NAME **JOHN EGAN**

UBC Faculty Certificate Program on Teaching and Learning in Higher Education

[September 2011 to April 2012]

INDIVIDUAL LEARNING PLAN (ILP) Number 1:
Formative Learning Assessment

Please sign each completed module prior to external peer-review

- **Cohort Meetings**
  Attendance required at orientation meeting and each of the scheduled sessions. Please comment on your attendance and contribution throughout the program.

Signature

- **Scholarly Teaching Dossier** (see guidelines).

Comments / Completion Goals ***Signature***
Will be completing an electronic (web-based) version.

- **Teaching and Learning Journal**
  Readings are required for all cohort meetings, complete monthly page(s) critical reflections (to be included in SoTL portfolio).

Comments / Completion Goals ***Signature***
Will be using the "blog" page of my e-dossier

- **Development of a Learning-centred Course Syllabus**
  Please include an old and new course syllabus in your SoTL Portfolio and a 1-page reflection.

Comments / Completion Goals ***Signature***
Attached!

- **Formative Peer Review of Teaching Practices: Classroom Research**
  When teaching:
  Complete 2 X lesson plans, assemble 2 feedback reports and complete critical reflections.
  When providing classroom feedback:
  Assemble 2 feedback reports and complete critical reflections.

Comments / Completion Goals ***Signature***
Am teaching again in January 2012 online. Will timetable for late January and late February 2012.

- **SoTL Research Proposal**: **Self-directed Learning Project**
  Assemble materials for independent learning project (grant application, self-directed study, pedagogical article submission).

Comments / Completion Goals ***Signature***
Working title: "Student perspectives on innovative pedagogies and transfer of learning in an online learning technology applications course"

- **SoTL Leadership Presentation**
  You are required to present/co-present one pedagogical research presentation. Complete an abstract, prepare slides, and complete a 1-2 page critical reflection (to be included in Program Portfolio).

Comments / Completion Goals ***Signature***
Hopefully preliminary data from the study!

ETEC 5XX: Learning Technologies: Selection, Design and Application

Online course

PURPOSE OF THE COURSE

ETEC565 is an online seminar that provides several theoretical frameworks to assist educators in evaluating, selecting and using various learning technologies. Students will gain hands-on experience using a range of learning technologies and platforms: web-publication, course management systems, communication tools, community and collaboration tools, multimedia, and social software tools. Students will complete a number of small assignments using different learning technologies as well as a larger project in which they bring several of these technologies together to design materials and activities to support student learning.

Jeff Miller 11-9-9 10:09 AM

Comment [1]: Is it appropiate to say that we use a project-based assignment approach here?

OBJECTIVES

By the end of this course students will:

- Discuss the characteristics of their classrooms, their instructional strategies, and the technologies that support teaching and learning.
- Explore a set of theoretical frameworks for analyzing learning technologies and apply those frameworks to help them select technologies appropriate to their context.
- Develop skills in the use of learning technologies:
    - Web-publication: html editing skills, CSS, website design
    - Learning management system (Moodle)
    - Communication Tools (synchronous and asynchronous environments, audio/video conferencing)
    - Social Media Tools (wikis, weblogs, cloud computing, digital storytelling)
- Examine and analyze a wide range of formal and informal learning environments, including e-learning, computer-supported collaborative learning, instructional software, and social media.
- Acquire skills in the design of educational media, and the integration of design thinking with scholarship in education.

Jeff Miller 11-9-9 10:09 AM

Comment [2]: Should we include something about assessment approaches using computer based tools?

METHODOLOGY

We have designed ETEC 565A according to a number of principles. First, we believe that knowledge is often best acquired through constructivist pedagogy: learning that is situated, relevant and engaging. Second, we believe that in the realm of educational technology it's education—and its aims—that takes precedence: educational technology, therefore, supports teaching and learning. Third, students are better qualified to determine how this course can best meet *their* needs. Thus we have developed a course that is substantive, comprehensive and flexible. Finally, we know from experience that one of the greatest barriers to mastering educational technologies include a lack of hands-on experience--and a fear of "messing things up." We will provide students with

Jeff Miller 11-9-9 10:09 AM

Comment [3]: This comment will make more sense if we add something about the demographic of students who take MET courses: i.e. most of them are in-service teachers.

opportunities galore in the former; instructors in the course, as well as more skilled peers in the course are also available to gently prod students through any trepidation or uncertainty!

