

### **Statement on Teaching Activities**

Dr. Rob Power  
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### **Teaching Philosophy and Themes**

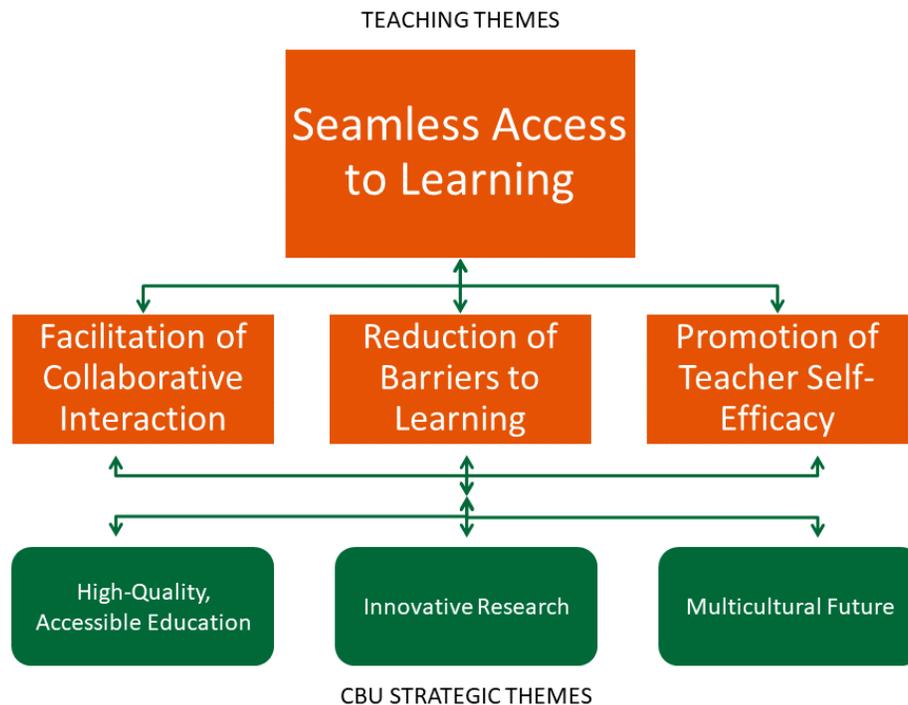
In preparation of this Teaching Philosophy Statement to support my second-year tenure-track review, I reflected upon how closely intertwined my teaching philosophy is with my research focuses. Like my research agenda, my teaching philosophy focuses on themes related to improving access to teaching and learning opportunities for all stakeholders. As an educational technology researcher and practitioner, I have grounded my both my teaching and research practice on three themes of seamless use of technology in education:

1. The facilitation of collaborative learning interactions.
2. Increasing teachers' perceptions of self-efficacy with the use of educational technologies.
3. Reduce barriers to learning opportunities (using assistive technologies and the adoption of Digital Accessibility standards).

### **Why Do I Teach?**

Early in my teaching career I noticed that while many of my colleagues recognized the inherent value of appropriate use of technology, they experienced barriers to their professional practice resulting from a perceived lack of support and personal confidence. I have two decades of experience using technology to provide seamless teaching and learning experiences, and to promote access, engagement, and collaboration. My research (Hambrock, et al., in press; Power, 2018*b*, 2018*c*, in press *a*, *b*) has shown the power of understanding sound pedagogy in increasing teachers' confidence with technology and, as illustrated by the Technology Acceptance Model (Davis, 1989), their willingness to be innovative with technology in their teaching. I teach to share my knowledge and experience, to continue learning alongside new colleagues, and to promote these themes for the benefit of all teachers and students.

The CBU Strategic Plan 2019-2024 stresses that "Cape Breton University is committed to high-quality, accessible education; innovative research; and a vibrant, multicultural future for the Island" (Cape Breton University, 2019, p. 2). The connections between this, my teaching philosophy and reasons for teaching, and my current research agenda, are illustrated in Figure 1:

**Figure 1***Relationship between teaching themes*

While the links between my three teaching and research themes and the CBU strategic themes of High-Quality, Accessible Education and Innovative Research may be fairly evident, the connection with the theme of promoting a Multicultural Future may be less so. However, innovative teaching and learning practices, the facilitation of collaboration, and addressing learning barriers and teacher confidence do have impacts in this area. I strive to reduce barriers for all educators and students, including with their ability to promote cultural diversity in their practice. I also aim to promote teaching and learning practices that reduce the potential barriers to both access and success resulting from differences in the cultural backgrounds and perspectives of students.

### What Do I Teach?

I teach undergraduate and graduate-level courses focused on the selection and use of appropriate digital tools, matching digital technologies with pedagogical needs, and instructional design for technology-enhanced, blended, and online learning. Most of the courses that I teach for Cape Breton University and other institutions are delivered as online courses. EDUC4108: Leveraging Technology for Learning, a course in CBU's Bachelor of Education program, is traditionally taught as an in-person course. However, as a result of the COVID-19 pandemic, I delivered that course as an online course with

both synchronous and asynchronous learning activities during the Spring 2020 term. I delivered another section of that course on campus during the Fall 2021 term, as well as an on-campus section of EDUC4133: Teaching English as a Second Language in an Additive Model.

I teach my students to view technology as a means to overcoming barriers to effective learning, promoting collaboration, and opening new pedagogical possibilities. My courses focus on Problem-Based Learning, where participants use their own contexts to understand the rationale for pedagogical and instructional design decisions, and to make sound, well-informed decisions for themselves. See Appendix T1 for a list of courses that I have taught at the K12, undergraduate, and graduate level in recent years, and Appendix T10 for examples of problem-based learning activities that I have integrated into my teaching to contextualize learning for my students, and help promote their evidence-supported professional practice.

### **Graduate Student Supervision**

In addition to teaching undergraduate and graduate courses, I am also actively engaged with graduate student supervision. I frequently serve as an external / second reader for capstone and thesis paper submissions for students completing the Master of Education in Educational Technology program offered jointly through Cape Breton University and Memorial University of Newfoundland. In addition, over in recent years I have served as a committee member / co-supervisor for graduate-level students from Athabasca University and Ontario Tech University. I am currently serving as a committee member for a doctoral candidate in the Doctor of Education in Distance Education program at Athabasca University.

### **How Do I Teach?**

My personal approach to teaching can be summarized along three primary strands: leadership, learning design, and accessibility. I believe that we should be leaders in our classrooms (whether those classrooms are physical, virtual, or blended). We should not be dictators of the learning process. Rather, we should lead as fellow learners ourselves. We should lead by example, demonstrating our love of learning. And we should follow the principles of Leader-Member Exchange theory (LMX) when interacting with our students. We are leaders of a learning team, and we should show our students that we value them as participatory team members. LMX tells us that our team members are more likely to identify as part of a larger community – and to contribute over and above minimal required standards – if we value them as members of our trusted inner circles (Power, 2013*b*). Our team members (students) are also more likely to collaborate with each other – increased “co-worker exchange” – if they feel a

strong LMX connection with their team leaders. The following unsolicited quote shows the impact that my efforts to exemplify this approach has had on my students.

“Thank-you for being so supportive and understanding... You have been one of the most interesting profs I have the pleasure to learn with. You do Talk the Talk and Walk the Walk where i[t] concerns your philosophy and beliefs in adult education. You have applied almost every learning and teaching principle taught in my past 9 Master courses... I Wish I were 10 years younger for doing a PhD under your guidance” (M.Ed. student, Athabasca University).

My philosophy on learning design can be summed up in the work that I have done with the Collaborative Situated Active Mobile (CSAM) learning design framework (Power, 2013a, 2015; Power, Cristol & Gimbert, 2014). I believe in providing learners with the right tools, and enabling them to determine their own learning needs and what tools would be most effective in their individual contexts. CSAM reflects this philosophy, as the framework itself is not focused on any specific technology. Rather, it is focused on the contexts in which learners use technologies to facilitate collaboration, immersion in personally meaningful learning contexts, and engagement in active learning processes. While CSAM helps to focus on effective instructional design, it also helps to shift learning design towards more learner-centric, heutagogical approaches.

I believe that we should strive to make learning as accessible as possible. That does not mean making the learning process less challenging. It means making it easier to access learning opportunities and resources. The aspect of situated learning espoused by CSAM is one factor in increasing accessibility, because students are more likely to feel a personal connection to a learning experience if it is contextualized and personally relevant (Power, 2013a, 2015; Power et al., 2014). Another factor is leveraging appropriate technologies to mediate the learning experience. The right mix of technologies can permit participation by potential learners who might otherwise be excluded due to the limitations of time, geography, disability, or language barriers. Our decisions about technology integration should be grounded both in the needs of our target students, and in the actual enhancement of students' abilities to meet specified learning objectives. Of course, with the integration of technologies comes responsibilities for the teacher to make sure some potential learners are not inadvertently excluded. That means that we, as teachers, should constantly strive to ensure our learning materials meet accessibility standards such as those specified by the W3 Consortium (W3C, 2018).

Power (2020*b*) was published to provide support to educator colleagues at the onset of the COVID-19 pandemic, and provides a detailed illustration of some of the steps that I take, and skills that I strive to impart to my Education students, as I prepare to teach my own courses. Power (2021) illustrates a tool that I have developed, which I teach my students to use in their instructional design practice to make informed technology integration decisions. Power et al. (2020) and Power et al. (2022) are examples of how I have both contextualized the learning process, and engaged my graduate students from CBU in the process of creating high-quality peer-reviewed resources to help their teaching colleagues with the effective integration of technology in teaching and learning practice. Appendix T10 provides further examples of problem-based learning activities that I regularly use to contextualize technology integration and instructional design concepts and skills for undergraduate and graduate Education students. The following unsolicited student feedback illustrates the impact that these contextualized approaches have had:

"I really enjoyed this course... but mostly I have learned so much that is actually useful in my career! I really appreciate learning all the different technology tools that are available to us instructors, but I really liked how we were able to actually demonstrate how to use these tools through the assignment work... I can now use these skills and incorporate a lot more technology into my future courses at [xxxx College]! Thanks so much for a great semester!" (M.Ed. student, Athabasca University).

Power (2018*a*, 2020*a*) demonstrate how I leverage technology to provide my students with formative feedback for problem-based learning activities, and demonstrate how they can similarly leverage technology in their own professional practice. This approach has not gone unnoticed by my students, as illustrated by the following unsolicited feedback:

"I just wanted to send along a little note thanking you for the detailed and unique feedback... I have never received something of this nature before in terms of video feedback... I sometimes find myself thinking about that transactional distance which we have studied in this course. Your approach to this assignment was certainly welcomed. As a teacher, I strive to be timely with my students in terms of getting back to them... with the hopes that students will notice and see the benefits. Having a professor model this same approach is again a very nice touch" (M.Ed. student, Cape Breton University).

### **How Do I Measure My Effectiveness?**

I measure my effectiveness as a teacher through the feedback that I receive from my students. Formal feedback from student evaluations of my courses has been consistently positive. Students have expressed enthusiasm for the content, appreciation for the course organization and resources, and excitement over how I lead by example by using technology both to deliver content and provide feedback on their learning progress. I have also received enthusiastic informal feedback through both email and social media from former students, who have commented about how much their experience in my courses has helped them in their professional practice (See Appendix T5). Multiple students have reached out to me directly to thank me for preparing them to teach online, and to manage the sudden unexpected shift to teaching through technology in the wake of the COVID-19 pandemic.

“Long time...firstly all I have to say is that I'm now teaching at a major GTA college. Suddenly, my classes must be converted online until the rest of the semester. While faculty members (many I think) continue to panic, I honestly feel SO PREPARED. I've got this. This is in NO SMALL PART TO YOU for helping me understand how to align pedagogical goals to online environments. In a world filled with confusion, strife, upheaval and consistent uncertainty... I want to tell you THANK YOU for preparing me well. I will now APPLY this to help my students succeed during this difficult time. THANK YOU ROB!!” (M.Ed. student, Ontario Tech University).

One student who is now completing her graduate studies recently sent me the following expression of how much my teaching approach helped her to succeed in her studies:

“I felt like an imposter in this graduate program when I started in 2019 and I was riddled with anxiety. In my first graduate course with you, I immediately felt comfortable and at ease, which is what I needed at that time. In that course, I created a WBLT and you allowed me to choose a topic that I cared deeply about: Sun Salutation. You taught me the course content, but allowed me to grow and choose a topic that I love. I remember thinking, “Wow. Rob’s kids are so lucky.” I have always felt such a fatherly presence from you - a father that cares deeply. A father that provides his children and students with the tools they need to succeed, and then allowing them to grow and explore independently, but always there if they fall or need help.

“This course is our last together, and my heart feels so full to have met you. It was never about the content you taught. It was the fact that you were always there when I needed you. I felt relief interacting with you. That’s why I had the courage to send you such a bizarre email about wanting to “bypass” the last assignment. You gave me the courage to tell you how I really felt

with faith that you will always understand. That is a real teacher” (M.Ed. student, Ontario Tech University).

At the end of the Spring 2022 term, another student from CBU’s joint Master of Education in Educational Technology program with Memorial University sent me the following unsolicited feedback at the end of her course:

“I just want to let you know how much I enjoyed your course. I learned so much from you and I appreciated how interactive the whole course was. It pushed me out of my comfort zone. You were readily available and answered all my inquiries to make sure I was on the right track. It makes a huge difference when the instructor actually helps students to do better. Thank you SO MUCH for all the immediate feedback and constant reassurance. It was not easy taking 2 courses and working full time, but your course was so interesting, and it has been my favourite course in the M.Ed Education Technology program.”

For me, I see success as a teacher when I see my students succeeding in their practice, and when I see the impact of their changing practices on their own students.

### **Room for Growth**

Even when my students are meeting both the hard (course and program learning outcomes) and soft (personal growth and professional practice) goals of my courses, I recognize that there is still room for improvement in how I design and deliver my courses. I continuously strive to find the best ways to engage my students with the learning content and with each other as part of a Community of Inquiry (Garrison et al., 2000). I also continuously reflect on the feedback that I receive through formal and informal channels to find places where my students may be struggling because of course design, content selection, and my interactions with them. For instance, one student from a graduate-level course at CBU during the Spring 2021 term discussed their perception of how "the course was structured. For starters, the course was not adapted from the 13-week version to the 8-week version, causing an unnecessary and often overwhelming amount of weekly requirements" (Appendix T8). While the course was further revised to suite a 6-week delivery model for the Spring 2022 term, I recognize that continued refinements may reduce the sense of overload for my students without compromising the goals of the course. Another student from a graduate-level online course emailed me at the beginning of the Spring 2022 term to say “This is kind of embarrassing, but I still can't find it... Am I in the right spot? I linked a screenshot just in case I'm totally in the wrong spot.” This exchange reminded me that that, even when

consciously incorporating instructional design best practices, it is never safe to assume that all students will have an easy time orienting themselves to an online learning environment.

Power (2017) illustrates how I solicit and use constant feedback from my students to improve my practice, and their experience and success in my courses. Power (2019) is an example of the advice that I provide to all of my students to help them improve their own experiences in any online course.

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**APPENDIX R: TEACHING RELATED DOCUMENTATION**

## **Appendix T1: Teaching Experience**

Dr. Rob Power

Assistant Professor of Education, Cape Breton University

### **Educational Technology Courses**

(Cape Breton University, 2018 - present)

- EDUC4108: Leveraging Technology for Learning (see Appendix T2 for sample course syllabus)
- EDUC4133: Teaching English as a Second Language in an Additive Model see Appendix T3 for sample course syllabus)
- EDUC 5103: Integration of Instructional Design and Information Technology (see Appendix T4 for sample course syllabus)
- EDUC 5107: Information Management in Education Environments (see Appendix T5 for sample course syllabus)
- EDUC 5131: Digital Citizenship in a Global Community (see Appendix T6 for sample course syllabus)

### **Educational Technology Courses**

(Centre for Distance Education, Athabasca University)

- MDDE 604: Instructional Design in Distance Education
- MDDE 610: Survey of Current Educational Technology Applications
- MDDE 620: Technology in Education and Training

### **Educational Technology Courses**

(Mount Royal University, 2016 - present)

- XCDA 10001: Principles of Instructional Design
- XCDA 10002: Designing Assessment Strategies
- XCDA 10003: Designing Instructional Strategies

### **Educational Technology Courses**

(Ontario Tech University, 2015 - present)

- AEDT1160U: Digital Communications Technologies
- EDUC 5101G: Learning with Technology
- EDUC 5102G: Educational Technology & Communication
- EDUC 5103G: Online Technology in Education
- EDUC 5107G / 5199G: Teaching & Learning with Mobile Technologies
- EDUC 5199G: Teaching & Learning in an Online World
- EDUC 5205G: Learning and Educational Technology
- EDUC 5303G: Technology & the Curriculum
- EDUC 5405G: Digital Technologies in Adult Education

### **Educational Technology Courses**

(University of Manitoba, 2016 - present)

- 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 – 2019)

- 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.

**Appendix T2: EDUC4108 Syllabus F21**



## Syllabus

### Education 4108: Leveraging Technology for Learning

#### Section 1: Course Identification Information

Course Title: Leveraging Technology for Learning

Course #: EDUC 4108

Section # EDUC4108:0

Number of credits: 3

Term: Fall 2021

#### Course Description

This course covers applications of computer technology used in today's classroom to promote learning. Students should be able to demonstrate a basic knowledge of computers before taking this course. Student will explore technology use from a practical perspective, using various tools in an educational context to enhance the teaching/learning process. The Nova Scotia outcomes and policies related to technology integration will be explored and their implications for the prospective educators' professional practice will be evaluated. Students will investigate technology integration from a curricular perspective, transforming and synthesizing educational technology in respect to their areas of specialization.

Course pre-requisite(s): n/a

Course co-requisite(s): n/a

Course schedule (day and time of class): Mondays, 8:30 am – 11:30 am AT

Course location: B1022 (Marvin Harvey Building)

Online meeting space: An online meeting space has been created for our class in Microsoft Teams. We will use this space throughout the term to facilitate digital collaborations, in-class presentations, and meetings outside of regularly scheduled in-person session. Login to Teams using your @cbu.ca username and password, click on the option to Join or Create a Team, and use the Join Code **512xhdz** to join our meeting space.

## 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): Wednesdays and Thursdays, 10-11am (or 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

The Course Outcomes and associated numbers below refer to the provincially-agreed upon B.Ed program outcomes for Nova Scotia. This program features a total of 46 outcomes, which are aligned with the six NS teaching standards (<https://teach-in-novascotia.ca/teachercertification/teachingstandards/>). Some of the outcomes listed below are addressed also in other courses. This reflects both the richness and complexity of the outcomes and the intentionally integrative nature of CBU's BEd, designed to reinforce learning outcomes across courses.

- 2.1. Knowledge of the structure and purposes of the current Nova Scotia curriculum and provincial policy documents and their appropriate use in planning instruction and assessment
- 2.2. Professional terminology and practices necessary to assess and communicate about student work
- 2.5. The ability to integrate the curriculum authentically to meet expectations across subject areas
- 4.5. Awareness of and skill in using assistive and adaptive technologies to support student learning
- 5.4. Instructional skills that demonstrate an understanding of the intersection of technology, pedagogy, and content knowledge as well as knowledge and skills that will enable them to address the 'digital divide'
- 7.4. Recognition of supports, resources, and partnerships for nurturing learners and teachers
- 7.5. An understanding of parents'/guardians' roles in student learning and knowledge and skills related to communicating with parents/guardians

### Course Objectives

Upon completion of this course, you will be able to:

Course Objectives	Provincial B.Ed Program Outcomes
Participate in a collaborative-learning process through which they will develop knowledge and skills related to commonly applied educational technology interventions	2.1 2.2 2.5 4.5 5.4 7.4 7.5
Examine the use of educational technology across the curriculum	2.1 2.5 4.5 5.4
Analyze the ISTE Educational Technology Standards for Educators and evaluate the implications these may have on their own teaching practice and continuing professional development	2.2 2.5 5.4 7.4

Course Objectives	Provincial B.Ed Program Outcomes
Propose and develop approaches for effectively infusing information and communication technology into the curriculum	2.1 2.2 2.5 5.4 7.5

### Education for Sustainability Competencies – [Efs Document](#) (adapted UNECE)

Competencies	Corresponding Specific Competencies
1. Learning to know...	1.1, 1.2.1, 1.3.1
2. Learning to live together...	2.1.1
3. Learning to do...	3.3
4. Learning to be...	4.3.2, 4.3.3, 4.3.4

## Section 5: Course Materials/Resources

Access to all resources listed here is provided through the Moodle course site for this term. All resources are linked in Moodle during the week(s) in which they are needed. Please note – due to the nature of educational technology research and development, additional resources may be added in Moodle throughout the term, as relevant.

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Young, G. (n.d). *Selecting and Using Assistive Technology*. [Audio recording].

Yang, J. (n.d.). *A WebQuest About WebQuests*. [Web page]. <http://zunal.com/webquest.php?w=2271>

Young, G. (n.d.). *Using assistive technology within a framework of universal design to help students with learning disabilities develop literacy skills*. [Presentation file].

## Section 6: Course Outline

Class/Topic	Date	Description	Assignments Due	Provincial B.Ed Program Outcomes
1	Sept 13-19, 2021  Class #1: Monday, Sept 13	Welcome / Introduction Effective Technology Infusion EdTech Explorations Portfolio <b>Readings:</b> Demystifying Medicine (2014) Govt of NS (n.d.). <i>The Atlantic Canada Framework for Essential Graduation Competencies</i> . Govt of NS (n.d.). <i>Grades 7-12 ICT</i> . Govt of NS (n.d.). <i>Information and Communications Technology: Essential Learning Outcomes 2015-2016 (P-3)</i> . Govt of NS (n.d.). <i>Information and Communication Technology/Coding 4–6 Integration</i> . Govt of NS. (n.d.). <i>Technology Education</i> . Husmann & O’Loughlin (2019) Kirschner (2017) Manitoba Department of Education (n.d.). <i>The Literacy with ICT Continuum</i> . Memorize Academy (2017) Newton (2015) Power (2019)	Sharing Introductions (Flipgrid and in-class) Discussion: Response to Week 1 Reading	2.1 2.2 2.5 5.4 7.5

Class/Topic	Date	Description	Assignments Due	Provincial B.Ed Program Outcomes
		Roblyear & Doering (2016, Chapter 1)		
2	Sept 20-26, 2021  Class #2: Monday, Sept 20	Podcasting for Education <b>Readings:</b> Bradbury (2016) Cheetham et al. (2009) Discover Pods (2019) Ditch That Textbook (2013) Flynn (2019) Jackson (2015) Listenwise (2018) Shankar-Brown & Brown (2014) University of Wisconsin-Madison (2018, n.d.) Vasquez (2015)	Assignment 2: Podcasting Due Sept 26, 2021	2.2 2.5 4.5 5.4
3	Sept 27 – Oct 3, 2021  Class #3: Monday, Sept 27	Google Apps for Education <b>Readings:</b> Google for Education (2019)	Assignment 3: Google Apps Activities Complete all activities in the Google Classroom by October 3, 2021	2.1 2.2 2.5 4.5 5.4
4	Oct 4-10, 2021  Class #4: Monday, Oct 4	Digital Storytelling <b>Readings:</b> Gratigny (2009) NCH Software (2018) Power (2015) TechTeacherNate (2015) Technology for Teachers and Students (2016) TEDx Talks (2014)	Assignment 4: Digital Storytelling Due by Oct 11, 2021	2.2 2.5 5.4 7.4 7.5
5	<b>Oct 11-17, 2021</b>	ISTE Standards for Educators Social Networking in Education <b>Readings:</b> Alberth, et al. (2018) Alrubail (2017) ISTE (2020) Jonesrebandt (2013) Open University Research (2014)	<b>No Class on Oct 11 (Thanksgiving Day Holiday)</b> Discussion Activity -- ISTE Standards for Educators and your own experiences	2.1 2.2 2.5 4.5 5.4 7.4

Class/Topic	Date	Description	Assignments Due	Provincial B.Ed Program Outcomes
		Siemens (2005)	– Social Media in Education	
6	Oct 18-24, 2021  Class #5: Monday, Oct 18	Using Wikis in the classroom Curriculum-based technology interventions <b>Readings:</b> Berman (2014) Cape Breton University (2020) Power (2018) Power (2020, February 12) Power (2020, February 13) W3C (2018) Young (n.d.)	Assignment 5: Class wiki activity (collaborative) – Technology Integration Resources Contribute to the wiki by Oct 24, 2021 Discussion: -- Assistive Technology	2.2 2.5 4.5 5.4 7.4
7	Oct 25-31, 2021  Class #6: Monday, Oct 25	SAMR Skill-Building (DS106) <b>Readings:</b> DS106 (n.d.) Lacruz (2018) Schoology (2017) Spencer (2015)	Assignment 6: Student Choice (DS106) Due by Nov 1, 2021	2.2 2.5 5.4
8	Nov 1-7, 2021  Class #7: Monday, Nov 1	Gamification, Games-Based Learning, and Gamified Learning <b>Readings:</b> Cahill (2019) Capterra (2015) Darvasi (2014) Dijkers (2015) Edutopia (2013) Growth Engineering (2019) Kühn, et al. (2014) Minecraft Education Edition (2016) Sijing, et al. (2012) Squire (2015) TeachThought (2019) Thacher (2015)	In-class activity – Minecraft Education Edition Discussion Activity – Gamification, Games-Based Learning, and Gamified Learning	2.2 2.5 5.4
9	Nov 8-14, 2021	WebQuests <b>Readings:</b> Aydin (2016)	<b>Reading Week – No Class</b>	2.2 2.5 5.4

