Faculty of Education  
Department of Curriculum & Instruction

Winter 2020 | Jan 06 – Apr 03  
Learning Design  
EDCI 335 A02 (1.5 units) | CRN 21090

Instructor: Wolff-Michael Roth  
Office: online; web: http://web.uvic.ca/~mroth/  
Class Location: Online  
Skype: mroth5  
E-mail: mroth@uvic.ca  
Office Hours: Email; 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 (6 for the Block 4 Assignment) individuals and submit one report (which should manifest that there were a pertinent number of individuals involved and not just a number of 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

<table>
<thead>
<tr>
<th>Core Outcomes</th>
<th>Core Concepts</th>
<th>Assessed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness of issues related to learning and knowing</td>
<td>Learning theory</td>
<td>Learning journal (6 entries)</td>
</tr>
<tr>
<td>Knowledge of how people learn and how teaching may fail to address it.</td>
<td>Learning theory</td>
<td>Reports (3)</td>
</tr>
</tbody>
</table>
Understanding and practice in how to look at (potential) learning resources with a critical 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)

**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**

<table>
<thead>
<tr>
<th>Block</th>
<th>Week</th>
<th>Topic</th>
<th>Tasks and Assignments</th>
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<tbody>
<tr>
<td>1–4</td>
<td>Jan 6–Apr 3</td>
<td>Reflecting on your own learning (+ difficulties)</td>
<td>6 entries, one each in the week ending Feb 2, Feb 9, Feb 23, Mar 1, Mar 15, Mar 22</td>
</tr>
<tr>
<td>1</td>
<td>Jan 6–12</td>
<td>How people learn 1</td>
<td>1 research article, Report-Assignment 1a, post a brief bio (see example)</td>
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<td></td>
<td>Jan 13–19</td>
<td>How people learn 2</td>
<td>1 chapter, Report-Assignment 1b</td>
</tr>
<tr>
<td></td>
<td>Jan 29–26</td>
<td>How people learn 3</td>
<td>1 research article, Report-Assignment 1c</td>
</tr>
<tr>
<td>2</td>
<td>Jan 27–Feb 2</td>
<td>How learning resources are analyzed (Group project)</td>
<td>BBC science website. 1 research study. Bill Nye video. 1 research study. Select resource for analysis (notify instructor on group and resource)</td>
</tr>
<tr>
<td>3</td>
<td>Feb 3–16</td>
<td>Project: Analyzing a (potential) learning resource</td>
<td>Assignment 2: Analysis-Report</td>
</tr>
<tr>
<td></td>
<td>Feb 17–23</td>
<td>How learning and usability are studied (Group project)</td>
<td>2 learning resources, 2 research studies. (notify instructor on resource) (same grouping as in Block 2)</td>
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<tr>
<td>4</td>
<td>Mar 9–15</td>
<td>Select and plan learning object (Nov 12–14 Reading Week) (Group project)</td>
<td>Assignment 4a: Confirm group membership, and tentative plan for design + learning/usability study (4 feedback only)</td>
</tr>
<tr>
<td></td>
<td>Mar 16–Apr 5</td>
<td>Build learning object, conduct usability/learning study, write report</td>
<td>Assignment 4b: Learning object + design rationale + analysis of learning/usability</td>
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Assignments

<table>
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<tr>
<th>Assessment Item (Block length)</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Block 1: Learning Theory (3 weeks)</strong></td>
<td>Weekly reading reports during the first 3 weeks Jan 12, 19, 26). 5 points per report x 3 reports. (Individually or may be done in groups up to 5)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Block 2: Assessment of Learning Object (3 weeks)</strong></td>
<td>Indication of group membership and source of learning object (Feb 2) Report (Feb 16) (To be completed in groups of up to 3–5 individuals)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Block 3: Learning/Usability Study (3 weeks)</strong></td>
<td>Indication of source of learning object (Feb 23) Report (Mar 8) (To be completed in groups of 3–5 individuals)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Block 4: Learning Object Design (4 weeks)</strong></td>
<td>Indication of group membership (Mar 15) Plan for learning object + usability study (Mar 15) Learning object, usability study, Report (Apr 5) (To be completed in groups of 3–6 individuals)</td>
<td>45</td>
</tr>
<tr>
<td><strong>Learning Journal</strong></td>
<td>(Apr 5) (This is done individually in the form of a personal blog—see online) 6 entries are required. Emphasis is on critical reflection, not just on description of learning problems and situations</td>
<td>30</td>
</tr>
</tbody>
</table>

**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](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](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.
<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage*</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100</td>
<td>An A+ is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85-89</td>
<td>A A is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80-84</td>
<td>A A- is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77-79</td>
<td>A B+ is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73-76</td>
<td>A B is earned by work that indicates inadequate and unworthy of course credit towards the degree.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70-72</td>
<td>A B- is earned by work which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65-69</td>
<td>A C+ is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60-64</td>
<td>A C is earned by work that indicates inadequate and unworthy of course credit towards the degree.</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50-59</td>
<td>A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
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<tr>
<th>Grade Note</th>
<th>Description</th>
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<tbody>
<tr>
<td>AEG</td>
<td>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.</td>
</tr>
<tr>
<td>WE</td>
<td>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.</td>
</tr>
</tbody>
</table>

The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.