

Statement on Teaching Activities

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

Personal Teaching, Learning, and Instructional Design Motto

"Ubique." Everything, everywhere, everyone. To use the right tools and approaches to create engaging learning experiences for everyone, and to remove barriers to learners' fullest engagement and success.

The Latin "ubique" means "everywhere" (Wikipedia, 2023). As the motto of the Canadian Forces Field Engineers, with whom I served as a reservist in the 1990s, it jokingly meant "all over the place" but, more accurately, was used in the sense of "we go everywhere, and do everything that everyone needs done." As I reflect on my teaching philosophy (see my Teaching Philosophy Statement below), it occurs to me that I still live by this motto as an educator and instructional designer. My practice and my research has focused on crafting seamless learning experiences for every learner, following the best practices of concepts such as Universal Design for Learning and the learning theories and Digital Accessibility guidelines central to removing barriers to engagement and success for all learners.

Teaching Philosophy and Themes

In preparation of this Teaching Philosophy Statement to support my four-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?

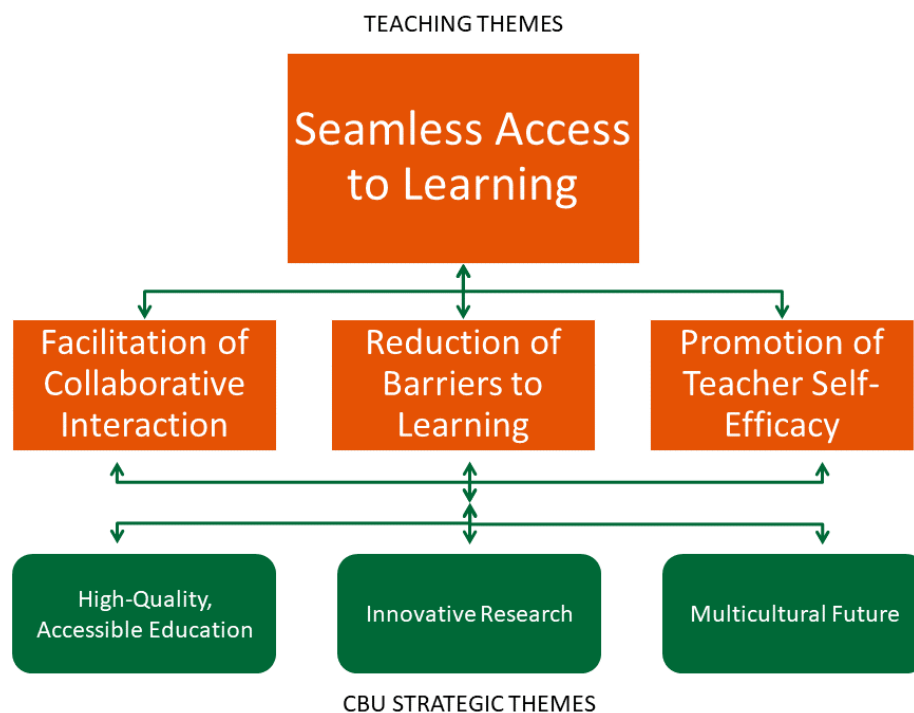
Early in my teaching career I noticed that while many of my colleagues recognized the inherent value of appropriate use of technology, they experienced barriers to their professional practice resulting from a perceived lack of support and personal confidence. I have two decades of experience using technology to provide seamless teaching and learning experiences, and to promote access, engagement, and

collaboration. My research (Hambrock, et al., 2020; 2022; Power, 2018*b*, 2018*c*, in press; Power and Kay, 2023; Power, Kay & Craig, 2023) 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 T1:

Figure T1

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 subsequent sections of that course on campus during the Fall 2021, Fall 2022, and Fall 2023 terms, 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 an external review, committee member, and supervisor for graduate-level students from Athabasca University, Ontario Tech University, and Royal Roads University. I am currently serving as a committee member for two doctoral candidates in the Doctor of Education program at Ontario Tech 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, 2013*a*, 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, 2013*a*, 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, 2024).

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), Power et al. (2022) and Power et al. (2023) 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 has now completed her graduate studies 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.”

One student endorsement in particular stands as a reflection of why I do what I do. It is an email from a former graduate student from Ontario who expressed that my support had enabled them to easily make the transition to online teaching during the pandemic:

"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.”
(personal communication, M.Ed. student)

More recently, another former student sent an email reflecting on the impact of my leadership beyond just their academic program:

"I want to express my heartfelt gratitude to you. Thank you for investing your time, energy, and expertise in shaping my academic growth and personal and professional development."

(personal communication, M.Ed. student)

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." While the course was further revised to suit 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. Potential refinements for course offerings over the next few terms could include a holistic reimagining of the major course project and research paper assignments into a single multi-stage project, and a realignment of the course content delivery to support the stages of that project.

For the Fall 2022 and Fall 2023 offerings of the undergraduate course EDUC4108: Leveraging Technology for Learning, course feedback has indicated a desire amongst participants for higher degrees of practical exposure to educational technology tools. I have redesigned the course for delivery using a dedicated Google Classroom (n.d.) space, so that the teacher candidate participants are more immersed in the environment they are most likely to be using when they enter the K12 workforce in Nova Scotia. Each weekly module now includes live class discussions of the theoretical and practical concepts for the designated week, along with breakout activities that explore related applications commonly used in conjunction with Google Classroom in K12 contexts, and suggested applications for individual exploration outside of class time. There remains further room for growth in terms of meeting participants' needs and expectations in this course. However, I will need to investigate how to overcome

some of the bureaucratic issues that continue to prevent my ability to provide students with hands-on experience with some of the tools that they have expressed a desire to gain more exposure to. For instance, tools such as PowerSchool (2024) and TIENET (NS Department of Education and Early Childhood Development, n.d.) are proprietary resources with controlled access at the provincial Department of Education level, preventing us from gaining access to a suitable demonstration and practice-use environment.

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.