Class/Topic	Date	Description	Assignments Due	Provincial B.Ed Program Outcomes
		Barrett & Power (2003) BookWidgets (2019) Dodge (n.d.) Kopcha (2008) Power (2002) Halat (2013) Lott (2013) Yang (n.d.)	Assignment 7: Developing a WebQuest (Group Assignment using Zural) Due by Nov 14, 2021	
10	Nov 15-21, 2021  Class #8: Monday, Nov 15	Coding in the Classroom <b>Readings:</b> Code.org (2015, 2020) Killic (2014) TechZonk (2015) TEDx Talks (2015) Voogt, et al. (2015)	Discussion Activity – Computational Thinking In-Class Activity -- Hour of Code	2.2 2.5 5.4
11	Nov 22-28, 2021  Class #9: Monday, Nov 22	Developing Lesson Plans – Effective Technology Infusion <b>Readings:</b> Govt of NS (n.d.). <i>Lessons Integrating Information and Communication Technology within a Curriculum Area.</i>	Assignment 8: Lesson Plan Due by Nov 28, 2021	2.1 2.2 2.5 4.5 5.4 7.4 7.5
12	Nov 29-Dec 6, 2021  Class #10: Monday, Nov 29	Course Wrap Up Presentation of EdTech Exploration Portfolios	Assignment 1: Self-Evaluation Due by Dec 6, 2021  Assignment 9: ePortfolio Due by Dec 6, 2021	2.1 2.2 2.5 4.5 5.4 7.4 7.5

## Section 7: Course Assessment

Name of Assignment	Due Date	% of Final grade	Provincial B.Ed Program Outcomes
Assignment 1: Participation in Online Discussions and In-Class Activities	Weekly  Self-Evaluation due Dec 6, 2021	15 %	2.1 2.2 2.5 4.5 5.4 7.4 7.5
Assignment 2: Podcasting	Sept 26, 2021	15%	2.2 2.5 4.5 5.4
Assignment 3: Google Apps Activities	Oct 3, 2021	10%	2.1 2.2 2.5 4.5 5.4
Assignment 4: Digital Storytelling	Oct 11, 2021	15%	2.2 2.5 5.4 7.4 7.5
Assignment 5: Class Wiki Activity (Collaborative) – Technology Enhancement Supports	Oct 24, 2021	5%	2.2 2.5 4.5 5.4 7.4
Assignment 6: Student Choice (DS106)	Nov 1, 2021	10%	2.2 2.5 5.4
Assignment 7: WebQuest Assignment	Nov 14, 2021	10%	2.2 2.5 5.4

Name of Assignment	Due Date	% of Final grade	Provincial B.Ed Program Outcomes
Assignment 8: Lesson Plan	Nov 28, 2021	10%	2.1 2.2 2.5 4.5 5.4 7.4 7.5
Assignment 9: EdTech Exploration Portfolio	Dec 6, 2021	10%	2.1 2.2 2.5 4.5 5.4 7.4 7.5

## 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/>

**Appendix T3: EDUC5103 Syllabus S22**



## 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 # EDUC5103:91 & EDUC5103:92

Number of credits: 3

Term: Spring 2022

### 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)

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 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:

- 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. You can expect to spend at least 2-4 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
May 2-8	Topic 1: Introduction to Instructional Design in the k-12 context Topic 2: ID Competencies	All tasks for the week are due on the final day of the week.eg. for this week all tasks are due by May 8 at 11:55 pm AT. Due dates and times for specific assignments are listed below.
May 9-15	Topic 3: Re-Thinking Objectives and Determining What you Value in Learning Topic 4: Positioning Yourself through Learning Theory	
May 16-22	Topic 5: Introduction to IS Models (systems vs interpretive) Topic 6: Contemporary ID Models	<b>Assignment 1: Position Paper (DUE 11:55 pm AT, Monday, May 23)</b>
May 23-29	Topic 7: Ordering and Sequencing Content Topic 8: Modes of Delivery	
May 30 - June 5	Topic 9: Selecting Media Topic 10: Creating a Community	

Date	Topic	Reading & Assignments
June 6-10	Topic 11: Evaluating Learning	<p><b>Assignment 2:</b> Unit Plan (DUE 11:55 pm AT, Sun, <b>June 12</b>)</p> <p><b>Assignment 3:</b> Participation (DUE 11:55 pm AT, Fri, <b>June 24</b>)</p>

## 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 (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.

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	You will write an essay in the form of a position paper that includes an outline of your teaching philosophy as it relates to learning theory and Instructional Design competencies as presented in the course materials, and then examines a current issue of your choice through a small-scale literature review.	40%
Assignment 2: 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	40%
Assignment 3: 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.	20%

**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 (40%)

If you are a teacher, you are most likely familiar with writing your teaching philosophy statement as part of a job application or interview. Perhaps you were asked to write one as a paper in your previous studies. For this assignment, you are going to narrow your philosophical focus to your beliefs as they relate to technology-enhanced learning environments and instructional design. Then, you will use this philosophical lens to explore an instructional design issue through a review of current literature.

This assignment will allow you to explore an issue or aspect of instructional design that is of interest to you, and to take a position and make recommendations for professional practice based on your philosophical perspective. It also offers you the opportunity to begin to explore issues and concepts you may want to pursue in your final research project or thesis.

*REQUIREMENTS:*

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

- **Cover Page**
- **Abstract** – a 250-word summary of the key points in your paper. (Think of it like a movie poster, enticing the reader to actually read the full paper!)
- **Keywords** – an alphabetized list of keywords of the topics covered in your paper.
- **Introduction** – which outlines the rest of the paper, including the philosophical perspectives that you plan to address, and the issue(s) that you plan to explore through that philosophical lens. (Typically 1-2 paragraphs, ~ 1 page).
- **Teaching Philosophy Statement** – in this major section (which may include sub-sections), you will outline your teaching philosophy as it relates to technology-enhanced learning environments and instructional design. (~700 – 800 words).
- **Literature Review** – in this major section, you will prepare a review of current literature related to an issue or aspect of instructional design that is of interest to you. This 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 Literature Review section should be organized into sub-sections (using appropriate APA section header levels) based on categories or themes as they relate to your issue. (~1000 – 1200 words).
- **Conclusions and Recommendations** -- More than a synopsis of your writing, the conclusions and recommendations section 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).
- **References** – An APA formatted References list. (For this paper, you should have at least 10-12 academic resources. A general rule of thumb is at least one reference cited per every page – though I would recommend at least two references cited per every page in the length of your paper.)
- **Appendices** – If required.

*FORMAT:*

The paper should be presented using APA version 6 format for style and referencing. It should be written in active voice; refer to the APA Publication Manual (6th 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:*

	Not Acceptable (0-1)	Acceptable (2-2.5)	Good (3-4)	Very Good (4.5-5)
<b>Statement of Philosophy</b>				
<b>Link to personal experience</b>	Personal experiences shared are not clearly related to personal theory of Instructional Design.	n/a	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.
<b>Link to research/theory in the field</b>	Theory is vaguely referenced or incorrectly applied.	n/a	Approach to Instructional Design is somewhat justified based on an academic application of theory to teaching.	Approach to Instructional Design is fully justified based on an academic application of theory to teaching.
<b>Literature Review</b>				
<b>Relevance</b>	Text does refer to the subject at hand in a general manner.	Text treats some specific elements of the subject.	Text is on target and deals entirely with the subject both in general terms as well as with principal elements in a very specific manner.	Text is on target and brings in more than one perspective to bear on the analysis or descriptions.
<b>Coherence and Clarity</b>	Ideas are not presented clearly, or Ideas are presented but links are weak and difficult to follow.	The structure allows for good understanding of the relationships between the different parts of the text.	Excellent structure allowing the reader to grasp all the ideas and understand the logical links between them.	The overall structure is such that the arguments are presented in a clearly refutable manner as both concepts and logic are defined and followed.
<b>Depth (Use of the 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>Paper Mechanics</b>				

<b>Quality of Writing</b>	Written with poor syntax and grammar.	Written with correct syntax and grammar.	Written with good form and where a notable effort has been made to facilitate reading.	Easy to read, where the ideas come forth and the writing disappears.
<b>APA Formatting</b>	Does NOT use APA v. 6 formatting OR APA v.6 formatting is used with consistent major errors of either heading structure, in-text citations, or references.	APA v. 6 formatting used, but consistent minor errors with use of either heading structure, in-text citations, or references.	APA v. 6 formatting used with a few minor errors.	Publishable... or almost!

Sub-Total: / 35

**TOTAL: / 40**

Exceptional	36-40	<90
Good	32-35	80-89
Sufficient	26-31	65-79
Inadequate	0-25	>65

### Assignment 2: Unit Plan (40%)

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 competing with other designers to “win” the contracting job. 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 it’s effectiveness for your context and how it compares with other models. (1 page max)

*FORMAT:*

The unit plan should be presented using APA 6 format for style and referencing. As with your first assignment pay attention to tone tense and other stylistic guidelines prescribed in the APA 6<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 2 EVALUATION RUBRIC:*

Aspect	Beginning Ideas (0-3)	Ideas (4-6)	Connections (7-9)	Extensions (10-12)
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 <b>or</b> 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 innovative 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		

Sub-Total: / 36

**TOTAL: 40**

Exceptional	36-40	<90
Good	32-35	80-89
Sufficient	26-31	65-79
Inadequate	0-25	>65

### Assignment 3: Online Discussion Participation (20%)

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 affirmation such as “I agree” “Great idea” are not sufficient although appreciated. 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. At least one of these posts should be on the course Hashtag
- 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 4 EVALUATION RUBRIC:*

Aspect	Beginning Ideas (0-1)	Ideas (2)	Connections (3-4)	Extensions (5-6)
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.
Aspect	Beginning Ideas (0-2)	Ideas (3-4)	Connections (5-6)	Extensions (7-8)
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.

**TOTAL: /20**

Exceptional	18-20	<90
Good	16-17	80-89
Sufficient	13-15	65-79
Inadequate	0-12	>65

## 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/>

**Appendix T4: EDUC5107 Syllabus S22**



## Syllabus

# Education 5107: Information Management in Education Environments

### Section 1: Course Identification Information

Course Title: Information Management in Education Environments

Course #: EDUC 5107

Section # EDUC5107:91 & EDUC5107:92

Number of credits: 3

Term: Spring 2022

### 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): 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 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
May 2-8	Lies, Damn Lies, and Data: <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> Discussions: <ul style="list-style-type: none"> <li>• Introduce yourself</li> <li>• What you would like to know</li> </ul>	
May 9-15	Data, data, and more data: <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> <b>Assignment 1</b> <p>Discussions:</p> <ul style="list-style-type: none"> <li>• Handbook of Learning Analytics – Selection 1</li> <li>• Educational Data Support Issue</li> <li>• Learning Circle: Problem Statement</li> </ul> <p>Assignment <i>learning circles</i> 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>	<b>Assignment 1: Problem Statement</b> Due Sunday, <b>May 15</b> by 11:55 pm AT Value: 15%
May 16-22	Data, data, and more data: <ul style="list-style-type: none"> <li>• From Bricks to Clicks</li> <li>• Social Networking Analysis</li> <li>• Standardized Testing</li> </ul> Discussions: <ul style="list-style-type: none"> <li>• SNA Discussion</li> <li>• Standardized Testing</li> </ul>	

Date	Topic	Reading & Assignments
May 23-29	<p><b>Assignment 2:</b></p> <ul style="list-style-type: none"> <li>• Personalized Learning (PL)</li> <li>• Institutional Review Board</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>• Personalized Learning</li> <li>• Learning Circle: Data Analysis</li> <li>•</li> </ul>	<p><b>Assignment 2: Data Analysis</b> Due Sunday, <b>May 29</b> by 11:55 pm AT Value: 20%</p>
May 30 - June 5	<p>Google:</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>Data Mining:</p> <ul style="list-style-type: none"> <li>• EdSurge Product Index</li> <li>• Tools for Educational Data Mining</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>• Google Apps in the Classroom</li> <li>• Data Mining Tools</li> </ul>	
June 6-12	<p>Ethical and Privacy Issues</p> <ul style="list-style-type: none"> <li>• Ethics and Learning Analytics</li> </ul> <p><b>Assignment 3</b></p> <p>Learning Circle: Project Proposal</p> <p>Optional: A one-two 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.</p> <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 3: Project Proposal</b> Due Sunday, <b>June 12</b> by 11:55 pm AT Value: 40%</p> <p><b>Assignment 4: Online Participation Self-Evaluation</b> Due FRIDAY, <b>June 10</b> by 11:55 pm AT 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 dropdown.
- 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.

## 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/>

### Appendix T5: Informal Student Feedback

Dr. Rob Power  
Assistant Professor of Education, Cape Breton University

The following are examples of informal feedback received via email and social media from students who participated in courses designed and instructed by Dr. Rob Power\*

#### Student Testimonials

“I felt like an imposter in this graduate program when I started in 2019 and I was riddled with anxiety. In my first graduate course with you, I immediately felt comfortable and at ease, which is what I needed at that time. In that course, I created a WBLT and you allowed me to choose a topic that I cared deeply about: Sun Salutation. You taught me the course content, but allowed me to grow and choose a topic that I love. I remember thinking, “Wow. Rob’s kids are so lucky.” I have always felt such a fatherly presence from you - a father that cares deeply. A father that provides his children and students with the tools they need to succeed, and then allowing them to grow and explore independently, but always there if they fall or need help.

“This course is our last together, and my heart feels so full to have met you. It was never about the content you taught. It was the fact that you were always there when I needed you. I felt relief interacting with you. That’s why I had the courage to send you such a bizarre email about wanting to “bypass” the last assignment. You gave me the courage to tell you how I really felt with faith that you will always understand. That is a real teacher”

M.Ed. student, Ontario Tech University

“Long time...firstly all I have to say is that I'm now teaching at a major GTA college. Suddenly, my classes must be converted online until the rest of the semester. While faculty members (many I think) continue to panic. I honestly feel SO PREPARED, I've got this. This is in NO SMALL PART TO YOU for helping me understand how to align pedagogical goals to online environments. In a world filled with confusion, strife, upheaval and consistent uncertainty... I want to tell you THANK YOU for preparing me well. I will now APPLY this to help my students succeed during this difficult time. THANK YOU ROB!!”

M.Ed. student, Ontario Tech University

*\*All statements reused with permission from the students*

"I just want to say how thankful I am to have taken two of your courses. In light of the situation we are in (college gone to full online delivery), I find that I am not struggling at solutions to this as I am noticing some of my colleagues are. I understand how the content needs/should be delivered, while still remaining AODA compliant."

M.Ed. student, Ontario Tech University

"Thank-you for being so supportive and understanding... You have been one of the most interesting profs I have the pleasure to learn with. You do Talk the Talk and Walk the Walk where is concerns your philosophy and beliefs in adult education. You have applied almost every learning and teaching principle taught in my past 9 Master courses... I Wish I were 10 years younger for doing a PhD under your guidance..."

M.Ed. student, Athabasca University

"This to date has been my favorite course... It is applicable to my every day teaching. I have picked up so many great ideas I just don't know how I will incorporate them all..."

M.Ed. student, Athabasca University

"I mostly appreciate the ability to tailor the assignments to our own work situation. The assignments were relevant and by using our own scenarios they became 'real' and not just an assignment. (I think my office mates are exhausted with all the new info I bring in.)... I mostly appreciate the variety of your assignments... with all the assignments I have done I really remember the unique ones the most... It's been fun - thank you."

M.Ed. student, Athabasca University

"I've had a lot of fun with this course... I've been exposed to so many technologies and applications during this term that I had never heard of before, and I love that the course is designed to be so hands-on.... being physically engaged with course material is so much better than writing a bunch of papers on it. Thanks Rob for all your efforts to structure this course in such an engaging way!"

*\*All statements reused with permission from the students*

M.Ed. student, Athabasca University

"I will add my voice to the chorus. Yes, this course has been one of the hardest and one of the most rewarding courses I have taken. Thank you."

M.Ed. student, Athabasca University

"Thanks to your courses, I have begun redesigning our [program]... and it was very well received... I was also able to convince some colleagues to integrate [digital tools]... the interaction will totally blow people away... this is precisely why I want to continue taking as many technology courses as I can...."

M.Ed. student, University of Ontario Institute of Technology

"I really enjoyed this course... but mostly I have learned so much that is actually useful in my career! I really appreciate learning all the different technology tools that are available to us instructors, but I really liked how we were able to actually demonstrate how to use these tools through the assignment work... I can now use these skills and incorporate a lot more technology into my future courses at [xxxx College]! Thanks so much for a great semester!"

M.Ed. student, Athabasca University

"I have never had any instructor in any program take such an interest in students' success, so I just wanted to say thanks... I have an opportunity to be an online instructor with [University X] upon completion of my degree... thanks to your example, I know how to support my learners better than I ever would have had I not taken your courses."

M.Ed. student, University of Ontario Institute of Technology

"Once again, Rob has been an excellent instructor! I really appreciated his timely feedback and his willingness to add value to our online discussions. It was awesome that he also took the time to provide a video feedback on my final assignment, which I had never seen before. It was a great way to add an extra personal touch within a online learning environment. Thank you!"

*\*All statements reused with permission from the students*

Continuing Education student, Mount Royal University

"I just wanted to send along a little note thanking you for the detailed and unique feedback... I have never received something of this nature before in terms of video feedback... I sometimes find myself thinking about that transactional distance which we have studied in this course. Your approach to this assignment was certainly welcomed. As a teacher, I strive to be timely with my students in terms of getting back to them... with the hopes that students will notice and see the benefits. Having a professor model this same approach is again a very nice touch."

M.Ed. student, Cape Breton University

"If he taught how to pour cement, I'd take it. I will take anything he teaches. This is my 6<sup>th</sup> program, and he is my favorite instructor EVER"

M.Ed. student, University of Ontario Institute of Technology

**Appendix T6: Student Thank-You Letter**

Rob,

I felt like an imposter in this graduate program when I started in 2019 and I was riddled with anxiety. In my first graduate course with you, I immediately felt comfortable and at ease, which is what I needed at that time. In that course, I created a WBLT and you allowed me to choose a topic that I cared deeply about: Sun Salutation. You taught me the course content, but allowed me to grow and choose a topic that I love. I remember thinking, "Wow. Rob's kids are so lucky." I have always felt such a fatherly presence from you - a father that cares deeply. A father that provides his children and students with the tools they need to succeed, and then allowing them to grow and explore independently, but always there if they fall or need help.

This course is our last together, and my heart feels so full to have met you. It was never about the content you taught. It was the fact that you were always there when I needed you. I felt relief interacting with you. That's why I had the courage to send you such a bizarre email about wanting to "bypass" the last assignment. You gave me the courage to tell you how I really felt with faith that you will always understand. That is a real teacher.

With love,

OnTechU M.Ed. Student

**Appendix T7: Course Evaluations Rob Power spring summer 2021**

Project Title: **Course Evaluation**Course Audience: **14**Responses Received: **6**Response Ratio: **42.86%**

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**Report Comments**

The following information is a summary of the official student evaluation of EDUC-5103-Int of Inst. Des. & Info Tech.

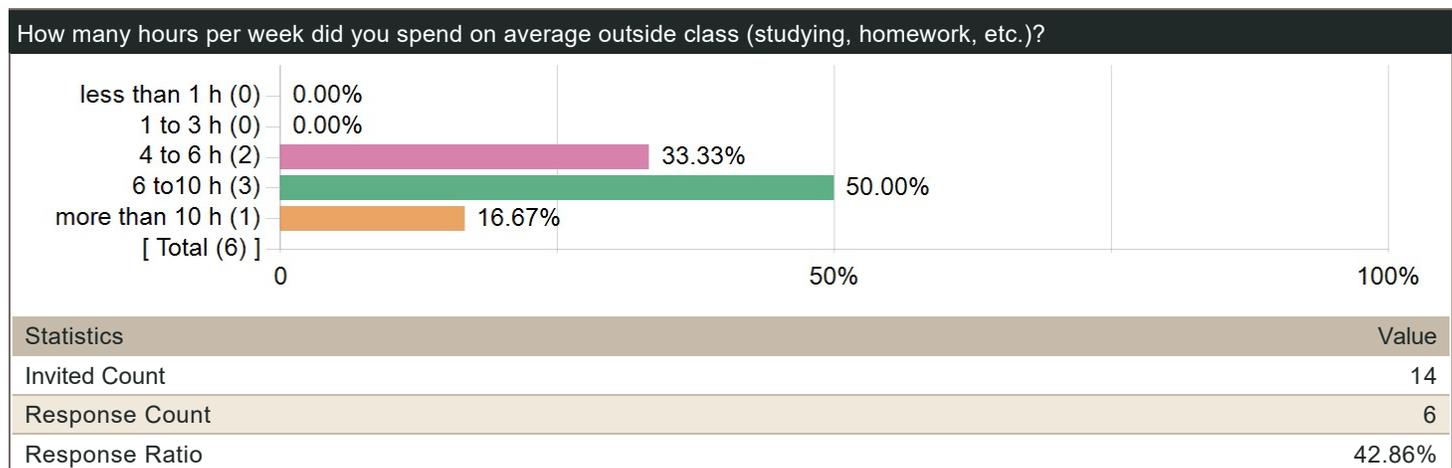
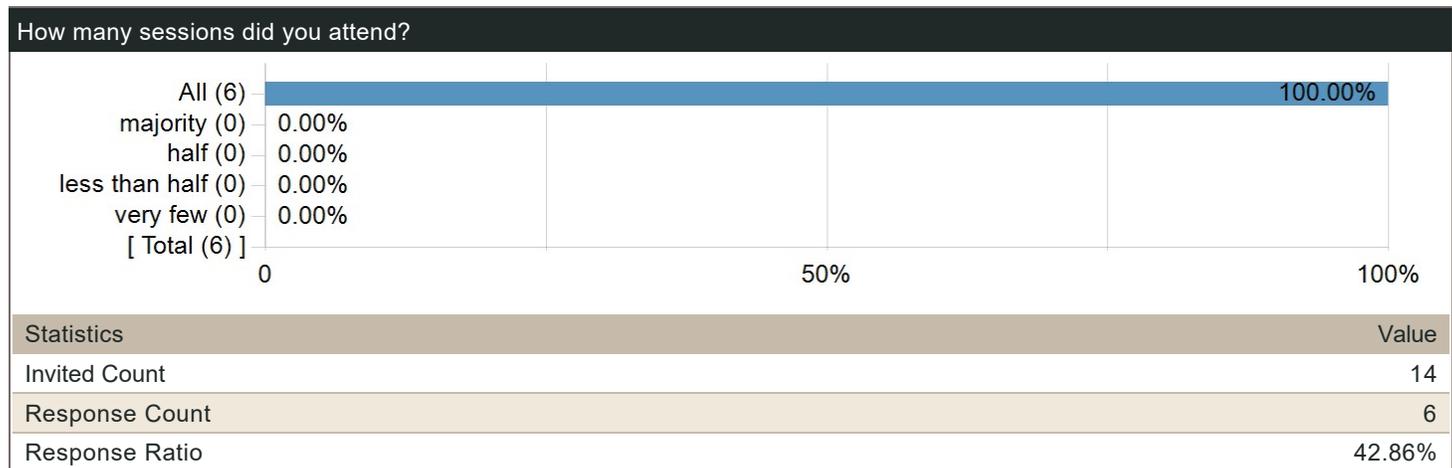
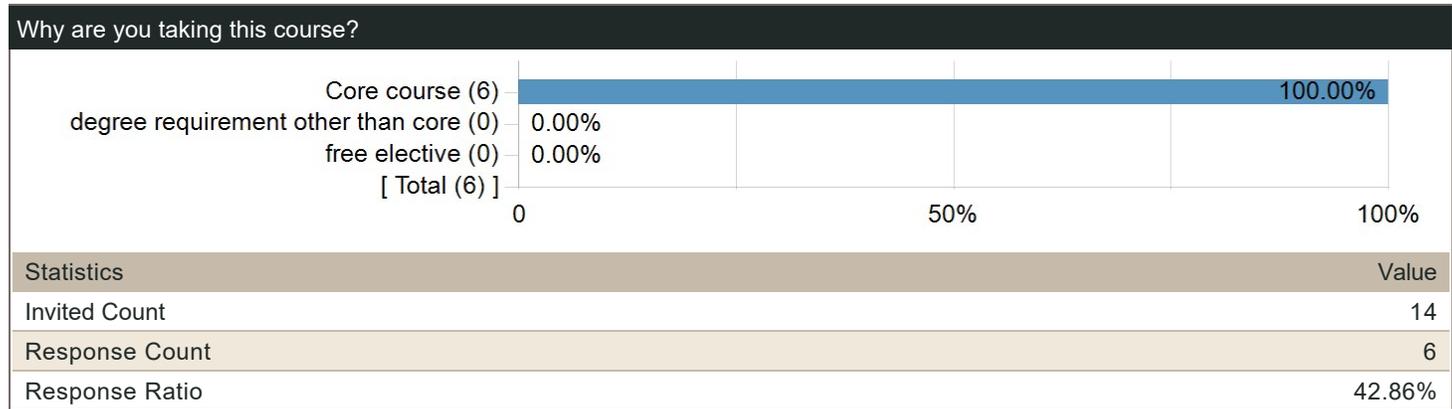
The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard Student Course Evaluation; this provision minimizes the potential for an instructor's teaching to be reduced to a single number based on students' responses. The evaluation of teaching should be interpreted as a whole and students' responses should be considered as only one part of the overall evaluation of an instructor's teaching.