Jeff Miller 11-9-9 10:09 AM

Comment [4]: We might want to check with Tom on the appropriate tone for this kind of document. This is a bit on the colloquial side.

COURSE CONTENT

This course uses a modular approach in terms of structure; within each module are 2-3 lessons. The modules are:

Module 1 -Theoretical Frameworks
Module 2 - Presentation Tools: Spaces, Places and Platforms for Learning
Module 3 - Interaction and Assessment Tools
Module 4 - Web 2.0 – Social Software Tools
Module 5 - Multimedia

INSTRUCTIONAL RESOURCES

Several instructional resources are leveraged in this course. First is the course site, hosted on WebCT Vista, UBC's learning management system. Second is the UBC Blogs WordPress tool, within which each student creates an ePortfolio of their various assignments—as well as a series of reflections on practice. Third is the course's eLearning Toolkit (http://sites.wiki.ubc.ca/etec565/index.php/Main_Page), which contains a range of self-directed competency-based activities for students to pursue. Finally, there are a range of readings, both required and supplemental.

Required Readings

All required readings are available online, either via existing UBC Library subscriptions or via copyright clearance to distribute digitally. The following are required readings as they correspond to each module listed above:

Module 1: Selecting and Using Learning Technologies: Theoretical Frameworks

- Chickering, A.W. & Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education. American Association for Higher Education Bulletin, 39 (7), 3-7. Accessed online 11 Mar 2009 http://www.aahea.org/bulletins/articles/sevenprinciples1987.htm
- Chickering, A.W. & Ehrmann, S.C. (1996). Implementing the Seven Principles: Technology as Lever. American Association for Higher Education Bulletin, 49(2), 3-6. Accessed online 11 Mar 2009 http://www.aahea.org/bulletins/articles/sevenprinciples.htm
- Bates A. W. & Poole, G. (2003). A Framework for Selecting and Using Technology. In A.W. Bates & G. Poole, Effective Teaching with Technology in Higher Education (pp. 75-108). San Francisco: Jossey-Bass. 4.
- National Educational Technology Standards for Teachers http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

Module 2: Presentation Tools: Spaces, Places and Platforms for Learning

- Perkins, M. & Pfaffman, J. (2006). Using a Course Management System to

Improve Classroom Communication. Science Teacher, 73(7), 33-37.
- Panettieri, J. (2007). Addition by subtraction. University Business, August, 58-62. Accessed online 11 March 2009. http://www.universitybusiness.com/viewarticle.aspx?articleid=845

Module 3: Interaction and Assessment Tools
- Anderson, T. (2008). *Towards a Theory of Online Learning.* In: T. Anderson & F. Elloumi (Eds.), *Theory and Practice of Online Learning*. Edmonton AB: Athabasca University. Accessed online 3 March 2009 http://www.aupress.ca/books/120146/ebook/02_Anderson_2008_Anderson-Online_Learning.pdf
- Anderson, T. (2008). *Teaching in an Online Learning Context*. I In: T. Anderson & F. Elloumi (Eds.), *Theory and Practice of Online Learning*. Edmonton AB: Athabasca University. Accessed online 3 March 2009 http://www.aupress.ca/books/120146/ebook/14_Anderson_2008_Anderson-DeliveryQualitySupport.pdf
- Gibbs, G. & Simpson, C. (2005). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education, 1*(1), 3-31. Accessed online 11 March 2009. http://www.open.ac.uk/fast/pdfs/Gibbs%20and%20Simpson%202004-05.pdf

Module 4: Social Media
- Alexander, B. (2006) Web 2.0: A new wave of innovation for teaching and learning? *EDUCAUSE Review, 41*(2), 34-44. Accessed online 2 March 2009. http://www.educause.edu/ir/library/pdf/ERM0621.pdf
- Wesch, M. (2007) A Vision of Students Today (& What Teachers Must Do). Accessed online 25 March 2009. http://www.britannica.com/blogs/2008/10/a-vision-of-students-today-what-teachers-must-do/
- Downes, S. (2004). Educational Blogging. *Educause Review, 39*(5, September/October), 14-26. Accessed online 25 March 2009.
- Fisch, K. (2007) Blogging: In Their Own Words. *The Fischbowl*. Accessed online 26 March 2009. http://thefischbowl.blogspot.com/2007/06/blogging-in-their-own-words.html
- Lamb, B. (2007). Dr. Mashup; or, Why Educators Should Learn to Stop Worrying and Love the Remix. *EDUCAUSE Review*, *42*(4, July/August), 12–25. Accessed online March 9 2009 http://www.educause.edu/ER/EDUCAUSEReviewMagazineVolume42/DrMashuporWhyEducatorsShouldLe/161747

