessment and evaluation practices, with a focus on professionalism to community (rather than "participation" grades)
- 5) Designing curricula through an intersectional lens, recognizing how multiple dimensions of identity intersect and impact educational experiences
- 6) Designing curricula that focus on understanding social and ethical issues related to the use of digital tools
- 7) Developing instructional practices that include diverse perspectives, histories, and contributions that challenge Eurocentric/Western-centric narratives, including integrating Indigenous knowledge and perspectives

For courses related to a Master's of Education in Digital Pedagogies, the focus should be on how digital tools and platforms might impact teaching and learning, therefore It will be necessary to embed important learning theories that provide the foundational frameworks for understanding how technology can be effectively integrated (i.e.

constructivism, constructionism, connectivism, connected networking, cognitive load, social learning, community of inquiry, experiential learning, transactional distance, etc.). Courses should also consider technological innovations (AI, XR, wearables, etc.), structural (i.e. hybrid, hyflex, etc.) innovation, and pedagogical innovation (i.e. inquiry, PBL, maker ed, etc.) and explore ethical and social implications of technology use in education.

Some areas of exploration might include:

**Digital Content Creation Tools:** Familiarity with tools for creating multimedia content such as videos, presentations, interactive simulations, and digital storytelling platforms.

**Artificial Intelligence (AI) in Education:** Understanding AI applications in education, such as AI-driven tutoring systems, chatbots for student support, adaptive learning algorithms, generative AI, and AI-powered content recommendation systems.

**Emerging Technologies:** Keeping abreast of emerging technologies like blockchain in education (e.g., for credentialing and verification), Internet of Things (IoT) applications in educational settings, and wearable technologies that support personalized learning experiences.

**Accessibility Technologies:** Ensuring inclusivity by understanding and implementing accessibility technologies such as screen readers, captioning tools, alternative text for images, and adaptive technologies for students with disabilities.

**Extended Reality (XR):** Exploring how VR, AR, MR technologies can create immersive learning experiences, virtual field trips, simulations, and interactive environments that engage students in new ways.

**Online Collaboration Tools:** Utilizing tools like Google Workspace (formerly G Suite), Microsoft Teams, Slack, or Zoom for synchronous and asynchronous collaboration, discussions, group projects, and virtual meetings.

**Adaptive Learning Technologies:** Understanding adaptive learning platforms that personalize learning experiences based on individual student progress and performance data, such as Khan Academy, Smart Sparrow, or McGraw-Hill Connect.

**Learning Management Systems (LMS):** Understanding and effectively using LMS platforms like Moodle, Canvas, Blackboard, or Google Classroom to manage course materials, assignments, and communication with students.

**Gamification and Game-Based Learning:** Integrating game elements and game-based learning platforms (e.g., Kahoot!, Quizizz, Minecraft Education Edition) to increase student motivation, engagement, and learning outcomes.

**Mobile Learning Apps:** Exploring the use of mobile apps for education, including educational apps for specific subjects, language learning apps, productivity tools, and platforms that support mobile learning environments.

**Data Analytics and Learning Analytics:** Learning how to collect, analyze, and interpret data from digital learning environments to improve instructional strategies, assess student learning, and make data-informed decisions.

**Ethical and Legal Considerations:** Addressing ethical considerations related to the use of educational technologies, data privacy concerns, digital citizenship issues, and complying with governmental regulations.

**Digital Global Citizenship:** Understanding how to responsibly navigate and participate in our increasingly interconnected digital world (digital literacies, cultural awareness, global perspective, collaboration and digital diplomacy, environmental responsibility (SDGs), etc.)

**Social Media in Education:** Exploring the theoretical foundations, practical applications and ethical considerations of using social media in educational contexts, including a critical analysis of benefits, challenges and ethical considerations (i.e. mental well-being, algorithmic biases, etc.).



# Diploma in Educational Technology

## Quality Assurance Review Virtual Site Visit

June 18-19, 2024

Time	Location	Topic/Who	Suggested Discussion Topics
<b>Day 1 – Tuesday, June 18</b>			
<b>External Review Team:</b>			
1:30 pm ADT 9:30am PDT 12:30pm EDT	MS Teams	<b><u>Initial Greeting</u></b> Alyssa MacDonald, <i>Quality Assurance Officer</i>	
2:00 pm – 3:00 pm ADT	MS Teams	<b><u>Welcome &amp; Overview</u></b> Rod Nicholls, <i>Vice-President, Academic (Provost)</i>  Alyssa MacDonald, <i>Quality Assurance Officer</i>  Ellyn Lyle, <i>Dean, School of Education &amp; Health</i>  Kristin O'Rourke, <i>Department Chair, Education</i>  Meghan Schaller, <i>Chair of the Self-study Review Committee</i>	<ul style="list-style-type: none"> <li>Review of the site visit agenda</li> <li>Discussion on the self-study document</li> <li>External Reviewers' report expectations</li> <li>Program evolution over time, including position in the organizational structure</li> </ul>
3:15:pm – 4:30pm ADT	MS Teams	<b><u>Faculty Session</u></b> Dr. Rob Power, <i>CBU Faculty, Department of Education</i> Dr. Melissa Bishop, <i>CBU Faculty Department of Education</i> Diane Janes, <i>Sessional Instructor, Adjunct Professor</i> Dennis York, <i>Sessional Instructor (Tentative)</i> Lisa O'Neill, <i>Sessional Instructor</i> Terry McDonald, <i>Sessional Instructor (Tentative)</i> Darlene Kyte, <i>Sessional Instructor (Tentative)</i>	<ul style="list-style-type: none"> <li>Teaching methods and pedagogy, student assessment practices, student preparedness, and scholarly expectations of students</li> <li>Faculty resources professional activity expectations, governance, academic responsibilities, and workload</li> <li>Communication within and outside the School</li> </ul>
5:00 pm – 6:00 pm ADT	MS Teams	<b><u>Student Session</u></b> Sarah Briand Odette Nguenouho Kathleen McNeill Rebekah Hantrods Adele Curtis Jessica Sutton	<ul style="list-style-type: none"> <li>Student perspectives on the ED Tech program</li> <li>Student perspectives on academic life, academic support services, and other student activities and supports</li> </ul>
<b>Day 2 – Wednesday June 19</b>			
1:30pm- 2:30pm ADT	MS Teams	<b><u>Admissions, Recruitment and Student Supports Session</u></b> Lesya Pidzamecky, <i>Admissions</i> Meghan Schaller, <i>Program Manager</i> Courtney Vienneau, <i>Liaison Librarian</i> Matt Brown, <i>Manager of Domestic Recruitment</i>	<ul style="list-style-type: none"> <li>Admissions procedures for students</li> <li>Recruitment Efforts</li> <li>Academic support services for online students</li> <li>Library support services</li> </ul>
4:00 pm ADT	MS Teams	<b><u>Closing Session</u></b>  Ellyn Lyle, <i>Dean, School of Education &amp; Health</i>	<ul style="list-style-type: none"> <li>Provide any required clarifications</li> <li>Opportunity to see additional spaces not visited in previous day's tour (if needed)</li> </ul>





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Graduate Diploma in Educational Technology

**Quality Assurance Self-Study Review**

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### Glossary of Terms

**Online Course Offering:** Per MPHEC's definitions of delivery modes, all instruction and interaction is fully online (synchronous or asynchronous). The Graduate Diploma in Educational Technology is primarily asynchronous.

**Minister's Advisory Council on Teacher Certification (MACTC):** The Minister's Advisory Council on Teacher Certification (MACTC) acts in the public interest by providing advice to the Minister of Education and Early Childhood Development on matters pertaining to the certification of the Nova Scotia teaching profession. All education programs must be approved by the Minister of Education and Early Childhood Development if they are to be recognized toward teacher certification (initial teacher certification or increase in classification).

**Educational Technology:** "Educational technology is the study and ethical application of theory, research, and best practices to advance knowledge as well as mediate and improve learning and performance through the strategic design, management and implementation of learning and instructional processes and resources." ([Association for Educational Communications & Technology](#), 2023).

## 1. Introduction

### 1.1 Institutional Overview:

#### 1.1.1 History and Description

Located in Sydney, Nova Scotia, Cape Breton University (CBU) is Nova Scotia's youngest university. In the early 1970s, the need to develop an institution of higher learning to support the island's economy was recognized and in 1974, the College of Cape Breton (CCB) was established through an amalgamation of Xavier Junior College and the Nova Scotia Institute of Technology. Eight years later, the College was granted university status and became the University College of Cape Breton (UCCB), offering a mix of liberal arts and sciences degree programs, together with technological and vocational diploma programs. In the years that followed, UCCB was transformed into a primarily university-level institution, so a second name change, to the current Cape Breton University, received Royal Assent on May 19<sup>th</sup>, 2005.

Today, CBU is home to approximately 7000 students, with over half of these students arriving from outside of Canada. It is a comprehensive, primarily undergraduate university, offering a range of liberal arts, science, and professional programs, spread across five academic schools including: (1) School of Arts and Social Sciences; (2) School of Science and Technology; (3) Shannon School of Business; (4) School of Nursing; and (5) School of Education and Health. In addition to the schools, Cape Breton University's Unama'ki College provides educational opportunities, resources and supports to the university's almost 300 Indigenous students. Furthermore, CBU offers two Master-level programs including Canada's only Master of Business Administration in Community Economic Development (housed within the Shannon School of Business) and a Master of Education with a focus on Sustainability, Creativity and Innovation (housed within the School of Education and Health).

#### 1.1.2 Governance

Cape Breton University is a full member of Universities Canada (formerly known as the Association of Universities and Colleges of Canada) and has a bicameral governance structure that includes the following:

- Board of Governors
- Academic Senate
- Academic Schools
- Departments within Schools, and
- Academic Committee for each School.

All programs receive internal approval first, and then are submitted to the Maritime Provinces Higher Education Commission (MPHEC) for external approval to be offered in Nova Scotia. Internally, a program is:

- Reviewed and recommended at the Departmental level
- Voted and endorsed at School meetings
- Reviewed and recommended by the School Academic Committee, and
- Approved by the Senate.

Programs relating to teacher education, including this Graduate Diploma in Educational Technology programs are subject to approval by the Nova Scotia Minister's Advisory Council on Teacher Certification (MPHEC) prior to being submitted to MPHEC for review.

The **Board of Governors** at CBU is responsible for the government, conduct, management and control of the university. Accountable to the Board, and supported by two Vice-Presidents, the President & Vice-Chancellor is the Academic Head and Chief Executive Officer with general responsibility for the operation of the university.

The university **Senate** is the senior academic decision-making body of the institution, advisory to the Board as well as to the President & Vice-Chancellor. The Senate is responsible for the quality assurance of academic programs.

The **Maritime Provinces Higher Education Commission** (MPHEC) oversees all program approvals and modifications for programs offered in Nova Scotia. Prior to being submitted to MPHEC for approval, proposals must be reviewed internally at the department level, endorsed by the school and the Academic Committee of Senate, and finally approved by Senate.

### 1.1.3 Mission, Vision, Values, and Graduate Attributes

In the spring of 2018, the university embarked upon its most significant strategic planning process in recent history. Over a series of several months, input session meetings were conducted throughout Cape Breton Island, with community partners, and, through numerous, facilitated, campus-wide sessions. On October 25<sup>th</sup>, 2018, the Board of Governors approved new institutional mission, vision and values statements intended to *"advance Cape Breton University, and in doing so . . . positively impact the communities of Cape Breton Island."*

Reflecting the university long-term outlook and objectives, ***"Cape Breton University is committed to high-quality accessible education; innovation research; and a vibrant, multicultural future for the Island."***

Its vision articulates the potential inherent in CBU's future and is ***"Rooted in Cape Breton, connected to the world."***

University values are formed through a sharing of cultures and heritage, and a common view of

the importance of students and the community. The three values include:

**Courage – Mel kik  
no'ti**  
*Thriving through creativity and  
leadership*

**Cooperation – Maw lukitimk**  
*Working together for the common  
good*

**Quality – Mawi kelu'lk**  
*Achieving excellence through continual  
improvement*

To assist the internal community in aligning programs to the Mission, Vision and Values of the university, the Quality Assurance Committee of Senate led a process to establish CBU's Graduate Attributes, found in **Appendix A**. These attributes articulate the academic abilities, personal characteristics, and transferrable skills all CBU students have the opportunity to develop during their studies. In reference to this program, specifically, those attributes that contribute to "Information and Professional Integrity" and "Effective Communication and Collaboration" are particularly relevant.

#### 1.1.4 Strategic Direction

Today, the university continues to maintain strong ties with the community, and demonstrates an ongoing commitment to community economic development, Indigenous learning, student-faculty engagement, and research into many aspects of environment and culture. This is evident in the strategic directions identified in the 2019-2024 Strategic Plan emphasizing the university's commitment to:

1. **Invest in Our Students** by *Enriching the living and learning experience*
2. **Champion the Island's Prosperity** by *Working to bolster the overall health and development of Cape Breton Island*
3. **Indigenize the L'nu Way** – *"We are all Treaty People" – by Building on our past and embracing new responsibilities*
4. **Globalize with a Difference** by *Embracing differences and learning from each other*
5. **Empower Faculty and Staff** by *Enabling employees to flourish*

These five strategic directions are supported by specific strategies and for the purpose of this self-study, it is important to note the specificity in these supporting strategies that speak directly to the Diploma in Educational Technology, being:

**Strategy 1.1:** Preparing students through quality teaching and programming to thrive in a changing world.

**Strategy 1.2:** Growing experiential learning, research, and volunteer opportunities that challenge students to be engaged citizens.

CBU's five-year Academic Plan: Transformation Through Inquiry (2020) outlines the strategic directive related to *Teaching and the Student Experience* and *Program Innovation and Development* that relate directly to the Graduate Diploma in Educational Technology.

Specifically, 2.4 cultivating experiential learning opportunities for all students both inside and outside the classroom.

The Diploma connects students to opportunities for hands-on, practical project - based learning opportunities that have direct connection and application to classrooms and other learning spaces.

## 1.2 Program Overview

### 1.2.1 History

The Graduate Diploma in Educational Technology was first approved by the Maritime Provinces Higher Education Commission (MPHEC) in July 2001 as a graduate diploma offered by the University College of Cape Breton. Initially offered by the 'Teacher Education' department within UCCB's Extension & Community Affairs, it became part of the School of Professional Studies in 2005, which was later renamed to the School of Education and Health to better reflect the programs and research activities that the School is engaged with. The diploma continues to be offered under the School of Education and Health.

The credential conferred is Diploma in Educational Technology. The program requires the completion of 30 credits of coursework and continues to be offered entirely online (asynchronously).

When initially approved by MPHEC in 2001, the Graduate Diploma in Educational Technology program included a required 6-credit course titled Principles of Computing & Implication for Instruction, as well as a 3-credit course called Application of Learning Theory in Education Multimedia Design. As the program developed, these credit requirements were replaced with the following 3-credit courses:

- EDUC 5108 Educational Technology for the Practicing Teacher (first offered in 2012)
- EDUC 5115 Research Methods (first offered in 2012)
- EDUC 5131 Digital Citizenship in a Global Community (first offered in 2015)

In 2021, updates were approved by CBU's Senate for four (4) of the courses: EDUC 5101, EDUC 5103, EDUC 5105, and EDUC 5107. These updates were necessary to bring the

descriptions up to date both in terms of the language used and today's practices in the field. The course outcomes and objectives remain the same.

In addition to being taken towards the Graduate Diploma in Educational Technology, six (6) of these courses may be taken towards the Master of Education (Educational Technology) which is offered in partnership between Cape Breton University and Memorial University of Newfoundland (MUN). The MOU was originally signed in 2000 and notice was sent from Dr. Ellyn Lyle, Dean of the School of Education and Health at CBU, to the Dean, Faculty of Education at MUN regarding the termination of the MOU on March 4, 2024. In keeping with the agreed-upon 12 months' notice, Cape Breton University's withdrawal requires us to continue offering required courses until winter 2027.

### 1.2.2 Description

"Educational technology is the study and ethical application of theory, research, and best practices to advance knowledge as well as mediate and improve learning and performance through the strategic design, management and implementation of learning and instructional processes and resources" (Association for Educational Communications & Technology, 2023).

This diploma program is sought-after by in-service educators who wish to leverage educational technology to improve learning within their specific educational contexts. The rapidly changing nature of technology and especially the increasing demands on educators to utilize digital tools has led to steady interest in this program.

The Diploma in Educational Technology consists of:

- 30 credits consisting of 9 courses in educational technology:
  - Eight, 3-credit courses with content focused on theory and practical strategies.
  - One, 6-credit applied research project course

### *Program and Institutional Mission, Values, and Goals*

Cape Breton University's [Mission Statement](#) is "Cape Breton University is committed to high-quality, accessible education; innovative research; and a vibrant, multicultural future for the Island," and CBU has articulated its Vision as "Rooted in Cape Breton, connected to the world." The Mission and Vision Statements are further refined into three key values:

#### **Courage – Mel kik no'ti**

Thriving through creativity and leadership

#### **Cooperation – Maw lukitimk**

Working together for the common good

#### **Quality – Mawi kelu'lk**

Achieving excellence through continual improvement



CBU's Mission, Vision, and Values are more formally delineated through [2019-2024 Strategic Plan](#), which outlines five key strategies that have been described in section 1.1.4, along with CBU's five-year Academic Plan: Transformation Through Inquiry (2020).

The program goals for the Graduate Diploma in Educational Technology are:

- provide educators with skill sets and pedagogical expertise that will enable them to address computer and related information technology in a teaching/learning situation;
- develop potential information technology leaders for the educational system;
- develop instructional designers, for a variety of educational settings, who are able to combine information technology with learning theory to enhance curriculum development and delivery;
- provide a basis for the continued professional development of educators in the area of information technology;
- develop an awareness of the applications of information technology: in a wide variety of educational contexts; and
- develop research expertise and potential in the use and application of information technology for teaching and learning purposes.

These program goals directly align with CBU's Mission, Vision, Values, 2019-2024 Strategic Plan, and five-year Academic Plan. They reflect CBU's values of "creativity and leadership," "working together for the common good," and "excellence through continual improvement." As noted in section 1.1.4 (above), they are also closely linked to section 2.4 of CBU's five-year Academic Plan, in that they directly connect to "cultivating experiential learning opportunities for all students both inside and outside of the classroom." Additionally, while the Graduate Diploma in Educational Technology is "rooted in Cape Breton," the program is open and accessible to, and connects learners "to the world," providing learning experiences that embrace broad global perspectives and that are relevant to educators and educational technology practitioners from any context.

### *Previous Reviews, Recommendations, and Resulting Changes*

N/A

## 1.3 Self-Study Context

### 1.3.1 Review Committee Composition

The review committee is comprised of the following:

- Dr. Patrick Howard, Interim Dean, School of Education and Health\*
- Dr. Rob Power, Faculty, School of Education and Health
- Dr. Kristin O'Rourke, Faculty & Department Chair of Education, School of Education and Health
- Melissa Bishop, Faculty, School of Education and Health

- Meghan Schaller, Manager, Graduate Programs in Education
  - Terry MacDonald, Lead Educational Developer, CBU Centre for Teaching and Learning
  - Kate Krug, Faculty, School of Arts and Social Sciences
  - Tammy Cadegan, Student/Alumni Representative
  - Dr. Ellyn Lyle, Dean, School of Education and Health
- \*Dr. Ellyn Lyle replaced Dr. Patrick Howard on this committee upon joining the School of Education and Health in August 2023.

### 1.3.2 Overview of Self-Study Process

The Review Committee was initiated by the Dean of the School of Education and Health, Dr. Patrick Howard, in April 2022 after receiving the official launch letter from the Office of the Vice-President Academic and Provost.

The initial meeting of the committee took place on May 16, 2023.

Student and alumni surveys were sent out in July 2023, with reminders on August 14<sup>th</sup> and September 11, 2023. The survey closed on September 15<sup>th</sup>. Committee members met periodically between May and December and were presented with the draft of the self-study document in January.

The faculty survey was sent on March 4<sup>th</sup>, with a reminder on March 21 and the survey closed on March 27. The survey results were reviewed and summarized and included in the self-study report.

On May 1<sup>st</sup>, the committee was invited to provide feedback on the draft of the external site visit schedule and on May 10, Dr. Rob Power and Meghan Schaller met with the CBU Quality Assurance Committee of Senate for initial feedback.

The final report was shared with the rest of the committee members.

## 2. Program Description

### 2.1 General Description<sup>1</sup>

The Graduate Diploma in Educational Technology is designed to improve the technological skills of classroom teachers and educators in a variety of educational settings and to provide an in-depth exploration of the integration of technology across curriculum. It is appropriate for educators of all subject areas. This program may lead to further education through a Master of Education (Educational Technology) program.

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<sup>1</sup> Completing this section involves the review of various sources of information describing the program. As a part of the self-study review, these information sources should be checked to ensure consistency of messaging.

### 2.1.1 State the overall goals of the program<sup>2</sup>

*The purpose of this program is to...*

- provide educators with skill sets and pedagogical expertise that will enable them to address computer and related educational technology in a teaching/learning situation.
- develop potential educational technology leaders for the educational system.
- develop instructional designers, for a variety of educational settings, who are able to combine educational technology with learning theory to enhance curriculum development and delivery.
- provide a basis for the continued professional development of educators in the area of educational technology.
- develop an awareness of the applications of educational technology in a wide variety of educational contexts; and
- develop research expertise and potential to use and apply educational technology for teaching and learning purposes.

### 2.1.2 Program Structure

30 Credits; 9 Courses (8 three-credit courses and 1 six-credit course)

EDUC 5101 Blended and Online Learning (3 credits)

EDUC 5103 Integration of Instructional Design and Educational Technology (3 credits)

EDUC 5105 Designing Distributed Learning (3 credits)

EDUC 5106 Technology Planning for Educational Environments (3 credits)

EDUC 5107 Data Informed Education (3 credits)

EDUC 5108 Educational Technology for the Practicing Teacher (3 credits)

EDUC 5131 Digital Citizenship in a Global Community (3 credits)

EDUC 5115 Research Methods (3 credits)

EDUC 5800 Applied Research Project (6 credits)

Electives: None

Please see the planning guide in **Appendix 2C** for the recommended course routes.

### (c) Academic policies

**Admission:** Previous completion of an undergraduate degree; Must meet Cape Breton University's [English Proficiency Requirements](#).

**Promotion:** Passing grade is 50% in each course.

**Graduation Requirements:** All 9 courses (30 credits) are required.

**Elective Courses:** None

**Transfer Credit:** Considered on a case-by-case basis; those seeking transfer credit must

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<sup>2</sup> In a resource document published by the MPHEC entitled, Writing Learning Outcomes: Principles, Considerations, and Examples (Richard, J., 2016), a program goal is defined as a "general statement of intent and direction that explains one or more objectives of the program".

also seek approval from their respective office of teacher certification before we will consider any courses for transfer. Students rarely transfer courses into the program.

**Advanced Standing:** Not applicable.

**Appeals:** Based on Cape Breton University's [Appeals of Academic Decisions Policy](#).

There are 3 types of appeals: Appeal of final grade, appeal of breach of academic integrity, and appeal of assessment of academic standing, including suspension or dismissal from studies. The appeal begins with the completion of a "Notice of Appeal" form which goes to the CBU Registrar's Office. Details of each step are outlined in the CBU Academic Calendar (link above).

- (d) Provide enrolments over the last six years, broken down by discipline and program type, if applicable.

#### New Program Enrolments by Year\*

Year	Winter Start	Spring Start	Fall Start	Total by Year
2020	0*	12	11	23
2021	8	16	18	42
2022	10	21	9	40
2023	12	12	14	38
<b>Total</b>	20	61	52	143

\*Due to the introduction of a new Student Information System (SIS) in May 2020, information on enrolments of new students by year of enrolment is only available from 2020 onward. Data was not captured for winter 2020.

**See Appendix 1B for Table of per course enrollments.**

- (e) Number of full-time and part-time faculty associated with the program and the percentage of courses taught by full-time faculty:

#### **Full-time and Part-time faculty:**

There are 2 full-time faculty members associated with this program.

There are 5 part-time sessional instructors associated with this program. These sessional instructors have been teaching in the program for an extended period (5-10 years).

**Percentage of courses taught by full-time faculty:** 30%

- (f) Delivery methods:

The Diploma in Educational Technology is offered entirely online. Delivery is primarily asynchronous, but there are specific start and end dates for each course with deadlines throughout and there are opportunities for participation and collaboration.

- (g) Governing and decision-making structures associated with the program:

Cape Breton University is a full member of Universities Canada (formerly known as the Association of Universities and Colleges of Canada (AUCC)) since 1981 and it has a bicameral governance structure that includes the following: Board of Governors Academic Senate Academic Schools Departments within Schools, and Academic Committee for each School.

All programs receive internal approval first, and then are submitted to the Minister's Advisory Council on Teacher Certification (MACTC) for review. MACTC makes a recommendation to the minister and this approval is required for the program to be recognized towards an increase in classification for Nova Scotia teachers. Finally, the program is submitted to the Maritime Provinces Higher Education Commission (MPHEC) for external approval to be offered Nova Scotia.

Internally, a program is:

Reviewed and recommended at the Departmental level.

Voted and endorsed at School meetings.

Reviewed and recommended by the School Academic Committee and Approved by the Senate. Programs in Nova Scotia do not commence until they receive approval by the MPHEC.

## 2.2 Curriculum

### (a) Major curricular changes:

As a longstanding program within the Education Department, Curricular changes have been required on a regular basis in order for courses to remain current, especially given the technology focused nature of the program.

In February 2021 changes were approved by CBU Senate to four of the courses: EDUC 5101, EDUC 5103, EDUC 5105, and EDUC 5107. These courses are required for the Diploma in Educational Technology. In addition, students studying the Master of Education (Educational Technology) in partnership between Memorial University of Newfoundland (MUN) and Cape Breton University (CBU) may take these courses. The CBU Education Department and Dean of the School of Education and Health worked in close collaboration with MUN, and the changes have been approved by the joint CBU - MUN committee. These updates were required to bring the descriptions up to date both in terms of the language used and today's practices in the field. The course outcomes and objectives remain the same. See **Appendix 2A** for a comparison between former course names and descriptions and current names and descriptions along with the rationale for the changes.

### (b) Pattern of course offerings over the previous 4 years:

See **Appendix 2B** for the history of course offerings over the past 4 years (2020-2023). All

required courses for this program have been taught each year, and we are seeing an increase in demand which has resulted in additional sections especially from 2022-23. This increase in demand relates to students enrolled in the Diploma in Educational Technology as well as the Master of Education (Educational Technology).

## 2.3 Benchmarking

### (a) Program structure (number of credits to degree, number and type of required versus elective courses)

Few programs offer similar coursework at the Graduate Diploma level, and of those that do, Cape Breton University requires the highest total number of credits. The credit requirement is due to the Nova Scotia Provincial Government requirements from Nova Scotia Teacher Certification for programs satisfying the requirements for an increase in classification.

Most similar programs are also offered online, with a mix of synchronous and asynchronous delivery options.

Institution	Credential(s) Awarded	Total Credits	Required Courses	Elective Courses	Delivery Options
Cape Breton University	Graduate Diploma	30	9	0	Online (Asynchronous)
Memorial University of Newfoundland	Master of Education	36	5	7	Online (Asynchronous)
Mount Saint Vincent University	Master of Education	30	2	8	Online (Synchronous)
Athabasca University	Graduate Diploma	18	3	3	Online (Asynchronous)
Athabasca University	Master of Education	33	5	5	Online (Asynchronous)
Ontario Tech University	Graduate Diploma	12	0	4	Online (Synchronous and asynchronous)
Ontario Tech University	Master of Education	30	2	8	Online (Synchronous and asynchronous)
University of Prince Edward Island	Master of Education	30	7 (course route) 5 (thesis route)	3 (course route) 1 (thesis route)	Online
St. Francis Xavier University	Master of Education	36	6 (course route) 6 (project route) 6 (thesis route)	6 (course route) 4 (project route) 4 (thesis route)	Online, with a 4-week on—campus component during the first year.

- (b) Admission requirements, including practices around transfer credits/advanced standing
- (c) Progression and graduation requirements (e.g., honours, major, co-op)
- (d) Other relevant benchmarking measures that speak to program quality (e.g., experiential learning, external credentialing, accreditation)

Institution	Credential(s) Awarded	Admission Requirements	Graduation Requirements	Experiential Learning
Cape Breton University	Graduate Diploma	Completion of undergraduate degree; English proficiency	Successful completion of 9 courses	Applied research project.
Memorial University of Newfoundland	Master of Education	Applicants must have from a recognized institution, either (1) an undergraduate degree with at least second class standing, or (2) an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours.	Successful completion of 12 courses (comprehensive course route) OR 8 courses plus capstone project (project route) OR 8 courses plus thesis seminar (thesis route)	Capstone project or thesis research project.
Mount Saint Vincent University	Master of Education	Minimum requirements for admission to the program are a bachelor's degree and evidence of one year successful teaching experience (or equivalent). For those teaching in the public school system, a BEd or its equivalent is also required.	Successful completion of 10 courses.	n/a
Athabasca University	Graduate Diploma	Applicants to the Graduate Diploma in Distance Education	Successful completion of 6 courses	n/a



		Technology (GDDT) program must hold a baccalaureate degree (three or four years) from a recognized post-secondary education institution.		
Athabasca University	Master of Education	Applicants to the Master of Education in Open, Digital, and Distance Education (MEd) program must hold a baccalaureate degree (three or four years) from a recognized post-secondary education institution.	Successful completion of: Thesis Route: <ul style="list-style-type: none"> <li>• 5 core courses</li> <li>• 2 elective courses</li> <li>• 12 credits of thesis work</li> </ul> Course Route: <ul style="list-style-type: none"> <li>• 5 core courses</li> <li>• 5 elective courses</li> <li>• Capstone project (3 credits)</li> </ul>	Thesis research project or capstone applied project.
Ontario Tech University	Graduate Diploma	Hold a four-year honours undergraduate degree, or a three-year university degree and a Bachelor of Education degree, from a Canadian university or their equivalent from a recognized institution. Minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent.	Successful completion of 4 courses.	

Ontario Tech University	Master of Education	Hold a four-year honours undergraduate degree, or a three-year university degree and a Bachelor of Education degree, from a Canadian university or their equivalent from a recognized institution. Minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent.	Successful completion of 10 courses (course route) or 8 courses plus a capstone project (2 courses/4 credits) (project route)	Capstone project.
University of Prince Edward Island	Master of Education	An undergraduate or graduate degree from an approved university with an average of 70% or higher in the last 20 courses (60 credit hours), plus at least two years of education-related experience.	Successful completion of 10 courses (course route) OR successful completion of 6 courses plus thesis project (thesis route).	Thesis project.
St. Francis Xavier University	Master of Education	Completion of a Bachelor of Education or equivalent, with at least a 70% average in the BEd program (or the top 25% of BEd graduates), plus at least two years of teaching experience, OR a	Successful completion of 12 courses (course route) OR 10 courses plus a capstone project (project route) or thesis project (thesis route).	Capstone project or thesis project.

		teaching license equivalent to a Nova Scotia Initial Certificate (TC5) OR been employed in a teaching role for at least two years in a professional school or post-secondary institution.		
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### 3. Learning Outcome Assessment

- (a) Program's student learning outcomes and illustrate their fulfilment of the institution's graduate attributes.
- (b) Mapping of the program's courses to the program's student learning outcomes.
- (c) Assessment procedures and methods used for each learning outcome.
- (d) Other evidence of the achievement of program learning outcomes:
- (e) student/alumni survey results.
- (f) Summary of findings for each learning outcome in light of the program's stated goals and degree-level expectations, identifying strengths and possible gaps.

#### 3.1 Learning Outcome Mapping

**Table 3A**

#### ***Learning Outcome Mapping***

Program Outcome	Courses Achieved In	Assessed by	Level Achieved*	Link to CBU Graduate Attributes
LO1. Develop potential educational technology	EDUC5101 EDUC5103 EDUC5105 EDUC5106	Participation (Self and Instructor evaluated) Position Paper Research Paper	EDUC5101 (I) EDUC5103 (R) EDUC5105 (R) EDUC5106 (R)	<b>1.0 Active and Responsible Citizenship</b>  1.2. Embrace and value diversity, accessibility, and allyship

leaders for the educational system;	EDUC5107 EDUC5108 EDUC5131 EDUC5115 EDUC5800	Future of ID Video Presentation Micro-conference presentation Group Project (co-writing a funding proposal) Policy Plan Critique Other (Creating an argument to fund a school makerspace).	EDUC5107 (R) EDUC5108 (R) EDUC5131 (R) EDUC5115 (M) EDUC5800 (M)	<p>1.3. Understand the historical contexts that impact local and global community dynamics</p> <p><b>2.0 Creativity and Curiosity</b></p> <p>2.1. Nurture a learning spirit 2.2. Demonstrate courage to challenge themselves 2.3. Actively embrace a culture of research and knowledge creation 2.4. Apply creative, innovative, and/or entrepreneurial responses to personal and societal problems</p> <p><b>3.0 Information Literacies and Professional Integrity</b></p> <p>3.1. Learn to demonstrate a high level of academic integrity 3.2. Gather and critically examine sources of knowledge, discerning information from misinformation 3.3. Apply ethical reasoning to social/societal problems and challenges 3.4. Develop digital and data literacies while adapting to emergent technologies</p> <p><b>4.0 Effective Communication and Collaboration</b></p>
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				<p>4.1. Value diverse perspectives while being able to advocate for one's own position</p> <p>4.2. Skillfully communicate in a variety of modes and formats</p> <p>4.3. Adapt communication to different audiences</p> <p>4.4. Work independently and in teams, serving in both leadership and support roles</p>
<p>LO2. Develop instructional designers, for a variety of educational settings, who are able to combine educational technology with learning theory to enhance curriculum development and delivery;</p>	<p>EDUC5101</p> <p>EDUC5103</p> <p>EDUC5105</p> <p>EDUC5106</p> <p>EDUC5107</p> <p>EDUC5108</p> <p>EDUC5131</p> <p>EDUC5800</p>	<p>Position Paper</p> <p>Reflective Essay</p> <p>Research Paper</p> <p>Unit Plan Development</p> <p>Digital applications portfolio</p> <p>Future of ID Video Presentation</p> <p>Micro-conference presentation</p>	<p>EDUC5101 (I)</p> <p>EDUC5103 (R)</p> <p>EDUC5105 (R)</p> <p>EDUC5106 (R)</p> <p>EDUC5107 (R)</p> <p>EDUC5108 (M)</p> <p>EDUC5131 (R)</p> <p>EDUC5800 (R)</p>	<p><b>1.0 Active and Responsible Citizenship</b></p> <p>1.2. Embrace and value diversity, accessibility, and allyship</p> <p>1.3. Understand the historical contexts that impact local and global community dynamics</p> <p><b>2.0 Creativity and Curiosity</b></p> <p>2.1. Nurture a learning spirit</p> <p>2.2. Demonstrate courage to challenge themselves</p> <p>2.3. Actively embrace a culture of research and knowledge creation</p> <p>2.4. Apply creative, innovative, and/or entrepreneurial responses to personal and societal problems</p> <p><b>3.0 Information Literacies and</b></p>

				<p><b>Professional Integrity</b></p> <p>3.1. Learn to demonstrate a high level of academic integrity</p> <p>3.2. Gather and critically examine sources of knowledge, discerning information from misinformation</p> <p>3.3. Apply ethical reasoning to social/societal problems and challenges</p> <p>3.4. Develop digital and data literacies while adapting to emergent technologies</p> <p><b>4.0 Effective Communication and Collaboration</b></p> <p>4.1. Value diverse perspectives while being able to advocate for one's own position</p> <p>4.2. Skillfully communicate in a variety of modes and formats</p> <p>4.3. Adapt communication to different audiences</p> <p>4.4. Work independently and in teams, serving in both leadership and support roles</p>
LO3. Provide a basis for the continued professional development of educators in the	EDUC5103 EDUC5105 EDUC5106 EDUC5107 EDUC5108 EDUC5131	Participation (Self and Instructor evaluated) Instructional Design Philosophy Statement Position Paper Policy Plan Critique	EDUC5103 (I) EDUC5105 (R) EDUC5106 (R) EDUC5107 (R) EDUC5108 (M) EDUC5131 (R)	<p><b>1.0 Active and Responsible Citizenship</b></p> <p>1.2. Embrace and value diversity, accessibility, and allyship</p> <p>1.3. Understand the historical contexts that impact local and global community</p>

area of educational technology;	EDUC5115 EDUC5800	Group Project (co-writing a funding proposal) Other (Creating an argument to fund a school makerspace). Future of ID Video Presentation Micro-conference presentation Data-Driven Research Proposal Research Project, Report, and Presentation	EDUC5115 (M) EDUC5800 (M)	<p>dynamics</p> <p><b>2.0 Creativity and Curiosity</b></p> <p>2.1. Nurture a learning spirit</p> <p>2.2. Demonstrate courage to challenge themselves</p> <p>2.3. Actively embrace a culture of research and knowledge creation</p> <p>2.4. Apply creative, innovative, and/or entrepreneurial responses to personal and societal problems</p> <p><b>3.0 Information Literacies and Professional Integrity</b></p> <p>3.1. Learn to demonstrate a high level of academic integrity</p> <p>3.2. Gather and critically examine sources of knowledge, discerning information from misinformation</p> <p>3.3. Apply ethical reasoning to social/societal problems and challenges</p> <p>3.4. Develop digital and data literacies while adapting to emergent technologies</p> <p><b>4.0 Effective Communication and Collaboration</b></p> <p>4.1. Value diverse perspectives while being</p>
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				<p>able to advocate for one's own position</p> <p>4.2. Skillfully communicate in a variety of modes and formats</p> <p>4.3. Adapt communication to different audiences</p> <p>4.4. Work independently and in teams, serving in both leadership and support roles</p>
LO4. Develop an awareness of the applications of educational technology in a wide variety of educational contexts; and	EDUC5101 EDUC5103 EDUC5105 EDUC5106 EDUC5107 EDUC5108 EDUC5131 EDUC5800	Position Paper Research Paper Future of ID Video Presentation Micro-conference presentation Group Project (co-writing a funding proposal) Unit Plan Development Digital applications portfolio Policy Plan Critique Group Project (co-writing a funding proposal) Other (Creating an argument to fund a school maker-space).	EDUC5101 (I) EDUC5103 (R) EDUC5105 (R) EDUC5106 (R) EDUC5107 (R) EDUC5108 (M) EDUC5131 (M) EDUC5800 (M)	<p><b>1.0 Active and Responsible Citizenship</b></p> <p>1.2. Embrace and value diversity, accessibility, and allyship</p> <p>1.3. Understand the historical contexts that impact local and global community dynamics</p> <p><b>2.0 Creativity and Curiosity</b></p> <p>2.1. Nurture a learning spirit</p> <p>2.2. Demonstrate courage to challenge themselves</p> <p>2.3. Actively embrace a culture of research and knowledge creation</p> <p>2.4. Apply creative, innovative, and/or entrepreneurial responses to personal and societal problems</p> <p><b>3.0 Information Literacies and Professional Integrity</b></p>



				<p>3.1. Learn to demonstrate a high level of academic integrity</p> <p>3.2. Gather and critically examine sources of knowledge, discerning information from misinformation</p> <p>3.3. Apply ethical reasoning to social/societal problems and challenges</p> <p>3.4. Develop digital and data literacies while adapting to emergent technologies</p> <p><b>4.0 Effective Communication and Collaboration</b></p> <p>4.1. Value diverse perspectives while being able to advocate for one's own position</p> <p>4.2. Skillfully communicate in a variety of modes and formats</p> <p>4.3. Adapt communication to different audiences</p> <p>4.4. Work independently and in teams, serving in both leadership and support roles</p>
LO5. Develop research expertise and potential to use and apply educational technology for teaching and	EDUC5103 EDUC5105 EDUC5106 EDUC5107 EDUC5115 EDUC5800	Future of ID Mini-Presentation Position Paper Policy Plan Critique Research Project Analysis or Mini-Proposal TCPS Group Project Data-Driven Research Proposal Research Project, Report, and	EDUC5103 (I) EDUC5105 (R) EDUC5106 (R) EDUC5107 (R) EDUC5115 (R) EDUC5800 (M)	<p><b>1.0 Active and Responsible Citizenship</b></p> <p>1.2. Embrace and value diversity, accessibility, and allyship</p> <p>1.3. Understand the historical contexts that impact local and global community dynamics</p>

learning purposes.		Presentation		<p><b>2.0 Creativity and Curiosity</b></p> <p>2.1. Nurture a learning spirit</p> <p>2.2. Demonstrate courage to challenge themselves</p> <p>2.3. Actively embrace a culture of research and knowledge creation</p> <p>2.4. Apply creative, innovative, and/or entrepreneurial responses to personal and societal problems</p> <p><b>3.0 Information Literacies and Professional Integrity</b></p> <p>3.1. Learn to demonstrate a high level of academic integrity</p> <p>3.2. Gather and critically examine sources of knowledge, discerning information from misinformation</p> <p>3.3. Apply ethical reasoning to social/societal problems and challenges</p> <p>3.4. Develop digital and data literacies while adapting to emergent technologies</p> <p><b>4.0 Effective Communication and Collaboration</b></p> <p>4.1. Value diverse perspectives while being able to advocate for one's own position</p> <p>4.2. Skillfully communicate in a variety of</p>
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				modes and formats 4.3. Adapt communication to different audiences 4.4. Work independently and in teams, serving in both leadership and support roles
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\*Level Achieved indicates:

- 'I' Introductory Level: outcome is achieved at the introductory level, assuming limited or no prior knowledge.
- 'R' Reinforced: outcome is reinforced, assuming introduction in a previous course.
- 'M' Mastered: outcome is mastered or met; usually assuming introduction/reinforcement in prior courses.

There are challenges with identifying the level of achievement for outcomes in many of the courses, because the current structure allows for significant flexibility; while there are recommended course routes, students can take courses in any order as long as they have completed 21 credits of coursework including EDUC 5115 Research Methods in Education prior to taking EDUC 5800 – Applied Research Project.

### 3.2 Learning Outcome Assessment Procedures

**Table 3B**  
**Assessment Procedures**

Course Code	Course Name	Assessment Type						
		Participation	Paper	Critique / Analysis / Evaluation	Individual Presentation	Group Assignment	Unit Plan	Other Assignment
EDUC 5101	Assessment of Blended and Online Learning (3 credits)	Participation Grade		Policy Plan Critique Software Evaluation Paper Resources List (Blog)				Creating an argument for a Maker Space for your school (various options for format)

<b>EDUC 5103</b>	<b>Integration of Instructional Design and Educational Technology (3 credits)</b>	Participation Grade	Position Paper		Future of Instructional Design Presentation (Video)		Unit Plan	
<b>EDUC 5105</b>	<b>Designing Distributed Learning (3 credits)</b>	Participation Grade	Micro-Conference Presentation			Co-write a Funding Proposal		Activity Design E-Portfolio
<b>EDUC 5106</b>	<b>Technology Planning for Educational Environments (3 credits)</b>	Participation Grade - Peer Review and Instructor Graded						Individual technology planning assignments (x3)
<b>EDUC 5107</b>	<b>Data Informed Education (3 credits)</b>	Participation Self-Evaluation	Data-Driven Research Proposal	Data Analytics Proposal				Problem Statement

<b>EDUC 5108</b>	<b>Educational Technology for the Practicing Teacher (3 credits)</b>	Participation Grade	Reflective Essay					Wiki Activity Digital Story Assignment H5P Assignment Webpage Assignment Productivity Software (G-Suite) Podcast Assignment
<b>EDUC 5115</b>	<b>Research Methods (3 credits)</b>	Participation Grade	Literature Review Group Assignment	Analysis or Mini-Proposal		TCPS Group Contribution; Abstract Group Assignment; Group Compare and Contrast Assignment		Informed Letter of Consent TCPS-2 Tutorial Glossary of Research Terms
<b>EDUC 5131</b>	<b>Digital Citizenship in a Global Community (3 credits)</b>	Participation Self-Evaluation		Policy Plan Critique			Digital Citizenship Unit Project	Self-Study (book review/journal)
<b>EDUC 5800</b>	<b>Applied Research Project (6 credits)</b>	Participation Self-Checks	Research Proposal Ethics Review Applicat					Ethics Review Proposal/Application TCPS-2 Tutorial Conceptual Framework

			ion					
			Researc h Report Paper					
			Personal Reflecti ons					

### 3.3 Additional Evidence of Learning Outcome Achievement

**Table 3C**

***Additional Evidence of Learning Outcome Achievement (Student Survey Responses)***

Program Outcome	Supporting Evidence	Areas for Growth
LO1. Develop potential educational technology leaders for the educational system;	<p>Survey Questions:</p> <p>I believe my program's curriculum is preparing/prepared me well for my current/future career. (54% agree or strongly agree)</p> <p>This program has provided me with the ability to demonstrate ethical reasoning and social responsibility in decision-making. (57% agree or strongly agree)</p>	<p>Survey Questions:</p> <p>I believe my program's curriculum is preparing/prepared me well for my current/future career. (34% disagree or strongly disagree)</p> <p>My program gave me the opportunity to gain multicultural learning experiences that positively contributed to my learning. (53.3% disagree or strongly disagree)</p> <p>This program has made me aware of indigenous and other cultural perspectives. (62.2% disagree or strongly disagree)</p>

		<p>This program has provided me with the ability to demonstrate ethical reasoning and social responsibility in decision-making. (35% disagree or strongly disagree)</p> <p>Are there course topics that you believe should NOT be required in the program?</p> <ul style="list-style-type: none"> <li>• "Digital Citizenship needs a refresh."</li> </ul>
LO2. Develop instructional designers, for a variety of educational settings, who are able to combine educational technology with learning theory to enhance curriculum development and delivery;	<p>Survey Questions:</p> <p>I believe my program's curriculum is preparing/prepared me well for my current/future career. (54% agree or strongly agree)</p> <p>This program provides a depth and breadth of foundational knowledge in my chosen field of study. (54% agree or strongly agree)</p>	<p>Survey Questions:</p> <p>I believe my program's curriculum is preparing/prepared me well for my current/future career. (34% disagree or strongly disagree)</p> <p>This program provides a depth and breadth of foundational knowledge in my chosen field of study. (27% disagree or strongly disagree)</p> <p>Are there any course topics not offered that you now believe should be offered?</p> <ul style="list-style-type: none"> <li>• "A real instructional design course."</li> </ul>
LO3. Provide a basis for the continued professional development of educators in the area of educational technology;	<p>Survey Questions:</p> <p>I believe my program's curriculum is preparing/prepared me well for my current/future career. (54% Agree or Strongly Agree)</p> <p>This program has provided opportunities for me to gain professional development relevant to my field of study. (70% agree or strongly agree)</p>	<p>Survey Questions:</p> <p>I believe my program's curriculum is preparing/prepared me well for my current/future career. (34% Disagree or Strongly Disagree)</p>

<p>LO4. Develop an awareness of the applications of educational technology in a wide variety of educational contexts; and</p>	<p>Survey Questions:</p> <p>Collaborative assignments and projects allowed me to gain a deeper understanding of the theory in my courses. (69% agree or strongly agree)</p> <p>This program emphasizes computer literacy. (75.7% agree or strongly agree)</p> <p>This program provides a depth and breadth of foundational knowledge in my chosen field of study. (54% agree or strongly agree)</p> <p>This program provides me with ability to integrate knowledge across disciplinary boundaries. (73% agree or strongly agree)</p>	<p>Survey Questions:</p> <p>Collaborative assignments and projects allowed me to gain a deeper understanding of the theory in my courses. (23.8% disagree or strongly disagree)</p> <p>This program provides a depth and breadth of foundational knowledge in my chosen field of study. (54% agree or strongly agree)</p> <p>Are there any course topics not offered that you now believe should be offered?</p> <ul style="list-style-type: none"> <li>• "Grade-level specific curriculum."</li> <li>• "Explicitly teach how to use software programs that would be useful to teach our students to use."</li> <li>• "Courses surrounding the programs used in schools today ex) Tienet &amp; PowerTeacher"</li> <li>• "More practical application courses rather than [theoretical]"</li> <li>• Specific applications mentioned by survey respondents including coding, AI, TinkerCAD</li> </ul> <p>Are there course topics that you believe should NOT be required in the program?</p> <ul style="list-style-type: none"> <li>• "Digital Citizenship needs a refresh."</li> </ul>
<p>LO5. Develop research expertise and potential to use and apply educational technology for teaching and learning purposes.</p>	<p>Survey Questions:</p> <p>My program offers/offered me the necessary preparation to ladder into other graduate studies. (50% agree or strongly agree)</p>	<p>Survey Questions:</p> <p>My program offers/offered me the necessary preparation to ladder into other graduate studies. (22% disagree or strongly disagree)</p>



	<p>Research projects allowed me to gain a deeper understand of the theory in my courses. (73.81% agree or strongly agree)</p> <p>This program provides me with ability to integrate knowledge across disciplinary boundaries. (73% agree or strongly agree)</p>	<p>Are there any course topics not offered that you now believe should be offered?</p> <ul style="list-style-type: none"><li>• "A Research course that was accepted by the NS Department of Education."</li></ul> <p>Are there course topics that you believe should NOT be required in the program?</p> <ul style="list-style-type: none"><li>• "Way too much research and paper writing and limited practical applications."</li><li>• "The research project is unnecessary for a certificate course."</li></ul>
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### 3.4 Summary of Strengths and Gaps in Learning Outcome Coverage

#### **LO1. Develop potential educational technology leaders for the educational system**

This outcome is addressed across all courses in the program and is assessed using a wide variety of methods. A majority of student survey respondents have indicated that the program prepares them for their current and future career paths (54%) and that it has enabled them to demonstrate ethical reasoning and social responsibility in decision-making (57%).

Potential gaps and areas for growth have been identified through student survey responses. For instance, 53% of respondents have indicated that the program has not provided enough exposure to multicultural learning opportunities, while 62% have indicated that the program has not provided enough exposure to indigenous and other cultural perspectives.

#### **LO2. Develop instructional designers, for a variety of educational settings, who are able to combine educational technology with learning theory to enhance curriculum development and delivery**

This outcome is addressed across all courses in the program and is assessed using a wide variety of methods. A majority of student survey respondents have indicated that the program prepares them for their current and future career paths (54%), and that the program has provided them with a sufficient breadth and depth of foundational knowledge in their field of study (54%).

Potential gaps and areas for growth have been identified through student survey responses. For instance, while most respondents indicated that the program provided them with both sufficient preparation for their current and future career paths and sufficient exposure to foundational knowledge, 34% of respondents indicated that they did not feel adequately prepared for their career goals, and 27% indicated that they did not feel that they had enough exposure to foundational knowledge. One survey respondent indicated that “Digital Citizenship needs a refresh,” reflecting the rapid evolution of social media applications and their prominent role in education systems and society in general.

#### **LO3. Provide a basis for the continued professional development of educators in the area of educational technology**

This outcome is addressed across all courses in the program and is assessed using a wide variety of methods. A majority of student survey respondents have indicated that the program prepares them for their current and future career paths (54%), and that the program has provided them opportunities to gain professional development relevant to my field of study (70%).

Potential gaps and areas for growth have been identified through student survey responses. For instance, while most respondents indicated that the program provided them with both sufficient preparation for their current and future career paths and sufficient exposure to foundational knowledge, 34% of respondents indicated that they did not feel adequately prepared for their career goals.

#### **LO4. Develop an awareness of the applications of educational technology in a wide variety of educational contexts**

This outcome is addressed across all courses in the program and is assessed using a wide variety of methods. A majority of student survey respondents indicated that the collaborative assignments and

projects throughout the program have allowed them to gain a deeper understanding of theory in their courses (69%), that the program emphasizes computer literacy (75.7%), that the program provides a sufficient depth and breadth of foundational knowledge in their chosen field (54%), and that the program has provided them with the ability to integrate knowledge across disciplinary boundaries (73%).

Potential gaps and areas for growth have been identified through student survey responses. For instance, multiple respondents indicated a desire for more coverage of grade-level specific [technology] curriculum, explicit coverage of applications used within current school environments (such as Tienet and PowerTeacher), and explicit coverage of “software programs that would be useful to teach our students to use.” Specific current educational technology trends that survey respondents indicated a desire to see more coverage of included coding skills, artificial intelligence applications, and STEM applications such as makerspaces and TinkerCAD.

#### **LO5. Develop research expertise and potential to use and apply educational technology for teaching and learning purposes**

This learning outcome is covered at an introductory level in EDUC5103: Integration of Instructional Design and Educational Technology, is reinforced in four other courses in the program, including EDUC5115: Research Methods, and is covered at a mastery level in EDUC5800: Applied Research Project. Student attainment of these learning outcomes is assessed through a variety of means, including course-based research papers, research project proposal assignments, the development of informed consent letters and research ethics applications, the completion of the TCPS-2 research ethics tutorial, and the proposal, development, and implementation of a capstone applied research project. A majority of student survey respondents indicated that this research projects throughout the program have allowed them to gain a deeper understanding of theoretical concepts explored in their courses (73%), and that the program has allowed them to integrate knowledge across disciplinary boundaries (73.8%). Half (50%) of student survey respondents have indicated that the program has prepared them to ladder into further graduate-level studies.

Potential gaps and areas for growth have been identified through student survey responses. For instance, 22% of student survey respondents indicated that the program has not adequately prepared them to ladder into further graduate-level studies. Individual student survey respondents indicated that they found the program focused on “way too much research and paper writing” and that the “[applied] research project was unnecessary for a certificate course.” One survey respondent also expressed a desire for “a Research course that was accepted by the NS Department of Education.” Anecdotal feedback from program students has indicated that the NS Department of Education cannot recognize EDUC5800: Applied Research Project as a “graduate research course” because of its 5000-level course designation within a graduate diploma (as opposed to a Masters-level) program.

## **4. Program Quality**

### **4.1 Faculty**

**See Table 4.1. and CVs in accompanying documentation**

### Faculty/Instructor Survey

A short survey was sent to all full-time faculty members and current sessional instructors in March 2024. See **Appendix 4A** for survey results.

We received responses from 57% of instructors teaching within the program. This response rate may be due, in part, to the fact that many of the sessional instructors invited to participate were not currently teaching courses for the program during the survey administration window. Many of these sessional instructors are either full-time teachers or administrators within the Nova Scotia P-12 education system, or full-time faculty with other universities. While it would have been ideal to hear from everyone, those who responded provided important commentary about their experiences.

Based on the survey questions:

- Most instructors agree that students in their courses are well-prepared for their courses, although timeliness of submitting work may be an issue.
- Most instructors agree or strongly agree that resources to support teaching and learning, including curriculum innovation and technical requirements, are sufficient.
- Most agree that Moodle is adequate, although one instructor strongly disagrees. The response regarding other resources (Microsoft Teams and Office 365) was mixed, with half of the respondents indicating no option/does not apply.
- All respondents agree (25%) or strongly agree (75%) that there is adequate administrative support when needed, and the teaching load and overall workload is reasonable.
- More opportunities for feedback on quality of work, personal professional development, and research support could be considered (1 respondent from each category disagreed that these areas were adequate)

With regard to workplace values and environment:

- Instructors feel well-informed about matters important to them and feel supported by administration.
- Involvement in the decision-making processes may be an opportunity for improvement.
- No one agreed or strongly agreed that their job is secure.

Additional insights based on comments provided by instructors include:

#### **Instructor Comment:**

In the course I'm teaching, students frequently find the course title and course description misaligned, leading to confusion about course expectations.

**Opportunity:** This type of feedback should be communicated to the department chair, and a regularly scheduled redevelopment of syllabi is being arranged by the department chair, especially with the School of Education and Health's new curriculum standards in mind.

#### **Instructor Comment:**

It would be helpful when admitting students to communicate the rigour and responsibility of a graduate program and also the importance of being prepared. This requires time and attention even for part time students. Professors and instructors take into consideration students' individual and collective needs and do their very best to support these needs and offer adaptations such as extra time and resources for extra support. However, students need to know that a graduate diploma or degree requires both individual participation and a collective responsibility for knowledge sharing.

**Opportunity:** Students have provided similar comments regarding their expectations for a diploma program to differ significantly from a degree program, regardless of both being at the graduate level. Information regarding expectations should be more clearly provided to students upon being initially advised (the Manager of Graduate Programs in Education can clarify this for incoming students).