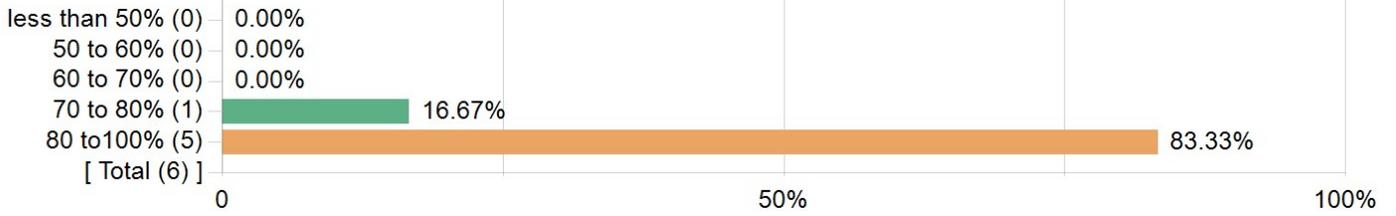
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Creation Date: **Friday, July 16, 2021**

## Part A: Student Information



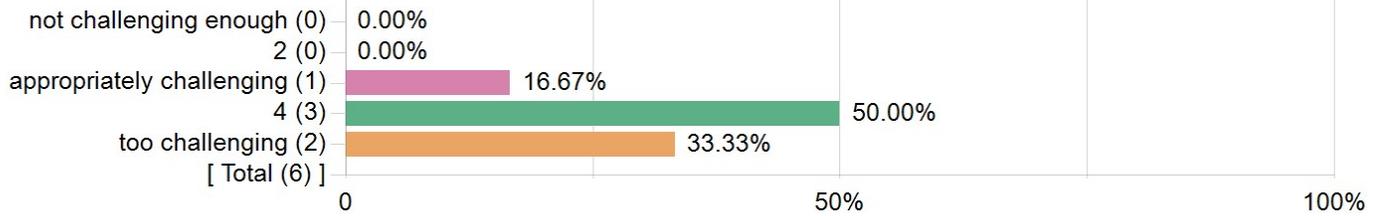
What final grade do you expect in this course?



Statistics	Value
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Response Count	6
Response Ratio	42.86%

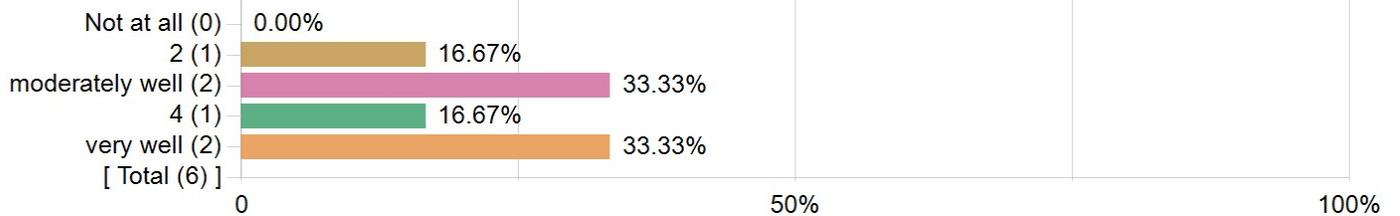
Part B: Course and Degree Program Information

Given the level of the course, the course was:



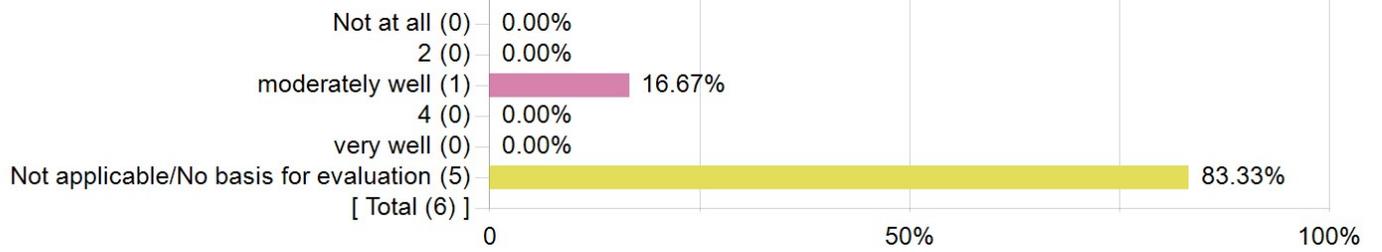
Statistics	Value
Invited Count	14
Response Count	6
Response Ratio	42.86%
Mean	4.17
Standard Deviation	0.75

How does this course contribute to your program?



Statistics	Value
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Response Count	6
Response Ratio	42.86%
Mean	3.67
Standard Deviation	1.21

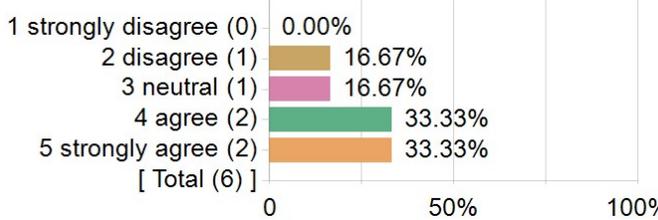
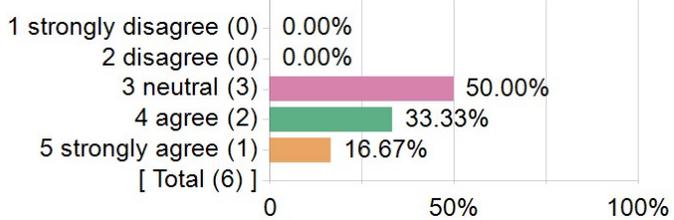
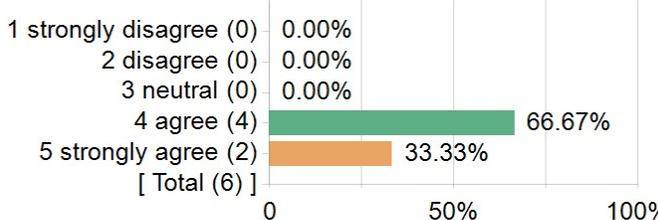
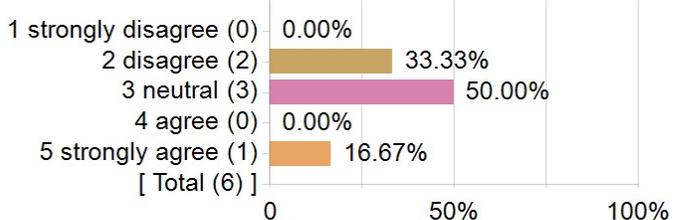
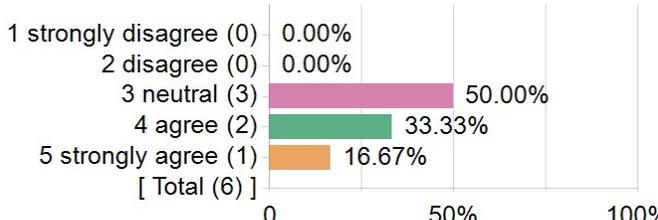
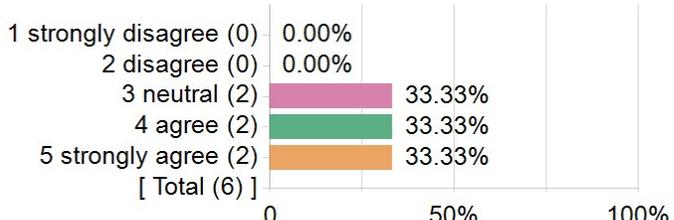
If the course contains a lab/ practicum component: how does this lab/practicum support this course?

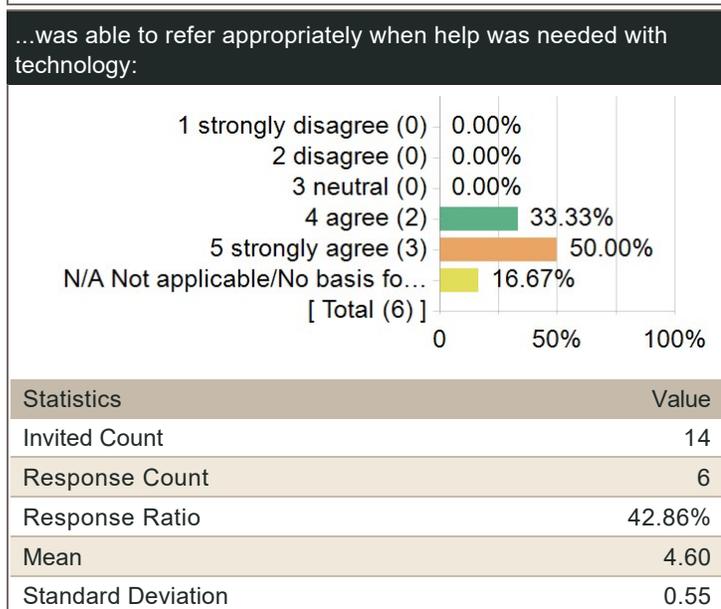
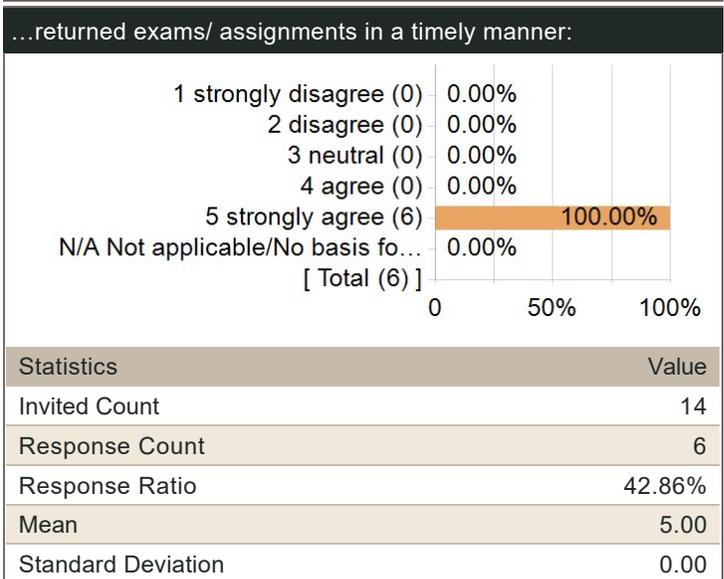
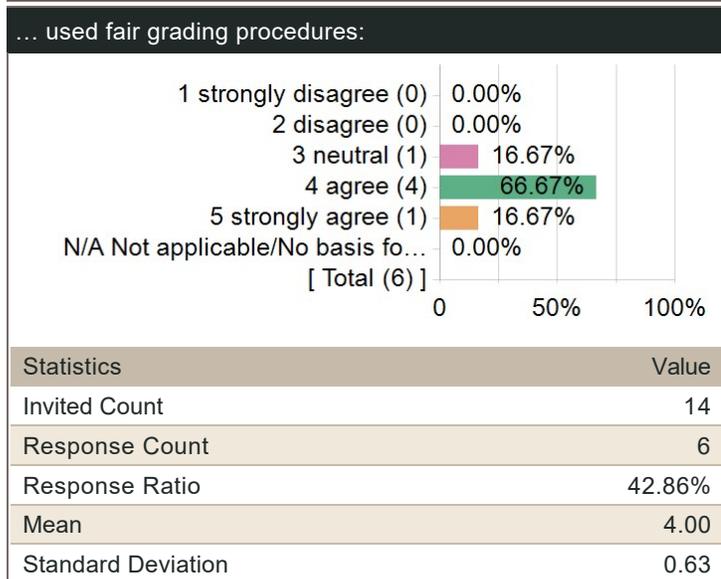
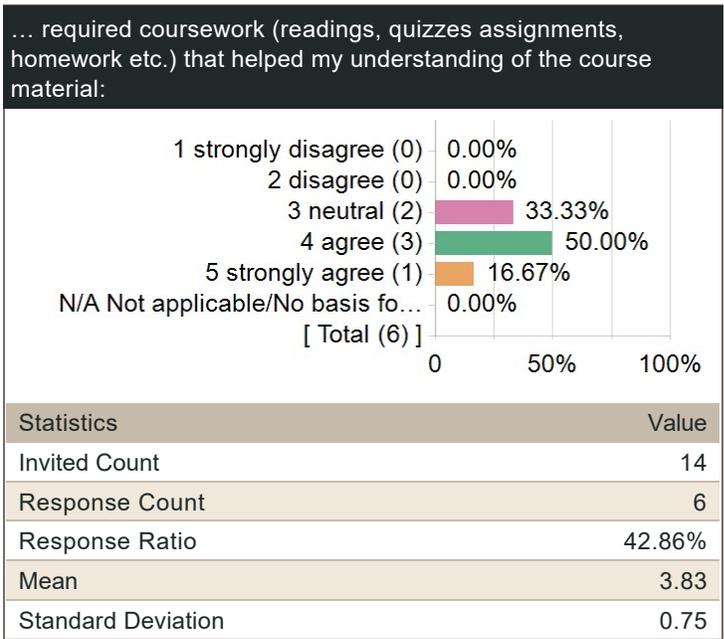
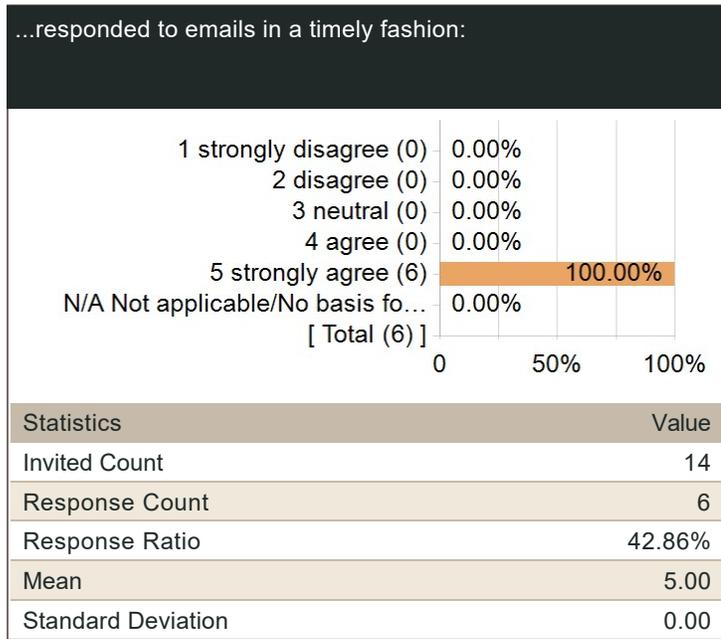


Statistics	Value
Invited Count	14
Response Count	6
Response Ratio	42.86%
Mean	3.00
Standard Deviation	N/A

## Part C: Teaching Specific Questions

### The instructor: Robert Power

...organized the course well:	...presented the course material well:																								
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## Part D: Unedited Student Comments

Please provide your rationale for giving positive ratings of the course and course instructor.

Comments
I enjoyed both this course and the instructor. Help was always offered and feedback was given in a timely manner.
Instructor was knowledgeable, helpful, organized, and quick to respond to any questions.
Rob Power was incredibly timely in his responses, grading of assignments, and any help that was needed. He provided clear assessment requirements.
I thought the instructor was very well organized and did a great job in his role.

Please provide comments on what if anything can be improved in the course and course instruction:

Comments
I found the first assignment to be a bit overwhelming. I was very worried that I did not have enough knowledge/understanding of instructional design to choose an issue and create a literature review however, now at the end of the course I feel much more knowledgeable on the subject of instructional design.
The volume of material and pace was detrimental to learning. The volume of material and pace made the course stressful and joyless.
Considering this was a course on instructional design, there were many inefficiencies with the way the course was structured. For starters, the course was not adapted from the 13 week version to the 8 week version, causing an unnecessary and often overwhelming amount of weekly requirements. Further, the amount of readings and course materials were often over saturated, causing a very shallow level of understanding of the course content. Perhaps if a few key reading selections were given, there would be a deeper level of understanding. I was often left with more questions and a cognitive overload, where the information I did sift through was not deeply learned. I believe a re-evaluation of the amount of work, while also adjusting the relevancy of the reading and videos provided would be beneficial.
Also, if the professor is going to be incredibly thorough about structure and references, then the course itself should be proof-read, edited, and revised to ensure a clear and concise delivery of information is achieved.
My only issues with the course are the content in general. I am a teacher and just wish these courses would offer more useful and practical resources so that they can be used in my profession. It seems that many courses offered are forgetting that teachers are the majority of the students enrolled and it would be nice to have more of a relatable design that ensures what we are learning is something that can be activity implemented into a typical classroom setting.

Additional comments:

Comments
References to the final research project for the program just adds stress when we don't have any information on what it entails. I don't understand why all students do not receive an outline on the final research project when they sign up for the program. While I am learning a great deal from this program, it is incredibly stressful and time consuming. I would not recommend this program to any new teacher busy developing courses or with young children as the time commitment is far too high.
Overall, while the course did provide insight into areas of classroom technology integration, I wish there were more applicable practices explored that teachers could use, instead of the heavily theory based strategies.

Project Title: **Course Evaluation**Course Audience: **10**Responses Received: **6**Response Ratio: **60.0%**

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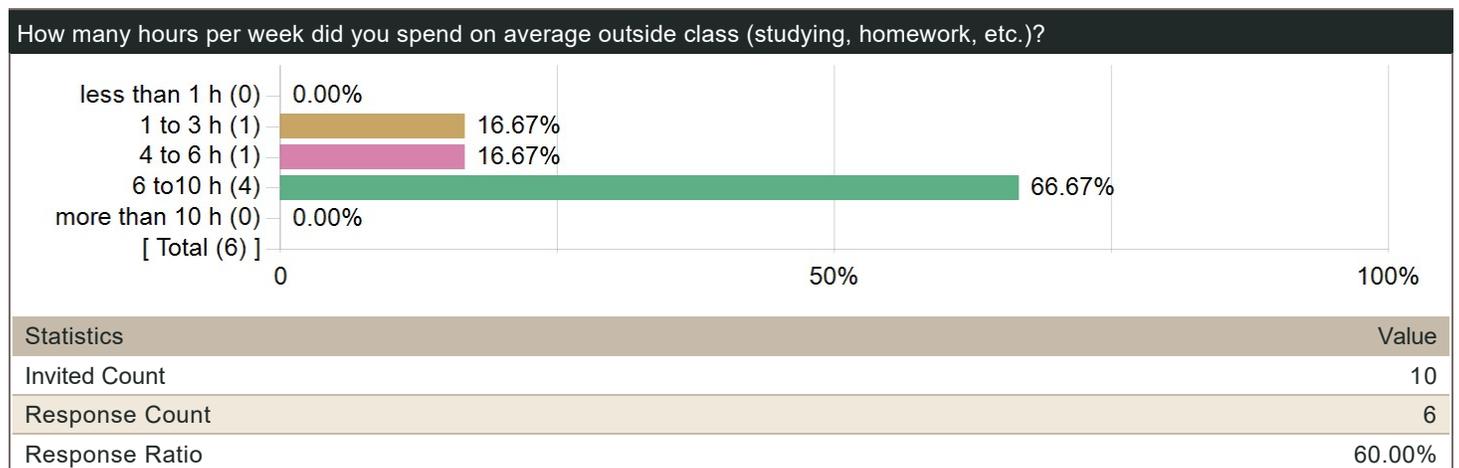
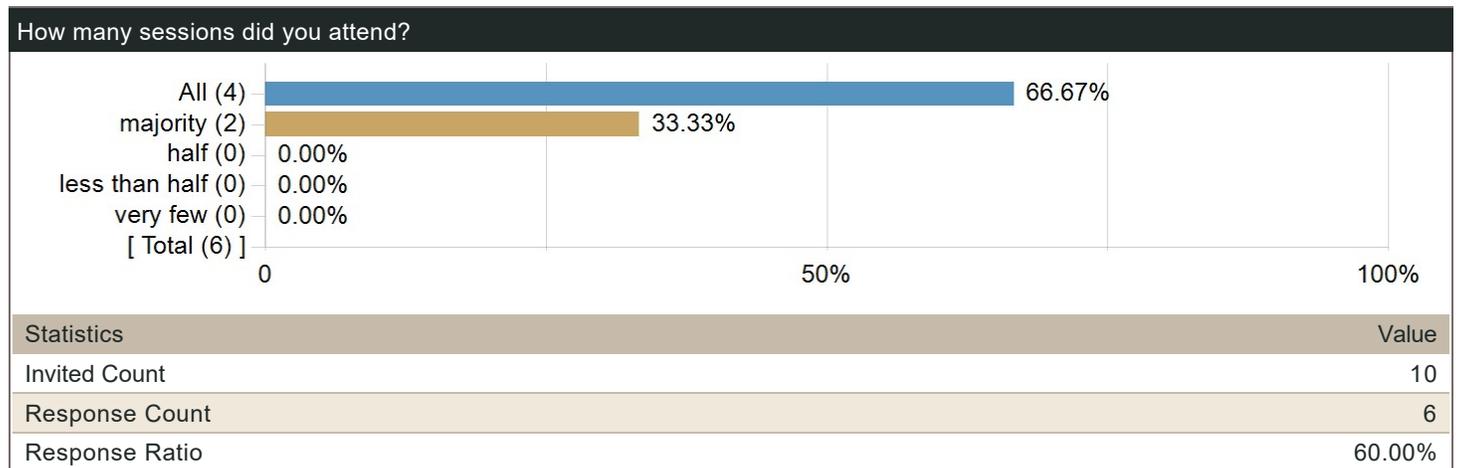
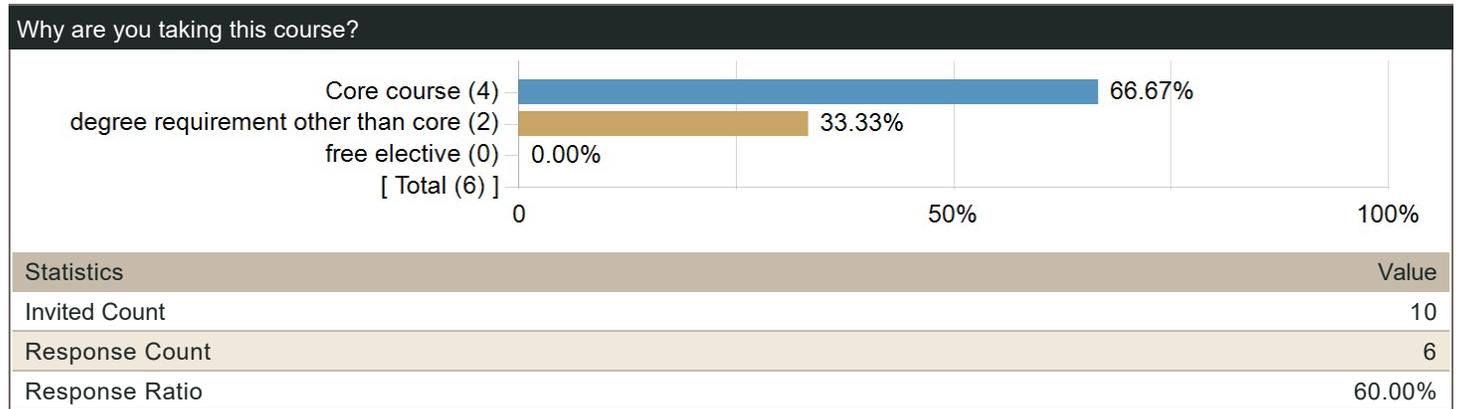
**Report Comments**

The following information is a summary of the official student evaluation of EDUC-5103-Int of Inst. Des. & Info Tech.

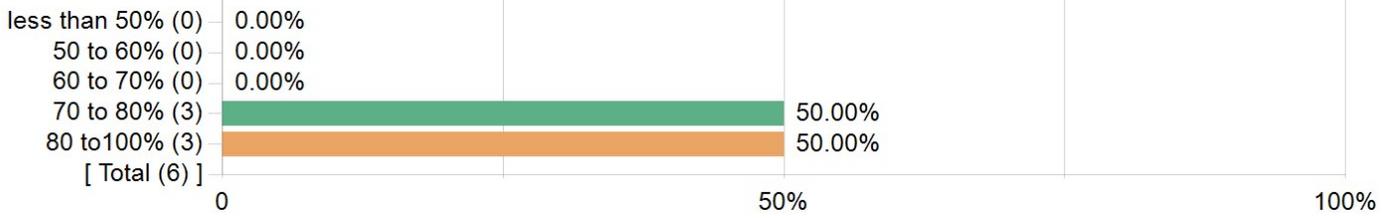
The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard Student Course Evaluation; this provision minimizes the potential for an instructor's teaching to be reduced to a single number based on students' responses. The evaluation of teaching should be interpreted as a whole and students' responses should be considered as only one part of the overall evaluation of an instructor's teaching.