Module 5: Multimedia
- Boyes, J., Dowie, S. & Rumzan, I. (2005). Using the SECTIONS Framework to Evaluate Flash Media. *Innovate Journal of Online Education, 2*(1). Accessed online 12 March 2009 http://innovateonline.info/index.php?view=article&id=55&action=article.
- Siemens, G. (2003). Evaluating Media Characteristics: Using multimedia to achieve learning outcomes. *Elearnspace*. Accessed online 11 October 2005. http://www.elearnspace.org/Articles/mediacharacteristics.htm
- Janson, A. & Janson, R. (2009). Integrating Digital Learning Objects in the Classroom: A Need for Educational Leadership. *Innovate, 5*(3). Accessed online 15 February 2009

http://innovateonline.info/index.php?view=article&id=581&action=article.

Jeff Miller 11-9-9 10:09 AM
Comment [5]: Our references are all quite recent, which is a good thing! We do have the 2nd edition of the Anderson articles, so all is well there.

ASSESSMENT

This is a three-credit course that carries a maximum award of 100 marks. There are six assignments submitted by students enrolled in the course worth a total value of 80 marks. As well, course participation is weighted as 10 marks.

Jeff Miller 11-9-9 10:09 AM
Comment [6]: This only adds up to 90 marks. Where are the other 10 marks? Are the assignments worth 90 marks?

Overall Assessment
The following general assessment criteria describe how students' work in ETEC 565A will be assessed summatively, i.e. for marks. There are also specific criteria for each assessed task.

A Level (80% to 100%)

A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below under "A".

A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate.

A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

B Level (68% to 79%) and C Level (60%-67%)

This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:

- one or more significant errors in understanding
- superficial representation or analysis of key concepts
- persistent surface errors (spelling, grammar, punctuation)
- lack of coherent organization or explication of ideas

The level of B work is judged in accordance with the severity of the difficulties demonstrated.

Level	Percent	Criteria
B+	76% to 79%	Work with any one of these deficiencies.
B	72% to 75%	Work with any two of these deficiencies.
B-	68% to 71%	Work with any three of these deficiencies.
C+	64% to 67%	Work demonstrating all four of these deficiencies - yet reflects a substantive effort on the part of the student.

Please note: as UBC graduate students, a grade of 68% (B-) must be maintained to remain a graduate student in good standing. Students receiving a course grade below 68% may not be allowed to continue in their program. See the Faculty of Graduate Studies section of the online version of the UBC Calendar for more information.

Late Assignments

An integral aspect of educational practice is timeliness. As education professionals students are expected to submit students' work to a professional standard (see above) and on time. As an adult educator I can attest to how badly being unprepared is received by students; as someone who's trained many pre-service K-12 teachers, I can tell students kids are arguably even less forgiving! *Thus, assignments will lose 5% of their assessed value for each day they are late.* First and foremost, this is a matter of equity. It is not fair to those who strive to work within timelines if others get a more extensive period in which to complete their work. That, in fact, disadvantages those who plan ahead and who seek to organize themselves efficiently. It's not, in short, fair.

There are, of course, times where things happen: we become ill, we lose someone we love, even our computers betray us (Back up, people! Back up! Go buy a cheap external hard drive today!!!). In specific circumstances arrangements can be made to accommodate these sorts of things. The nature of each accommodation is wholly correlated with the nature of the interruption: if students are sick one day students would get one additional day to complete students' work, rather than another week. Students may also be required to provide documentation for the circumstances in question.

Jeff Miller 11-9-9 10:09 AM

Comment [7]: Again, I think we need to check in with Tom on the tone of the document. You are bringing in material here that is written for the student audience and the

Assignments (ePortfolio)

The successful completion of ETEC 565A requires students to demonstrate educational development prowess, educational technology competence, and critical thinking skills informed by the materials studied in the course.