**Instructor Comment:**

That the survey needs to be split in to two (one for the intensive term and one for the fall/winter term). I would provide different answers for each instance questions as students are less prepared to start, and move through, the intensive term course. The switch from 8 weeks to 6 weeks seems to have been administratively beneficial but the learning experience has suffered.

**Opportunity:** Spring/Summer term courses are condensed and general feedback from students and instructors has been mixed – it may be worthwhile for the department chair to follow up with instructors and students specifically regarding their experience in the condensed 6-week courses.

**Instructor Comment:**

I primarily rely on Moodle and its features for my course. It would be helpful to learn about other CBU-approved tools that support asynchronous learning.

**Opportunity:** The Centre for Teaching and Learning (CTL) hosts EdTech Advising sessions twice weekly, as well as being available by appointment and via email. All instructors should receive weekly updates from the CTL, but providing more robust information for both new and returning sessional instructors and regularly checking in to make sure everyone is aware of the opportunities to support teaching and learning should be standard.

**Instructor Comment:**

Graduate courses offer students an opportunity to explore and develop their knowledge and skills from both a theoretical and practical perspective. Different courses have different expectations. As a case in point, a course that explores personal development is different from a course that requires a sound understanding of theory such as courses in philosophy or research methods. Courses of this nature should be considered when determining numbers of students admitted. This is true across the board and not just for this particular degree program. As an example, placing 30 plus students in a research course that requires a thesis proposal, without a teaching assistant, is a significant challenge and time commitment for part-time faculty. There also seems to be no equity in course numbers when some part time faculty have very few students in their classes - such as one student or three students. Sometimes, this cannot be avoided and this is understandable. However, perhaps larger required classes be made into two sections. This would be a best practices approach to teaching and learning and also protect the fidelity of the program and the course.

**Opportunity:** Going forward, the dean and department chair have lowered course caps for graduate programming to a maximum of 22 students.

**Instructor Comment:**

I have flagged this twice previously but do not believe this has been corrected. Though MUN students can make up almost half the learners in a course their feedback is not gathered and included in course evaluation reporting. Choosing to only value CBU learner course feedback sends the wrong message to those teaching courses where all learners should be valued.

**Opportunity:** This is a significant weakness that still needs to be addressed – while the partnership with MUN is ending, we will be teaching M.Ed. students until winter 2027. This issue was created because of the shift in MUN student registration procedures, whereby MUN students no longer need to be assigned unique usernames under the @cbu.ca domain. Because CBU accounts are not generated for these students, who are now able to use their MUN credentials to access their CBU courses, these students no longer have credentials to access CBU's local course feedback survey system. Past meetings have taken place to determine if students can be given wider access without the need to assign a CBU email address, but to date a permanent solution has not been found. Perhaps given the limited number of terms left, the Office of the VP Academic and Provost could assist us in an alternative method of collecting this data. One potential solution could be for the Education Department to forward a duplicate copy of the standard course feedback survey questions to all MUN students utilizing a secured Microsoft Forms-based survey. The responses collected through this method could be sorted for sharing with relevant course instructors, and with the Department Chair and program lead instructor.

**Instructor Comment:**

I thoroughly enjoy teaching in the ED Tech diploma program. Programs can always improve as can faculty and instructors. I am cognizant of the importance of being a responsive instructor and supporting my students in achieving learning through optimal conditions reflective of their unique understanding and personal lived experiences. I am pleased to see a quality assurance review and will always be willing to work with CBU to be the best instructor possible and offer the most optimal learning environment and experience possible for my present and future students.

**Opportunity:** A strength of this program has continued to be the dedicated and knowledgeable instructors. While the number of sessional instructors is in some ways a weakness, we've been fortunate to have significant consistency from year to year with the same instructors teaching and providing feedback.

## 4.2 Students

(a) Supports to Students

i) Advising for students enrolled in the program:

Academic advising is completed by the Manager, Graduate Programs in Education upon admission to the program. All nine courses are mandatory and there are no electives, but there is significant flexibility within course route

options, so the manager works with students to determine a suitable pathway. There are recommended pathways developed for students which take into consideration fall, spring, and winter start dates. Students are permitted to take more than one course at a time if their individual context allows for that time commitment. Students can book an advising appointment with the manager via their CBU Compass Student account, or by email or phone. Advising is typically completed via email. Since the program is entirely online, students with additional questions typically meet with the manager via Microsoft Teams.

Students in this program are typically in-service teachers and minimal career advising is required.

ii) Support for incoming students in their transition to studies at CBU:

The Manager, Graduate Programs in Education supports students from pre-application through graduation. All students have previous post-secondary experience since an undergraduate degree is required for admission, however some students have not attended university for many years. The primary supports requested for incoming students include navigating the student account and Moodle systems. Cape Breton University has created videos on these topics to help students, and the manager meets with students upon request to assist with specific inquiries. The screen share feature in Microsoft Teams allows students to meet with the manager to navigate these new spaces together.

The Education Resources Moodle is available to support incoming and current students with information about CBU supports, program specific information, and additional resources to support professional development and topics of interest.

Retention Rates:

Institutionally, retention rates are not readily available. It is challenging to provide an exact rate because there are three potential entry terms for this program and some students complete the program over ten terms, while others opt for a more accelerated route. In addition, Cape Breton University does not have a formal requirement to request a leave of absence, so students may opt to take a break from their studies for up to one year before being required to request readmission. In the future, it would be helpful if this information was available through the student information system.

iii) Other supports available to students, including those offered through

### Student Services and the Library:

Library services are offered to all students, including those in our online programs. In 2020, the Manager, Graduate Programs in Education and the CBU Library Technician, Distance Education & Reserves and Copyright, began collaborating to provide access to library services as early as possible upon becoming a student. The manager tracks advising and new registrations, and the library technician sets up the student library account. Previously, students were required to contact the library directly to arrange access.

Student Services provides services for all students, including:

Writing Centre Services

Accessibility Support Services

African Nova Scotia/African Canadian Support Services

Health and Wellness Services, including counseling services and mental health resources.

### (b) Student Engagement & Satisfaction

- i) Student involvement in scholarship, research and other forms of experiential learning or professional activities, including numbers of students involved and types of activities.

Since 2020, students in EDUC5103: Integration of Instructional Design and Educational Technology have collaborated on the publication of an annual Open Access eBook targeting Atlantic Canadian educators. Approximately two dozen students per year have opted to submit their major course papers on emerging educational technology and instructional design issues to the annual volume, which provides insights and resources for teachers seeking to leverage educational technology tools in their teaching and learning practice.

- ii) Student satisfaction:

There were 50 responses to our student/alumni survey and 9 of those respondents identified themselves as having completed between 3-24 credits. 16 respondents opted to skip that question so there may be more than 9 students represented.

### Highlights/Strengths

- 78% Agreed or strongly agreed that the online learning environment and available technology resources supported their learning.
- 82% Agreed or strongly agreed that the evaluation methods used were appropriate.
- 78% Agreed or strongly agreed that the program emphasizes a solid foundation in research methods.
- Most respondents (82%) intend to remain in their role in P-12 education after program completion, and 56% of respondents plan to apply ed tech skills to their current role.



- 20 respondents offered suggestions for types of courses they feel should be included in the program.

#### Weaknesses/Opportunities for Improvement

- 58% of respondents agree or strongly agree that they were satisfied with the program.
- 26% of respondents disagreed or strongly disagreed that there was good availability of courses during registration. This is an ongoing challenge with our current course route and admissions model and should be discussed further in section 5.
- 52.39% of respondents disagreed or strongly disagreed that the program gave sufficient opportunity to gain multicultural learning experiences.
- 62% of respondents disagreed or strongly disagreed that the program made them aware of Indigenous and other cultural perspectives.
- 51% of respondents disagreed or strongly disagreed that they learned about important social, economic, environmental, and cultural issues.
- 59% of respondents believe there would be value in offering electives in the program.
- 68% of respondents would select CBU again.

Overall, student satisfaction in the program is less than ideal and strongly points to a need for improvements which will be discussed in the recommendations in section 5.2. In addition to adequate inclusion of diverse perspectives, students feel the program is too challenging and too research based.

Note regarding demographics:

Only 3 of the respondents indicated that they were students in the Master of Education (Educational Technology) program in partnership between CBU and Memorial University of Newfoundland.

### 4.3 Graduates

(a) Graduation information for the program:

#### Number of Graduates

Year	Spring Graduates	Fall Graduates	Total by Year
2017	16	5	21
2018	15	1	16
2019	25	2	27
2020	23	6	29
2021	38	4	42
2022	27	1	28
2023	26	3	29
<b>Total</b>	<b>170</b>	<b>22</b>	<b>192</b>

(b) Information on graduates:

Based on the student/alumni survey, the majority of students taking this program do so intending to remain in their current role. While we did not include a question on the survey asking if students completed further graduate studies after this program, it should be noted that the majority of students in this program are public school teachers residing in Nova Scotia, and opportunities to increase classification (salary increases) require completion of additional

graduate diploma or master's degree programs. There are three opportunities for increases and to reach the highest classification, at least one program must be at the master's level.

(c) Alumni opinions regarding the program and its quality:

73.53% of respondents to the survey indicated they were alumni. Please see section 4.2 for our discussion of survey results. Overall, most agree that they would select Cape Breton University again and would recommend the program, however there are very clear opportunities for improvement which will be further discussed in section 5.

#### 4.4 Resources

- a. The Education department has one faculty member full-time in the program and another part-time faculty member in the Diploma. We have proposed a new position in Innovative Technologies that would see another faculty member teaching part-time in this area.
- b. Both full-time and sessional faculty have access to the annual University Teaching Program (UTP), offered each summer through CBU's Center for Teaching and Learning (CTL). The UTP is typically offered as a month-long program that features both online (asynchronous) resources, and live seminar sessions focused on best teaching practices and the leveraging of technology resources for teaching and learning at CBU. In addition, full-time and sessional faculty have access to a companion "course" space in Moodle (CBU's learning management system) that provides resources, how-to guides, and an FAQ section that has been curated since the start of the COVID-19 pandemic with a focus on how to leverage technologies such as Moodle and Microsoft Teams (CBU's synchronous online learning platform) to design, develop, and facilitate engaging asynchronous and synchronous learning experiences for their students. During the COVID-19 pandemic, the Education Department at CBU facilitated a peer learning and support group that met weekly throughout the first term of online course delivery to help all full-time and sessional faculty develop their skills with required technologies, develop robust and engaging teaching and learning resources, and develop their skills with the facilitation of synchronous learning sessions via Microsoft Teams. Full-time and sessional faculty also have access to a dedicated "course" space in Moodle that houses an ever-growing list of resources curated by the Education Department for teaching within the Bachelor of Education program at CBU.
- c. Library Resources – Describe and assess library holdings and access for both faculty and students in the program.  
See **Appendix 4C**.
- d. Physical Resources – Describe and assess the spaces used by students and faculty, such as classrooms, student labs, faculty offices, faculty research spaces, common spaces, etc.

This program is fully online, and classroom space is not necessary. Faculty members each have an assigned office space on-campus; sessional instructors do not have office space\*. Common spaces are available on campus for collaboration, including a common space in the education department.

\*Beginning in 2023, sessional instructors are eligible for a \$500 home office allowance to support workspace for their teaching duties.

e. Technological Resources:

- All students have access to Microsoft Office 365 and Microsoft Teams for the duration of their studies.
- A variety of digital tools/software are available via the Cape Breton University Library: <https://libguides.cbu.ca/c.php?g=723927>
- Moodle is the LMS used by Cape Breton University and instructors are encouraged to utilize embedded features; they can learn more through the drop-in educational technology office hours offered by the Centre for Teaching and Learning
- Video supports are offered by the Centre for Teaching and Learning with a specific focus on Microsoft Teams and Moodle
- The IT Help Desk is the first point of contact for IT Services in person, via email, and by phone and offers a variety of technical services, such as:
  - Assistance with usernames and passwords to access the CBU network, Moodle, Compass.
  - Support for internet access using your personal computer or laptop in the various public access areas on campus, including from the CBU campus-wide Wi-Fi network, or in residence.
  - Email support.
  - General software support for lab-installed software.
  - Audio-visual questions and support.
  - Telephone and wireless support.
  - Logging Service Requests.

f. Recruitment – Describe and assess the recruitment efforts for the program, including faculty/staff involvement, brochures, the website, scholarships and bursaries, etc.

**Faculty/Staff Involvement:** Faculty is minimally involved in recruitment but share with their networks when appropriate. The Manager of Graduate Programs liaises with CBU domestic recruiters to make sure they have up-to-date information. The Manager of Graduate Programs also liaises with the Strategic Communication and Events staff to have marketing materials developed, updated, and printed when necessary.

**Website:** <https://www.cbu.ca/academics/programs/diploma-in-educational-technology/>

**Brochure:** See Education Postcard in **Appendix 4B**.

This brochure is distributed by CBU recruiters to teachers locally and Canada-wide via events such as the Atlantic Association of Registrars and Admissions (AARAO). It is also distributed at events such as CBU 101, CBU Open House, and any conferences or opportunities arising with teachers present (Ex: Teachers Association for Physical and Health Education TAPHE Conference in October 2023).

**Scholarships and Bursaries:** Students in this program will be eligible to apply for a departmental scholarship created via CBU's Employee Giving Fund. This scholarship was created in 2023 and is expected to be available annually in an amount of approximately \$500 for one student. No entrance scholarships are available.

Minimal active recruitment has been required for the program. Admission is completed on a rolling basis as long as there are seats available in courses; this is possible because there is so much flexibility and students can begin in any term, with any course other than the Applied Research Project (EDUC5800). This creates challenges as well, which are discussed in section 5.1.

g. Budget –high-level information on the operating budget:

The Diploma in Educational Technology is part of the Department of Education cost center, within the School of Education and Health budget: the budget is under the control of the Department Chair.

The total annual departmental budget is approximately \$1.9M and it covers the costs of the 9 faculty and 2 staff members of the department, as well as sessional instructors and general operational costs.

Approximately 98.8% of the department budget is spent on payroll and contracting of faculty, staff and sessional instructors. Annual incremental increases keep the budget in a fairly good position.

## 5. Critical Analysis

### 5.1 Strengths and Opportunities

External threats and opportunities for the program and internal strengths and weaknesses:

The review committee had a robust discussion based on the survey results and observations from their own practice and contexts.

#### External

##### Threats

- Length of diploma program must be 30 credits based on the requirements for Nova Scotia Teacher Certification
- Competition with other programs, especially those offering master's degrees at the same number of credits as this graduate diploma. For example:



**Do you want to know more about Generative AI and its power to transform teaching and learning in Cape Breton?**

**MSVU is offering a Tech Cohort in North Sydney starting in September 2024!**

**Contact**  
 Al Regner  
 Graduate Cohort Coordinator  
 902-499-8555  
[al.regner@msvu.ca](mailto:al.regner@msvu.ca)

**INFO SESSIONS:**  
 January 30 7PM in-person  
 Hotel North  
 January 24, 7PM online  
<https://meet.google.com/jun-v-rz-ql-moa>

**Topics include:**  
 Generative AI - Video Editing - Escape Rooms - Green Screens - Instructional Media - Chatbots - Coding - Makerspace - Google Classroom - 3D Printing - Makey Makey - Beebots - Cospaces - Robots and much more.

**Testimonial:**  
 "I started the Tech Cohort having not even used Google Classroom. By the end of this cohort I was creating activities using educational technology that my students found really engaging and supportive of their learning!" Tech Cohort Grad 2023




## Opportunities

- Encouraging and supporting students to participate in graduate conferences and symposia within Nova Scotia and nationally.

At the January 2024 Interuniversity Council on Teacher Education (ITCE) meeting, Meghan Schaller, Manager of Graduate Programs in Education at Cape Breton University, suggested a collaborative conference to showcase the variety of scholarship undertaken by educators within Nova Scotia. While only an initial suggestion, there was a warm response to the idea.

## Internal

### Strengths

- Multiple intakes per year allowing flexibility with course routes
- Primarily asynchronous model is suitable for students working full-time
- Focus on research and theory is strong
- Most students surveyed agreed that evaluation methods were appropriate.

### Weaknesses

- Offered as a graduate diploma as opposed to master's degree, but same number of credits as master's degree
- Ratio of full-time to sessional faculty members
- Disconnect between expectations theory vs practice
- Lack of EDI/cultural responsiveness across courses

- The non-cohort model and flexibility of course routes mean classes sometimes fill-up. This often happens very close to the start date, making it a challenge to plan numbers for sections.
- High caps for graduate coursework at 30 students per course.
- Since the courses can be taken in many different orders, it is difficult to reinforce or determine mastery of outcomes.
- Student experience for M.Ed. Educational Technology students taking the program in partnership with Memorial University of Newfoundland (MUN) and for CBU students in the diploma.
  - Diploma and M.Ed. students co-seat in six CBU courses. M.Ed. students are not issued a CBU email address and do not have full access to contribute to Microsoft Teams. We have not found a solution to address this issue other than to focus on capabilities within Moodle. This limits the creative and collaborative capacity because the entire class does not have access to the same technology.
  - In addition, M.Ed. students do not have access to CBU's internal course evaluation form. The department chair has arranged for unofficial course evaluations to be completed via a Microsoft Form but this is far from an ideal solution.
  - M.Ed. students have historically been added to courses late because the administrative staff at MUN needs to send the registration lists to CBU. Over the past 4 years, several changes have been made to the administrative processes, and fewer students have been added late in recent terms. However, the dates for adding and dropping courses are not in alignment at both institutions, and some students are still added after CBU's last day to register.
    - Administrative staff at MUN need to review rosters manually to check for late additions or drops – we do not always find out promptly if a student has dropped a course.

## 5.2 Recommendations

Recommendations based on the critical self-study:

The review committee suggested a comprehensive range of recommendations falling primarily into areas of program enhancement (through the revision of course requirements and minor changes in structure, as well as new courses), improving recruitment strategies, revisiting collaborative opportunities and commitments, and strengthening institutional supports. The potential exists for some of these recommendations to be put into action immediately, while a more extensive program revision must be discussed more extensively.

### 1. Program Enhancement – Top Priority

1.1. Based on the feedback received, the committee recommends a significant change to revitalize the graduate diploma program or pursue a master's degree program in its place.

- A master's degree program would better align with institutional priorities and student expectations.
- For context, as a Graduate Diploma, the program must be a minimum of 30

credits to align with the [Teacher Certification Regulations made under Section 98 of the Education Act](#). A master's degree must also be a minimum of 30 credits. This is in contrast to other provinces where graduate diplomas may be as few as 12 credits ([Memorial University of Newfoundland](#)) or, more typically, as low as 15 credits (the minimum requirement outlined by the Maritime Provinces Higher Education Commission [Maritime University Certificate and Diploma Framework](#)).

- In addition, laddering of credentials does not meet the requirements for increases in classification for Nova Scotia teachers. Each increase in classification requires a minimum of 30 new credits. For example, if we kept the program as a graduate diploma, we could not then allow students to take additional credits to “upgrade” to a master's degree.
- Students opt to enroll in a graduate diploma program with the expectation that the course load will be less burdensome than a master's degree and often express frustration that the same amount of time and a similar amount of tuition is required for a master's degree and a graduate diploma. The results of the student/alumni survey clearly point to a need for further discussion of possibilities to reimagine this program at the master's level or to better meet expectations at the graduate diploma level.
- Consideration should be given to the culminating course and best fit based on the credential. A course route may be more appropriate if the program remains a graduate diploma.
- The Research Methods course, EDUC 5115 is not recognized by teacher certification in Nova Scotia towards the required six credits to obtain the Advanced Teacher Certificate 3 due to it being a graduate diploma level course as opposed to a graduate degree level course. In the short term, we can consider replacing EDUC 5115 with EDUC 6115 (master's degree level research methods). Long-term, we can reconsider whether including research methods in this program adds value or whether it would be worthwhile replacing the research methods course with a new course. If the program is redesigned as a master's degree program, the research methods course will be required at the 6000-level which would solve this problem.

#### 1.2. Suggestions for potential new course offerings include the following topics:

- Current issues in educational technology, including emerging technologies
- Digital sovereignty
- AI
- Practical applications of technology used within the 21<sup>st</sup> century classroom
- Makerspaces
- Critical studies relating to educational technology
- Digital gaming and play theories/pedagogies

#### 1.3. A revitalized program must take into consideration:

- Cape Breton University's Graduate Attributes
- Coursework must remain significantly different from the [Master's degree in Curriculum Studies – Technology Integration](#) from Mount Saint Vincent University.
- The partnership between CBU and Memorial University of Newfoundland allows students to complete the Graduate Diploma in Educational Technology and



receive up to 12 transfer credits towards the [Master of Education \(Educational Technology\)](#). If the MOU is renewed, any changes to the Graduate Diploma should minimize, where possible, a duplication of coursework for those who may pursue the Master of Education after the Graduate Diploma. (Note for clarification: notice was provided in March 2024 to terminate the MOU with MUN for this program).

- There was a strong sentiment evident in the student/alumni surveys that the balance of coursework focuses too much on theory and there is a need for more practical applications throughout.
  - An expansion of course offerings would allow for electives within the program.
  - A higher minimum passing average in alignment with other graduate programs
- 1.4. There is a need for a stronger focus on equity, diversity, and inclusion throughout **all** courses.
- The School of Education and Health has adopted a set of Curriculum Standards (See **Appendix 5A**); course development and redevelopment should follow these standards to ensure course materials represent diverse populations in a culturally responsive manner.
  - The types of assessments and expectations for the culminating project should be assessed with an EDI lens. Our colleagues in the Shannon School of Business have been piloting an initiative for their Master of Business Administration program to reduce barriers for Indigenous students completing the Applied Research Project (ARP); Committee member Dr. Kate Krug is involved with this initiative and welcomes us to learn about the steps they are taking.

## 2. Collaborative Opportunities and Commitments

2.1. Consideration should be given to creative opportunities to increase involvement in practical applications and knowledge mobilization. Some suggestions from committee members include:

- Consider ways to build on knowledge from course to course.
  - Currently, courses can be taken in any order as long as 21 credits are complete, including the research methods course, prior to enrolling in the project course. This flexibility is both a strength and a challenge and should be considered more intentionally. One suggestion was to require EDUC 5108 as the prerequisite for all other courses, so students at least begin the program with the same course. Currently it is recommended as the first course, but it is not a requirement.

2.2. Creative mobilization of knowledge from the final project course

- A mini online conference could be considered; in hybrid format local students and instructors could make use of CBU's dual-mode classrooms.

2.3. As of March 4, 2024, Cape Breton University has issued notice to withdraw from the MOU with Memorial University of Newfoundland, which had not been renewed since 2000.

- With a commitment to continue offering required courses to those enrolled in the M.Ed. (Educational Technology) until Winter 2027, discussions around supporting the student experience should still take place, particularly to determine the best way to include these students in course evaluations for CBU courses, and to provide more opportunities to collaborate across platforms



including Microsoft Teams.

2.4. Cape Breton University's Centre for Teaching and Learning is available with expertise to help instructors with educational development leads, and the knowledge of the CTL staff, including the Manager of Online Learning, should be leveraged as improvements are made to courses.

### **3. Improving Recruitment Strategies**

3.1. A one-page brochure dedicated to this program specifically should be designed for distribution to educators to highlight the program.

- We need to consider the timeline for program enhancements – is it worth waiting until changes have been made? Historically, courses have been full or nearly full, and very little active recruitment has taken place.
- This is to be distributed to educators by CBU's recruitment team during the Atlantic Association of Registrars and Admissions Officers (AARAO) Tour along with the materials they already provide. This focus is on educators at the high school level.
- In collaboration with the Marketing, Communications, and Recruitment department, a targeted plan should be developed to expand the reach to elementary and middle school educators as well as post-secondary educators.

### **4. Strengthening Institutional Supports**

4.1. Additional supports focused on graduate studies would strengthen the overall support network for this program. CBU does not have a School of Graduate studies.

- The Office of Research and Graduate Studies does provide some types of support for research, particularly matters of ethics and funding.
- The Manager, Graduate Programs in Education, supports students throughout the program regarding advising, registration, planning, and navigating institution-wide supports.

## **6. Conclusion**

The committee met with the CBU Quality Assurance committee of Senate on May 10<sup>th</sup> and received insightful comments and suggestions which have been incorporated in to this self-study. Overall, we expect the results of this quality assurance review to lead to significant changes for the program. We look forward to the external review which will lend a fresh viewpoint for us to consider. An action plan will be developed after the external review is complete so we may incorporate recommendations from both our initial self-study and the external review.

## Appendices

## Appendix 1A

### CBU Graduate Attributes

## CBU Graduate Attributes

The first goal of the university experience is the pursuit of specialized knowledge. In addition to discipline-specific learning, students grow and develop as individuals through the total university experience, including their co-curricular and extra-curricular activities. This growth and development will be reflective of the university a student attends, so the CBU graduate attributes communicate the kinds of experiences and opportunities a student can expect at Cape Breton University, both inside and outside the classroom.

Graduate attributes are the higher-level skills and qualities that students should obtain through their learning and overall university experiences. Each student will bring a unique lens to their learning and, in turn, will experience the CBU graduate attributes in their own way. These attributes are not meant to represent specific or remedial skills that are to be taught; they are to be developed over time across a wide range of courses and experiences that students will have.

Foundational to all Cape Breton University curriculum, experiences, and activities is a commitment to equity, diversity, inclusion, accessibility, allyship, reconciliation and decolonization.

### **CBU graduates are prepared to demonstrate**

- **Active and responsible citizenship;**
- **Creativity and curiosity;**
- **Information literacies and professional integrity; and**
- **Effective communication and collaboration.**

**as they engage in their workplaces, communities and the wider world.**

### **Active and Responsible Citizenship**

**As active and responsible citizens, CBU graduates engage in local and global communities in ways that are inclusive and mutually supportive.**

During their studies at CBU, students will have the opportunity to:

- Respectfully engage L'nu and other cultural perspectives
- Embrace and value diversity, accessibility, and allyship
- Understand the historical contexts that impact local and global community dynamics
- Practice active stewardship of the environment

### **Creativity and Curiosity**

**CBU graduates demonstrate creativity and curiosity; they are adaptable, resourceful and resilient in acquiring, creating and applying knowledge.**

During their studies at CBU, students will have the opportunity to:

- Nurture a learning spirit
- Demonstrate courage to challenge themselves
- Actively embrace a culture of research and knowledge creation
- Apply creative, innovative, and/or entrepreneurial responses to personal and societal problems

## Information Literacies and Professional Integrity

**CBU graduates find, synthesize, apply and acknowledge information in all of its various formats, with honesty and integrity.**

During their studies at CBU, students will have the opportunity to:

- Learn to demonstrate a high level of academic integrity
- Gather and critically examine sources of knowledge, discerning information from misinformation
- Apply ethical reasoning to social/societal problems and challenges
- Develop digital and data literacies while adapting to emergent technologies

## Effective Communication and Collaboration

**CBU graduates effectively listen and share ideas to work toward a common goal.**

During their studies at CBU, students will have the opportunity to:

- Value diverse perspectives while being able to advocate for one's own position
- Skillfully communicate in a variety of modes and formats
- Adapt communication to different audiences
- Work independently and in teams, serving in both leadership and support roles

Graduates will be able to articulate their learning and growth through a number of statements.

### **As a CBU Graduate...**

"I recognize the relationships between personal wellbeing and wellbeing for all. I take action on social, economic, environmental, and cultural issues."

"I am genuinely curious, open to new experiences, perspectives, and knowledge. When challenged, I approach personal and societal problems with creativity and innovation."

"I critically evaluate information, distinguishing fact from misinformation. I readily acquire new literacies, recognizing the potential of evolving technologies for life-long learning."

"I am adaptable, versatile and respectful in ways of communicating and working with others."

## Appendix 1B

### Per Course Enrollments

Per Course Enrollments

Course	Course	Year 1 (2020-21)						2020 -21 Total	Year 2 (2021-22)						2021 -22 Total	Year 3 (2022-23)						2022 -23 Total	Year 4 (2023-24)						2023 -24 Total	Grand Total	
Number	Title	SS 2020		F 2020		W 2021			SS 2021		F 2021		W 2022			SS 2022		F 2022		W 2023			SS 2023		F 2023		W 2024				Comments
		CB U	MU N	CB U	MU N	CB U	MU N		CB U	MU N	CB U	MU N	CB U	MU N		CB U	MU N	CB U	MU N	CB U	MU N		CB U	MU N	CB U	MU N	CB U	MU N			
EDUC5101*	Blended & Online Learning	29	13	11	7			60	29	11	7	3			50	16	10	11	9			46	36	7	6	5			54		
EDUC5103*	Integration of Instructional Design & Educational Technology	28	8			12	17	65	14	10			15	11	50	18	12			13	14	57	30	12			20	10	72		
EDUC5105*	Designing Distributed Learning	26	12	19	8			65	19	8	16	9			52	16	12	14	12			54	29	18	21	12			80		
EDUC5106*	Technology Planning for Education Environments	20	13			19	16	68	16	12			16	13	57	18	11			15	14	58	18	9			13	10	50		
EDUC5107*	Data Informed Education	24	6	10	5			45	24	8	12	8			52	18	12	17	4			51	17	12	20	5			54		
EDUC5108	Educational Technology for the Practicing Teacher			28				28			34		19		53			29		23		52			26		7		33		
EDUC5115	Research Methods					31		31					24		24	20				25		45	23				26		49		
EDUC5131*	Digital Citizenship in a Global Community	24	12			9	16	61	22	10			14	11	57	33	18			16	12	79	33	17	5	12	13	11	91		
EDUC5800	Applied Research Project							0							0	6						6	6						6		EDUC 5800 and EDUC

EDUC5800A **	Applied Research Project			42				42			29			29			24			24			29			29			5800 A and B are the same 6 credit course. CBU's new student information system requires the Fall-Winter offerings to be split in to sections A and B for registration purposes. Students must register for both and cannot receive partial credit because it is still a 6-credit course. The system does not require parts A and B for spring-summer term.	
EDUC5800B **	Applied Research Project				42			42				29		29				24		24				29		29				
Grand Total		151	64	110	20	113	49	507	124	59	98	20	117	35	453	145	75	95	25	116	40	496	192	75	107	34	108	31		547

\* Courses marked with an asterisk are offered to students taking the Diploma in Educational Technology through Cape Breton University as well as students taking the Master of Education (Educational Technology) in partnership between CBU and Memorial University of Newfoundland.

These courses have two primary sections which are metalinked so all students participate together.



## Appendix 2A

### Curricular Changes

## Curricular Changes

Course	Previous Academic Calendar Name/Description	New Name/Description (2021)	Rationale for Change
<b>EDUC 5101</b>	Software and IT Applications - This courses offers instruction in software reviews, software evaluation models, assessment and selection. How, when, where, how often and under what context will software be used in an educational setting will be stressed. Appropriate and inappropriate software applications for use within the classroom will be considered. In order to put theory into practice, designing activity packages and incorporating educational software into lesson plans will be undertaken.	Assessment of Blended and Online Learning - Assessment and feedback mechanism for evaluating e-learning design rather than students' performance is the focus of this course. Through an evaluation of the following variables: learner characteristics/history, learning environment, technological affordances and pedagogical perspective participants completing this course should be able to present reasoned arguments for evaluating the success of implementation of a particular design that could be used to impact policy decisions.	It has become rare for schools to work with computer-based software but rather cloud based applications, this proposed change updates the language of the technology, and re-focuses the course description on the focus of course, learning to assess, rather than the technology being assessed to increase longevity.
<b>EDUC 5103</b>	Integration of Instructional Design and Information Technology - The field of instructional design (ID) has long been synonymous with distance education and training rather than mainstream K-12 teaching. However, ID is a critical component to planning and delivery of technology-enabled learning. In this course we will explore the applicability of instructional design to the K-12 context as a means to enhance learning and community building through the various modes of delivery currently found in schools (hybrid/blended/virtual). Within this course, students will explore ID competencies, models, and current trends in the organization of learning environments. A particular emphasis will be placed on the utilization of ID principles in selecting appropriate technologies for specific objectives.	Integration of Instructional Design and Educational Technology - The field of instructional design (ID) has long been synonymous with distance education and training rather than mainstream teaching. However, ID is a critical component to planning and delivery of technology-enabled learning. In this course we will explore the applicability of instructional design to the both K-12 and broader contexts as a means to enhance learning and community building through the various modes of delivery currently found in schools (hybrid/blended/virtual). Within this course, students will explore ID competencies, models, and current trends in the organization of learning environments. A particular emphasis will be placed on the utilization of ID principles in selecting appropriate technologies for specific objectives.	Name updated from "Information Technology" to the more specific and applicable "Educational Technology". The update to the description acknowledges the variety of backgrounds our students come from to as to not limit the scope of the course to the K-12 environment since not all educators in our program work within that context. The nature of the course does not change but the new description better encompasses the diverse backgrounds of our learners. The new name also reflects that change in name of the joint MEd program with MUN itself. The name has changed from the Master of Education (Information Technology) to the Master of Education (Educational Technology), to place more emphasis on the applications of technology, as opposed to the technical side of it.
<b>EDUC 5105</b>	Designing Web-Based Learning - This course will develop your competency in the design and delivery of online learning activities. Participants will explore the essential components of interactive eLearning: context, challenge, activity and feedback through a combination of theoretical analysis and practical design activities. Note: this course does not focus on specific software or tools; however basic competency in e-Learning technologies is expected.	Designing Distributed Learning - This course will develop your competency in the design and delivery of distributed learning activities. Participants will explore the essential components of interactive distributed learning (eLearning): context, challenge, activity and feedback through a combination of theoretical analysis and practical design activities. Note: this course does not focus on specific software or tools; however basic competency in online educational technologies is expected.	Web-based learning as a term to describe online learning, has gone out of favour. Distributed learning, which describes connected learning online more accurately reflects current trends in online learning. The revised course description removes any reference to specific software which has been used in the past in order to make the description more flexible and increase its longevity.

<b>EDUC 5107</b>	<p>Information Management in Education Environments - Explores information management from an educator's point of view as well as researching electronic performance support systems and their implications for education and educators. Participants will develop a web-based personal electronic performance support system that will contain tools and information to aid the performance of that particular individual as an educator in a technology-rich, ever-changing educational environment.</p>	<p>Data Informed Education - Explores the use of data by educators, administrators, and instructional designers, to improve education through good data-driven decisions. Rather than focusing on the technology behind information management, this course explores the use of available data in education-related decision-making.</p>	<p>This name change, again reflects current practice in schools as well as Educational Technology field, information management, is generally now provided by “big data” sources, rather than individual school-based performance systems. The rise in networked approaches to manage data to inform decision making both at the individual teaching level and the systemic board/centre level means that teacher/tech leaders need to learn how to manage data differently. Again, the fundamental nature of the course, and the objectives have not changed, however the title and description have been refined to support the process, rather than technology specific goals to increase longevity.</p>
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## Appendix 2B

### Educational Technology Diploma Course Offerings by Term

## Educational Technology Diploma Course Section Offerings by Term

	2020			2020 Total	2021			2021 Total	2022			2022 Total	2023			2023 Total	Grand Total
Row Labels	FALL	SP_SU	WINTER		FALL	SP_SU	WINTER		FALL	SP_SU	WINTER		FALL	SP_SU	WINTER		
EDUC-5101	1	1		2	1	1		2	1	1		2	1	2		3	9
EDUC-5103		1	1	2		1	1	2		1	1	2		2	1	3	9
EDUC-5105	1	1		2	1	1		2	1	1		2	1	2		3	9
EDUC-5106		1	1	2		1	1	2		1	1	2		1	1	2	8
EDUC-5107	1	1		2	1	1		2	1	1		2	1	1		2	8
EDUC-5108	1			1	1		1	2	1		1	2	1			1	6
EDUC-5115			1	1			1	1		1	1	2		1	1	2	6
EDUC-5131		1	1	2		1	1	2		2	1	3	1	2		3	10
EDUC-5800										1		1		1		1	2
EDUC-5800A	2			2	2			2	1			1	2			2	7
EDUC-5800B			2	2			2	2			1	1			1	1	6
<b>Grand Total</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>19</b>	<b>5</b>	<b>9</b>	<b>6</b>	<b>20</b>	<b>7</b>	<b>12</b>	<b>4</b>	<b>23</b>	<b>80</b>

\*Please note: EDUC5101, EDUC5103, EDUC5105, EDUC5106, EDUC5107, EDUC5131 courses have availability each term for both CBU and MUN students. These courses combine both cohorts into one (1) course section.

## Appendix 2C

### Planning Guide



## Planning Guide: Diploma in Educational Technology

**Required Courses – (30 Credits)** View full course descriptions in the [Course Catalog](#)

<b>EDUC 5108</b> Educational Technology for the Practicing Teacher	<b>EDUC 5103</b> Integration of Instructional Design and Educational Technology	<b>EDUC 5107</b> Data Informed Education
<b>EDUC 5115</b> Research Methods	<b>EDUC 5105</b> Designing Distributed Learning	<b>EDUC 5131</b> Digital Citizenship in a Global Community
<b>EDUC 5101</b> Blended and Online Learning	<b>EDUC 5106</b> Technology Planning for Educational Environments	<b>EDUC 5800(A&amp;B)</b> Applied Research Project

### Program Pathway Options

FALL START			WINTER START			SPRING START		
Term	Option A	Option B	Term	Option A	Option B	Term	Option A	Option B
<b>FALL 1</b>	EDUC 5108	EDUC 5105	<b>WINTER 1</b>	EDUC 5108	EDUC 5131	<b>SPRING 1</b>	EDUC 5103	EDUC 5105
<b>WINTER 1</b>	EDUC 5115	EDUC 5108	<b>SPRING 1</b>	EDUC 5115	EDUC 5103	<b>SUMMER 1</b>	EDUC 5106	EDUC 5131
<b>SPRING 1</b>	EDUC 5103	EDUC 5115	<b>SUMMER 1</b>	EDUC 5131	EDUC 5101	<b>FALL 1</b>	EDUC 5105	EDUC 5108
<b>SUMMER 1</b>	EDUC 5101	EDUC 5106	<b>FALL 1</b>	EDUC 5107	EDUC 5108	<b>WINTER 1</b>	EDUC 5108	EDUC 5115
<b>FALL 2</b>	EDUC 5105	EDUC 5107	<b>WINTER 2</b>	EDUC 5103	EDUC 5115	<b>SPRING 2</b>	EDUC 5115	EDUC 5107
<b>WINTER 2</b>	EDUC 5106	EDUC 5131	<b>SPRING 2</b>	EDUC 5105	EDUC 5107	<b>SUMMER 2</b>	EDUC 5101	EDUC 5106
<b>SPRING 2</b>	EDUC 5107	EDUC 5103	<b>SUMMER 2</b>	EDUC 5101	EDUC 5106	<b>FALL 2</b>	EDUC 5107	EDUC 5101
<b>SUMMER 2</b>	EDUC 5131	EDUC 5101	<b>F OR W 3</b>	EDUC 5106	EDUC 5105	<b>WINTER 2</b>	EDUC 5131	EDUC 5103
<b>F/W 3</b>	EDUC 5800	EDUC 5800	<b>SP/FA 3</b>	EDUC 5800	EDUC 5800	<b>SP/FA 3</b>	EDUC 5800	EDUC 5800

\* The CBU Department of Education strongly encourages students to select one of the options listed above based on the term in which they begin their program. Failing to do so could result in extending their program length. Students wishing to complete the program at an increased rate should consult with the Manager of Teacher Education.

Please contact [teachered@cbu.ca](mailto:teachered@cbu.ca) with any questions you may have.

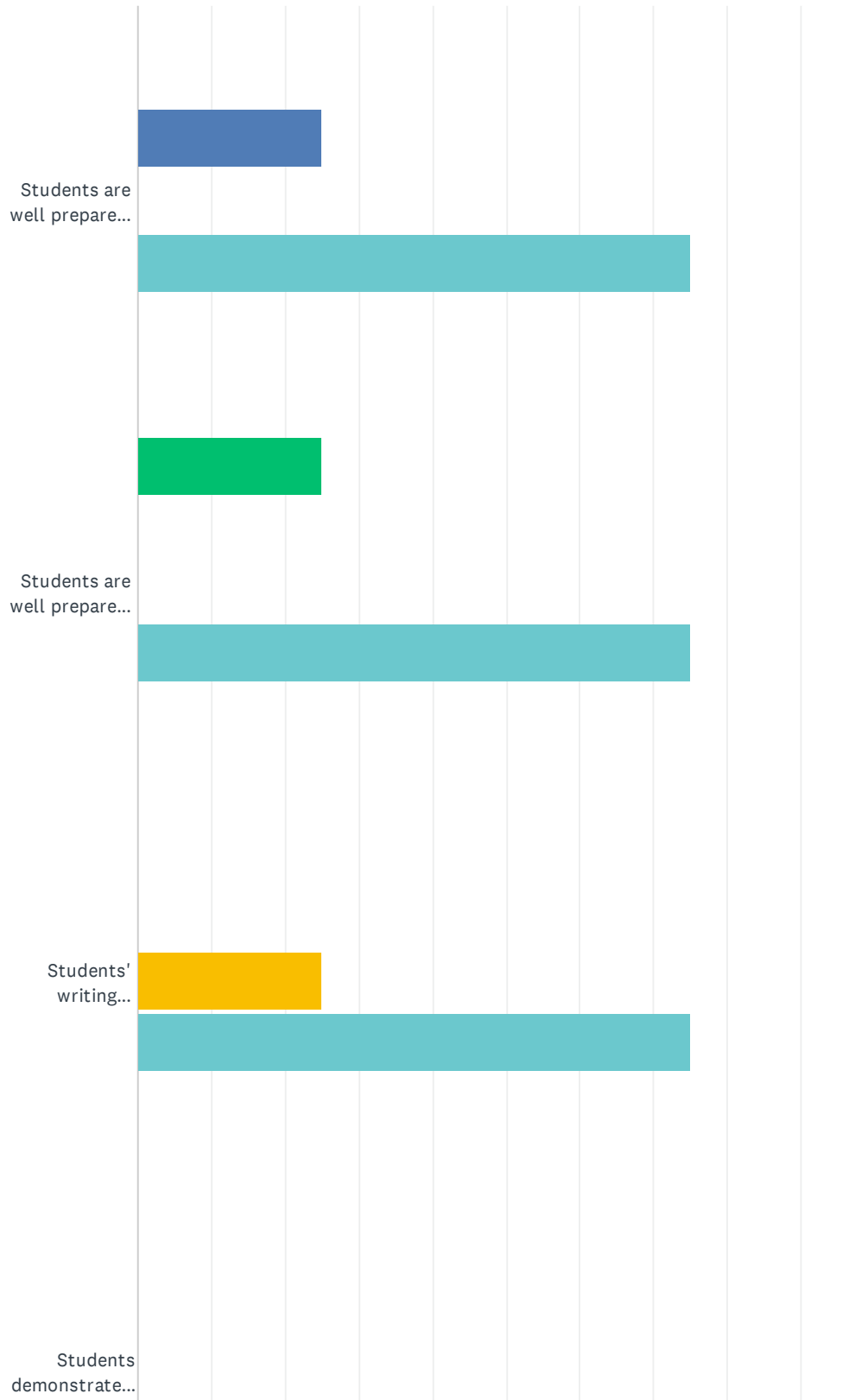
## Appendix 4A

### Faculty Survey Results

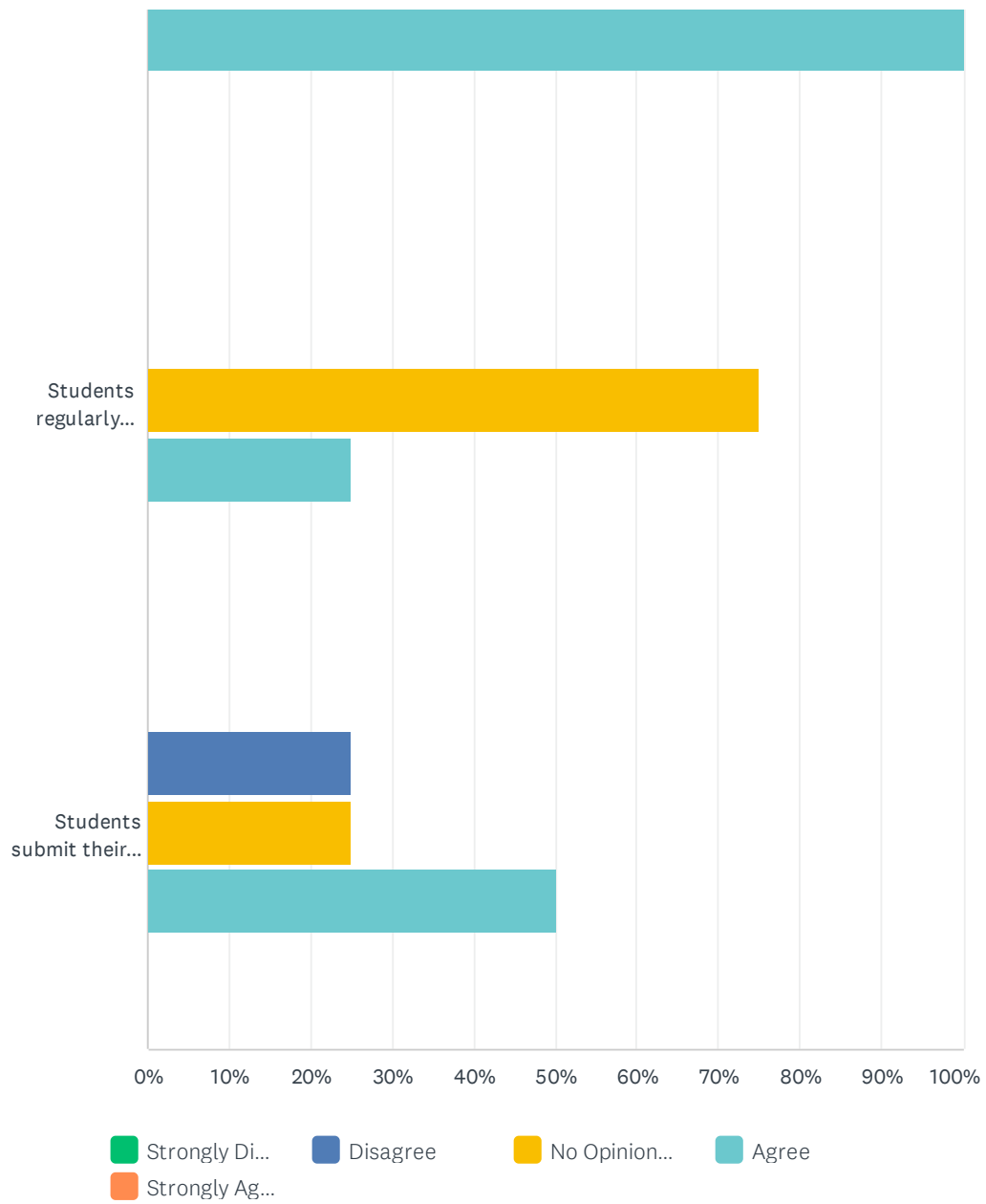


## Q1 To what extent would you agree with the following statements regarding your experiences with students.

Answered: 4 Skipped: 0



## Diploma in Education Technology Faculty Survey



## Diploma in Education Technology Faculty Survey

	STRONGLY DISAGREE	DISAGREE	NO OPINION/DOES NOT APPLY	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
Students are well prepared for my courses in terms of pre-requisite subject knowledge.	0.00% 0	25.00% 1	0.00% 0	75.00% 3	0.00% 0	4	3.50
Students are well prepared for my courses in terms of understanding the language of course instruction.	25.00% 1	0.00% 0	0.00% 0	75.00% 3	0.00% 0	4	3.25
Students' writing abilities are adequate to complete assigned work.	0.00% 0	0.00% 0	25.00% 1	75.00% 3	0.00% 0	4	3.75
Students demonstrate professional behaviours.	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4	4.00
Students regularly attend lectures.	0.00% 0	0.00% 0	75.00% 3	25.00% 1	0.00% 0	4	3.25
Students submit their work on time.	0.00% 0	25.00% 1	25.00% 1	50.00% 2	0.00% 0	4	3.25

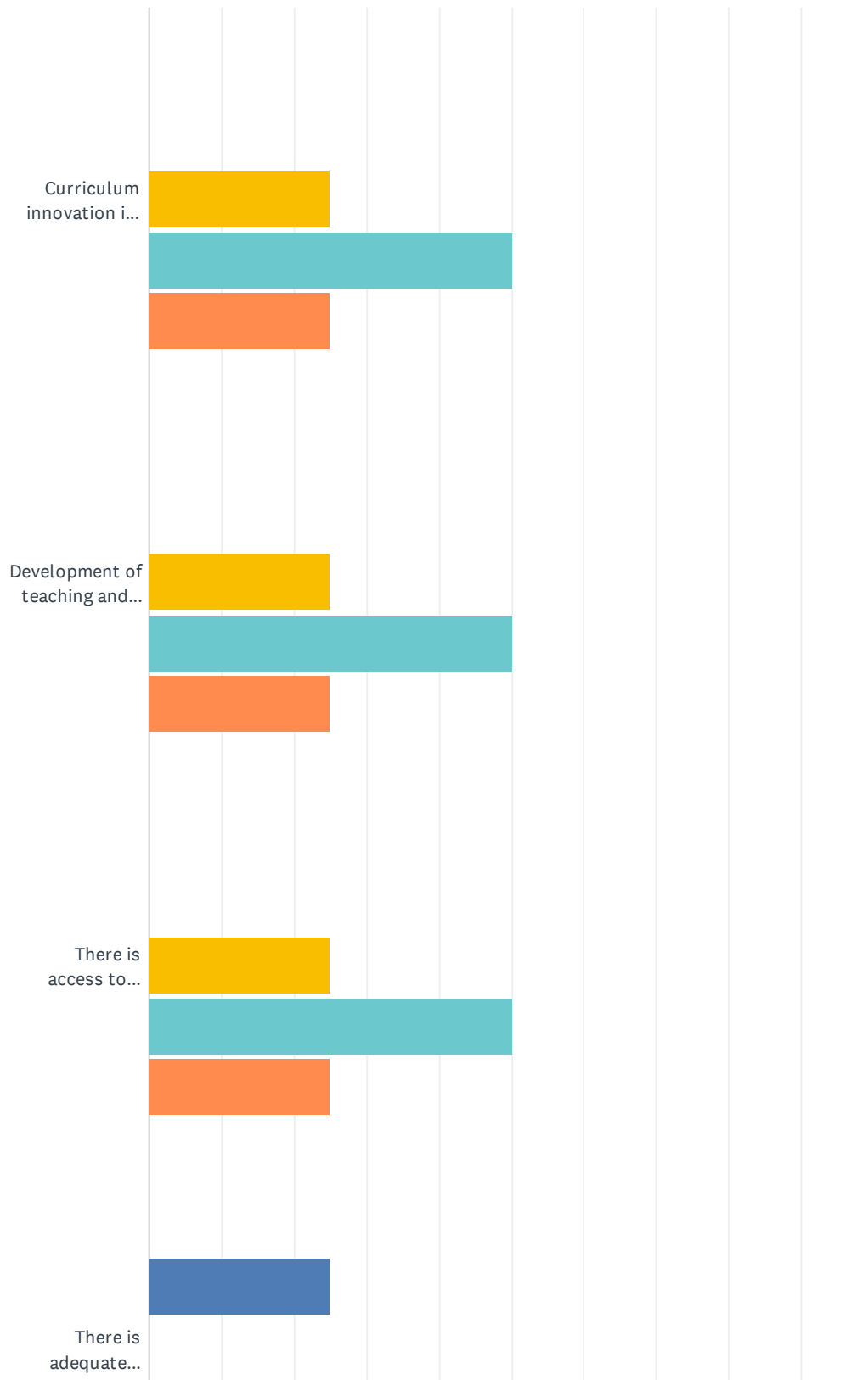
## Q2 Is there anything else you would like to add regarding your experiences with students within the program?

Answered: 3   Skipped: 1

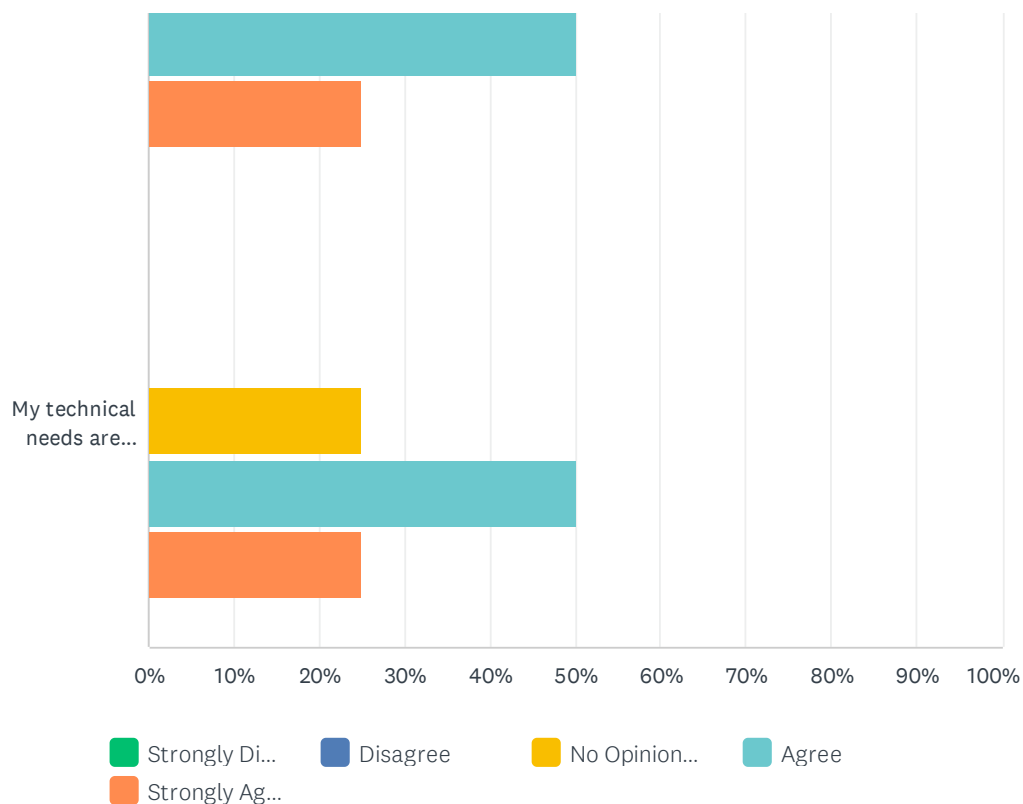
#	RESPONSES	DATE
1	In the course I'm teaching, students frequently find the course title and course description misaligned, leading to confusion about course expectations.	3/14/2024 6:12 PM
2	It would be helpful when admitting students to communicate the rigour and responsibility of a graduate program and also the importance of being prepared. This requires time and attention even for part time students. Professors and instructors take into consideration students' individual and collective needs and do their very best to support these needs and offer adaptations such as extra time and resources for extra support. However, students need to know that a graduate diploma or degree requires both individual participation and a collective responsibility for knowledge sharing.	3/11/2024 1:02 PM
3	That the survey needs to be split in to two (one for the intensive term and one for the fall/winter term). I would provide different answers for each instance questions as students are less prepared to start, and move through, the intensive term course. The switch from 8 weeks to 6 weeks seems to have been administratively beneficial but the learning experience has suffered.	3/11/2024 11:48 AM

### Q3 To what extent would you agree with the following statements regarding your experiences with teaching and learning?