## Part A: Student Information



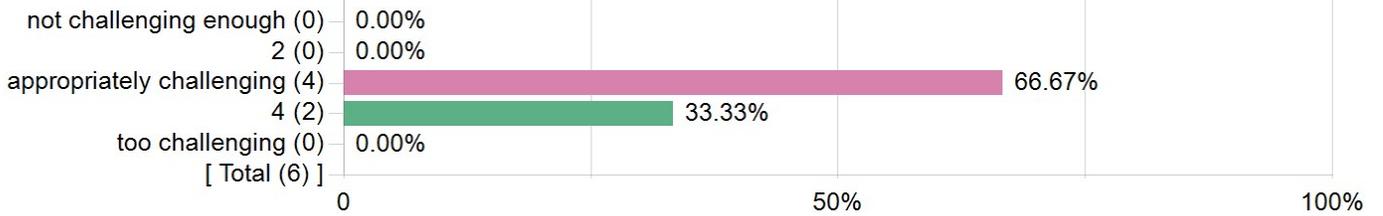
What final grade do you expect in this course?



Statistics	Value
Invited Count	10
Response Count	6
Response Ratio	60.00%

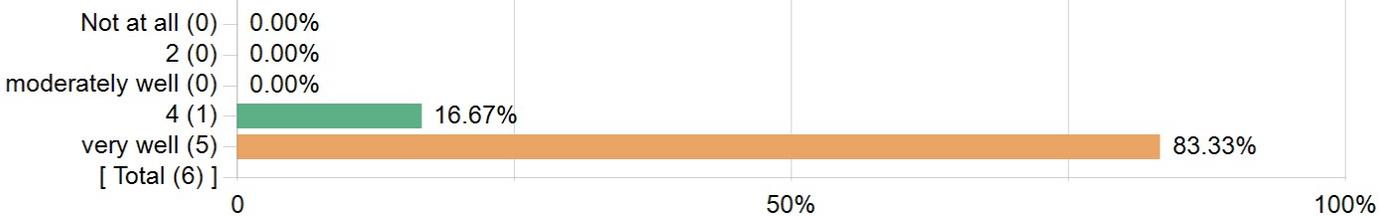
Part B: Course and Degree Program Information

Given the level of the course, the course was:



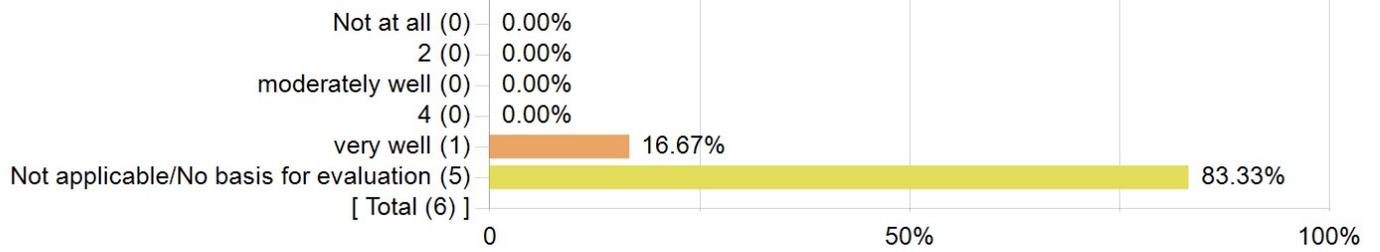
Statistics	Value
Invited Count	10
Response Count	6
Response Ratio	60.00%
Mean	3.33
Standard Deviation	0.52

How does this course contribute to your program?



Statistics	Value
Invited Count	10
Response Count	6
Response Ratio	60.00%
Mean	4.83
Standard Deviation	0.41

If the course contains a lab/ practicum component: how does this lab/practicum support this course?

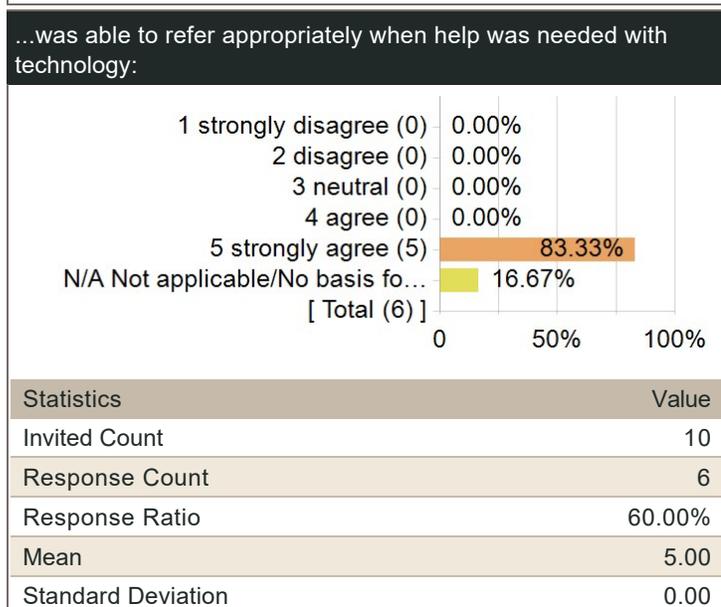
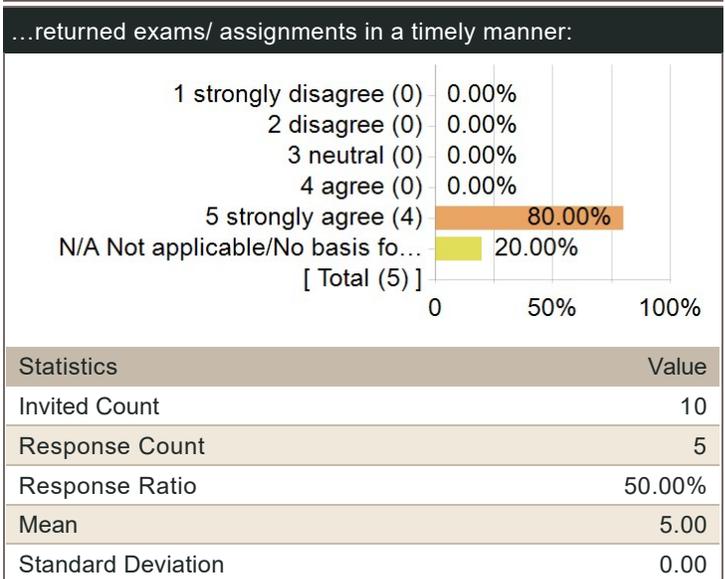
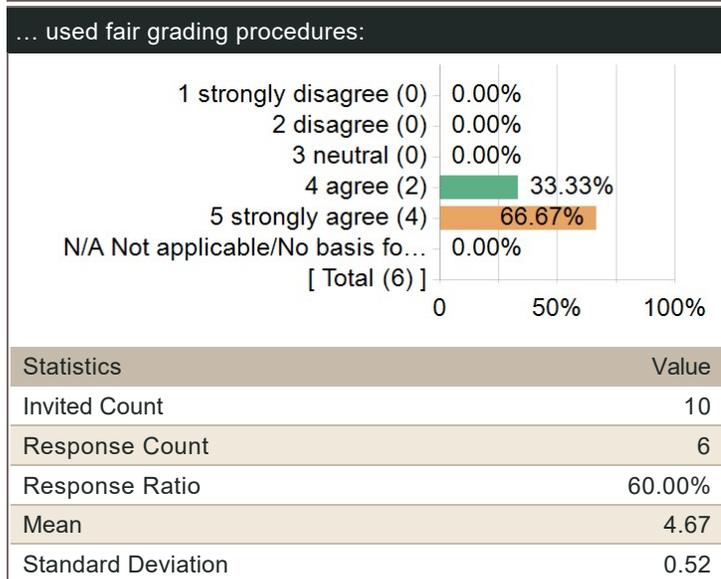
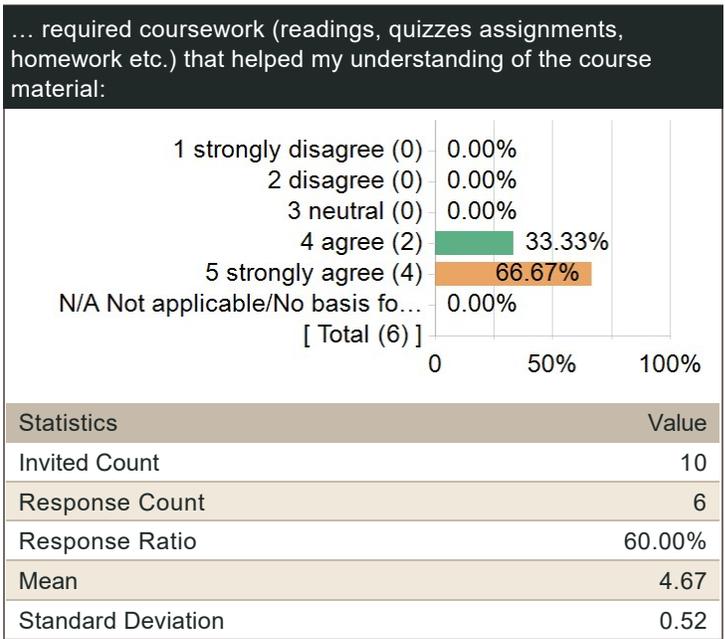
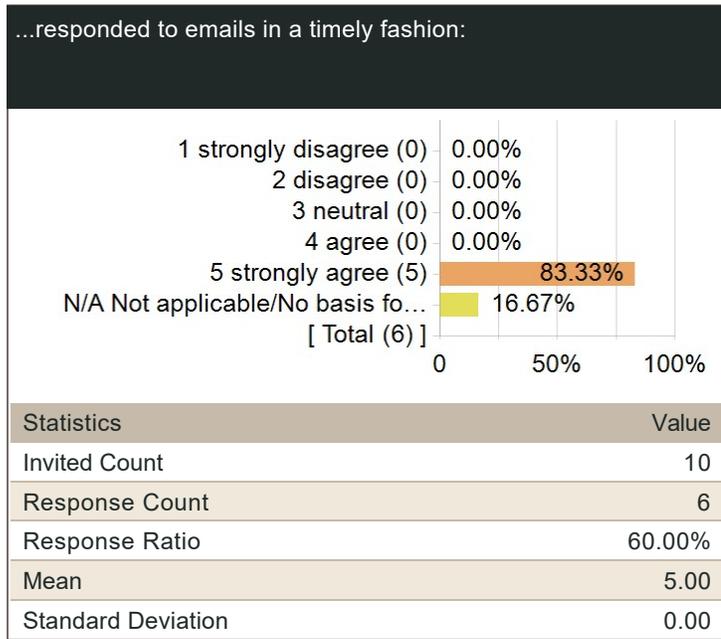


Statistics	Value
Invited Count	10
Response Count	6
Response Ratio	60.00%
Mean	5.00
Standard Deviation	N/A

## Part C: Teaching Specific Questions

### The instructor: Robert Power

...organized the course well:	...presented the course material well:																								
<p>1 strongly disagree (0) 0.00%                  2 disagree (0) 0.00%                  3 neutral (0) 0.00%                  4 agree (3) 60.00%                  5 strongly agree (2) 40.00%                  [ Total (5) ]</p>	<p>1 strongly disagree (0) 0.00%                  2 disagree (0) 0.00%                  3 neutral (0) 0.00%                  4 agree (2) 33.33%                  5 strongly agree (4) 66.67%                  [ Total (6) ]</p>																								
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## Part D: Unedited Student Comments

**Please provide your rationale for giving positive ratings of the course and course instructor.**

Comments
Dr. Power is a very knowledgeable and dedicated professor. He took the time to provide effective feedback. First professor to ever show me where I was going wrong in my APA formatting. Besides a very detailed feedback checklist, he also took the time to provide a feedback video. Very effective. It is appreciated beyond words. Seeing his commitment to providing relevant feedback made me reflect on how I provide feedback to my students, and it has encouraged me to improve my own practice. Although there were times I felt overwhelmed in this course, I cannot possibly say enough good things about Dr. Power. Oh, and the material was useful and interesting, too :)
I enjoyed the content and it challenged me to think about my instruction in the classroom as well as online. Feedback was quick and helpful, I appreciated the video feedback!
Dr. Power was an excellent knowledge bank throughout the course and offered the opportunity for students to learn from their peers, himself, and various mediums of resources. The course was applicable to my own teaching and the work was challenging but interesting, and I felt intrinsically motivated each week as I knew the material was well aligned with the aspects of my career and allowed me to learn applicable things. Dr. Power has been a great instructor who provided prompt, clear feedback to questions and facilitated classroom discussions that not only reflected upon course material but also allowed us to think outside the box.
Dr. Power is very innovative and inspiring. He responds to emails and requests quickly and empathetically. I really liked the way the modules were set up – great content and organization. The feedback received on assignments was motivating and helpful. I learned so much in this course and appreciated the way it was facilitated.

**Please provide comments on what if anything can be improved in the course and course instruction:**

Comments
Within the the weekly notes (modules) there were so many questions, challenges, post requirements, readings, etc. for us to complete that it was overwhelming. I'm sure when it's a four month course and not condensed it is more achievable; but as a condensed course when still teaching full time, it was overwhelming.
I am new to CBU and had some difficulty navigating the portal at first. I am used to classes being 4 months long and having the work condensed into two months was challenging as a full-time teacher in May and June, not the fault of the instructor but a factor for me.

Project Title: **Course Evaluation**Course Audience: **24**Responses Received: **14**Response Ratio: **58.33%**

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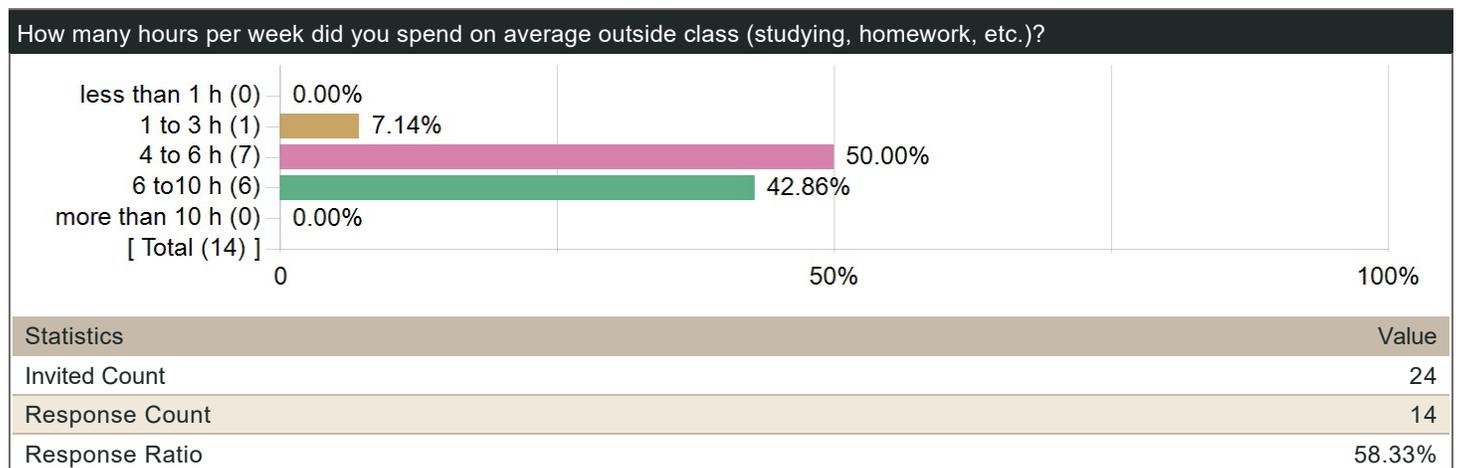
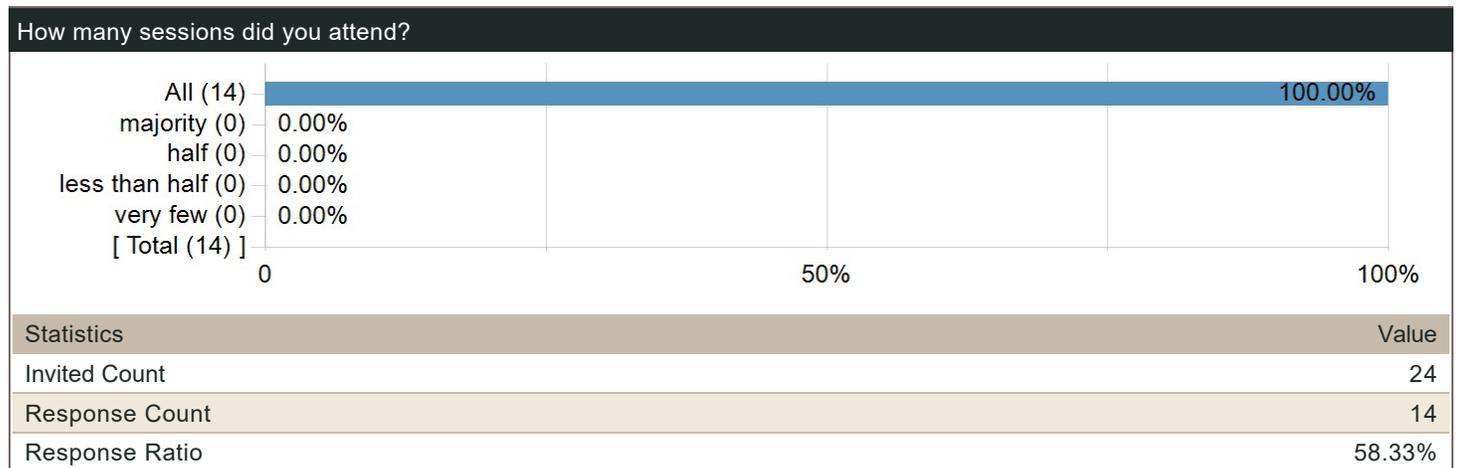
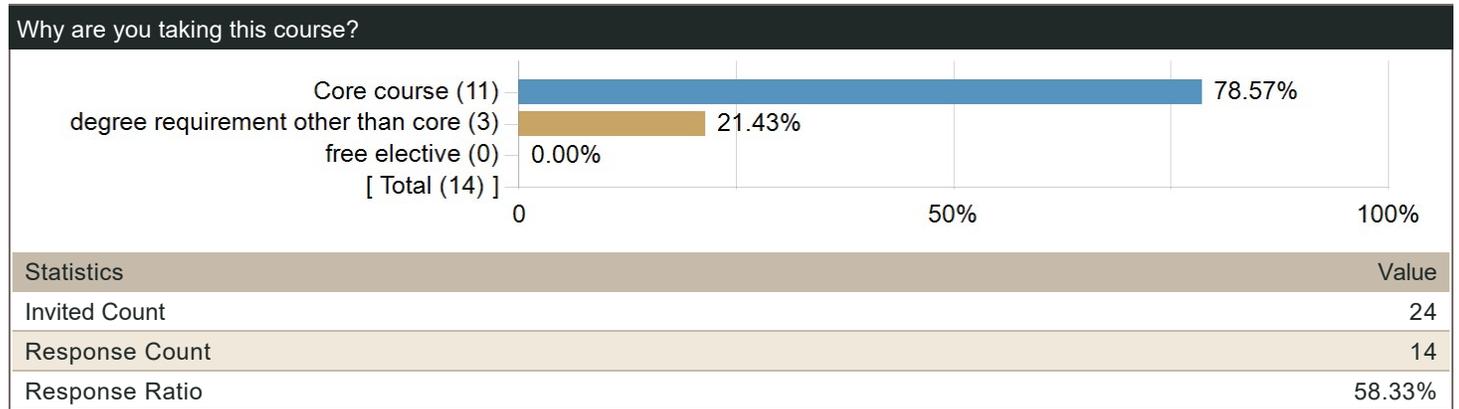
**Report Comments**

The following information is a summary of the official student evaluation of EDUC-5107-Info Mgmt in Edu Env.

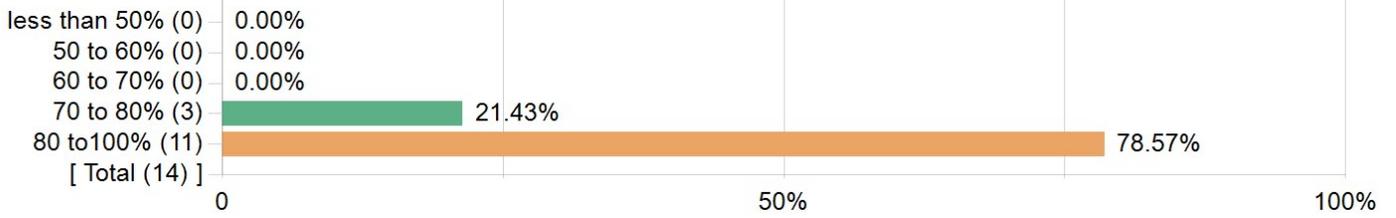
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## Part A: Student Information



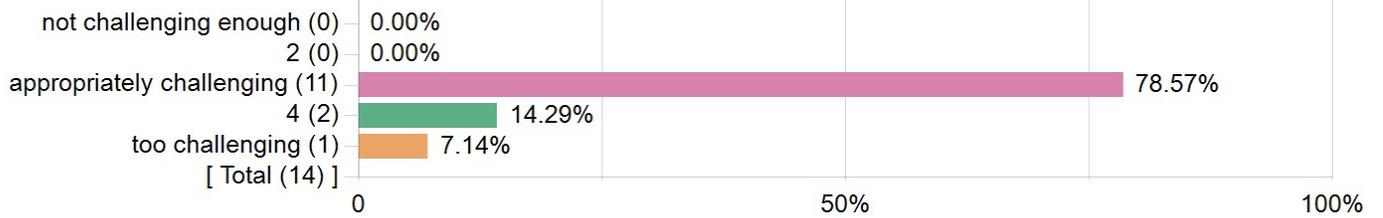
What final grade do you expect in this course?



Statistics	Value
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Response Count	14
Response Ratio	58.33%

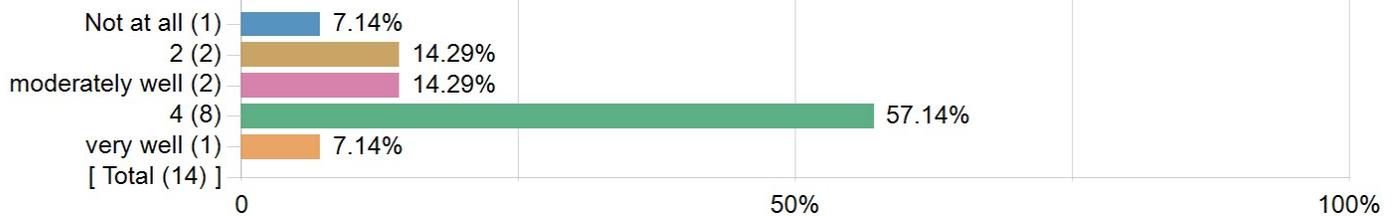
Part B: Course and Degree Program Information

Given the level of the course, the course was:



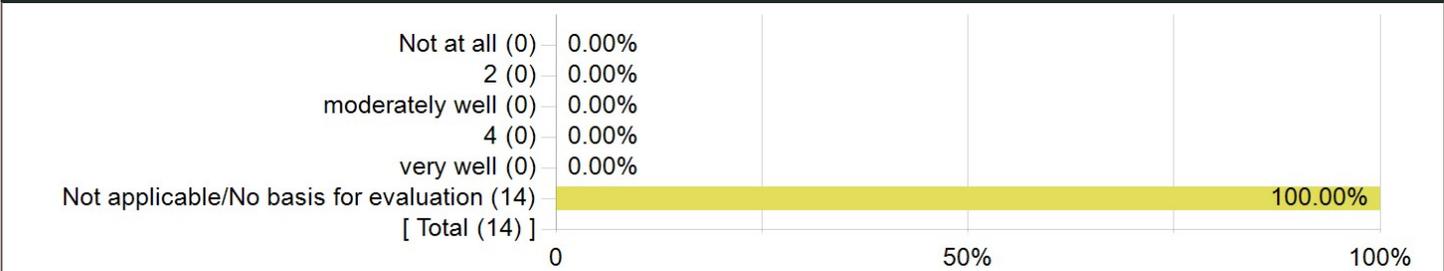
Statistics	Value
Invited Count	24
Response Count	14
Response Ratio	58.33%
Mean	3.29
Standard Deviation	0.61

How does this course contribute to your program?