References

- Cape Breton University (2019). *Strategic plan 2019-2024*. [PDF file]. <https://www.cbu.ca/wp-content/uploads/2018/10/Strategic-Plan-Document.pdf>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340. [doi:10.2307/249008](https://doi.org/10.2307/249008)
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105. http://cde.athabascau.ca/coi_site/documents/Garrison_Anderson_Archer_Critical_Inquiry_model.pdf
- Google for Education (n.d.). *Google Classroom*. <https://edu.google.com/workspace-for-education/classroom/>
- Hambrock, H., de Villiers, F., Rusman, E., MacCullum, K., & Arrieya Arrifin, S. (2020). *Seamless learning in higher education* (R. Power, Editor). [eBook]. International Association for Mobile Learning. <https://seamlesslearning.pressbooks.com/>

Hambrock, H., de Villiers, F., Power, R., Koole, M., Ahmed, M., Ellis, W., Abd Karim, R., Kurubacak, G., El-Hussein, M., Ossiannilsson, E., Sharma, R., José Sousa, M., & Wollin, U. (2022). *Seamless Learning in Higher Education 2: Comparisons from International Educators of Changes During a Global Pandemic* (H. Hambrock, F. de Villiers, R. Power, and M. Koole, Eds). International Association for Mobile Learning and Power Learning Solutions.
<https://pressbooks.pub/seamlesslearning2/>

Nova Scotia Department of Education and Early Childhood Development (n.d.). *TIENET*.
<https://inschooldev2.ednet.ns.ca/teachers/tienet>

Power, R. (2013a). Collaborative situated active mobile (CSAM) learning strategies: A new perspective on effective mobile learning. *Learning and Teaching in Higher Education: Gulf Perspectives*, 10(2). <http://lthe.zu.ac.ae/index.php/lthehome/article/view/137>

Power, R. (2013b). Leader-member exchange theory in higher and distance education. *The International Review of Research in Open and Distance Learning*, 14(4).
<http://www.irrodl.org/index.php/irrodl/article/view/1582>

Power, R. (2015). *A framework for promoting teacher self-efficacy with mobile reusable learning objects* (Doctoral dissertation, Athabasca University). <http://hdl.handle.net/10791/63>

Power, R. (2017, March 2). *Using mid-course surveys to improve an online course* [Video].
<https://youtu.be/tNhr8v5jsbM>

Power, R. (2018a, March 5). *A2 feedback overview*. [Video]. <https://youtu.be/I9XXxOlsYUk>

Power, R. (2018b, May 16). *Making mobile learning work for educators and students*. Opening keynote address at Mobile Summit 2018, 16-17 May 2018, Scarborough, ON, Canada.
<http://www.powerlearningsolutions.com/making-mobile-learning-work.html>

Power, R. (2018c). Supporting mobile instructional design with CSAM. In S. Yu, M. Ally, & A. Tsanikos (Eds.), *Mobile and ubiquitous learning: An international handbook*, pp. 193-209. Springer Nature. doi [10.1007/978-981-10-6144-8_12](https://doi.org/10.1007/978-981-10-6144-8_12)

Power, R. (2019, January 13). Optimizing your time with online courses. [Web log post]. *Power Learning Solutions*. <https://www.powerlearningsolutions.com/blog/optimizing-your-time-with-online-courses>

- Power, R. (2020a, March 6). Using video to provide assignment feedback. [Web log post]. *Power Learning Solutions*. <https://www.powerlearningsolutions.com/blog/using-video-to-provide-assignment-feedback>
- Power, R. (2020b, March 13). A rapid transition to online learning survival guide. [Web log post]. *Power Learning Solutions*. <https://www.powerlearningsolutions.com/blog/a-rapid-transition-to-online-learning-survival-guide>
- Power, R. (2021, February 26). Finding the right digital tool is not enough: Addressing copyright and privacy considerations. [Web log post]. *Power Learning Solutions*. <https://www.powerlearningsolutions.com/blog/finding-the-right-digital-tool-is-not-enough-addressing-copyright-and-privacy-considerations>
- Power, R. (Ed.), (2022c). *Integration of Instructional Design and Technology, Vol 2*. [eBook]. Power Learning Solutions. ISBN 978-1-9993825-5-1. <https://idandtech.pressbooks.com/>
- Power, R. (Ed.) (2023). *Integration of Instructional Design and Technology, Vol 3*. [eBook]. Power Learning Solutions. ISBN 978-1-9993825-9-9. <https://pressbooks.pub/idandtech3/>
- Power, R., Cristol, D., & Gimbert, B. (2014). Exploring tools to promote teacher efficacy with mLearning. In M. Kalz, Y. Bayyurt, & M. Specht (Eds.), *Mobile as a mainstream - Towards future challenges in mobile learning: Communications in Computer and Information Science Volume 479*, pp. 61-68. http://link.springer.com/chapter/10.1007/978-3-319-13416-1_7
- Power, R., Gallant, G., Gallant, J., Girouard, J., Hildebrandt, K, MacLeod, J., McCarthy, T., Mugford, J., Pinhorn, C., & Pitts, M. (2020). *Integration of instructional design and technology to support rapid change*. [eBook]. Power Learning Solutions. ISBN 978-1-9993825-3-7. <https://idandrapidchange.pressbooks.com/>
- Power, R. & Kay, R. (2023a). Higher Education Faculty Supports for the Transition to Online Teaching during the COVID-19 Pandemic. *Journal of Educational Informatics*, 4(1), 49-72. <https://journalofeducationalinformatics.ca/index.php/JEI/article/view/191>
- Power, R., Kay, R., & Craig, C. (2023). The Effects of COVID-19 on Higher-Education Teaching Practices. *International Journal of E-Learning & Distance Education*, 38(2). <https://www.ijede.ca/index.php/jde/article/view/1255/1899>

PowerSchool (2024). *Personalized Education for Every Journey*. <https://www.powerschool.com/>

W3C (2024). *Accessibility*. <http://www.w3.org/standards/webdesign/accessibility>

APPENDIX T: TEACHING RELATED DOCUMENTATION

Appendix T1: Teaching Experience

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

Educational Technology Courses

(Cape Breton University, 2018 -)

- EDUC4108: Leveraging Technology for Learning
- EDUC4133: Teaching English as a Second Language in an Additive Bilingual Model
- EDUC5103: Integration of Instructional Design and Information Technology
- EDUC5107: Information Management in Education Environments
- EDUC5131: Digital Citizenship in a Global Community
- EDUC5800: Applied Research Project