Answered: 4 Skipped: 0



## Diploma in Education Technology Faculty Survey



	STRONGLY DISAGREE	DISAGREE	NO OPINION/DOES NOT APPLY	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
Curriculum innovation is encouraged and supported.	0.00% 0	0.00% 0	25.00% 1	50.00% 2	25.00% 1	4	4.00
Development of teaching and learning practices is supported.	0.00% 0	0.00% 0	25.00% 1	50.00% 2	25.00% 1	4	4.00
There is access to sufficient resources for teaching and learning.	0.00% 0	0.00% 0	25.00% 1	50.00% 2	25.00% 1	4	4.00
There is adequate support for integrating technology in my teaching.	0.00% 0	25.00% 1	0.00% 0	50.00% 2	25.00% 1	4	3.75
My technical needs are supported to meet the needs of teaching online.	0.00% 0	0.00% 0	25.00% 1	50.00% 2	25.00% 1	4	4.00

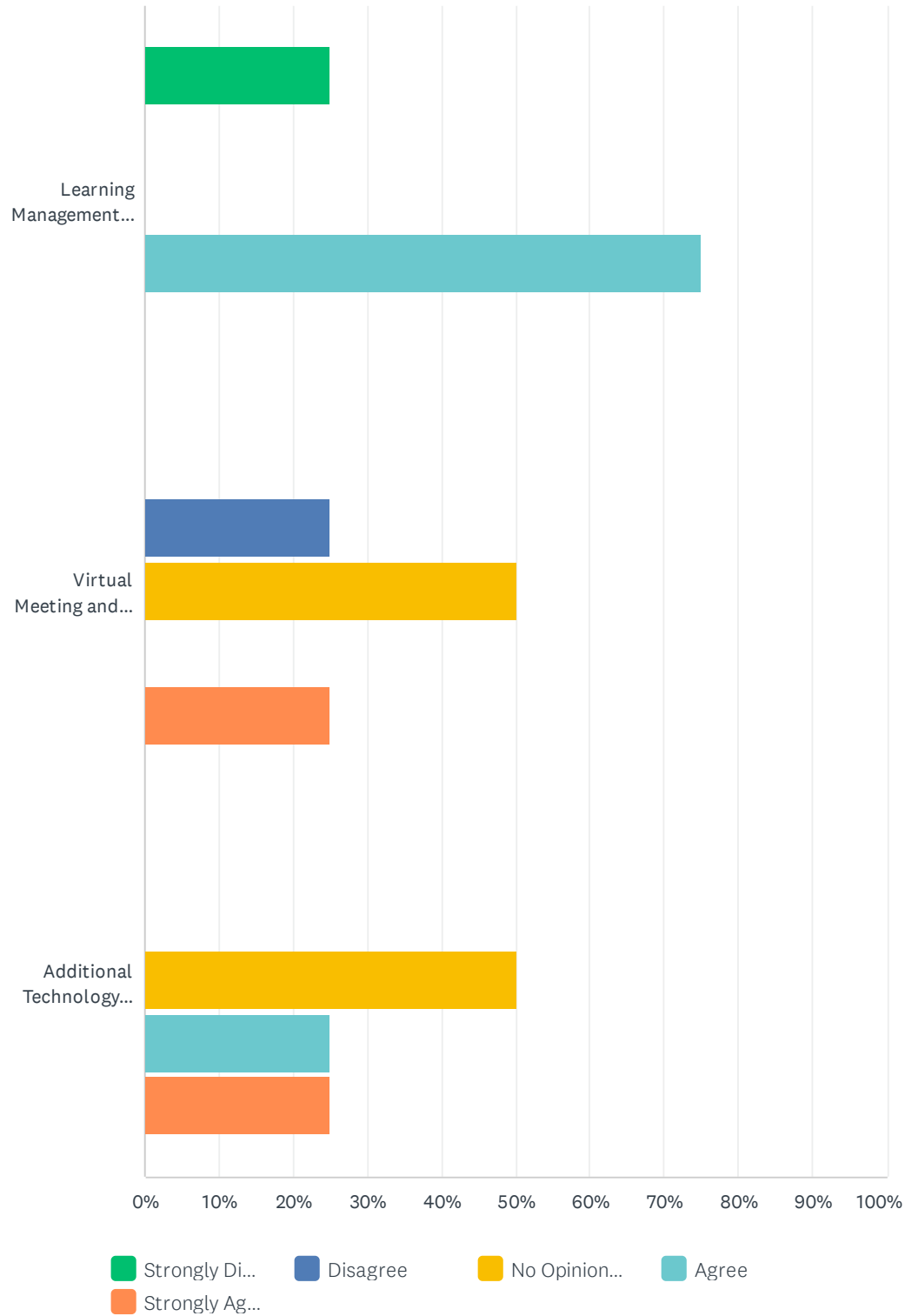
## Q4 Is there anything else you would like to add regarding your experiences with teaching and learning within the program?

Answered: 0   Skipped: 4

#	RESPONSES	DATE
	There are no responses.	

## Q5 To what extent would you agree that the following teaching facilities are adequate?

Answered: 4 Skipped: 0





## Diploma in Education Technology Faculty Survey

	STRONGLY DISAGREE	DISAGREE	NO OPINION/DOES NOT APPLY	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
Learning Management System (Moodle)	25.00% 1	0.00% 0	0.00% 0	75.00% 3	0.00% 0	4	3.25
Virtual Meeting and Collaboration Space (Microsoft Teams)	0.00% 0	25.00% 1	50.00% 2	0.00% 0	25.00% 1	4	3.25
Additional Technology Resources (such as Microsoft Office 365)	0.00% 0	0.00% 0	50.00% 2	25.00% 1	25.00% 1	4	3.75

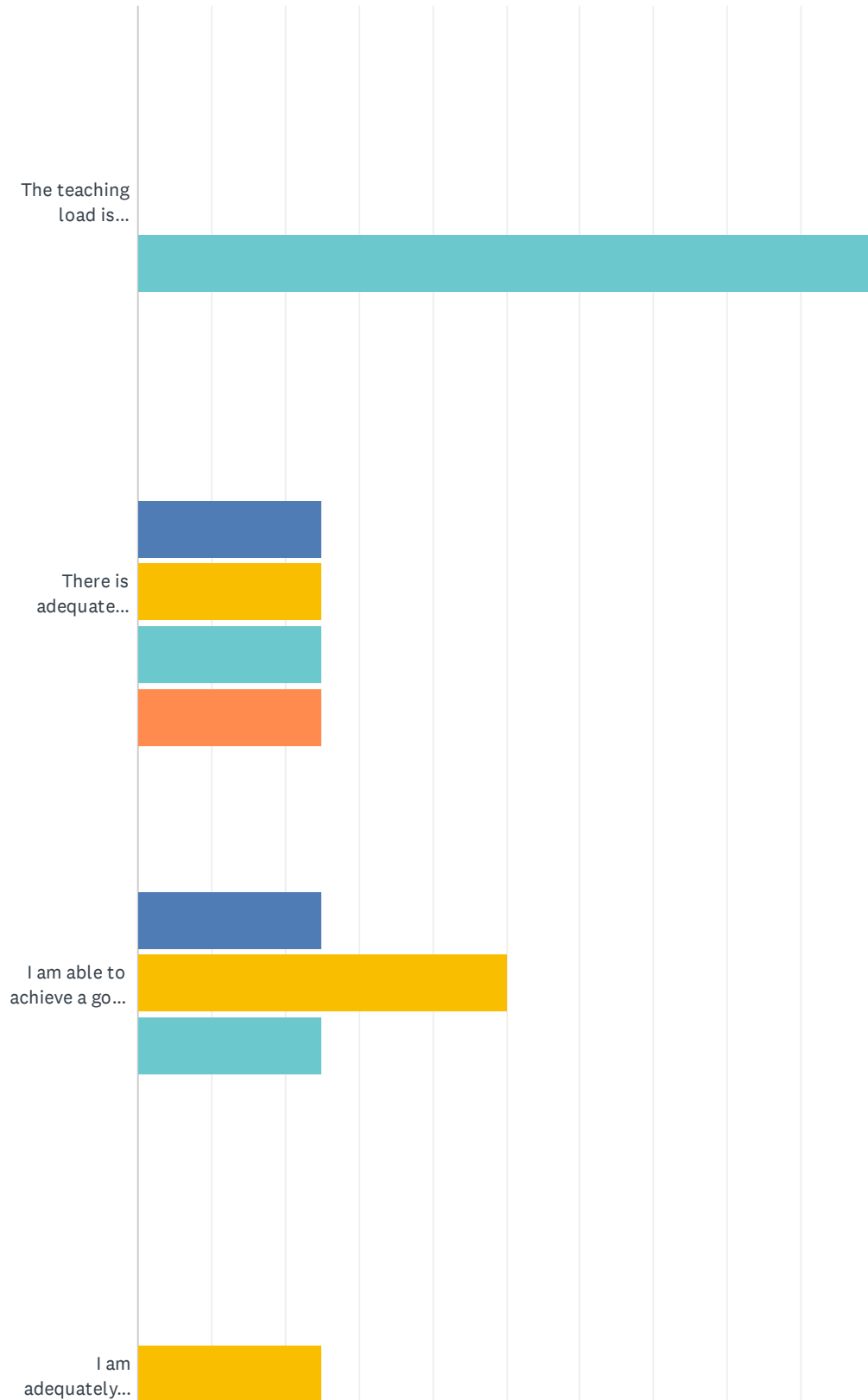
## Q6 Is there anything else you would like to add regarding your experiences with teaching facilities associated with the program?

Answered: 1   Skipped: 3

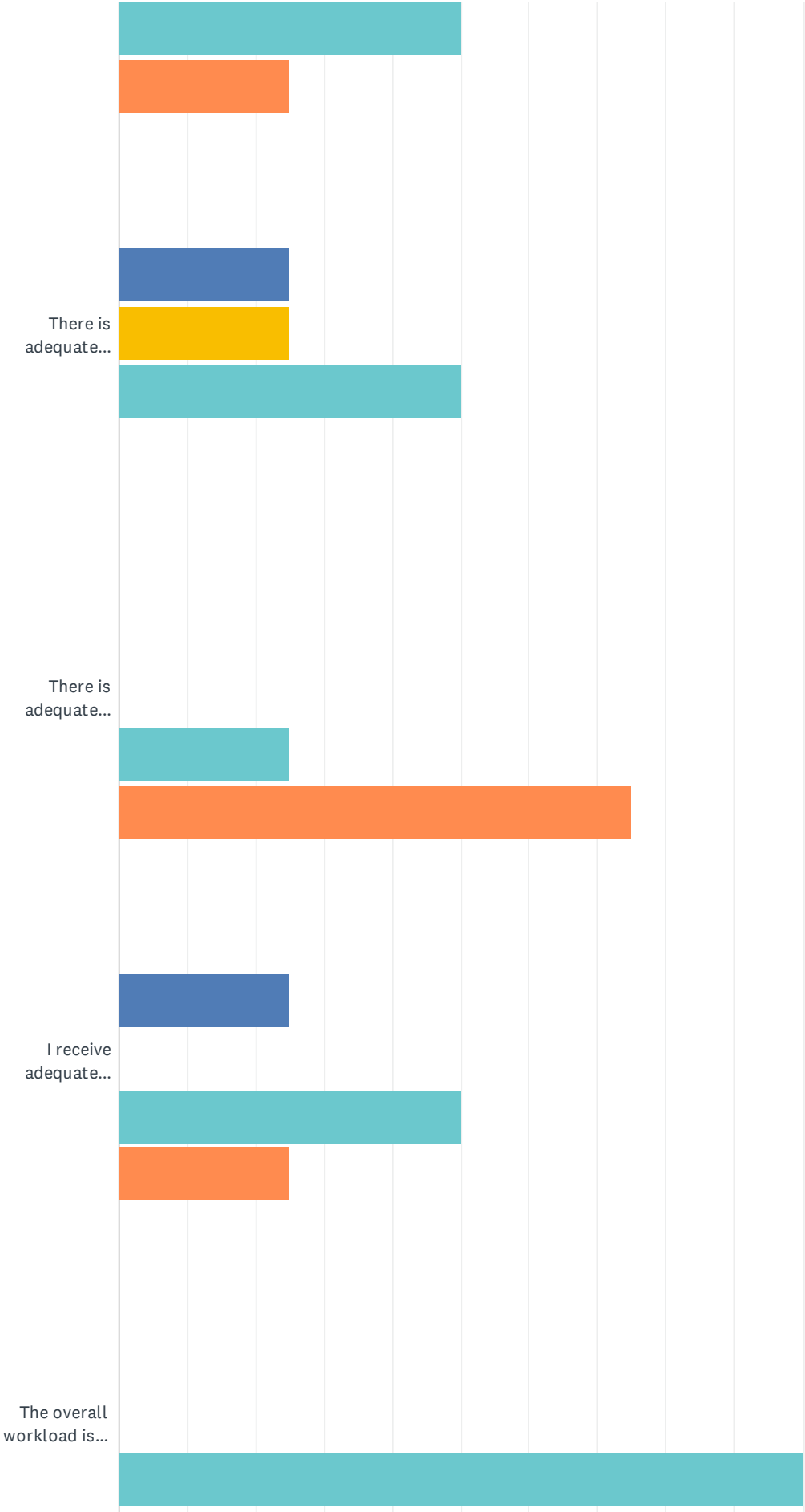
#	RESPONSES	DATE
1	I primarily rely on Moodle and its features for my course. It would be helpful to learn about other CBU-approved tools that support asynchronous learning.	3/14/2024 6:14 PM

## Q7 To what extent would you agree with the following statements regarding workload

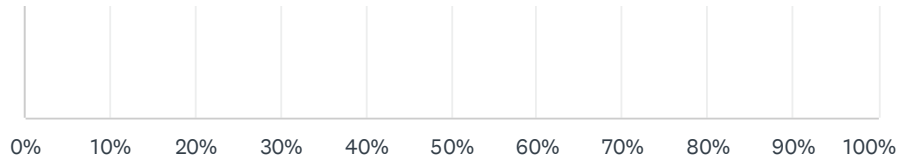
Answered: 4 Skipped: 0



Diploma in Education Technology Faculty Survey



## Diploma in Education Technology Faculty Survey



■ Strongly Di... 
 ■ Disagree 
 ■ No Opinion... 
 ■ Agree 
 ■ Strongly Ag...

	STRONGLY DISAGREE	DISAGREE	NO OPINION/DOES NOT APPLY	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
The teaching load is reasonable.	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4	4.00
There is adequate opportunity to participate in personal professional development.	0.00% 0	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4	3.50
I am able to achieve a good balance between teaching, research, and service or teaching and service.	0.00% 0	25.00% 1	50.00% 2	25.00% 1	0.00% 0	4	3.00
I am adequately supported in advising students on course choices.	0.00% 0	0.00% 0	25.00% 1	50.00% 2	25.00% 1	4	4.00
There is adequate support from the research office.	0.00% 0	25.00% 1	25.00% 1	50.00% 2	0.00% 0	4	3.25
There is adequate administrative support when needed.	0.00% 0	0.00% 0	0.00% 0	25.00% 1	75.00% 3	4	4.75
I receive adequate feedback on the quality of my work.	0.00% 0	25.00% 1	0.00% 0	50.00% 2	25.00% 1	4	3.75
The overall workload is reasonable.	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4	4.00

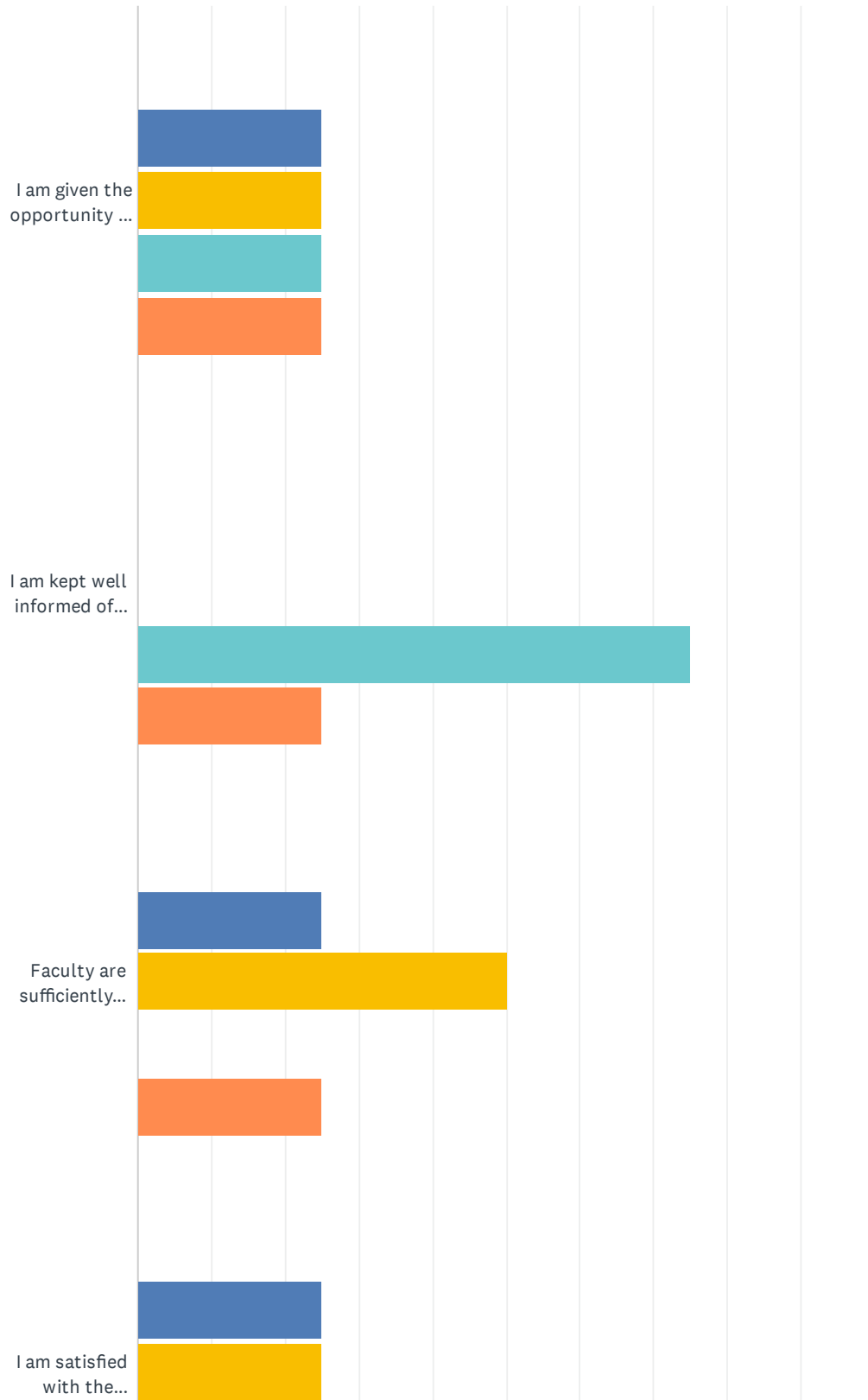
## Q8 Is there anything else you would like to add regarding workload?

Answered: 2   Skipped: 2

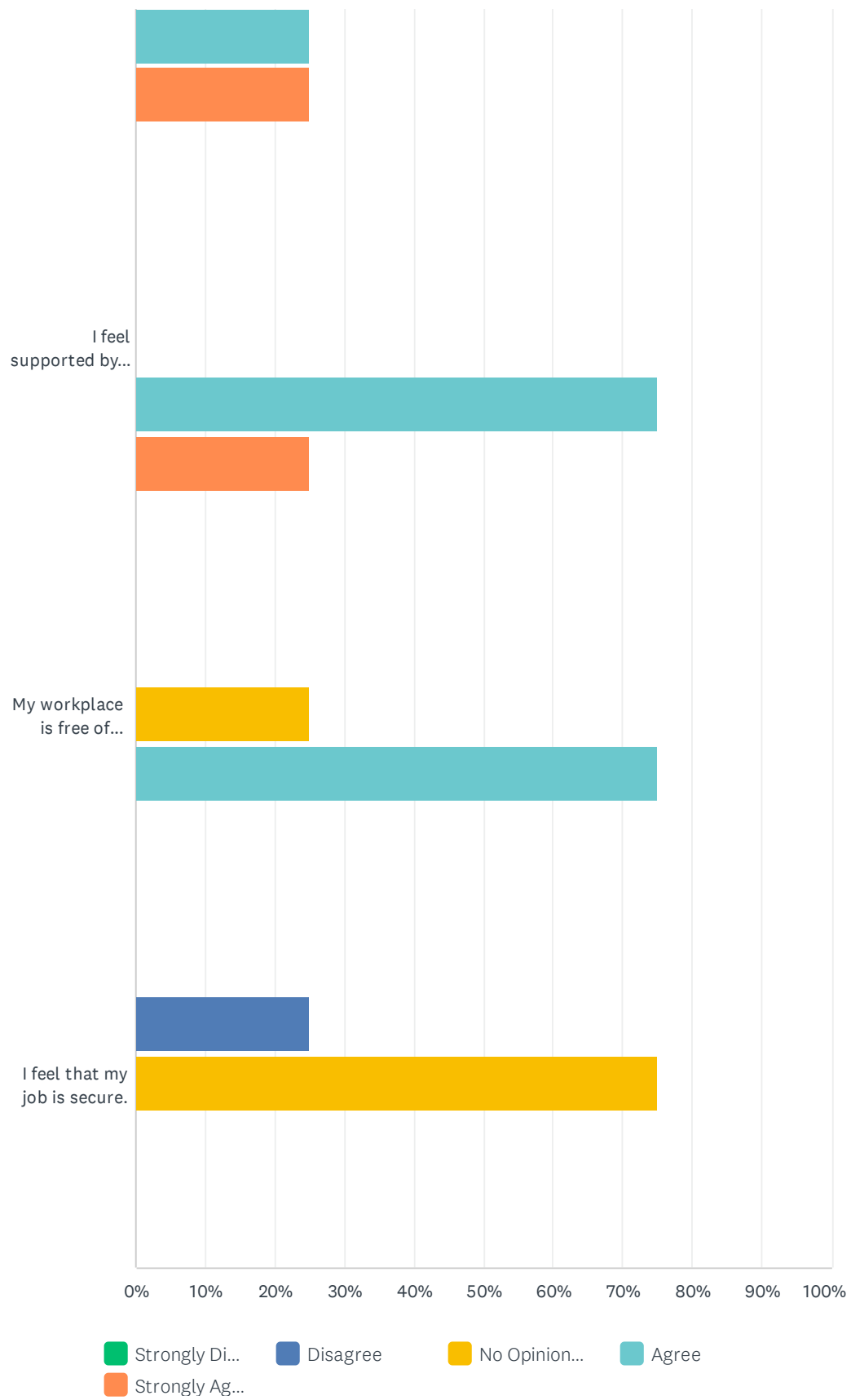
#	RESPONSES	DATE
1	Graduate courses offer students an opportunity to explore and develop their knowledge and skills from both a theoretical and practical perspective. Different courses have different expectations. As a case in point, a course that explores personal development is different from a course that requires a sound understanding of theory such as courses in philosophy or research methods. Courses of this nature should be considered when determining numbers of students admitted. This is true across the board and not just for this particular degree program. As an example, placing 30 plus students in a research course that requires a thesis proposal, without a teaching assistant, is a significant challenge and time commitment for part-time faculty. There also seems to be no equity in course numbers when some part time faculty have very few students in their classes - such as one student or three students. Sometimes, this cannot be avoided and this is understandable. However, perhaps larger required classes be made into two sections. This would be a best practices approach to teaching and learning and also protect the fidelity of the program and the course.	3/11/2024 1:26 PM
2	I have flagged this twice previously but do not believe this has been corrected. Though MUN students can make up almost half the learners in a course their feedback is not gathered and included in course evaluation reporting. Choosing to only value CBU learner course feedback sends the wrong message to those teaching courses where all learners should be valued.	3/11/2024 11:57 AM

## Q9 To what extent would you agree with the following statements regarding workplace values and environment?

Answered: 4 Skipped: 0



## Diploma in Education Technology Faculty Survey





## Diploma in Education Technology Faculty Survey

	STRONGLY DISAGREE	DISAGREE	NO OPINION/DOES NOT APPLY	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I am given the opportunity to participate in decisions that affect me.	0.00% 0	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4	3.50
I am kept well informed of matters important to faculty.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4	4.25
Faculty are sufficiently involved in campus decision making.	0.00% 0	25.00% 1	50.00% 2	0.00% 0	25.00% 1	4	3.25
I am satisfied with the quality of the professional relationships I have with other faculty in my school.	0.00% 0	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4	3.50
I feel supported by administration.	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4	4.25
My workplace is free of discrimination and harassment.	0.00% 0	0.00% 0	25.00% 1	75.00% 3	0.00% 0	4	3.75
I feel that my job is secure.	0.00% 0	25.00% 1	75.00% 3	0.00% 0	0.00% 0	4	2.75

## Q10 Is there anything else you would like to add regarding your workplace values and environment experiences?

Answered: 0 Skipped: 4

#	RESPONSES	DATE
	There are no responses.	

## Q11 Do you have any other comments on your experiences teaching in the ED Tech Diploma or the Quality Assurance review?

Answered: 1   Skipped: 3

#	RESPONSES	DATE
1	I thoroughly enjoy teaching in the ED Tech diploma program. Programs can always improve as can faculty and instructors. I am cognizant of the importance of being a responsive instructor and supporting my students in achieving learning through optimal conditions reflective of their unique understanding and personal lived experiences. I am pleased to see a quality assurance review and will always be willing to work with CBU to be the best instructor possible and offer the most optimal learning environment and experience possible for my present and future students.	3/11/2024 1:31 PM

## Appendix 4B

### Education Postcard



# PLANNING TO UPGRADE YOUR TEACHING CERTIFICATION?

Check out what Cape Breton University has to offer!

*CBU offers exclusively online programs including:*

- Master of Education in Sustainability, Creativity, and Innovation
- Diploma in Educational Technology
- Diploma in Education: Curriculum in the Canadian Context

Learn more at [Cbu.ca/programs](https://Cbu.ca/programs)  
or contact [teachered@cbu.ca](mailto:teachered@cbu.ca)  
to find out about next steps.



Cape  
Breton  
University



## Appendix 4C

### Library Report

**Cape Breton University Library  
Program Library Report**

**Librarian:**

<b>Name: Martin Chandler</b>	<b>Date: Mar 6, 2024</b>
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**Proponent(s):**

<b>Names: Meghan Schaller</b>	<b>Department(s): Education</b>
<b>Course Code: N/A</b>	<b>Program Name: Diploma in Educational Technology</b>

<b>Library Resources</b>	<p><u>Books</u></p> <p>The library has many texts that will support this course, either directly or through our Novanet partnership, including:</p> <p>boyd, danah. (2014). <i>It's complicated : the social lives of networked teens</i>. Yale University Press. <a href="https://doi.org/10.12987/9780300166439">https://doi.org/10.12987/9780300166439</a></p> <p>Braun, L. W. (2007). <i>Listen up! podcasting for schools and libraries</i>. Information Today.</p> <p>Delprato, Marcos., &amp; Shephard, D. D. (2024). <i>Achieving Equitable Education : Missing Education Data and the SDG 4 Data Regime</i>. (1st ed.). Edward Elgar Publishing.</p> <p>Ferris, S. P., &amp; Wilder, H. A. (Eds.). (2017). <i>Unplugging the classroom : teaching with technologies to promote students' lifelong learning</i>. Chandos Publishing, an imprint of Elsevier.</p> <p>Gilmore, S., &amp; Deos, K. (2020). <i>Integrating technology : a school-wide framework to enhance learning</i>. Heinemann.</p> <p>Gradinarova, B. (2015). <i>E-Learning : Instructional Design, Organizational Strategy and Management</i> (B. Gradinarova, Ed.). IntechOpen.</p> <p>Knapp, L. G., Glennie, Elizabeth., &amp; Charles, K. J. (2016). <i>Leveraging Data for Student Success : Improving Education Through Data-Driven Decisions</i>. RTI Press/RTI International.</p> <p>Kolb, L., &amp; Kolb, L. (2020). <i>Learning first, technology second in practice : new strategies, research and tools for student success</i>. International Society for Technology in Education.</p> <p>Smyrnaïou, Z., Riopel, M., &amp; Sotiriou, M. (Eds.). (2016). <i>Recent advances in science and technology education, ranging from modern pedagogies to neuroeducation and assessment</i>. Cambridge Scholars Publishing.</p> <p><u>Journals</u></p> <p>The library has access to many journals that will meet the needs of this course, including:</p> <ul style="list-style-type: none"> <li>• Journal of Technology Education</li> <li>• Technology, Pedagogy, and Education</li> <li>• Technology and Children: A Journal for Elementary School Technology Education</li> <li>• Educational Technology Research and Development</li> <li>• Canadian Journal of Science, Mathematics and Technology</li> </ul>
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	<p>Education and others.</p> <p><u>Databases</u></p> <p>Amongst the offerings that can support this course are such diverse databases as:</p> <ul style="list-style-type: none"> <li>• ERIC</li> <li>• Education Source</li> <li>• MAS Ultra – School Edition</li> <li>• Primary Search</li> </ul> <p>as well as numerous other interdisciplinary databases.</p>
<b>Library Services</b>	<p>a) Instructional support: Librarians offer regular classroom and one-on-one instructional support in library use and research skills, ensuring students are able familiar and able to engage with the resources available to them.</p> <p>b) Document delivery: CBU Library is a member of the CAAL-CBPA Document Delivery Group. Service offered through this membership includes resource-sharing that delivers articles to users, usually at no charge, within 48 hours. Books are sent between libraries and are generally received within four business days.</p> <p>c) Tutorials, guides etc.: Online subject guides, learning objects, etc., are available for students and faculty, and course-specific guides from the library can be developed in consultation with instructors.</p>
<b>Other</b>	<p>The library maintains a number of information sources and tools, including data (e.g. Statistics Canada microdata) and digital humanities resources (e.g. Esri products) that can also support this.</p> <p>It should be noted that the CBU Library is also currently under-resourced, both for information sources and in staffing, making support for new and existing programs more challenging. Due to exceptional increases in the student body and program offerings without concomitant resourcing for the library, services and resources are significantly less accessible than needed.</p>



## Appendix 5A

### School of Education and Health Curriculum Standards

## **Curriculum Standards**

### **Currency:**

- If using a course textbook(s), seek one published within the last five years
- consider accessibility (e-version, for example)
- consider affordability for students when selecting course resources
- prioritize articles published in the last five years
- limit foundational content to 20% of course materials unless course focal point is historical foundations

### **Content:**

- ensure required course material (readings and media) are representative of diverse populations
- in selecting course readings, try to locate articles available through the CBU library
- be deliberate in creating course learning outcomes that evidence culturally inclusive pedagogies

### **Assessment:**

- assessment metrics must align directly to individual course learning outcomes and be mapped to relevant accreditation frameworks
- ensure assignments encourage multiple ways of meeting course learning outcomes respectful of multiple knowledge systems
- In redeveloping course assignments and activities, please note that *CTL* and Education Developers are available to support any requirements regarding technological integration and student experience design. Your Chair can facilitate consultation.
- please ensure to track changes directly on the standard syllabus for ease of sharing changes

## Accompanying Documentation

Accompanying documentation should include CVs for all full-time faculty and course syllabi (in senate approved format) for courses taught within the program over the previous six years. Lengthy tables and supporting information should be placed in appendices.

## Course Syllabi



## **Course Outline**

### **EDUC5101 Blended & Online Learning**

Instructor: Dr. Dennis N. York  
Office hours: By appointment  
Office location: Zoom  
Email: [dennis\\_york@cbu.ca](mailto:dennis_york@cbu.ca)  
Class location: Online  
VW date: June 19, 2023

**IMPORTANT:** Email can sometimes get misdirected. The instructor responds to the email within 48 hours. If you have not received an acknowledgement or reply within this time, please re-send it, as you should assume the instructor did not receive it.

### **DEPARTMENT MISSION STATEMENT**

The mission of the Department of Education at Cape Breton University (CBU) is to prepare educators who are responsible professionals committed to the learning of all students. CBU provides both pre-service and continuing education programs focused on developing teachers, through current research and best practices, to be skillful, reflective practitioners. The CBU Department of Education is dedicated to providing instruction and experience to develop critical, creative, and caring teachers committed to lifelong learning and professional growth.

### **A CORE FOCUS ON EDUCATION FOR SUSTAINABILITY (EFS)**

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS) which is inclusive of the three realms of sustainability – environment, society and economy. This focus seeks to address content, context, pedagogy, global issues and local priorities. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well. By integrating EfS principles throughout our education programs, teachers and teacher candidates will engage in learning designed to cultivate: critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions.

### **ACKNOWLEDGEMENT**

The Department of Education at CBU acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaw People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaw and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaw and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

## COURSE DESCRIPTION

Assessment and feedback mechanism for evaluating e-learning design rather than students' performance is the focus of this course. Through an evaluation of the following variables: learner characteristics/history, learning environment, technological affordances and pedagogical perspective participants completing this course should be able to present reasoned arguments for evaluating the success of implementation of a particular design that could be used to impact policy decisions.

## REQUIRED READINGS

### Required Readings

In this course, you will critically review academic papers as part of your coursework. These readings will be necessary to complete course assignments and accomplish the course objectives. All assigned materials will be available online as part of the Moodle course website. Also, they are available through the CBU Library. You may choose to download these materials or read them online.

You can expect to spend up to 12-15 hours studying the material and participating in learning activities every week.

## COURSE OBJECTIVES

Upon successful completion of this course, you should be able to:

1. Conduct a critical analysis of your perspectives on educational evaluation and appreciate the role of a methodical approach in evaluating e-learning designs.
2. Identify and articulate the importance of key variables in e-learning design, including learner characteristics, the learning environment, technological affordances, and pedagogical perspectives.
3. Examine and apply suitable evaluation models for assessing and improving e-learning design and technology integration in your teaching context.
4. Identify and select appropriate data-collection techniques for evaluating e-learning design and effectiveness, considering factors such as the learning environment, the type of data needed, and ethical considerations.
5. Construct and present reasoned arguments that critically evaluate the success of implementing a specific e-learning design within your context.
6. Communicate the results of e-learning design evaluations to various stakeholders, including policy-makers, teachers, and learners, in a clear and effective manner.
7. Propose a comprehensive evaluation plan to assess the effectiveness of blended and/or online learning practices within your teaching setting.

## COURSE OUTLINE

The following schedule serves as a guideline for you to assist you with your planning for this course. Dates may be adjusted periodically through a class discussion to reflect course developments, interests or needs of participants. **NOTE: All assignments and tasks for the week are due at 11:59 pm (AST) on either Friday or Sunday of the week assigned to the Unit (e.g., for Unit 3, an outline assignment is due by Friday, July 7).**

**Table 1: Course Schedule**

<b>WEEKS</b>	<b>UNITS/TOPICS</b>	<b>DUE DATES</b>
<b>Week 1</b> June 19-25, 2023	<b>Unit 1</b> Setting the scene for evaluating e-learning (blended and online learning)	<b>Participate in Introductions Discussion</b> Opens: Monday, June 19 at 12:01 am (AST) Closes: Sunday, June 25 at 11:59 pm (AST) <b>Submit Pre-Course Reflection</b> Due: Sunday, June 25 at 11:59 pm (AST)
<b>Week 2</b> June 26-July 2, 2023	<b>Unit 2</b> Defining the purpose for e-learning evaluation	<b>Participate in Focused Discussion 1</b> Opens: Monday, June 26 at 12:01 am (AST) Closes: Sunday, July 2 at 11:59 pm (AST)
<b>Week 3</b> July 3-9, 2023	<b>Unit 3</b> Evaluation paradigms and models suitable for e-learning	<b>Submit Evaluation Study Outline</b> Due: Friday, July 7 at 11:59 pm (AST)
<b>Week 4</b> July 10-16, 2023	<b>Unit 4</b> Conducting an evaluation: Data collection methods	<b>Participate in Focused Discussion 2</b> Opens: Monday, July 10 at 12:01 am (AST) Closes: Sunday, July 16 at 11:59 pm (AST)
<b>Week 5</b> July 17-23, 2023	<b>Unit 5</b> Communicating the results of an evaluation	<b>Submit Evaluation Proposal</b> Due: Sunday, July 23 at 11:59 pm (AST)
<b>Week 6</b> July 24-28, 2023	<b>Unit 6</b> Current and future trends in evaluation into blended and online learning	<b>Participate in Focused Discussion 3</b> Opens: Monday, July 24 at 12:01 am (AST) Closes: Friday, July 28 at 11:59 pm (AST) <b>Submit Post-Course Reflection</b> Due: Friday, July 28 at 11:59 pm (AST)

## ASSIGNMENTS AND EVALUATION

All written work submissions must be typed and presented in **APA Format**. If you need assistance with this, the [Purdue OWL website](#) has valuable information, also refer to the APA Publication Manual (7th Ed.). Refer to the [CBU Writing Centre Services](#) website for more details on APA citing.

The rubric used for assessing each specific assignment is included within the outline, and more detail about completing each assignment can be found electronically on the course website. The course requirements will consist of four (4) assignments, with no tests or exams.

**Table 2: Course Assignments**

<b>ASSIGNMENTS</b>	<b>DESCRIPTION</b>	<b>WEIGHT</b>
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ASSIGNMENTS	DESCRIPTION	WEIGHT
<b>Assignment 1 Pre- and Post-Course Reflection</b>	This assignment is designed to serve as a reflection exercise where you'll delve deeply into the course content, key learnings, and your personal experiences related to the course. It's a chance for you to critically analyze and understand your perspectives on educational evaluation, based on the knowledge you've gained throughout the course. (Objective 1, 5)	5%
<b>Assignment 2 Focused Discussions (3x15%)</b>	This assignment requires you to actively engage in and contribute thoughtfully to three (3) distinct discussion forums, which will take place in Units 2, 4, and 6. Each of these discussions will have its unique focus, aim, and prompts that will be specified in the respective descriptions of the discussion forums. (Objectives 1, 2, 4, 5)	45%
<b>Assignment 3 Evaluation Study Outline</b>	In this assignment, you will identify a specific area of improvement for blended or online learning within your teaching (educational) context, define the purpose, formulate specific questions for your evaluation study, and briefly describe your chosen evaluation approach. This requires an insightful understanding of your current teaching environment and the potential challenges you face. (Objectives 2, 3)	15%
<b>Assignment 4 Evaluation Proposal</b>	This assignment involves writing a proposal for evaluating a specific area of blended or online learning. The proposal should provide compelling arguments for why this area requires evaluation, outlining its significance within your educational context. In your proposal, you should clearly define the purpose of your evaluation, a set of targeted questions, a specific model or framework guiding your evaluation process, a detailed schedule of evaluation activities, a data collection scheme, and a reporting scheme for enhancing the impact of your evaluation efforts. (Objectives 5, 6, 7)	35%

**GRADES:** All posted grades are tentative until approved by the CBU's School of Education.

### **Assignment 1: Pre- and Post-Course Reflections**

The purpose of these reflections is for you to keep a "pulse" on your learning and how your perspective on evaluation is changing during the course. Your task will be to explore, ponder, and consolidate your key learnings, all while drawing on your reflective experiences within the course. This exercise is not merely to reinforce what you've learned but also to provide you with an opportunity to reflect on the role of these concepts and methodologies in your teaching practice. By participating in this reflective process, you will better understand your teaching methods, identify areas of improvement, and discover new ways to enhance your teaching effectiveness.

#### **REQUIREMENTS**

In Week 1, you will write your reflection statement on where you stand in terms of educational evaluation in your teaching practice. Your first reflection statement will contain some guesswork, some



intuition, and some of your first impressions. To help you get started writing your reflection, here are some questions you should consider for your first reflection statement:

- Why did you register for this course? What was your initial expectation, and how does this contrast with what you have encountered so far? Briefly review the course syllabus, unit titles, and assignment instructions if you have not already.
- Do you have any initial questions about the field of educational evaluation? Brainstorm for a moment. How are eLearning and evaluation entangled? Where does your mind take you?
- Do you have any ideas about how eLearning evaluation might complement your teaching interests or your current program of study? How about your ambitions as a learner or perhaps as a current/future educator?
- Looking at the course assignments, can you begin to brainstorm how you might tailor some of these assignments to your interests/goals? This can be a worthwhile exercise; it can help you get some major thinking done early on in the course.
- To what extent do you approach this course as a lifelong learner? In other words, do you see your affinity for learning as extending beyond your formal post-secondary experience? To what extent do you approach this course as an aspiring (or perhaps current) educator? There are no wrong answers here, of course.

Writing specifications: Your pre-course reflection statement should be no more than 500 words, using double-spaced text, Times New Roman, and Font 12. Take the time to write coherent paragraphs and produce an overall coherent response that flows nicely.

In Week 6, you will revisit your pre-course reflection statement and then think back to where your current knowledge of eLearning evaluation stands.

## MARKING

The mark for this assignment will be derived from your submission of the post-course reflection statement. The post-course reflection statement will be marked out of 5 points and counted toward 5% of your final grade. Note: To receive a grade for the Post-Course Reflection, you MUST submit the Pre-Course Reflection Statement at the beginning of the course.

The following criteria will be used to assess your work:

- Depth of reflection (out of 2 pts): Response demonstrates an in-depth reflection on, and personalization of, the concepts and/or strategies presented in the course. Viewpoints and interpretations are insightful and well-supported. Clear, detailed examples are provided, as applicable.
- Required components (out of 1 pts): Response includes all components indicated in the instructions. Each question or part of the assignment is addressed thoroughly. Both pre-and post-reflection statements are submitted, as required.
- Evidence and practice (out of 2 pts): Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for your overall teaching practice are thoroughly detailed, as applicable.

## Assignment 2: Participation in FOCUSED Discussions

This assignment includes your thoughtful contributions to THREE (3) focused discussions in Weeks 2, 4, and 6. Your involvement will not only entail expressing your insights but also providing constructive commentary on your peers' contributions. Through this process, you are expected to critically engage with the topics at hand, draw on your understanding of the course material, and apply these insights to enhance the depth and quality of the discussions.

## REQUIREMENTS

For each discussion, you will be provided with a set of guiding questions or statements designed to stimulate thought-provoking discourse. Your responses should reflect a careful consideration of these prompts, showcasing your understanding and critical thinking abilities.

You must participate in each focused discussion by (a) addressing substantively the discussion questions and (b) responding to at least two postings by other participants in a specific and constructive way. You will be assessed on your participation both qualitatively (what you say) and quantitatively (how frequently you post).

While your discussion contributions should **not exceed 250-300 words**, you are expected to conduct an academic discourse with your classmates. Your goal should be to provide at least ONE clear, thoughtful reflection (or critique) on one of the discussion questions. You can have some posts that are more informal and quickly written but should devote more time and thought to at least ONE discussion post per week, working to meet the grading criteria below.

In reply to your classmate, you are expected to advance the conversation constructively and augment their comments either by affirming valuable insights, respectfully questioning assumptions, suggesting alternative perspectives, or offering further evidence or examples to support the discussion points. Posting a reply to a classmate is as important as posting your original thoughts. Posts should balance between igniting a discussion and responding to others – in other words, you need to demonstrate you are conversing with others and not just posting your thoughts. You should aim to use clear language and format to aid comprehension. Posts of affirmation such as "I agree" or "Great idea" while affirming your classmates are not acceptable as a high level of participation.

You should be referencing your sources in your original posts and replies, and/or critically analyzing the thoughts of the authors we have read.

**NOTE: If you are absent from the focused discussion during the assigned week, you will not be allowed to post your contributions retrospectively.**

## MARKING

Each focused discussion is **worth 15 points**. A total of 45 points for two discussions will be converted to 45% of your final grade.

For each focused discussion, you will contribute:

1. An initial, original response (9 pts.)
2. Two (2) replies to your classmates' postings (6 pts.)

**Table 3: Marking Rubric for Focused Discussions**

Criteria	5 pts.	3-4 pts.	2 pts.	1 pt.	0 pts.	Total
<b>INITIAL RESPONSE</b>						
<b>Directly answer one of the questions posted</b>	Go beyond simply answering the prompt; attempt to stimulate further thought & discussion.	Provide most of the content required by the prompt but does not require further analysis of the subject.	Provide obvious information without further analysis of the content; lacks the depth of knowledge or reasoning.	Do not accurately address the prompt; rambling and/or without consistency.	No response was provided to the prompt within the associated timeframe.	5 pts.
<b>Examples</b>			Provide specific examples of points made.	Provide some examples to support the points made.	Provide no example to support the points made.	2 pts.

Criteria	5 pts.	3-4 pts.	2 pts.	1 pt.	0 pts.	Total
<b>Scholarly</b>			Includes analysis or synthesis of assigned material and/or peers' postings. Includes citations. Thoughtful, academic.	Show some knowledge of assigned material found in the readings and other posted materials.	No references were found in the response.	2 pts.
<b>RESPONSE POSTINGS (2)</b>						
<b>Critical (agreement or disagreement)</b>			Respond to peers' postings substantively and provide original insights.	Respond to peer's posting but lacks in substance and examples.	Did not complete or did not meet minimal expectations.	2 pts. (x2)
<b>Scholarly</b>				Show some knowledge of assigned material found in the readings and other posted materials.	No references were found in the response.	1 pt. (x2)
<b>TOTAL POINTS</b>						<b>15 pts.</b>

### Assignment 3: Evaluation Study Outline

The outline is a condensed version of the evaluation proposal that you will prepare later in the course.

For this assignment, you will outline an evaluation study on blended or online learning, demonstrating its intention. In your outline, you'll identify the issue for improvement for blended or online learning within your teaching (educational) context, and its importance to stakeholders, define the purpose, formulate two or three succinct specific questions, and briefly describe your chosen evaluation approach.

Your evaluation study can assess any aspect of online and blended learning. Here are some examples to consider:

- Evaluating learner satisfaction in online and blended learning environments
- Evaluating the effectiveness of course design elements such as content structure, navigation, interactivity, multimedia use, and the overall learning experience
- Evaluating learner engagement and participation
- Assessing the effectiveness of technology in online and blended learning and whether it enhances or hinders the learning experience
- Evaluating whether online and blended courses are accessible and inclusive for all learners, including those with disabilities
- Assessing the effectiveness of collaboration and communication tools and strategies in the online and blended learning environments
- Assessing the alignment of learning outcomes with assessments and whether these outcomes have been met in online and blended learning environments
- Evaluating teacher performance including teaching presence, responsiveness, and the ability to facilitate meaningful discussions in online and blended learning environments
- Exploring the significance of retention and completion rates and other metrics in

- evaluating the success of online and blended learning programs
- Evaluating the long-term impacts of blended and online learning approaches on learners' academic progress, career prospects, and life skills
- Evaluating the return on investment of blended and online learning programs, considering factors like cost, time efficiency, and learning outcomes

Consult your instructor if you're uncertain about your choice.

## REQUIREMENTS

Your outline must be concise yet engaging. Use your words smartly. Avoid jargon, adjectives, and flowery subjective statements that are not supported by facts. Write a logical, persuasive argument emphasizing how your evaluation study project can help improve the quality of learning and/or solve a significant problem or void in the knowledge base in teaching your subject area.

The outline should **not exceed two (2) pages** and address the following:

1. The "why" of the evaluation study: Explain what issue in eLearning you intend to address; explain why you have chosen to evaluate this set of issues in the way that you have; state briefly why this matters for your school (institution, school board, or district); and note who will benefit from the study.
2. Intervention activities (The "what" and "how" of the intervention): Give a brief overview of the activities involved in the intervention; highlight why your approach is novel; indicate if there will be a collaboration with other stakeholders and what their roles will be (be specific about who does what).
3. Purpose of the evaluation and specific questions: Provide clear statements of the anticipated results to be achieved through your evaluation. Clearly stated evaluation questions are critical to the evaluation planning process.
4. Evaluation design: Indicate how evaluation is part of the study and explain how the evaluation design will help you achieve the objectives and respond to the questions.

## MARKING

This assignment is worth 15 points and will be converted to 15% of the final grade. You are expected to develop your work but may consult with the instructor and/or other students if desired. This assignment will be marked as follows:

1. The "why" of the evaluation study (5 pts): The section is comprehensive, and the topic is focused narrowly enough for the scope of the intended evaluation. A thesis statement provides direction for the project. It contains compelling or persuasive pieces of supporting evidence from appropriate sources.
2. Intervention activities (2.5 pts): This section provides an overview of the activities involved in the intervention (i.e., eLearning design or how the technology is used); highlights why your approach is novel; indicates if there will be a collaboration with other stakeholders and what their roles will be (be specific about who does what).
3. The purpose of the evaluation and specific questions (5 pts): The purpose of the evaluation is clearly described. There is an excellent connection between the "why" and the purpose of the evaluation. Specific questions are included in the outline, and they are meaningful, feasible, measurable, aligned with the overall purpose, and directly connected to the material reviewed in the "why" section.
4. Evaluation model (2.5 pts): Written clearly and explains how the evaluation model will help you achieve the purpose and respond to the evaluation questions.

## Assignment 4: Evaluation Proposal

In this assignment, you will create a proposal for your school, institution, school board, or district for your evaluation efforts to successfully implement eLearning in your school or your context.

Through an evaluation of the following variables: learner characteristics/history, learning environment, technological affordances and pedagogical perspective, you will present reasoned arguments for evaluating the success of implementing a particular design that could be used to impact policy decisions.

This is your opportunity to sufficiently bring to life your original intent for evaluation that will have an impact on your school (or institution) and your district. The skills you use on this project can be used in many other projects to get a concept from the idea stage to the proposal stage. You need to create the full proposal, **but you do not need to pass it to your district for this assignment.**

### REQUIREMENTS

Your evaluation proposal will be approximately **ten (10) pages** (excluding the references) and will include the following components:

1. An introduction outlining the parameters and focus of the eLearning implementation you are evaluating and a reasoned argument for evaluation and how it would apply to your context (e.g., school, institution, school board, or district).
2. A conceptual model of the evaluation project and key evaluation points. Purpose of the evaluation and its essential evaluation questions. Evaluation approach and model or framework, explanation of appropriateness, reasons why other approaches were not feasible, limitations of your evaluation approach and design. This part of the plan ensures that all participants and stakeholders understand the project's structure and expected outcomes, and helps focus on the project's most important elements.
3. An appropriate evaluation design. In developing an evaluation design, you should first determine who will be studied and when, and then select a methodological approach and data collection instruments. This section should also include a data collection schedule and narrative of measurement that defines measurable outcomes. Outcomes may be divided into short-term and long-term, or defined by the more immediate number of people (e.g., students, parents, teachers) affected by the project versus the overall changes that might not occur until after the project's completion.
4. A brief outline of the data analysis plan.
5. A reporting plan to optimally convey the efficacy of eLearning practice and present recommendations to improve learning and overcome the challenges of implementation.
6. Impact discussion: Discuss the potential implications and significance of the evaluation project that may impact student learning, your future teaching practice, and/or policy decisions in your context.

### MARKING

This assignment is worth 35 points and will be converted to 35% of the final grade. The evaluation plan will be marked based on the following criteria:

1. Introduction (out of 5 pts): Exceptional introduction that grabs the reader's interest and states the focus of your evaluation project. The reasoned argument for evaluation is exceptionally clear, well-developed, and a definitive statement.
2. Integration of knowledge (out of 15 pts): The evaluation plan demonstrates that you fully understand and have applied the major concepts learned in the course – evaluation purpose

and questions, evaluation model, methodology, data collection, and reporting. These concepts are integrated into your insights and tight together throughout the evaluation plan.

- a. Conceptual model and evaluation questions (out of 10 pts): The purpose of the evaluation is relevant and thoughtfully aligned with the argument presented in the introduction, as well as a set of evaluation questions that are clear, meaningful, measurable, and answerable in the context of your evaluation. The participating stakeholders are clearly stated. Evaluation model (i.e., theoretical/conceptual framework that guides your study, e.g., CIPP) and/or methodology (i.e., the methods used to inform the design of your study, e.g., experimental, action inquiry, mixed-methods, qualitative methods): Exceptionally critical, relevant, and consistent with the overall purpose of the evaluation.
  - b. Evaluation design and reporting (out of 5 pts): The evaluation plan includes a visual (preferably in a table format) and a detailed prospective timeline for your evaluation, including data collection activities. The activities are relevant and consistent with key metrics and data/evidence to be collected. A brief data analysis plan is included and aligned with data collection methods. The reporting plan clearly outlines when, how, to whom, and in which format evaluation findings and/or recommendations will be conveyed.
3. Impact discussion (out of 5 pts): The final section of the plan contains an excellent summary of the argument for evaluation with concluding ideas about the potential implications and/or significance of evaluation and its impact on student learning, teaching practice, and /or policy decisions (depending on the scope and context of your evaluation). Your summary shows the analysis and synthesis of ideas discussed in the evaluation plan.
  4. Cohesiveness (out of 5 pts): Your evaluation plan is well organized and flows from one issue to the next without the need for headings. Your writing demonstrates an understanding of the relationship among the concepts throughout the paper. The evaluation plan has a compelling title. Each section of the proposal has a corresponding heading. All the section headings are grammatically unified and use either words/phrases or complete sentences, not both.
  5. Quality of writing (out of 5 pts): Your writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. You cite the material obtained from other sources. The APA citation style is used in both text and references.

## THE WRITING CENTRE

Writing advisors can help with any assignment at any stage of the writing process; popular help topics include understanding and organizing assignments, referencing properly, and fixing common and recurring grammar mistakes. Students can choose when booking an appointment whether to meet via audio/video chat using Microsoft Teams to discuss their work and questions or to receive written comments on a draft. To make appointments, please visit the Writing Centre's webpage: [www.cbu.ca/writing-centre](http://www.cbu.ca/writing-centre).

## THE FINE PRINT

**Grading assignments:** You are strongly advised to **retain a copy** of all submitted assignments; sometimes things get lost, and you are responsible for replacing your assignment even if it goes missing through no fault of your own. The instructor **will entertain the idea of assignment extensions** (only if you ASK in advance). Please respect that your instructor is also busy, and late submitted assignments may not receive punctual feedback.

Please make prior arrangements with the instructor if you will be unable to meet a particular deadline.

**The last possible date for submitting an assignment for assessment is the last class of the current term – to do this you require the PERMISSION of the instructor.**

**Definition of appropriate technology use:** Appropriate technology use is encouraged.

Consideration for your classmates and instructor should be given at all times. You may not record your instructor or classmates without obtaining permission prior to recording, nor forward emails without prior permission. Comments posted in both group and public forums within the course may not be shared outside of the course, without obtaining permission from the author. Appropriate digital etiquette should be followed at all times.

**Attendance:** Learners are expected to demonstrate high levels of both academic and professional integrity. Integrity is demonstrated in part by a commitment to and regular participation in weekly activities. Communication is key! Please notify me by email if you will be delayed in participating for compassionate reasons, illness or religious observances.

### **Critical University Policies & Services:**

**Code of Student Behaviour:** All students should read carefully the section in the University calendar pertaining to "Ethical Behaviour in Academic Matters." This information can be found at <http://calendar.cbu.ca>

In the matter of **plagiarism**, be aware that this is a serious offense that can result in dismissal from the university. It is also possible to plagiarise yourself! Students may not submit the same paper for credit in two different courses without the consent of each instructor. Also, consider copyright in your use of images, all images used in posts or other work must be carefully cited.



## Syllabus

# Education 5103: Integration of Instructional Design and Information Technology

### Section 1: Course Identification Information

Course Title: Integration of Instructional Design and Information Technology

Course #: EDUC 5103

Section #

Number of credits: 3

Term: Winter 2024

### Course Description

The field of instructional design (ID) has long been synonymous with distance education and training rather than mainstream K-12 teaching. However, ID is a critical component to planning and delivery of technology-enabled learning. In this course we will explore the applicability of instructional design to the K-12 context as a means to enhance learning and community building through the various modes of delivery currently found in schools (hybrid/blended/virtual). Within this course students will explore ID competencies, models, and current trends in the organization of learning environments. A particular emphasis will be placed on the utilization of ID principles in selecting appropriate technologies for specific objectives.

Course pre-requisite(s): n/a

Course co-requisite(s): n/a

Course schedule (day and time of class): n/a

Course location: Online



## Section 2: Instructor Information

Instructor Name: Dr. Robert Power

Email: [Rob\\_Power@cbu.ca](mailto:Rob_Power@cbu.ca)

Phone (office): 902-536-1400

Office hours: By appointment

Office location: L-139

## Land Acknowledgement

Cape Breton University's Department of Education recognizes that Cape Breton Island is in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq people. This territory is covered by the treaties of peace and friendship in which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations. (Source: 2016, CAUT Guide to Acknowledging Traditional Territory <https://www.caut.ca/docs/default-source/professional-advice/list---territorial-acknowledgement-by-province.pdf?sfvrsn=12>)

## Section 3: Department Mission and Core Focus

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skilful, flexible, research-minded, culturally responsive caring pedagogues and responsible members of the profession, who can appreciate the value of theory and research findings, as well as the wisdom of practice, in making astute decisions.