Statistics	Value
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Response Count	14
Response Ratio	58.33%
Mean	3.43
Standard Deviation	1.09

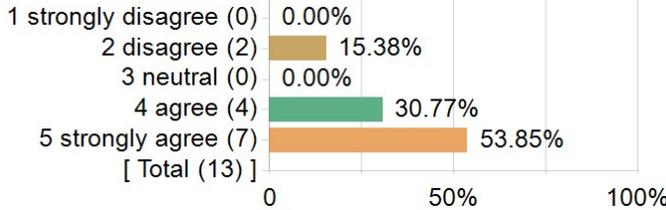
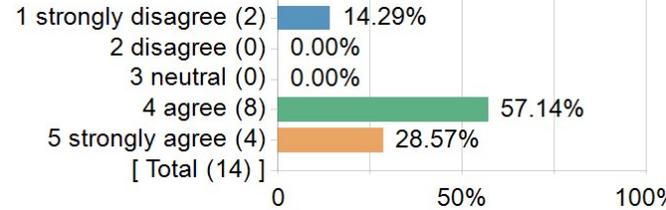
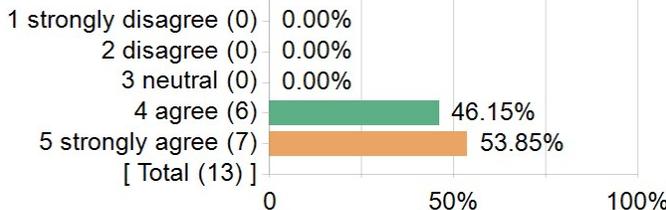
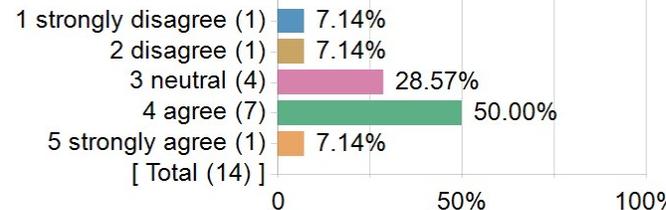
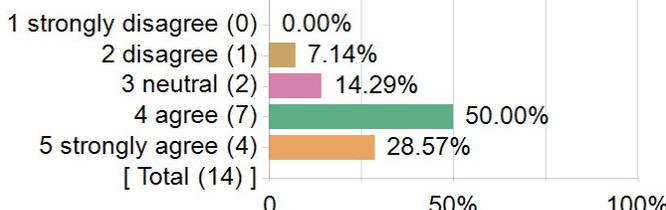
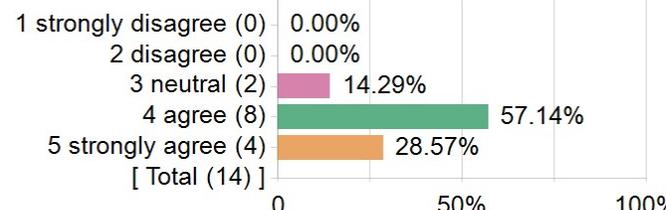
If the course contains a lab/ practicum component: how does this lab/practicum support this course?

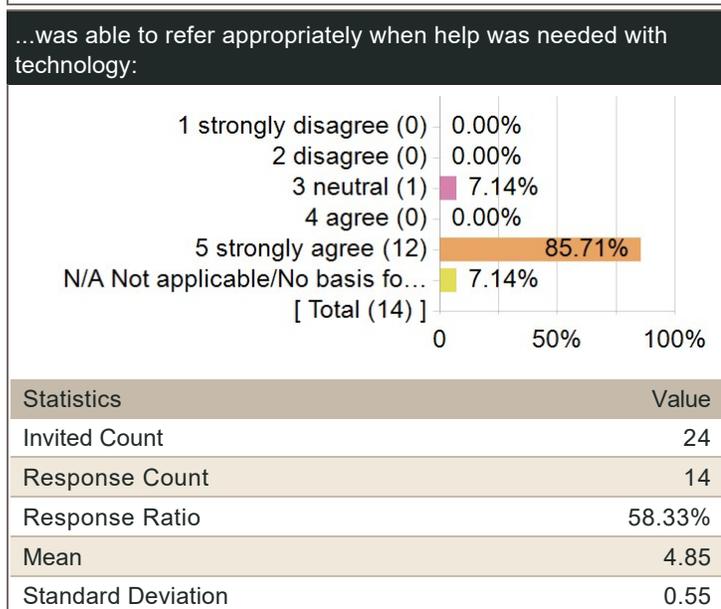
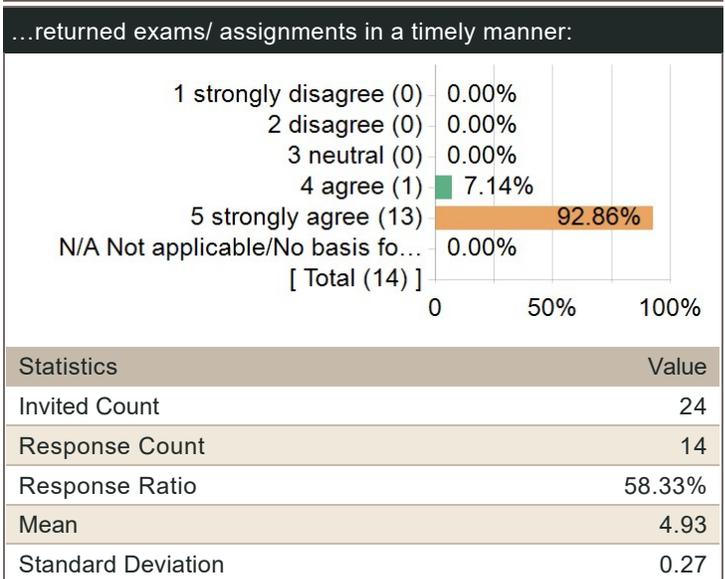
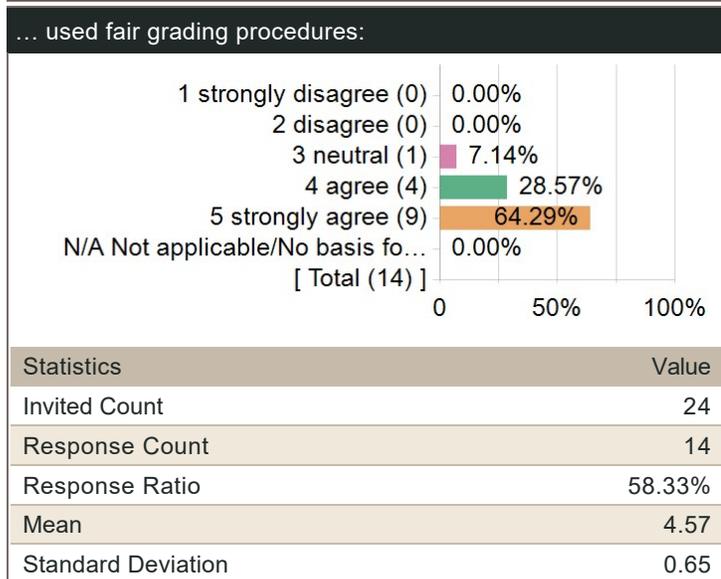
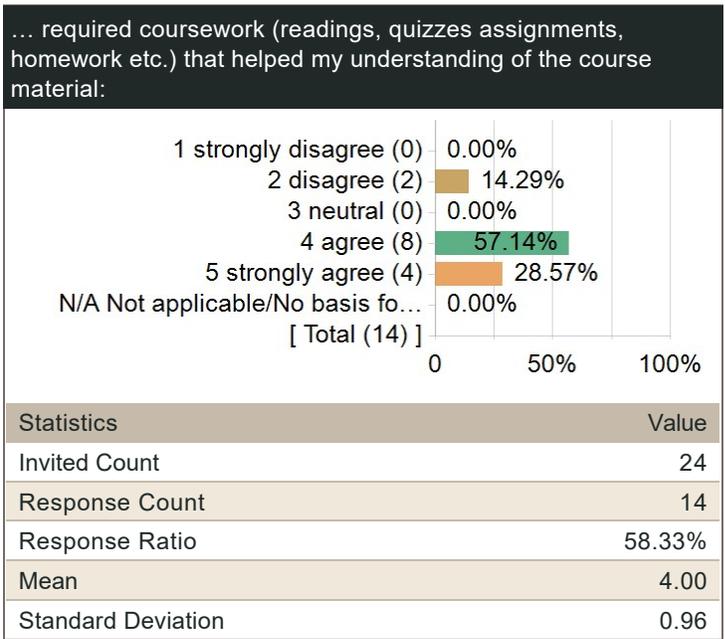
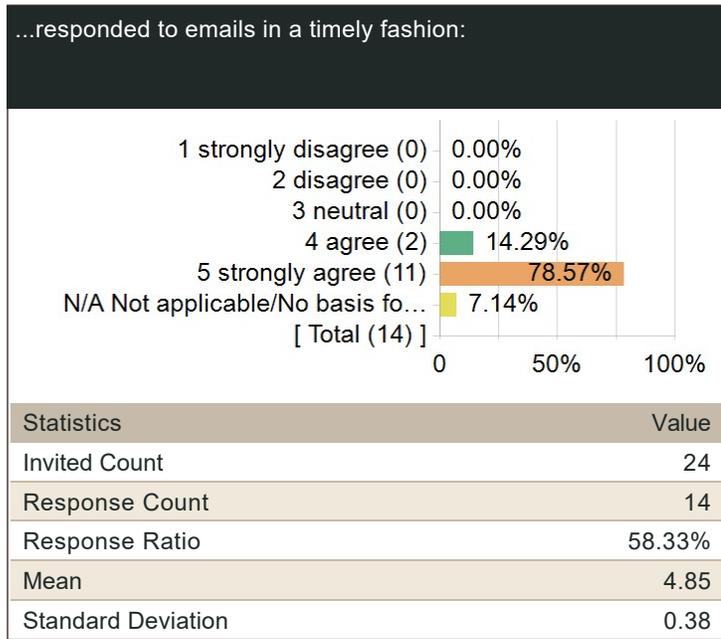


Statistics	Value
Invited Count	24
Response Count	14
Response Ratio	58.33%
Mean	N/A
Standard Deviation	N/A

## Part C: Teaching Specific Questions

### The instructor: Robert Power

...organized the course well:	...presented the course material well:																								
 <p>1 strongly disagree (0) 0.00%                  2 disagree (2) 15.38%                  3 neutral (0) 0.00%                  4 agree (4) 30.77%                  5 strongly agree (7) 53.85%                  [ Total (13) ]</p>	 <p>1 strongly disagree (2) 14.29%                  2 disagree (0) 0.00%                  3 neutral (0) 0.00%                  4 agree (8) 57.14%                  5 strongly agree (4) 28.57%                  [ Total (14) ]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>24</td> </tr> <tr> <td>Response Count</td> <td>13</td> </tr> <tr> <td>Response Ratio</td> <td>54.17%</td> </tr> <tr> <td>Mean</td> <td>4.23</td> </tr> <tr> <td>Standard Deviation</td> <td>1.09</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	24	Response Count	13	Response Ratio	54.17%	Mean	4.23	Standard Deviation	1.09	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>24</td> </tr> <tr> <td>Response Count</td> <td>14</td> </tr> <tr> <td>Response Ratio</td> <td>58.33%</td> </tr> <tr> <td>Mean</td> <td>3.86</td> </tr> <tr> <td>Standard Deviation</td> <td>1.29</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	24	Response Count	14	Response Ratio	58.33%	Mean	3.86	Standard Deviation	1.29
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Standard Deviation	1.29																								
<p>...clearly explained how the student's performance is evaluated:</p>  <p>1 strongly disagree (0) 0.00%                  2 disagree (0) 0.00%                  3 neutral (0) 0.00%                  4 agree (6) 46.15%                  5 strongly agree (7) 53.85%                  [ Total (13) ]</p>	<p>...inspired interest in the course content:</p>  <p>1 strongly disagree (1) 7.14%                  2 disagree (1) 7.14%                  3 neutral (4) 28.57%                  4 agree (7) 50.00%                  5 strongly agree (1) 7.14%                  [ Total (14) ]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>24</td> </tr> <tr> <td>Response Count</td> <td>13</td> </tr> <tr> <td>Response Ratio</td> <td>54.17%</td> </tr> <tr> <td>Mean</td> <td>4.54</td> </tr> <tr> <td>Standard Deviation</td> <td>0.52</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	24	Response Count	13	Response Ratio	54.17%	Mean	4.54	Standard Deviation	0.52	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>24</td> </tr> <tr> <td>Response Count</td> <td>14</td> </tr> <tr> <td>Response Ratio</td> <td>58.33%</td> </tr> <tr> <td>Mean</td> <td>3.43</td> </tr> <tr> <td>Standard Deviation</td> <td>1.02</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	24	Response Count	14	Response Ratio	58.33%	Mean	3.43	Standard Deviation	1.02
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<p>...created an effective learning environment:</p>  <p>1 strongly disagree (0) 0.00%                  2 disagree (1) 7.14%                  3 neutral (2) 14.29%                  4 agree (7) 50.00%                  5 strongly agree (4) 28.57%                  [ Total (14) ]</p>	<p>...was open to student feedback:</p>  <p>1 strongly disagree (0) 0.00%                  2 disagree (0) 0.00%                  3 neutral (2) 14.29%                  4 agree (8) 57.14%                  5 strongly agree (4) 28.57%                  [ Total (14) ]</p>																								
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## Part D: Unedited Student Comments

Please provide your rationale for giving positive ratings of the course and course instructor.

Comments
The course was well paced and I liked that our assignments were connected as "a living document." This allowed us to build off what we had worked on.
Very. Responsive and knowledgeable in the content areas. Good organization.
Rob seems to have an enthusiasm for the subject matter. He has made some great videos to give students a better understanding of formatting. I was very impressed with how quickly assignments were graded and returned. He pointed out errors but gave instructions on how to fix them which was great. I also liked how there were no posts the week an assignment was due.
This is my first year attending UCB and my first course. Prof. Power was available and helpful in all areas as I navigated the online system. He was prompt to respond to emails and inquiries and was always respectful. He offered solutions, clarity and direction.
This course addressed a topic I was unfamiliar with and made it easy to learn and challenged me to apply new knowledge. Dr. Power is a wealth of knowledge and very approachable.
The instruction was very helpful and kind. If I had any questions at all he was always helping me and answering them in a timely manner. He explained the course really well and broke up our big assignment into sections which I really enjoyed and would prefer that from now on. The material was not too lengthy overall. The posting seemed like a lot but in the end I'm glad I commented on discussion posts, I met new people and shared common interests with them.
I am very impressed with this course. I feel it is the exact balance of challenging me as a student and providing instruction/guidance to learn new things. I felt supported in the tasks I had to complete, but challenged enough that I didn't feel I was replicating/regurgitating. I feel I developed new skills in this course, and refined skills I already had by learning new things that elevated my understanding. I felt the learning in this course was authentic – there was no "busy work" only carefully crafted, meaningful assignments.
I took 5103 last semester, so I think it is relevant to highlight the improvement in how the course was rolled out this time. Rob seemed to take into account (I assume our) our evaluations last course. It was too much....way too many hours and the expectations were too high. Having said that, I appreciate that he heard us. He change the expectations and I found this much more manageable this time. Thank you, Rob.
Dr. Rob Power was excellent in responding to questions on time and giving feedback to all of our questions. He always clarified subjects that may have been challenging.
Feedback to assignments was timely.
Great instructor, well-organized course! Inspires me to find a similar way to organize my high school courses in a hybrid Learning Management System setting.

**Please provide comments on what if anything can be improved in the course and course instruction:**

Comments
N/A
In my opinion, this course could be improved by actually teaching how to do each step of a research study instead of relying on a textbook. There was no instruction. We were required to read a chapter and figure out how to do the work on our own. I would have appreciated a step by step guide that laid the information out more clearly. For assignments, the criteria should be listed in full so that students know what to expect. The assignment descriptions were vague and things were being added as we went along. Sample papers varied greatly in format and style.
Perhaps incorporating some examples of other educational institutions using these techniques.
The course was really well laid out and the weekly readings were manageable. However, I did wish I was taught more about how to apply it into the classroom. I found this information interesting but wish I was given more resources to take with me.
I can't think of anything that could be improved – I found the course materials to be excellent and everything in the Moodle was well organized.
The one thing I would approve would be to take all of the questions everyone had this term, and define explicit directions to the assignments. You added examples this term and I could see the improvement from last course – huge stress relief for many. I could compile all of the questions and add them to a “commonly asked questions” link. That would help.
The use of student discussion forums and how they are evaluated.
CBU needs to examine this course and the Educational Technology program as a whole. This course did not improve my use of technology. I did not learn anything new about technology to help me improve my practice as a classroom teacher. I really do not see why this course is in the program. There was a big paper written in stages and a huge focus on APA 7 although the information presented by the professor in regard to that was often at odds with the APA document. The rationale behind it seems to be that the final course in this program is a research project. But why? This is a diploma program. MUN students have the option of writing a dissertation or doing an exit course yet diploma students are required to do the research project. Why? The professor was NEVER involved in the discussion forums. He did not "teach" anything. He merely posted readings/videos and we had to figure things out on our own. The materials presented in readings and you tube videos were primarily geared toward secondary (university) instructors, not public school teachers. Why? Yet we were still expected to read and respond to things that were irrelevant to our practice. The professor needs to reread his syllabus and assignment expectations. What appears in writing in these was often changed when the professor was asked questions by students. He added requirements that were not found in the syllabus or assignment rubrics. The professor made it clear that weekends were family time for him and he would not respond to anyone then unless it was an emergency, but assignments were due on Sunday nights at 11:55pm.

**Additional comments:**

Comments
N/A
Most people taking enrolled in this program registered thinking that it would help them better incorporate technology into the classroom. Many of these courses have nothing to do with the classroom, this one included. I am taking the Diploma program, not a Masters. I honestly do not understand the focus on research in this program, especially for Diploma students. The best part of this course was the week where we discussed google apps and other digital tools that we use in our classrooms. It was practical and there was a lot more engagement in terms of posting. I understand that the intention of this course is to help prepare us for the final six credit one. However, I think the emphasis should be taken off the research aspect and actually make these courses more practical and meaningful for teachers.
I find I get more from courses that run weekly schedules Wednesday–Tuesday. I work full time so it's motivational when the weekend posts have more value.
Thanks Rob!
More like this please!!!!
I felt a positive difference this class. I felt like the focus wasn't so much on APA format (which although important to learn for many professions – does not apply to teachers and leaders who are already working and running schools). Food for thought. Thank you for listening, Rob. It shows that you are a great teacher.
Great course!
I will not be recommending this course or program to any colleagues of mine. In fact, I have regularly told people to look elsewhere for an upgrade if they are interested in improving their technology practice in the classroom as this program does not offer that. A serious review of the courses, material, and the use of real feedback from classroom teachers is direly needed. I am not alone in this as is probably evident from others' evaluations.

Project Title: **Course Evaluation**Course Audience: **8**  
Responses Received: **5**  
Response Ratio: **62.50%**

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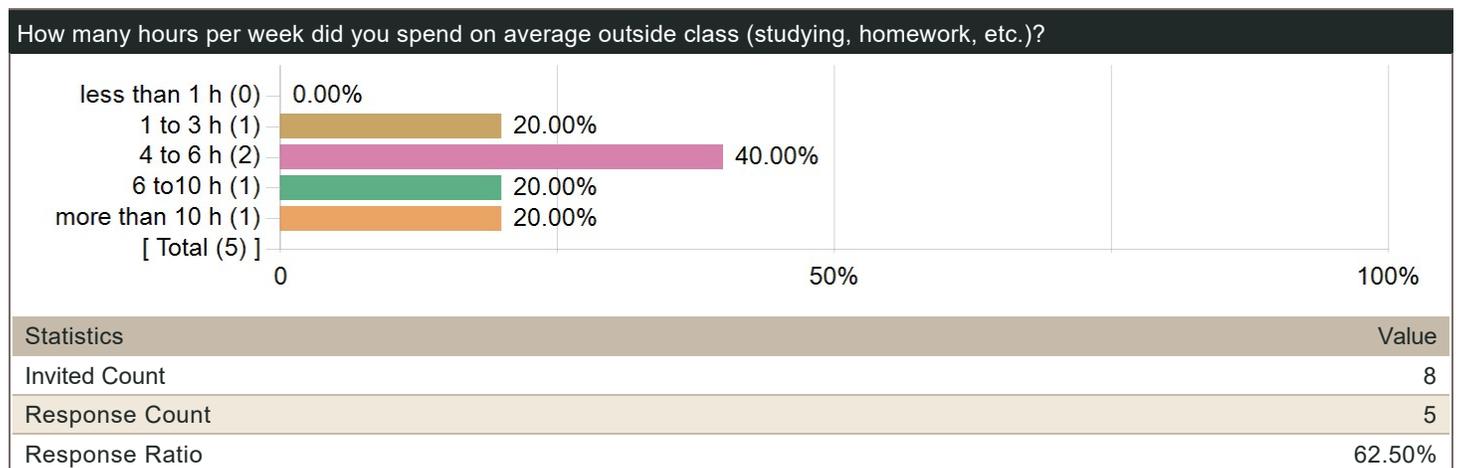
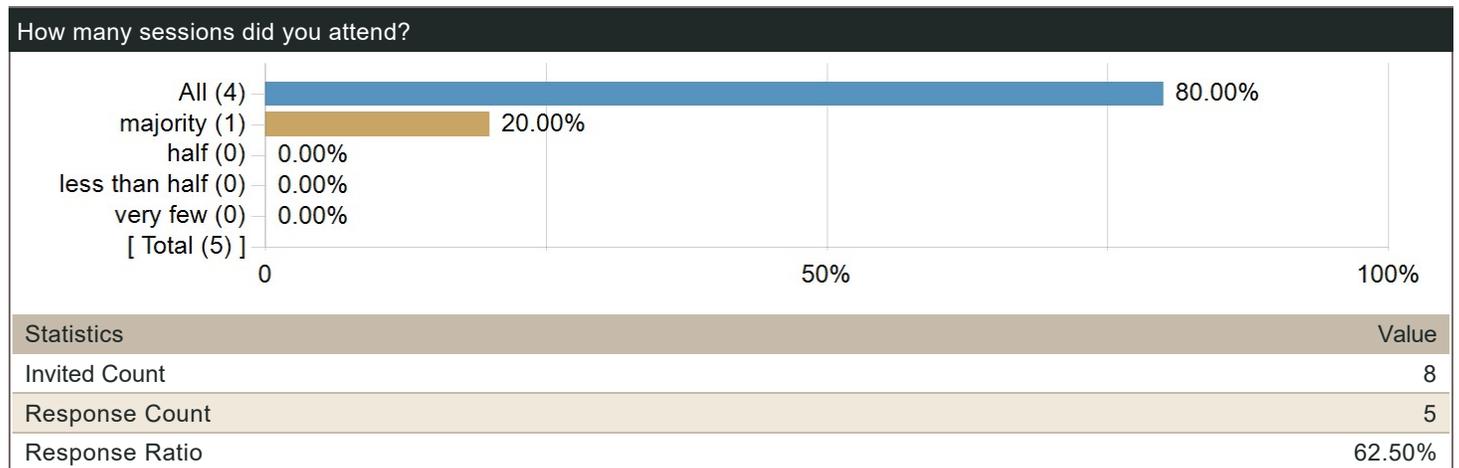
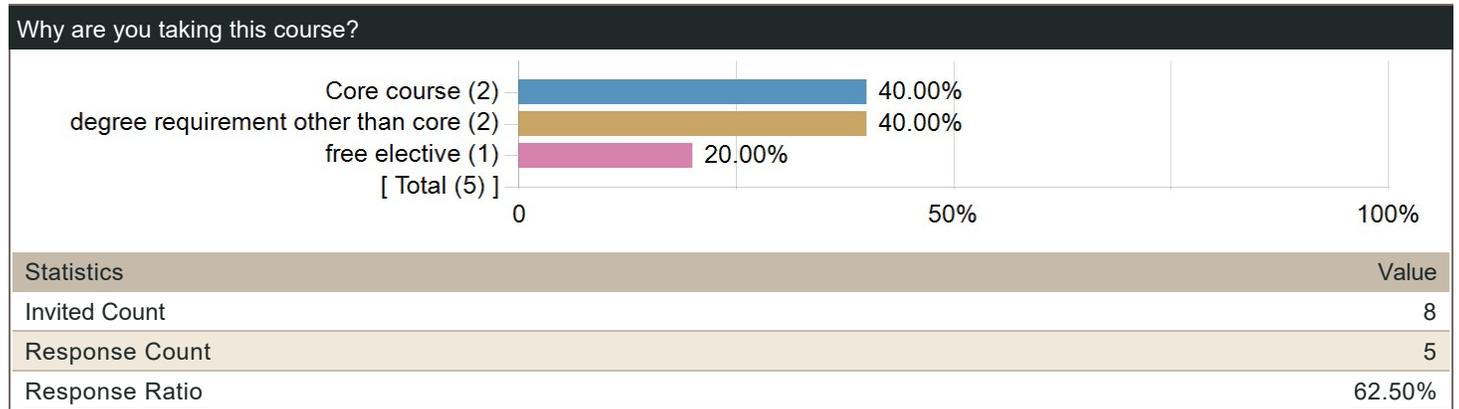
**Report Comments**

The following information is a summary of the official student evaluation of EDUC-5107-Info Mgmt in Edu Env.

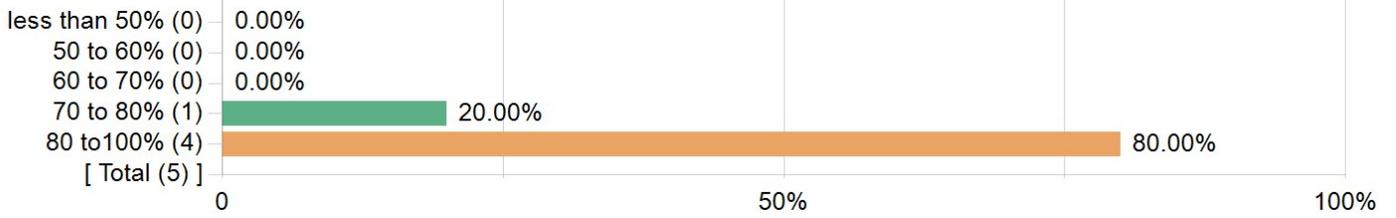
The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard Student Course Evaluation; this provision minimizes the potential for an instructor's teaching to be reduced to a single number based on students' responses. The evaluation of teaching should be interpreted as a whole and students' responses should be considered as only one part of the overall evaluation of an instructor's teaching.