Educational Technology Courses

(Centre for Distance Education, Athabasca University, 2016 -)

- MDDE 604: Instructional Design in Distance Education
- MDDE 610: Survey of Current Educational Technology Applications
- MDDE 619: Trends and Issues in Instructional Design
- MDDE 620: Technology in Education and Training

Educational Technology Courses

(Mount Royal University, 2016 -)

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

Educational Technology Courses

(Ontario Tech University, 2015 -)

- AEDT1160U: Digital Communications Technologies
- EDST 4470U: Trends and Issues in Educational Technology
- EDUC 5101G: Innovative Digital Pedagogies
- EDUC 5102G: Educational Technology & Communication
- EDUC 5103G: Online Technology in Education
- EDUC 5104G: Analysis and Design of Digital Learning Tools
- EDUC 5107G: Teaching & Learning with Mobile Technologies
- EDUC 5111G: Social Media and Education
- EDUC 5199G: Teaching & Learning in an Online World
- EDUC 5209G: Critical Issues in Leadership Education
- EDUC 5303G: Technology & the Curriculum
- EDUC 5405G: Digital Technologies in Adult Education
- EDUC 5507G: Accessible Learning with Technology

Educational Technology Courses

(University of Manitoba, 2016 -)

- EDTC 0530: Instructional Design for eLearning
- EDTC 0540: Instructional Systems and Learning Technologies
- EDTC 0560: Using Technology for Teaching and Training
- EDTC 0592: Applied Project in Online Teaching

Information Technology Courses

(College of the North Atlantic-Qatar, 2005 - 2015)

- CP1280: Windows Client
- CP1310: Windows Server Administration
- CP1510: Windows Operating System
- CP1610: Introduction to Computer Components
- CP1910: Computer Hardware and Troubleshooting I
- CP2060: Operating System Fundamentals
- CP2190: Linux Operating System
- CR1260: Client Service for the Computer Industry
- CT1150: Introduction to Computers for Technology
- EP1140: Business Operations in Information Systems
- MC1050: Introduction to Computers
- MC1220: Productivity Tools I
- MC1221: Productivity Tools II
- MC1241: Computer Applications II
- MC1800: Software Applications I
- MC1801: Software Applications II
- MC1810: Fundamental Computer Applications
- MC1820: Computer Applications
- MC2220: Productivity Tools III
- SD1570: Effective Learning
- TPP-MC105: Introduction to Computers (Technical Preparatory Program – Qatar Petroleum)

Professional Development Courses

(British Columbia Institute of Technology (2018 – present))

- Blended Learning Seminar (10-week faculty professional development program)
- Instructional Skills Workshop (facilitator)

Professional Development Courses

(College of the North Atlantic-Qatar, 2005 - 2015)

- International Computer Driver's License (ICDL) Core Certificate
- Information Technology Skills for the Workplace
- Welcome to D2L
- Teaching with D2L
- Building Courses with D2L

Contract Training Courses

(College of the North Atlantic-Qatar, 2005 - 2015)

- International Computer Driver's License (ICDL) Core Certificate
 - Ministry of Finance, State of Qatar, Spring 2007
 - Served as instructional and testing coordinator
- International Computer Driver's License (ICDL) Core Certificate Testing
 - Qatar International School. State of Qatar, 2008-2009, 2009-2010
 - Served as testing coordinator for students and staff from Qatar International School
- CE-IT 1010: Using Interactive Whiteboards in the Curriculum
 - Supreme Education Council, State of Qatar, 2009-2010
 - Served as a program developer in collaboration with the Supreme Education Council of Information and Communication Technology, State of Qatar
 - Served as an instructor working with teachers and support staff from state-governed K-12 schools.
- Digital Inclusion for Women Trainer Skills Workshop
 - Supreme Education Council of Information and Communications Technology (ictQATAR), 2012
 - Served as a program developer in collaboration with the Supreme Education Council of Information and Communications Technology, State of Qatar
 - Served as a content developer for the Digital Inclusion for Women community development program in collaboration with the Supreme Education Council of Information and Communications Technology, State of Qatar
 - Served as the Learning Management System course interface and content developer for the Trainer Skills Workshop program
 - Served as a face-to-face and online instructor working with trainers employed by local training companies in preparation for their delivery of the Digital Inclusion for Women community development program.

Intermediate/Secondary Courses:

(Eastern School District and Lewisporte-Gander School District, Province of Newfoundland and Labrador)

- Communications Technology 3400, John Burke High School, Grand Bank, NL (2003-2005)
- English 9, Jane Collins Academy, Hare Bay, NL (2001-2002)
- English 1202, Jane Collins Academy, Hare Bay, NL (2001-2002)
- English 2101: Research and Writing, Jane Collins Academy, Hare Bay, NL (2001-2002)
- English 2204: Canadian Literature, Jane Collins Academy, Hare Bay, NL (2001-2002)
- English 3102: Business English, Jane Collins Academy, Hare Bay, NL (2001-2002)
- Integrated Systems 1205, John Burke High School, Grand Bank, NL (2003-2005)
- Technology 8, John Burke High School, Grand Bank, NL (2003-2005)
- Technology 9, John Burke High School, Grand Bank, NL (2003-2005)
- Web Masters 3224, John Burke High School, Grand Bank, NL (2003-2005)

Massive Open Online Courses (MOOCs):

(Offered as an independent subject matter expert and instructional developer)

- Creating Mobile Reusable Learning Objects Using Collaborative Situated Active Mobile (CSAM) Learning Strategies (May-June 2014)
 - Online professional development course hosted on the Canvas open learning management system.
 - Course designed as part of EdD dissertation research project at Athabasca University, AB, Canada.
 - Participants included professional educators from Canada, the United States, and Qatar.
 - Served as subject matter expert, instructional developer and course facilitator.

- Instructional Design for Mobile Learning (ID4ML) (May-June 2015)
 - Online professional development course hosted on the Canvas open learning management system.
 - Course designed for open enrollment with an international target audience of professional educators.
 - Served as subject matter expert, instructional developer, and course co-facilitator.