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). This vision of EfS is inclusive of the three realms of sustainability – environment, society and economy – and addresses content, context, pedagogy, global issues and local priorities. It is a vision that embraces well-being for all. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well. Education programs at CBU adhere to the UNECE Strategy for ESD that aims to equip educators with the competencies to engage in Education for Sustainability. The Department of Education is committed to connecting with community stakeholders, including regional centres of education, to support locally and culturally relevant education and research priorities. .

## Section 4: Course Outcomes

Upon successful completion of this course you should be able to:

- Develop your own definition of instructional design and accurately describe its role in developing and delivering technology-enabled learning;
- Given selected readings and using a specified instructional design technique, plan a unit of learning, based on articulated learning theories and sound instructional design principles. This includes selecting appropriate educational technologies based on student, instructor, and institutional contexts;
- Through academic writing conventions, discuss the major components of the commonly understood learning theories, behaviorism, cognitivism and constructivism, as well as the emerging theory of connectivism, as applied to practice; and
- Participate and present in a collaborative learning community to exchange developing design ideas as instructional designers.

## Section 5: Course Materials/Resources

There is no required textbook for this course, however you will be asked to read articles from peer-reviewed journals as well as summary materials shared within the course website.

A downloadable, fully-accessible copy of the complete course materials for this term can be accessed at [https://drive.google.com/file/d/1IBGxQurawgNzoLULBG8Dzv3mXw5vG5s6/view?usp=share\\_link](https://drive.google.com/file/d/1IBGxQurawgNzoLULBG8Dzv3mXw5vG5s6/view?usp=share_link)

You can expect to spend at least 1-2 hours per week reading.

## Section 6: Course Outline

The following schedule is provided as a guideline for you to assist you with your planning for this course, dates may be adjusted periodically through class discussion to reflect course developments and interest /needs of students.

Date	Topic	Reading & Assignments
Jan 8-14	Week 1: Introduction to Instructional Design in the k-12 context	All tasks for the week are due on the final day of the week.eg. for this week all tasks are due by Jan 23 at 11:55 pm AT. Due dates and times for specific assignments are listed below.
Jan 15-21	Week 2: ID Competencies	
Jan 22-28	Week 3: Re-Thinking Objectives and Determining What you Value in Learning	
Jan 29 – Feb 4	Week 4: Positioning Yourself through Learning Theory	<b>Assignment 1:</b> Position Paper (DUE 11:55 pm AT, Sun, <b>Feb 4</b> )

Date	Topic	Reading & Assignments
Feb 5-11	Week 5: Introduction to IS Models (systems vs interpretive)	
Feb 12-18	Week 6: Contemporary ID Models	
<b>Feb 19-25</b>	<b>Week 7: Reading Week</b>	<b>No new readings or assignments.</b>
Feb 26 – Mar 3	Week 8: Ordering and Sequencing Content	<b>Assignment 2:</b> Position Paper- mini-lit review-Paper (DUE 11:55 pm AT, Sunday, <b>March 3</b> )
Mar 4-10	Week 9: Modes of Delivery	
Mar 11-17	Week 10: Selecting Media	
Mar 18-24	Week 11: Creating a Community	<b>Assignment 3:</b> Unit Plan (DUE 11:55 pm AT, Sun, <b>March 24</b> )
Mar 25-31	Week 12: Evaluating Learning	
April 1-5	Week 13: Final Research	<b>Assignment 4:</b> Position Paper – Mini-lit review – presentation (Presentation to be posted no later than 11:55 pm AT, Tues, <b>April 2</b> )  <b>Assignment 5:</b> Participation (DUE 11:55 pm AT, Thursday, <b>April 4</b> )

## Section 7: Course Assessment

All written work submissions must be typed and presented in **APA 7 Format**. If you need assistance with this the Purdue OWL website (<http://owl.english.purdue.edu/owl/resource/560/01/>) has valuable information, also refer to the APA writers manual (7<sup>th</sup> Ed.). The rubric used for assessing each specific assignment is included at the end of this outline and can be found electronically on the course website.

The requirements for the completion of this course consist of the four tasks. There are no tests or exams. **All of the tasks** must be completed to a satisfactory level (pass = 60%) or higher in order to obtain a credit for this course.

Assignment	Short Description	Weight
Assignment 1: Position Paper – Teaching Philosophy	You will write an essay outlining your teaching philosophy as it relates to learning theory and Instructional Design competencies as presented in the course materials.	15%
Assignment 2 Future of ID Position Paper – Mini-lit review	You will write an essay in the form of a small-scale literature review around an issue of your choice related to ID in K-12.	20%
Assignment 3: Unit Plan	Using the course planning documents provided as templates you will design a unit of work for a grade/subject of your choice that demonstrates appropriate use of ID for k-12 learners	25%
Assignment 4 Future of ID Position Paper – Mini-Lit Review Presentation	A continuation of the Position Paper – Mini-Lit Review that you submitted for Assignment 2. You will prepare a short (5 minute) video presentation on your key findings to share with the class.	10%
Assignment 5: Online Participation	You will participate in weekly discussion forums within the course website as well as to the course hashtag on Twitter (#educ5103). In addition to actual observations of participation a portion of this assessment will be determined by self-reflection.	30%

**GRADES:** All grades will be posted within the course website. However your final grade is tentative until approved by the CBU School of Professional Studies.

## Assignment 1: Position Paper – Teaching Philosophy (15%)

If you are a teacher you are most likely familiar with writing your teaching philosophy paper for your last job interview. This is a philosophy paper with a twist. Rather than an entirely self-reflective document this paper will take the form of an academic position paper where you demonstrate what you know about learning theories and the instructional design competencies needed for success in your current job. This assignment has a dual purpose. The first purpose is to get you thinking about how you will position yourself as an ID, what kind of ID will you be? Positioning yourself will help you with the rest of the course material as well as get you on the road to incorporating aspects of ID in your teaching philosophy for your next job interview. The second purpose is to offer you experience writing formal academic papers in preparation for the final course in your degree/certificate. How do you support your opinion with evidence using formal academic conventions? How does the instructor mark? And if this is your first course, how do I get my paper uploaded into the dropbox on time? You will see this first assignment is also weighted lower than all of the others, this gives you opportunity for practice for the second position paper and to learn the nuances of my approach to assessment.

you are not writing a teaching philosophy before the course. When you start, first and foremost a teaching philosophy is an essay that allows you to state clearly your beliefs about teaching and learning. For this assignment you need to narrow this down, to your beliefs as they relate to technology enhanced learning environments and Instructional Design. Remember the purpose of the assignment: to demonstrate knowledge of the course content and academic writing techniques. Next begin generating ideas about your attitudes, values and beliefs about teaching and relate them back to the course content. Think about the videos presented in week one – here practitioners were sharing some of their attitudes and values with you. Next organize these ideas into a coherent argument to support your position in the literature. One example is you are making the claim that behaviourism is an important part of teaching and learning in your context use citations from literature to support this claim. Clearly create examples where possible. Finally revise your draft by comparing it to the rubric below to ensure that you are meeting all of the criteria.

### REQUIREMENTS:

The paper must be submitted as a Word document (as opposed to .pdf) through the course dropbox in the LMS. It should:

- Contain reference to at least 5 different academic sources, which may be from course readings or your own independent study.
- 800-1000 words (four pages double spaced). The word/page count does not include references nor title page.
- Double spaced, Times New Roman, 12 pt font.

### FORMAT:

The paper should be presented using APA 7 format for style and referencing. It should be written in active voice; refer to the APA Publication Manual (7<sup>th</sup> ed) specifically with regard to tone, tense and mechanics of writing. Marks will be deducted for errors in formatting. Papers containing significant problems with spelling, grammar and formatting will not be graded.

*ASSIGNMENT 1 EVALUATION RUBRIC:*

Aspect	0-2 (Summarizing)	2-3 (Connecting)	4-5 (Extending)
Link to personal experience	Personal experiences shared are not clearly related to personal theory of Instructional Design	Personal experience is loosely aligned with learning theory to position philosophy of ID	Personal experience and learning theory are used effectively and synergistically to philosophy of ID teaching
Link to research/theory in the field	Theory is vaguely referenced or incorrectly applied	Approach to Instructional Design is somewhat justified based on an academic application of theory to teaching	Approach to science teaching is fully justified based on an academic application of theory to teaching
Academic writing techniques	Organisation and/or structure of argument needs improvement, and the paper could have used a proof read before submission	Well written work with minimal errors in technical aspects of writing	Professional piece of writing, clear argument and flow with no errors in formatting or other technical aspects of writing

Exceptional	13.5-15	>90
Good	12-13	80-89
Sufficient	10-11	65-79
Inadequate	0-9	>65

## Assignment 2: Future of ID Position Paper – mini-lit review (20%)

Over the duration of this course you will encounter a variety of techniques and theory related to Instructional Design. Due to the rapid pace of change of technology many new questions have arisen about the role of ID, how technology impacts learning and the place for ID in mainstream educational provisions such as K-12 schools. This assignment offers you the chance explore an aspect or issue in ID that is particularly interesting to you. It also offers you the opportunity to begin to explore issues and concepts you may want to peruse in your final research project or thesis. Like the first paper, this paper has a dual purpose: 1) to broaden your depth of knowledge on current issues in ID, 2) better prepare you for your final coursework and the world of academia.

- Although entitled Position Paper, this assignment has two parts: a paper and a presentation on your paper.
- You will submit the video presentation during the final week of the course as Assignment 4 (see Assignment 4 details below).

### REQUIREMENTS:

- The Literature Review Paper: a literature review is not the same as a book review. In a literature review you are required to develop a synthesis (new knowledge) based on a survey of scholarly articles, books and other sources (e.g. dissertations, conference proceedings) relevant to a particular issue, area of research, or theory, by providing a description, summary, and critical evaluation of each work. The purpose of a literature review is to offer an overview of significant literature published on a topic. Your review should include:
  - An Introduction: which includes an overview of the subject, issue or theory under consideration, along with the objectives of the literature review.
  - Body of text: Organised into categories or themes as they relate to your issue. The sections should include an explanation of how each work is similar to, or varies from the others (critique and evaluation).
  - Conclusion: More than a synopsis of your writing the conclusion demonstrates what you have learned once you have evaluated all of the information together in its entirety as well as where the gaps in knowledge are- in other words here is where you would set the stage for future research (aka your final project).

*ASSIGNMENT 2 EVALUATION RUBRIC – PAPER*

	Beginning Ideas (0-1)	Ideas (2-3)	Connections (4-6)	Expansion (7-9)
<b>Problem/Issue to be addressed (thesis statement)</b>	Vague, puffy, opinionated or inaccurate	Clear, accurate, concise.	NA	NA
<b>Introduction</b>	Vague, unsubstantiated or Inaccurate	Accurate, concise.	Accurate and clear	More clear than the writer wrote it.
<b>Use of Literature</b>	Does not cite theorists (cited, does not cite in sequence, or the argument sequence is difficult to follow, shows evidence of cherry picking basically this is a 'lit dump'	Uses article headings and bullet points to sequence/title / lay out argument sections (with theorists cited)	Clearly shows which theories underpin important claims in the argument. A synthesis of the article/Chapter. Starting to make connections between different literature sources.	Demonstrates whose theory/research supports what claim very clearly. Constructed and arranged to make connections and expand on knowledge to feed into major argument/idea/thesis.
<b>Analysis of the work</b>	Opinion/emotion are a polemic, or logic is poor	Balances pros and cons of the argument to come to a point on the work.	Synthesis evident. cites new theory/ research (peer reviewed) to prove point. Concise.	Offers other (not from course readings) theorist work to support analysis, or finds a disconnect between finding (data) and conclusions by author
<b>Conclusion</b>	Vague, puffy opinionated or inaccurate	Clear, accurate, concise	Clear, accurate, concise, relates closely to issues as laid out in the introduction	Relates to introduction and demonstrates innovation and insight related to the problem to be addressed and the literature available

**Exceptional**      35-39      >90

**Good**            31-34      80-89

**Sufficient**       25-30      65-79

**Inadequate**     0-24       <65



### Assignment 3: Unit Plan (25%)

This assignment involves the planning of a unit of instruction. This is where you put theory into practice as you apply an instructional design model to the development of a unit of work that would equal approximately 30 hours of instructional time. You are not expected to design the actual instructional event, but rather create a blueprint or plan. The blueprint is a conceptual project where you map out the unit **goals, objectives, instructional events** and **assessment**. Remember the purpose of this assignment is to demonstrate evidence that you are able to make informed and thoughtful instructional decisions.

#### REQUIREMENTS:

Different institutions approach the development of a course blueprint differently. However, I have yet to find an institution that did not require a course blueprint as part of the development stage for new courses. Several templates have been provided for you in the course resources that you can use for the development of your course blueprint, or you may use one that your current institution is using, the choice is yours. However, regardless of the template you use the following items must be present and discussed:

- **Approach:** Here state why you are choosing a behaviorist, constructivist or other learning theory as the basis to your approach to the design task (1/2 page max.)
- **Background:** State the purpose of this instruction – where it fits in the curricula, the learners, subject area and the purpose of your unit- the gap you will fill by designing the unit in this way (1 page max).
- **Goals:** the overall goals for the unit.
- **Objectives:** State the learning outcomes that you desire in your unit on a lesson by lesson basis.
- **Scope and Sequence:** Lay out the instructional content in order, and describe the decision-making process you used to sequence that content the way you have.
- **Assessment:** State the assessment tasks and demonstrate how they align with instructional content and objectives. Outline of how the instructor will evaluate to see if the learning outcomes are achieved (skill is mastered) by the student.
- **Technology/Resources:** Indicate optimal and minimal requirements for media and technology used in this learning event.
- **Conclusion:** Considering your approach, your goals, your learner characteristics, as well as your choice of scope and sequence, make a conclusion about why you think this blueprint should be effective. Your conclusion should be written as if you were committing it to others to implement the instructional objectives. In other words convince your client your design is the best for the job. (1 page max)
- **Reflection:** Discuss the ID model you used to design your unit of work, evaluate its effectiveness for your context and how it compares with other models. (1 page max)

#### FORMAT:

The unit plan should be presented using APA 7 format for style and referencing. As with your first assignment pay attention to tone tense and other stylistic guidelines prescribed in the APA 7<sup>th</sup> edition guide. You will need to include references to theory in your approach, conclusion and reflection. Include a cover page and submit the entire document as one file in the course dropbox. The contents of the actual unit are best presented in a tabular format allowing for clear identification of the alignment between objectives, instruction and assessment (refer to

sample templates). In other words the easiest way to format this assignment is to layout your approach, background and goals in a word document, the objectives, scope and sequence, assessment and technology/resources by using one of the templates provided and end the paper with the conclusion, reflection and references pages. Papers containing significant problems with spelling, grammar and formatting will not be graded.

**ASSIGNMENT 3 EVALUATION RUBRIC:**

Aspect	Beginning Ideas (0-1)	Ideas (2-3)	Connections (4-6)	Extensions (7-9)
The unit	The unit is unclear/objectives are not met The lesson elements are present but not complete	The objectives follow principles of ID, the scope and sequence is easy to follow and enjoyable The unit is complete with some room for improvement, errors in objective/ assessment alignment may be present	The unit uses well thought out strategies for teaching Well-developed lessons with appropriate strategies and use of resources clearly outlined	Innovative application for teaching the concept Proactive unit development, that includes what if scenarios, well selected strategies and could be used easily by a third person
Learning Theory/ID Model	Superficial/unsubstantiated explanation of the theory related to the unit design	Literature or theoretical framework/ID model described incompletely and not fully aligned with actual unit construction	Literature and theoretical framework/ID model described and referenced well. Approaches demonstrated in the unit are fully aligned with theoretical approach	Exceptional depth and knowledge of unit design demonstrated through the use of literature and theory
Resources, Technology, Copyright & Privacy	Issues related to resources, technology, copyright & Privacy not fully addressed	Copyright, technology, resources and privacy issues acknowledged and addressed in appropriate ways. Future considerations considered.		
Technical/Academic Writing Techniques	Organisation and/or structure of argument needs improvement, and the paper could have used a proof read before submission	Professional piece of writing, clear argument and flow with no errors in formatting or other technical aspects of writing		

Exceptional 22-24 >90  
Good 18-22 80-89

### Assignment 4: Future of ID Position Paper – Mini-Lit Review Presentation (10%)

Over the duration of this course you will encounter a variety of techniques and theory related to Instructional Design. Due to the rapid pace of change of technology many new questions have arisen about the role of ID, how technology impacts learning and the place for ID in mainstream educational provisions such as K-12 schools. This assignment offers you the chance explore an aspect or issue in ID that is particularly interesting to you. It also offers you the opportunity to begin to explore issues and concepts you may want to peruse in your final research project or thesis. Like the first paper, this paper has a dual purpose: 1) to broaden your depth of knowledge on current issues in ID, 2) better prepare you for your final coursework and the world of academia.

- This assignment is a continuation of the Position Paper - Mini-Lit Review paper that you submitted for Assignment 2.

#### *REQUIREMENTS:*

**The presentation:** The presentation (10%): During the final week of classes you will post your paper (Assignment 2) with a video where you will be expected to present the findings of your literature review.

- This video should be no longer than 5 minutes.
- While it is discouraged by the CBU IT Support team (due to server space limitations), you can posted your video directly to the course as an Mp3/4 or .avi format (most tablets, cell phone and computer cameras will record in those formats).
- You may also upload your presentation to YouTube on your Youtube Channel and simply post the YouTube link to the discussion forum (make sure the link is public to the class; you may make the link private after the course is complete and marks have been submitted).
- Your video can be yourself talking, or you can use an app to voice record over drawings (using VideoScribe for example) or voice recorded over Powerpoint slides (using Explain Everything for example). The choice is yours, as to how creative you would like to be in your presentation.
- Once the presentation has been uploaded at the end of week 12 - beginning of week 13, you will watch the video of at least 2 other classmates, where you will critique and analyze their argument/findings and ask critical questions. You will also respond to any comments made to your own presentation.
- To ensure fairness: If you are going to critique a classmate who already has 2 critiques, then look for a classmate who does not have 2 already. If all classmates have 2 then you are free to choose any classmate video to critique. You can critique more than 2 if you wish, as some topics may be very interesting to you and your future research.

*ASSIGNMENT 4 EVALUATION RUBRIC – PRESENTATION*

Aspect	0-2 (Summarizing)	3-5 (Connecting)	6-8 (Extending)
<b>Explanation of Ideas and Information</b>	Superficial/unsubstantiated explanation of the concepts shared in the presentation	Literature or theoretical framework described incompletely	Exceptional depth and knowledge of topic demonstrated through the use of literature and theory
<b>Organisation of Presentation</b>	Looks last minute/not rehearsed	Well organised with minimal reading of presentation script	Well-rehearsed and active engagement of the audience to the topic
<b>Academic presentation techniques</b>	Organisation and/or structure of argument needs improvement, and the presentation could have used a proof read before sharing	Well written work, organised, good use of media with minimal errors in technical aspects of writing	Professional presentation, clear argument and flow with no errors in formatting or other technical aspects of writing/presentation

<b>Exceptional</b>	<b>22-24</b>	<b>&gt;90</b>
<b>Good</b>	<b>18-22</b>	<b>80-89</b>
<b>Sufficient</b>	<b>15-19</b>	<b>65-79</b>
<b>Inadequate</b>	<b>0-14</b>	<b>&lt;65</b>

## Assignment 5: Online Discussion Participation (30%)

You will be expected to participate regularly in online discussions as outlined in the instructions within each unit. This includes both within the course and through the course Twitter Hashtag. You will be assessed on this participation both qualitatively (what you say) and quantitatively (how frequently you post). Your assessment will also be in part based on your own self-assessment. Self-assessment will take the form of a one page written reflection in which you grade yourself on your participation and demonstrate evidence for your grading. If you can convince me this is a valid grade, then that is the grade you will receive.

Remember when writing discussion posts this is a replacement for a face to face discussion not an essay writing task. Essays are not expected, however you are expected to conduct an academic discourse with your colleagues. Posts of a format such as a free creative are not suitable to a degree. You should be referencing authorities in the field in your posts and/or critically analyzing the thoughts of the authors we have read. Each week is not specifically assessed, however you will not be awarded grades for weeks that you miss.

### *REQUIREMENTS:*

- 3 posts per week minimum. You may choose to make some of these posts should be on the course Hashtag
  - Note -- while there are sometimes more than three (3) discussion prompts per week, you are not expected to post a response to each and every one!
- Posts should balance between igniting a discussion and responding to others – in other words you need to demonstrate you are actually conversing with others and not just posting your own thoughts.

### *FORMAT FOR ASSESSMENT:*

Along with your postings, in order to receive a grade for this assignment you must complete a one page self-assessment. Using the rubric below, score yourself and explain/justify the score you have given yourself. Share this as a word document in the dropbox for this assignment. The instructor will review and negotiate your mark for this portion of the course with you based on observed performance and your evaluation.

*ASSIGNMENT 5 EVALUATION RUBRIC:*

Aspect	Beginning Ideas (0-3)	Ideas (4-5)	Connections (6-7)	Extensions (8-10)
Quality	Posts indicate a superficial understanding of the issue	Posts indicate a good understanding of the general idea of the concept with reference to key authors	Posts indicate higher thinking with connections being made between concepts and issues discussed. Clear reference to appropriate sources present.	Posts indicate a deep level of analysis of the issue with connections to course concepts and considerations of larger concepts impacting issues.
Quantity	Less than 50% of the posts are made during assigned week.	Posts regularly in assigned weeks, but does not respond to others frequently	Initiates posts consistently in the active week and responds at least once a week to a colleague.	re ue tly i tiates posts in the active week and frequently responds to colleagues.
Reflections	No or little reflection on personal activities during the course	Submission demonstrates a vague level of reflection on course participation	Submission demonstrates a reasonable effort to reflect on the quality and quantity of personal interactions within the course.	Submission shows an exceptional level of reflection on course participation, including awareness of shortcomings, and potential improvements for future courses.

Exceptional	27-30	>90
Good	24-26	80-89
Sufficient	19.5-23	65-79
Inadequate	0-19	>65

## Use of Artificial Intelligence (AI) Tools (such as ChatGPT)

The use of AI tools (such as ChatGPT) is permitted within certain learning activities for this course, but only to support your writing process, and should not be used to present work as your own independent thought (please consult individual assignment instructions to determine if the use of AI is restricted). Using generative AI tools to refine your ideas, explore research questions, and fine tune grammar and style is permitted. You should not use AI tools to generate personal responses to prompts such as Moodle discussion posts, or assignment components assigned to you within group work situations. Under no circumstances should students use a tool like ChatGPT to generate entire portions of class assignments and papers. You are ultimately responsible for the work you submit in this course, and subject to the CBU Academic Integrity policy; you must properly document all use of AI tools in order to conform to this policy (please see this resource for APA guidelines). Please note: you are not required to use AI tools, making use of these tools is optional.

## Professional Conduct

The BEd program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Students are expected to be prepared to actively engage through discussion and participation.

Except in the case of illness, religious observance, or for a compassionate reason, participation in this course is expected. Please notify the instructor by e-mail if you must miss a class for one of these reasons. Consistent with University policy on evaluated tasks acceptable documentation may be required if assignments/evaluated tasks are missed.

Please be respectful of fellow classmates. You are preparing to take your place in a professional community of teachers and are expected to demonstrate sensitivity for and adherence to the norms of respectful, polite and professional conduct.

## Students with Special Needs

Students with special needs should contact the Jennifer Keeping AccessAbility Centre on campus. Arrangements for accommodations will be made in collaboration with the Centre.

## Academic Integrity

Students are asked to review the section regarding Academic Integrity found in the 'current student' section of Cape Breton University's website. <https://www.cbu.ca/future-students/academic-integrity/>

## Intellectual Property

Students are asked to review CBU's policy on the use of recordings of course presentations contained in the Student Intellectual Property Policy found in CBU's Academic Calendar.

## Student Use of Technological Devices in the Classroom

Students are asked to review CBU's policy regarding use of technological devices in the classroom found in CBU's Academic Calendar.

## Inclement Weather

Students are asked to review CBU's policy on Inclement Weather found on Cape Breton University's website. <https://www.cbu.ca/wp-content/uploads/2019/10/inclement-weather-policy.pdf>

## Emergency Procedures

Students are asked to review CBU's Emergency Procedures found on Cape Breton University's website. <https://www.cbu.ca/current-students/safety-security-respect/in-the-event-of-an-emergency/>



### COURSE OUTCOMES

- Develop a portfolio of materials and resources for future development of eLearning in your context.
- Apply the components of effective e-learning and learner motivation to learning activity design.
- Evaluate how eLearning tools and trends can impact learning.
- Justify decisions about the application of eLearning to task design in relation to teaching and learning expectations, copyright, privacy, and access

### DEPARTMENT OF EDUCATION MISSION STATEMENT

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skillful, flexible, caring pedagogues and responsible members of the profession.

### A CORE FOCUS ON EDUCATION FOR SUSTAINABILITY (EFS)

A core focus for the Education programs at Cape Breton University is Education for Sustainability (Efs). Our vision of EfS is inclusive of the three realms of sustainability – environment, society and economy and addresses content, context, pedagogy, global issues, and local priorities. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice, and holistic perspectives required to participate in society and to live sustainably and well.

### ACKNOWLEDGEMENT

CBU was born out of need for local access to education that was culturally relevant for this unique island. The university is physically located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations. A relationship we are dedicated to strengthening for the benefit of all people.

### COURSE DESCRIPTION

EDU 5105 will aid in your development and delivery of distributed learning activities. Participants will explore essential components of engaging interactive distributed learning (eLearning) experiences (context, challenge, activity and feedback) through a combination of analysis and design activities.

**Note:** this course does not focus on specific software or tools; however basic competency in e-Learning technologies is expected.

Questions considered:

- What strategies work best when teaching in a technology-rich/distributed environment?
- How do I make choices among all available resources (text, audio, video, computer, social, etc) to benefit my students and my subject the most?

### FACILITATOR

Instructor: Lisa O'Neill - Office hours: by appointment - Email: [lisa\\_oneill@cbu.ca](mailto:lisa_oneill@cbu.ca) - Twitter: @capermags

## MANAGING YOUR TIME

**Workload:** Expect to dedicate approximately 13-14 hours to course work per week, for 6 weeks. Part of this time will be spent reading chapter content, reading peer-reviewed journal articles, and summary materials shared within the Moodle course space. You can expect to spend at least 1.5 hours a week on readings. It is critical that you participate throughout each week as this is a 13-week course delivered within a 6 week period.

**Start & end of course:** We all start and end the course in the same 'place'. In Unit 1 & 2 we will lay the course foundation, and our process for interaction/support. In Unit 5 we will do a course consolidation so that we can look back on the distance travelled together.

**Blaze your own trail mid-course:** Activities/assessments are offered across 3 levels of complexity (baseline, intermediate & expert) in Unit 3 and 4 so you can choose, based on time and personal interest, what you want to learn. This helps you personalize the course, based on personal short-term work/school goals. Want to hike a mountain or do you only have time to wander a meadow? If you first ask yourself "what do I need most at this point in the course" you'll be able to 'choose your own adventure' through Unit 3 & 4... be sure you can answer this question prior to digging in to each of these units.



## COURSE TEXTS

Course readings help our examination of "the underlying principles that guide effective teaching in an age when everyone, and in particular the students we are teaching, are using technology" (Bates, 2015, p. 1). Two free-to-you textbooks we will incorporate sections from are i) [Allen Chapter 10-12: Meaningful Events, Memorable Events, Motivational Events](#) (pages 137-196), and ii) [Bates Chapter 6: Understanding Technology in Education](#) (pages 219-260).

## COURSE ASSIGNMENTS:

Assessments	Short description	Weight
Activity 1: Online participation	You will be asked to contribute to discussion forums <b>throughout</b> the course and will be graded on level of engagement and quality of contributions.	20%
Activity 2: Activity design	Each participant will design a learning activity for their context. Learning designs will be shared as a lesson plan which communicates requisite implementation elements (content, systems, supports), and expected impact (the purpose / 'the why').	15%
Activity 3: Micro conference presentation	You will share your eLearning exploration and experience by delivering a PechaKutchu style presentation at a micro conference. All images used should be <b>creative commons licensed, and appropriately attributed.</b>	15%
Assignment 1: Co-write a funding proposal	You will, with a partner writer, submit an expression of interest (EOI) to request funding to allow you to develop of your activity designs.	20%
Assignment 2: E-portfolio	This is an assignment you develop throughout the course. You will demonstrate your interaction with the course content through the creation of a web-based portfolio.	30%

Green assessments are linked, and yellow assessments are linked.

## FACILITATOR

Instructor: Lisa O'Neill - Office hours: by appointment - Email: [lisa\\_oneill@cbu.ca](mailto:lisa_oneill@cbu.ca) - Twitter: [@capermags](https://twitter.com/capermags)

## COURSE SCHEDULE

Timeframe	Teaching Presence	Topics	Choose your own adventure (for Unit 3 & 4)		
			Baseline (approx. 13 hours per week)	Intermediate (approx. 14.5 hours per week)	Expert (approx. 16 hours per week)
May 5 – May 11 (1 week)	Modelling participation	Unit 1: Introduction to eLearning Design	Reading (2hrs): Course content, Chapter 6 Teaching in a digital age, ePortfolio select articles Discussion (6hrs): Teaching in the open, how does elearning fit, and aligning teaching perspectives Activity (4hrs): Consider frameworks and taxonomies, Complete and review your TPI, begin to create e-portfolio		
May 12 - May 18 (1 week)	Supporting participation	Unit 2: Establishing Context: meaningful, memorable, motivational	Reading (2 hrs): Allen Chapter 10-12 Discussion (10 hrs): Meaningful, memorable, and motivational contexts begin framing an activity design that will improve upon your current teaching practice		
May 19 - June 01 (2 weeks)	Monitoring participation	Unit 3: Challenge and Activity design	Reading (3 hrs): personal Discussion (10 hrs): participant directed Activity option 1 (6 hrs): review and provide feedback on 3 draft activity designs	Reading (6 hrs): personal Discussion (12 hrs): participant directed Activity option 2 (8 hrs): option 1 + MOOC position statement	Reading (6 hrs): personal Discussion (12 hrs): participant directed Activity option 3 (10 hrs): option 1 + Collaborate on unit conclusion statement
			Activity #2: Draft/Finalize activity design and upload to submission space.		
June 02 - June 08 (1 weeks)	Active participation	Unit 4: Feedback and Facilitating	Assignment #2: Partner up to begin your funding proposal development. Email me your partnership once done.		
			Reading (2 hrs): personal Discussion (10 hrs): Ideal facilitator characteristics & levels of teaching presence Activity option 1 (2 hrs): Reflect on degree of teaching presence in your activity design. Revise accordingly.	Reading(2 hrs): personal Discussion (10 hrs): What does growth and development look like online? Activity option 2 (4 hrs): option 1 + Develop eLearning facilitator rubric	Reading(2 hrs): personal Discussion (10 hrs): How do we effectively self-evaluate online Activity option 3 (4 hrs): option 1 + Develop facilitator evaluation checklist for eLearning
			BY JUNE 09 prep for Activity #3: Submit your pecha kucha video (for upload to conference space).		

## FACILITATOR

Instructor: Lisa O'Neill - Office hours: by appointment - Email: lisa\_oneill@cbu.ca - Twitter: @capermags

June 09 - June 15  (1 week)	Collaboration	Course Consolidation	Activity #1 Complete a one-page self-assessment of your discussion participation, based on the rubric, and submit to the assignment submission space.
			<p>Reading (2 hrs): Chapter 11 Teaching in a digital age</p> <p>Discussion question (1 hr): ...the unanswered/able questions...</p> <p>Activity #3 (4 hrs): We will participate in a virtual micro conference in the last weekend of the course (2 days, 2 hrs each day; <b>June 11 &amp; June 12</b>). Both Instructor, and learners will present using a Pecha Kutcha style presentation [in video format]. <b>PechaKucha</b> (<a href="#">Japanese</a>: ペチャクチャ, IPA: <a href="#">[petʃa kʊtʃa]</a>,<sup>[1]</sup> <i>chit-chat</i>) is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total).</p>
			Assignment #1: Finalize and submit your e-portfolio URL to assignment submission space.
			Assignment #2: Finalize and submit your funding proposal (as a pair) to assignment submission space.

## FACILITATOR

Instructor: Lisa O'Neill - Office hours: by appointment - Email: [lisa\\_oneill@cbu.ca](mailto:lisa_oneill@cbu.ca) - Twitter: @capermags

## ASSESSMENT DETAILS

All written work submissions must be typed and presented in **APA Format**. If you need assistance with this the Perdue OWL website (<http://owl.english.purdue.edu/owl/resource/560/01/>) has valuable information. Also refer to the APA writers manual (6<sup>th</sup> Ed.). The rubric used for assessing each specific assignment is included at the end of this outline and can be found electronically on the course website.

**Grading assignments:** You are strongly advised to **retain a copy** of all submitted assignments; sometimes things get lost and you are responsible for replacing your assignment even if it goes missing through no fault of your own. The instructor **will not penalize late assignments**, but please respect that your instructor is also busy and late assignments may not receive punctual feedback. I require that alternate arrangements be made if you will be unable to meet a particular deadline. Presentations must be given at the assigned date or you will receive a 0.

**Definition of appropriate technology use:** Appropriate technology use is encouraged. Consideration for your classmates and instructor should be given at all times. You may not record your instructor or classmates without obtaining permission prior to recording, nor forward emails without prior permission. Comments posted in both group and public forums within the course may not be shared outside of the course, without obtaining permission from the author.

**Attendance:** Candidates are expected to demonstrate high levels of both academic and professional integrity. Integrity is demonstrated in part by commitment to and regular participation in weekly activities. Communication is key! Please notify me by e-mail or leave a message with the School of Education office staff if you will be delayed in participating for compassionate reasons, illness or religious observances.

**Code of Student Behavior:** All students should read carefully the section in the University calendar pertaining to "[Ethical Behavior in Academic Matters](#)".

In the matter of  
**plagiarism**

Be aware that this is a serious offense that can result in dismissal from the university. It is also possible to plagiarize yourself! Students may not submit the same paper for credit in two different courses without the consent of each instructor.

## ACTIVITIES

### ACTIVITY 1: ONLINE DISCUSSION PARTICIPATION (20%)

You will be expected to participate regularly in online discussions as outlined in the instructions/topic direction within each unit. Your will be assessed on this participation both qualitatively (what you say) and quantitatively (how frequently you post). Remember this is a replacement for a face-to-face discussion so essays are not expected, however you are expected to conduct an academic discourse with your colleagues. Posts of affirmation such as "I agree" "Great idea" are not acceptable. **You should be referencing authorities in the field in your posts and/or critically analyzing the thoughts of the authors we have read.**

#### REQUIREMENTS:

- 4 posts per week minimum in the course. Unit 3 is two weeks long so be sure you are contributing across both weeks in the unit not just at the start or end.
- Posts should balance between igniting a discussion and responding to others – in other words you need to demonstrate you are conversing with others and not just posting your own thoughts.

#### FORMAT FOR ASSESSMENT:

Along with your postings, to **receive a grade for this assignment**, you must complete a one-page self-assessment. Using the rubric below, score yourself and explain/justify the score you have given yourself. Share this as a word document in the Assignment Submission & Readings module. The instructor will review and determine your mark for this portion of the course, based on observed performance and your self-evaluation.

## FACILITATOR

Instructor: Lisa O'Neill - Office hours: by appointment - Email: [lisa\\_oneill@cbu.ca](mailto:lisa_oneill@cbu.ca) - Twitter: @capermags

**RUBRIC:**

Aspect	Beginning Ideas (0-1)	Ideas (2-3)	Connections (4-5)	Extensions (6-7)
Quality	Posts indicate a superficial understanding of the issue	Posts indicate a good understanding of the general idea of the concept with reference to key authors	Posts indicate higher thinking with connections being made between concepts and issues discussed. Clear reference to appropriate sources present.	Posts indicate a deep level of analysis of the issue with connections to course concepts and considerations of larger concepts impacting issues.
Quantity	Less than 50% of the posts are made during assigned week.	Posts regularly in assigned weeks, but does not respond to others frequently	Initiates posts consistently in the active week and responds at least once a week to a colleague.	Frequently initiates posts in the active week and frequently responds to colleagues.
Exceptional: 22-24pts <90% – Good: 18-22pts 80-89% – Sufficient: 12-19pts 65-79% – Inadequate: 0-11pts >65%				

**ACTIVITY 2: ACTIVITY DESIGN (15%) – NOTE YOU ARE REQUIRED TO SUBMIT A LESSON PLAN ALONG WITH YOUR ARTIFACT TO BE ASSESSED.**

It will be important when analyzing and discussing technology enabled learning and teaching, to consider the real ways that we will incorporate this understanding into our practice. This activity will provide you with an opportunity to apply some of what you are learning to your own context.

**REQUIREMENTS:**

- Your submission must include an outline (of 2 pages) that answers the following questions:
  - Who are my students?
  - What content needs to be covered?
  - What are the desired outcomes from the teaching (what skills are developed)?
  - What instructional strategies will I employ?
  - What technologies/tools might help with the presentation or content, execution of instructional strategies identified, or support learner activity?
  - What principles must be considered during the development of the identified technologies/tools for their most effective use?
- You must also provide an accompanying lesson plan which expresses how these answers will be executed in practice.

**RUBRIC:**

Aspect	Beginning Ideas (0-2)	Baseline (2-4)	Intermediate (4-6)	Expert (6-7)
Quality	Summary indicates a superficial understanding of the issue with less than half of the questions adequately answered	Summary indicates a good understanding of design and answers all questions at a surface level, providing limited detail within the lesson plan.	Summary indicates higher thinking with connections being made between concepts and potential emerging issues. Clear vision for activity delivery is present in lesson plan and overview. The lesson plan is clear and complete.	Summary indicates a deep level of design understanding and a creative approach to activity delivery. Potential issues are identified with resolution proposed. Lesson plan is of value to other participants and can easily be implemented by another.
Peer feedback	Peers must ask a lot of questions to understand the context, purpose and delivery process for the activity design shared.	Peers requests for clarification are limited.	Peer remarks express clarity of activity design and express the activities value and positive impact.	Peer remarks express the activities value and identifies other context/situations where activity would also be successful.
Expert: 12-15pts <90% – Intermediate: 8-11pts 80-89% – Baseline: 7-4pts 65-79% – Inadequate: 0-3pts >65%				

**FACILITATOR**

Instructor: Lisa O'Neill - Office hours: by appointment - Email: lisa\_oneill@cbru.ca - Twitter: @capermags

### ACTIVITY 3: PECHA KUCHA PRESENTATION (15%) – NOTE THIS PROJECT HAS 2 PARTS (PRESENT AND ATTEND)

We will participate in a 2-day virtual micro conference (there are two asynchronous conference days scheduled for June 11 & June 12). I will begin the first day with a presentation and will end the second day with a presentation. All learners will attend both days. Half of the learners will present a Pecha Kutcha\* style presentation on each day. Your presentation will be focused on your course learning experience. I want you to share your eLearning exploration journey as an informal summary (opposed to your professional e-Portfolio).

\***Pecha Kucha** ([Japanese](#): ペチャクチャ, IPA: [\[petɕa kɯtɕa\]](#),<sup>[1]</sup> *chit-chat*) is a presentation style in which 20 slides are shown for 20 seconds each (for a presentation total of 6 minutes and 40 seconds).

#### FORMAT:

Some of you might be quite frightened by this project while others might find it format liberating. To communicate with image can pose a challenge if this is not your preference. There are lots of examples available so watch a few prior to starting to build your own. A previous summer cohort has kindly granted me permission to share a couple of theirs.

EDUC5105 cohort examples: [Sarah Acker](#), and [Elizabeth Keddy](#)

You will use PowerPoint (or similar app) to create your video and will need to send your completed presentation video to me at least two days prior to the start of the session (by June 9th!) so that it can be loaded in to the custom conference space I will create for the event. If you have trouble creating your video you must connect with me (I can't help if I don't know;).

**NOTE:** All images need to be [creative commons](#) sourced, and be [appropriately attributed](#) at the bottom right corner of each slide.

#### RUBRIC:

Due to the format of this asynchronous session, there must not be any late submissions. The criteria to receive full credit for this assignment is to 1) submit your video file by end of day on June 9th, 2) the video file is a 20 image slide deck with audio overlay, 3) you used appropriately attributed creative commons images, and 4) you participated fully during the 2 conference days. You will receive the full 15% mark if you complete all 4 items and will receive 0% if you do not.

### FACILITATOR

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Instructor: Lisa O'Neill - Office hours: by appointment - Email: [lisa\\_oneill@cbu.ca](mailto:lisa_oneill@cbu.ca) - Twitter: [@capermags](https://twitter.com/capermags)



## ASSIGNMENTS

### ASSIGNMENT 1: E-PORTFOLIO (30%)

You are likely familiar with the uses of portfolios for formative and summative assessment in face-to-face classes. This task asks you to develop an electronic version. Within each module/section (5 in total) you will be expected to contribute one item to your e-portfolio. Items to include in your portfolio can be (but are not limited to):

1. An artifact/product you have created within the course and its likely value/application for other educators,
2. Reflections around the use of technology in your content area, in the form of a traditional (text) post,
3. Reflections around the use of technology in your content area, in the form of a video post,
4. A lesson plan for a lesson you would like to pilot and your expectations of the experience,
5. Teaching ideas you would like to try in future based on artifacts created and shared by your classmates.

### REQUIREMENTS:

Your portfolio should consist of 5 dated entries (one per module/section), with a table of contents. Each entry should contain **three things**: a description of the artifact (an introduction), the item itself, and a reflection on what you learned. You may use any online platform you prefer, however an offline (paper based) portfolio will not be accepted.

The emphasis should not be on collecting the “best work” but rather items that represent your progress and growth over the duration of the course. You may build upon a portfolio you already have or include the course portfolio as an aspect of another website you create/manage. However, it should be easy to identify the e-portfolio items in this space (think about your audience, and the number of clicks it takes to get to each item!). Designers of websites usually follow a “3 click rule”. No item should be buried more than three clicks into the site;-).

### RUBRIC:

Criteria/Performance	Expert (5-7)	Intermediate (3-5)	Baseline (2-3) *
What do you know about eLearning design?  Is the learner experience evident/considered?	Portfolio demonstrates both depth and breadth, high level thinking and substantial application to your own teaching context.	Portfolio covers a wide variety of items, with minimal original thought. Includes general information but lacks descriptive detail.	Portfolio is generally complete, with evidence and information about missing artifacts having been corrected. Demonstrates superficial understandings of design. Little evidence of application to teaching provided for reviewers.
How good are you at artifact creation?  Is thoughtful design evident in the user experience?	You have demonstrated excellent and imaginative skills in the use of the technology both in portfolio creation and progression of artifact development and selection.	You have demonstrated appropriate skills in the use of the technology both in portfolio creation and progression artifact development and selection.	Demonstrated appropriate skills in the use of the technology both in portfolio creation and progression of artifact development and selection only with continued guidance and support.
The nuts and bolts of APA, proof reading and reading assignment instructions.	You have included all of the items required for the digital portfolio as listed above at an excellent standard. A highly organised and polished portfolio.	You have included more than 70% of the items required for the digital portfolio as listed above at a sufficient standard.	You have only included 50% of the items required for the digital portfolio as listed above, with the quality of items shared considered low in relation to peers.
Have you reflected on what you learned and where it fits in your future?	Your reflections demonstrate significant learning over time	Your reflections demonstrate learning over time	Your reflections do not demonstrate progress and growth over time.

Expert: 20-24pts <90% – Intermediate: 12-19pts 76-89% – Baseline: 8-12pts 60-75% \* 0-7 points will receive a 0%

## FACILITATOR

Instructor: Lisa O'Neill - Office hours: by appointment - Email: lisa\_oneill@cbu.ca - Twitter: @capermags



## **ASSIGNMENT 2: ACTIVITY DEVELOPMENT FUNDING PROPOSAL (20%) – PAIRED/TEAM ASSIGNMENT**

This will be your most formal assignment (read: you must co-write a paper!). Educators and technologists are often divided on the relationship between technology and learning. Is the tail wagging the dog or the other way around? Along the same lines, support and funding for quality learning designs are in short support for development projects that combine these (but is currently growing rapidly thanks to current events!).

To give you the opportunity to practice some important work associated with improving the practice of teaching, for this assignment, we will participate in an expression of interest (EOI) process. A template is provided to develop your EOI, and a rubric is included to guide your partnership in this development. The template and the call is real. It went out at the start of 2021 and is already closed but we are going to submit as though it is still open. Your proposals will be reviewed, and funding 'winner' will be announced at the end of the course. I have changed very little in the template (the funding organization is made up and I've masked the government bodies associated).

You have proposed an activity design. I want you to join forces with a partner to either co-develop a proposal requesting funding to develop both (if there is enough overlap you can communicate them as a cohesive whole) or choose one of them you will work together to submit a request for funding on. The maximum funding that can be requested is \$70,000. Can you convince the proposal reviewer how the amount you are requesting is going to be well spent if your proposal is chosen? That is your goal.

You will find the template you will use for building and submitting your EOI within the Assignments area resources section of this course.

## **FACILITATOR**

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Instructor: Lisa O'Neill - Office hours: by appointment - Email: [lisa\\_oneill@cbu.ca](mailto:lisa_oneill@cbu.ca) - Twitter: [@capermags](https://twitter.com/capermags)



## Education 5106: Technology Planning for Educational Environments (3 credits)

Summer 2023

### **Course Description:**

EDUC5106: Technology Planning for Educational Environments is designed to assist educators in developing a comprehensive plan for the infusion of technology into the learning/teaching process. Learners will research a broad range of existing and emerging technologies and their applications in a learning environment as well as the constructs of the technology planning process. This research will then be applied to formulating a classroom level technology plan.

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**Instructor:** Terry MacDonald

**Email:** [Terry\\_MacDonald@cbu.ca](mailto:Terry_MacDonald@cbu.ca)

**Phone:** 902-563-1459

**Office:** CC 259

Cape Breton University's Department of Education recognizes that Cape Breton Island is in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations. (Source: 2016, CAUT Guide to Acknowledging Traditional Territory <https://www.caut.ca/docs/default-source/professional-advice/list---territorial-acknowledgement-by-province.pdf?sfvrsn=12>)

### **Department Mission and Core Focus**

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skillful, flexible, caring pedagogues and responsible members of the profession.

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). This vision of EfS is inclusive of the three realms of sustainability – environment, society and economy and addresses content, context, pedagogy, global issues and local priorities. It is a vision that embraces well-being for all. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well. The vision and values of EfS can be realized through Living Schools.

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## Course Outcomes

Students will...

- ✓ Critique and compare the capabilities of various technologies by researching a broad range of existing and emerging technologies.
  - ✓ Be cognizant of the effects of technology on the learning/teaching process by researching a broad range of case studies illustrating the infusion of various technologies within the learning/teaching process.
  - ✓ Identify the key elements of effective technology plans.
  - ✓ Understand the technology planning process as it applies to classroom, school, and district level planning.
  - ✓ Extrapolate macro-level technology planning constructs to the formulation of a classroom level or building level technology plan.
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## Course Materials/Resources

*No required textbooks, reading materials/resources provided through Moodle*

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## Course Outline

**Schedule:**

Timeframe	Topics	Assignments
Unit 1: Week 1 - 3	<ul style="list-style-type: none"><li>✓ What is Classroom-level technology planning</li><li>✓ What is the purpose of the classroom-level technology plan</li><li>✓ Exploring Standards for effective technology infusion; Developing a Professional Development plan</li></ul>	Online Group activities Individual Assignment 1: 20% DUE: July 9
Unit 2: Week 4 - 5	<ul style="list-style-type: none"><li>✓ Developing a vision statement for effective technology infusion</li><li>✓ Effective technology infusion aligned with curricula (technology interventions)</li></ul>	Vision Statement Development Workshop Individual Assignment 2: 20% DUE: July 23

Unit 3: Week 6	<ul style="list-style-type: none"> <li>✓ Developing an Implementation Timeline</li> <li>✓ Developing an Evaluation Scheme</li> <li>✓ Expressing technology interventions as Goals, objectives, and strategies</li> <li>✓ Assembling the full plan</li> </ul>	Individual Assignment 3: 40% DUE: July 30
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## Course Assessment

### **Evaluation:**

<b>Activity</b>	<b>Value</b>
<i>Unit 1 Individual Assignment</i>	20%
<i>Unit 2 Individual Assignment</i>	20%
<i>Unit 3 Individual Assignment</i>	40%
<i>Participation (10% through peer review; 10% through instructor)</i>	20%

## Academic Integrity

Students are asked to review the [CBU Academic Integrity handbook](#).



## Syllabus

# Education 5107: Information Management in Education Environments

### Section 1: Course Identification Information

Course Title: Information Management in Education Environments

Course #: EDUC 5107

Section #

Number of credits: 3

Term: Fall 2023

### Course Description

EDUC 5107 is about data, learning analytics (LA) and improving education through good data driven decisions. While we may reference computer systems, software, and analytic tools covered in other EDUC courses, the focus of EDUC 5107 is on the critical evaluation of data involved with those systems. Course pre-requisite(s): n/a

Course co-requisite(s): n/a

Course schedule (day and time of class): n/a

Course location: Online

## Section 2: Instructor Information

Instructor Name: Dr. Robert Power

Email: [Rob\\_Power@cbu.ca](mailto:Rob_Power@cbu.ca)

Email (alternate): [robpower@hotmail.com](mailto:robpower@hotmail.com) (emergencies only)

Phone (office): 902-563-1400

Phone (mobile): 902-397-3048 (emergencies only)

Office hours (if applicable): by appointment

Office location: L-139

## Land Acknowledgement

Cape Breton University's Department of Education recognizes that Cape Breton Island is in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations. (Source: 2016, CAUT Guide to Acknowledging Traditional Territory <https://www.caut.ca/docs/default-source/professional-advice/list---territorial-acknowledgement-by-province.pdf?sfvrsn=12>)

## Section 3: Department Mission and Core Focus

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skilful, flexible, research-minded, culturally responsive caring pedagogues and responsible members of the profession, who can appreciate the value of theory and research findings, as well as the wisdom of practice, in making astute decisions.

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). This vision of EfS is inclusive of the three realms of sustainability – environment, society and economy – and addresses content, context, pedagogy, global issues and local priorities. It is a vision that embraces well-being for all. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well. Education programs at CBU adhere to the UNECE Strategy for ESD that aims to equip educators with the competencies to engage in Education for Sustainability. The Department of Education is committed to connecting with community stakeholders, including regional centres of education, to support locally and culturally relevant education and research priorities. .

## Section 4: Course Outcomes

Upon successful completion of this course you should be able to:

- Explore current trends in data-driven educational decision making.
- Discuss the role of learning analytics in personalized learning.
- Recommend best-practices for Google Classroom.
- Discuss legal and ethical issues on student privacy and confidentiality.
- Evaluate the potential of Social Network Analysis to inform instruction.
- Develop a plan for studying an educational concern using data analytics.
- Participate in a collaborative learning community to discuss effective data-driven educational analysis.

## Section 5: Course Materials/Resources

Knapp, L., Glennie, E., & Charles, K. (2016). *Leveraging data for student success: Improving education through datadriven decisions* (pp. 1-54). (RTI Press Publication No. BK-0018-1609). Research Triangle Park, NC: RTI Press. DOI: [10.3768/rtipress.2016.bk.0018.1609](https://doi.org/10.3768/rtipress.2016.bk.0018.1609)

Note -- A FREE full text PDF version of the Knapp textbook is available at <https://www.rti.org/rti-press-publication/leveraging-data-student-success-improving-education-through-data-drivendecisions>

Lang, C., Siemens, G., Wise, A., & Gašević, D. (Eds.). (2017). *Handbook of Learning Analytics. Society for Learning Analytics Research*. DOI: [10.18608/hla17](https://doi.org/10.18608/hla17)

Note -- A FREE full text PDF version of the Handbook of Learning Analytics is available at <https://solaresearch.org/hla-17/>

You will also read articles from peer-reviewed journals as well as summary materials shared on the course website. Expect to spend at least two-three hours per week reading.

## Section 6: Course Outline

The following schedule is provided as a guideline for you to assist you with your planning for this course, dates may be adjusted periodically through class discussion to reflect course developments and interest /needs of students.

Date	Topic	Reading & Assignments
Week 1 Sept 6-17	<p>Lies, Damn Lies, and Data:</p> <ul style="list-style-type: none"> <li>Truth, Damn Truth, and Statistics</li> <li>Let's Not Forget: Learning Analytics are about Learning</li> <li>What You need to Know About Learning Analytics</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>Introduce yourself</li> <li>What you would like to know</li> </ul>	
Week 2 Sept 18-24	<p>Data, data, and more data:</p> <ul style="list-style-type: none"> <li>How Canada became an education superpower</li> <li>Data Nova Scotia</li> <li>PISA</li> <li>PCAP</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>Handbook of Learning Analytics – Selection 1</li> <li>Educational Data Support Issue</li> </ul>	
Week 3 Sept 25 - Oct 1	<p>Big Data:</p> <ul style="list-style-type: none"> <li>From Bricks to Clicks</li> <li>What you need to know about learning analytics</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>Standardized Testing</li> <li>Kohn's Rule of Thumb or What would I like to know?</li> </ul>	
Week 4 Oct 2-8	<p>Chapter 1: Leveraging Data for Student Success</p> <p>Discussions:</p> <ul style="list-style-type: none"> <li>Learning Circle: Problem Statement</li> </ul> <p>Assignment <b>learning circles</b> provide a one-stop FAQ and ensure that we are all on the same page for assignment questions. Please post your assignment questions to the learning circle and feel free to share your expertise with your colleagues. By default, you will automatically be subscribed to the learning circles. You have the option to unsubscribe at any time. In general, I will direct email inquiries back to the learning circles. The idea is for us to learn and share together.</p>	<p><b>Assignment 1: Problem Statement</b> Due Monday, <b>Oct 9</b> by 11:55 pm AT Value: 15%</p>
Week 5 <b>Oct 9-15</b>	<p>Predictive Modeling in Education</p> <ul style="list-style-type: none"> <li>Learning Analytics: A Weather Analogy</li> <li>Predictive Modeling in Teaching and Learning</li> <li>Using Learning Analytics in Personalized Learning</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>Predictive Modeling in Education</li> <li>Handbook of Learning Analytics – Selection 2</li> </ul>	



Date	Topic	Reading & Assignments
Week 6 Oct 16-22	<p>The Special Case of Google Classroom:</p> <ul style="list-style-type: none"> <li>CBC SPARK</li> <li>Google Under Fire</li> <li>Google Apps for Education (NSPEC)</li> <li>Teacher Tech with Alice Keeler</li> <li>Adrian Francis (Quizzes, Flipped Classrooms, BYOD...)</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>Google Apps in the Classroom</li> <li>Self-Directed Readings</li> </ul>	
Week 7 Oct 23-29	<p>Chapter 2: Leveraging Data for Student Success</p> <p>Learning Circle: Data Analytics Methodology</p>	<p><b>Assignment 2: Data Analysis</b></p> <p>Due Sunday, <b>Oct 29</b> by 11:55 pm AT</p> <p>Value: 20%</p>
Week 8 Oct 30 - Nov 5	<p>Social Networking Analysis (SNA):</p> <ul style="list-style-type: none"> <li>SNA: Video Overview</li> <li>SNA: An Introduction</li> <li>Peer influence on children's reading skills</li> <li>Collaboration in discussion forums</li> <li>Social learning of international students</li> <li>Quantitative content and SNA</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>SNA or Personalized Learning</li> <li>Handbook of Learning Analytics - Selection 3</li> </ul>	
Week 9 Nov 6-12	<p>Data Mining Tools:</p> <ul style="list-style-type: none"> <li>EdSurge Product Index</li> <li>Tools for Educational Data Mining</li> <li>Trends and Issues in Educational Data Analytics</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>Data Mining Tools</li> </ul> <p>Educational Technology</p>	
<b>Week 10</b> <b>Nov 13-19</b>	<b>Reading Week</b>	
Week 11 Nov 20-26	<p>Chapter 3 &amp; 4: Leveraging Data for Student Success</p> <p>Learning Circle: Project Proposal</p>	<p><b>Assignment 3: Project Proposal</b></p> <p>Due Sunday, <b>NOV 26</b> by 11:55 pm AT</p> <p>Value: 40%</p>
Week 12 Nov 27 - Dec 3	<p>Ethical and Privacy Issues</p> <ul style="list-style-type: none"> <li>Ethics and Learning Analytics</li> </ul> <p><b>Assignment 4: Online Participation Self Evaluation</b></p> <p>Discussions:</p> <ul style="list-style-type: none"> <li>Ethics and Data Analysis</li> <li>Learning Circle: Online Participation Self Evaluation</li> </ul>	<p><b>Assignment 4: Online Participation Self-Evaluation</b></p> <p>Due FRIDAY, <b>Dec 1</b> by 11:55 pm AT</p> <p>Value: 25%</p>

## Section 7: Course Assessment

Your diploma or degree requirements include a major research project. Selecting a thesis or research topic can be challenging. Assignments 1-3 are EDUC 5107 course specific, but also provide the opportunity to explore possible thesis or project topics for future consideration.