Students' performance in the course will be based on the completion of a modular ePortfolio with multiple components. Each component constitutes an important aspect of learning technology selection, design and application. This ePortfolio (or components of it) could form part of a professional teaching ePortfolio. This modular approach will also make it easier to provide both formative and summative feedback on students' work. As well, I encourage students to contact me with any questions students might have at any time. I'm also happy, for example, to review an early outline of any assignments—not a full review, but a pair of "friendly eyes"—to ensure students are on the right track.

Students will also receive summative qualitative feedback for each assignment: those that have a mark associated with them will also be quantitatively assessed. At the end of the course I will assess students' final assignment and students' complete ePortfolio. Shortly after the conclusion of the course I will release students' final assignment score—and overall course grade—via WebCT/Vista My Grades tool.

EPortfolio components

There are six (6) components of students' ePortfolio, five (5) of which are graded. Where there is a grade associated with a component, the total value of that component is in parentheses. The components of students' portfolio will include:

- A "flight path" where students outline what students hope to learn during the course, including the specific technologies students will begin to master (no marks)
- An LMS course site proposal (10 marks)
- A Moodle Learning Management System (LMS) online course site (25)
- A complete exam or quiz for students' LMS course site, reflecting a variety of question types and assessment strategies (15)
- A digital story produced in a social media tool of students' choice (20).
- A final ePortfolio synthesis reflection (20)

Details on the requirement for each component will be covered in each assignment's corresponding learning module. Students' portfolio accounts for 90 marks: there are 10 marks for course participation.

Assessment rubrics for graded ePortfolio components

The numbers below correspond to the assignment to be assessed. Further details will be provided in the corresponding module; the first of these is due during Module 2.

A Learning Management System (LMS) online course site proposal, assessed for:

- Comprehensiveness: does the proposal answer the sort of questions a reviewer would expect to find answered. **Note**: if students are creating students' proposal based on a form, do not use the form: create an analogous one in Word.
- Integration of learning from relevant ETEC 565A activities
- Overall quality of work, as per the overall standards listed on the assessment page in the course intro module
- Indication of having tested the platform, including what aspects or functions tested
- **Integration of relevant literature: required. No literature, fail the assignment.**
- Posted in the *Proposal* page of students' ePortfolio

A Learning Management System (LMS) online course site with the following components:

- Overall quality of work, as per the overall standards listed above
- Splash page with a graphic user interface (GUI)
- Two (or more) complete learning modules (module shells or placeholder pages not acceptable)
- One (or more) module programmed for selective release
- Two general discussion forum topics
- One group discussion forum for (at least) 2 groups (must set up groups; they need not be populated)
- A reflection upon students' experience completing this assignment posted in the *Course Site* page of students' ePortfolio

A complete exam or quiz for students' LMS course site, reflecting a variety of question types and assessment strategies, with 10 (or more) questions. Students will be assessed based on creating:

- 3 (or more) multiple choice questions
- 3 (or more) matching questions
- 2 (or more) short answer questions
- 2 (or more) short essay questions
- One question with an embedded image or graphic
- Partially or wholly auto-assessed/graded
- Time limited
- Pre-programmed post-exam feedback for students
- A reflection upon students' experience completing this assignment posted in the *Assessment* page of students' ePortfolio

A complex digital story using one of a range social media. Students' story must:

- Meet the overall quality of work standards listed above
- Be educational
- Be viewable either as an embedded file or a link on the *Story* page of students' ePortfolio
- In addition to the story itself, describe the following on the *Story* page:
- Why was this the right tool for students to use to tell students' story?
- How did students purposefully selected students' tool?
- How does this story work within a course that students teach (or would like to teach) using sound pedagogical arguments?

A final ePortfolio synthesis reflection, including:

- 1-2 paragraph précis of students' flight path
- Reflection on students' eLearning toolkit experience overall
- Reflection on students' overall ETEC565 experience
- Describe next steps for students, in terms of students' practice in educational technology, which could *include* what technologies students hope to explore moving forward, or how students plan on engaging as a lifelong learner in terms of educational technology?
- Overall quality of work is also important, as per the overall standards listed above
- Posted on the *Synthesis* page of students' ePortfolio.