Appendix T2: Course Syllabus for EDUC4108 (Fall 2023)



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 2023

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: B182 (Marvin Harvey Building)

Online meeting space: An online meeting space has been created for our class in Google Classroom. We will be using this platform instead of Moodle, because that is the environment used within the Nova Scotia K12 education system.

- Google Classroom Link - <https://classroom.google.com/c/NTIzMDI0Mjk1OTM2?cjc=yao6p7w>
- or go to <https://classroom.google.com/> and use Join Code: yao6p7w
 - **IMPORTANT NOTE:** Do NOT use your GNEPES Google account to join our Google Classroom space. Your access will be blocked by NS Department of Education Privacy and Security Policies. You MUST use a personal Google account to join the space (and make sure that your Chrome browser is "signed out" of your GNEPES account).

Section 2: Instructor Information

Instructor Name: Dr. Robert Power

Email: Rob_Power@cbu.ca

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

Phone (office): 902-563-1400

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

Office hours (if applicable): by appointment

Office location: L-139

Land Acknowledgement

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

Section 3: Department Mission and Core Focus

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

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

Section 4: Course Outcomes

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. <i>Learning to know...</i>	1.1, 1.2.1, 1.3.1
2. <i>Learning to live together...</i>	2.1.1
3. <i>Learning to do...</i>	3.3
4. <i>Learning to be...</i>	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.

Alberth, Mursalim, Siam, Suardika, I. K., & La Ino (2018). Social Media as a Conduit for Teacher Professional Development in the Digital Era: Myths, Promises or Realities? *TEFLIN Journal: A Publication on the Teaching & Learning of English*, 29(2), 293–306.

Alrubail, R. (2017, August 31). An Academic Use for Social Media. [Web log post]. *Edutopia*.
<https://www.edutopia.org/article/academic-use-social-media>

Aydin, S. (2016). WebQuests as language-learning tools. *Computer Assisted Language Learning*, 29(4), 765-778.
<http://dx.doi.org/10.1080/09588221.2015.1061019>

Barrett, G & Power, R. (2003). *Operation: Philanthropist: A webquest for high school English Language Arts students*. [Web page]. <http://www.oocities.org/englangarts/lessons/operation/index.html>

Bates, A. (2022). 10.11 Assessing media affordances: The SAMR Model. In *Teaching in a Digital Age - Third Edition*. Tony Bates and Associates. <https://pressbooks.bccampus.ca/teachinginadigitalagev3/chapter/7-4-assessing-media-affordances-the-samr-model/>

Berman, D. (2014, May 13). *Web Accessibility Matters: Why Should We Care*. [YouTube video].
<https://youtu.be/VIRx3RjzbZg>

BookWidgets (2019, April 19). *6 Surprising ways to use WebQuests in your classroom*. [YouTube video].
<https://youtu.be/as0bM3NVvo4>

Cahill, G. (2019). Why Game-Based Learning? [Web log post]. *The Learning Counsel*.
<https://thelearningcounsel.com/article/why-game-based-learning>

- Cape Breton University (2020). *Accessibility Services*. [Web page]. <https://www.cbu.ca/current-students/student-services/accessibility-support-services/>
- Capterra (2015, December 14). *What is the Difference Between Learning Games and Gamification?* [YouTube video]. <https://youtu.be/x1u5Vv1LbCg>
- Code.org (2015, October 5). *How to Run an Hour of Code*. [YouTube video]. <https://youtu.be/SrnvvWdM73k>
- Code.org (2020). *About Us*. [Web page]. <https://code.org/about>
- Code.org (2020). *Hour of Code*. [Web page]. <https://hourofcode.com/ca>
- Code.org (2020). How to teach one Hour of Code with your class. [Web page]. *Hour of Code*. <https://hourofcode.com/ca/how-to>
- Darvasi, P. (2014, July 21). Literature, Ethics, Physics: It's All In Video Games At This Norwegian School. [Web log post]. *KQED*. <https://www.kqed.org/mindshift/36875/literature-ethics-physics-its-all-in-video-games-at-this-norwegian-school>
- Demystifying Medicine (2014, November 18). *Do learning styles really exist?* [YouTube video]. <https://youtu.be/bYyVWBjn59g>
- Dickers, S. (2015). *TeacherCraft: How Teachers Learn to Use Minecraft in Their Classrooms* (Chapters 1-2). ETC Press.
- Dodge, B. (n.d.). *A WebQuest about WebQuests*. [Web page]. <http://webquest.org/sdsu/webquestwebquest.html>
- DS106. [Web page]. (n.d.) <http://ds106.us/>
- DS106 (n.d.). *DS106 Kickstarter Video*. [Video file].
- Edutopia (2013). *Katie Salen on the Power of Game-Based Learning (Big Thinkers Series)*. [YouTube video]. https://youtu.be/Wk_OfUHpCbM
- Gillespie, R. (2022). SAMR: The Power of a Useful Technology Integration Model. In Power, R. (Ed), *Technology and the Curriculum: Summer 2022*. Power Learning Solutions. <https://techcurr2022.pressbooks.com/chapter/samr/>
- Google for Education (2019, January 8). *Classroom 101*. [YouTube video]. <https://youtu.be/DeOve2YV2lo>
- Government of Nova Scotia: Education and Early Childhood Development (n.d.). *The Atlantic Canada Framework for Essential Graduation Competencies*. [PDF file]. <https://curriculum.novascotia.ca/sites/default/files/documents/resource-files/Atlantic%20Canada%20Framework.pdf>
- Government of Nova Scotia: Education and Early Childhood Development (n.d.). *Grades 7-12 ICT*. [Excel File].
- Government of Nova Scotia: Education and Early Childhood Development (n.d.). *Information and Communications Technology: Essential Learning Outcomes 2015-2016 (P-3)*. [PDF file]. <https://www.ednet.ns.ca/files/curriculum/ITC-P-3ProgressionChart-RevAug26-2015.pdf>