Also, consider the three assignments as a living document that culminates in the final proposal (Assignment 3). Assignment 2 would therefore include information from assignment 1 updated to reflect instructor comments, your own reflections, and any reworking necessary for it to be consistent with your data analysis. Assignment 3 would therefore include information from assignments 1 and 2 updated to reflect instructor comments, your own reflections, and any reworking necessary for it to be consistent with your final proposal.

Project topics are researcher selected and, as such, individual assignment requirements may differ dependent on the chosen topic and research methodology selected. Please use the “Learning Circles” to post questions and share the learning process with the class.

When selecting assignment topics, keep in mind the focus of EDUC 5107 is on the critical analysis of data. Your methodology should be quantitative rather than qualitative. Think SMART (Specific, Measurable, Attainable, Relevant and Time-bound) when considering your topic options.

- Submit all assignments in Word format through the course dropbox.
- Use double spaced, 12-point font.
- Word/page count does not include title page or references.

### Assignment 1: Problem Statement (15%)

Select, justify, research, and outline an educational topic that lends itself to data analysis. Assignment 1 will include the problem statement, justification, logic model, summary analysis plan, and hypothesis as outlined in **Chapter 1** of *Leveraging Data for Student Success*. This assignment answers the “what” and “why” questions pertaining to your area of investigation. The assignment must include a brief literature review in support of your problem statement.

#### Requirements:

- 700 -1000 Words (4 - 5 pages).
- Minimum 5 references with at least two from peer reviewed sources.

### Assignment 2: Data Analytics (20%)

Building on Assignment 1, this assignment focuses on the analytical tools, data collection techniques, data analysis, and technologies you plan to use to investigate your problem statement. Assignment 2 aligns with Chapter 2 of *Leveraging Data for Student Success*. Assignment 2 answers the “how” and can be considered the methodology plan for your investigation.

You will not be collecting “live” data for this assignment but rather describing the process you would use to obtain your data. Remember the following concepts from **Chapter 2** of *Leveraging Data for Student Success* as you prepare your data strategy. Requirements will vary based on topic selection.

- Categories of data (demographic, performance, perceptions and school process)

- Methods for collecting data (surveys, focus groups, interviews, observations)
- Applicable data sources (provincial, national, global data)
- IRB (Institutional Review Board) requirements
- Ethical/Legal implications
- Consent Forms/Non-disclosures

Remember, you are not trying to solve the world's educational problems in this course. You are studying a specific educational issue in your current environment. You're on the right track when your proposed data analysis would answer your question or addresses your issue. If in doubt, review pages 54-63 in Chapter 3 of *Leveraging Data for Student Success* (Introduction, Defining and Measuring Variables, Converting Concepts to Variables and Data Quality).

*Requirements:*

- An additional 600-800 Words (3 to 4 pages).
- Minimum 2 additional references (course readings or your own independent study)

### Assignment 3: Report Proposal (40%)

In Assignment 1, you defined a problem statement and laid the foundation for your final proposal.

In Assignment 2, you qualified your project's data requirements and outlined the methodology for data collection.

Building on Assignments 1 and 2, Assignment 3 is a formal (third person) proposal for your investigation.

Assignment 3 provides the opportunity to refine your research and expand on the data analysis. **This should be developed in enough detail for another researcher to conduct the study.**

Refer to **Chapter 3** of *Leveraging Data for Student Success* (pp 54-61) to continue operationalizing your variables. Support the reliability and validity of your proposed investigation.

Provide a summary of your proposed data analysis techniques. Refer to **Chapter 4** of *Leveraging Data for Student Success*. EDUC 5107 is not a statistics course, so the expectation is to demonstrate "awareness and what you need to know about data and data analysis so that you can communicate effectively to all stakeholders" (p. 82).

**Optional:** A one-page summary of lessons learned completing this assignment. Include a self-evaluation of Assignment 3. Your mark for Assignment 3 will be based on instructor review and informed by your self-evaluation.

Note: To meet various instituted deadlines, the assignment deadline is fixed.

*Requirements:*

- 2000 - 2400 Words (10 - 12 pages, including content from assignments 1 and 2)
- Minimum 8 references (course readings or your own independent study)
- Submit all assignments in Word format through the course dropbox.
- Use double spaced, 12-point font.
- Word/page count does not include title page, references, or optional self-evaluation.

### *A NOTE ON MARKING*

The marking scale for Assignments 1-3 is as follows:

- 95-100 (A+) Exceptional. Meets all requirements of the assignment fully. Could be "published" (i.e., offered and studied as an excellent example of the assignment.)
- 90-94 (A) Outstanding. Meets the major requirements of the assignment fully. Would benefit from small changes, especially in content or structure.
- 85-89 (A-) Very good. Meets most of the major requirements well. Would benefit from some changes in structure, or some minor content changes.
- 80-84 (B+) Good. Meets most of the major requirements fairly well. Would benefit from changes in content, or relatively significant structural changes.
- 75-79 (B) Good. Meets most of the major requirements adequately but would definitely benefit from some changes in content or structure.
- 70-74 (B-) Fair. Exceeds the minimum requirements but lacks significant content or has considerable structural problems.
- 66-69 (C+) Acceptable. Exceeds the minimum requirements but lacks significant content and has considerable, important structural problems.
- Correct grammar, mechanics, and organization is expected in all written work.

### **Assignment 4: Online Discussion Participation (25%)**

You are required to submit a self-evaluation to be assessed.

You will be expected to participate regularly in online discussions as outlined in each unit. You will be assessed on this participation both qualitatively (what you say) and quantitatively (how frequently you post). Remember this replaces face to face discussion, so "essays" are not expected; however, you are expected to conduct an academic discourse with your colleagues. Posts of affirmation such as "I agree", "Great idea" are not acceptable. You should reference authorities in the field in your posts and/or critically analyze the authors read.

The discussion forums are meant to replace face-to-face class discussions. As with class participation, you must be present to participate. In the past, some students would "pop" into the forums every couple of weeks to post their comments. This is discouraged in this course. Each forum will be closed 48 hours after the end of each class unit. The course units are designed to run from Monday through Sunday. Although the forums will be reopened for review, no value will be assigned to postings added after the unit cut-off period.

#### *Requirements:*

- 3 posts per week if there are two discussion forums.
- 2 posts per week if there is one discussion forum.
- Create at least one new discussion forum per week.
- Learning Circles are excluded from the weekly post counts.
- Posts should balance igniting a discussion and responding to others.

*FORMAT FOR ASSESSMENT*

Along with your postings, **to receive a grade for this assignment you will complete a 1-2 page (400 word maximum) self-assessment.** Assessments less than 200 words will not be scored. Using the rubric below, score yourself and explain/justify your score. Please indicate the number of forums, if any, that you did not participate in and whether you have incorporated that absence in your self-assessment. Submit your self-assessment using the course dropbox.

Your mark for this portion of the course will be based on observed performance and your self-evaluation.

Note – a downloadable copy of the Self-Evaluation rubric is provided through the course site.

Aspect	Beginning Ideas (0-2)	Ideas (3-4)	Connections (5-6)	Extensions (7-8)
Quality (Self-Evaluation)	Posts indicate a superficial understanding of the issue	Posts indicate a good understanding of the general idea of the concept with reference to key authors	Posts indicate higher thinking with connections being made between concepts and issues discussed. Clear reference to appropriate sources present.	Posts indicate a deep level of analysis of the issue with connections to course concepts and considerations of larger concepts impacting issues.
Quantity (Self-Evaluation)	Less than 50% of the posts are made during assigned week.	Posts regularly in assigned weeks, but does not respond to others frequently	Initiates posts consistently in the active week and responds at least once a week to a colleague.	Frequently initiates posts in the active week and frequently responds to colleagues.
Reflections (Graded by Instructor)	No or little reflection on personal activities during the course	Submission demonstrates a vague level of reflection on course participation	Submission demonstrates a reasonable effort to reflect on the quality and quantity of personal interactions within the course.	Submission shows an exceptional level of reflection on course participation, including awareness of shortcomings, and potential improvements for future courses.

Note – the total for this rubric, including the instructor's assessment of your Reflections, is 24 points. One additional mark will be awarded for submission of your self-evaluation by the required due date, to give a total of 25 possible points towards your final term grade.

## Use of Artificial Intelligence (AI) Tools (such as ChatGPT)

The use of AI tools (such as ChatGPT) is permitted within certain learning activities for this course, but only to support your writing process, and should not be used to present work as your own independent thought (please consult individual assignment instructions to determine if the use of AI is restricted). Using generative AI tools to refine your ideas, explore research questions, and fine tune grammar and style is permitted. You should not use AI tools to generate personal responses to prompts such as Moodle discussion posts, or assignment components assigned to you within group work situations. Under no circumstances should students use a tool like ChatGPT to generate entire portions of class assignments and papers. You are ultimately responsible for the work you submit in this course, and subject to the CBU Academic Integrity policy; you must properly document all use of AI tools in order to conform to this policy (please see this resource for APA guidelines). Please note: you are not required to use AI tools, making use of these tools is optional.

## Professional Conduct

The BEd program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Students are expected to be prepared to actively engage through discussion and participation.

Except in the case of illness, religious observance, or for a compassionate reason, participation in this course is expected. Please notify the instructor by e-mail if you must miss a class for one of these reasons. Consistent with University policy on evaluated tasks acceptable documentation may be required if assignments/evaluated tasks are missed.

Please be respectful of fellow classmates. You are preparing to take your place in a professional community of teachers and are expected to demonstrate sensitivity for and adherence to the norms of respectful, polite and professional conduct.

## Students with Special Needs

Students with special needs should contact the Jennifer Keeping AccessAbility Centre on campus. Arrangements for accommodations will be made in collaboration with the Centre.

## Academic Integrity

Students are asked to review the section regarding Academic Integrity found in the 'current student' section of Cape Breton University's website. <https://www.cbu.ca/future-students/academic-integrity/>

## Intellectual Property

Students are asked to review CBU's policy on the use of recordings of course presentations contained in the Student Intellectual Property Policy found in CBU's Academic Calendar.

## Student Use of Technological Devices in the Classroom

Students are asked to review CBU's policy regarding use of technological devices in the classroom found in CBU's Academic Calendar.

## Inclement Weather

Students are asked to review CBU's policy on Inclement Weather found on Cape Breton University's website. <https://www.cbu.ca/wp-content/uploads/2019/10/inclement-weather-policy.pdf>

## Emergency Procedures

Students are asked to review CBU's Emergency Procedures found on Cape Breton University's website. <https://www.cbu.ca/current-students/safety-security-respect/in-the-event-of-an-emergency/>



## **EDUC 5108— Educational Technology for the Practicing Teacher**

Instructor: Terry MacDonald

Office: Centre for Teaching & Learning

Telephone: (902) 563 - 1459

E-mail: [terry\\_macdonald@cbu.ca](mailto:terry_macdonald@cbu.ca)

Course Schedule: On –line delivery

### **Course Overview:**

This course examines applications of educational technology used in today's classroom to promote learning. Students should be able to demonstrate a basic knowledge of computers before taking this course. Students will explore technology use from a practical perspective, using various tools in an educational context to enhance the learning/teaching process. Teachers will investigate technology integration from a curricular perspective, transforming and synthesizing educational technology in respect to their areas of specialization and current practice. Participants will be required to contribute to a collaborative-learning process through which they will develop knowledge and skills related to effectively applied educational technology interventions.

### **Course Objectives:**

Upon successful completion of this course, students will achieve the following:

- Participate in various learning activities involving the development of exemplar media productions, and adapting similar activities for implementation in their own classrooms
- Through a scholarly exchange of ideas and personal reflections, articulate a stance on current issues related to effective technology use within an educational setting
- Learners will make an assessment of where they are now in terms of technology infusion in their own educational settings, and develop goals they would like to achieve as they move through this program and related professional development for the next few years



### Course Schedule:

- Week one - Jan. 9 - 15 [Introduction/Discussion Activity]
- Week two - Jan. 15 - 22 [Podcasting for Education]
- Week three - Jan. 23 - 29 [Productivity Software]
- Week four - Jan. 30 - Feb. 5 [Social Networking Discussion Activity]
- Week five - Feb. 6 - 12 [Digital Storytelling]
- Week six - Feb. 13 - 19 [Interactive Media]
- Week seven - Reading Week (Feb. 20 - 26)
- Week eight - Feb. 27 - March 5 [Wiki: Sharing Resources]
- Week nine - March 6 - 12 [The Digital Divide Discussion Activity]
- Week ten - March 13 - 19 [Webpage development]
- Week eleven - March 20 - 26 [Game-based Learning, Game-Enhanced Learning, and Gamification Discussion Activity]
- Week twelve - March 27 - April 4 [Reflective Essay]

### Evaluation:

Discussion Activity Participation:	15
Podcast Assignment:	15
Productivity Software (G-Suite):	10
Digital Story Assignment:	15
H5P Assignment	10
Webpage Assignment:	10
Wiki Activity	5
Reflective Essay	20
Total:	100

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Cape Breton University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1726. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

### Department of Education Mission Statement

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the

results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skillful, flexible, caring pedagogues and responsible members of the profession.

### **A Core Focus on Education for Sustainability (EfS)**

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). Our vision of EfS is inclusive of the three realms of sustainability – environment, society and economy and addresses content, context, pedagogy, global issues and local priorities. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions.

EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well.

### **Code of Student Behaviour:**

All students should read carefully the section in the University calendar pertaining to “Ethical Behaviour in Academic Matters”.



*MISSION:* Cape Breton University is committed to high-quality, accessible education; innovative research; and a vibrant, multicultural future for the Island

*VISION:* Rooted in Cape Breton, connected to the world

*VALUES* We are committed to:

Courage Mel kik no'ti Thriving through creativity and leadership

Cooperation Maw lukitimk Working together for the common good

Quality Mawi kelu'lk Achieving excellence through continual improvement

## **EDUC 5115 Research Methods for Education**

**Winter-Spring 2019**

**Instructor: Dr. Darlene Kyte**

**Email: [Darlene\\_Kyte@cbu.ca](mailto:Darlene_Kyte@cbu.ca) (best way to reach me)**

**Tel: 902-585-1363**

Online Office Hours: Monday-Thursday 8:30 am – 4:30 pm by Appointment. All email inquiries will receive response within 48 hours.

### **Course Description**

This course is designed to introduce students in CBU's Diploma in Education to the essential elements which underpin the planning, implementation, evaluation and reporting of educational research. Students will also become familiar with CBU's application policies and procedures for research involving humans.

**Required Text:** Creswell, J.W. (2012) Educational Research; Planning, Conducting and Evaluating Quantitative and Qualitative Research. Boston: Pearson Education Inc.

## **Course Goals**

The main goal of this course is to make students aware of the basic components of educational research as a foundation for conducting independent research later in the diploma program.

Such awareness will be developed through readings and analysis of materials provided, completion of individual and group assignments and scholarly discourse with the instructor and colleagues as required throughout the course. In addition to acquiring understanding and initial practice in some of the skills involved in educational research, students will also increase critical awareness and reflectiveness of their teaching practice, their ongoing role as classroom-researchers and deeper understanding of how formal educational research can and should inform teacher practice.

## **Course Objectives**

### **Students will be expected to:**

Complete the required readings to provide necessary background information for successful completion of individual and group assignments.

For most of you, this will be your key methodology course in your MEd program. Methodology is the study of how researchers come to understand social phenomenon. In this course, you learn to conceptualize research problems, collect and analyze data, and present research findings. Designing and completing a final project will assist you in conceptualizing your understanding of the integral elements in a thesis and/or dissertation and will complete individual and group assignments including literature review, abstracts, TCPS Ethics Tutorial, Informed Letter of Consent, glossary of research terms and a final project comparing thesis and/or dissertations or develop a mini proposal for their thesis/research project. Students will also engage in a meaningful way with colleagues and the instructor in the ongoing scholarly discourse about educational research. This is considered an essential element of the course. The primary purpose of this research methods course is to provide you with theoretical and methodological knowledge and practical support to assist in developing your understanding of educational research. Upon successful completing this course, you should be able to:

1. Demonstrate an understanding of academic research norms
2. Differentiate between various research methodologies and methods and select those which are best suited to your own research interests and understandings;
3. Evaluate the relevance of your personal history, your worldview, biases, related experiences, the limitations of your study, and ethical concerns such as power dynamics, informed consent, voluntary participation, compensation, research relationships, and so on;
4. Understand some strategies for data analysis and representation of research findings

### **Course Design**

Education 5115 is organized into four distinct modules and is delivered entirely online, primarily using asynchronous exchange within a Moodle platform.

### **Modules include:**

**Module One:** Introduction to Educational Research

**Module Two:** Literature Review

**Module Three:** The Role and Purpose of Ethics Review in Educational Research

**Module Four:** Research Design

### **Evaluation:**

Group Assignments: 40 Points

Individual Assignments: 60 Points

Education 5115 requires regular and active engagement by all students in the online classroom and completion of both individual and group assignments. The instructor's role is largely facilitative and students share responsibility with the instructor for the development of a positive and nurturing online learning environment supportive of their learning and the learning of others. Online participation is mandatory and students will be graded for their contribution/s to scholarly discourse in addition to class assignments and presentations.

The instructor is normally available to students by (appointment) during regular business hours Monday-Thursday 8:30-4:30. Students are also encouraged to communicate with the instructor using email.

## **Overview of Modules**

### **Module One – Introduction to Educational Research**

Module One provides an introduction to the basic components of Qualitative and Quantitative research through readings and analysis and participation with others in scholarly discourse. Chapters One and Two of the text will be required readings for completion of Module One.

#### **Week One / Activity One: Biography (Individual Posting)**

Students will join /form an online class community by posting a short introductory biography and statement of research interests. They will also be assigned to Learning Groups (which remain in place for the duration of the course) by the instructor once registration closes.

#### **Week Two/Week Three Activity Two: Qualitative and Quantitative Research Comparison (Group Assignment)**

Working within their Learning Group as assigned, students will discuss the fundamental differences between Qualitative and Quantitative research designs and consider the applications of each within the educational context. Completion and posting of a group Compare and Contrast Assignment. **(10 Points)**

### **Module Two – Literature Review**

#### **Week One / Activity One: Literature Review (Group Assignment)**

Students will read Chapter 3 of the text and complete the Discussion of the Literature Review assignment. **(10 Points)**

## **Week Two/Activity Two: Abstract (Group Assignment)**

Working within their Learning Groups, students will discuss and analyze elements of abstracts and complete the analysis and rewrite the Abstract in a concise manner including essential elements. **(10 Points)**

## **Module Three- The Role and Purpose of Ethics Review in Educational Research**

In Module Three students will become familiar with the purpose and process of research ethics. This will include individual completion of the TCPS core tutorial program, review of the Research Ethics protocols of Cape Breton University and completion of an informed letter of consent as assigned.

### **Readings:**

#### **Tri Council Policy Statement: Ethical Conduct for Research Involving Humans**

[http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS\\_2\\_FINAL\\_Web.pdf](http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf)

## **Week One/ Activity One: Core Principles of the TCPS (Group Assignment/Activity)**

Underlying core principles of the Tri-Council Policy Statement; Ethical Conduct for Research Involving Humans (TCPS) include:

- underlying value of respect for human dignity as basis for the core principles
- respect for academic freedom and acknowledgement of associated responsibilities
- respect for the law and the need to balance it with ethics principles
- requirement for free, informed and ongoing consent
- responsibilities associated with participant privacy and information confidentiality
- fundamentals of research ethics board (REB) governance
- conflict of interest requirements

**Group Assignment:** Consider each of the 7 underlying principles of the (TCPS) and their relevance within the research process. Pick any one to discuss as a posting within the group forum. Your contribution should be 2-4 paragraphs in length and focus should be on the meaning and purpose of the principle chosen and why /how it is relevant in the context of educational research. **(10 points)**

### **Week Two/Activity Two: TCPS Tutorial (Individual Assignment/ Activity)**

Using the TCPS Policy Document as a resource, complete the Self-directed TCPS Research Ethics tutorial. You will need to create an account to login and complete the tutorial. This will yield a dated certificate of completion to be scanned and submitted as proof of assignment completion. All students completing the tutorial will receive full marks for the assignment. **(10 points)** Completion of 8-part TCPS core tutorial program.

<https://tcps2core.ca/welcome>

### **Week Three/Activity Three: Informed letter of Consent (Individual Assignment/Activity)**

Working independently, and with any hypothetical research project that may be of interest, complete an informed letter of consent for that research project using guidelines provided. It may be helpful for you to consult with group members. You are required to peer-review another classmate's letter as part of your grade. See Moodle for examples. **(20 points)**

### **Module 4 – Research Design**

Module 4 will require readings on various research designs to support you in building your awareness and understanding as well as the completion of the **glossary of research terms/ideas/methods (individual assignment – 10 Points: 2 entries x 5 points each)** as well the completion and submission of **the final project –**



**Option #1:** the analysis and comparison of two graduate level projects/ theses/or dissertations (this can be done through text, PowerPoint, Prezi, artistic expression etc. please contact me if you have questions) **OR**  
**Option #2:** complete an alternate final research project Mini- Proposal – may be a helpful choice if considering a thesis  
**(individual assignment 20 Points).**

## Module 4 Schedule:

<b>Week 10</b>  <b>March 11 – March 17, 2019</b>	Chapter 9, 10, 12 and 13  Reporting and Evaluating Research,  Experimental Research Design, Survey  Design, and Grounded Theory Design	Preparing for your final project
<b>Week 11</b>  <b>March 18 – March 24, 2019</b>		Research Glossary Due  10 Points (5 points X 2 Entries)
<b>Week 12</b>  <b>March 25 – March 31, 2019</b>	Chapters 15, 16 and 17  Narrative Design, Mixed Method Design and  Action Research Design	Preparing for your final project
<b>Week 13</b>  <b>April 1 – April 7, 2019</b>	Concluding Thoughts	Individual Research Comparative / Mini Proposal Final Project Due  20 Points

## EDUC 5115 Final Project Option #2 – Mini Proposal

### Purpose:

- To demonstrate a clear plan for your research project, and
- To create a useful document to carry forward for your project. Instructions:

Your proposal should include the following sections:

### WORKING TITLE FOR YOUR STUDY

### TABLE OF CONTENTS (learn how to use the Styles & Formatting Tool and Document Map)

#### CH. 1 | INTRODUCTION (1-2 pages, double-spaced) [WHO, WHAT & WHERE?]

- 1.1 Introduction and General Focus (Background & Context of Research Problem)
- 1.2 Clear Purpose Statement
- 1.3 Research Question (and sub-questions if applicable) and Objectives
- 1.4 Value of the Study and/or Justification of Originality (“Gap” in the Literature)
- 1.5 Scope and/or Limitations of the Study 1.6
- Situating Yourself in the Study
- 1.7 Other?

#### CH. 2 | REVIEW OF LITERATURE (Condensed for Proposal; maximum 1 page)

- 2.1 Description of the Body/ies of Literature that will Frame Your Study
  - 2.2 Definitions of Anticipated Key Concepts, or Analytic Models
- (These usually form part of the Research Question)
- This will eventually be its own chapter; include Bibliography as Appendix C.

#### CH. 3 | METHODOLOGY (max. 2 pages) [HOW?]

- 3.1 Ontological and Epistemological Positions (Paradigmatic Stance)
- 3.2 Overarching Research Approach and/or Methodology (mostly applies to thesis students)
- 3.3 Research Design: Sampling, Recruitment, Data Collection & Analysis Methods
- 3.4 Ethical Considerations, Including Power Dynamics & Researcher Reflexivity 3.5
- Ways to Check Reliability, Trustworthiness & Validity of Lessons Learned (Findings)
- 3.6 Other?

#### THE FOLLOWING SECTIONS ARE INCLUDED IN THE PROPOSAL ONLY (1-2 pages)

- 4.1 Strategies for Communication and Decision-Making with Participants & Advisors
- 4.2 Potential Obstacles and Contingency Plans
- 4.3 Identifying Your Support Network and Health Planning 4.4
- Next Steps
- 4.5 Other?

#### APPENDICES (page count as needed)

- A Draft Timetable [WHEN?]
- B References (Works cited in the text)
- C Bibliography of Potential Sources to Further Consult
- D Draft Ethics Forms, Including Additional Appendices Requested by the HRE Office (if required for your study) E Other?

Reference a minimum of 5 peer reviewed journal articles or book chapters

### **Education Department Mission Statement**

*The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skilful, flexible, caring pedagogues and responsible members of the profession.*

### **A Core Focus on Education for Sustainability (EfS)**

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### **The Learning Commons**

*The Learning Commons and Student Life Centre is the hub of Student Services, housing CBU's Writing Centre, Academic and Career Counseling, the Financial Aid Office, the International Student Advisors and the Jennifer Keeping AccessAbility Centre.*

*The Centre is an open and comforting environment where students feel at ease and are able to speak with someone who will guide or help them in any possible way – from the simplest of questions to the biggest of concerns.*

*If you are curious about the Centre, stop by, enjoy a cup of coffee, have a look around and meet some of the good people who are there to assist, guide and provide the kind of assistance and support that students often seek while in attending university.*

<https://www.cbu.ca/life-cbu/learning-commons/>

### **Research and Graduate Studies**

*Cape Breton University researchers are addressing important issues in scholarly discourses and debate, as well as problems that concern the general public. The research undertaken at*

*CBU is making a difference—to academics, students, and to the community. The projects CBU researchers participate in are original, world-class and respected among other scholars and the public.*

*Cape Breton University's Strategic Research, Innovation and Commercialization Plan identifies four research priorities that leverage CBU's existing and emerging strengths:*

- *Sustainability and Community Development*
- *Cultural and Ecological Heritage*
- *Fundamental Knowledge and Innovation,*
- *and Social and Political Processes and Change*

*The Office of Research and Graduate Studies (ORGS) is here to assist CBU's researchers, partners, and funding agencies in procuring and administering project funding. The ORGS team also promotes the research activities and achievements of researchers. We act as a facilitating conduit between our researchers and private and public, regional, national and international funding agencies*

#### ***Supporting your work***

*The ORGS team is here to help navigate the research process from beginning to end. From idea creation to project implementation, the team can help determine what the best next steps are for each project and exactly how to go about them.*

<https://www.cbu.ca/research/research-at-cbu/>

#### **SOCIAL JUSTICE STATEMENT**

*I am committed to providing a safe and nurturing learning environment based upon open communication, mutual respect, and nondiscrimination. I will strive to cultivate a sense of inclusiveness and sensitivity to diversity and difference. Any suggestions as to how to further foster a positive and open climate in this class will be appreciated and given serious consideration.*

## EDUC 5115 Timeline – Subject to Change as Needed

<b>Date</b>	<b>Theme</b>	<b>Assignment</b>
<b>Week 1</b>  <b>Jan. 7 - 13, 2019</b>	Introductions	Biography
<b>Week 2</b>  <b>Jan. 14 - 20, 2019</b>	Chapter 1 and Chapter 2 Qualitative and Quantitative Research Paradigms	Biography posts continued
<b>Week 3</b>  <b>Jan. 21 – 27, 2019</b>	Qualitative and Quantitative Research Paradigms	Qualitative and Quantitative Group Work (10 points)
<b>Week 4</b>  <b>Jan. 28 – Feb. 3, 2019</b>	Chapter 3 and Chapter 4 The Literature Review	Reviewing the Literature Group Work (10 points)
<b>Week 5</b>  <b>Feb. 4 - 10, 2019</b>	The Abstract	Elements of the Abstract Group Work (10points)
<b>Week 6</b>  <b>Feb. 11 – Feb. 17, 2019</b>	Underlying Core Principles of the Tri-Council Policy Statement; Ethical Conduct for Research Involving Humans (TCPS)	Core TCPS Principles Group Work (10 points)
<b>Week 7</b>  <b>Feb. 18 – Feb. 24, 2019</b> <b>February Break</b>	Chapters 5, 6, 7 and 8	
<b>Week 8</b>  <b>Feb. 25 – March 3, 2019</b>	Self-directed TCPS Research Ethics tutorial	Individual Completion of 8-part TCPS core tutorial program <a href="https://tcps2core.ca/welcome">https://tcps2core.ca/welcome</a> (10 points)

<b>Week 9</b>  <b>March 4 – March 10, 2019</b>	Informed Consent Guidelines	Individual Informed Letter of Consent for Research Project Due (20 points)
<b>Week 10</b>  <b>March 11 – March 17, 2019</b>	Chapter 9, 10, 12 and 13 Reporting and Evaluating Research, Experimental Research Design, Survey Design, and Grounded Theory Design	Preparing for your final project
<b>Week 11</b>  <b>March 18 – March 24, 2019</b>	March Break in Nova Scotia	Research Glossary Due (10 points = 5 points X 2 Entries)
<b>Week 12</b>  <b>March 25 – March 31, 2019</b>	Chapters 15, 16 and 17 Narrative Design, Mixed Method Design and Action Research Design	Preparing for your final project
<b>Week 13</b>  <b>April 1 – April 7, 2019</b>	Concluding Thoughts	Individual Research Comparative Final Project Due 20 Points



## Syllabus

### Education 5131: Digital Citizenship in a Global Community

#### Section 1: Course Identification Information

Course Title: Digital Citizenship in a Global Community

Course #: EDUC 5131

Section # EDUC5131:912 & EDUC5131:922

Number of credits: 3

Term: Summer 2023

#### Course Description

Digital citizenship can be defined as the norms of appropriate and responsible behaviour online. Within this course we will examine digital citizenship from two major perspectives: responsible use in the K-12 environment and the world beyond schools. Within each perspective we will review policy and practice, rights and responsibilities, safety and security, as well as health and wellness. Some specific themes include cyberbullying, digital etiquette, access, copyright, flat classrooms, the digital divide and civic engagement.

Course pre-requisite(s): n/a

Course co-requisite(s): n/a

Course schedule (day and time of class): n/a

Course location: Online



## Section 2: Instructor Information

Instructor Name: Dr. Robert Power

Email: [Rob\\_Power@cbu.ca](mailto:Rob_Power@cbu.ca)

Email (alternate): [robpower@hotmail.com](mailto:robpower@hotmail.com) (emergencies only)

Phone (office): 902-563-1400

Phone (mobile): 902-397-3048 (emergencies only)

Office hours (if applicable): online office hours are available by appointment

Office location: L-139

## Land Acknowledgement

Cape Breton University's Department of Education recognizes that Cape Breton Island is in Mi'kma'ki, the ancestral a u ce e territory o t e i ma eo le. is territory is co ere by t e reaties o eace a rie s i which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations. (Source: 2016, CAUT Guide to Acknowledging Traditional Territory <https://www.caut.ca/docs/default-source/professional-advice/list---territorial-acknowledgement-by-province.pdf?sfvrsn=12>)

## Section 3: Department Mission and Core Focus

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skilful, flexible, research-minded, culturally responsive caring pedagogues and responsible members of the profession, who can appreciate the value of theory and research findings, as well as the wisdom of practice, in making astute decisions.

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). This vision of EfS is inclusive of the three realms of sustainability – environment, society and economy – and addresses content, context, pedagogy, global issues and local priorities. It is a vision that embraces well-being for all. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well. Education programs at CBU adhere to the UNECE Strategy for ESD that aims to equip educators with the competencies to engage in Education for Sustainability. The Department of Education is committed to connecting with community stakeholders, including regional centres of education, to support locally and culturally relevant education and research priorities.

## Section 4: Course Outcomes

Upon successful completion of this course you should be able to:

- Discuss Issues around digital citizenship from a variety of perspectives including: local and global responsibilities, rights and safety.
- Develop informed policy for responsible use and digital citizenship in K-12 schools
- Design a small scale sustainability/service project to address issues of digital citizenship/the global divide.
- Participate in a collaborative learning community.

## Section 5: Course Materials/Resources

Boyd, Dana. (2014). *It's Complicated: the social lives of networked teens*. Yale University Press.

A full text version of this Textbook in its entirety is available in the course. In addition, you will be able to read articles from peer-reviewed journals as well as summary materials shared within the course website. You can expect to spend at least four to five hours or more on weekly reading in addition to discussions and assignments.

### Recommended Readings:

The following books are not required for purchase but you may find them highly useful for your own learning as well as for course completion. One chapter from each of the following books has been used within the course-so a quick review of the shared chapter might help you determine if you want to purchase a copy of the book for yourself.

Adorjan, M.C. & Ricciardelli, R. (2018), *Cyber-risk and Youth: Digital citizenship, privacy and surveillance*. Routledge.  
<https://www.crcpress.com/Cyber-risk-and-Youth-Digital-Citizenship-Privacy-and-Surveillance/Adorjan-Ricciardelli/p/book/9781138067387> (ebook is available)

Lindsay, J. & Davis, V. (2013). *Flattening Classrooms, Engaging Minds: Move to Global Collaboration One Step at a Time*. Pearson Education.

Allen, D. & Light, J. (2015). *From Voice to Influence: understanding citizenship in a digital age*. The University of Chicago Press.

Gardner, H. & Davis, K. (2013). *The App Generation*. Yale University Press.

James, C. (2014). *Disconnected: Youth, new media and the ethics gap*. MIT Press.

de Almeida, R. & Torres, C. (2021). *HandBook Youth Digital Citizenship Education*. Caramelo. Available at  
Silva, S. (2021). *HandBook Youth Digital Citizenship Education*.  
[https://www.researchgate.net/publication/348265201\\_HandBook\\_Youth\\_Digital\\_Citizenship\\_Education](https://www.researchgate.net/publication/348265201_HandBook_Youth_Digital_Citizenship_Education)

**Please note:** This is an accelerated version of 5131 - held over 6 weeks. There have been a few changes from the 12 week version so 5131 will be different in some terms.

All materials in all modules/units of work will be expected to be read, watched or engaged with by each learner.

The discussions, however, have been assigned by first letter last name. You are encouraged to also read the work of the other discussions during the course, but only required to post in your assigned discussion - of course, as this is a graduate level course, you are welcome to add your voice, and participate in non-assigned discussions, as you like.

Those discussions that involve the full class are noted as ALL or All Class. Please talk to the instructor if you have questions.

## Section 6: Course Outline

The following schedule is provided as a guideline for you to assist you with your planning for this course, dates may be adjusted periodically through class discussion to reflect course developments and interest /needs of students.

Date	Topic	Reading & Assignments
<b>PART 1: LOOKING INWARD</b>		
June 19-25	1A: Introduction to digital citizenship issues and definitions.  1B: Etiquette & Communication: electronic standards of conduct or procedure.	All assignments and activities for the week are due on the final day of the week. ( or t is ee all tas s are due by <b>June 26.</b> )
June 26 – July 2	2A: Health and Wellness: physical and psychological well-being in a digital technology world.  2B: Self-Protection vs Branding: precautionary and proactive behaviours.	<b>Assignment 1: Self-Study</b> Due Sunday, <b>July 2</b> by 11:55 pm AT Value: 25%
<b>PART 2: LOOKING FORWARD</b>		
July 3-9	3A: Law and Policy in K-12.  3B: Dimensions of Access (physical & cultural).	
July 10-16	4A: The Digital Divide (global, local).  4B: ree om o ormatio s Ce sors i .	<b>Assignment 2: Policy Plan</b> Due Sunday, <b>July 16</b> by 11:55 pm AT Value: 25%
July 17-23	5A: Consumer vs Producer.  5B: REPs: Respect, Educate, Protect.	
July 24-30	6A: Hard and Soft Solutions.  6B: Collaboration, Relationships and Teaching Strategies.	<b>Assignment 3: Digital Citizenship</b> Due Sunday, <b>July 30</b> by 11:55 pm AT Value: 30%  <b>Assignment 4: Online Participation Self-Evaluation</b> Due <b>July 28</b> by 11:55 pm AT Value: 20%

## Section 7: Course Assessment

Assignment	Description	Weight
<b>Assignment 1: Self-study</b>	Students will be asked to complete a digital citizen self- study. Through the completion of this hybrid book review/journal students will evaluate how their approach to teaching encourages digital citizenship in relation to the issues raised in modules 1-4 (Objectives 1 & 3)	25%
<b>Assignment 2: Policy plan Critique</b>	Students will be asked to critique a digital citizenship policy using their current teaching environment. The policy may be global, impacting general use, or specific to a course or issue within the school environment. (Objective 2)	25%
<b>Assignment 3: Digital Citizenship Project Design</b>	Using the flat classroom concept of Julie Lindsey and Vicki Davis as a model, students will develop a borderless classroom project to encourage global digital citizenship (Objective 4)	30%
<b>Assignment 4: Participation</b>	Students will be expected to participate actively in academic discourse, to debate issues and discuss the impact of policy and curriculum. (Objectives 1 & 5)	20%

All written work submissions must be typed and presented in **APA version 7 format**. If you need assistance with this the Purdue OWL website (<http://owl.english.purdue.edu/owl/resource/560/01/>) has valuable information, also refer to the APA writers manual (7<sup>th</sup> Ed.).

The rubric used for assessing each specific assignment is included within the outline and more detail about completing each assignment can be found electronically on the course website. The course requirements will consist of the four assignments, no tests or exams.

**WORD or PDF submissions are preferred** - if you use Google Docs (GDs), it is best to convert your file (export) to format before submitting to the ePortfolio. Conversion from Google Docs to Word format is not as accurate as this often results in undesired formatting changes!

### Assignment 1: Self-Study (25%)

This assignment asks you to create a blog with **at least 4 entries**. I say at least 4 because this assignment might start you on the path of blogging if you are not already a blogger. Each blog entry should be related to the theme of the modules as listed in the syllabus and should include **your evaluation and thoughts** on the theme and also reference course and other material. You might be thinking this sounds like 4 essays - one for each module 1 A/B and 2 A/B! **It is and it isn't** - yes a blog can be time consuming and can be as difficult to write as an essay, so you will need to give yourself adequate time to complete this assignment well, however a blog is **shorter than an essay and less formal** - it is your thinking - so hopefully the task may not be as daunting as it initially sounds. **PS. this is not about repeating your online posts in your blog. You must have original entries in your blog.** Your Blog can also be very informal, use your own voice, and in first person observation format: eg. I think, I see... etc.

Why is this assignment called a self-study? Within each theme, I want you to include your own examination, be it your experience with the topic, your feelings about the topic, your school's experience; use this blog not only as an empirical examination of the topic from literature, but also a chance to look inward - what or how are you/your school doing in these specific areas. This is a reflection of YOUR learning.

Blogs are by nature public pieces of writing, so you may establish your blog using any blogging tool you prefer; however I won't force you into the open. You can set up your blog to be private - however for the course I would ask you share any passwords or URLs with the instructor and the class for the duration of the course.

### Requirements:

- 4 dated blog entries (maximum 400-500 words per entry) - one each for the first 4 modules of the course.
- Published in the cloud (private or public); you should share your work with your classmates
- Each entry should include a mix of text and images (can also include other multimedia)
- Each entry should include at least 2 references (both may come from course content or external to the course) per entry

### Assignment 1 Evaluation Rubric

Score	1	2	3	4
<b>Idea &amp; Content</b>	These simple entries lack insight, depth or are superficial. The entries are short and are frequently irrelevant to the events. They do not express opinion clearly and show little understanding.	The posts show some insight, depth & are connected with events, topic, or activity. Posts are typically short and may contain some irrelevant material.  There are some personal comments or opinions which may be on task. Posts show some understanding of the topic.	Posts show insight & depth. The content of posts are connected with events, topic or activity. Posts may contain some irrelevant material but are for the most part, on task.  Personal opinions are expressed in an appropriate style. Post show a good depth of understanding.	Posts show insight, depth & understanding. They are connected with events, topic or activity. Entries are relevant with links to supporting materials.  Personal opinions are expressed in an appropriate style & are clearly related to the topic, activity or process. Posts and opinions show a high level of understanding and they relate events, learning activities and processes to the purpose of the activity and outcomes.

<b>Post Frequency</b>	Posts are irregular. Events are not recorded as they occur.	All posts are recorded in a regular and timely manner. Comments are replied to in a timely manner. Replies show a depth of understanding and relates to the comments.		
<b>Quality &amp; Technical Writing skills</b>	Posts are of very poor quality.  There is little to no evidence of reading other information in order to form new meaning of the topics at-hand.	Posts show a below average, overly casual writing with a lack of attention to style. Students pay little attention to other reading and mostly regurgitates previous views.	Posts show above average writing style. The content demonstrates that the student reads moderately, and attempts to build information to form new meaning.	Posts are well-written, and are characterized by elements of a strong writing style. The content demonstrates that the student is well read, synthesizes learned content and constructs new meaning.
<b>Voice/Self-study</b>	Student voice for the assignment isn't appropriate and does not meet the assignment goals.	Student voice is marginally developed, but still inappropriate for the audience. The tone is appropriate for some of the outcomes of the assignment.	Student voice fits the purpose and outcomes of the assignment, but still contains some inconsistencies and flaws that take away from demonstrating understanding.	Student voice is appropriate for the assignment and meets the objectives of the writing piece. The student is meaningful and deliberate in their writing to convey their understanding in a holistic way.
<b>Use of Enhancements</b>	The student did nothing to enhance or personalize the blog space.	There is very little evidence of multimedia enhancement and the student blog is primarily text-based.	The student enhanced their blog to some extent using video, audio, images or other add-ons.	The student greatly enhanced their weblog space using video, audio, images or other add-ons.

## Assignment 2: Policy Plan Critique (25%)

Your school most likely has a series of policies in place that impact digital citizenship; however now is your opportunity to explore how things could be different. **Using the nine elements of digital citizenship** as your framework; you will be given a **choice of one of several policies** from other jurisdictions. This is a triangulation exercise (one of the documents provided, your own school/district policy, and Ribble)

Your job is to critique and analyze the effectiveness of these policies in light of your own school's position (and your own thoughts) around digital citizenship. The critique should not just look at what cannot be done (as per the policy you are analyzing), but what about the policy encourages student and school growth in relation the element/issue selected. If your district/school has no policy, consider - what would one look like if you were responsible for writing the policy?

## Requirements

See the course Assignments area in Moodle for details.

## Assignment 2 Evaluation Rubric

Score	1	2	3	4
<b>Idea &amp; Content</b>	Critique missing elements or lacks insight, depth or is superficial.  Show little understanding of the impact of policy on activities.	Critique shows some insight, depth & is connected with local context or activity.  Critique shows some understanding of the	Critique shows insight & depth. The content of policy is well connected with context and illustrates good knowledge of stakeholder concerns.	Critique shows insight & depth. The content of policy is well connected with context and illustrates excellent knowledge of stakeholder concerns.  Critique shows a high level of understanding related to activities and processes, to the purpose of the activity and outcomes.
<b>Quality &amp; Technical Writing skills</b>	Critique is poor quality. There is little to no evidence of reading other information in order to form new meaning of the topics at-hand.	Critique is average, overly casual writing with a lack of attention to style.  Students pay little attention to other reading and mostly regurgitates previous views.	Critique shows above average writing style. The content demonstrates that the student reads moderately, and attempts to build information to form new meaning.	Critique is well-written, and is characterized by elements of a strong writing style. The content demonstrates that the student is well read, synthesizes learned content and constructs new meaning.
<b>Context</b>	Critique does not illustrate a clear understanding of current policy/application of policy in students context	Critique illustrates a good evaluation of what does and doesn't work in current policies and practices.	Critique illustrates excellent evaluation of what does and doesn't work in current policies and practices.	Critique illustrates excellent evaluation of what does and doesn't work in current policies and practices and serves as an insightful response.

## Assignment 3: Digital Citizenship Project Design (30%)

It is assigned to you to create a digital Citizenship activity that could be conducted in your context. For teachers this could be an in-class project for a specific topic, grade or a whole school project as part of an extra-curricular activity; while for those working outside of the K-12 system this might be a professional development project. You need to create the project *but you do not need to conduct it with your audience for this assignment*. Consider this a LESSON PLAN for a DIGITAL CITIZENSHIP activity. The project should work towards **developing digital citizenship competencies for your learners** and should **involve collaboration beyond your brick and mortar space in some way**, either in person or online virtually. Because this is DIGITAL citizenship, it should **showcase the use of technology!**

### Requirements

- Project submission should include all of the material that would be needed for a third person to conduct the project. Like a lesson or unit plan or resource pack teachers will be familiar with, this includes but is not limited to:
  - A brief synopsis of the project
  - A concept Map to overview the full project
  - Instructions for the leader of the project and for the participants/learners
  - Outline of the learning objectives both from any formal curriculum documents and related to your identified digital citizenship goals
  - Lesson plans, activities and any resources needed to complete the activities; including technology recommendations
  - Assessment rubrics for learners AND for this project.
- Begin your project with a concept map that you will share with the class. You should be working towards building a large-scale project unit plan; **However for this assignment, you only have to ONLY develop ONE of the lessons** (depending on age, frequency/duration of classes). Your package in total should be between 5-6 double space pages. You are to use a website if you or other delivery method you are choosing to use alternative ways to SHOW your activity beyond paper!

### Assignment 3 Evaluation Rubrics

For this assignment as a class **YOU** will create the rubric that I will use to assess your work; so while you may have rubrics for your STUDENTS to be assessed by, **you MUST include a rubric by which YOUR PROJECT will be assessed**. Be clear which Rubric is for your learners and which one is for MY use (as instructor of 5131) ;)

Each project will supply 2 rubrics - one for YOUR learners (the participants in your lesson) and one for ME as instructor of 5131 to judge this work submitted by you.



## Assignment 4: Online Discussion Participation (20%)

**You are required to submit a self-evaluation to be assessed.**

Using the rubric below, score yourself and **explain/justify** the score you have given yourself. In addition complete a 500 word final reflection on your participation. Share this as a word document in the dropbox for this assignment. The instructor will review and determine your mark for this portion of the course with you based on observed performance and your self- evaluation. Post your reflection to the assignment dropbox for the course.

Your mark for this portion of the course will be based on observed performance and your self-evaluation.

Note – a downloadable copy of the Self-Evaluation rubric is provided through the course site.

Aspect	Beginning Ideas (0-1)	Ideas (2-3)	Connections (4-5)	Extensions (6-7)
Quality (Self-Evaluation)	Posts indicate a superficial understanding of the issue	Posts indicate a good understanding of the general idea of the concept with reference to key authors	Posts indicate higher thinking with connections being made between concepts and issues discussed. Clear reference to appropriate sources present.	Posts indicate a deep level of analysis of the issue with connections to course concepts and considerations of larger concepts impacting issues.
Quantity (Self-Evaluation)	Less than 50% of the posts are made during assigned week.	Posts regularly in assigned weeks, but does not respond to others frequently	Initiates posts consistently in the active week and responds at least once a week to a colleague.	regularly initiates posts in the active week and frequently responds to colleagues.
Reflections (Graded by Instructor)	No or little reflection on personal activities during the course	Submission demonstrates a vague level of reflection on course participation	Submission demonstrates a reasonable effort to reflect on the quality and quantity of personal interactions within the course.	Submission shows an exceptional level of reflection on course participation, including awareness of shortcomings, and potential improvements for future courses.

Note – the total for this rubric, including the instructor's assessment of your Reflections, is 21 points. This will be converted to a score out of 20 for final grading purposes.

## The Fine Print

**Grading assignments:** You are strongly advised to **retain a copy** of all submitted assignments; sometimes things get lost and you are responsible for replacing your assignment even if it goes missing through no fault of your own. The instructor **may penalize late assignments**; please respect that your instructor is also busy and late assignments may not receive punctual feedback. Please make prior arrangements with the instructor if you will be unable to meet a particular deadline. **The last possible date for submitting an assignment for assessment is the last class of the current term – to do this you require the PERMISSION of the instructor one week IN ADVANCE of the due date.**

**Definition of appropriate technology use:** Appropriate technology use is encouraged. Consideration for your classmates and instructor should be given at all times. You may not record your instructor or classmates without obtaining permission prior to recording, nor forward emails without prior permission. Comments posted in both group and public forums within the course may not be shared outside of the course, without obtaining permission from the author. Appropriate digital etiquette should be followed at all times.

**Attendance:** Candidates are expected to demonstrate high levels of both academic and professional integrity. Integrity is demonstrated in part by commitment to and regular participation in weekly activities. Communication is key! Please notify me by e-mail if you will be delayed in participating for compassionate reasons, illness or religious observances.

## Professional Conduct

The MEd program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Students are expected to be prepared to actively engage through discussion and participation.

Except in the case of illness, religious observance, or for a compassionate reason, participation in this course is expected. Please notify the instructor by e-mail if you must miss a class for one of these reasons. Consistent with University policy on evaluated tasks acceptable documentation may be required if assignments/evaluated tasks are missed.

Please be respectful of fellow classmates. You are preparing to take your place in a professional community of teachers and are expected to demonstrate sensitivity for and adherence to the norms of respectful, polite and professional conduct.

## Students with Special Needs

Students with special needs should contact the Jennifer Keeping AccessAbility Centre on campus. Arrangements for accommodations will be made in collaboration with the Centre.

## Academic Integrity

Students are asked to review the section regarding Academic Integrity found in the 'current student' section of Cape Breton University's website. <https://www.cbu.ca/future-students/academic-integrity/>

## Intellectual Property

Students are asked to review CBU's policy on the use of recordings of course presentations contained in the Student Intellectual Property Policy found in CBU's Academic Calendar.

## Student Use of Technological Devices in the Classroom

Students are asked to review CBU's policy regarding use of technological devices in the classroom found in CBU's Academic Calendar.

## Inclement Weather

Students are asked to review CBU's policy on Inclement Weather found on Cape Breton University's website. <https://www.cbu.ca/wp-content/uploads/2019/10/inclement-weather-policy.pdf>

## Emergency Procedures

Students are asked to review CBU's Emergency Procedures found on Cape Breton University's website. <https://www.cbu.ca/current-students/safety-security-respect/in-the-event-of-an-emergency/>



## Syllabus

### Education 5800: Applied Research Project (Fall 2023/Winter 2024)

#### Section 1: Course Identification Information

Course Title: Applied Research Project

Course #: EDUC 5800

Section #

Number of credits: 3

Term: Fall 2023/Winter 2024

#### Course Description

EDUC 5800 offers you the opportunity for practitioner research – that is to be a teacher researcher\*. Within this course you will be guided through the process of conducting a practitioner research project. You will select an issue or problem you have observed in your context. Design a technological solution, implement this solution and evaluate its effectiveness using accepted academic strategies. \*If you wish to work on a project with a classmate or part of a team, reach out to talk to the instructor asap/very early at the start of the course.

Course pre-requisite(s): n/a

Course co-requisite(s): n/a

Course schedule (day and time of class): n/a

Course location: Online

## Section 2: Instructor Information

Instructor Name: Dr. Robert Power

Email: [Rob\\_Power@cbu.ca](mailto:Rob_Power@cbu.ca)

Email (alternate): [robpower@hotmail.com](mailto:robpower@hotmail.com) (emergencies only)

Phone (office): 902-563-1400

Phone (mobile): 902-397-3048 (emergencies only)

Office hours (if applicable): by appointment

Office location: L-139

## Land Acknowledgement

Cape Breton University's Department of Education recognizes that Cape Breton Island is in Mi'kma'ki, the ancestral a u ce e territory o t e i ma eo le. is territory is co ere by t e reaties o eace a rie s i which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations. (Source: 2016, CAUT Guide to Acknowledging Traditional Territory <https://www.caut.ca/docs/default-source/professional-advice/list---territorial-acknowledgement-by-province.pdf?sfvrsn=12>)

## Section 3: Department Mission and Core Focus

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skilful, flexible, research-minded, culturally responsive caring pedagogues and responsible members of the profession, who can appreciate the value of theory and research findings, as well as the wisdom of practice, in making astute decisions.

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). This vision of EfS is inclusive of the three realms of sustainability – environment, society and economy – and addresses content, context, pedagogy, global issues and local priorities. It is a vision that embraces well-being for all. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well. Education programs at CBU adhere to the UNECE Strategy for ESD that aims to equip educators with the competencies to engage in Education for Sustainability. The Department of Education is committed to connecting with community stakeholders, including regional centres of education, to support locally and culturally relevant education and research priorities. .

## Section 4: Course Outcomes

Upon successful completion of this course you should be able to:

- Develop a research agenda focused on addressing a problem or issue related to technology in the curriculum, teaching practice, learning, or any other aspect of technology in education;
- Review literature that is relevant and meaningful to your specific research problem;
- Develop and implement a diligent and systematic qualitative and/or quantitative research methodology;
- Collaborate on-line with fellow students and your professor on various aspects of the applied research project and the process including ideas for your research problem, research methodologies, and reporting form and style;
- Prepare graduate-level formal documentation relevant to the research agenda including a Research Proposal,
- Formal Ethics Application, and Final Report; and,
- Review and apply formal APA style and format in all submitted documentation.

## Section 5: Course Materials/Resources

Rugg, G. & Petre, M. (2007). *A gentle guide to Research Methods*. Open University Press.

[http://dms.nasc.org.np/sites/default/files/documents/ebooksclub.org\\_A\\_Gentle\\_Guide\\_to\\_Research\\_Methods.pdf](http://dms.nasc.org.np/sites/default/files/documents/ebooksclub.org_A_Gentle_Guide_to_Research_Methods.pdf)

Robinson, V. & Kuin Lai, M. (2006). *Practitioner Research for educators: A guide to improving classrooms and schools*. Sage.

Cresswell, J. (2012). *Educational Research 4th ed* (or newer). Pearson

You will also read articles from peer-reviewed journals as well as summary materials shared on the course website. Expect to spend at least two-three hours per week reading.

## Section 6: Course Outline

The following schedule is provided as a guideline for you to assist you with your planning for this course, dates may be adjusted periodically through class discussion to reflect course developments and interest /needs of students.

Date	Topic	Reading & Assignments
<b>Week 1-2</b> Sept 6-24	Planning Your Research	<b>Conceptual Framework</b> DUE Sept 17  <b>Self-Check 1</b> DUE Sept 24, 2023
<b>Week 3</b> Sept 25 - Oct 1	Designing Your Data Collection	<b>Research Proposal</b> DUE Oct 1, 2023
<b>Week 4-6</b> Oct 2-22	Ethics [Outside NS students - drop dead date for submission]	<b>Submission Deadline for EDUC5800</b> Oct 22, 2023  <b>Submission Deadlines to Keep in Mind for CBU REB Approval (if required for your project):</b>  • <b>October CBU REB Deadline:</b> ○ Oct 2, 2023  • <b>November CBU REB Deadline:</b> ○ November 6, 2023
<b>Week 7-12</b> Oct 23 – Dec 3 9-15	Building Your Technology Intervention	<b>Self-Check 2</b> DUE Dec 3, 2023
<b>Weeks 13-16</b> Jan 8 – Feb 4, 2024	Implementing your Project in School	<b>Chapters 1-3</b> DUE Jan 8, 2024
<b>Week 17-19</b> Feb 5-25, 2024	Purposeful Data Analysis	<b>Self-Check 3</b> Due Feb 25, 2024
<b>Week 20-23</b> Feb 26 – Mar 24, 2024	Design Presentation for Sharing	<b>Video/Podcast with slides</b> DUE March 24, 2023
<b>Week 24-25</b> Mar 25 – April 5, 2024	Communicating Your Results	<b>Final Paper</b> DUE April 5, 2024

**Note:** this outline is provided to assist you with your planning for this course, dates may be adjusted through class discussion periodically to reflect course developments and interest /needs of students. Nov. 13-19 is reading week. Feb. 19-23 is NS Heritage Day and winter break. There are no classes scheduled on these days but depending on your own research timeline, you may need to work through to meet your obligations to your research and participants - reach out to the instructor well in advance to discuss any concerns so we can devise a plan for you.