## Part A: Student Information



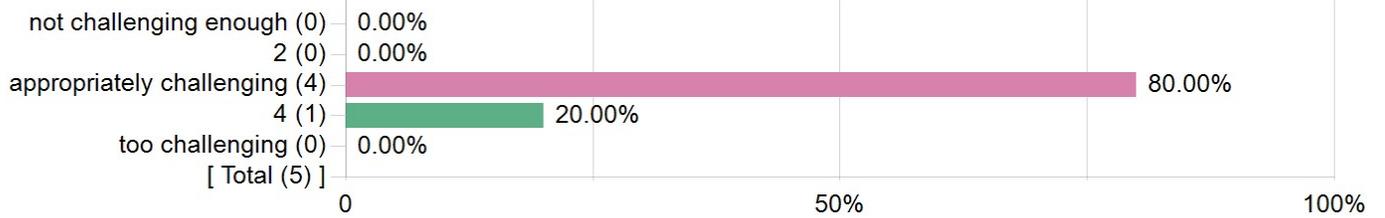
What final grade do you expect in this course?



Statistics	Value
Invited Count	8
Response Count	5
Response Ratio	62.50%

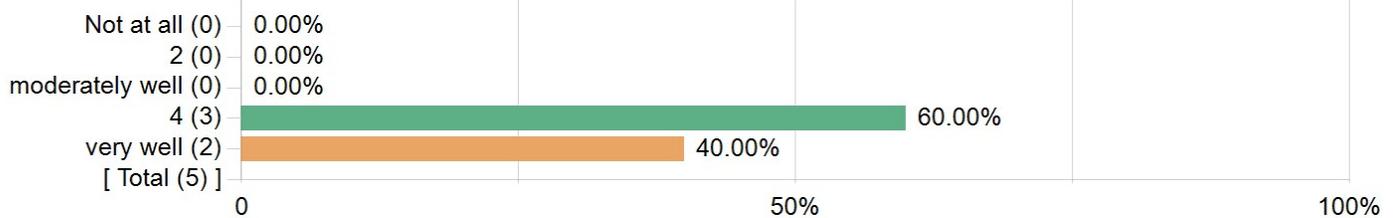
Part B: Course and Degree Program Information

Given the level of the course, the course was:



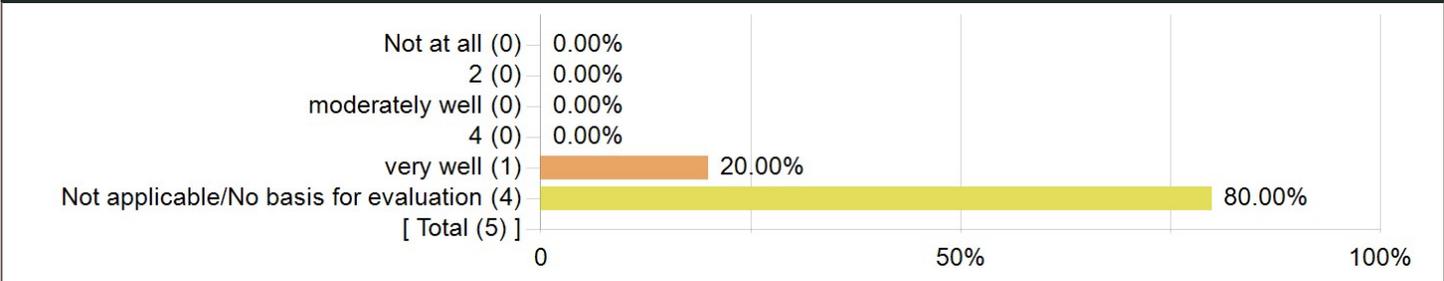
Statistics	Value
Invited Count	8
Response Count	5
Response Ratio	62.50%
Mean	3.20
Standard Deviation	0.45

How does this course contribute to your program?



Statistics	Value
Invited Count	8
Response Count	5
Response Ratio	62.50%
Mean	4.40
Standard Deviation	0.55

If the course contains a lab/ practicum component: how does this lab/practicum support this course?

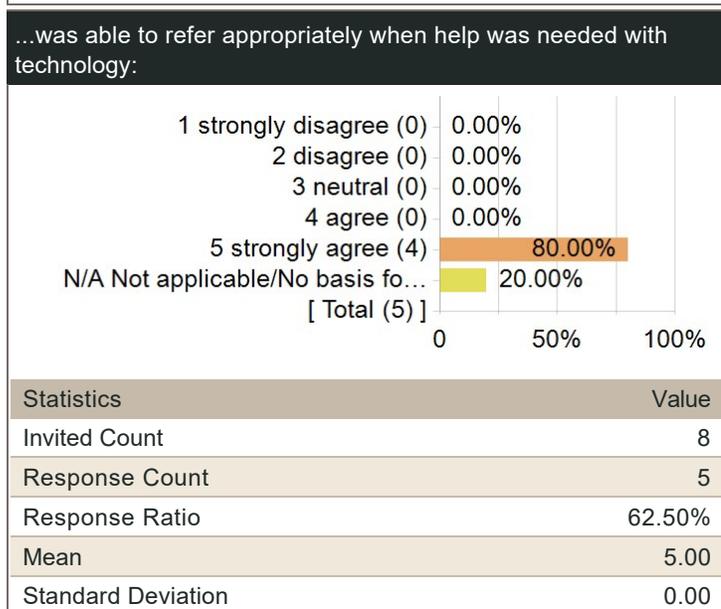
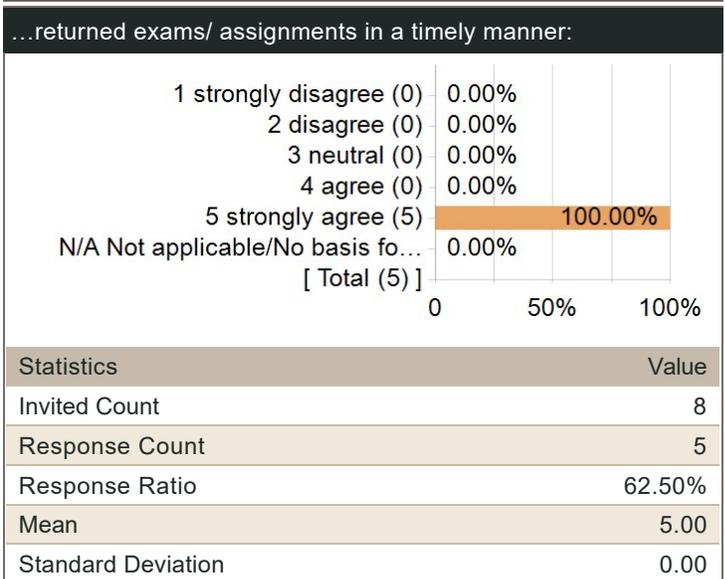
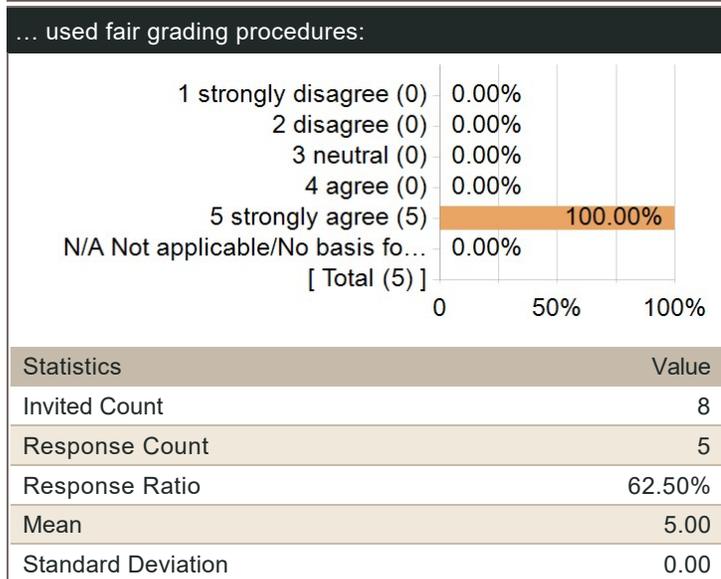
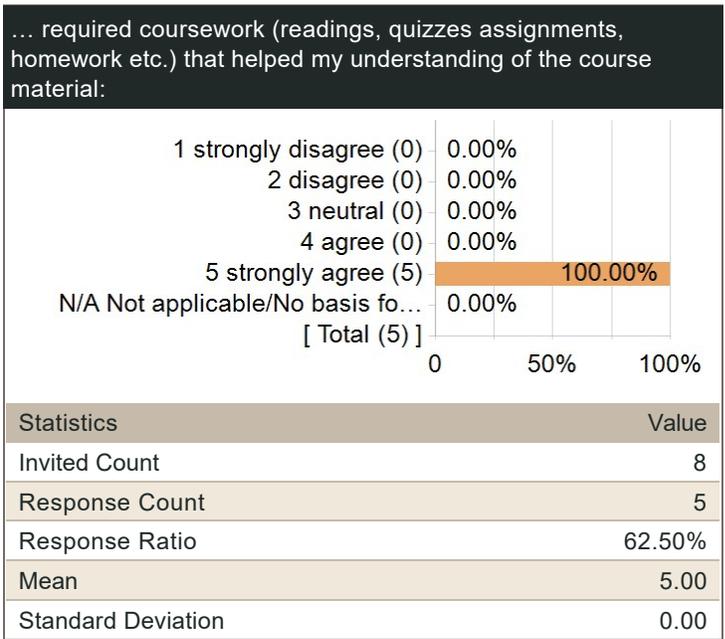
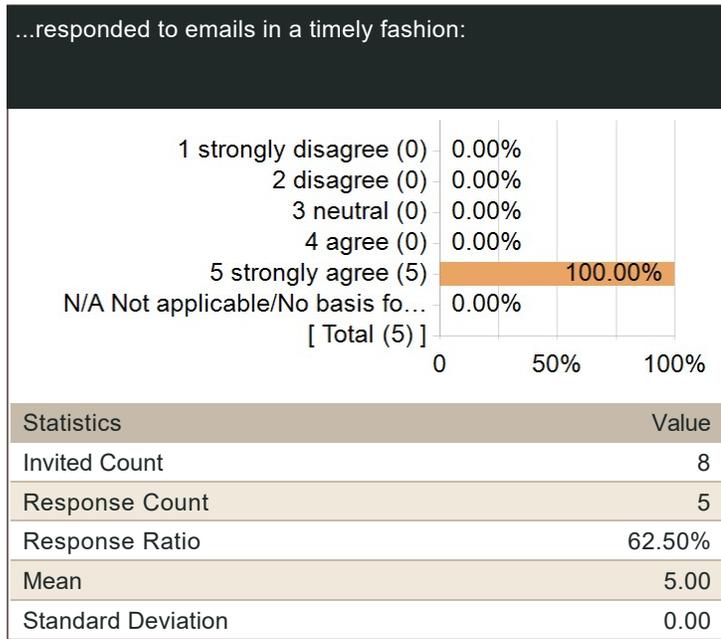


Statistics	Value
Invited Count	8
Response Count	5
Response Ratio	62.50%
Mean	5.00
Standard Deviation	N/A

### Part C: Teaching Specific Questions

#### The instructor: Robert Power

...organized the course well:	...presented the course material well:																								
<p>1 strongly disagree (0) 0.00%                  2 disagree (0) 0.00%                  3 neutral (0) 0.00%                  4 agree (0) 0.00%                  5 strongly agree (5) 100.00%                  [ Total (5) ]</p>	<p>1 strongly disagree (0) 0.00%                  2 disagree (0) 0.00%                  3 neutral (0) 0.00%                  4 agree (0) 0.00%                  5 strongly agree (5) 100.00%                  [ Total (5) ]</p>																								
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## Part D: Unedited Student Comments

Please provide your rationale for giving positive ratings of the course and course instructor.

Comments
The course was well presented with information applicable to both my degree and my career. I found it very informative and Robert Power was always available to answer questions and respond with meaningful feedback.
While the course is not the most interesting, the professor is the most thorough educator I have dealt with in a university. His model marking, his rubrics, his organization, and his availability are all remarkable.
Dr. Power is one of the best professors I have had in my time as a student (including my undergrad). Aside from providing a course layout that is intuitive and robust, he also ensures that any questions are answered fully and in a timely manner. The resources he provides to students are pertinent and appropriate and work to improve understanding and performance.
Dr. Power is also the professor which has provided the most timely feedback on assignments and major projects. His grading is both fair and consistent (as has been my experience having taken two of his classes). If I had further courses to pursue I would certainly consider him amongst my top choices for professors.
Dr. Power, has been very supportive and flexible throughout this entire course. He provides most timely and constructive feedback of any instructor I have ever had. I would highly recommend Dr. Power and this course to other graduate students.
The course was outlined in a way that supported student learning. The instructor responded to questions in positive and thoughtful ways.

Please provide comments on what if anything can be improved in the course and course instruction:

Comments
If I'm picking one thing, listening to a very long radio show which could have been a written transcript could have been presented better. It was informative, but very time-consuming.
Given my experience with other online/distance courses, I would argue that there is nothing to be improved in the course that does not equate to stylistic or personal preferences. For example, I would like to see courses with less focus on the discussion forum, but this is a personal preference, the expectations and weighting assigned to the discussion forums by Dr. Power are at once fair and desirable to many of my peers.
Absolutely nothing! This course is very well designed and presented. The discussions are informative and always respectful. I like how the information is always presented in multi-model format with a combination of videos, articles and websites.
N/A

Additional comments:

Comments
When considering the mark I envision having in this class I believe it is important to note that I have taken this course during a rather hectic time and as such the mark should not be seen as a result of Dr. Power's pedagogical approaches and methodology, rather a conscious decision on my part to strike a student-life balance that has resulted in what I anticipate will be lower grades.
This course has sparked my interest in Data Analysis and Management. I hope to integrate more elements of data analysis and data management into my personal pedagogy and practice.
The instructor created a positive learning environment. This course was a highlight of my Educational Technology Degree.

**Appendix T8: Course Evaluations Rob Power fall 2021**



## Course-Instructor Report Fall 2021 EDUC-4108-Leveraging Tech for Learning EDUC-4108-0.2021F (Robert Power)

Project Title: **Course Evaluation**

Course Audience: **10**

Responses Received: **7**

Response Ratio: **70.0%**

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### Report Comments

The following information is a summary of the official student evaluation of EDUC-4108-Leveraging Tech for Learning.

The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard Student Course Evaluation; this provision minimizes the potential for an instructor's teaching to be reduced to a single number based on students' responses. The evaluation of teaching should be interpreted as a whole and students' responses should be considered as only one part of the overall evaluation of an instructor's teaching.

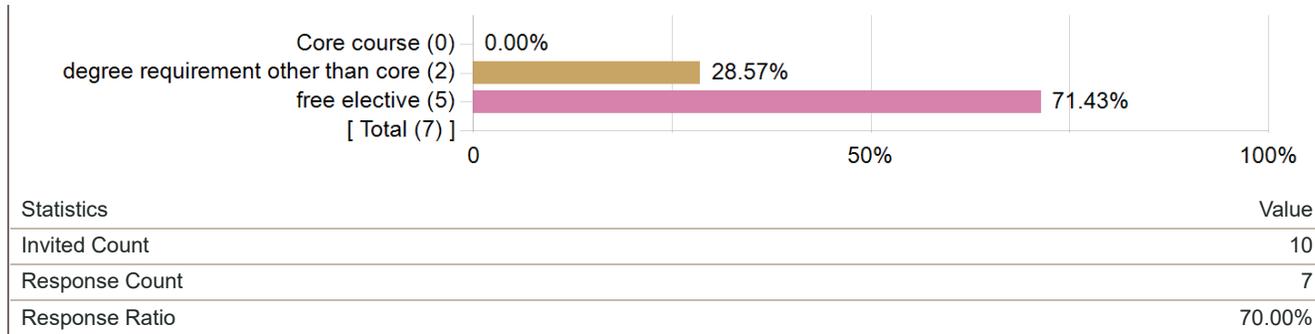
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Creation Date: **Thursday, June 23, 2022**

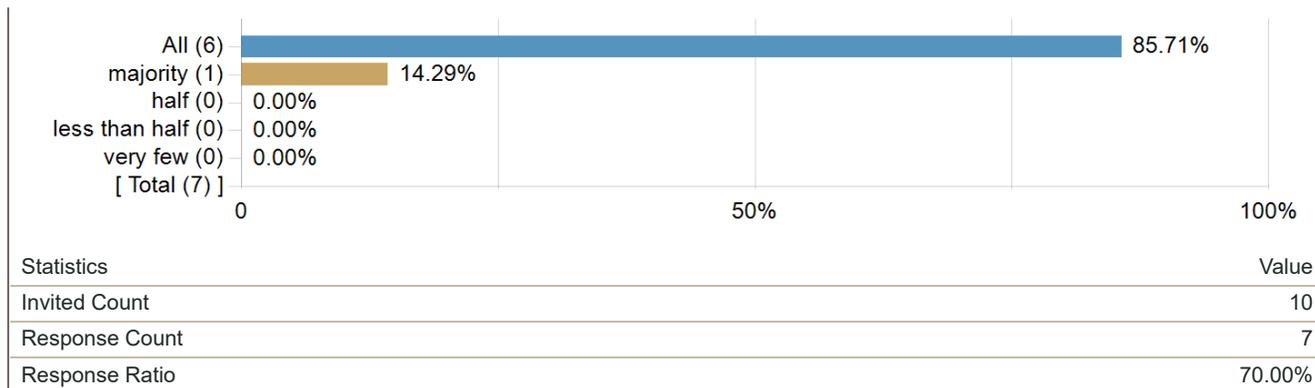
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### Part A: Student Information

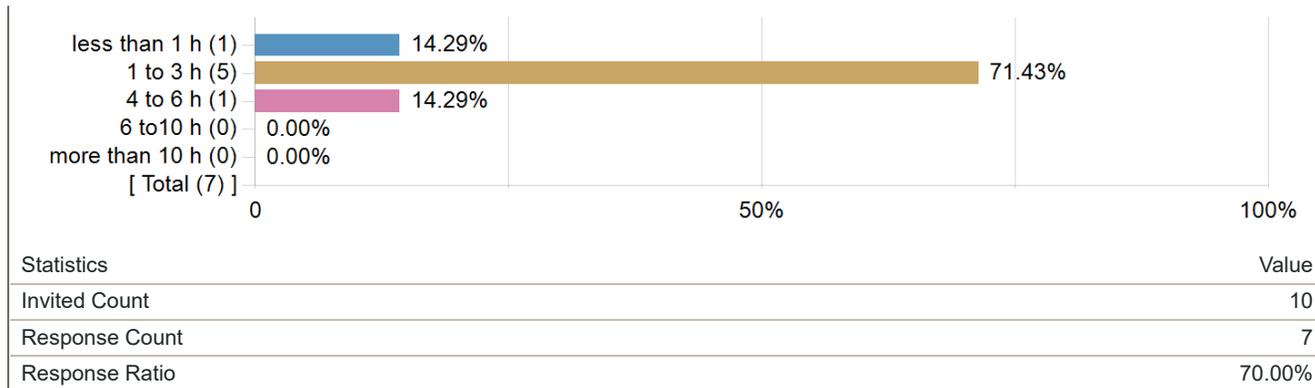
Why are you taking this course?



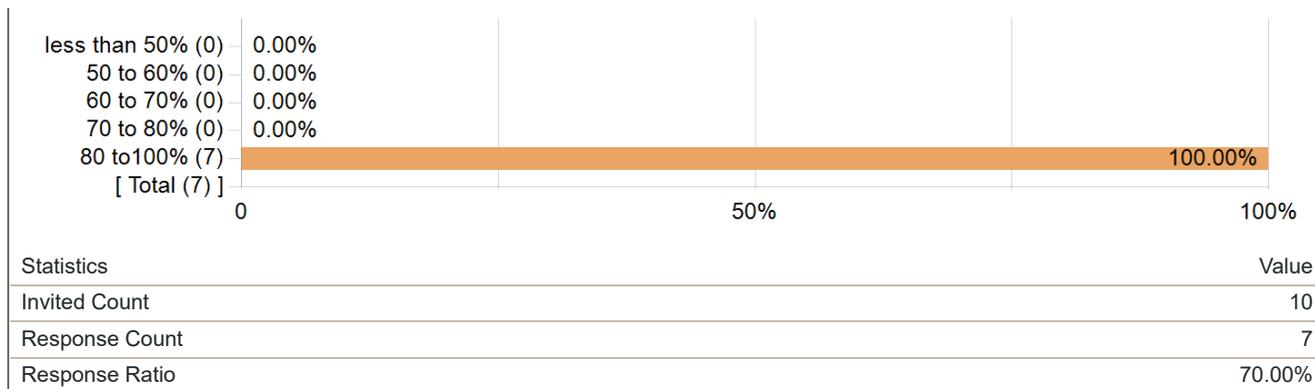
How many classes did you attend?



How many hours per week did you spend on average outside class (studying, homework, etc.)?

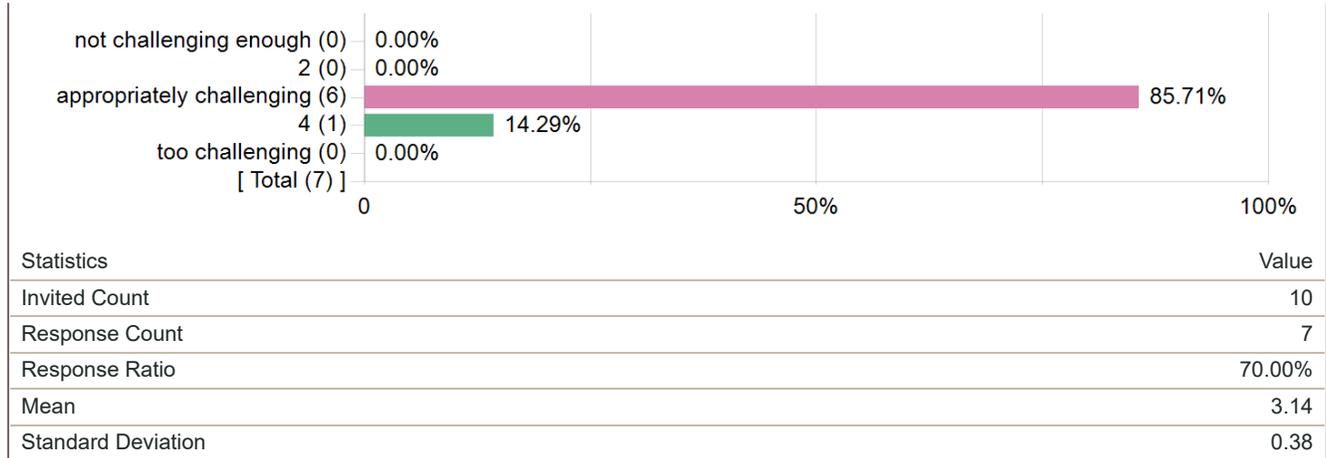


What final grade do you expect in this course?

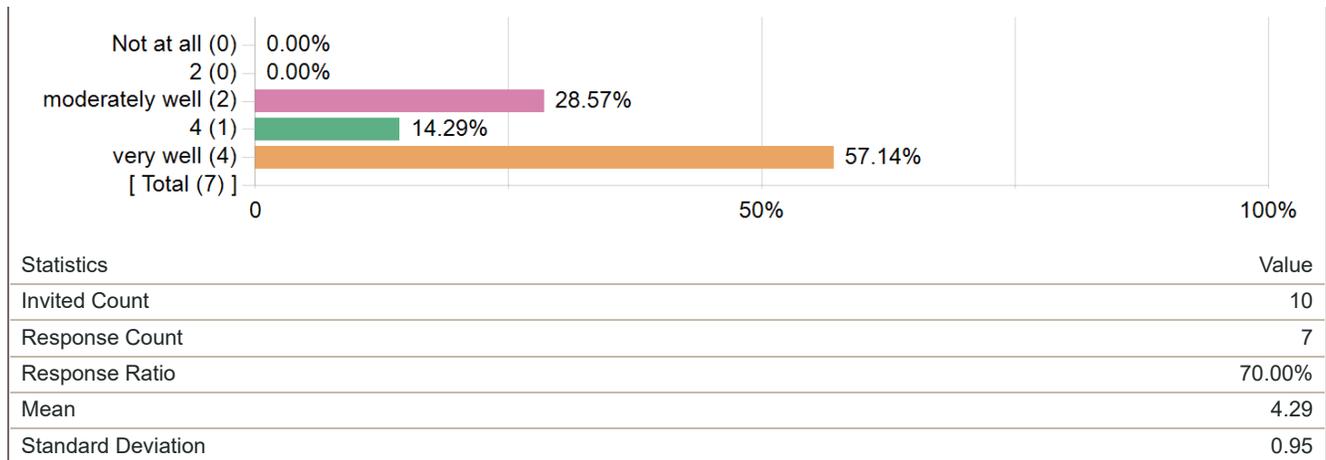


### Part B: Course and Degree Program Information

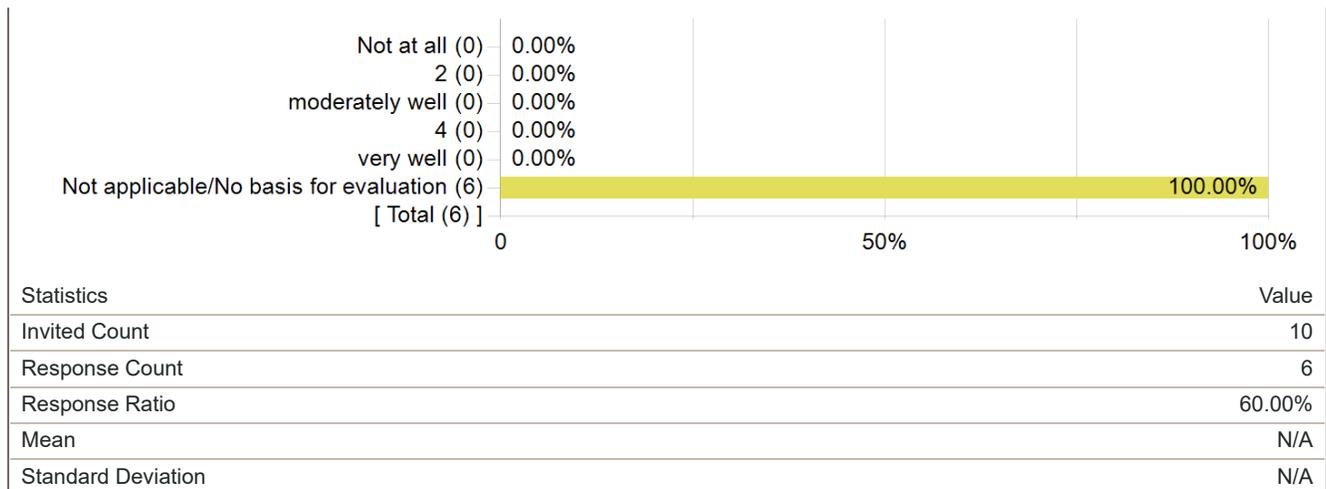
Given the level of the course, the course was:



How does this course contribute to your program?