- Government of Nova Scotia: Education and Early Childhood Development (n.d.). *Information and Communication Technology/Coding 4–6 Integration*. [PDF file].
https://www.ednet.ns.ca/files/curriculum/infotech_coding_4-6_streamlined.pdf
- Government of Nova Scotia: Education and Early Childhood Development (n.d.). *Lessons Integrating Information and Communication Technology within a Curriculum Area*. [Web page].
https://lrt.ednet.ns.ca/PD/ict_projects/
- Government of Nova Scotia: Education and Early Childhood Development (n.d.). *Technology Education*. [Web page]. <https://curriculum.novascotia.ca/english-programs/technology-education>
- Gratigny, J. (2009, September 1). *What is Digital Storytelling*. [YouTube video]. <https://youtu.be/dKZiXR5qUIQ>
- Growth Engineering (2019, August 21). *Gamification vs Game Based Learning: What's the Difference?* [YouTube video]. <https://youtu.be/reWxOKrsA00>
- Halat, E. e. (2013). Experience of Elementary School Students with the Use of WebQuests. *Mevlana International Journal of Education*, 3(2), 68-76. <http://dx.doi.org/10.13054/mije.13.18.3.2>
- Husmann, P. R., & O'Loughlin, V. D. (2019). Another Nail in the Coffin for Learning Styles? Disparities among Undergraduate Anatomy Students' Study Strategies, Class Performance, and Reported VARK Learning Styles. *Anatomical Sciences Education*, 12(1), 6–19.
- International Society for Technology in Education (2020). *ISTE Standards for Students*. [Web page].
<https://www.iste.org/standards/for-students>
- International Society for Technology in Education (2020). *ISTE Standards for Teachers*. [Web page].
<https://www.iste.org/standards/for-educators>
- Jonesrebandt, E. (2013, October 22). *Connectivism*. [YouTube video]. <https://youtu.be/cFCYjm6nf40>
- Kilic, B. (2014, January 1). *Why Programming is Important?* [YouTube video]. <https://youtu.be/Dv7gLpW91DM>
- Kirschner, P. A. (2017). Stop propagating the learning styles myth. *Computers & Education*, 106, 166-171.
- Kopcha, T.J. (2008, October 29). *WebQuest 101 Part 1 -- What is a WebQuest?* [YouTube video].
<https://youtu.be/o4rel5qOPvU>
- Kühn, S., Gleich, T., Lorenz, R., Lindenberger, U., & Gallinat, J. (2014). Playing Super Mario induces structural brain plasticity: gray matter changes resulting from training with a commercial video game. *Molecular Psychiatry*, 19(2), 265-271
- Lacruz, N. (2018). SAMR Model. In Power, R. (Ed.), *Technology and the Curriculum: Summer 2018*. Power Learning Solutions. <https://techandcurriculum.pressbooks.com/chapter/samr/>
- Lenihan, E. (2016, February 26). *John Linney - Podcasting for Education: In the Classroom*. [Video file].
<https://youtu.be/sommEBL6DWO>
- Lott, L. (2013, February 23). *Zunal Tutorial*. [YouTube video]. <https://youtu.be/f8CaPbCE5MI>

- Manitoba Department of Education (n.d.). *The Literacy with ICT Continuum*. [Web page].
<https://www.edu.gov.mb.ca/k12/tech/lict/teachers/continuum.html>
- Memorize Academy (2017, January 26). *Learning Styles - A Complete Myth*. [YouTube video].
https://youtu.be/o_SQrRa73U0
- NCH Software (2018, February 8). *VideoPad Video Editor Tutorial | GUI Overview*. [YouTube video].
<https://youtu.be/E4Qoe43YYDU>
- Newton, P. M. (2015). The Learning Styles myth is thriving in higher education. *Frontiers in Psychology*, 6.
<http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-22046-001&site=ehost-live&scope=site>
- Open University Research (2014). *Social Networks to Transform Education*. [YouTube video]. <https://youtu.be/Jb-CKvaDJ2s>
- Power, R. (2002). *Destination: LaPaz: A WebQuest for Grade 9 English Language Arts Students*. [Web page].
<http://robpowereportfolio.pbworks.com/f/lpindex.htm>
- Power, R. (2015, January 25). *Turning PowerPoint Presentations in Videos*. [YouTube video].
<https://youtu.be/40uF8H2KgoY>
- Power, R. (2023a). Chapter 8: The Zombie of Instructional Design: Learning Styles. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions.
<https://pressbooks.pub/everydayid/chapter/the-zombie-of-instructional-design-learning-styles/>
- Power, R. (2023b). Chapter 17: Accessibility in Online Learning. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions.
<https://pressbooks.pub/everydayid/chapter/accessibility-in-online-learning/>
- Power, R. (2023c). Chapter 18: Creating Instructional Videos. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions.
<https://pressbooks.pub/everydayid/chapter/creating-instructional-videos/>
- Power, R. (2023d). Chapter 19: Creating and Editing Audio Resources. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions.
<https://pressbooks.pub/everydayid/chapter/creating-and-editing-audio-resources/>
- Roblyear, M. & Doering, A. (2016). Chapter 1: Educational Technology in Context: The Big Picture. *Integrating Educational Technology into Teaching, 7th edition*. Pearson.
- Schoology Exchange (2017, October 30). *SAMR Model: A Practical Guide for EdTech Integration*. [Web log post].
<https://www.schoology.com/blog/samr-model-practical-guide-edtech-integration>
- Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Age. *International Journal of Instructional Technology and Distance Learning*, 2(1). http://www.itdl.org/Journal/Jan_05/article01.htm
- Sijing, W., Cho Kin, C., Jing, F., D'Angelo, L., Alain, C., & Spence, I. (2012). Playing a First-person Shooter Video Game Induces Neuroplastic Change. *Journal of Cognitive Neuroscience*, 24(6), 1286-1293.