## Section 7: Course Assessment

All written work submissions must be typed and presented in **APA Format**. If you need assistance with this the Purdue OWL website [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)) has valuable information, also refer to the APA writers manual (7th Ed.). The rubric used for assessing each specific assignment is included at the end of this outline and can be found electronically on the course website.

- Submit all assignments in Word or PDF format through the course dropbox.
- Use 1.5 or double spaced, 12-point font.
- Word/page count does not include title page or references.

### Assignments

Assignment	Short Description	Grade
Conceptual Framework	By the end of Week 1, you should have a strong idea of what your research topic will be. You will create a <b>Conceptual Framework diagram</b> that illustrates the foundations, key question(s), and how you will likely obtain your answers. You will share your Conceptual Framework diagram to a dedicated Padlet wall (posted in Moodle).	5%
Research Proposal	You will complete a <b>5-8 page</b> paper outlining your proposed research project.	15%
Ethics proposal/application	You will complete all of the required ethics applications for your context and obtain ethics approval from these governing bodies	5%
Chapters 1-3	You will prepare the <b>first three chapters</b> of your formal research paper for review prior to commencing your research (introduction, literature review, methodology)	20%
Final Research Paper, Presentation and Personal Reflection	You will design and implement a research project. The measure of your ability to undertake the applied/practitioner research project will be measured by a <b>formal research paper</b> and the <b>presentation</b> of the results in video or podcast format (to your classmates – during the final weeks of the course)	40%
Participation	You will complete <b>three self-check evaluations</b> which are designed to measure your participation in the course with regard to your collaboration and engagement in course activities.	15%

**GRADES:** All posted grades are tentative until approved by the chair of the CBU Education Department and released by CBU.

### THE FINE PRINT

**Grading assignments:** You are strongly advised to retain a copy of all submitted assignments; sometimes things get lost and you are responsible for replacing you assignment even if it goes missing through no fault of your own. The instructor will not penalize late assignments, but please respect that your instructor is also busy and late assignments may not receive punctual feedback. Please make prior arrangements with the instructor if you will be unable to meet a particular deadline. The last possible date for submitting an assignment for assessment is the last class of the current term. Presentations must be given at the assigned date or you will receive a 0.



## Assignment Descriptions

### Conceptual Framework – 5%

By the end of Week 1, you should have a strong idea of what your research topic will be. You will create a **Conceptual Framework diagram** that illustrates:

- the foundations of your research project idea,
- the key question(s) you will be examining, and
- how you will likely obtain your answers.

You will then **record a short presentation** (3-5 minutes) that introduces yourself to the rest of the class and describes the context in which you will be conducting your upcoming research project, and explains your Conceptual Framework:

- Upload your presentation to either YouTube or Google Drive (be sure to set appropriate sharing settings so that you can tell class members your video).
- Post the link to your video to a dedicated Padlet wall (posted in Moodle).

#### *Rubric for Presentation*

Aspect	Beginning	Connecting	Extending
<b>Personal Introduction</b>	Not included, or provides very little in the way of a personal introduction. <b>0 pts</b>	Provides the viewer with some background information about who you are, and the context in which you will be conducting your upcoming research project. <b>0.5 pts</b>	Friendly and engaging, and informs the viewer of who you are, and the context in which you will be conducting your upcoming research project. <b>1 pt</b>
<b>Conceptual Framework</b>	Poorly designed, and/or is missing many of the key concepts and foreseeable requirements of the upcoming research project. <b>0-0.5 pts</b>	Well-designed, and depicts many/most of the key concepts and foreseeable requirements of the upcoming research project. <b>1 pt</b>	Well-designed and depicts all of the key concepts and foreseeable requirements of the upcoming research project. <b>2 pts</b>
<b>Organization of Presentation</b>	Looks last minute/not rehearsed. <b>0-0.5 pts</b>	Well organised with minimal reading of presentation script. <b>1 pt</b>	Well-rehearsed and active engagement of the audience to the topic. <b>2 pts</b>

### Research Proposal - 15%

This assignment is needed to set the stage for your project. The primary purpose is to ensure you have established a feasible project before you continue to far in developing the project. Some of the work you do now will carry forward into your chapters 1-3 of the final report while other aspects are just used to help you get organized. Don't hesitate to ask if you need help on any parts of this process.

#### *FORMAT:*

The paper will be 5-8 pages in length excluding the title page and references. It will consist of the following sections: topic background, research question, setting, researcher relationship, ethics plan, research design,

methods of data collection and analysis and timetable. Over the duration of the course you may find information you provided here changes, for example you shift your research question or data collection approach. This is fine and a normal part of the research process - so do not worry as anything you submit now can be changed in your future work.

*Rubric for the Research Proposal*

Criteria	Beginning Ideas (1-2)	Appropriate (3-4)	Exemplary (5)
<b>Topic background</b>	Description of topic predominantly based in knowledge of researcher with few references to literature	Description of topic outlines a well-structured examination of literature. May contain some gaps.	Description of literature fully accounts for the key aspects informing the research.
<b>Research Question</b>	Research question stated but too broad or unclear	Research question is measurable and specific	Research question is measurable, specific and demonstrates insight into problem being investigated
<b>Description of setting/relationship to setting/ethics plan</b>	General outline of research setting/researcher relationship and ethics requirements in context	Detailed description of research setting and the researchers relationship/bias within the setting. Ethics plan clearly outlines all of the requirements of context	Description of the research setting illustrates exceptional depth of understanding in relation to the research question, the setting and researcher bias.
<b>Research Plan for data collection and analysis</b>	General outline of a plan for data collection and analysis	Clear plan for data collection and analysis that illustrates a review of literature of similar projects.	An identification of methodology and methods for data collection and analysis that makes extensive use of literature to justify approach
<b>Project plan (time and tasks)</b>	General plan for project with key dates highlighted. Project generally feasible for context given (holidays and personal factors taken into account)	Detailed outline of steps needed to complete project in terms of critical phases or activity, resources/people needed and some preparation for contingencies	Highly detailed outline of all of the steps needed to complete the project and contingency plans outlined clearly.
<b>Technical writing skills</b>	Proposal contains all of the necessary items however is somewhat disorganized, errors in spelling/formatting/application of APA exist.	Highly organised, easy to read and minimal errors in formatting (APA, spelling etc.)	Exceptionally well organized and written with few to no errors in formatting of any kind.
<b>Sub-Total</b>	<b>30</b>		

*\*Your score out of 30 pts will be converted to a score out of 15 % towards your final grade for this course.*

## Ethics Proposal – 5%

Your ethics proposal must be completed to a pass level as determined by the blanket approval certificates from CBUREB and your local authorities (if you reside outside of NS OR are not following the NS guidelines for class-based research). **Under no circumstances** can you begin to collect data in your school/context without all of the required ethics approvals in place. Doing so could result in legal proceedings against you. THIS part of the process IS CRITICAL and the dates are external to us (the CBU REB - ethics review board - only meet once a month) so we need to be on time and on target on this component of the course.

**\*\*\* Since 2019 those teaching in NS have a slightly different ethics route so those in that jurisdiction may need to follow a different path laid out by the instructor. This will be identified in the early days of the course.**

## Chapters 1-3 - 20%

To ensure you are on the right track before starting research in schools I want to examine the planning stages of your research in detail. You will complete the first three chapters of your final paper: the introduction, literature and methodology. You will likely need to revise these after data collection but submitting as complete a document as possible now also offers you the opportunity for formative assessment on this work prior to final submission of your final paper. You will be assessed using the criteria from the first four rows of the final paper rubric (see below).

## Research Paper/Presentation - 40%

The final research project report is a detailed, accurate, and cohesive account of an investigation accomplished to solve a problem and reveal new knowledge. It is written in the past tense and indicates what you accomplished in executing the investigation. Reporting is an important component of the investigative process, much of the discoveries made in schools remains only in the hands of the teachers because it is not published or widely shared. The purpose of this assignment is to teach you how to disseminate your research findings. The two most common ways are an academic paper - published in a journal or a presentation. To complete this project you must complete both tasks.

**The presentation will allow you to share your findings with your classmates and will comprise 10% of the final score or it is assigned to the presentation will take place virtually virtually in the classroom. You are encouraged to listen/watch and comment on all of the other presentations, as the projects conducted within the class are usually quite diverse and interesting. Details regarding this presentation format will be explained in the classroom (on Moodle).**

**The paper is the most heavily weighted assessment task and will comprise the remaining % of this assignment (30%)**

### *FORMAT OF THE PAPER:*

The Research Paper should be approximately 25-30 (excluding front and back matter) pages and will outline all of the aspects of your research project. APA formatting dictates the style of writing must be past tense and first-person active voice. It will include a minimum 5 chapters or sections. The details of the contents of these chapters can be found in the description of the assignment found within the course (Moodle).

*Rubric for Final Paper*

Criterion	Determination of Score		
	Descriptor	Value	Comments/Score
<b>Writing Techniques</b>	All of the required components of the Front/back Matter included. Abstract clearly summarizes project. All of the aspects of APA formatting and style applied correctly including page numbering, referencing, citation, tense, voice, spacing, etc.	Possible maximum score 10 based on meeting the descriptors in each of the categories to the left	
<b>Chapter 1 Introduction</b>	Allows the reader to gain a brief yet comprehensive insight into the research problem to be examined. Research question stated clearly. The relevance and parameters of the research fully outlined.		
<b>Chapter 2 Literature Review</b>	Comprehensive review of the literature used to inform the research question. Claims appropriately supported by evidence. Logical structure that clearly leads to the aim of the literature to be explored in the research.		
<b>Chapter 3 Research Methods</b>	Methodology and methods clearly outlined and aligned. Choice of methodology justified with literature. Technological intervention design fully explained and justified through the use of literature. Data analysis procedures explained, aligned and justified.		
<b>Chapter 4 Research Findings</b>	Data processing of results appropriate (raw data tables not presented) and well organized. Results clearly indicate findings and do not include interpretation or opinion.	Possible maximum score 15	
<b>Chapter 5 Conclusion and Discussions</b>	Literature used to support discussion of results. Literature is aligned with literature review presented in chapter 2. Claims do not include generalizations and can be fully supported by findings/literature. Clear conclusion to the project and future research as well as your personal learning.	Possible maximum score 15	

*FORMAT OF THE PRESENTATION:*

As with all presentations you should prepare some visuals to accompany your video or podcast - this could be in the format of power point slides, Prezi or other. You are expected to upload your presentation (actual work or URLs if posted to YouTube or other site) to the Presentation Forum. The presentation should be between 8-10 minutes in length and followed by the answering of any questions in the discussion forum over the remaining week of the class.

### *Rubric for Presentation*

Aspect	0-2 (Summarizing)	3-5 (Connecting)	6-8 (Extending)
<b>Explanation of ideas and information</b>	Superficial/unsubstantiated explanation of the concepts shared in the presentation.	Literature or theoretical framework described incompletely.	Exceptional depth and knowledge of topic demonstrated through the use of literature and theory.
<b>Organization of Presentation</b>	Looks last minute/not rehearsed.	Well organised with minimal reading of presentation script.	Well-rehearsed and active engagement of the audience to the topic.
<b>Academic presentation techniques</b>	Organisation and/or structure of argument needs improvement, and the presentation could have used a proof read before sharing.	Well written work, organised, good use of media with minimal errors in technical aspects of writing.	Professional presentation, clear argument and flow with no errors in formatting or other technical aspects of writing/presentation.

### Participation - 15%

The purpose of this form of assessment is not to create more work for you - though it may feel a bit like that. Writing and research can be a very lonely process and it is easy to get lost along the way - which is part of the reason why the rate of completion of graduate thesis is so low. However, I recognize that people work in different ways. Some people prefer to work alone-just get on with the task and are fine working independently. Others really need the support of colleagues to talk about ideas and to help stay motivated. Organizing your assessment for participation in this way is an attempt to meet the needs of both types of learners as well as to update me on your progress to ensure I am aware of how your work is progressing and if you need any assistance. To receive a score for participation you need to complete the following activities:

- Submit the three self-check forms on the assigned dates
- Collaborate with your colleagues as needed-this includes participation in the discussion forums and wikis as well as peer-reviewing formal papers prior to submission. Your activities in these tasks will be measured both through your comments in the self-check and activities online.
- Monitor your own post in the final presentations forum and answer any questions posed by classmates; everyone should be prepared to comment on at least 2 other submissions by classmates during this final week.

You will receive 5 points for completing each self-check. By completing these, the intent is that you take some time to thoughtfully answer the questions. You will not be evaluated on how successful you are in your project progress or collaboration events.

### Professional Conduct

This program is an intense and demanding program in which candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Students are expected to be prepared to actively engage through discussion and participation.

Except in the case of illness, religious observance, or for a compassionate reason, participation in this course is expected. Please notify the instructor by e-mail if you must miss a class for one of these reasons. Consistent with

University policy on evaluated tasks acceptable documentation may be required if assignments/evaluated tasks are missed.

Please be respectful of fellow classmates. You are preparing to take your place in a professional community of teachers and are expected to demonstrate sensitivity for and adherence to the norms of respectful, polite and professional conduct.

## Students with Special Needs

Students with special needs should contact the Jennifer Keeping AccessAbility Centre on campus. Arrangements for accommodations will be made in collaboration with the Centre.

## Academic Integrity

Students are asked to review the section regarding Academic Integrity found in the 'current student' section of Cape Breton University's website. <https://www.cbu.ca/future-students/academic-integrity/>

In the matter of plagiarism, be aware that this is a serious offense that can result in dismissal from the university. It is also possible to plagiarise yourself! Students may not submit the same paper for credit in two different courses without the consent of each instructor. Students should also ensure when working together that each person submits their own independent work.

## Intellectual Property

Students are asked to review CBU's policy on the use of recordings of course presentations contained in the Student Intellectual Property Policy found in CBU's Academic Calendar.

## Student Use of Technological Devices in the Classroom

Students are asked to review CBU's policy regarding use of technological devices in the classroom found in CBU's Academic Calendar.

## Inclement Weather

Students are asked to review CBU's policy on Inclement Weather found on Cape Breton University's website. <https://www.cbu.ca/wp-content/uploads/2019/10/inclement-weather-policy.pdf>

## Emergency Procedures

Students are asked to review CBU's Emergency Procedures found on Cape Breton University's website. <https://www.cbu.ca/current-students/safety-security-respect/in-the-event-of-an-emergency/>

## Curriculum Vitae

# ROBERT POWER

BA, Dipl (JCA), BEd, MEd (IT), EdD

[powerlearningsolutions.com](http://powerlearningsolutions.com)

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Sydney, NS, Canada

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902-397-3048

[www.linkedin.com/in/powerlearning](http://www.linkedin.com/in/powerlearning)

Assistant Professor of Education &  
Educational Technology and Instructional Development Consultant

## EDUCATION

**2015 EdD, Distance Education**

Athabasca University, Athabasca, AB, Canada

Thesis: Power, R. (2015). *A framework for promoting teacher self-efficacy with mobile reusable learning objects* (Doctoral dissertation). Athabasca University.  
Available from <http://hdl.handle.net/10791/63>

Supervisor: Dr. Mohamed Ally

**2003 Master of Education, Information Technology**

Memorial University of Newfoundland, St. John's, NL, Canada

**2001 Bachelor of Education, Intermediate / Secondary**

Memorial University of Newfoundland, St. John's, NL, Canada

**1997 Honours Diploma, Journalism / Communications Arts**

Lawrence College, St. John's, NL, Canada

**1996 Bachelor of Arts, English / History**

Memorial University of Newfoundland, St. John's, NL, Canada

## AWARDS

**2023 Instructional Leadership Award (2020-2022)**

Cape Breton University

**2014 Graduate Student Research Fund, \$1268.00**

Athabasca University, Athabasca, AB, Canada

**2014 Graduate Student Dissemination Fund, \$1991.00**

Athabasca University, Athabasca, AB, Canada

**2000 Named to the Dean's List, Faculty of Education**

Memorial University of Newfoundland, St. John's, NL, Canada



1993 Dr. M.O. Morgan Entrance Scholarship  
Memorial University of Newfoundland, St. John's, NL, Canada

## PROFESSIONAL EXPERIENCE

**2020 – Assistant Professor, Education**  
Cape Breton University

Curriculum development and instruction of undergraduate and graduate-level educational technology and instructional design courses with the School of Education & Health at Cape Breton University (NS, Canada). Strategic leadership and management of Educational Technology programs with the School of Education & Health.

**2019 – President**  
Power Learning Solutions

Educational technology and instructional design, curriculum development, and professional development design, development, and delivery.

**2015 – Adjunct Professor, Educational Technology**  
Multiple Institutions

Curriculum development and instruction of undergraduate and graduate-level educational technology and instructional design courses with Athabasca University (AB, Canada), Cape Breton University (NS, Canada), Mt. Royal University (AB, Canada), Ontario Tech University (formerly University of Ontario Institute of Technology) (ON, Canada), and the University of Manitoba (MB, Canada).

**2018 – 2019 Instructional Development Consultant**  
British Columbia Institute of Technology

Work with instructional faculty and subject matter experts to apply instructional design principles to online, blended, and classroom course development. Project management and consultation for instructional and curriculum design and review. Professional development for instructional faculty.

**2018 Content Expert/Curriculum Developer**  
Thompson Rivers University

Content development, curriculum development, and instructional design and development for EDDL 5101: Educational Technology in the Curriculum, with Open Learning at Thompson Rivers University, British Columbia, Canada

**2016 Course Consultant**  
University of Manitoba

Curriculum development and instructional design and development for EDTC 0560: Using Technology for Teaching and Training, and the Applied Project in Teaching Online

(Capstone) course with Continuing and Professional Studies, Faculty of Extended Education, at the University of Manitoba.

**2015 – 2018      Leader, Online Learning**

Professional Practice and Integration, Fraser Health Authority

Lead strategic planning, design, implementation, promotion, coordination and maintenance of the Learning Management System (LMS), online course development processes, and other distributed learning educational designs for employee, physician and student learners throughout Fraser Health. Collaborate with provincial partners to promote and advance the user of learning technologies. Collaborate with key stakeholders to develop organizational learning policies, services and programs, and ensure that LMS and learning technology integration and course development and deployment link practice, job requirements, and other learning needs at the strategic, tactical and operational levels.

**2013 – 2015      Instructional Developer**

College of the North Atlantic-Qatar

Worked with course instructors and subject matter experts to develop online content for blended learning environments using College of the North Atlantic-Qatar's Desire2Learn (D2L) learning management system.

**2005 – 2013      Information Technology Instructor and ICDL Training & Testing Centre Coordinator**

College of the North Atlantic-Qatar

Instructed courses in application software, operating systems, Internet applications development, computer hardware and troubleshooting. Facilitated accreditation and coordination of the ICDL Training and Testing Centre. Provided professional development courses in IT skills for faculty, support staff and clients from outside corporations and state-governed K-12 schools.

**2003 – 2005      Technology / Learning Resources Teacher**

John Burke High School, Eastern School District of Newfoundland and Labrador

Instructed courses in technology. Administered school computer network. Managed Learning Resources Centre. Provided IT and learning resource support to teachers.

**2001 – 2002      English / Learning Resources Teacher**

Jane Collins Academy, Lewisporte-Gander School District

Instructed English and Business Communications courses. Managed Learning Resources Centre. Provided learning resource guidance and support to teachers.

**1997 – 2001      Newswriter/Broadcast Journalist**

Steele Communications/VOCM Radio

Conducted interviews and wrote news stories for on-air broadcast on VOCM News. Read on-air news broadcasts. Performed on-the-spot news coverage. Formatted and uploaded news stories for the VOCM News website.

**1991 – 1997      Supply Technician**  
Canadian Forces Reserves

Supply technician and Assistant Quarter Master with the 56<sup>th</sup> Field Engineer Squadron, Canadian Forces Reserves, Canadian Forces Station St. John's, NL, Canada.

## RESEARCH EXPERIENCE

**2024 --              Lead Researcher**  
**Multi-Institution**

Lead researcher for the Alternative Pathways to Teacher Certification research study. This ongoing research project is examining the efficacy of different pathways to the completion of teacher certification training on graduates' perceptions of self-efficacy as teaching professionals, as well as the impacts of alternative certification pathways on teacher recruitment and addressing identified teacher shortages in different jurisdictions.

**2023                Lead Researcher**  
**Ontario Tech University, Oshawa, ON, Canada**

Lead researcher for the Evaluating Graduate Education Students' Self-Efficacy with the Use of Artificial Intelligence Agents in Teaching and Learning research study. Study evaluated the impact of targeted professional development and hands-on experience with the use of Artificial Intelligence writing tools on the self-efficacy of graduate-education students with the use of AI tools in classroom practice and established the ChatGPT Teachers' Sense of Efficacy Scale (Chat-T) research instrument.

**2020 – 2022      Lead Researcher**  
**Multi-Institution**

Lead researcher for the Higher Education Faculty Responses to the Transition to Online Teaching During the COVID-19 research study.

**2015                Lead Researcher**  
**Multi-Institution**

Lead researcher for the research study Exploring Teacher Self-Efficacy in an International MOOC. Study designed to confirm the reliability and construct validity of the Mobile Teacher's Sense of Efficacy Scale (mTSES) instrument, and to use the mTSES to assess the impact of an international Massive Open Online Course (MOOC) called *Instructional Design for Mobile Learning* (ID4ML) on participants' perceptions of self-efficacy with mobile learning teaching strategies.

**2014 – 2015      Lead Researcher (Doctoral Candidate)**  
Athabasca University, Athabasca, AB, Canada

Lead researcher for the doctoral dissertation research project *A framework for promoting teacher self-efficacy with mobile reusable learning objects*. Developed an

online professional development course centred on using the Collaborative Situated Active Mobile (CSAM) learning design framework, and assessed the impact of participation in the course on teachers' perceptions of self-efficacy with mobile learning strategies.

**2014****Research Assistant**

Athabasca University, Athabasca, AB, Canada

Research assistant for the *Mobile Learning* research project partnership between Athabasca University, Qatar University, Qatar Foundation, and Qatari industry. Responsibilities included liaising with appropriate administrative and instructional personnel at College of the North Atlantic-Qatar, and identification of appropriate student control and experimental groups for participation in portions of the research study data collection phase taking place on campus at College of the North Atlantic-Qatar. Responsibilities also included the facilitation of participant instructor and student briefing sessions, and the administration of pre and post-treatment assessments and follow-up surveys.

**2012****Lead Researcher**

College of the North Atlantic-Qatar, Doha, Qatar

Lead researcher for a mobile learning research project entitled *QR Cache: Assessing the feasibility of using Quick Response (QR) codes and mobile devices to help students master computer-related workplace English competencies*. Developed a set of mobile device compatible Reusable Learning Objects (RLOs) designed to cover content from the Hardware Components module of the TPP-MC-105 course. Prepared Research Ethics Committee and SEED Funding Committee applications. Prepared participant student and instructor feedback survey instruments. Primary responsibility for conducting data analysis and preparing final research report(s) and conference presentations. Supervision of student research assistant from the School of IT, College of the North Atlantic-Qatar.

**2003****Research Assistant and Online Facilitator**

Memorial University of Newfoundland, St. John's, NL, Canada

Assisted the Principal Investigator for Newfoundland and Labrador. Dr. Elizabeth Murphy with interviews, video conference sessions, and report writing for the Telesat Multimedia Satellite Trials for Schools.

## PROFESSIONAL ACADEMIC AND ADMINISTRATIVE EXPERIENCE

### Professional Organizations

**2013 – 2019****Executive Committee**

International Association for Mobile Learning (IAmLearn)

President, Executive Committee (elected October 2017) (Member-at-Large from 2013-2017). Responsibilities include contributing to planning and policy for the Association's

ongoing research and professional development initiatives in partnership with institutions and organizations from around the world. Responsibilities also include planning and policy related to the Association's annual mLearn conference series, as well as communications and promotion of the Association and of mobile and contextual learning research and practical implementation issues in general.

**2021 – Member**  
International Association for Blended Learning (IABL)

**2022 – Board of Directors**  
Canadian Network for Innovation in Education (CNIE)

Elected to Board of Directors (May 2022 – May 2024).  
Elected as Vice-President of the Board of Directors (May 2023 – May 2024), and President of the Board of Directors (May 2024 – May 2025).

### Conference Organization

**2012 – 2013 12<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2013)**  
International Association for Mobile Learning and College of the North Atlantic-Qatar

Served as project manager and conference chair for the 12<sup>th</sup> annual global conference of the International Association for Mobile Learning (IAmLearn). Responsibilities included management of logistical conference arrangements, creation and management of the conference website, presentation proposal submission system, and conference registration system. Responsibilities also included the formation and chairing of the local conference planning committee, coordination of corporate conference sponsors, coordination of the vetting of presentation proposal submissions, and production and publication of the conference proceedings.

**2012 – 2013 6<sup>th</sup> Annual Exploring ICT in Education Conference**  
College of the North Atlantic-Qatar, Doha, Qatar

Served as project manager for the 6<sup>th</sup> Annual Exploring ICT in Education Conference hosted by the School of Information Technology, College of the North Atlantic-Qatar. Responsibilities included management of logistical conference arrangements, creation and management of the conference website, presentation proposal submission systems, and conference registration system.

### Institutional Committees

**2021 – present Accessible Campus Committee**  
Cape Breton University

Collaborating with representatives from across Cape Breton University, as well as external stakeholders, to identify areas for remediation and develop a report to outline the steps necessary for the university to meet compliance requirements for Accessibility standards for the Province of Nova Scotia, Canada.

**2020 – 2021 Faculty Development Working Group**

### Cape Breton University

Collaborating with representatives from across Cape Breton University, including the Center for Teaching and Learning, to provide guidance and develop resources to help faculty transition to teaching courses online during the COVID-19 pandemic. This included helping to develop and facilitating sessions as part of the University Teaching Program (UTP) and serving as a Faculty Troubleshooter.

#### **2014 – 2015     Mobile Learning Subcommittee**

College of the North Atlantic-Qatar, Doha, Qatar

Serving as a member of the mobile learning subcommittee of the College of the North Atlantic-Qatar Strategic Planning Steering Committee. Responsibilities include researching current student mobile device usage trends and attitudes towards mobile device usage in learning, and proposing strategic initiatives for the integration of mobile learning strategies at College of the North Atlantic-Qatar, including initiatives for applied research, classroom practice, and faculty professional development.

#### **2011 – 2015     SEED Program Adjudication Committee**

College of the North Atlantic-Qatar, Doha, Qatar

Worked with other members of the SEED Program Adjudication Committee and the Office of Applied Research, College of the North Atlantic-Qatar. Responsibilities included the evaluation of applications from full-time faculty and staff of College of the North Atlantic-Qatar for permission to conduct research projects, and the determination of eligibility for funding from the SEED Program and the Qatar National Research Fund's Undergraduate Research Experience Program.

#### **2009 – 2010     Learning Management Systems Steering Committee**

College of the North Atlantic-Qatar, Doha, Qatar

Worked with other members of the Learning Management Systems Steering Committee to develop a report for the Vice President, Academic, and the Executive Committee, College of the North Atlantic-Qatar, on recommendations for the purpose, vision, and effective implementation of Learning Management Systems for the College.

### **Manuscript Reviewing**

#### **2014 –             International Journal of Interactive Mobile Technologies (IJIM)**

Peer review of paper submissions.

#### **2014                13<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2014)**

Peer review of paper submissions.

#### **2013 –             International Journal of Mobile and Blended Learning (IJMBL)**

Guest editor for a special edition (Volume 6, Issue 4) dedicated to the 12<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2013). Peer review of paper submissions.

- 2013 –**            ***Learning and Teaching in Higher Education: Gulf Perspectives (LTHE: Gulf Perspectives)***  
Peer review of paper submissions.
- 2013**            **12<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2013)**  
Lead editor for conference proceedings. Peer review of paper submissions.
- 2011 –**            ***International Review of Research in Open and Distributed Learning (IRRODL)***  
Peer review of paper submissions.

## TEACHING EXPERIENCE

### Educational Technology Courses

(Centre for Distance Education, Athabasca University, 2016 - )

- MDDE 604: Instructional Design in Distance Education
- MDDE 610: Survey of Current Educational Technology Applications
- MDDE 619: Trends and Issues in Instructional Design
- MDDE 620: Technology in Education and Training

### Educational Technology Courses

(Cape Breton University, 2018 - )

- EDUC4108: Leveraging Technology for Learning
- EDUC4133: Teaching English as a Second Language in an Additive Bilingual Model
- EDUC5103: Integration of Instructional Design and Information Technology
- EDUC5107: Information Management in Education Environments
- EDUC5131: Digital Citizenship in a Global Community
- EDUC5800: Applied Research Project

### Educational Technology Courses

(Mount Royal University, 2016 - )

- XCDA 10001: Principles of Instructional Design
- XCDA 10002: Designing Assessment Strategies
- XCDA 10003: Designing Instructional Strategies

### Educational Technology Courses

(Ontario Tech University, 2015 - )

- AEDT1160U: Digital Communications Technologies
- EDST 4470U: Trends and Issues in Educational Technology
- EDUC 5101G: Innovative Digital Pedagogies
- EDUC 5102G: Educational Technology & Communication
- EDUC 5103G: Online Technology in Education
- EDUC 5104G: Analysis and Design of Digital Learning Tools
- EDUC 5107G: Teaching & Learning with Mobile Technologies
- EDUC 5111G: Social Media and Education
- EDUC 5199G: Teaching & Learning in an Online World

- EDUC 5209G: Critical Issues in Leadership Education
- EDUC 5303G: Technology & the Curriculum
- EDUC 5405G: Digital Technologies in Adult Education
- EDUC 5507G: Accessible Learning with Technology

### **Educational Technology Courses**

(University of Manitoba, 2016 - )

- EDTC 0530: Instructional Design for eLearning
- EDTC 0540: Instructional Systems and Learning Technologies
- EDTC 0560: Using Technology for Teaching and Training
- EDTC 0592: Applied Project in Online Teaching

### **Information Technology Courses**

(College of the North Atlantic-Qatar, 2005 - 2015)

- CP1280: Windows Client
- CP1310: Windows Server Administration
- CP1510: Windows Operating System
- CP1610: Introduction to Computer Components
- CP1910: Computer Hardware and Troubleshooting I
- CP2060: Operating System Fundamentals
- CP2190: Linux Operating System
- CR1260: Client Service for the Computer Industry
- CT1150: Introduction to Computers for Technology
- EP1140: Business Operations in Information Systems
- MC1050: Introduction to Computers
- MC1220: Productivity Tools I
- MC1221: Productivity Tools II
- MC1241: Computer Applications II
- MC1800: Software Applications I
- MC1801: Software Applications II
- MC1810: Fundamental Computer Applications
- MC1820: Computer Applications
- MC2220: Productivity Tools III
- SD1570: Effective Learning
- TPP-MC105: Introduction to Computers (Technical Preparatory Program – Qatar Petroleum)

### **Professional Development Courses**

(British Columbia Institute of Technology (2018 – present))

- Blended Learning Seminar (10-week faculty professional development program)
- Instructional Skills Workshop (facilitator)

### **Professional Development Courses**

(College of the North Atlantic-Qatar, 2005 - 2015)

- International Computer Driver's License (ICDL) Core Certificate
- Information Technology Skills for the Workplace



- Welcome to D2L
- Teaching with D2L
- Building Courses with D2L

### **Contract Training Courses**

(College of the North Atlantic-Qatar, 2005 - 2015)

- International Computer Driver's License (ICDL) Core Certificate
  - Ministry of Finance, State of Qatar, Spring 2007
  - Served as instructional and testing coordinator
- International Computer Driver's License (ICDL) Core Certificate Testing
  - Qatar International School. State of Qatar, 2008-2009, 2009-2010
  - Served as testing coordinator for students and staff from Qatar International School
- CE-IT 1010: Using Interactive Whiteboards in the Curriculum
  - Supreme Education Council, State of Qatar, 2009-2010
  - Served as a program developer in collaboration with the Supreme Education Council of Information and Communication Technology, State of Qatar
  - Served as an instructor working with teachers and support staff from state-governed K-12 schools.
- Digital Inclusion for Women Trainer Skills Workshop
  - Supreme Education Council of Information and Communications Technology (ictQATAR), 2012
  - Served as a program developer in collaboration with the Supreme Education Council of Information and Communications Technology, State of Qatar
  - Served as a content developer for the Digital Inclusion for Women community development program in collaboration with the Supreme Education Council of Information and Communications Technology, State of Qatar
  - Served as the Learning Management System course interface and content developer for the Trainer Skills Workshop program
  - Served as a face-to-face and online instructor working with trainers employed by local training companies in preparation for their delivery of the Digital Inclusion for Women community development program.

### **Intermediate/Secondary Courses:**

(Eastern School District and Lewisporte-Gander School District, Province of Newfoundland and Labrador)

- Communications Technology 3400, John Burke High School, Grand Bank, NL (2003-2005)
- English 9, Jane Collins Academy, Hare Bay, NL (2001-2002)
- English 1202, Jane Collins Academy, Hare Bay, NL (2001-2002)
- English 2101: Research and Writing, Jane Collins Academy, Hare Bay, NL (2001-2002)
- English 2204: Canadian Literature, Jane Collins Academy, Hare Bay, NL (2001-2002)
- English 3102: Business English, Jane Collins Academy, Hare Bay, NL (2001-2002)
- Integrated Systems 1205, John Burke High School, Grand Bank, NL (2003-2005)
- Technology 8, John Burke High School, Grand Bank, NL (2003-2005)
- Technology 9, John Burke High School, Grand Bank, NL (2003-2005)
- Web Masters 3224, John Burke High School, Grand Bank, NL (2003-2005)

**Massive Open Online Courses (MOOCs):**

(Offered as an independent subject matter expert and instructional developer)

- Creating Mobile Reusable Learning Objects Using Collaborative Situated Active Mobile (CSAM) Learning Strategies (May-June 2014)
  - Online professional development course hosted on the Canvas open learning management system.
  - Course designed as part of EdD dissertation research project at Athabasca University, AB, Canada.
  - Participants included professional educators from Canada, the United States, and Qatar.
  - Served as subject matter expert, instructional developer and course facilitator.
- Instructional Design for Mobile Learning (ID4ML) (May-June 2015)
  - Online professional development course hosted on the Canvas open learning management system.
  - Course designed for open enrollment with an international target audience of professional educators.
  - Served as subject matter expert, instructional developer, and course co-facilitator.

**PUBLICATIONS**

- Glahn, C., Power, R., Tan, E., Hambrock, H., Specht, M., Parsons, D., Brown, T., Cristol, D., and Mac Cullum, K, (Eds), (2019). *Proceedings of the 18th World Conference on Mobile and Contextual Learning*, 16-18 September 2019, Delft, Netherlands. <https://www.learntechlib.org/j/MLEARN/v/2019/n/1/>
- Glahn, C., Power, R., Tan, E., (2019). Future Learning Through Experiences and Spaces. In Glahn, C., Power, R., Tan, E., Hambrock, H., Specht, M., Parsons, D., Brown, T., Cristol, D., and Mac Cullum, K, (Eds), *Proceedings of the 18th World Conference on Mobile and Contextual Learning*, 16-18 September 2019, Delft, Netherlands. <https://www.learntechlib.org/p/210594/>
- Hambrock, H., de Villiers, F., Power, R., Koole, M., Ahmed, M., Ellis, W., Abd Karim, R., Kurubacak, G., El-Hussein, M., Ossiannilsson, E., Sharma, R., José Sousa, M., & Wollin, U. (2022). *Seamless Learning in Higher Education 2: Comparisons from International Educators of Changes During a Global Pandemic* (H. Hambrock, F. de Villiers, R. Power, and M. Koole, Eds). International Association for Mobile Learning and Power Learning Solutions. ISBN 978-1-9993825-6-8. <https://pressbooks.pub/seamlesslearning2/>
- Hambrock, H., de Villiers, F., Rusman, E., MacCullum, K., & Arrieya Arrifin, S. (2020). *Seamless Learning in Higher Education* (R. Power, Editor). [eBook]. International Association for Mobile Learning. <https://seamlesslearning.pressbooks.com/>
- Kay, R., Ruttenberg-Rozen, R., & Power, R. (in press). Exploring an Evidence-Based Framework for Classifying and Using Educational Apps: A Review of the Literature. *Computers & Education*.
- Moodley, K., Cacellier, C., Power, R., Côté, P. (2020). Evidence-based Claims Adjudication of Traffic Injury Claims in Ontario: Shifting the Focus from Cost to Care. *Journal of Insurance Medicine*, 48(2), 154-164. <https://journalofinsurancemedicine.org/doi/10.17849/insm-48-2-1-11.1>

- Parsons, D., Power, R., Hambrock, H., & MacCullum, K. (Eds.). (2021). *Proceedings of the 19th World Conference on Mobile, Blended, and Seamless Learning (mLearn 2020)*, 2-4 November 2020, Cairo, Egypt. <https://www.learntechlib.org/j/MLEARN/v/2020/n/1/>
- Power, R. & Kay, R. (2023). Higher Education Faculty Supports for the Transition to Online Teaching during the COVID-19 Pandemic. *Journal of Educational Informatics*, 4(1), 49-72. <https://journalofeducationalinformatics.ca/index.php/JEI/article/view/191>
- Power, R., Kay, R., & Craig, C. (2023). The Effects of COVID-19 on Higher-Education Teaching Practices. *International Journal of E-Learning & Distance Education*, 38(2). <https://www.ijede.ca/index.php/jde/article/view/1255/1899>
- Power, R. (in press). Evaluating Graduate Education Students' Self-Efficacy with the Use of Artificial Intelligence Agents: A Case Study. *Journal of Educational Informatics*.
- Power, R. (2024). *The ALT Text: Accessible Learning with Technology*. Power Learning Solutions. 978-1-7390190-2-0. <https://pressbooks.pub/thealttext/>
- Power, R. (2023). *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. [eBook]. Power Learning Solutions. ISBN 978-1-9993825-8-2 <https://pressbooks.pub/everydayid/>
- Power, R. (2022). Accessibility in Online Learning. In R. H. Kay & W.J. Hunter (Eds.), *Thriving Online: A Guide for Busy Educators* (pp. 101-108). Ontario Tech University. <https://doi.org/10.51357/ERZM7438>
- Power, R., (2022). Adding Accessibility to Student Feedback. In R. Power (Ed.), *Integration of Instructional Design and Technology, Vol 2*. pp. 63-65. Power Learning Solutions. ISBN 978-1-9993825-5-1. <https://idandtech.pressbooks.com/chapter/adding-accessibility-to-student-feedback/>
- Power, R. (2022). Creating Online Learning Modules. In R. H. Kay & W.J. Hunter (Eds.), *Thriving Online: A Guide for Busy Educators* (pp. 164.173). Ontario Tech University. <https://doi.org/10.51357/JKGQ6434>
- Power, R., (2022). Finding the Right Tool is Not Enough: Addressing Copyright and Privacy Considerations. In R. Power (Ed.), *Integration of Instructional Design and Technology, Vol 2*. pp. 66-68. Power Learning Solutions. ISBN 978-1-9993825-5-1. <https://idandtech.pressbooks.com/chapter/finding-the-right-digital-tool-is-not-enough-addressing-copyright-and-privacy-considerations/>
- Power, R. (Ed.), (2022). *Integration of Instructional Design and Technology, Vol 2*. [eBook]. Power Learning Solutions. ISBN 978-1-9993825-5-1. <https://idandtech.pressbooks.com/>
- Power, R., (2022). Maximizing the Impact of Instructional Video Length. In R. Power (Ed.), *Integration of Instructional Design and Technology, Vol 2*. pp. 1-3. Power Learning Solutions. ISBN 978-1-9993825-5-1. <https://idandtech.pressbooks.com/chapter/maximizing-the-impact-of-instructional-video-length/>

- Power, R., Gallant, G., Gallant, J., Girouard, J., Hildebrandt, K., MacLeod, J., McCarthy, T., Mugford, J., Pinhorn, C., & Pitts, M. (2020). *Integration of Instructional Design and Technology to Support Rapid Change*. [eBook]. Power Learning Solutions. ISBN 978-1-9993825-3-7. <https://idandrapidchange.pressbooks.com/>
- Power, R. (2020). A Rapid Transition to Online Learning Survival Guide. In *Integration of Instructional Design and Technology to Support Rapid Change*. [eBook]. Power Learning Solutions. <https://idandrapidchange.pressbooks.com/chapter/survivalguide/>
- Power, R. (Ed). (2019). *Technology and the curriculum: Summer 2019*. [eBook]. Power Learning Solutions. ISBN 978-1-9993825-1-3. <https://techandcurr2019.pressbooks.com/>
- Parsons, D., Power, R., Palalas, A., Hambrock, H., Mac Callum, K., (Eds), (2018). *Proceedings of the 17th World Conference on Mobile and Contextual Learning*, 11-14 November 2018, Chicago, IL, USA. <https://www.learntechlib.org/j/MLEARN/v/2018/n/1/>
- Power, R. (2019). Design of mobile teaching and learning in higher education: An introduction. In Zhang, Y., Cristol, D. (eds), *Handbook of Mobile Teaching and Learning* (2<sup>nd</sup> Edition). Springer. [https://doi.org/10.1007/978-3-642-41981-2\\_10-2](https://doi.org/10.1007/978-3-642-41981-2_10-2)
- Power, R. (Ed.) (2018). *Technology and the curriculum: Summer 2018*. [e-book]. Power Learning Solutions. <https://techandcurriculum.pressbooks.com/>
- Power, R. (2018). Supporting mobile instructional design with CSAM. In Yu, S., Ally, M., & Tsanikos, A. (Eds), *The International Handbook of Mobile and Ubiquitous Learning*, pp. 193-209. Springer Nature. [https://doi.org/10.1007/978-981-10-6144-8\\_12](https://doi.org/10.1007/978-981-10-6144-8_12)
- Power, R., Ally, M., Cristol, D., & Palalas, A. (Eds). (2017). *IAmLearning: Mobilizing and Supporting Educator Practice*. [e-Book]. International Association for Mobile Learning. ISBN 978-1-7751408-0-1. <https://iamlearning.pressbooks.com/>
- Power, R., Cristol, D., Gimbert, B., Bartoletti, R. & Kilgore, W. (2016). Using the mTSES to evaluate and optimize mLearning professional development. *The International Review of Research in Open and Distributed Learning*, 17(4). <http://www.irrodl.org/index.php/irrodl/article/view/2459>
- Power, R. (2015). *A framework for promoting teacher self-efficacy with mobile reusable learning objects* (Doctoral dissertation, Athabasca University). <http://hdl.handle.net/10791/63>
- Power, R. (Ed). (2014). Special issue from the 12<sup>th</sup> World Conference on Mobile and Contextual Learning. *International Journal of Mobile and Blended Learning*, 6(4). <http://www.igi-global.com/ijmb1>
- Power, R., Cristol, D., & Gimbert, B. (2014). Exploring tools to promote teacher efficacy with mLearning. In M. Kalz, Y. Bayyurt, & M. Specht (Eds), *Mobile as a mainstream – Towards future challenges in mobile learning: Communications in Computer and Information Science Volume 479*, pp. 61-68. [http://link.springer.com/chapter/10.1007/978-3-319-13416-1\\_7](http://link.springer.com/chapter/10.1007/978-3-319-13416-1_7)
- Power, R. (2013). Book review: Quinn, C. N. (2011), The mobile academy. *Learning and Teaching in Higher Education: Gulf Perspectives*, 10(2). <http://lthe.zu.ac.ae/index.php/lthehome/article/view/150/69>

- Power, R. (2013). Collaborative Situated Active Mobile learning strategies: a new perspective on effective mobile learning. *Learning and Teaching in Higher Education: Gulf Perspectives*, 10(2), 69-86. <https://doi.org/10.18538/lthe.v10.n2.137>
- Power, R. (2013). Leader-member exchange theory in higher and distance education. *The International Review of Research in Open and Distributed Learning*, 14(4). <http://www.irrodl.org/index.php/irrodl/article/view/1582>
- Power, R. (2013, June 19). Mobilizing the MOOC: A review of Instructional Design for Mobile Learning (IDML13). *MOOC News and Reviews*. <http://moocnewsandreviews.com/mobilizing-the-mooc-review-of-instructional-design-for-mobile-learning-idml13/>
- Power, R. (Ed.), (2013). *QScience Proceedings: Vol. 2013, 12th World Conference on Mobile and Contextual Learning (mLearn 2013)*. <http://www.qscience.com/toc/qproc/2013/3>
- Power, R. (2013). Targeting FRAME: A new tool for mLearning design. *QScience Proceedings: Vol. 2013, 12th World Conference on Mobile and Contextual Learning (mLearn 2013)*, 34. DOI: 10.5339/qproc.2013.mlearn.34
- Power, R. (2012). *QR Cache: Assessing the feasibility of using Quick Response (QR) codes and mobile devices to help students master computer-related workplace English competencies*. <http://qrcode.pbworks.com>
- Power, R. (2012). QR Cache: Connecting mLearning practice with theory. In M. Specht, M. Sharples & J. Miltisilta (Eds.). *Proceedings of the 11th Annual World Conference on Mobile and Contextual Learning (mLearn 2012) held in Helsinki, Finland, 16-18 October 2012* (pp. 346-349). <http://ceur-ws.org/Vol-955/>
- Power, R. & Ford, R. (2009). *Operating System Fundamentals*. Doha, Qatar: College of the North Atlantic - Qatar. [https://www.researchgate.net/publication/339413127\\_Operating\\_System\\_Fundamentals](https://www.researchgate.net/publication/339413127_Operating_System_Fundamentals)
- Power, R. & Murphy, E. (2004). Broadband in teaching and learning in Newfoundland and Labrador. *The Morning Watch* (Winter 2004). <http://www.mun.ca/educ/faculty/mwatch/win04/murphypower.htm>

## CONFERENCE WORKSHOPS AND PRESENTATIONS

- Hambrock, H., Power, R., De Villiers, F., Sharma, R., Kurubacak, G., Ossiannilsson, E., Elbahayi, M., El-Hussein, M., Sousa, M., Abd Karim, R., Sofiadellis, V, Wollin, U., & Rusman, E. (2021, October 6-7). *Global Research Project (GRP) Feedback Session 2018-2021: Seamless Learning from a Global Perspective*. [Invited presentation]. 20th World Conference on Mobile, Blended and Seamless Learning (mLearn 2021), Tallinn, Estonia.
- Kay, R., & Power, R. (2022, May 26). *Learning How to Evaluate Mobile Apps to Maximize Learning*. Redefining Learning in a Digital Age, 24-26 May 2022, Oshawa, ON, Canada.
- Power, R. and Hambrock, H. (2024, April 10). *Seamless teaching and learning from an AI perspective*. [Webinar]. AI for Education IRN-ISSE Webinar Series 2024.

- Power, R. (2024). *Educator Confidence with AI: A Case Study and a New Research Tool*. Invited presentation at Artificial Intelligence: The Balance of Innovation and Prevention, 21 March 2024, Cape Breton University, Sydney, NS, Canada.
- Power, R., & Kay, R. (2022, May 25). *Tipping the Scale Toward Innovative Technology Use for Teachers*. Redefining Learning in a Digital Age, 24-26 May 2022, Oshawa, ON, Canada.
- Power, R. (2022, June 13). *Integrating Digital Technologies for Engagement*. ISW East Coast Spring Institute, 13-15 June 2022, Halifax, NS, Canada.
- Power, R. (2022, May 4). *How to Make OHS Training Exciting*. 2022 Presentation at Safety First in Cape Breton Symposium, 4 May 2022, Membertou, NS, Canada.
- Power, R. (2022, March 29). *Choosing the Right Tool: Key Considerations*. [Webinar]. Invited presentation for ELD2033: Learning Management Systems (LMS) and Web Conferencing Applications, Queens College, Kingston, ON, Canada.
- Power, R., and Jack-Malik, S. (2021, May 18). *Assistive Technology and Tools for Students and Adults with Dyslexia*. [Webinar]. Dyslexia Canada.
- Power, R., and Sheppard, B. (2021, May 3). *Digital Accessibility Essentials for Educators*. [Webinar]. Power Learning Solutions and Sheppard Diversity Training. <https://youtu.be/-YKKonIYoX4>
- Power, R., and Jack-Malik, S. (2020, October 5). *Using Assistive Technology to Create an Inclusive Classroom*. [Webinar]. Dyslexia Canada. [https://youtu.be/pz68X\\_q-rS8](https://youtu.be/pz68X_q-rS8)
- Power, R. (2019, November 2). *Mobile technologies in emergency care*. [YouTube video]. Invited speaker presentation at TEC Vancouver 2019 Technologies in Emergency Care Conference, 2 November 2019, Vancouver, BC, Canada. <https://youtu.be/WoaJUoA7uQ4>
- Power, R. (2018, November 14). *Future directions for IAmLearn and mobile learning: A call to action*. Keynote presentation at the 17<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2018), 10-14 November 2018, Chicago, IL, USA.
- Power, R. (2018, November 10). *treasARmap*. Workshop presentation at the 17<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2018), 10-14 November 2018, Chicago, IL, USA.
- Power, R. (2018, May 16). *Making mobile learning work for educators and students*. Opening keynote address at Mobile Summit 2018, 16-17 May 2018, Scarborough, ON, Canada.
- Power, R. (2018, May 16). *treasARhunt*. Workshop session at Mobile Summit 2018, 16-17 May 2018, Scarborough, ON, Canada.
- Power, R. (2018, February 14). *Emerging possibilities: Exploring innovations in healthcare education & training*. Presentation at Educator Network Day 2018, 14 February 2018, Surrey, BC, Canada.
- Power, R. (2016, August 5). *mHealth: Mobile learning for health care educators and students*. Presentation for the University of North Texas SPH Online Learning Retreat, 5 August 2016.

- Power, R. (2016). *Teaching & Learning with Mobile Technologies Summer 2016 Vodcast Series*. [Video playlist]. <https://www.youtube.com/playlist?list=PLIJ8QfsveW2ZwG0j3q4inWF0hBowA67ep>
- Power, R. (2016, February 10). *Exploring mHealth and mLearning*. Presentation at Educator Network Day 2016, 10 February 2016, Surrey, BC, Canada. <https://youtu.be/LoKargU88PY>
- Power, R., Cristol, D., Gimbert, B., Bartoletti, R., & Kilgore, W. (2015, October 23). *Assessing teacher self-efficacy in mLearning professional development*. Paper presentation at the 14<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2015), 17-24 October, 2015, Venice, Italy.
- Power, R., Ally, M., & Cristol, D. (2015, October 18). *Cooking to go: Creating an open-access, interactive mobile pedagogy "cookbook."* Workshop presentation at the 14<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2015), 17-24 October, 2015, Venice, Italy.
- Power, R. (2015, October 12). *Instructional design and mobile technologies*. Workshop presentation for the Doha eLearning Developers Guild.
- Power, R. (2015, May 22). *Instructional design for mobile learning*. Webinar presentation for Instructional Design for Mobile Learning. <https://youtu.be/RdDg0Fs-3No>
- Power, R. (2015). *mLearning research: Moving forward*. Guest lecture presentation for Teaching and Research with Mobile Learning, University of Western Australia. <https://youtu.be/goQ6MnrjKSQ>
- Power, R., & Koole, M. (2015, April 22). *Apps for learning English (App-LE): How mobile learning can enhance teaching and learning in ESL*. Webinar presentation for TESL Ontario. [https://tutela.ca/EventsGroup?organicgroup=8594&cat=518&defaultcat\[437\]=518](https://tutela.ca/EventsGroup?organicgroup=8594&cat=518&defaultcat[437]=518)
- Power, R., Cristol, D., & Gimbert, B. (2014, November). *Using free tools and a pedagogical framework to promote teacher efficacy with mLearning*. Workshop presentation at the 13<sup>th</sup> World Conference on Mobile and Contextual Learning (mLearn 2014), 3-5 November, 2014, Istanbul, Turkey. <http://iamlearn.net/workshop-5-using-free-tools-and-a-pedagogical-framework-to-promote-teacher-efficacy-with-mlearning/>
- Power, R. (2014, May). *Framing instructional design for collaborative RLOs with the CSAM framework*. Presentation at the Advanced Distributed Learning Group's 2014 Interagency Mobile Learning Webinar Series, 20-22 May, 2014. <http://www.adlnet.gov/interagency-mobile-learning-webinar-series-2014/schedule/>
- Power, R. (2014, April). *Future trends in mobile learning*. Guest lecture presentation for A World of Mobile Learning 2014, University of Western Australia, April 2014. <http://youtu.be/ZySfdhuGerE>
- Power, R. (2013, November). *Create your own mobile RLOs... and get your students doing it too!* Workshop presentation at Teaching with Technology 2013, 26-28 November, 2013, Clarenville, Newfoundland, Canada.
- Power, R. (2013, September). *Creating mobile RLOs (reusable learning objects) using Collaborative Situated Active Mobile (CSAM) learning strategies*. Webinar presentation for participants in the University of British Columbia Master of Education program, Fall 2013.

Power, R. (2013, April). *Collaborative Situated Active Mobile (CSAM) learning strategies: A new perspective on effective mobile learning*. Presentation at the Mobile Learning: Gulf Perspectives Research Symposium, April 25, 2013, Abu Dhabi, United Arab Emirates.

Power, R. (2013, April). *Creating your own mobile reusable learning objects for situated active mLearning*. Workshop presentation at the Technology in Higher Education 2013 (THE2013) conference, April 16-17, 2013, Doha, Qatar.

Power, R. (2012, October). QR Cache: Linking mLearning theory to practice in Qatar. *Qatar Foundation Annual Research Forum Proceedings, 2012*(CSP31). DOI: 10.5339/qfarf.2012.CSP31. <http://www.qscience.com/doi/abs/10.5339/qfarf.2012.CSP31>

## GUEST LECTURER APPEARANCES

- 2015 Athabasca University  
Guest lecturer for EDDE 806: *Doctoral Research Seminar II*.
- 2015 Ohio State University  
Guest lecturer for EDUTL 5226.
- 2015 University of Western Australia  
Guest lecturer for *Teaching and Research with Mobile Technologies*.
- 2014 Athabasca University  
Guest lecturer for MDDE 623: *Introduction to Mobile Learning*.
- 2014 University of Western Australia  
Guest lecturer for the *A World of Mobile Learning* course.
- 2013 University of British Columbia  
Guest lecturer for the *Introduction to Educational Technology* course.

## OTHER PROFESSIONAL CERTIFICATIONS

### Accessibility

- **Accessibility for Ontarians with Disabilities Act (AODA) and the Accessible Instruction for Educators**, ONTECHU, June 2018.
- **Accessibility for Ontarians with Disabilities Act (AODA)**. Scouts Canada, October 2016.
- **Digital Accessibility: Enabling Participation in the Information Society**, University of Southampton and MOOCAP, February-March 2017, <https://www.futurelearn.com/certificates/77jhfup>
- **Document Accessibility training**: Certificate of Participation, Mada: Qatar Assistive Technology Center, 12-13 May, 2014.
- **UMLearn Accessible Training (Customer Service)**. University of Manitoba, September 2017.
- **Video Captioning training**. Certificate of Participation, Mada: Qatar Assistive Technology Center, 14 May, 2014.



- **Web and Mobile App Accessible Design and Usability training.** Certificate of Participation, Mada: Qatar Assistive Technology Center, 20-15 May, 2014.

#### **Instructional Skills Workshop (ISW)**

- **Instructional Skills Workshop (ISW)** professional development program (40 hours), College of the North Atlantic—Qatar, 2012.
- **Facilitator Development Workshop (FDW)** professional development program for ISW facilitators (36 hours), University of the Fraser Valley, November 2018.

