



Faculty of Education
Department of Curriculum & Instruction

Winter 2019 | Jan 07 – Apr 05
Learning Design
EDCI 335 A02 (1.5 units) | CRN 23635

Instructor: Wolff-Michael Roth
Class Location: Online
E-mail: mroth@uvic.ca

Office: online; web: <http://web.uvic.ca/~mroth/>
Skype: mroth5
Office Hours: Skype, by arrangement

Calendar Description

An introduction to the practice of learning design and its application to interactive learning environments. Students will explore the principles of learning design; examine how they can maximize the effectiveness, efficiency and appeal of learning experiences for learners; and teach for understanding. Students will have the opportunity to plan, design, and develop an interactive learning environment using the latest technology tools specifically for teaching and learning.

Course Description

EDCI 335 is designed as an overview course that will introduce you to some of the knowledge and skills that will help you understand fundamental issues of learning, how to assess learning resources, how to test the usability of a learning resource, and how to create and evaluate learning environments. This course is fully online. Make sure you access the course page in CourseSpaces regularly.

This course has four main emphases (blocks of activities): (i) learning theory or how people actually cope with learning environments and the constraints on learning; (ii) how to evaluate learning resources generally and those found on the Internet specifically; (iii) how to assess what and how people learn when using a learning resource, which is a core in usability studies; and (iv) designing and testing usability of a learning object. Students may choose to work in groups of up to 3–5 individuals and submit one report (which should manifest that there were a pertinent number of individuals involved and not just 3–5 individuals doing what 1 person can / should do).

There will be five main areas for assignments: (i) readings on theory; (ii) conducting an evaluation of an online resource; (iii) conducting a learning/usability study; (iv) designing and testing a learning object; and (v) a learning journal.

Modern learning theories agree that knowing essentially exists in the **knowing-how** employed in the real world. We come to develop knowing-how through **project-based learning** (PBL), that is, people learn when they work on and through projects. *This course therefore is based on projects.* Such knowing-how generally is developed with, recognizable by, and thus shared with others. Knowing-how and learning are specific to **communities of practice**. Learning occurs while we work with others. Thus, the activities in Block 2, 3, and 4 are done in groups of the students' choice. (The students in middle and high schools where I taught in my former life as a teacher were learning under these two conditions.) The three assignments in Block 1 may be done individually or as group; the Learning Journal is an individual activity (blog).

In all assignments, students are to use proper English. If you are non-native speaker, have your text edited by someone who does master the language of instruction.

Course Outcomes and Concepts

Core Outcomes	Core Concepts	Assessed by
Self-awareness of issues related to learning and knowing	Learning theory	Learning journal (weekly entries)
Knowledge of how people learn and how teaching may fail to address it.	Learning theory	Reports (3)

Understanding and practice in how to look at (potential) learning resources with a <i>critical</i> eye.	Assessment of learning objects	Report of assessment of a (potential) learning object
Understanding and practice of how to assess and test usability of a (potential) learning object	Conduct an investigation of learning, usability	Report of investigation
Design a learning object / resource based on the preceding 3 blocks.	Learning design	Design plan Learning object Learning/ usability assessment

Contacting the Instructor

If you need to ask a question about the course, you are welcome to contact me by:

- Email: mroth@uvic.ca – please allow 24–36 hours for a reply and lead the subject line with “EDCI 335” (e.g. “EDCI 335 – Question regarding major project”)
- Office hours: by appointment, using Skype ([mroth5](https://www.skype.com/join/mroth5))

Diversity and Equity Statement

Our Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated.

Course Outline

Block	Week	Topic	Tasks and <u>Assignments</u>
1–4	Jan 7 to Apr 5	Reflecting on your own learning (+ difficulties)	Read chapter “Problem Solving.” <u>Learning Journal</u> . (Weekly entries)
1	Jan 7 to 13	How people learn 1	1 research article. <u>Report-Assignment 1a, post a brief bio</u> (see example)
	Jan 14 to 20	How people learn 2	1 chapter. <u>Report-Assignment 1b</u>
	Jan 21 to 27	How people learn 3	1 research article. <u>Report-Assignment 1c</u>
2	Jan 28 to Feb 3	How learning resources are analyzed (<u>Group project</u>)	BBC science website. 1 research studies. Bill Nye video. 1 research studies. Select resource for analysis (<u>notify instructor on group and resource</u>)
	Feb 4 to 17	Project: Analyzing a (potential) learning resource	<u>Assignment 2: Analysis-Report</u>
3	Feb 18 to 24	How learning and usability are studied (<u>Group project</u>)	2 learning resources, 2 research studies. (<u>notify instructor on resource</u>) (<u>same grouping as in Block 2</u>)
	Feb 25 to Mar 10	Project: Learning or usability study	Usability/learning study. <u>Assignment 3: Analysis-Report</u>
4	Mar 11 to 17	Select and plan learning object (Nov 12–14 Reading Week) (<u>Group project</u>)	<u>Assignment 4a: Confirm group membership, and tentative plan for design and learning/usability study</u> (to receive feedback)
	Mar 18 to Apr 5	Build learning object, conduct usability/learning study, write report	<u>Assignment 4b: Learning object + design rationale + analysis of learning/usability</u>