Participation

Because ETEC 565 relies heavily on our creating a learning community; students' class participation mark is based on students' overall substantive participation in course-wide and small group discussions (10). In addition, there is a pass/fail aspect to both participation components, as indicated below: failure to participate in *any* of the activities described in the course leads to a zero participation mark for the entire course.
Course-wide participation mark rubric

Score	Criteria
10	Participates frequently (weekly or more) Introduces eight or more new topics/ideas

	Substantive, thoughtful responses to others' posts
9	Participates frequently (weekly or more) Introduces six or more new topics/ideas Substantive, thoughtful responses to others' posts
8	Participates frequently (weekly or more) Introduces four new topics/ideas Substantive, thoughtful responses to others' posts
7	Participates frequently (weekly or more) Introduces two new topics/ideas Substantive, thoughtful responses to others' posts
6	Participates infrequently Introduces one new topics/ideas Substantive, thoughtful responses to others' posts
0	Participates infrequently Introduces no new topics/ideas Superficial/cursory responses to others' posts
0	Does not participate

MET ePortfolio

We strongly encourage students to keep copies of the projects, tasks, products and discussions that students work on throughout the MET programme. It is important for students to have students' own record of students' work in the program, and students may also choose to include these items in a personal ePortfolio of students' work (supplemental to the ePortfolio developed specifically for ETEC 565A).These materials will also be useful reference tools down the road after students graduate, and are most frequently used if students are intending to register in ETEC 590 (Graduating Project). If students want more information on ePortfolios and on ETEC 590 within the MET, please visit http://met.ubc.ca/program/eportfolio.htm.

COURSE SCHEDULE

Each unit represents one week, commencing on Monday and ending on Sunday.

Module	Unit	Learning Activities
Theoretical Frameworks	Course Introduction module Module 1: Selecting and Using Technology	Say Hello (Wimba Voiceboard & discussion forum) Ice breaker & Discussion: Digital-age teaching professionals
	Theoretical Frameworks	Setting up your WordPress ePortfolio Discussion: Applying the Frameworks ePortfolio assignment #1: Flight path
Presentation Tools	Learning Management Systems	Discussion: Moodle as solution

		Discussion: Business Writing development timeframe Begin platform evaluation rubric group activity Start building LMS site (ePortfolio assignment #3; work ongoing throughout semester)
	Other web-based approaches	Discussion: Pro-D Online delivery platform rubric (group)
	DVD Authoring	Discussion: Diabetes DVD ePortfolio assignment #2: LMS site proposal
Interaction and Assessment Tools	Interactions for Learning	Discussion: Interactions to support learning
	Communications Tools	Discussion: What could Trinh do? Discussion: Synchronous and asynchronous communication Weblog Reflection
	Assessment Tools	Discussion: Assessment challenges and opportunities ePortfolio assignment #4: Assessment Tools
Social Media	Social Media & Collaborative Writing	Wiki Activity: Social Media and Learning
	Personal Publishing & Social Networks	Discussion: Public or private spaces for learning Discussion: The Wisdom of the Crowd
	Rip, Remix, Feed: Creative Mashups Intellectual	Discussion: 50 ways to Tell a Story Activity ePortfolio assignment #5: Digital story

	Property/Copyright Privacy	
Multimedia	Features and Benefits	Discussion: Kwikwetlem Project
	Internal and External Resources	Discussion: Dafna ePortfolio assignment #3: Complete LMS site ePortfolio assignment #6: Synthesis reflection

INSTRUCTOR

My background includes program development, instructional design, and teaching at post-secondary institutions in Canada and internationally. My graduate training is in adult education, learning technologies, and health promotion. My primary role here at UBC is Senior Manager, Strategic Curriculum Services in the Centre for Teaching Learning and Technology.

I do not provide an external email address to students: instead you must use the internal WebCT Vista email tool. Emails sent to any other address will not receive a response.

Since most students are not based in the Greater Vancouver region, I do not keep face-to-face (F2F) office hours; instead I make myself available via multimedia communication tools as follows:

Skype: john.p.egan.ubc
MSN: john.egan@ubc.ca
AOL IM/iChat: johneganubc

We will also be exploring some additional communication tools as the course unfolds. As we roll out each tool we can also meet there—stay tuned! I'm also on Twitter (johnpegan) and keep a blog (http://blogs.ubc.ca/egan).