If the course contains a lab/ practicum component: how does this lab/practicum support this course?

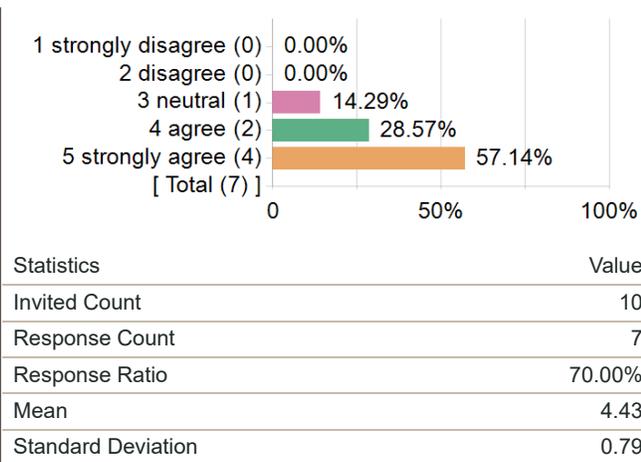


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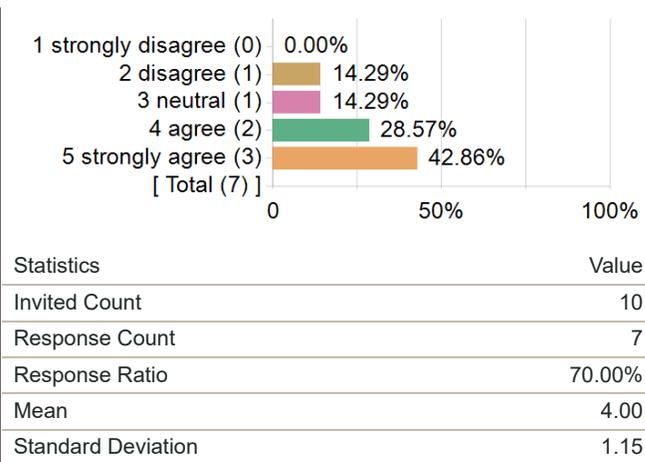
## Part C: Teaching Specific Questions

The instructor: Robert Power

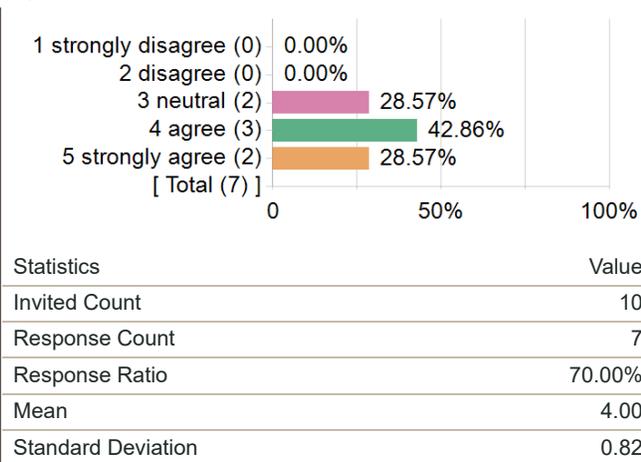
...organized the course well:



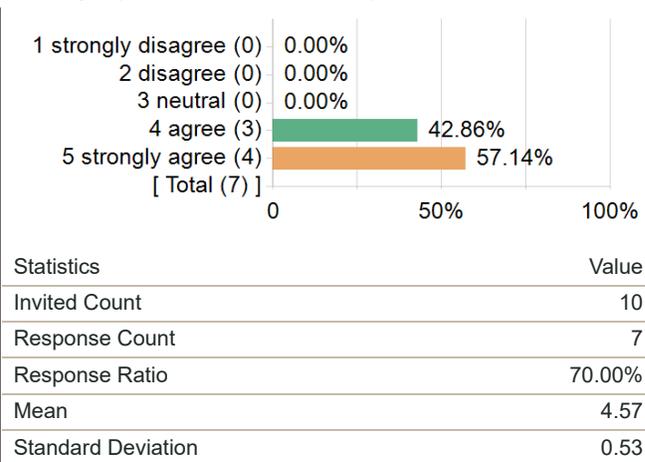
...was well prepared for class:



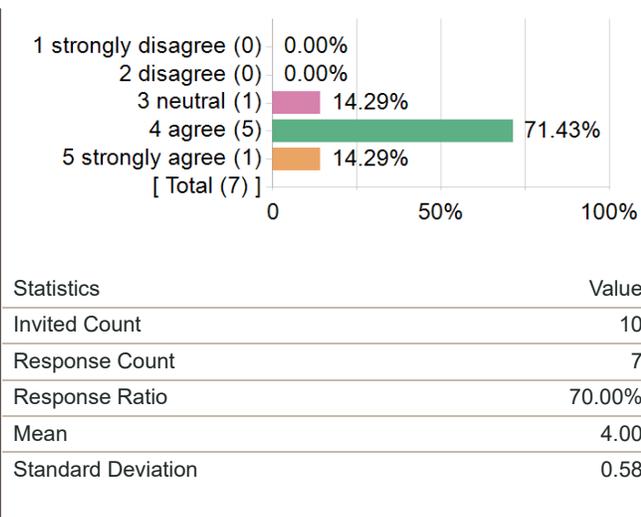
...presented the course material well:



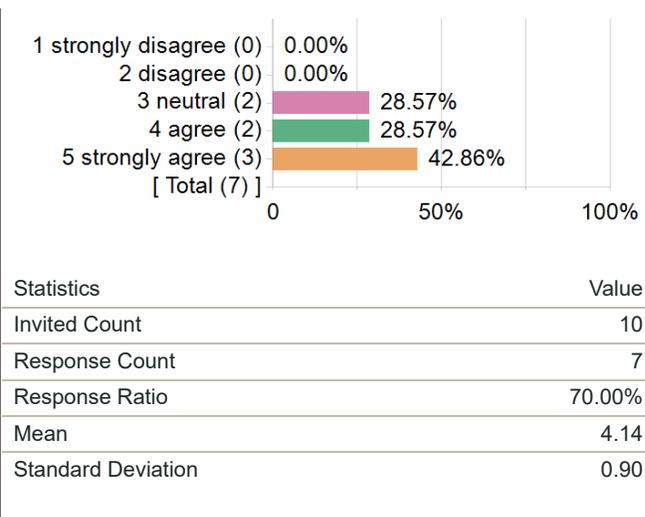
...clearly explained how the student's performance is evaluated:



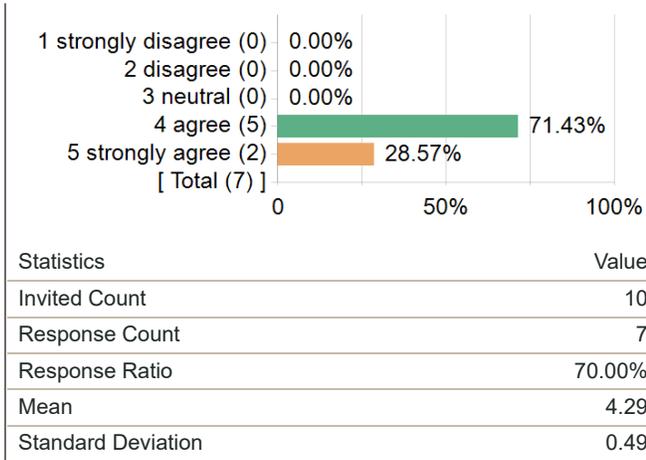
...inspired interest in the course content:



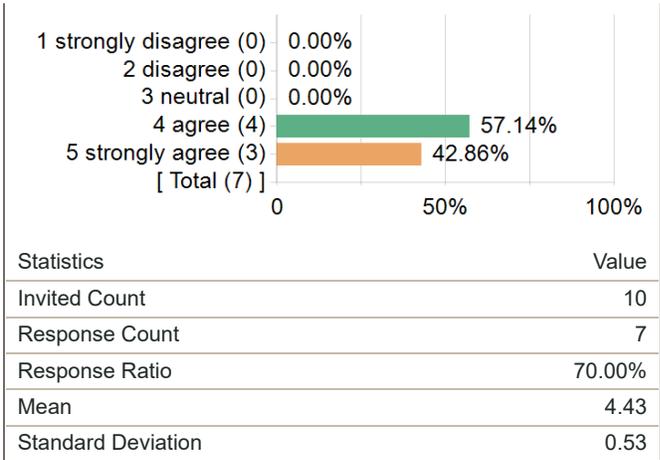
...created an effective learning environment:



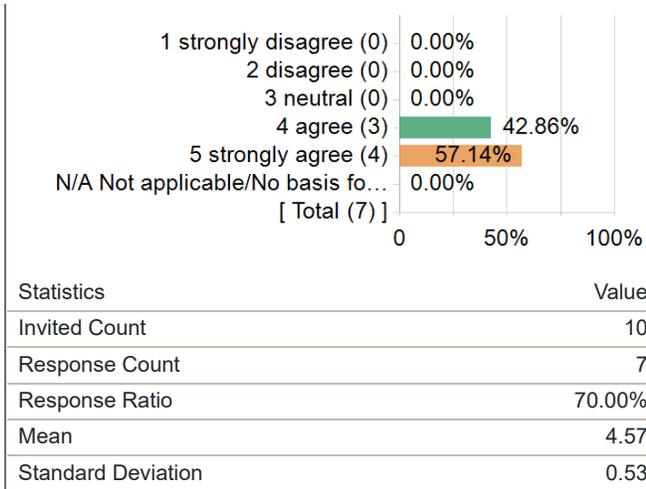
...was open to student feedback:



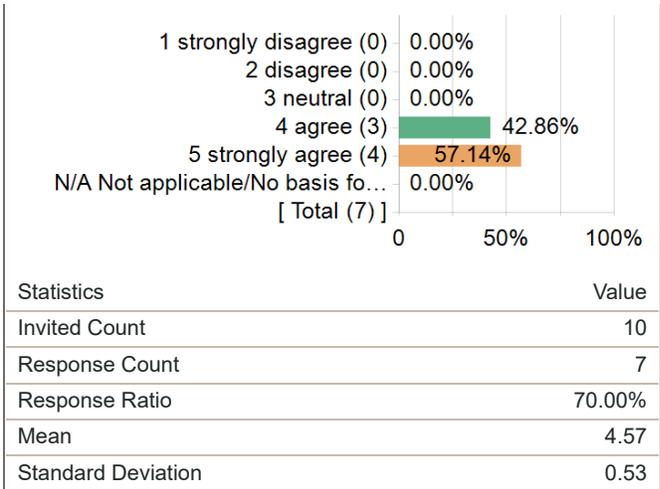
...was available outside class as stated in the course syllabus



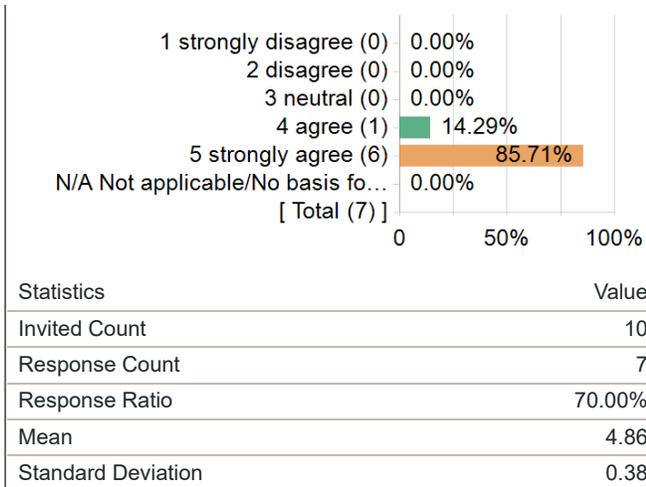
... required coursework (readings, quizzes assignments, homework etc.) that helped my understanding of the course material:



... used fair grading procedures:



...returned exams/ assignments in a timely manner:



**Part D: Unedited Student Comments****Please provide your rationale for giving positive ratings of the course and course instructor.**

Comments
Mr. Power was extremely professional and the assignments were very appropriate.
I enjoyed the course content and I found it useful to the career I plan to pursue after school. The course was organized very well and the professor created useful and fun content and assignments.
NA
Rob was a great professor to teach technology he gave us the chance to teach a tech source to the elementary cohort and it was so great!
Rob is a great instructor. He is enthusiastic about what he is teaching and it shows, along with the fact that he is comfortable using the tools he is showcasing. He is always very enthusiastic and supportive in feedback as well.

**Please provide comments on what if anything can be improved in the course and course instruction:**

Comments
This class gave some good tools to use in the classroom however the classes were just used to do an example of the assignment we had to do that week. This class would have been better as an online course or asynchronous course.
NA
Course instruction should be based online and asynchronous with set due dates each week. The class time just felt like trying to fill time because everything needed was already online. Either implement more practical in class activities and use of tools learning or move online.

**Additional comments:**

Comments
NA
This course does not need 3 hour time slots, or could be done as an "on your own" type thing, since all the resources and what needs to be done is laid out on the moodle
This class would be much more functional as an online course. The in class sessions often dragged on, and what time was spent covering was what was already thoroughly explained online in readings, tutorial videos, and examples. The class sessions seemed like something that was just put in place as a way to fill time, but my learning would have been more effective doing it all online. This is reasonable since it is a tech course, and so it would give more obvious ways to implement the tools as well.

**Appendix T9: Course Evaluations Rob Power winter 2022**



## Course-Instructor Report Winter 2022 EDUC-5103-Int of Inst. Des. & Educ Tech EDUC-5103-91.2022W (Robert Power)

Project Title: **Course Evaluation**

Course Audience: **15**

Responses Received: **5**

Response Ratio: **33.33%**

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### Report Comments

The following information is a summary of the official student evaluation of EDUC-5103-Int of Inst. Des. & Educ Tech.

The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard Student Course Evaluation; this provision minimizes the potential for an instructor's teaching to be reduced to a single number based on students' responses. The evaluation of teaching should be interpreted as a whole and students' responses should be considered as only one part of the overall evaluation of an instructor's teaching.

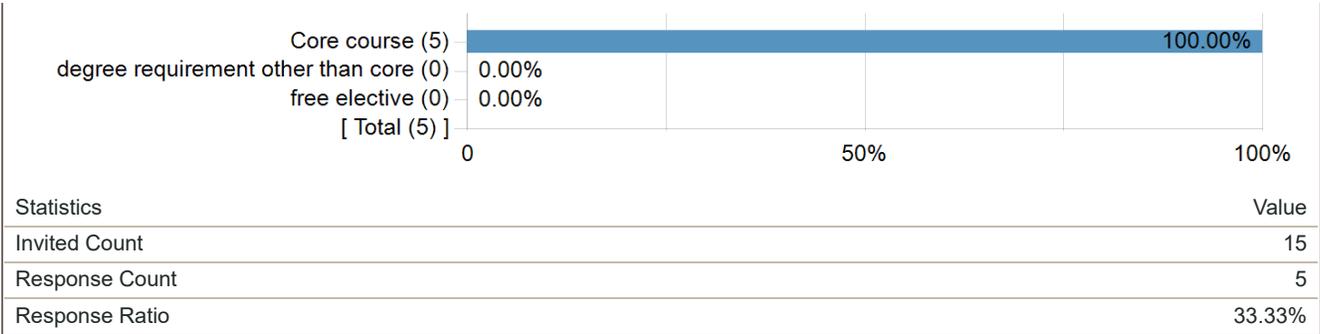
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Creation Date: **Thursday, June 23, 2022**

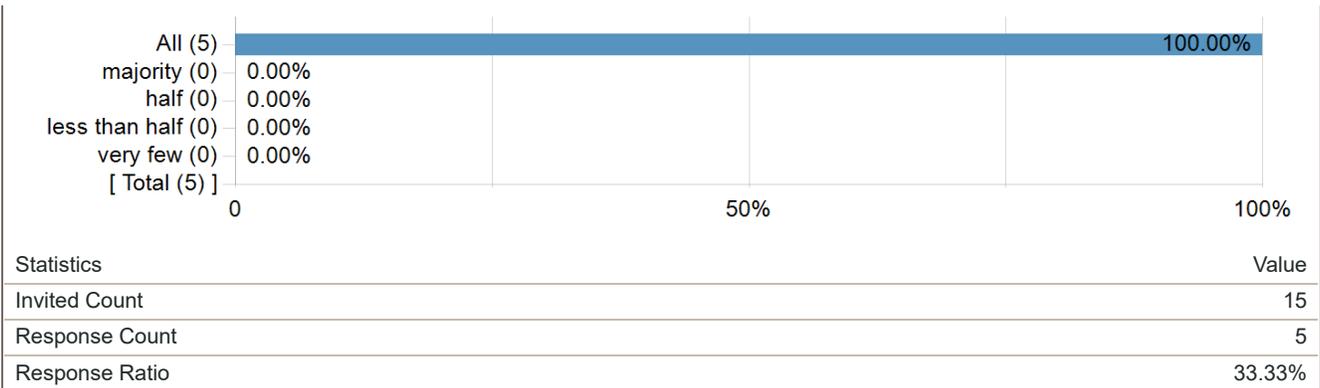
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### Part A: Student Information

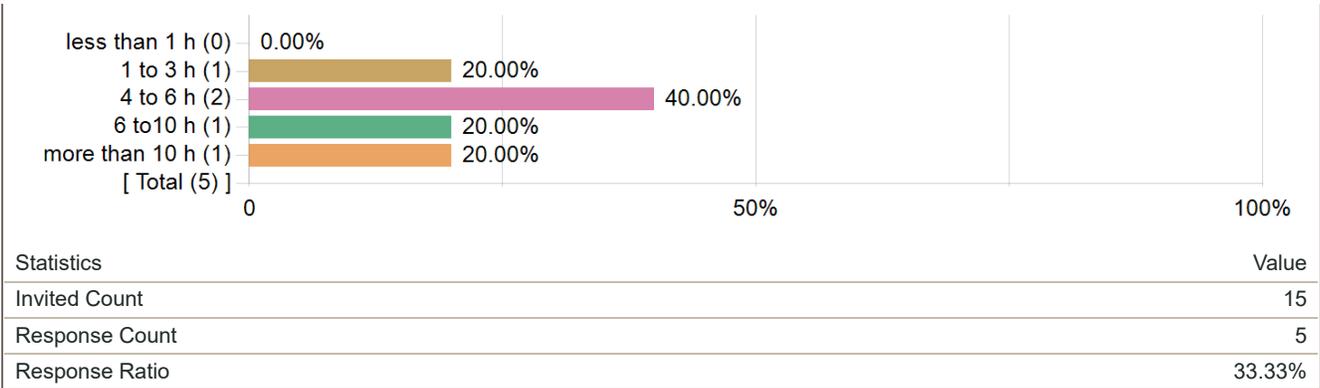
Why are you taking this course?



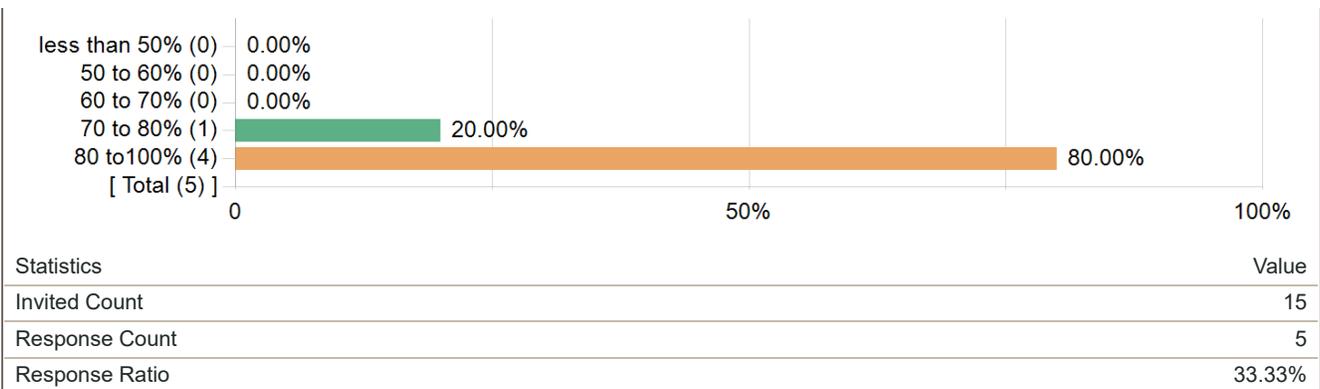
How many classes did you attend?



How many hours per week did you spend on average outside class (studying, homework, etc.)?

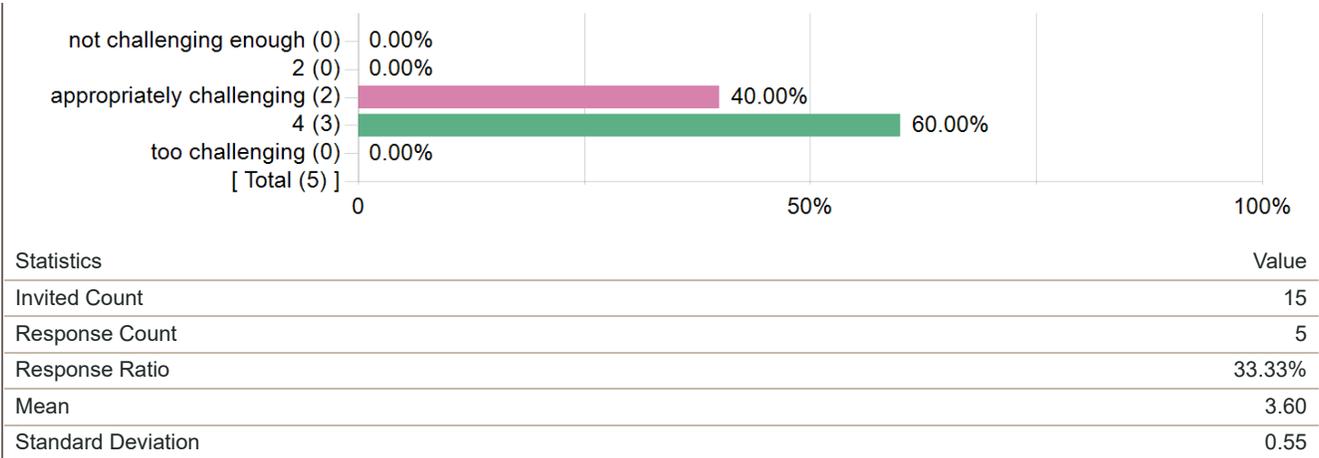


What final grade do you expect in this course?