- Spencer, J. (2015, November 3). *What is the SAMR Model and what does it look like in schools?* [YouTube video]. <https://youtu.be/SC5ARwUkVQg>
- Squire, K. (2015). Creating the future of Games & Learning. *Independent School*, 74(2), 86-90.
- Thacher, R. (2015). Game creation & Differentiated Learning. *Independent School*, 74(2), 92-96.
- TechTeacherNate (2015, November 4). *iMovie Digital Story Basics*. [YouTube video]. <https://youtu.be/irLvvK90cwa>
- TeachThought (2019, September 24). *12 Examples of Gamification In The Classroom*. [Web log post]. <https://www.teachthought.com/the-future-of-learning/12-examples-of-gamification-in-the-classroom/>
- Technology for Teachers and Students (2016, December 26). *ScreenCast-O-Matic Tutorial - FREE Screen Recording Tool*. [YouTube video]. <https://youtu.be/s1jIPo1bWCo>
- TechZonk (2015, September 24). *Code.org - Resources for the Hour of Code - Teach Kids to Code*. [YouTube video]. https://youtu.be/X4oy_V6naB4
- TEDx Talks (2014, June 16). *The power of digital storytelling | Emily Bailin | TEDxSoleburySchool*. [YouTube video]. <https://youtu.be/jA2cTZK9hzw>
- TEDx Talks (2015, February 20). *Why Should Schools Teach Coding? | Gerard Glowacki | TEDxYouth@HamptonCourtHouse*. [YouTube video]. <https://youtu.be/v-yJPsfeMIU>
- Voogt, J. j., Fisser, P. p., Good, J. g., Mishra, P. p., & Yadav, A. a. (2015). Computational thinking in compulsory education: Towards an agenda for research and practice. *Education & Information Technologies*, 20(4), 715-728. <https://link.springer.com/article/10.1007/s10639-015-9412-6>
- 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 11-17, 2023 Class #1: Monday, Sept 11	Topic: Course Overview and Models of Technology Integration Readings: Refer to the readings listed (and linked) under Week 1 in Moodle	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
2	Sept 18-24, 2023 Class #2: Monday, Sept 18	<p>Topic: Leveraging Technology to Organize, Manage, and Access Learning</p> <ul style="list-style-type: none"> • Creating and Managing Google Classroom Spaces. • Digital Accessibility Essentials for Educators. <p>Readings: Google for Education (2019) Cape Breton University (2020) Power (2023a) Young (n.d.)</p>	<p>Possible Extension Topic: Give a short (15-20 minute?) presentation on how you have used technology to:</p> <ul style="list-style-type: none"> • Organize and Manage Teaching and Learning • Increase Access to Learning. • Address Accessibility Needs. 	2.2 2.5 4.5 5.4 7.4
3-4	Sept 25 – Oct 8, 2023 Class #3: Monday, Sept 25 Class #4: Monday, Oct 2	<p>Topics: Leveraging Technology to Create and Share Content (for students and teachers)</p> <p>Podcasting and Instructional Videos for Education</p> <p>Week 3 Readings: Power (2023b) Power (2023c)</p> <p>Digital Storytelling</p> <p>Week 4 Readings: Gratigny (2009) NCH Software (2018) Power (2015) TechTeacherNate (2015) Technology for Teachers and Students (2016) TEDx Talks (2014)</p>	<p>Assignment 1a: Podcasting Due by Oct 1, 2023</p> <p>Assignment 1b: Instructional Video Due by Oct 1, 2023</p> <p>Assignment 1c: Digital Storytelling Due by Oct 9, 2023</p> <p>Possible Extension Topic: Prepare and lead a class session on:</p> <ul style="list-style-type: none"> • Creating and editing your own instructional videos. 	2.1 2.2 2.5 4.5 5.4 7.4 7.5

Class/Topic	Date	Description	Assignments Due	Provincial B.Ed Program Outcomes
			<ul style="list-style-type: none"> Leveraging and enhancing existing videos as teaching and learning resources. Student use of audio or video media to present learning. 	
5	<p>Oct 9-15, 2023</p> <p>No Class on Oct 9 (Thanksgiving Day Holiday)</p>	<p>Topics: ISTE Standards for Educators / Social Networking in Education</p> <p>Readings: Alberth, et al. (2018) Alrubail (2017) ISTE (2020) Jonesrebandt (2013) Open University Research (2014) Siemens (2005)</p>	<p>Discussion Activity -- ISTE Standards for Educators and your own experiences – Social Media in Education</p> <p>Assignment 2: EdTech Explorations Portfolio: Week 5 Check-in DUE by October 15, 2023</p>	<p>2.1 2.2 2.5 4.5 5.4 7.4</p>
6	<p>Oct 16-22, 2023</p> <p>Class #5: Monday, Oct 16</p>	<p>Topic: Leveraging Technology for Collaboration</p> <p>Using Wikis in the classroom Curriculum-based technology interventions</p> <p>Readings: Berman (2014) Cape Breton University (2020) Power (2018) Power (2020, February 12) Power (2020, February 13) W3C (2018)</p>	<p>Assignment 1d: Class wiki activity (collaborative) – Technology Integration Resources Contribute to the wiki by Oct 22, 2023</p> <p>Possible Extension Activity: Prepare and lead a class session on:</p>	<p>2.2 2.5 4.5 5.4 7.4</p>

Class/Topic	Date	Description	Assignments Due	Provincial B.Ed Program Outcomes
		Young (n.d.)	<ul style="list-style-type: none"> • Tools, resources, and activities for creating class wiki spaces. • Finding, evaluating, and revising existing wiki-based resources (such as Wikipedia articles). 	
7-8	Oct 23 – Nov 5, 2023 Class #6: Monday, Oct 23 Class #7: Monday, Oct 30	<p>Topics: Leveraging Technology for Engagement</p> <p>Skill-Building (DS106) Week 7 Readings: DS106 (n.d.)</p> <p>Gamification, Games-Based Learning, and Gamified Learning Week 8 Readings: 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)</p>	<p>Assignment 1e: Student Choice (DS106) Due by Oct 30, 2023</p> <p>Possible Extension Activity: Prepare and lead a class session on:</p> <ul style="list-style-type: none"> • Integrating DS106 activities into the K12 curriculum. • Designing and implementing gamified or games-based learning for K12 students. 	2.2 2.5 5.4
9	Nov 6-12, 2023	Topic: WebQuests and Learning About Technology	Assignment 1f: Developing a	2.2 2.5