Assignments

Assessment Item (Block length)	Due Date	Points
<p>Block 1: Learning Theory (3 weeks) During the first 3 weeks of this course, students read two texts per week and write a report, which has 2 main sections: (i) core takeaways from the reading and (ii) how this aspect of learning will be addressed in learning design. (Individually or in group)</p>	Weekly reading reports during the first 3 weeks (Jan 13, 20, 27). 5 points per report x 3 reports. (Individually or may be done in groups up to 5)	15
<p>Block 2: Assessment of Learning Object (3 weeks) Students analyze an online resource of their own choice, applying what they have learned from the readings featuring examples of analysis. The report submitted should reflect. (Group project)</p>	Indication of group membership and source of learning object (Feb 3) Report (Feb 17) (To be completed in groups of up to 3–5 individuals)	15
<p>Block 3: Learning/ Usability Study (3 weeks) The readings feature examples of how knowing and learning, usability are assessed. (Group project)</p>	Indication of group membership and source of learning object (Feb 24) Report (Mar 10) (To be completed in groups of 3–5 individuals)	15
<p>Block 4: Learning Object Design (4 weeks) You create an interactive learning object based on a topic of your choosing. The type of learning object is up to you: for example, you can create a small eBook, Flash/HTML5-based interactive resource, interactive video, blog, educational game or other object. You do a learning/usability assessment. (Group project)</p>	Indication of group membership (Mar 13) Plan for learning object + usability study (Mar 17) Learning object, usability study, Report (Apr 5) (To be completed in groups of 3–5 individuals)	45
<p>Learning Journal (13 weeks) Throughout this course, you keep a learning journal with weekly entries, in which you critically reflect on aspects concerned with your own learning, stumbling blocks encountered, breakthroughs, etc. At the end of each day, you should think about what has happened during the day and how this could inform your design of learning objects. There should be evidence of continued reflection (though no daily entry required). You should date each entry. (Individually)</p>	(Apr 5) (This is done individually in the form of a personal blog—see online) A minimum of 10 weekly entries are required. Emphasis is on critical reflection , not just on description of learning problems and situations	25

Tips on Succeeding in the Course

- Read and complete each day's directions carefully;
- Complete the readings carefully and critically, which will take several hours each week;
- Make sure you keep track of time. Temporal markers are provided and submissions requested to assist you in keeping track.
- Discuss concepts and questions with your peers in your group or class forum.
- Plan ahead by reading what the next block will demand of you, and how this affects your scheduling (e.g., you can do ahead of time: select group members, spend some time to select the learning resource to be analyzed, the usability study, or the learning object to be designed)
- Ask the instructor questions as soon as any confusion arises with the readings, lectures and assignments; and
- Check the announcements regularly

Marking and Late Assignments

This course gives you a lot of flexibility in scheduling. There are no late assignments accepted – unless there were some extremely extenuating circumstances, in which case you inform the instructor beforehand.

Department of Curriculum & Instruction Policy on Students' Use of an Editor

We are pleased to allow you to use the following forms of assistance by an editor:

1. **Proofreading** which includes: reviewing work for accuracy of inputting; adherence to a specified design; mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g. headings in APA format); and identifying errors in spelling, punctuation and visual elements

AND

2. **Copy editing** which includes: editing work for grammar, spelling, punctuation, usage and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines' and editing front matter.

In addition, BUT ONLY WITH WRITTEN PERMISSION OF YOUR INSTRUCTOR, you may seek stylistic editing which includes: clarifying meaning; polishing language; querying confusing sentence structures; identifying wrong word choices and ambiguous passages; checking tables, figures and visual materials for clarity; identifying faulty connections and transitions; and/or identifying jargon, redundancies and verbosity.

Academic Integrity

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submission and falsifying materials. Further details, including penalties, can be found online via the Academic Calendar <https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#> Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage. If you do not receive an email invitation, you can go directly to <http://www.uvic.ca/learningandteaching/students/resources/ces/login.php> . You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

EDCI Undergraduate Grading Scale

Undergraduate Grading Scale			
Passing Grades	Grade Point Value	Percentage for Instructor Use Only*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79 73-76 70-72	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69 60-64	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59	Marginal Performance A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing. Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage for Instructor Use Only*	Description
E	0	TBD	Conditional supplemental.
F	0	0-49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage for Instructor Use Only*	Description
INC	N/A	N/A	Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 35.
INP	N/A	N/A	In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course. See "General Regulations: Undergraduate Co-op", page 46.
Grade Note			Note
AEG	N/A	N/A	Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

*These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012.

The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript.

The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.