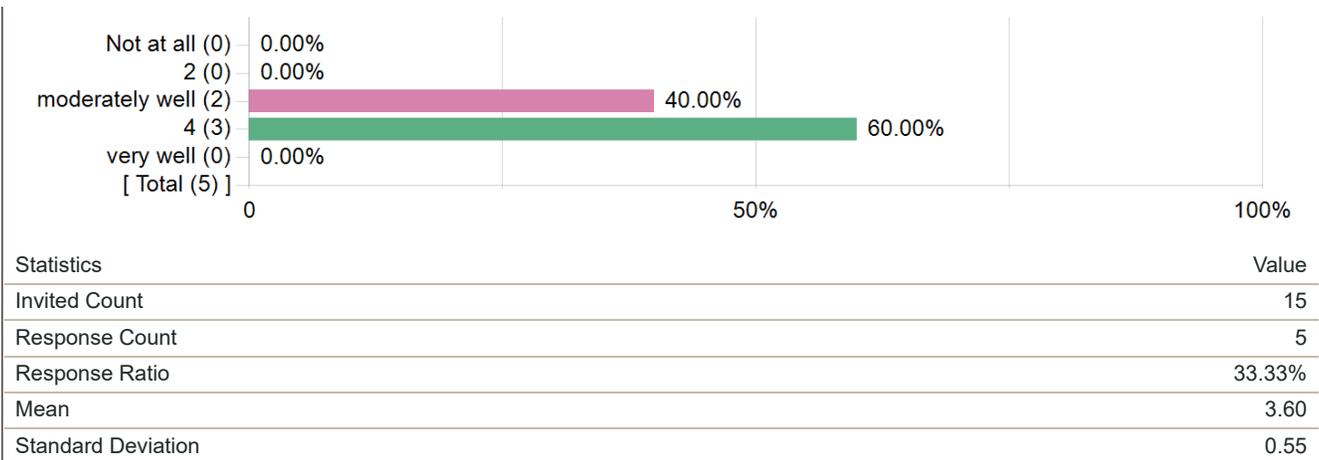


### Part B: Course and Degree Program Information

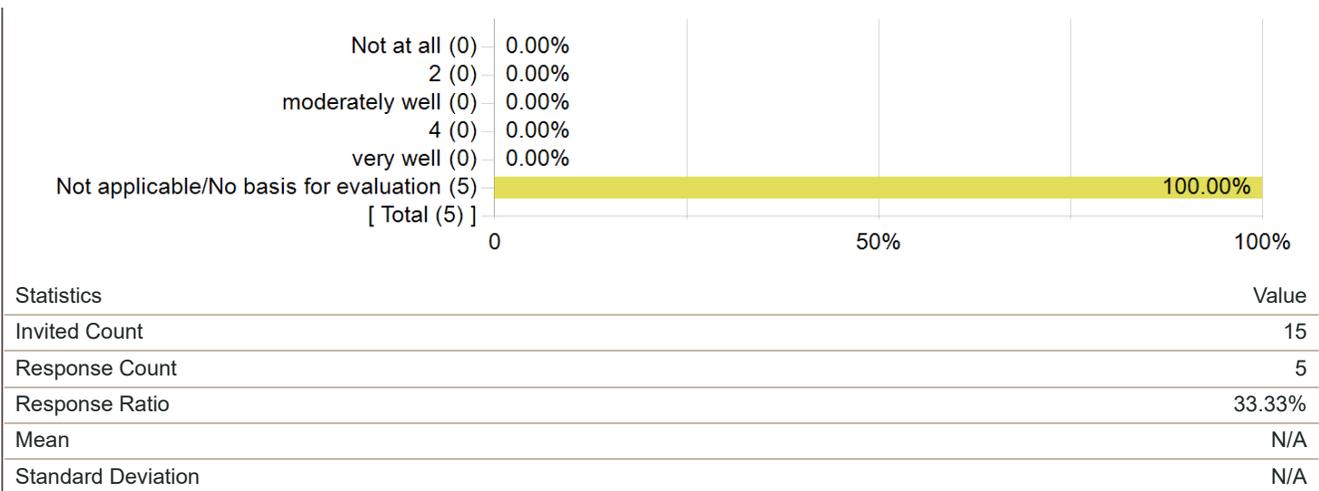
Given the level of the course, the course was:



How does this course contribute to your program?



If the course contains a lab/ practicum component: how does this lab/practicum support this course?

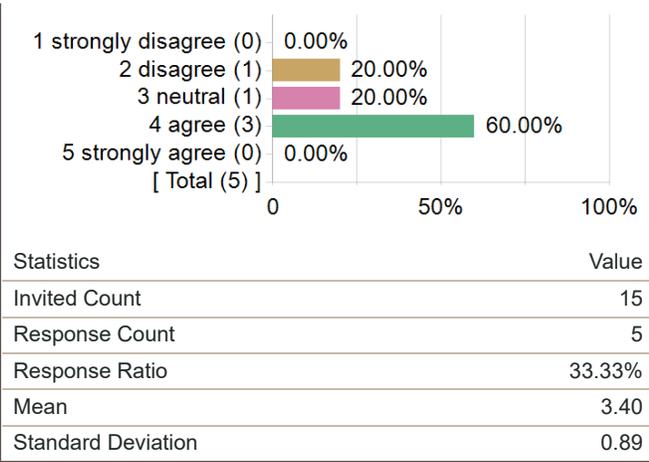


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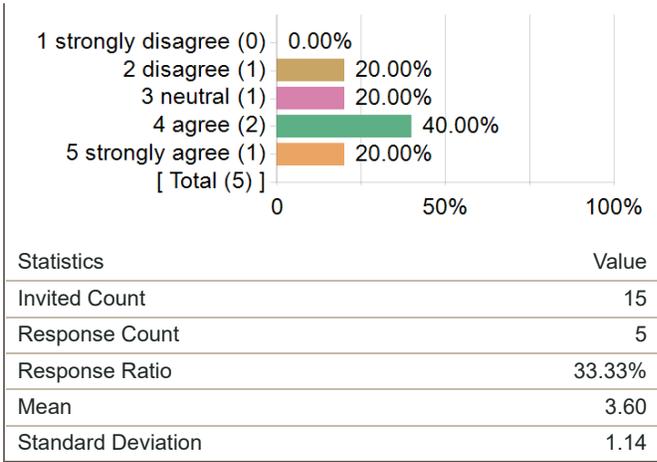
**Part C: Teaching Specific Questions**

**The instructor: Robert Power**

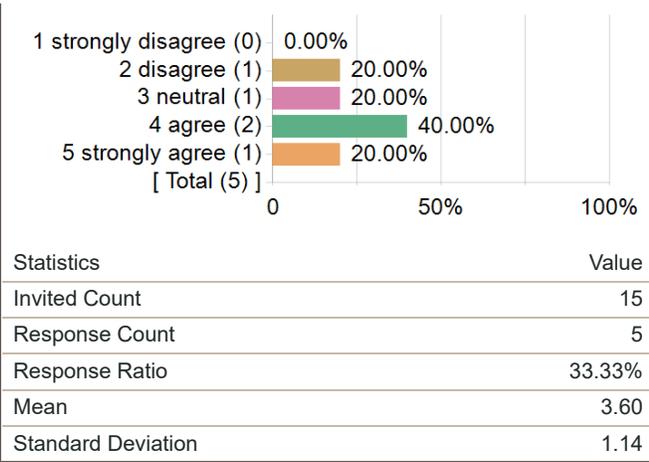
...organized the course well:



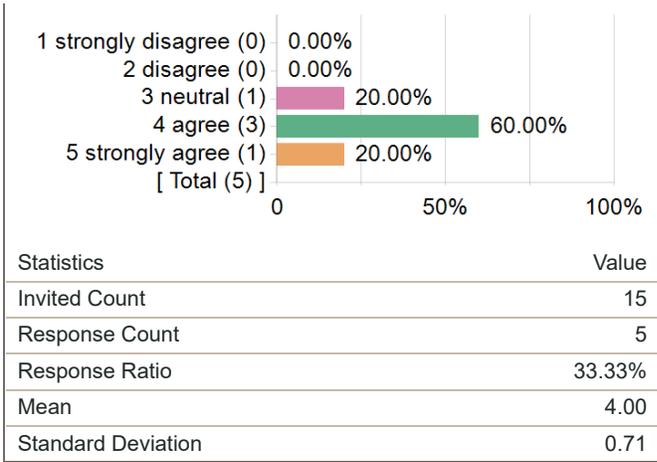
...was well prepared for class:



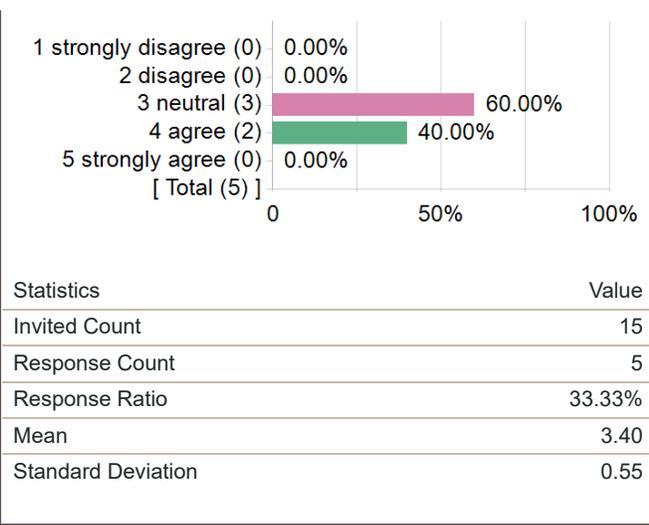
...presented the course material well:



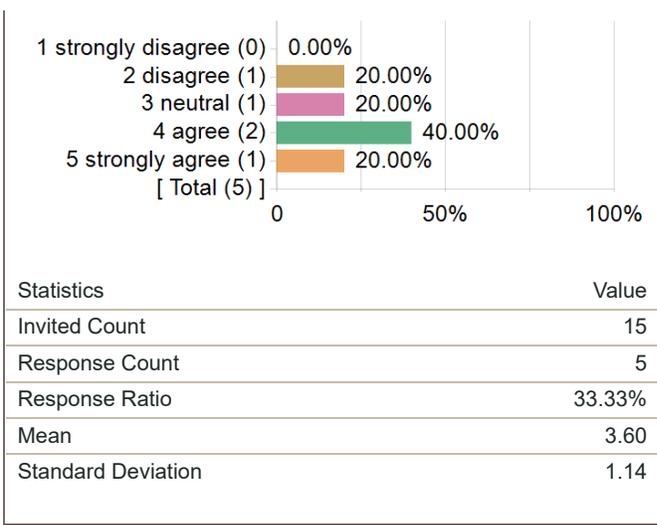
...clearly explained how the student's performance is evaluated:

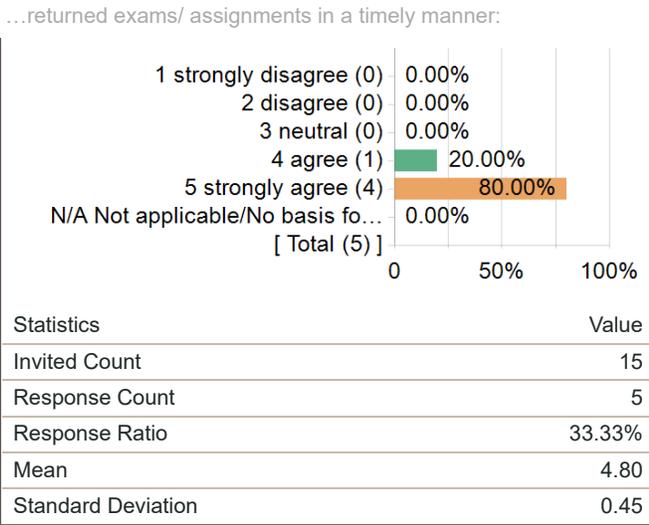
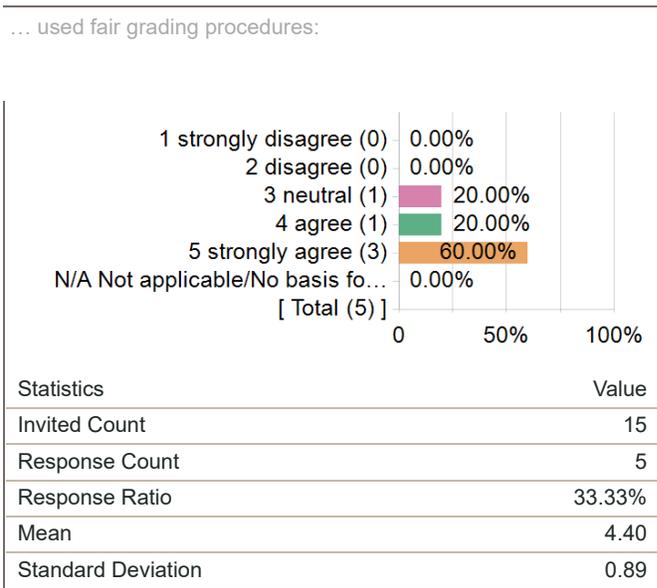
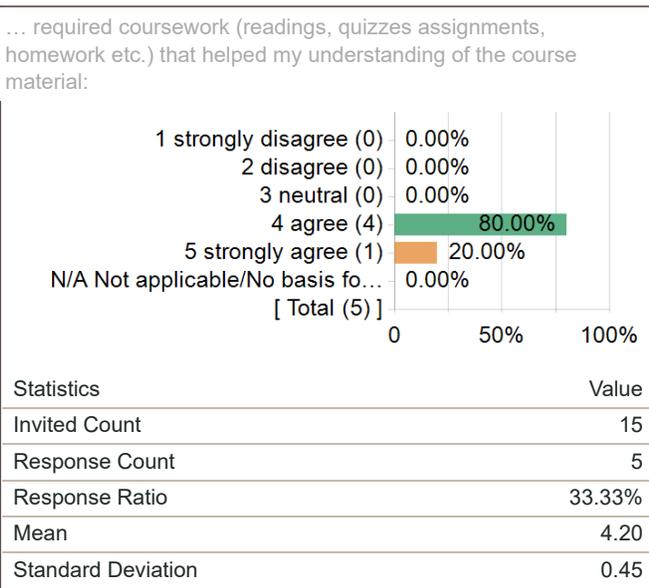
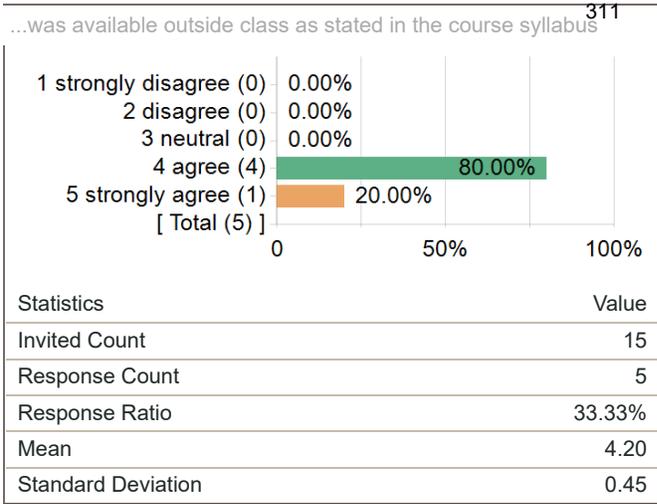
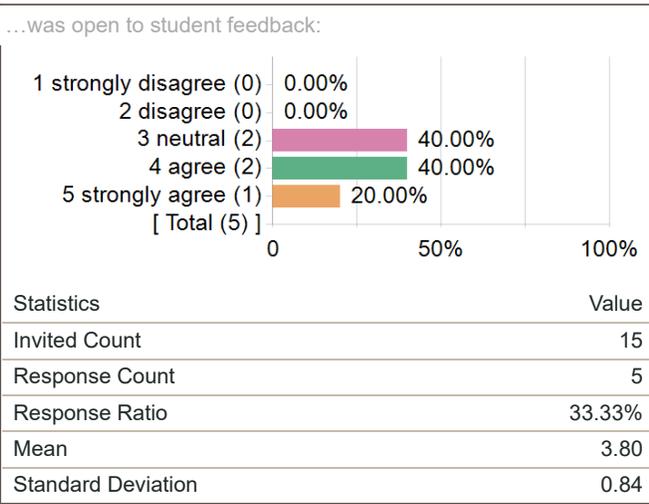


...inspired interest in the course content:



...created an effective learning environment:





## Part D: Unedited Student Comments

### Please provide your rationale for giving positive ratings of the course and course instructor.

#### Comments

The instructor was very knowledgeable with the content for the course, and offered timely feedback with assignments which was very much appreciated. He also was open to any feedback and addressed questions and concerns quickly and effectively.

Prof. Power made himself available in a variety of ways. He communicated clearly and often gave thorough instructions and feedback. He was prompt in responding to questions and comments as well as returned work in a timely way.

Instructor knows his materials, but needs to work a little bit on his andragogical approach to teaching.

First of all, it is much appreciated that Dr. Power opened the Moodle course up a week early to give a head start on that week's materials. He was always very fast to reply to emails and to provide feedback. At first, I grumbled a bit to myself that I lost points on the formatting of my essays, but I learned a lot about it in the process, and I feel that I have improved in my writing style and in expressing my ideas. I also liked how some of the week's discussions led up to what would be a part of a major assignment. It was helpful to have discussions and feedback about that work from my peers and also helpful to see their work as ideas and inspiration.

### Please provide comments on what if anything can be improved in the course and course instruction:

#### Comments

I realize that the instructor has taught this course before and will use the same content, however, it would be very much appreciated if the presentation content was reviewed by the instructor so that the dates are consistent and up-to-date and the assignment names match references made throughout the course. For example, the instructor kept making references to "assignment 2" which was actually assignment 3. This made things a little and unnecessarily confusing at times. Also, there was a lot of discussion post requirements. In a 13 week course, it would have been appreciated to have a week or two off of posts especially around the time when major assignments were due. It was a lot to get done some weeks, and I don't think I got much out of the posts on those weeks.

Greater clarity over the use of certain tools in the class. Twitter was a waste of time, and was not clearly explained on what its actual purpose was for the class. Discussion forms while they allowed students to post to the information they learned and synthesized, or simply uses a dumping ground for whatever knowledge and resources students found online. Little to no interaction with other students. Zero interaction with instructor and discussion forums.

There were a few inconsistencies in the syllabus about the sequencing of assignments and the correct APA style to be used that should be fixed before this course is next offered. I found that there was a lot of reading and materials to be covered in a week. I wonder if some of it could be scaled back. I had the luxury of really enjoying the learning process as I was not working at the time; however, if I had been teaching, I feel like I would have been very stressed about completing everything and would not have absorbed as much of the information.

### Additional comments:

#### Comments

Odd application of rules learned through their studies that do not match current academic interpretations of APA. Grades taken away for random issues due to accessibility of a document: as in screen readers could misinterpret tags.

## Appendix T10: Problem-Based Learning Exemplars

Dr. Rob Power  
Assistant Professor of Education, Cape Breton University

The following are examples of problem-based learning activities that I regularly use to contextualize technology integration and instructional design concepts and skills for undergraduate and graduate Education students.

### Example 1: Course Enhancement Proposal

#### Context

This is a major course project completed by graduate-level technology integration students (value: 60% of term grade).

#### Student Instructions

This assignment will be completed in three stages:

#### ***Part 1: Problem Identification (20%)***

Think of a situation where you would be involved in designing and delivering a course. Choose a course that you believe would benefit from the addition of one or more technologies. For this paper, you don't have to have any particular technologies in mind, just pick a course that you think might benefit from the use of technologies. For example, if you work for an education or training institution, use a course from that institution; if you aspire to work for a particular education or training institution, use a course from that institution. If you can't think of a particular education/training situation that you are currently or aspire to work in, then use your situation as a student in the MDDE program and select one of your MDDE courses.

This assignment asks you to write a paper that describes the **current status** of a course you propose to change and the program in which this course is offered. This description should be adequate to describe the situation to someone who is not familiar with the course content, the program or the institution offering the course, and why you believe (or what evidence you have) that the course needs improvement.

#### ***Part 2: SECTIONS Analysis (20%)***

Previously you identified a course that you believe would benefit from the inclusion of one or more distance education technologies. In this assignment you will use a SECTIONS analysis to examine in detail two broad categories of educational technologies (from those discussed in this course) that could be used to enhance the course identified in Part 1, and the specific learning objectives and activities that

you have highlighted. Then, once you have used your analyses to decide on one type of technology to integrate into your course, you will identify two competing applications from that category, and complete a SECTIONS analysis for each of those. Your final product for this assignment will be side-by-side SECTIONS analyses of two categories of technology, with a recommendation for using one specific type, as well as side-by-side SECTIONS analyses of two competing applications, with a recommendation for which application to integrate into the course you identified in Part 1.

***Part 3: Briefing Note (20%)***

This assignment wraps up the project you began when you described a course that can be improved through the use of technology. In this assignment, you are to write a short proposal to modify that course to include one or more of the technologies covered in this course. The proposal should include a rationale, adoption attributes of the technology, context, and process for development. You may repeat parts of other assignments in this course without citation.

Aim the proposal at someone who can fund and/or approve the redevelopment of the course. The paper should follow APA standards. If you are unsure about how to construct a proposal, one of the questions in the Frequently Asked Questions section of this course is "What does a proposal look like?"

**Example 2: Online Module Creation (ISD Project)**

**Context**

This is a major course project completed by graduate-level instructional design students (value: 30% of term grade).

**Student Instructions**

***Overview***

You will draw upon the knowledge and skills developed in MDDE 604 to complete an Instructional Systems Design Project, which will comprise of an online learning module developed using the Canvas open learning management system. The online module will be developed for a topic of your choosing, based on the Needs Analysis and Proposal completed in Assignment 1, and the Pre-Planning and Design blueprint/storyboard completed in Assignment 2. This project will be completed in two parts:

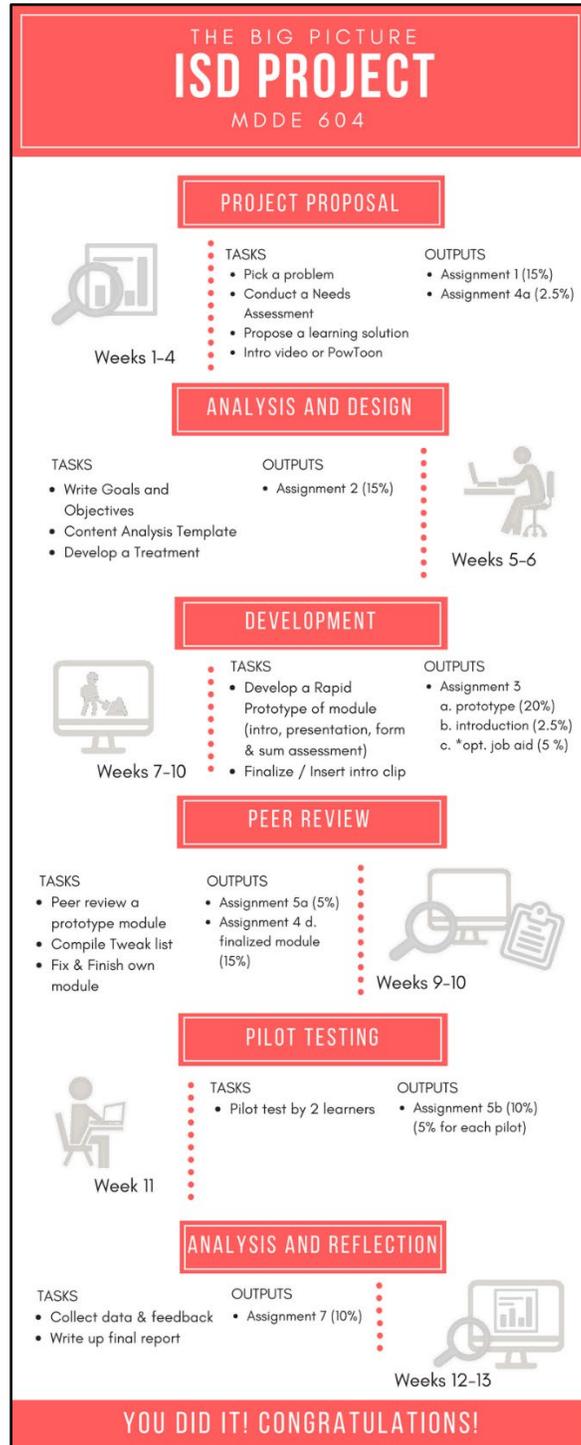
- Part 1: Instructor Welcome Video
- Part 2: Online Module Development

In Assignment 5, you will participate in an ISD Pilot Testing Group with a group of your classmates, where you will take turns "delivering" your online module, and participating as a "student" in the

modules developed by the other group members. Figure 1 illustrates the stages of the ISD development project, and how they fit into the big picture of this course.

**Figure 1**

*The big picture: ISD project*



**Part 1: Instructor/Module Welcome Video**

During Week 1, you will create a short Instructor Welcome Video which you could include in your own online learning modules. You will post your finished video to the Welcome Forum (in lieu of a traditional “Welcome Forum” discussion post). You will then embed your video into the online learning module you complete in Part 2.

Please Note – If you have determined that your ISD Project will involve the creation of a self-paced (not instructor-led) module, then you may create a more generic Course/Module Welcome video to embed into your online learning module for Part 2.

Due Date: End of Week 1

Submission Instructions: Post your completed Instructor Welcome Video to the Welcome Forum in Moodle.

**Part 2: Online Module Development**

- Create a “teacher” account using the Canvas open LMS (if you do not already have one).
- Create a new course using the Canvas open LMS.
- Build your online learning module, as proposed in Assignments 1 and 2.
- A completed “draft” of your online module should be ready by the end of Week 9, so that you and your ISD Peer Review Group partner can complete pre-pilot testing peer reviews of each other’s modules, and work together to make revisions/improvements before pilot testing the modules with your ISD Pilot Testing Group members in Week 11.
- Post a self-enrollment link for your course to the ISD Projects wiki in Moodle during Week 10.
- Invite your instructor to participate as an “observer” in your online learning module.

Due Date: End of Week 10