#### **International Computer Driving License (ICDL)**

- ICDL Core Certification (GCC 060 077613)
- ICDL Certified Training Professional (GCC C06 0165)
- ICDL Authorized Tester (GCC T06 00015)
- ICDL Authorized Training Centre and Test Centre Coordinator (GCC T06 00015)

#### **Management**

##### **Manager Development Pathway (Fraser Health)**

- September 2016 – June 2017.
- 10-month, cohort-based training program for new managers with the Fraser Health Authority, covering:
  - Introduction to Leadership
  - Managing Self in Role
  - Coach Approach to Leadership
  - Building Strong Teams
  - Change Leadership
  - Working with Conflict & Difference
  - Stress and Building Resiliency
  - Rank, Power and Authority
  - Ethical Leadership

##### **Other Management Related**

- **Improving Feedback**, Fraser Health, December 2016
- **Introduction to Mentoring**, Fraser Health, December 2015
- **Strengths Finder**, Fraser Health, 2017

#### **Occupation Health and Safety**

- **Child and Youth Safety Training**, Scouts Canada, October 2016.
- **Environmental Health and Safety**, Mount Royal University, June 2018.
- **Health and Safety Orientation for Workers**, ONTECHU, June 2018.
- **Incident Investigation**, Fraser Health, May 2016.
- **Occupational Health and Safety for Managers**, Fraser Health, May 2016.
- **Provincial Violence Prevention Curriculum, 8-hour**, Province of British Columbia, May 2017.
- **Provincial Hand Hygiene (PICNet)**, Province of British Columbia, October 2015.
- **Respect in Sport**, Scouts Canada, August 2017.
- **Responding to Disclosures of Sexual Violence**, ONTECHU, March 2019.
- **Sexual Violence Education and Prevention Training**, ONTECHU, March 2019.
- **WHIMS 2015**, ONTECHU, June 2018.
- **Workplace Violence and Harassment Prevention**, ONTECHU, June 2018.

**Research Ethics:**

- **Graduate Research Integrity Program (GRIP)**, Memorial University of Newfoundland, St. John's, NL, Canada, 2003.
- **Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics** (TCPS 2: CORE), 14 January 2019.

**Other**

- **Scouting Fundamentals**, Scouts Canada, August 2017.
- **Wood Badge 1 for the Canadian Path**, Scouts Canada, July 2018.

**PROFESSIONAL MEMBERSHIPS**

- International Association for Blended Learning (IABL), 2021-present.
- International Association for Mobile Learning (IAmLearn), 2011-present.
- Member of the Advanced Distributed Learning group's Mobile Learning Instructional Design Framework Working Group, 2014-present.

**RESEARCH INTERESTS**

- The use of mobile devices for the dissemination of learning materials, increasing collaboration between learners and instructors, and the facilitation of situated learning strategies
- The use of information and communication technology to increase academic collaboration between educators and students
- The effective use of information and communication technology to enhance face-to-face, distributed, and blended learning.
- Digital literacy and digital identity.
- Digital accessibility for online, blended, mobile, and face-to-face teaching and learning.

**TEACHING INTERESTS**

- Effective pedagogical approaches for the integration of mobile learning strategies.
- Basic Information Communications Technology literacy skills.
- Use of information and communication technologies to enhance teaching and learning.
- Computer hardware and software applications maintenance and troubleshooting skills.
- Website development for personal or academic communication.
- Digital literacy and digital identity.
- Digital accessibility for online, blended, mobile, and face-to-face teaching and learning.

## REFERENCES


- Dr. Paula Hayden, Senior Technical Advisor (TVET), Colleges and Institutes Canada, phayden41@gmail.com
- Dr. Mohamed Ally, Professor, Center for Distance Education / Researcher, Technology Enhanced Knowledge Research Institute (TEKRI), Athabasca University, Athabasca, Alberta, Canada, 1-866-916-8650, mohamed@athabascau.ca
- Dr. Dean Cristol, Associate Professor, Department of Teaching and Learning, College of Education and Human Ecology, The Ohio State University, 419-995-9274 cristol.2@osu.edu
- Dr. Robin Kay, Interim Dean, Mitch and Leslie Frazer Faculty of Education, Ontario Tech University, robin.kay@ontariotechu.ca
- Professor John Traxler, Professor of Mobile Learning, University of Wolverhampton, Wolverhampton, United Kingdom, +01902-328591, john.traxler@wlv.ac.uk

## Curriculum Vitae

Melissa Bishop, B.A. Honours, CYC, B.Ed., M.A, PhD (Candidate)

[melissa\\_bishop@cbu.ca](mailto:melissa_bishop@cbu.ca)

289-385-4018

 ORCID ID: 0000-0002-0345-5778

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### **Academic Credentials**

#### **Doctor of Philosophy in Educational Studies Candidate**

University of Prince Edward Island (projected 2024)

Supervisor and Committee: Dr. Kathy Snow, Dr. Sean Wiebe, Dr. Michael Arfken

Dissertation: *Planning, living, and adding to our plates: K-3 Educators' experiences of curricula in Virtual Learning Environments (VLE)*

#### **Master of Arts in Education 2016 – 2019**

Ontario Tech University, Ontario, Canada

Supervisor and Committee: Dr. Allyson Eamer, Dr. Ann LeSage, Dr. Mary Ann Corbiere

Thesis: *Elder perspectives: Leveraging digital tools in language revival initiatives.*

#### **Bachelor of Education 2011 – 2012**

Lakehead University, Ontario, Canada

Focus: *Primary, Elementary, Kindergarten, Junior, Mental Health and Well-being*

#### **Bachelor of Arts Honors in Psychology 2004 – 2007**

Trent University, Ontario, Canada

Focus: *Child and adolescent development, mental health, and well-being*

#### **Child and Youth Counselor 2007 – 2008**

Humber College, Ontario, Canada

Advanced Diploma: *Play-based treatments and techniques in adolescents and young children*

### **Positions Held**

Assistant Professor of Education, Tenure Track, Faculty of Education, Cape Breton University

July 2023 – Present

Assistant Professor Literacy Education, Faculty of Education, Cape Breton University

July 2022 – July 2023 (term)

Sessional Instructor, Faculty of Education, University of New Brunswick

September 2022 – Present

Sessional Instructor, Faculty of Education, Mount Saint Vincent University

July 2022 – Present

Sessional Instructor, Faculty of Education, University of Prince Edward Island  
January 2022 – Present

Research Assistant, Faculty of Education, University of Prince Edward Island, Principal Investigator: Dr. Kathy Snow, 2021 – 2022

Virtual Elementary Educator, K-6 French, French, Math and Literacy Focus,  
Peterborough Victoria Northumberland Clarington Catholic District School Board 2020-2022

Elementary Educator, K-6 French, French, Math and Literacy Focus, Peterborough  
Victoria Northumberland Clarington Catholic District School Board 2018-2019

Elementary Educator, K-8 French, Physical Education and Integrated Arts Teacher  
(term), Kawartha Pine Ridge District School Board, Courtice Ontario, 2017-2018

Kindergarten Educator and Elementary Special Education Teacher, Simcoe County  
District School Board, Barrie, Ontario, 2013-2018

### **Honours**

Graduate Student Scholarship Education – 2024 (\$3000)

Graduate Student Award in Education – 2023 (\$2020)

Academic Achievement Award Ontario Tech University, Master of Arts 2019 – 2020

Carol Gifford Graduate Award in Education, Ontario Tech University, 2019 (\$7500)

### **Courses Taught**

#### ***Cape Breton University***

##### *Winter 2025 (projected)*

English Language Arts Secondary EDUC-4153-0

##### *Fall 2024*

English Language Arts Secondary EDUC-4151-0

English Language Arts Elementary EDUC-4164-0

##### *Summer 2024*

Digital Citizenship and Global Communities EDUC-5131-91-0

Literacy Across the Curriculum EDUC-4121-0

*Fall 2023*

Digital Citizenship and Global Communities EDUC-5131-91

English Language Arts Secondary EDUC-4153-0

*Summer 2023*

Digital Citizenship and Global Communities EDUC-5131-91

Curriculum and Instruction Elementary English Language Arts EDUC-4164-0

Curriculum and Instruction Secondary English Language Arts EDUC-4151-0

*Winter 2023*

Teaching Canadian Culture EDUC-5110B-93

*Fall 2022*

Teaching Canadian Culture EDUC-5110A-92

English Language Arts EDUC-4153-0

Pre-Practicum Professionalism EDUC-0401-0

***Mount Saint Vincent University***

*Summer 2022*

Research Literacy: Focus on Supporting Learners with Diverse Needs and Exceptionalities GCRD6353

***University of New Brunswick***

*Fall 2022*

Observation & Pedagogical Documentation in the Early Years ED5104

Curriculum & Evaluation in the Early Years ED5102

*Winter 2023*

Connecting Home and School Literacies (x2) ED5105

***University of Prince Edward Island***

*Winter 2022*

Multi-literacies across the curriculum: Intermediate cohort ED4130

**Courses Developed**



EDUC – 4168: Curriculum and Instruction: Family Studies (3 credits), 2023.

EDUC – XXXX: Authentic Assessment P-2 (3 credits), 2024.

EDUC – XXXX: Play-Based Pedagogy, (3 credits) 2024.

### **Invited Teaching**

#### ***Adult Education and Post-Secondary***

Science, Technology, Engineering, Arts, and Math (STEAM) in the Early Years  
Early Childhood Educator Workshop – Cape Breton Community College  
January 15, 2024

Universal Design for Learning in Virtual Learning Environments (VLE)  
Athabasca University: Invited Presentation MDDE619  
October 17, 2023

The E-Portfolio Process: Co-Lecture  
University of Prince Edward Island: PhD Seminar Year One  
December 6, 2022

Methodologies and First-Year PhD Strategies: Co-Lecture  
University of Prince Edward Island: PhD Seminar Year One  
November 8, 2022

Developing Healthy Partnerships in Play-Based Kindergarten for OCT & DECE's  
Fleming College Early Childhood Education Program: Child Development 2 Course  
December 7, 2021

Using T-Tests in SPSS for Data Analysis  
Quantitative Research Methodologies  
November 10, 2021

Special Education Transitions for Adult Students: Teacher Seminar  
Community Living Oshawa Clarington (CLOC) in partnership with Durham District  
School Board (DDSB) Additional Qualifications Courses for Educators  
As requested

Navigating the Foster Parent Role

Community Living Oshawa Clarington (CLOC) in partnership with Durham Children's Aid Society (DCAS)  
As requested

***Invited Teaching: Educator Professional Development K-12 Context***

STEAM in the Early Years: *Identifying opportunities for assessment in pre-primary and early years programs* – Cape Breton Business College (CBBC) Early Childhood Education Cohort, as requested commencing January 2024

Educator Workshop – The Virtual Primary Classroom: Language, Math, and Cross-curricular considerations (annually as requested 2020 – 2023)

Educator Workshop – The Virtual Primary Classroom: *Navigating Google Slides with Little Learners*, October 2020; January 2021; March 2021, August 2022, January 2022

Educator Workshop – Tips and Tricks: *Learning to Navigate Google Apps for Education*, September 2020, September 2021, September 2022, January 2022

Educator Workshop – Embedding Technology in the Primary Classroom: *How to use MakeyMakey*, October 2017, March 2018

Educator Workshop – Embedding Technology in the Primary Classroom: *Using Wearable Technology*, January 2017

Educator Workshop – Embedding Technology in the Primary Classroom: *Connecting to the Curriculum*, March 2017

Educator Workshop – Inquiry in Kindergarten: *Bringing the Outdoors In and the Indoors Out*, 2016 - 2017

Educator Workshop – Inquiry in Kindergarten: *Outdoor Learning*, 2016 -2017

Educator Workshop – Inquiry in Kindergarten: *Provocations*, 2016 - 2017

Educator Workshop – Inquiry in Kindergarten: *Loose Parts*, 2016

**Educational Leadership**

***K – 12***

Teacher in Charge: Virtual School  
Peterborough Victoria Northumberland Clarington Catholic District School Board  
September 2022 – 2023

Math Leadership Team  
Peterborough Victoria Northumberland Clarington Catholic District School Board  
September 2019 – 2022

Virtual Learning Educator Coach  
Peterborough Victoria Northumberland Clarington Catholic District School Board  
September 2020 – 2022

FNMI Leadership Team  
Peterborough Victoria Northumberland Clarington Catholic District School Board  
September 2019 – 2021

6 C's Deep Learning Educator Coach  
Peterborough Victoria Northumberland Clarington Catholic District School Board  
September 2018 – 2019

Leading Mentally Healthy Schools Team – Fred C Cook P.S.  
Simcoe County District School Board  
September 2016 – June 2018

School Leadership Team – School Improvement Planning  
Simcoe County District School Board  
September 2015 – June 2017

New Pedagogies for Deep Learning Educator School Lead  
Simcoe County District School Board  
September 2014 – June 2017

### ***Post-Secondary***

First Nations Advisory Committee  
Ontario Tech University (formerly: University of Ontario Institute of Technology)  
Graduate Student Representative  
September 2018 – December 2019

Associate Teacher (AT)

Lakehead Faculty of Education

B.Ed. student Practicum Placement Host

2013 – 2014 Tottenham Public School; 2015 – 2018 Fred C Cook Public School

New Teacher Induction Program (NTIP)

Teacher Mentorship for Educators in their first two years

Simcoe County District School Board (SCDSB)

January 2013 – December 2017

**Conference Attendance  
(last five years)**

Open/Technology in Education, Society, and Scholarship Association (OTESSA)

Montreal, Quebec, Canada

June 12 – 25, 2024

Canadian Association for Research in Early Childhood (CAREC)

Montreal, Quebec, Canada

June 12, 2024

Rosa Bruno Joffre Symposium (RBJS)

Kingston, Ontario, Canada

March 7 – 8, 2024

Atlantic Native Teachers Education Conference

Eskasoni, Cape Breton, Nova Scotia

May 17-19, 2023

Métis Nation of Ontario: 3<sup>rd</sup> Annual Early Learning Conference

Virtual

April 5, 2022

University of Prince Edward Island Graduate Student Conference

Virtual

October 13 – 14, 2021

Ontario Association Mathematics Educators (OAME)

Virtual

May 20 – 21, 2021

26<sup>th</sup> Annual Conference: Ka'gaanjdaa'aanaa Anishinaabemowin" Moving Forward In the Language  
Virtual  
March 26 – 27, 2021

CONNECT: Canada's Learning and Technology Conference  
Virtual  
April 30, 2019

3MT – Three Minute Thesis Ontario Tech University,  
Oshawa, Ontario, Canada  
2017, 2018, 2019

Reading for the love of It,  
Toronto, Ontario, Canada  
2016, 2017, 2018

**Selected Professional Development  
(last five years)**

Fundamentals of OCAP®  
May 2024

TCPS-2 – Personal Refresh  
May 2024

How do we \*do\* Practice as Research? A Panel Discussion  
October 18, 2023

Re-imagining Literacies Assessment: Dr. Cathy Burnett, “Undoing Assessment”  
September 28, 2023

QualLab Lunch with Dr. Wilson Kwamogi Okello: On the question of Blackness in Qualitative Inquiry  
September 28, 2023

Order Confirmation for Closing the Opportunity Gap for Racialized and Under-Resourced Communities  
December 16, 2021

Gaa-gikinoo Amawigooyang: When they teach us  
May 18, 2021

Climate Colonialism: Decolonizing our food systems  
March 26, 2021

Ondaadan Gikino'amaadiwin Aki: Learning from Land  
March 29, 2021

Indigenous Mathematics in the Ontario Classroom  
February 25, 2021

### **Well-Being and Crisis Certifications**

First Aid & CPR – 2023

Mental Health First Aid – 2020

Parent Resources for Information, Development, and Education (PRIDE) Foster Parent  
Certification – 2016

Crisis Intervention: Understanding and Managing Aggressive Behaviour (UMAB)

Crisis Intervention: Non-Violent Crisis Intervention (NVCi)

### **Research**

#### ***Funded Research Grants and Awards***

**Bishop, M.** (Principal Investigator) *Planning, living, and adding to our plates: K-3 Educators' experiences of curricula in Virtual Learning Environments (VLE)* [Internal Funding]. Committee on the Advancement of Research Excellence and Scholarship (CARES) Grant, 2024 – Amount \$1100

**Bishop, M.** (Principal Investigator) Mental Health and Well-being in a fifth-grade Virtual Learning Environment [Grant]. Graduate Studies Research Assistantship Grant, 2024 – Amount \$3000

**Bishop, M.** (Principal Investigator) Pre-Service Teachers Perceptions of MakerSpaces in the Classroom [Grant]. Start Up Research Grant (SURG), 2023 – Amount \$10 000

**Bishop, M.** (Principal Investigator) and Eskasoni Immersion School [Grant]. Change Lab Action Research Initiative (CLARI), 2023 – Amount \$6465.95

Shelia Wildeman (Principal Investigator), Lee, D., Christie, S., Shannon, B., McNeil, K., Meister, C., Hutchison, P., Awen, K., Aubrecht, K., LeVatte, L., **Bishop, M.**, Kuhnke, J., Snyder, S., Bernasky, T., and Gee, A. with Diverse Abilities Nova Scotia. (2022). Diverse Abilities Nova Scotia: Supportive decision-making framework [Grant]. Change Lab Action Research Initiative (CLARI). Amount \$7500

Research Assistant, Faculty of Education, University of Prince Edward Island, Principal Investigator: Dr. Gabriela Arias de Sanchez 2021 - 2022. Amount \$3500

Graduate Student Conference Travel Award, Faculty of Education, Ontario Tech University (formerly: University of Ontario Institute of Technology – UOIT), 2018. Amount \$1000

### ***Funding Submitted***

RISE Internal Fund Submitted 2024

Ontario English Catholic Teachers Association (OECTA) Doctoral Research Funding 2021 (unsuccessful)

SSHRC CGS-D 2021 (unsuccessful)

## **Publications**

### ***Peer-Reviewed Publications***

Bishop, M. (2023). Braiding a living curriculum. The Curriere Exchange Journal, 7(1), 15-25. <https://cej.lib.miamioh.edu/index.php/CEJ/article/view/221>

Bishop, M. (2022). Elders' Conversations: Perspectives on Leveraging Digital Technology in Language Revival. The Open/Technology in Education, Society, and Scholarship Association Journal, 2(2), 1-13. DOI: <https://doi.org/10.18357/otessaj.2022.2.2.21>

Bishop, M. (2020). Elder perspectives: leveraging digital tools in language revival initiatives (Masters' thesis, University of Ontario Institute of Technology (Canada)).

### ***Book Reviews***

Wiebe, S., & **Bishop, M.** (2022). [Review of the book *Re/humanizing education*, by E. Lyle (Ed.)]. *Journal of Higher Education Policy and Leadership Studies*, 3 (2), 185 -191. DOI: <https://dx.doi.org/10.52547/johepal.3.2.185>

Bishop, M. (2022). Language, citizenship, and Sámi education in the Nordic North, 1900-1940. [Review of the book *Language, citizenship, and Sámi education in the Nordic North, 1900-1940*, by Otto Kortekangas]. *Canadian Journal of Education*, 45(1). <https://cje-rce.ca/wp-content/uploads/sites/2/2021/12/Book-Review-3-E-Bishop-9-11.pdf>

### ***Book Chapters***

Spina, N., **Bishop, M.**, & Karsgaard, C. (2024). Questioning Inclusive Education in a Settler Context: A Multivocal and Reflexive Conversation. In E. Keith (Ed.), *Decolonizing Inclusive Education: Centering Heartwork, Care, and Listening*. IGI Publishing.

### ***Videos***

Power, R. (2024, March 9). *Uncovering UDL – UDL in Virtual Learning Environments (Melissa Bishop)*. [Video]. <https://youtu.be/oqwjWEuHCAo>

### **Manuscripts Submitted and In Progress**

#### ***Submitted***

**Bishop, M.** (Under Review, 2023). *Black bears in Virtual Learning Environments (VLE)*. School of Education and Health, Cape Breton University.

**Bishop, M.** (Under Review, 2024). *Voices from the Digital Classroom: 25 Interviews about teaching and learning in the face of a global pandemic*. [Book Review under review]. School of Education and Health, Cape Breton University.



Arias de Sanchez, G. & **Bishop, M.** (2023). *Assembling Kindergarteners' Agency During Classroom Free Play Time* [Manuscript Submitted]. Faculty of Education, University of Prince Edward Island.

**Bishop, M.** & Montgomery, D. (2023). *Evolving notions of dis/ability and implications for virtual learning environments*. [Manuscript Submitted]. School of Education and Health, Cape Breton University.

### ***In Preparation***

**Bishop, M.** (2024). Mental Health and Well-being in a fifth-grade Virtual Learning Environment. [Manuscript in preparation]. School of Education and Health, Cape Breton University.

**Bishop, M.** (2023). *Slipping into darkness: Salvaging the past to (re)humanize the future*. [Manuscript in preparation]. School of Education and Health, Cape Breton University.

**Bishop, M.** (2023). *The academic gateway*. [Book Review in preparation]. School of Education and Health, Cape Breton University.

### ***Conference Proceedings***

**Bishop, M.** (2024). *Living, working, and adding to our plates: K-3 educators' experiences of curricula in Virtual Learning Environments (VLE)* [Paper presentation]. Congress, Open/Technology, Education, Scholarship, and Society Association (OTESSA), Montreal, QC, Canada.

## **Presentations**

### ***In Progress***

**Bishop, M.** (2024, June 12 - 15). *Living, working, and adding to our plates: K-3 educators' experiences of curricula in Virtual Learning Environments (VLE)* [Conference presentation]. Congress, Open/Technology, Education, Scholarship, and Society Association (OTESSA), Montreal, Quebec, Canada.

**Bishop, M.** & Arias de Sanchez, G. (2024). *Professional Development Considerations: Voices of Rural and Remote Early Childhood Educators in Atlantic Canada?* [Pre-Conference Conversations Panel Discussion]. Congress, Canadian

Association for Research in Early Childhood (CAREC), Montreal, Quebec, Canada.

### ***Completed***

**Bishop, M.** (2024, May 3). *Study Smart for Teachers* [Conference Presentation]. New Brunswick Teachers Association Conference, St. John, New Brunswick, Canada.

**Bishop, M.** (2024, March 7 – 8). *Living, working, and adding to our plates: K-3 educators' experiences of curricula in Virtual Learning Environments (VLE) identifying six resonant threads*. RBJIS 2024 Symposium, Kingston, ON, Canada.

**Bishop, M.** (June 15, 2023). *Slipping into darkness: Salvaging the past to (re)humanize the future*. Currere Exchange Retreat and Conference Virtual.

**Bishop, M.** (May 16, 2022). *Leveraging digital technologies for language revitalization: Elders' perspectives*. Congress, Open/Technology, Education, Scholarship, and Society Association (OTESSA) Virtual.

**Bishop, M. & Eamer, A.** (October 27, 2018). *Leveraging digital technologies for language revitalization: Elders' perspectives*. 50<sup>th</sup> Annual Algonquian Conference, Edmonton, AB.

### **Industry & Consulting**

*Chief Product Officer (CPO)*

November 2023 – Present

Study Smart – Digital Assessment Tool (in development)

### **Service**

#### ***Local Community***

Department of Education and Early Childhood Development

Province of Nova Scotia

Curriculum Knowledge Mobilization Network – P-3 ELA Reform

#### ***University Community***

Hiring Committee Member – Assistant Professor (Term) Equity, Diversity, and Inclusion

Cape Breton University, School of Education and Health  
March, 2024

Hiring Committee Member – Assistant Professor (Term) Digital Pedagogies  
Cape Breton University, School of Education and Health  
March, 2024

Hiring Committee Member – Assistant Professor (Term) Sustainability, Outdoor, or  
Place-based Studies  
Cape Breton University, School of Education and Health  
March, 2024

Committee Member – Site Visit M.Ed. Positive School Health and Well-Being  
Cape Breton University, School of Education and Health  
March 28, 2024

Committee Member – Site Visit M.Ed. Critical Curriculum Studies  
Cape Breton University, School of Education and Health  
March 8, 2024

Committee Member – B.Ed. Admissions Committee  
Cape Breton University, School of Education and Health  
November 2023 – December 2023

Committee Member – B.Ed. Accreditation Committee  
Cape Breton University, School of Education and Health  
October 2023 – Present

Hiring Committee Member – Assistant Professor of Mathematics Education  
Cape Breton University, School of Education and Health  
October 2023

Hiring Committee Member – Assistant Professor L’Nu Education  
Cape Breton University, School of Education and Health  
October 2023

Senator Representative, School of Education and Health – Senate Planning and Review  
Committee  
Cape Breton University, School of Education and Health  
September 2023 – Present

Committee Secretary – Senate Planning and Review Committee  
Cape Breton University, School of Education and Health  
September 2023 – Present

Senator – School of Education and Health  
Cape Breton University, School of Education and Health  
September 2023 – Present

Faculty Advisor – B.Ed. Society  
Cape Breton University, School of Education and Health  
September 2023 – Present

Committee Member – Quality Assurance Committee Diploma in Ed Tech  
Cape Breton University, School of Education and Health  
May 2023 – Present

Ad Hoc Reviewer – RISE Internal CBU Award Committee –  
Cape Breton University  
April 2023

Committee Member – Committee on the Advancement of Research Excellence in  
Scholarship (CARES)  
Cape Breton University, School of Education and Health  
October 2022 – Present

School Secretary – Department of Education  
Cape Breton University, School of Education and Health  
September 2022 – Present

Committee Member – Cape Breton University Research Ethics Board  
Cape Breton University, School of Education and Health Representative  
September 2022 – Present

Committee Member – UPEI PhD Student Society  
September 2021 – June 2023

### ***National & International Community***

### **R-PEP: Reading Pedagogies of Equity**

A network of teacher educators focusing on how and why to address the equity issues of academic reading in higher education classrooms.

August 2023 – June 2024

**International Congress for School Effectiveness and Improvement (ICSEI)  
Collaborative Research Lab**

International group focused on “Relationships in and beyond schools: Implications and opportunities for learning and wellbeing of students, teachers, school leaders, and families.

September 2023 – December 2023

***Reviewer Roles***

Canadian Journal for Behavioural Science

*March 2024 – Present (x1)*

MITACS

*February 2024 – Present (x1)*

Literacy Research Association

*February 2024 – Present (x1)*

IG Global

*January 2024 – Present (x2)*

Collected Essays on Learning and Teaching (CELT) – STLHE

*January 2024 – Present (x1)*

Journal of Curriculum Theorizing (JCT) (x2)

*June 2022 – Present*

interchange (INCH) (x1)

*July 2022 – Present*

Open/Technology in Education, Society, and Scholarship Association (OTESSA) (x2)

*January 2022 – Present*

Theory and Research in Social Education (x1)

*October 2021 – Present*

### **Professional Associations**

International Society for the Study of Narrative (ISSN) – Member at large  
January 2024 – Present

Critical Realism Network – SIG “*The Americas*”  
Member and Contributor  
January 2024 – Present

Literacy Research Theory, Method and Practice – Member at large  
January 2024 – Present

Literacy Research Association (LRA) – Member at large  
2023 – Present

International Association of Autoethnography and Narrative Inquiry (IANI) –  
Member at Large  
2023 – Present

Open Technology in Education, Society, and Scholarship Association (OTESSA) -  
Member at Large  
2021 – Present

**CURRICULUM VITAE**

Darlene Kyte  
 BA, BEd, MEd, PhD, CCC, CCS, RCT-C  
 May 2024

**I Education and  
 Professional  
 Qualifications**

<u><i>Degree</i></u>	<u><i>Field</i></u>	<u><i>Institution</i></u>	<u><i>Year Granted</i></u>
Doctor of Philosophy	Educational Studies: Curriculum and Instruction	University of Victoria	2014
Master of Education	Counselling	Acadia University	2000
Bachelor of Education	Curriculum Studies	University of Maine	1995
Bachelor of Arts	History	Dalhousie University	1993

**Professional Qualifications/Affiliations**

Certified Canadian Counsellor (CCC)	CCPA	2018
Certified Canadian Counsellor – Supervisor (CCS)	CCPA	2021
Registered Counselling Therapist Candidate (RCT-C)	NSCCT	2021
Nova Scotia School Counsellors Association – Director	NSSCA	2016-21
Nova Scotia School Counsellors Association – Secretary	NSSCA	2021-23

**Titles of Thesis and Dissertation**

<b><u>Degree</u></b>	<b><u>Title</u></b>
PhD	Dissertation title: A (r)Evolution Toward Harmony - A Re/Visioning of Female Teen Being in the World – The un/Layering of Self through hatha yoga. <a href="https://dspace.library.uvic.ca/handle/1828/5358">https://dspace.library.uvic.ca/handle/1828/5358</a>
MEd	Thesis title: Contrived Relationships and the Power of Support: An Exploration of the Mentoring Process. <a href="http://www.collectionscanada.gc.ca/obj/s4/f2/dsk1/tape3/PQDD_0019/MQ54531.pdf">http://www.collectionscanada.gc.ca/obj/s4/f2/dsk1/tape3/PQDD_0019/MQ54531.pdf</a> Awarded 2000 Graduate Student of the Year Award for Research and Contribution to the Counselling Field, Canadian University and College Counselling Association (CUCCA).

**II Positions Held**

- September 2020 – present  
**School Counsellor**, Memorial High School, Sydney Mines, NS  
Responsibilities include but are not limited to personal counselling, educational/career counselling, consulting with teachers/administrators on social/personal issues and career/educational issues, conferring with parents, consultation with outside agencies, referrals to special programs and outside agencies, coordinating group activities/programs, course counselling/registration, consultation with post-secondary personnel, transition planning, scheduling guest speakers, scholarships, program planning, interpreting formal assessments, assisting in IPP writing, crisis counselling, offering in-servicing to staff/community, instilling an environment of cultural knowledge, competency, and proactive social change, and acting as a member of the crisis intervention team.
- August 2019 – August 2020  
**School Counselling Department Head/School Counsellor** – Cape Breton Victoria Regional Centre for Education, Sydney, NS  
Lead for the Regional Centre's school counselling staff; providing assistance and support in individual and group counselling situations, research and curriculum design in the areas of school counselling, social work and mental health and wellness, developing and offering professional development for school counsellors, social workers and school administrators, liaison for school based administration regarding school community health and well-being, and organization and implementation of the Regional Centre's crisis intervention teams.



- August 2019 – present  
**Adjunct Professor**, Acadia University, Wolfville, NS  
**School of Education – Counsellor Education**  
 Developing curriculum, online and in-class instruction and student research supervision.
- August 2018 – July 2019  
**Professor – Counsellor Education (MEd Program)**,  
 Acadia University – School of Education, Wolfville, NS  
 Research, teaching and knowledge exchange, and growing the university community with faculty and staff, including encouraging community and scholarly dialogue in the MEd Counselling Program as well as in the university community at large.
- August 2016 – October 2018  
**School Counselling Specialist**, Nova Scotia Department of Education and Early Childhood Development, Halifax, NS  
 Implementation of the Comprehensive School Counselling Program and Practices, Nova Scotia School Code of Conduct, supporting Regional Centres for Education (RCE) with counselling and behavioural supports and interventions, providing professional development, and preparing policies/guidelines, acting as a liaison with school boards in the area of educational and student support services, leadership and direction to Regional Centres for Education in keeping with the changing needs, roles, responsibilities and expectations of school counsellors in the public education system as well as research on whole school community health and well-being through an interagency and collaborative approach.
- January 2018 – June 2018  
**Part-time Faculty**, Acadia University, Wolfville, NS  
**School of Education**  
 Developing curriculum as well as online and in-class instruction.
- August 2015 – Present  
**Adjunct Professor**, School of Education and Health, Cape Breton University, Sydney, NS  
 Research, teaching and knowledge exchange with faculty and staff, including growing community dialogue and collaboration to improve pre-service and practicing teachers experiences in and outside the classroom/school community. Courses: EDUC 6115 Research Methods in Education (MEd Sustainability, Creativity and Innovation), EDUC 5991 Practicum 1 (Diploma in Counselling), EDUC 5115 Research Methods in Education (Diploma in Educational Technology)

- February 2015 – June 2015  
**Part-time Faculty**, Acadia University, Wolfville, NS  
 Developing course materials, lesson plans, as well as online instruction.
  
- December 2014 – July 2015  
**Educational Consultant**, Cape Breton University, Sydney, NS  
 Researching trends in post-secondary education including the collaborative process between public schools and post-secondary institutions with a focus on social and knowledge capital and building community capacity.
  
- September 2011-July 2016  
**School Counsellor**, Sydney Academy, Sydney, NS  
 Responsibilities included personal counselling, educational/career counselling, consulting with teachers/administrators on social/personal issues and career/educational issues, conferring with parents, consultation with outside agencies, referrals to special programs and outside agencies, coordinating group activities/programs, course counselling/registration, consultation with postsecondary personnel, transition planning, scheduling guest speakers, scholarships, program planning, interpreting formal assessments, assisting in IPP writing, crisis counselling, offering in-servicing to staff/community, instilling an environment of cultural knowledge, competency, and proactive social change, and acting as a member of the crisis intervention team.
  
- May 2011-August 2011  
**Teaching Assistant, Master of Education Program**, Faculty of Education, University of Victoria  
 Responsibilities included teaching Master level students in Philosophy of Education; initiating dialogue on philosophical issues including ontology and epistemology as related to educational study and the practical aspects of school-based experiences.
  
- September 2010-June 2011  
**Teaching Assistant – Bachelor of Education Program**, Faculty of Education, University of Victoria  
 Responsibilities included teaching Bachelor of Education courses in diversity and human rights, leading class discussion on inclusivity and achievement, marking and grading papers for practicum experience and placement.

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- September 2009 – present **Yoga Instructor**, Cape Breton, NS.  
Coxheath Hills Wilderness Trail Association September 2019 -present, Frank Rudderham YMCA September 2009-August 2016, Green Lotus Yoga and Wellness January 2014-December 2014, Platinum Fitness, January 2014-August 2016  
Facilitate yoga instruction including pranayama, asana, and meditation for all age groups and abilities. Offer private and group practice in the study of active attention, awareness, and mindfulness.
- September 2009-June 2010  
**Guidance Counsellor**, Holy Angels High School, Sydney, NS  
Responsibilities as noted above
- September 2008 – June 2009  
**Guidance Counsellor**, Sydney Academy, Sydney, NS  
Responsibilities as noted above
- September 2005 – August 2016  
**500 hour Practicum in Counselling Supervisor**, Acadia University and Cape Breton Victoria Regional School Board/Cape Breton Victoria Regional Centre for Education.  
Assisting students with their 500 hour counselling practicum including assessing their knowledge of the core concepts and competencies, understanding counselling as a profession, ethical and legal issues in counselling, as well as supporting their understanding of the counselling and consultation process.
- September 2005- June 2008  
**Guidance Counsellor**, Breton Education Centre, New Waterford, NS  
Responsibilities as noted above
- September 2002 – June 2005  
**Learning Center Teacher**, Morrison Junior High School, Glace Bay, NS  
Responsibilities included but were not limited to developing curriculum and programming for students with developmental and cognitive delay, evaluating programming, transition planning, developing and using appropriate informal assessment tools, interpreting and reporting formal assessment results, developing comprehensive IPPs, using adaptive and assistive technology, developing and using alternative communication systems, and promoting inclusion through instructional and behavioral programs that meet students' needs and assist them in achieving success

- February 2002 – June 2002  
**Teacher**, Riverview High School, Coxheath, NS  
 Courses delivered: Economics 11 Global History 12 Sociology 12
- April 2001 – October 2001  
**Guidance Counsellor**, St. Mary's High School and John XXIII School, Calgary, AB  
 Responsibilities as noted above
- September 2000 – February 2001  
**Guidance Counsellor**, Malcolm Munroe Junior High School/ Southside Learning Center/ East Bay Elementary, Sydney, NS  
 Responsibilities as noted above
- September 1999 – April 2000  
**Teaching Assistant Bachelor of Education Program**, Acadia University, Wolfville, NS  
 Responsibilities included marking undergraduate papers, preparing class activities and lessons, and offering assistance to undergraduate students
- September 1995 – June 1998, **Teacher**, Various Schools, Cape Breton Victoria Regional School Board, NS  
 Courses delivered: Economics 11, 12 Mi'kmaq Language and Studies 10, 11 and 12 English 10, 11, and 12 Global Geography 12, Learning Strategies 10, 11 and 12 Sociology 12, History 11, Global History 12

### III. Publications and Research Initiatives

Robinson, B., Sheppard, B., Kyte, D., Herd, A., and Rudinski, L.(2021 - ongoing). The Reflective Workbook for Clinical supervisors. Canadian Counselling and Psychotherapy Association.

Kyte, D., Graham-Migel, J., and Harkins, M.J. (2020). How can school counsellors collaborate with classroom teachers to support a trauma-informed lens in practice? InterUniversity Research Network.

Kyte, D. and Regional Centre for Education staff. (2017- ongoing). Comprehensive School Counselling Program and Practices. Nova Scotia Department of Education and Early Childhood Development. Province of NS.

- Kyte, D. and Regional Centre for Education staff. (2017- 2019). Culturally Responsive Mental Health Program for School Practitioners. Nova Scotia Department of Education and Early Childhood Development. Province of NS.
- Kyte, D. (2018). How do educators find sustainable self (well-being) in professional practice? Cape Breton, NS.
- Kyte, D. and Department of Education staff. (2017-2019). Student Record Policy. Nova Scotia Department of Education and Early Childhood Development. Province of NS.
- Marshall, J. and Kyte, D. (2018 - 2019). Mi'kmaq Health and Well-being Research for Youth. Mi'kmaw Kina'matnewey, Membertou, Cape Breton, NS.
- Kyte, D. (2017). Toward a Sustainable Sense of Self in Teaching and Teacher Education: Sustainable Happiness and Well-being Through Mindfulness. *McGill Journal of Education/Revue de Sciences de l'éducation de McGill. McGill Journal of Education Special Issue. What is Learning in a Professional Teacher Education Program?* Fall 2016.
- Kyte, D. (2016). Transforming teacher education through embodied self-knowing. What is learning in a (Teacher Education) professional program. University of Victoria/McGill SSHRC Connections Grant Workshop. UVic, May 6-8, 2016. (Grant amount \$25 000 shared by all participants)
- Walsh, A., O'Brien, C., Theriault, E. MacIntyre, P. & Kyte, D. (2016). Cape Breton University Internal Research Grant. A High School intervention to promote healthy lifestyle practices among university students. (Grant amount \$7836)
- Kyte, D. (2015). Collaborative capacity and knowledge building in education: Encouraging communication and understanding in contrived relationships: A study with high school counsellors, students, parents and the university community. Cape Breton University research initiative supported through the Office of the Vice President and Student Recruitment.
- Kyte, D. (2010). Yoga for health and wellness. *Aviso –The Magazine for Nova Scotia's Teaching Profession*. Winter/Spring 2010, 6-9.  
<http://nstu.ca/images/Aviso/avisowinterspring2010web.pdf>
- Kyte, D. (2010). Cape Breton Victoria Regional School Board response to 'Reality check: A review of key program areas in the BLAC report for their effectiveness in enhancing the educational opportunities and achievement of African Nova Scotian learners': Expanding from equity supports to leadership and results. Halifax: Nova Scotia Department of Education. [https://acs.ednet.ns.ca/sites/default/files/Reality\\_Check\\_Response.pdf](https://acs.ednet.ns.ca/sites/default/files/Reality_Check_Response.pdf)

Campbell, S., Cousins, C., Crawford, L., Douie, B., Kyte, D., Lucas, M., MacIvor, G., & MacNamara, M. (2005-2011). Race relations, cross-cultural understanding, and human rights policy. Cape Breton Victoria Regional School Board.

#### **IV. Professional Presentations, Invited Talks, and Knowledge Exchange**

Kyte, D. and Nova Scotia School Counsellors Association. (2023, October). Bridging the Gaps. Halifax, NS. October 27.

Kyte, D. and DEECD Leads. (2023, October). Comprehensive School Counselling Research and Development. Halifax, NS. October 6.

Kyte, D. and Canadian Counselling and Psychotherapy (2023, September). Circle of Practice in Supervision: Supervising Practicum Students and Ethical Issues to Consider. Virtual. National. September 15.

Kyte, D. and DEECD Leads. (2023, June). Comprehensive School Counselling Research and Development. Halifax, NS. June 16.

Kyte, D. and Canadian Counselling and Psychotherapy (2023, June). Circle of Practice in Supervision. Identity and Self-Expression. Virtual. National. June 16.

Kyte, D. and Mani, M. (2023, March). Circle of Practice in Supervision Lead. Canadian Counselling and Psychotherapy Association. Actionalization of Multicultural Awareness and Diversity Training for Helping Professionals. Virtual. National. March 24.

Kyte, D. and Canadian Counselling and Psychotherapy (2023, January). Circle of Practice in Supervision with Lambers Fisher; Diversity Made Simple. Virtual. National. January 13.

Kyte, D. and Nova Scotia School Counsellors Association. (2022, October). Filling the Counsellor's Toolbox: Counselling Strategies for Monday. October 28.

Kyte, D. (2022, April). Yoga for Sustainable Well-Being; A New Pedagogy in Practice. Cape Breton Victoria Regional Centre for Education. North Sydney, NS. April 22.

Kyte, D. and Canadian Counselling and Psychotherapy Association. (2022, April). Circle of Practice – Counselling Supervision. Virtual. April 22.

Kyte, D. and Canadian Counselling and Psychotherapy Association. (2022, February). Circle of Practice – Play Therapy. Virtual. February 25.

Kyte, D. and DEECD Leads. (2021, November). Comprehensive School Counselling Focus Group. Virtual. November 30.

Kyte, D. and Canadian Counselling and Psychotherapy Association. (2021, December). Circle of Practice – Play Therapy. Virtual. December 10.

Kyte, D. and Nova Scotia School Counsellors Association. (2021, October). Helping Hearts and Growing Minds. October 22.

Kyte, D. and CLARI – Change Lab Action Research Initiative with Wales Audit. (2021, October). Good Practice Exchange Wales Audit. Sustainable Housing, the Living Wage, and Poverty. A transatlantic coffee conversation between Nova Scotia and Wales. Virtual. October 15.

Kyte, D. and CLARI – Change Lab Action Research Initiative with Wales Audit. (2021, January). Good Practice Exchange Wales Audit. Consider Conservation. Global Insights. Strategies. Connection. When you can't trust information... You turn to relationships A transatlantic coffee conversation between Nova Scotia and Wales. Virtual. January 7.

Kyte, D. (2021, Jan). Yoga for Sustainable Well-Being; A New Pedagogy in Practice. Cape Breton Victoria Regional Centre for Education. North Sydney, NS. January 6 and 8.

Kyte, D. (2021, Jan). Teaching with a Trauma Informed Lens. Cape Breton Victoria Regional Centre for Education. North Sydney, NS. January 4.

Graham-Migel, J., Harkins, M.J, and Kyte, D. (2020, February). How can school counsellors collaborate with classroom teachers to support a trauma-informed lens in practice? Inter University Research Network Educational Research. February 27.

Kyte, D. (2020, Jan). Provincial Program Planning Review Committee – Trauma Informed Practice for the Program Planning Process. Department of Education and Early Childhood Development. Halifax, NS, Jan. 20 and 21.

Kyte, D. and Giffen., C. (2020, Jan). Provincial Program Planning Review Committee – Embedding the Principles of Restorative Approaches in the process/guidelines for the Student and Teacher Support Teams. Department of Education and Early Childhood Development. Halifax, NS, Jan. 20 and 21.

Kyte, D. and Regional Centre Staff. (2019, Dec). Comprehensive School Counselling Planning and Practices, Department of Education and Early Childhood Development. Halifax, NS, Dec. 5 and 6.

Kyte, D. (2018, May). The Professional School Counsellor: Educating for the Future. Plenary Session. Atlantic Association of Registrars and Admissions Officers – Interchange Conference. Cape Breton University, Sydney, NS, May 24.

Kyte, D. (2018, May). School Counselling in Complex School Communities. Nova Scotia Education Leadership Consortium. Strait Regional Centre for Education, Monastery, NS, May 22.

Kyte, D. (2018, March). School Counselling and Mental Health: High School Populations. Chignecto Central Regional Centre for Education, Debert, NS, March 21.

Kyte, D. (2018, March). Case Counselling Notes, Privacy and Confidentiality in the Elementary Setting. Chignecto Central Regional Centre for Education, Debert, NS, March 5.

Kyte, D. (2018, January). Culturally Responsive Mental Health: Debriefing Culturally Responsive Pedagogy and Examining our Role as Mental Health Practitioners. Nova Scotia Department of Education and Early Childhood Development, Halifax, NS, January 22.

Kyte, D. (2017, December). Record Keeping and Ethics in School Counselling. Conseil Scolaire Acadien Provincial, Dartmouth, NS, December 17.

Kyte, D. (2017, November). Student and School Community Mental Health and Wellbeing. Cape Breton Victoria Regional School Board, North Sydney, NS, November 23.

Kyte, D. (2017, November). Managing Complexities in School Counselling. Tri-County Regional School Board, Yarmouth, NS, November 10.

Kyte, D. (2017, November). New School Counsellors - Mentorship. Halifax Regional School Board, Dartmouth, NS, November 8 and 9.

Kyte, D. (2017, October). Sustaining Your Personal and Professional Self, Balancing Care for Others and Preventing Burnout. Nova Scotia School Counsellors' Association Annual Conference, Citadel High School, Halifax, NS, October 27.

Kyte, D. (2017, October). Supporting School Communities: The School Counsellors' Role. Annapolis Valley Regional School Board, Berwick, NS, October 4.



Kyte, D. Transforming teacher education through embodied self-knowing. What is learning in a (Teacher Education) professional program. University of Victoria/McGill SSHRC Connections Grant Workshop. UVic, May 6-8, 2016. Research supported by the Social Sciences and Humanities Research Council of Canada

Kyte, D., Harwood, G., and Pierrynowski, R. (2015, June). Building Collaborative Capacity in University Settings. Cape Breton University – CBU Welcomes the World – A Community Innovation and Social Enterprise Conference. Sydney, NS.

Kyte, D. (2013, June). Cultural Proficiency, Critical Thinking, Reflective Practice, and Personal Transformation for School Communities. Cape Breton Victoria Regional School Board, Sydney, Nova Scotia, Canada.

Kyte, D. (2010, June). Live More, Love More, Give More. Survivor Address – Relay for Life. Sydney, Nova Scotia, Canada.

Kyte, D., MacNamara, M., Bursey, M., Douie, B., Merlin, J., MacIvor, G., Cousins, C., a Muller, R. (2010, May). Challenge Day Workshop - Sexual Assault, Homophobia, Racism, and Bullying and Cyber Bullying. Cape Breton Victoria Regional School Board, Sydney, Nova Scotia, Canada.

Kyte, D. (2010, April). Yoga for Stress Management, Health, and Wellness. Nova Scotia Education Leadership Consortium – Spring 2010 Conference “It’s Complicated,” Sydney, Nova Scotia, Canada. April 29, 2010.

Kyte, D. (2010, February). Reporting on Reality Check: A Review of key program areas in the BLAC Report for their effectiveness in enhancing the educational opportunities and achievement of African Nova Scotia Learners, Cape Breton Victoria Regional School Board.

Kyte, D. (2010, January – April). Organized and hosted Challenge Day Workshops for high school students in the Cape Breton Victoria Regional School Board. Themes and workshops included sexual assault, homophobia, racism, and bullying and cyber bullying. Cape Breton Victoria Regional School Board. Winter 2010.

Kyte, D. (2009, November). Coping with Cancer - Yoga and Breath Seminar for Palliative Care Patients and Their Families. Ways to Wellness - Cape Breton Regional Hospital’s Palliative Care Unit Conference, Sydney, Nova Scotia, Canada.

Kyte, D. (2009, October). Yoga and Relaxation. Nova Scotia School Counsellors’ Association Annual Conference, Halifax, Nova Scotia, Canada.

Kyte, D. (2009, February). Yoga and Meditation. Cape Breton Victoria Regional School Board Winter Professional Development Series, Sydney, Nova Scotia, Canada.

Kyte, D., MacNamara, M., Bursey, M., Douie, B. Merlin, J., MacIvor, G., Cousins, C., and Muller, R. (2009, February). Race Relations, Cross Cultural Understanding, and Human Rights Policy Annual Strategic Plan. Cape Breton Victoria Regional School Board, Sydney, Nova Scotia.

Kyte, D. (2009, January- April). Organized and presented yoga and meditation seminars for the Cape Breton Victoria Regional School Board's physical education teachers and healthy living teachers. Cape Breton Regional Municipality, Winter 2009.

Kyte, D. (2007-2009). Presented full day workshops to school board administrators and Race Relations School Liaisons on the Race Relations Lead Team's Annual Strategic Plan. Cape Breton Victoria Regional School Board. Winter 2007, Winter 2008, Winter 2009.

Kyte, D. (2007, February). Understanding the Individual Program Planning Process." Cape Breton Victoria Regional School Board, Sydney, Nova Scotia, Canada.

#### **V. Areas of Research Development**

School community health and well-being  
 Sustainable well-being for school community  
 Culturally responsive mental health and well-being  
 School Counselling Programs and Practice  
 Counselling Supervision  
 2SLGBTQI+ and diversity, equity and inclusion  
 Trauma Informed Practice

**VI. Graduate Courses Taught**

Cape Breton University, EDUC 6115, Research Methods in Education, Master of Education, Sustainability, Creativity and Innovation (Winter 2024)

Cape Breton University, EDUC 5115, Research Methods in Education, Diploma in Educational Technology (Winter 2024)

University of Lethbridge, EDUC 5850, Supervision in Counselling, with Blythe Sheppard. MEd Counselling Psychology (Fall 2023)

Cape Breton University, EDUC 5115, Research Methods in Education, Diploma in Educational Technology (Spring 2023)

Cape Breton University, EDUC 5115, Research Methods in Education, Diploma in Educational Technology (Winter 2023)

Cape Breton University, EDUC 5115, Research Methods in Education, Diploma in Educational Technology (Spring 2022)

Cape Breton University, EDUC 5115, Research Methods in Education, Diploma in Educational Technology (Winter 2022)

Cape Breton University, EDUC 5991: Counselling Practicum 1 (Winter 2022)

Cape Breton University, EDUC 5991: Counselling Practicum 1 (Fall 2021)

Acadia University, EDUC 50F3: Pre-Practicum in Counselling (Intersession 2021)

Cape Breton University, EDUC 5115, Research Methods in Education, Diploma in Educational Technology (Winter 2021)

Cape Breton University, EDUC 6115, Research Methods in Education, MEd Sustainability, Creativity and Innovation (Winter 2021)

Cape Breton University, EDUC 5991: Counselling Practicum 1 (Fall 2020)

Acadia University, EDUC 5553: Topic in Counselling - Culturally Responsive Mental Health (Intersession 2020)

Acadia University, EDUC50C3, School Counselling Programs (Intersession 2020)

Acadia University, EDUC 5066, Seminar and Practicum in Counselling - Independent Study and Supervision (Winter 2020)

Cape Breton University, EDUC 5115, Research Methods in Education, Diploma in Educational Technology (Winter 2020)

Cape Breton University, EDUC 6115, Research Methods in Education, MEd Sustainability, Creativity and Innovation (Winter 2020)

Acadia University, EDUC 5066, Seminar and Practicum in Counselling (Fall 2019)

Cape Breton University, EDUC 5991: Counselling Practicum 1 (Fall 2019)

Acadia University, EDUC 5153: Race, Trauma and Mental Health - Independent Study (Spring 2019)

Acadia University, EDUC 5153: Examining Masculinities - Independent Study (Spring 2019)

Acadia University, EDUC 50F3: Counselling Pre-Practicum (Spring 2019)

Acadia University, EDUC 5066: Seminar and Practicum in Counselling (Winter 2019)

Cape Breton University, EDUC 5115, Research Methods in Education, Diploma in Educational Technology (Winter 2019)

Cape Breton University EDUC 6115: Research Methods in Education MEd Sustainability, Creativity and Innovation (Winter 2019)

Acadia University EDUC 5066: Seminar and Practicum in Counselling (Fall 2018)

Cape Breton University EDUC 5991: Counselling Practicum 1 (Fall 2018) Diploma in Counselling

Acadia University EDUC 50E3: Counseling Across the Lifespan (Spring 2018 MEd Counselling full time cohort)

Acadia University EDUC 5233: Counselling Families (Spring 2018 MEd Counselling Africentric Cohort)

Acadia University EDUC 50E3: Counselling Across the Lifespan (Winter 2018  
MEd Counselling Africentric Cohort)

Cape Breton University EDUC 5115: Research Methods in Education, Diploma in  
Educational Technology (Winter 2018)

Cape Breton University EDUC 6115: Research Methods in Education, MEd  
Sustainability, Creativity and Innovation (Winter 2018)

Cape Breton University EDUC 5991: Counselling Practicum 1 (Fall 2018)

Cape Breton University EDUC 5115: Research Methods in Education, Diploma in  
Educational Technology (Winter 2017)

Cape Breton University EDUC 6115: Research Methods in Education, MEd  
Sustainability, Creativity and Innovation (Winter 2017)

Cape Breton University EDUC 5991: Counselling Practicum 1 (Fall 2016)

Acadia University EDUC 5633: Curriculum Foundations (Spring 2015 MEd  
Curriculum Studies)

## **VII. MEd Students Supervised for EDUC 5066 Seminar and Practicum in Counselling**

EDUC 5066 Y1 Fall 2018	8 students
EDUC 5066 X2 Winter 2019	10 students
EDUC 5066 T1 Fall 2019	7 students
EDUC 5066 T0 Winter 2020	1 student

## **VIII. PhD / MEd Committee Work /Supervision**

Laura Leslie – Inter-university Doctoral Candidate, with Chris Gilham, PhD,  
Associate Professor, St. Francis Xavier University and Krista Ritchie, PhD, Assistant  
Professor, Mount St. Vincent University (January 2022)

Tiffany Kenny – MEd Counselling student, with Gregg MacKinnon, PhD,  
Professor, Acadia University and Birdie Bezanson, PhD, Assistant  
Professor, University of Calgary (July 2023)

**IX. Service**

- Acadia University Supervision for theses/dissertations 2018 - 2023
- Acadia University Advisory Council – Member 2016 - 2020
- Achievement Gap Initiative, Education and Early Childhood Development EECD – Member 2016-2018
- African Nova Scotians in Health Working Group – Member 2016-2018
- Comprehensive School Counselling Program Analysis and Rewrite Team – EECD 2019 - present
- Comprehensive School Counselling Program Analysis and Rewrite Team – EECD Lead 2016-2018
- Culturally Responsive Mental Health – EECD Lead 2016-2018
- Culturally Responsive Mental Health Working Group - Member 2018- 200
- Digital NS (Virtual Nova Scotia Works) Working Group – Labour and Advanced Education – Member 2017-2017
- Free to Be Families Facilitator, Whitney Pier Middle School, CBVRCE, 2019 - 2020
- HEADstrong Facilitator – Whitney Pier Middle School, CBVRCE, 2019 - present
- IWK Sun Life Financial Chair in Adolescent Mental Health Advisory Group – Member 2016-2018
- Know Before You Go Online Mental Health Resource - EECD Co-Lead 2016-2018
- myBlueprint Support Team – EECD Co-Lead 2016 - 2018
- MyTranscripts – EECD Lead 2016-2018
- Nova Scotia Career Development Association Working Group (NSCDA) – Member 2016-2018
- Nova Scotia Career Education Framework Working Group – Member 2016- 2018
- Nova Scotia School Counsellor's Association – Director 2016 - present
- Take Our Kids to Work Provincial Planning Lead Team – Co- Lead 2016- 2018
- TIENET Provincial Team Lead – Co-Lead – EECD 2016 - 2018
- Transition Task Force Common Workplace – Career Decision Making and Labour Market Needs Common Group – EECD 2016 - 2017

# Dennis N. York

133 Crewson Court, Rockwood Ont. CANADA N0B 2K0 • +1 647 285 3320 • dennisnyork@gmail.com

## QUALIFICATIONS & SKILLS

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- Seasoned Educational Technology Professional with over 16 years of experience in designing innovative learning experiences across diverse academic disciplines and curricula.
- Dynamic leader skilled in forming and steering cross-functional teams and fostering collaborative work environments.
- Expert in researching and evaluating educational technologies, learning environments, and training programs to enhance instructional delivery.
- Accomplished project manager recognized for efficient management of projects from conception through to completion, maintaining adherence to deadlines and fostering strong stakeholder relationships.
- Strong analytical and conceptual thinker with excellent communication skills, adept at translating instructional needs into effective learning solutions.
- Demonstrated expertise in utilizing learning experience platforms to develop engaging learning environments that improve student retention and satisfaction, and increase teaching efficiency.