Class/Topic	Date	Description	Assignments Due	Provincial B.Ed Program Outcomes
	Class #8: Monday, Nov 6	<p>WebQuests</p> <p>Readings: Aydin (2016) Barrett & Power (2003) BookWidgets (2019) Dodge (n.d.) Kopcha (2008) Power (2002) Halat (2013) Lott (2013) Yang (n.d.)</p> <p>Coding in the Classroom</p> <p>Readings: Code.org (2015, 2020) Killic (2014) TechZonk (2015) TEDx Talks (2015) Voogt, et al. (2015)</p>	<p>WebQuest (Group Assignment using Zural)</p> <p>Due by Nov 12, 2023</p> <p>Possible Extension Activity: Prepare and lead a class session on:</p> <ul style="list-style-type: none"> Tools, resources, and activities for integrating WebQuests into K12 teaching and learning. Other formats, tools, and resources for scaffolded online learning activities for K12 students. Coding in the Classroom. 	5.4
10	Nov 13-19, 2023 Reading Week – No Class	<p>Topics: Reading Week</p> <p>Groups collaborate on finalizing group presentations for Weeks 11-12</p>		
11-12	Nov 20 – Dec 3, 2022 Class #9: Monday, Nov 20	<p>Topics: Piecing it All Together and Course Wrap-Up</p>	<p>Assignment 3: Lesson Plan Due by Nov 28, 2023</p>	2.1 2.2 2.5 4.5 5.4 7.4

Class/Topic	Date	Description	Assignments Due	Provincial B.Ed Program Outcomes
	Class #10: Monday, Nov 27	Developing Lesson Plans – Effective Technology Infusion Week 11 Readings: Govt of NS (n.d.). <i>Lessons Integrating Information and Communication Technology within a Curriculum Area.</i>	Assignment 2: ePortfolio Due by Dec 3, 2023 Assignment 4: Group Presentation [date to be determined] Assignment 5: Self-Evaluation Due by Dec 3, 2023	7.5

Section 7: Course Assessment

Name of Assignment	Due Date	% of Final grade	Provincial B.Ed Program Outcomes
Assignment 1: Weekly Activities (Student Choice)	Weekly Complete 50 pts worth of Assignment 1 weekly activities [outlined below]	25%	2.1 2.2 2.5 4.5 5.4 7.4 7.5
Assignment 1a: Podcast	Oct 1, 2023	15 pts	2.1 2.2 2.5 4.5 5.4
Assignment 1b: Instructional Video	Oct 1, 2023	15 pts	2.2 2.5 4.5 5.4

Name of Assignment	Due Date	% of Final grade	Provincial B.Ed Program Outcomes
Assignment 1c: Digital Storytelling	Oct 9, 2023	15 pts	2.2 2.5 5.4 7.4 7.5
Assignment 1d: Class Wiki Activity (Collaborative) – Technology Enhancement Supports	Oct 22, 2023	10 pts	2.2 2.5 4.5 5.4 7.4
Assignment 1e: Student Choice (DS106)	Oct 30, 2022	10 pts	2.2 2.5 5.4
Assignment 1f: WebQuest Assignment	Nov 12, 2022	10 pts	2.2 2.5 5.4
Assignment 2: EdTech Exploration Portfolio	Check-In 1: Week 5 Check-In 2: Week 9 Check-In 3: Week 12 (Dec 3, 2023)	20%	2.1 2.2 2.5 4.5 5.4 7.4 7.5
Assignment 3: Lesson Plan	Nov 28, 2023	20%	2.1 2.2 2.5 4.5 5.4 7.4 7.5
Assignment 4: Group Presentation	Weeks 11-12	20%	2.1 2.2 2.5 4.5

Name of Assignment	Due Date	% of Final grade	Provincial B.Ed Program Outcomes
			5.4 7.4 7.5
Assignment 5: Participation in Online Discussions and In- Class Activities	Weekly Self-Evaluation due Dec 3, 2023	15%	2.1 2.2 2.5 4.5 5.4 7.4 7.5

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

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

Professional Conduct

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

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

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

Students with Special Needs

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

Academic Integrity

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

Intellectual Property

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

Student Use of Technological Devices in the Classroom

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

Inclement Weather

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

Emergency Procedures

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

Appendix T3: Course Syllabus for EDUC5103 (Spring 2024)



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, EDUC5103:911, EDUC5103:921

Number of credits: 3

Term: Spring 2024

Course Description

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

Course pre-requisite(s): n/a

Course co-requisite(s): n/a

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

Course location: Online

Section 2: Instructor Information

Instructor Name: Dr. Robert Power

Email: Rob_Power@cbu.ca

Email (alternate): 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

Power, R. (2023). *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/>

- This is an Open-Access electronic book (eBook) and can be accessed online, or downloaded in either ePUB or PDF format.

You will also 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.

Full Course Readings List

Note – consult specific Topic readings overview “Books” in Moodle for up-to-date sequencing and access for the readings listed here, as well as designations of required and optional readings. Any readings that do not have direct links are available via the Course Readings folder in the **Course Resources** area in Moodle. Additional materials may be recommended through Moodle as the term progresses.

Getting Started

Power, R. (2019, January 13). Optimizing Your Time with Online Courses. *Power Learning Solutions*. <https://www.powerlearningsolutions.com/blog/optimizing-your-time-with-online-courses>

Power, R. (2019, November 9). *Hi There! Meet Rob Power*. [video]. <https://youtu.be/ff-6GtdX9xM>

Topic 1: Introduction to Instructional Design

Dron, J. (2014). *How Education Works*. Presentation at MADLaT 2014. <https://www.rrc.ca/etv/2014/05/09/13th-annual-madlat-conference/>

eLearning Infographics (2013, November 30). *ASU Instructional Designers Infographic*. [Image file]. <https://elearninginfographics.com/asu-instructional-designers-infographic/>

Erika, S. (2017, July 15). *What Does an Instructional Designer Do?* [video]. <https://youtu.be/rU9vCuulRzo>

Gardner, J. (2012, January 19). *What does an Instructional Designer do?* [video]. <https://youtu.be/f2q-SYS2Kbc>

Instructional Design Central. (2022). *Instructional Design Definitions*.

<https://www.instructionaldesigncentral.com/whatisinstructionaldesign>

Kenny, R.F., Zhang Z., Schwier, R.A., & Campbell, K. (2005). A review of what instructional designers do: Questions answered and questions not asked. *Canadian Journal of Learning and Technology*, 31(1), 9 - 26.