## EDUCATION

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### **Doctor of Philosophy, Education**

York University, Toronto, Canada, October 2013

### **Master of Science, Continuing Education**

University of West Alabama, Livingston, AL United States, May 2007

## PROFESSIONAL EXPERIENCE

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### **Associate Director, Digital & Experiential Education**

School of Continuing Studies, York University, 05/2021-Present

- Established and expanded the Digital & Experiential Education Unit, growing the team to 14 members and enhancing cross-functional instructional support.
- Developed and implemented comprehensive digital learning strategies, significantly enhancing instructor satisfaction and student success.
- Secured \$68,000 grant for developing adaptive learning technologies, establishing new standards in personalized educational practices.

### **Adjunct Instructor, Educational Technology**

School of Education & Health, Cape Breton University, 07/2018-Present

- Revamped an online course, enhancing student competencies in eLearning design evaluation, with 85% achieving high performance levels.
- Maintained high student satisfaction and engagement with course evaluation response rates of 91% and 72%.
- Consistently received high student ratings for course organization and effective learning experience creation, averaging between 4.4 and 4.6 out of 5.

### **Acting Manager, Distance Education**

Open Learning & Educational Support, University of Guelph, Canada, 09/2017-08/2018

- Led a team of 10 in managing over 200 courses, while steering the launch of two fully online programs, significantly expanding the university's online learning offerings.
- Streamlined course development processes, enhancing overall course quality and accessibility.
- Formulated and executed strategic initiatives, improving digital learning delivery and operational efficiency.

### **Distance Learning Program Development Specialist**

Open Learning & Educational Support, University of Guelph, 12/2013-05/2021

- Redesigned over 100 online courses, significantly improving accessibility and interdisciplinary learning for adult learners.
- Achieved Quality Matters Certification for two online courses, marking a first for Canadian courses in North America, enhancing the university's reputation for online education excellence.
- Secured \$210,000 in funding from Ontario's Ministry of Training Colleges and Universities for high-enrollment course development, demonstrating strong proposal and project management capabilities.

### **Postdoctoral Research Associate**

Faculty of Education, York University, Canada, 2013-2014

- Formulated actionable recommendations for improving learning experiences in 2 online and 38 blended courses across three university faculties.
- Mentored a graduate student in research activities, ensuring efficient data collection and analysis workflows.

### **Research Assistant**

Institute for Research on Learning Technologies, York University, Canada, 2007-2013

- Developed an analytical framework to evaluate course website design and delivery, pinpointing challenges in online and blended learning experiences and offering design and delivery enhancement recommendations.
- Conducted usability studies in the Open Virtual Usability Lab, refining UI design through remote testing and analysis of user interactions with specific websites.

### **Teaching Assistant, Teacher Education**

Faculty of Education, York University, Canada, 2010-2012

- Designed and maintained digital learning experiences within Moodle, receiving consistently positive feedback in student evaluations.

### **Graduate Assistant**



Dean's Office, College of Education, University of West Alabama, United States, 2006-2007

- Assisted in administrative and research tasks, enhancing faculty capabilities in utilizing digital resources and Blackboard LMS tools.

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## ACHIEVEMENTS

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### Innovation & Leadership in Digital Learning

- **2023:** Awarded the *We Rise Together Award in Innovation* by Duolingo, Pittsburgh, PA, for transformative contributions to higher education with a focus on Innovation in Educational Technology. Emerged as one of the top 5 finalists from over 1,000 global nominations.
- **2016:** Named the *Top Canadian Researcher in Online, Distance, and Blended Learning* by Contact North, being acknowledged for outstanding achievements and innovations in the field.

### Learning Experience Excellence

- **2023-24:** Secured *Training Equipment & Renewal Fund* (\$68,000) for building adaptive learning technology architecture at the School of Continuing Studies.
- **2019 & 2017:** Earned the *QualityMatters Certification Mark* from QualityMatters for two distinct online courses: HIST\*2120: Animals & Society and EDRD\*4010 Tourism Planning in the Less Developed World. Notably, EDRD\*4010 was the first in Canada to gain this accolade.
- **2014-15:** Secured *Shared Online Course Fund* (\$280,000) from Ontario's Ministry of Training Colleges and Universities for the development of online courses.

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## ACADEMIC PUBLICATIONS & PRESENTATIONS

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- Researcher ID: Citations 645
- Google Scholar: Citations 1048, h-index 7

### Book Chapters (Selected)

Owston, R., Malhorta, T., **York, D.**, & Sitthiworachart, J. (2021). Ch. 18: Evidence-based blended learning design: A synthesis of findings from four studies. In A. G. Picciano, Dziuban, C. D., Graham, C. R., and Moskal, P. D., *Blended Learning Research Perspectives, Volume 3* (pp. 300-312). New York: Routledge. DOI: 10.4324/9781003037736-24

**York, D.**, & Owston, R. (2014). Redefining students' reflections: Opportunities and challenges of video-enhanced blogging. In M. Stocchetti (Ed.), *Media and education in the digital age: Concepts, assessments, subversions* (pp. 327-340). Frankfurt am Main: Peter Lang. DOI: 10.3726/978-3-653-04437-9

**York, D.**, Hocutt, M. M., & Owston, R. (2011). Web video project as an instructional strategy in teacher education. In C. Maddux, D. Gibson, B. Dodge, M. Koehler, P. Mishra, & C. Owens (Eds.), *Research highlights in technology and teacher education 2011* (pp. 73-80). Chesapeake, VA: Society for Information Technology & Teacher Education (ISBN 978-1-8800-9488-4). Retrieved from <https://www.learntechlib.org/primary/p/38606/>

### Refereed Journals (Selected)

- Owston, R., **York, D.**, Malhotra, T., & Sitthiworachart, J. (2020). Blended learning in STEM and non-STEM courses: How do student performance and perceptions compare? *Online Learning*, 24(3), 203-221. DOI:10.24059/olj.v24i3.2151
- Owston, R., **York, D.**, & Malhorta, T. (2019). Blended learning in large enrollment courses: Student perceptions across four different instructional models. *Australasian Journal of Educational Technology*, 35(5), 29-45. DOI:10.14742/ajet.4310
- Owston, R., & **York, D.** (2018). The nagging question when designing blended courses: Does the proportion of time devoted to online activities matter? *The Internet and Higher Education*, 36, 22-32. DOI:10.1016/j.iuheduc.2017.09.001
- Owston, R., **York, D.**, & Murtha, S. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *The Internet and Higher Education*, 18(1), 38-46. DOI:10.1016/j.iuheduc.2012.12.003
- Owston, R., **York, D.**, & Wideman, H. (2011). Lecture capture in large undergraduate classes: Student perceptions and academic performance. *The Internet and Higher Education*, 14(4), 262-268. DOI:10.1016/j.iuheduc.2011.05.006

### Refereed Presentations at Professional Conferences

- Brown, C., Long, C., & **York, D.** (2022). Bridges to the future: Converting existing continuing and professional education programs to CBE. Paper presented at the *CBExchange 2022 Annual Conference by C-BEN* in Amelia Island, FL.
- Papple, J. N., **York, D.**, & Hazell, D. (2022). Internationally educated students and higher education expectations. Paper presented at the *2022 Digital Pedagogy Institute Annual Conference*. Live Virtual Conference by the University of Waterloo, Canada.
- York, D.** (2018). Getting into blended learning mindset: An approach to engaging first-year students in a large-enrolment, introductory political science course. Paper presented at the *Online Learning 2018 Global Summit & EdTech Expo* in Toronto, Canada.
- Owston, R., & **York, D.** (2018). Blended learning in large enrollment courses: Student perceptions across four different instructional models. Paper presented at the *2018 Annual Meeting of the American Educational Research Association (AERA)* in New York, NY.
- York, D.** (2017). A step closer to accessible content: Best practices of using complex images in online learning. Paper presented at the *World Conference on Online Learning: Teaching in a Digital Age – Re-Thinking Teaching & Learning* in Toronto, Canada.
- York, D.**, Owston, R., Murtha, S., & Finkel, J. (2014). Investigating a blending of classroom instruction with an online learning environment in undergraduate education: Students' perspective. Paper presented at the *2014 Annual Meeting of the American Educational Research Association (AERA)* in Philadelphia, PA.
- Morbey, M. L., & **York, D.** (2014). Decolonizing architecture of participation for the Uganda National Museum: Web 2.0 expressions of heritage sites. Paper presented at the *2014 Annual Meeting of the American Educational Research Association (AERA)* in Philadelphia, PA.
- York, D.**, Owston, R., Murtha, S., & Finkel, J. (2013). Investigating a blending of classroom instruction with an online learning environment in undergraduate education: Opportunities and challenges inherent in students' attitudes and experiences. Paper presented at the *COHERE/CSSHE Blended Learning Conference* in Vancouver, BC.
- Owston, R., **York, D.**, & Murtha, S. (2013). The nagging question in designing blended learning courses: How much time should be devoted to online activities? Paper presented at the *2013 Annual Meeting of the American Educational Research Association (AERA)* in San Francisco, CA.

- Morbey, M. L., Senoga, M., **York, D.**, & O'Meara, M. P. (2013). Preserving Ugandan heritage through social media. Paper presented at the *Around the World Symposium on Technology and Culture*. Digital Humanities Live-Streamed Symposium through the University of Alberta.
- York, D.**, & Owston, R. (2013, May). Undergraduate students' perceptions in blended learning courses. Paper presented at the *Annual Teaching and Learning Conference*, York University, Toronto, Canada.
- Vickery, J., D'Souza, A., Hunsinger, J., & **York, D.** (2013). Enabling learning in the 21st-century college classroom: A structured conversation (panel). Paper presented at the *HASTAC Conference* in Toronto, ON.
- Murtha, S., Spraakman, G., Owston, R., & **York, D.** (2012). The development of a sustainable, quality e-learning program for the faculties of health and liberal arts and professional studies at York University. Paper presented at the *COHERE/CSSHE Blended Learning Conference* in Calgary, AB.
- York, D.**, & Owston, R. (2012). Enabling learning with user-generated web video in higher education. Paper presented at the *2012 Annual Meeting of the American Educational Research Association (AERA)* in Vancouver, BC.

### Invited Talks

- York, D. (2023, March). Sustainable design strategies for program development for continuing education. Invited talk given to *CAUCE Community of Practice*. Canadian Association for University Continuing Education.
- York, D. (2019, January). Showcasing blended course design. Invited panelist to *Lunch and Learn: Innovating Course Delivery* at the Hub for Teaching and Learning Excellence at the University of Guelph, Ont. Canada.
- York, D. (2018, October). Getting into the blended learning mindset. Invited talk given to the *Council of Associate Deans Academic* at the University of Guelph, Ont. Canada.
- York, D. (2018, June). Learning design considerations for effective online learning. Invited talk given to the *College of Arts Faculty Meeting* at the University of Guelph, Ont. Canada.

### Non-Refereed Research Technical Reports

- York, D.** (2024). *Optimizing classroom layout for active learning at SCS: An evaluation report*. (Technical Report No. 2024-03). Toronto, ON: York University.
- York, D.**, Owston, R., & Finkel, J. (2014). *Evaluation of blended learning courses in the Faculty of Fine Arts: Three years report 2011-2014*. (Technical Report). Toronto, ON: York University.
- Owston, R., **York, D.**, & Finkel, J. (2013). *Evaluation of blended and online learning courses in the faculty of liberal arts and professional studies and the faculty of health: Second evaluation annual report 2012-2013*. (Institute for Research on Learning Technologies Technical Report No. 2013-2). Toronto, ON: York University.
- Owston, R., **York, D.**, & Finkel, J. (2013). *Evaluation of blended learning courses in the faculty of fine arts: Second evaluation annual report 2012-2013*. (Institute for Research on Learning Technologies Technical Report No. 2013-1). Toronto ON: York University.
- Owston, R., & **York, D.** (2012). *Evaluation of blended learning courses in the faculty of liberal arts and professional studies and the faculty of health – Winter session 2012* (Institute for Research on Learning Technologies Technical Report No. 2012-3). Toronto, ON: York University.
- Owston, R., & **York, D.** (2012). *Evaluation of blended learning courses in the faculty of fine arts – Fall/Winter session 2011-2012* (Institute for Research on Learning Technologies Technical Report No. 2012-4). Toronto ON: York University.

### Workshops for Faculty and Teaching Staff

- York, D. (2019, January). Showcasing blended course design. Invited panellist to *Lunch and Learn: Innovating Course Delivery* at the Hub for Teaching and Learning Excellence at the University of Guelph, Ont. Canada.
- York, D. (2018, May). Innovating with quality: Rethinking design in executive programs. Invited talk given to the *MBA Program Faculty Retreat* at the University of Guelph, Ont. Canada.
- York, D. (2018, May). Designing significant learning experiences for diverse students. Invited talk given at *31st Annual Teaching and Learning Innovations Conference* at the University of Guelph, Ont. Canada.
- York, D. (2014-2018, May). *Facilitating your online course effectively*. A regular workshop for online course instructors at the University of Guelph, Ont. Canada.
- York, D. (2012, September & October). *Using web 2.0 technologies effectively for learning*. A hands-on training session for teachers and teaching assistants at York University, Toronto, Canada.

## Service

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### Service to York University

- Chair, Hiring Committee, Digital & Experiential Education (2021-Present)
- Member, Strategic Operational Planning Committee, School of Continuing Studies (2022-23)
- Member, Cohesive Competencies Working Group, York University (2021-23)
- Member, Assessment Evolution Working Group, AVP Teaching & Learning (2021-2022)
- Member, Future of Learning Executive Committee, AVP Teaching & Learning (2022)

### Service to University of Guelph

- Member, Selection & Recruitment Committee, Distance Education (2015-2021)
- Member, Distance Education Development Fund Committee (2018)
- Online learning advisor, Executive Programs Sub-Committee, College of Business & Economics (2014-2018)
- Chair, Selection & Recruitment Committee, Distance Education (2017-2018)
- Member, Accessible Content & Open Educational Resources Task Force, University Library (2017-2018)
- Member, Accessibility Conference Planning Committee (2017-2018)

### Service to York University (as a doctoral student)

- Graduate student representative, Advisory Board, Institute for Research on Learning Technologies (2008-2013)
- Graduate student representative, Executive Committee, Institute for Research on Learning Technologies (2008-2013)
- Graduate student representative, Academic Innovation (eLearning) Fund Steering Committee (2011-2012)
- Graduate student representative, eLearning Business Case Working Group (2011)

### Service to University of West Alabama (as a graduate student)

- Graduate student representative, International Programs Committee (2006-2007)
- President, University Chapter of The International Honour Society of Kappa Delta Pi (2006-2007)
- Vice President, International Students' Association (2006-2007)

- Member, University Chapter of The Honour Society of Phi Kappa Phi (2006-2007)

### **Service to Profession**

- Reviewer, *Computers & Education* (2017- 2021)
- Proposal reviewer, Division of Distance Learning, Association of Educational Communication & Technology (2017-2019)
- Program proposal reviewer, eCampus Ontario (2016-2017)
- Reviewer, *The Internet and Higher Education* (2012-2019)
- Proposal reviewer, Annual Meeting of American Educational Research Association (2012-2018)

### **Professional Affiliations**

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- Association for Professional, Continuing, and Online Education (UPCEA)
- Canadian Association for University Continuing Education (CAUCE)
- QualityMatters (QM)
- Educause
- eCampus Ontario



# CURRICULUM VITAE

DR. DIANE P. JANES, M.ED., MBA (CED)

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## Diane P. Janes, *M.Ed., PhD, MBA (CED)*

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### Executive Summary

#### *Areas of Expertise*

Leadership in the areas of distance education, instructional design, teaching (f2f and online); interpersonal relationship building; e-research and e-policy; scholarship of teaching and learning (SoTL); project management; eLearning and blended learning; educational administration; faculty development; international engagement; student supervision; learning theory and new media expertise; change management; program evaluation; curriculum development and redesign; workshop design and delivery (face-to-face, online and in blended environments).

#### *Skills Overview*

- Extensive project management, curriculum development, teaching, coaching, educational technology consultation, budget management, relationship management, marketing, community and stakeholder consultation, committee involvement, administration and detailed reporting experience
- Adaptable leader and big picture thinker with a strong ability to identify and assess the impact of changing community trends and best practices in eLearning and educational technology
- Active coaching/mentor with respect to the professional development of direct reporting staff
- Demonstrated experience developing, delivering and evaluating online, face to face, and blended learning
- Diplomatic and effective communicator in English, highly skilled at facilitating information sharing in a variety of contexts
- Proficient in identifying gaps, clarifying needs and delivering solutions that ensure measurable increases in performance and productivity
- Proficient research and dissemination skills
- Able to identify root causes and provide resolutions on projects
- Excel at developing excellent collaborative and teambuilding relationships
- Exceptional verbal communication, listening and relationship building skills
- Proven ability to develop and lead teams and apply performance management and best practices
- Highly motivated and confident when faced with challenges
- Remain professional through critical incidents
- Resourceful problem solver capable of implementing solutions to complex problems
- Reliable, responsible, punctual, adaptable, self-directed, trustworthy and detail-oriented team player with a positive attitude and excellent work ethic
- Collaboration and team building across multiple disciplines and subject areas
- Strong leadership, interpersonal, organizational, multi-tasking, prioritizing, strategic planning, time management and budget alignment, critical decision-making, analytical troubleshooting and complex problem-solving skills
- Experience working with learning management systems and a working knowledge of tools within learning management systems, popular usage, and functionalities
- Knowledge about and experience in using educational technologies, in particular, video conferencing, authoring and multimedia tools and demonstrated experience developing instructional materials in various formats (written, video) in the context of professional development

## Diane P. Janes, *M.Ed., PhD, MBA (CED)*

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### Curriculum Vitae

#### Education

- MBA (Community Economic Development), Cape Breton University – awarded 2015
- PhD (Educational Studies), University of British Columbia – awarded 2005
- MEd (Educational Technology and Communications), Memorial University of Newfoundland – awarded 1993
- BA (Political Science/History – joint major), Memorial University of Newfoundland – awarded 1981

#### Employment (select)

- Faculty member and Educational Developer, Centre for Academic Development and Innovation (formerly the Centre for Learning and Teaching, Southern Alberta Institute of Technology - SAIT), 2019 – present
  - Major Responsibilities:
    - Coach, mentor and facilitate the commitment of SAIT faculty in the area of scholarly activity including disciplinary research, applied research and the scholarship of teaching and learning (SoTL)
    - Build strategic planning and operational design opportunities for the support and engagement within SAIT of a community of practice (CoP) to build capacity and shift culture with respect to faculty research initiatives
    - Support Faculty moving from F2F to online delivery (during/post Covid)
    - Partner with colleagues to design and deliver online training
    - Partner with Schools and departments within SAIT to move the research landscape
    - Maintain my own research agenda
- Instructional Designer, Learning Engagement Office, Faculty of Extension, University of Alberta, 2015 – 2019
  - Major Responsibilities: developing programs and courses for continuing and professional education (CPE) within the Faculty of Extension at the University of Alberta.
    - Learning design and delivery support and consultation throughout the instructional development process and course lifecycle for online, blended, and face-to-face courses.
    - Recommending and modelling evidence-based practice
    - Identifying professional development needs of faculty, instructors, and their communities of practice, and implementing appropriate strategies to support these needs
    - Providing pedagogical consultation for individual faculty members, instructors, and faculty- based project teams in the development of curriculum and courses for projects ranging from large-scale, faculty-wide initiatives to specific, targeted projects
    - Using instructional design methods for creating and aligning course and program-based learning objectives, learning activities, and assessments
    - Partnering with units within the Faculty to plan for course implementation or support, and recommending approaches for achieving long-term learning effectiveness (including new course development)
    - Coordinating required production on instructional design projects (e.g. e-Learning, editing, etc.) by working with internal Faculty resources or subcontracting with external units or vendors
    - Contributing to the field of instructional technology or instructional design
  - Committees: GPPRC member (starting September 2018 – Chair and representative on Dean's Advisory Committee); nominating committee
  - Projects: ergonomics, sculpture, design studio, construction estimating, ethics in OHS; OHS data and technology; planning law; change management; stakeholder relationships; supervisory development; risk management; visual arts, safety hazard recognition, evaluation and controls (SHREC); CACE (Certificate In Adult And Continuing Education – final course



instructor); as well as a team member into the research/design of materials for Bill 3 – Truth And Reconciliation Commission workshops; introduction to health and safety systems (IHSS); fundamentals of hygiene (FOH); overall coordination of the faculty of extension 2016 teaching symposium (October 15, 2016); LEO newsletters; LEO fall/winter kickoffs and monthly lunch workshops; curriculum mapping for the MACE/MACT graduate programs; coach and mentor to those new to their teaching assignments.

- Educational Developer, Centre for Teaching and Learning, University of Alberta, 2015
  - Major Responsibilities: Researching, designing and delivering professional development opportunities for teaching staff with the view of enhancing students' learning experiences
    - Consulting with instructors and teaching units on teaching and teaching with technology in courses and programs
    - Promoting effective teaching across campus related to teaching, learning and technology via an online, face to face and blended repertoire of educational multimedia materials
    - Evaluating and supporting needs for diverse levels of instructor development for face-to-face, online and blended teaching
    - Assessing impact which includes developing assessment and evaluation tools to support effective teaching
    - Gathering evidence of impact from individuals with teaching responsibilities and developing evaluation strategies to determine the effectiveness of programs delivered
- Associate Dean, Donald School of Business, 2013-2014
  - Major Responsibilities: academic leadership; teaching excellence; personnel management; research innovation and scholarly activity; internal and external liaison; financial management; technology management; facility management; marketing and communications; leadership of 25+ faculty and staff (fulltime and part-time) and supported over 600+ students
- Associate Professor (tenured), Education, Chair of the School of Professional Studies, Cape Breton University, 2011-2013
- Associate Professor (tenured), Chair of the Education Department, Cape Breton University, 2009- 2011
  - Major Responsibilities: Planning and developing educational programming; supervisor of the department faculty, staff and students; hiring of part time, sessional and full time faculty and staff; internal and external liaison; financial management; workload assignment; adherence to Union contracts; committee leadership; facilitated communication and engagement of key stakeholder groups; promoted educational technology best practices within the University on committees and provincial working groups; leadership of 15+ faculty and staff (fulltime and part-time) and over 75+ students
- Assistant Professor (2003-2006 tenure track; from 2007 Associate Professor, tenured) Instructional Design, University of Saskatchewan, 2003-2008
  - Unit was closed by the University in 2007 so worked from home for two years (with a UofS buyout) teaching online before moving to Cape Breton University in 2009.
- Visiting Associate Professor, University of British Columbia, University of Calgary, Royal Roads University, Athabasca University, Cape Breton University, 2002 – present
  - Major Responsibilities: teaching excellence; student assessment; eLearning, new media and current technology expertise; e-moderation; course administration; digital citizenship
- Instructional Designer/Project Manager, University of British Columbia, 1996-2003
  - Major Responsibilities: worked with SME to develop strategies and alternatives for educational technology approaches to traditional course delivery; promoted eLearning best practices within UBC on committees and provincial working groups; built partnerships and coalitions with internal and external stakeholders to lead change and achieve results; maintained the team's project plan and oversaw commitment targets and time-lines; managed and supported a team of graphic artists, web programmers and other contract employees

Details previous to 1996 are available upon request.

### *Instructional Design (select)*

**Major responsibilities:** The instructional designer/project manager provided leadership in the application of educational technology and research to the design and development of distance education and distributed learning courses and other educational materials for adult learners. I developed and managed distance education and distributed learning projects (eLearning, blended learning and technology enhanced classroom based learning) from proposal, through development to readiness for course delivery; and in some cases was the Instructor of record. Below is a selection of my work:

- Practical Applications in Teaching Online (PATO), micro-credential for SAIT faculty, Educational Developer and Instructor, Centre for Academic Development and Innovation (CADI), SAIT, 2020.
- Introduction to Scholarship of Teaching and Learning (SoTL). A faculty workshop (f2f, blended and wholly online) experience (with K. Tanner, and J. Leslie), Educational Developer, Centre for Learning and Teaching, SAIT, 2019
- COMM 505 and COMM 555 (MACT), Instructional Designer, Faculty of Extension, 2018
- Curriculum Mapping (MACE/MACT), Instructional Designer, Faculty of Extension, 2018
- CBU EDUC 5101 Assessment of Software & Information Technology Applications for Education (Course author for revisions and instructor), 2017
- Risk Management, Instructional Designer, Faculty of Extension, 2017
- Fundamentals of Hygiene (FOH), Instructional Designer, Faculty of Extension, 2017
- Curriculum Mapping, Visual Arts Program, Instructional Designer, Faculty of Extension, 2016-2017
- IHSS, Instructional Designer, Faculty of Extension, 2016-2017
- Curriculum Mapping, Supervisory Development Program, Faculty of Extension, 2016
- EXTxxx Stakeholder Relationships, Instructional Designer, Faculty of Extension, 2016
- SHREC, Instructional Designer, Faculty of Extension, 2016
- EDER 679.30 Instructional Design, Course Builder (updates), University of Calgary, Winter 2016
- EXTxxx Change Management - People, Instructional Designer, Faculty of Extension, 2015-2016
- EXT8217 Planning Law, Instructional Designer, Faculty of Extension, 2015
- EXTxxx Change Management - Leadership, Instructional Designer, Faculty of Extension, 2015
- CACE (Certificate in Adult and Continuing Education), Instructor of record for final assignments, Faculty of Extension, University of Alberta. 2015 – 2017
- Graduate Certificate in International Business, Team Lead, Red Deer College, 2013-2014.
- Digital Citizenship - Creating Social Justice through Social Media, CBU, Proposal
- CBU 5800 Research. Graduate Course redesign and Instructor, Cape Breton University
- EDER 603.21 L03 Research Methodology in Education, Course author and Instructor, University of Calgary
- EDER 679.20 L61 Blended Learning, Course author and Instructor, University of Calgary
- EDER 673 L01 Instructional Design, Course author and Instructor, University of Calgary

- EDUC 4039 Educational Technology 2. Course author and Instructor, Cape Breton University
- EDUC 4038 Educational Technology 1. Course author and Instructor, Cape Breton University
- CBU 5107 Knowledge Management. Graduate Course redesign and Instructor, Cape Breton University
- LRNT 506 Research Methods for Teaching and Learning, Course author for online distance delivery project, Royal Roads University
- CACE 36 Program Evaluation in Adult Education. Course author for online distance delivery project, University of Saskatchewan
- EDCNT 891.3: Trends and Issues in Continuing Education, co-author with Dr. D. Morrison, Master of Continuing Education (online), University of Saskatchewan
- Instructional Design Group, University of Saskatchewan projects: Certificate in Adult and Continuing Education (CACE) – multiple courses; Nursing (N426; N486; N476); Chemistry Virtual Labs; AgMED 800 (1 module on Water Quality); Physical Therapy; Political Science (1 course); Masters in International Trade (4 courses); Bachelor of Prairie Studies (act as ID consultant to multidisciplinary team).
  - UCCB EDUC 537: Designing Web-based Learning (graduate - currently teaches as CBU 5105)
  - UCCB EDUC 535: Applications of Learning Theory in Educational Multimedia Design (graduate - currently teaches as CBU 5104)
  - Master of Marine Studies Degree in Coastal Zone Management, Marine Institute, Memorial University of Newfoundland. Course author: Understanding and Managing Current Research Issues for Coastal Zone Managers
  - Distance Education and Technology, University of British Columbia: Managed and designed over 25+ projects in the areas of dentistry, nursing, law, plant sciences, education (details available upon request).

Details previous to 1996 are available upon request.

### *Teaching (select)*

- CBU EDUC 5800 Educational Research (6 credits; graduate; online; 1 section), 2019-2020; 2020-2021
- CBU EDUC 5131 Digital Citizenship (3 credits; graduate; online; one section), 2016-2020
- CBU EDUC 5101 Assessment of Software & Information Technology Applications for Education, (3 credits; graduate; online; one section), 2017-2019
- UBC MET 530 Constructivist Strategies for E-Learning (3 credits; graduate; online; multiple sections), 2010 – 2020
- UBC MET 510 Design of Technology Supported Learning Environments (3 credits; graduate; online; multiple sections), 2010-2020
- UofC EDER 679.30 Instructional Design (3 credits; graduate; online; one section), 2016
- CBU EDUC 5103 Instructional Design (3 credits; graduate; online; one section), 2016
- UofC EDER 679.32 Emerging Media (3 credits; graduate; online; one section), 2015
- CBU EDUC 5104 (formerly CBU 535) Applications of Learning Theory in Educational Multimedia Design (3 credits; graduate; online; multiple sections), 2009 – 2017
- CBU EDUC 5107 (formerly CBU 541) Knowledge Management and Performance Support in Education Environments (3 credits; graduate; online; multiple sections), 2009 – 2014
- CBU EDUC 5105 (formerly CBU 537) Designing Web-based Learning (3 credits; graduate; online; multiple sections), 2009 – 2017
- CBU EDUC 5800 Educational Research (6 credits; graduate; online; 2 sections), 2013 and

2014

- UofC EDER 603.21 Research Methodology in Education (3 credits; graduate; online; multiple sections), September - December, 2011
- CBU 4039 Educational Technology 2 (3 credits; undergraduate; blended; multiple sections), 2009 – 2011
- UofC EDER 679.20 Blended Learning (3 credits; graduate; online; multiple sections), 2011
- UofC EDER 673 Instructional Design (3 credits; graduate; online; multiple sections), 2010
- CBU 4038 Educational Technology 1 (3 credits; undergraduate; blended; multiple sections), 2009– 2011
- LRNT 506 Research Methods for Teaching and Learning (3 credits; graduate; online; co-taught), 2009

Details previous to 2009 are available upon request.

## *Interviews*

### *Leaders & Legends of Online Learning*

Published September 2019: Adjunct Professor Diane Janes has a strong history as an online educator across Canada. Across her career to date she has worked in instructional design, online teaching and education leadership, and her breadth of scholarship and well-grounded perspective make this a very interesting interview. <https://onlinelearninglegends.com/podcast/027-adjunct-professor-diane-janes/>

## *Presentations (select)*

- Where are you? What does it mean to work online in a traditional higher education context? (with Dr. Angela van Barneveld and Dr. Gerald Walton), CNIE Concordia 2020; Accepted March 9, 2020 but Postponed due to Covid-19. Rescheduled to 2021.
- Creating a SoTL Mentoring Program in a Polytechnic (ID: 147), STLHE 2020 SAPES. Accepted March 9, 2020; Postponed due to Covid-19. Rescheduled to 2021.
- The Insider-Outsider Female Leader in Universities: Literature, Lived Experiences, and Entrepreneurial Escapades Tell the Tale (with Dr. Lorraine Carter and Lorna O'Rourke). CAUCE 2020; Accepted March 3, 2020; Postponed due to Covid-19. Rescheduled to 2021.
- SoTL and CISCO: Partner Catalysts for Transformational Change (with Jacqueline Lyndon, Heramb Vadalkar, Steve Janz and Bradley Ackroyd) 2019 Symposium on Scholarship of Teaching and Learning, Mount Royal University/Banff, AB, November 2019
- Nourishing your Professional Vitality. Teaching Excellence Foundations 2. SAIT., Calgary, AB. August, 2019
- Teaching and Learning with Technology: Focus on Experiential Learning. City University of Macau, China, June 2019
- Learning and Practicing Indigenous-Settler Relations through Digital Media Co-Creation: The We are All Related Augmented Reality Storytelling Guide. (with Dr. R. McMahon, A. Almond, Dr. D. Steinhauer, S. Steinhauer and G. Whistance-Smith), CNIE 2019, Vancouver, BC, May, 2019
- Raising OHS Awareness via MLOC (MicroLearning Open Course), CNIE 2019, Vancouver, BC, May, 2019
- We are all related: Co-creating augmented reality content with Indigenous storytellers for reconciliation learning. (with A. Almond, Dr. R. McMahon, Dr. D. Steinhauer and S. Steinhauer). 2018 Congress of the Humanities and Social Sciences (Canadian Communication Association – CCA), Regina, SK., May-June, 2018
- Mentoring graduate students at a distance: A case study in progress. (with K. Lenert). CNIE 2018, Sudbury, ON, May, 2018

- Building Foundations for an AR-supported reconciliation learning project: Curriculum design update. (with Dr. D. Steinhauer, S. Steinhauer, Dr. R. McMahon, and A. Almond). CNIE 2018, Sudbury, ON, May, 2018
- Myths, Metaphors, and the Master Narratives of Instructional Design: Culture and Counterstories. (with Dr. K. Campbell). Design Principles & Practices Research Network/12<sup>th</sup> International Conference on Design Principles and Practices, Barcelona, Spain. March, 2018
- Research-based Active Learning. (with Dr. K. Rasmussen). Faculty of Extension February Workshop, Edmonton, AB. February, 2018.
- What Everyone Ought to Know About Instructional Design. Faculty of Extension Fall Kickoff, Edmonton, AB. September, 2017
- We Are All Related: Course Design for Reconciliation - Indigenous Nehiyaw (Cree) Teachings and Critical Thinking. (with Katy Campbell, Janice Makokis and Kurtis McAdam). European Conference on Education (ECE), 2017, Brighton, UK. June/July, 2017
- Augmented Reality: Reconciliation focused curriculum design. (with Dr. R. McMahon; Dr. F. Fletcher; Dr. P. Makokis). CNIE 2017, Banff, AB. May, 2017
- A study of Quality Attributes into Online Course Design. (with K. Lenert). CNIE 2017, Banff, AB. May, 2017
- What everybody ought to know about Instructional Design. Faculty of Extension Teaching Symposium 2016, University of Alberta, Edmonton, AB October, 2016
- Instructional Design (2 sessions). Centre for Teaching and Learning (CTL), University of Alberta, Edmonton, AB July, 2015
- Designing your Blended Learning Course. Centre for Teaching and Learning (CTL), University of Alberta, Edmonton, AB May, 2015
- Mastery Learning: Examining the Possibilities for Nursing. Through the Lens of Scholarship: Advancing a Culture of Excellence in Teaching and Learning, Nursing Conference, University of Alberta, Edmonton, AB April, 2015
- The Strategic Use of Digital Technology: Introducing Blooms Digital Wheel and the SAMR Model. Centre for Teaching and Learning (CTL), University of Alberta, Edmonton, AB, October 2014; April 2015
- International Business: Going Blended. CNIE 2014, Kamloops, BC, May, 2014
- Mentoring for and by CBU Students: Perceptions and Possibilities, Society for Teaching and Learning in Higher Education: STLHE 2013, Sydney, NS, June, 2013
- Social Media/Networking and P-12 Leadership: Vacuum or Plenum? CNIE 2013, Ottawa, ON, May, 2013
- Teacher Professionalism: A Dialogue on Building our Culture. (with Dr. Jane Lewis, CBU). Retreat, Education Department, Cape Breton University, Sydney, NS. March, 2013.
- Training and Managing Technical Teams in the Instructional Design Process, National Webinar for ACCP-CAID (Association canadienne des conceptrices et des concepteurs pédagogiques/Canadian Association of Instruction Designers), Canada, November, 2012.
- Pedagogy in the Skills Based Classroom: A Discussion, Canadian Coast Guard Training Week, Sydney, NS. October, 2012.
- Flipping your classroom: Using technology and blended classroom techniques to support your learners, AAU Teaching Showcase, 2012, Fredericton, NB, October, 2012
- Scholarship of Engagement: Engaging outside of the 'Ivory Tower', CNIE 2012, Canmore, AB, May, 2012
- Women in Business & Online Learning - Finding the Right Fit, WIB 2012, Baddeck, NS, May, 2012
- Blended Learning: Effective Ideas for Your F2F Classroom, CBU FRESH: Faculty Research Showcase, Sydney, NS, March, 2012
- Introducing Technology to the F2F classroom, Canadian Coast Guard Training Week, Sydney, NS. October, 2011.
- Gauging the e-Readiness of Students: A Canadian Study (with Dr. Martha Burkle, SAIT), Teaching, Learning and Technology (TL<sup>1</sup>) 2011, Saskatoon, SK. June, 2011
- Social Networking, Teacher Education and the Academy, Society for Teaching and Learning in Higher Education: STLHE 2011, Saskatoon, SK, June 2011

- Knowing our Distance and Online Students: e-Readiness across Canada (with Dr. Martha Burkle, SAIT, Dr. Marti Cleveland-Innes & Sabine Graft, Athabasca University, and Farid Alem, UQAM) CNIE 2011, Hamilton, ON, May, 2011
- Strategic Planning and Managing E-Learning in Canadian Post-Secondary Education: A Case Study. CBU FRESH: Faculty Research Showcase, Sydney, NS, March, 2011
- OK now what? Strategic planning and managing e-learning in the academy, EDGE 2010, St. John's, NL, October, 2010
- Social Networking and K-12 Teachers, TEKRI: Social Networks and Learning Doctoral Seminar, Edmonton, AB, June, 2010
- Testing students' e-Readiness across Canada (with Dr. Martha Burkle, SAIT), CNIE 2010, Saint John, NB, May, 2010
- Strategic Planning and Managing E-Learning in Canadian Post-Secondary Education: A Case Study, TLT2010, Saskatoon, SK. April, 2010
- Designing Web-based Learning. Keynote (Invited) for the Teachers of Pharmacy Administration Meetings, Montreal, Quebec. October, 2008
- Instructional Designer Disciplinary-Based Formation of Self in Postsecondary Settings (With Dr. Heather Kanuka, University of Athabasca). Distance Education Technology Symposium (DETS 2007), Edmonton, Ab. June, 2007
- Instructional designer disciplinary-based formation of self in postsecondary settings. Instructional Design Pre-conference (invited), Teaching, Learning And Technology (tl<sup>i</sup>) 2007, Saskatoon, Sk. April, 2007
- E-moderating and the contemporary nursing 'classroom', (with Cindy Peternelj-Taylor, College of Nursing, University of Saskatchewan). Western Region - Canadian Association of Schools of Nursing (Wrcasn) Conference, Saskatoon, Sk. February, 2007
- E-Moderating. Presentation supporting the 2006 Provost's Series on Teaching and Learning (with Cindy Peternelj-Taylor, College of Nursing, University of Saskatchewan). University of Saskatchewan, Saskatchewan. November 2006
- Learning Outcomes: "Beginning with the End in Mind". 2006 Provost's Series on Teaching and Learning (Presented with Linda Suveges and Marcel D'Eon, University of Saskatchewan). University of Saskatchewan, Saskatchewan. October 2006
- Together Alone: E-moderating through the Eyes of the Student. Joint International Conference of the Canadian Association for Distance Education (CADE) and the Association for Media and Technology in Education in Canada (AMTEC), Montreal, QC. May 2006
- Community bridges: Building an e-learning strategy from the ground up. Teaching, Learning and Technology (TL<sup>i</sup>) 2006, University of Saskatchewan, Saskatchewan. May 2006
- E-Moderating: What Students Are Saying. Instructional Design Conference, Saskatoon, SK. October 2005
- Learning Enhanced by Technology (LET 2005). Panel member on best practices in using technology, University of Saskatchewan, SK. May 2005
- Virtual Chemistry Labs: Building a Partnership and Research Agenda. Teaching Learning Technology (TLT) 2005 (presented by K. Schwarz), University of Regina, Regina, SK. May 2005.
- Why Constructivism? Can it Work at a Distance? Online Vclass presentation to the GVRD Distance Education schools, April 2005
- E-Research and Consensus Building Using the Internet: Moving the Nominal Group Technique On- line. Presentation to CAUCE, Niagara-on-the-Lake, Ontario. June 2004.
- Moving the Nominal Group Technique Online: Consensus-Building Using the Internet. Presentation to CADE-ACED 2004, York University, Toronto, Ontario. June 2004.
- Who are You? The Challenges of Being a Distance Education Unit in the early 21st Century. Presentation to CADE-ACED 2004 (with M. Bullen, UBC, and B. Luterbach, UofManitoba), York University, Toronto, Ontario. June 2004.
- Constructivism Online. Online VClass presentation to the GVRD Distance Education Schools, May 2004.
- Using E-Methodology to Evaluate E-Education: A Case of Internet Survey Use. Presentation to the Canadian Evaluation Society (CES) Conference 2004, Saskatoon, Saskatchewan. May

2004

- Teaching Practice in an Electronic World. Presentation to the Manitoba Association for Distributed Learning and Training (MADLaT), University of Manitoba, Winnipeg, Manitoba, May 2004.
- E-Teaching: Assessing Personal Perspectives. Presentation to Riding the Crest of Change: Technology Enhanced Teaching and Learning Conference, University of Regina, Regina, Saskatchewan, May 2004.
- Teaching in an Electronic World. Pre-Conference workshop (with Dr. Katherine McManus), Canadian Association of Distance Education, St. John's, NL, June 2003.
- Reactor Panel to Opening Keynote Address of Rex Murphy. Invited participant. Canadian Association of Distance Education, St. John's, NL, June 2003.
- 21st Century Online Nursing Education: Part 11 "Tales from the Trenches". Presentation with online faculty and students during Teaching Rounds, co-moderated with Cheryl Entwistle. Vancouver, UBC, May, 2002.
- 21st Century Online Nursing Education: Part 1 "Distance Education at UBC's SON". Presentation during Teaching Rounds, Vancouver, British Columbia, March 2003.
- Tutor Tales. Invited participant roundtable facilitated by Royal Roads University and Commonwealth of Learning, Vancouver, British Columbia, January, 2003.
- Team Collaboration in Online Learning: How Do We Facilitate Text-Based Electronic Communication? Presentation to the Vancouver School Board Professional Development Conference, British Columbia, January 2003. (Invited presentation)
- Implementing the IASP Pain Curriculum In Nursing Education. Co-written by Janice Muir and Linda Turner (with Diane P. Janes). International Association for the Study of Pain Conference, San Diego, CA, USA, August 2002
- Student Perspectives of Workload Pacing in International Online Graduate Education: A Case Study. Presentation to EdMedia 2002, Denver, Co, USA. June 2002.
- Team Collaboration in Online Learning: How Do We Facilitate Text-Based Electronic Communication? Presentation to the UBC Conference on Teaching and Learning, University of British Columbia, May 2002.
- Nursing 540 – Educational Processes in Nursing. Invited presentation to graduate nurses on integrating technology/using web-based approaches. Vancouver, UBC, May, 2002.
- Facilitating and Directing Online Communication. Invited ½ day workshop for Kwantlan University College Faculty, Vancouver, British Columbia, May 2002.
- Providing Accessible HIV/AIDS Education for Undergraduate Nurses: A Collaborative Distance Education Initiative. A co-presentation with Anne Wyness and Irene Goldstone. The Canadian Association of Nurses in AIDS Care, Vancouver, April 2002
- Best Practices in the Design and Delivery of Online Learning. Presentation to a Collaborative Professional Development Day for Designer-Developers of Distance Education and Distributed Learning in the BC University System, UBC, Vancouver, February 2002
- Pain Management. Presentation by Janice Muir and Linda Turner, with Diane P. Janes (co-author). Ethel Johns Research Conference, St. Paul's Hospital, Vancouver, February 2002
- Pacing the Workload in an International Online Graduate Course: The Student Perspective. Presentation to STLHE/SAPES 2001, St. John's, Newfoundland, Canada, June 2001
- World Education Market post-conference presentations at UBC, British Columbia, May 2001
- Encouraging and Managing Online Interaction. Invited pre-conference workshop (and concurrent session) for Connections 2001, Whistler, British Columbia, May 2001.
- Staff Development in Virtual Waters: Watch Out for that Iceberg! Invited Keynote, New Zealand Staff Developers' Conference, Auckland University of Technology (Wellesley Campus), Auckland, New Zealand, October 2-3, 2000.
- Online Teaching and Learning: An Orientation. Presentation co-written with Kim Burgess-Munich for the DET Orientation to Tutors Workshop, UBC, August, 2000
- International Group Work: New Roles for Interaction? Presentation to EdMedia 2000, Montreal, Canada, June 2000.

- Online Nursing Education at a Distance: Lessons from Nursing 312. Presentation with Kim Burgess- Munich, Clarissa P. Green and Cheryl Entwistle to the Association of Media and Technology in Education in Canada (AMTEC), Vancouver, May 2000.
- Dental Education at a Distance: The Interface Between Pedagogy and Computer Technology. Presentation with Bonnie Craig, Robert Priddy, and Anne-Rae Vasquez-Peterson to the Association of Media and Technology in Education in Canada (AMTEC), Vancouver, May 2000.
- Dental Education: Anytime, Anywhere. Presentation to the Health Sciences Learning Technologies Workshop, UBC, Vancouver, May 2000.
- Dental Education at a Distance: The Interface Between Pedagogy and Computer Technology. Presentation to the Canadian Association of Distance Education (CADE), Quebec City, Quebec, May 2000.
- The Interface Between Pedagogy and Computer Technology: Dental Education at a Distance. Presentation with Bonnie J. Craig, Anne-Rae Vasquez-Peterson and Robert W. Priddy to the e-Library @UBC: Research & Learning Through Technology Workshop, UBC, Vancouver, April, 2000.
- Developing Skills for Online Teaching. Presentation to the Canadian Association of University Schools of Nursing, Vancouver, February, 2000.

Details previous to 2000 are available upon request.

### *Publications (in press or in progress)*

- **Janes, D.P.**, Makokis, J., and Campbell, K. (2020). Reconciliation as Design: A Case Study. Book Chapter 42 in *Handbook of Research on Educational Communications and Technology 5<sup>th</sup> edition*. Bishop, M.J., Boling, E., Elen, J. and Svihla, V. (Editors) - submitted for publication May 2019. AECT and Springer Publications. (in press as of May 2020)
- Campbell, K. and **Janes, D.P.** (2020 anticipated). Myths, Metaphors, and the Master Narratives of Instructional Design: Counterstories and Alternatives. (in progress)
- **Janes, D.P.**, and Lenart, K. (2020 anticipated). Mentoring graduate students at a distance (working title). Journal article (in progress).

### *Publications (select)*

- **Janes D.P.**, Carter L.M., and Rourke L.E. (2020) Mentoring as Support for Women in Higher Education Leadership. In: Eaton S., Burns A. (eds) *Women Negotiating Life in the Academy*. Springer, Singapore. Chapter 4 (p. 33-49) [https://doi.org/10.1007/978-981-15-3114-9\\_4](https://doi.org/10.1007/978-981-15-3114-9_4)
- McMahon, R., Almond, A., Whistance-Smith, G., Steinhauer, D., Steinhauer, S., and **Janes, D. P.** (2019). Sweetgrass AR: Exploring augmented reality as a resource for Indigenous-settler relations. *International Journal of Communication*, 13, 4530–4552. Available at <https://ijoc.org/index.php/ijoc/article/viewFile/11778/2796>
- Almond, A., McMahon, R., **Janes, D.P.**, Whistance-Smith, G., Steinhauer, D., and Steinhauer, S. (2018). We are all related: using augmented reality as a learning resource for indigenous-settler relations in Northern Public Affairs 6(2). [http://www.northernpublicaffairs.ca/index/wp-content/uploads/2018/09/NPA\\_6\\_2\\_Special\\_Issue\\_Oct\\_2018.pdf](http://www.northernpublicaffairs.ca/index/wp-content/uploads/2018/09/NPA_6_2_Special_Issue_Oct_2018.pdf)
- Carter, L. M., and **Janes, D.P.** (2018). The transition of women to leadership in post-secondary institutions in Canada: An examination of the literature and the lived DIM experiences of two female leaders - Book Chapter 11 (p. 209-230) in C.L. Cho, et. al (Eds), *Exploring the Toxicity of Lateral and Micro- aggressions*, Palgrave MacMillan. [https://doi.org/10.1007/978-3-319-74760-6\\_11](https://doi.org/10.1007/978-3-319-74760-6_11)
- Beckie, M., Fletcher, F., Gruezmacher, M., Hibbert, A., Innes, T., **Janes, D.**, Krogman, N., Makokis, P., and Wilson, S. (2017, April). *We are all related: Reconciliation, engagement, and lifelong learning through indigenous knowledge sharing*. Universities Association for Lifelong Learning Annual Conference 2017, York, United Kingdom.



- Campbell, K., **Janes, D.**, Makokis, J., and Steinhauer, D. (2017, June). *We are all related: Course design for reconciliation - Indigenous teachings Nehiyaw (Cree) and critical thinking*. IAFOR Conference, Brighton, United Kingdom.
- Lenert, K. and **Janes, D.P.** (2017). The Incorporation of Quality Attributes into Online Course Design in Higher Education. *International Journal of E-Learning & Distance*  
<http://www.ijede.ca/index.php/jde/issue/view/77>
- **Janes, D.P.** (2009). Delphi and NGT for Consensus Building E-Research. Chapter 79. Contribution to P. L. Rogers, G. Berg, J. Boettcher, C. Howard, L. Justice & K. D. Schenk (Eds). *Encyclopedia of Distance Learning, 2nd Edition* (pp. 541-547). Information Science Publishing. <http://www.igi-global.com/book/encyclopedia-distance-learning-second-edition/352>
- **Janes, D. P.** (2007). Flexible Learning, Scope. (Inaugural Issue, Fall 2007; Guest Editorial, with Merrolee Penman, Otago Polytechnic, New Zealand).
- Bullen, M. and **Janes, D.P.** (2007). (Eds). *Making the Transition to E-learning: Strategies and Issues*. Hershey, PA: Idea Publishing Group.
- Janes, D. P. (2006). Together alone: What students need from an e-moderator. *Canadian Journal of University Continuing Education*, 32(2), 93-108. <http://www.ccde.usask.ca/cjuce/eng/Ab322.html>
- **Janes, D.P.** (2005). Consensus Building using E-Research: Delphi and Nominal Group Technique (NGT). Contribution to C. Howard, J. Boettcher, L. Justice, K. Schenk, P. L. Rogers and G. A. Berg (Eds). *Encyclopedia of Distance Learning*. Hershey, PA: Idea Publishing Group.
- **Janes, D.P.** (2003). Constructivism and Online Learning. Special Issue of the *Canadian Journal of Learning and Technology* 29(3), Fall/automne, 2003.  
<http://cjlt.csj.ualberta.ca/index.php/cjlt/issue/view/12>
- **Janes, D.P.** (2002). Student Perspectives of Workload Pacing in International Online Graduate Education: A Case Study. In P. Barker & S. Rebelsky (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2002* (pp. 857-858). Chesapeake, VA: AACE. <http://www.editlib.org/p/10057>
- **Janes, D.P.** (2000). Practitioners' Experiences in Online Tutoring. In C. Higgison (Ed.) *Case Studies from the OTiS e-Workshop*, May. Heriot-Watt University and the Robert Gordon University.
- **Janes, D.P.** (2000). International Collaborative Group Interaction: An Online Experience. Chapter 20 in B. Mann (Ed.), *Perspectives in Web Course Management*. Toronto: Canadian Scholars' Press.

Details previous to 2000 are available upon request.

### *Research and Grants (select)*

- **Janes, D. P.** and Tofami, R. (2019). SoTL and Applied Research: Building culture and capacity at the Southern Alberta Institute of Technology (SAIT). SSHRC application August, 2019.
- **Janes, D.P.**, Braul, B., and Gibson, K. (2018). Open Educational Resources (OER) for Continuing Professional Education Practitioners. University of Alberta Open Educational Resources Award (2018-2019). Application submitted January, 2018.
- McMahon, R., **Janes, D.P.**, Fletcher, F., Makokis, P., and Makokis, J. (2017-2018). We are all related: Using augmented reality and Indigenous storytelling as reconciliation learning resources; Teaching and Learning Enhancement Fund (TLEF) application, University of Alberta. (Awarded \$50,000 for proof of concept – April 2017).
- Campbell, K., Beckie, M., Chahal, M., Fletcher, F., Innes, T., **Janes, D.P.**, Krogman, N., Makokis, J., Makokis, P., and Wilson, S. (2016-2018). We are all Related Project. Faculty of Extension, University of Alberta. <https://www.ualberta.ca/extension/research/resources-for-community/we-are-all-related>
- **D.P. Janes** and S. Profit, "Cyberbullying and Pre-Service Teachers: Attitudes and beliefs over time", Cape Breton University, March 2013.
- J. Lewis and **D. P. Janes**, CBU RP Grant, "Perspectives on Work Place Wellness at Cape Breton University: A Baseline Study", February, 2013.

- **D.P. Jones**, and M. Burkle, SSHRC insight development grant application, Winter, 2013, "Student readiness for online learning: Analyzing post-secondary student competence in the use of information and learning technologies". (4A).
- T. Corsano and **D. P. Jones**, CBU SoTL Project funding. Mentoring for and by CBU Students: Perceptions and Possibilities, Letter of Intent, October, 2011 (Awarded \$900.00 December 2011).

Details previous to 2011 are available upon request.

### *Leadership (select)*

- Secretary/Treasurer, Canadian Network for Innovation in Education (CNIE), 2018-2021
- Co-Chair, AMTEC Trust, 2017-2018
- Past President, Canadian Network for Innovation in Education (CNIE), 2014-2015
- President, Canadian Network for Innovation in Education (CNIE), 2013 - 2014
- Vice-President, Canadian Network for Innovation in Education (CNIE), 2012 - 2013
- Chair, Sub-Committee, Canadian Association of Distance Education (CADE) Awards Committee, 2006
- Co-Chair, CADE Awards Committee, 2005
- Co-Chair, Planning Committee, 2007 CADE National Conference, 2005 – 2006
- Co-Chair, Awards Committee, CADE, for Vancouver Conference, 2004 – 2005
- Co-Chair, EDIT Committee, Extension, University of Saskatchewan, 2003-2006

Details previous to 2003 are available upon request.

### *Awards*

BC 2001 Innovation Awards in Educational Technology Adjudicators' Award – The Distance Education and Technology Team, UBC. The Distance Education and Technology Team, University of British Columbia (Vancouver, BC) received the Adjudicators' Award in special recognition for their groundbreaking work at developing the UBC Post Graduate Certificate in Technology-Based Distributed Learning. (Award shared with colleagues at DE&T, UBC).

American Dental Educators Association's Instructional Computing in Dentistry Competition. Second Place (WWW Category) – Oral Pathology. March 2001 (Award shared with Dr. R. Priddy, Professor B.J. Craig, A-R Vasquez-Peterson), Chicago, IL, USA.

### *Professional Memberships (select)*

- International Society for the Scholarship of Teaching and Learning (ISSoTL), 2019 - Present
- Council Member, CBU Alumni Association – Edmonton Chapter, 2016 - Present
- Member, Associate for Talent Development (ATD Formerly ASTD), 2014 - Present
- Association for the Advancement of Computing In Education (AACE), 2010 - Present
- Member, Canadian Network for Innovation in Education (CNIE), 2010 – Present
- Canadian Association of University Continuing Education (CAUCE) Information and Research Committee, 2007 - 2008
- Elected Member, University Council, University of Saskatchewan, 2006-2007 (resigned Dec. 2006)
- Appointed Member, Academic Support Committee of University Council, UofS, 2006-2009 (resigned Dec. 2006)
- Appointed representative of the ASC to E-Learning Priorities Committee, UofS, 2006-2007 (resigned Dec. 2006)

- Member, CACE Instructor Evaluation Committee, University of Saskatchewan, 2006 – 2006
- Member, Academic Policy Committee, Open Studies Faculty Council, University of Saskatchewan 2005 – 2006
- Member, CADE Anglophone Search Committee for JDE Editor, 2006
- Prairie Regional Director, Canadian Association of Distance Education (CADE), 2004 – 2006
- Member, CADE website development committee, 2004 – 2006
- Member, Steering Committee for the creation of Saskatchewan provincial association of instructional designers, 2004
- Member, Saskatchewan Chapter, Canadian Evaluation Society (CES), 2004
- Member, Teaching/Learning Evaluation Committee, Extension, University of Saskatchewan, 2004 - 2006
- Member, Faculty Council, Extension, University of Saskatchewan, 2003 – 2006
- Member, 2002 Awards Committee, Centre for Curriculum, Transfer & Technology, 2002 - 2003

Terry MacDonald

Lead Educational Developer, Center for Teaching and Learning, Cape Breton University

- Full CV requested. (to be added)