Power, R. (2023). Chapter 2: What do Instructional Designers Do. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2.
<https://pressbooks.pub/everydayid/chapter/what-do-instructional-designers-do/>

Sophia Palahicky, S. (2014, December 21). *K-12 Instructional Design*. [YouTube video]. <https://youtu.be/KbA5nRkoDRs>

Topic 2: The Skills, Attitudes and Knowledge Needed by IDs

Canadian Association of Instructional Designers. (n.d.). *Appendix 1 - Instructional Design Competencies*.

International Board of Standards for Training, Performance and Instruction. (2012). *Instructional Design Competencies*.

Power, M. (2009). *A Designer's Log: Case Studies in Instructional Design*. AU Press

Snow, K. (2021, January 4). *What ID is Not*. [video]. https://youtu.be/tDN61NDx_Yk

Topic 3: Outcomes and Objectives

Angima, S, & Etuk, L. (n.d.). *Needs Assessment Primer*. Oregon State University.

Greenberg, C. (2023). *How to Conduct a Training Needs Analysis*. XperTHR. <https://www.xperthr.com/how-to/how-to-conduct-a-training-needs-analysis/6716/>

McCawley, P. (2009). *Methods for Conducting an Educational Needs Assessment: Guidelines for Cooperative Extension System Professionals*. University of Idaho Extension.

North Dakota State University (n.d.). *Needs Assessment: Information and resources for conducting a needs assessment*. <https://www.ag.ndsu.edu/evaluation/needs-assessment-1>

Power, R. (2023). Chapter 5: Needs Assessment Models. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2.
<https://pressbooks.pub/everydayid/chapter/needs-assessment-models/>

Power, R. (2023). Chapter 6: Outcomes and Objectives. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2.
<https://pressbooks.pub/everydayid/chapter/outcomes-and-objectives/>

Topic 4: Learning Theory

Culatta, R. (2023). *Learning Theories*. InstructionalDesign.org. <http://www.instructionaldesign.org/theories/>

Learning Theories (2022). <https://learning-theories.com/>

Power, R. (2023). Chapter 7: Theories and Models of Online Learning. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2.
<https://pressbooks.pub/everydayid/chapter/theories-and-models-of-online-learning/>

Power, R. (2023). Chapter 8: The Zombie of Instructional Design: Learning Styles. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-

9993825-8-2. <https://pressbooks.pub/everydayid/chapter/the-zombie-of-instructional-design-learning-styles/>

Snow, K. (2021, January 4). *Traditional Learning Theories*. [video]. <https://youtu.be/rwwb-rbjOH0>

Wheeler, S. (2013). *Learning Theories for the Digital Age*. [PPT file]. Webinar presentation at the Institute of Education, Plymouth University. <https://altc.alt.ac.uk/docs/learning-theories-for-the-digital-age/#gref>

Topic 5: ISD Models

Collins, Mauri P. (2011). Using a blueprint in the design of instruction for virtual environments. In Khan, B. (ed). *User Interface Design for Virtual Environments: Challenges and Advances*, pp. 255-267. Idea Group Reference.

Power, R. (2023). Chapter 3: ADDIE: A Framework for Instructional Design. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/addie-a-framework-for-exploring-id/>

Power, R. (2023). Chapter 4: Other ISD Models. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/other-isd-models/>

Topic 6: Contemporary Models

Power, R. (2023). Chapter 7: Theories and Models of Online Learning. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/theories-and-models-of-online-learning/>

Topic 7: Ordering and Sequencing Content

All about teaching and learning! (2016, May 21). *Elaboration Theory*. [YouTube video]. <https://youtu.be/MXBYIICVSA>

Bonk, C. (n.d.). *Dr. Bonk's Videostreamed Talks and Podcasts*. <http://curtbonk.com/streamed.html>

Bury, Matt (2014, March 21). 25 Assessing Student Online Learning. [video]. <https://youtu.be/BKsTG0dzT4E>

Carnegie Mellon University (2023). *Design & Teach a Course: Align Assessments with Objectives*. Eberly Center: Teaching Excellence & Educational Innovation. <https://www.cmu.edu/teaching/designteach/design/assessments.html>

Fulford, C. (2014, November 3). *Instructional Design Part 4 – Instructional Strategies*. [video]. https://youtu.be/_r2X4WXEpdw

Reigeluth, C., Merrill, M., Wilson, B., & Spiller, R. (1980). The Elaboration Theory of Instruction: A Model for Sequencing and Synthesizing Instruction. *Instructional Science*, 9(3), 195-219. <https://link.springer.com/article/10.1007/BF00177327>

Snow, C. (2021, January 4). *Four Elements of Instructional Strategy*. [video]. <https://youtu.be/BPI6VgyYFGM>

Topic 8: Modes of Delivery

Bates, T. (2015, February 4). *Mode of delivery: Learners as a determining factor*. Online Learning and Distance Education Resources | Contact North. <https://www.tonybates.ca/2015/02/04/mode-of-delivery-students/>

Bates, T. (2022). *Teaching in a Digital Age: Third Edition*. Tony Bates Associates. <https://pressbooks.bccampus.ca/teachinginadigitalagev3m/>

Bower, M., Dalgarno, B., Kennedy, G., Lee, M., & Kenney, J. (2014). *Blended Synchronous Learning: A Handbook for Educators*. Office for Teaching and Learning.

Christensen Institute (2023). *Blended Learning Definitions*. <https://www.christenseninstitute.org/blended-learning-definitions-and-models/>

Christensen, C., Horn, M., & Staker, H. (2013). *Is K-12 Blended Learning Disruptive? An introduction of the theory of hybrids*. [Report].

Digital Learning Lab. (2013, October 11). Sloan-C Redefines Blended and Hybrid Courses ... Why??? *TECH-Levers*. <https://hbcu-levers.blogspot.com/2013/10/sloan-c-redefines-blended-and-hybrid.html>

Shimabukuro, J. (2012, January 22). Sloan-C's Definition of 'Online Course' May Be Out of Sync with Reality. *ETC Journal: Educational Technology & Change*. <https://etcjournal.com/2012/01/22/sloan-cs-definition-of-online-course-may-be-out-of-sync-with-reality/>

Topic 9: Selecting Media

Burmen, D. (2014, May 13). *Web Accessibility Matters: Why Should We Care*. [video]. <https://youtu.be/VIRx3RjzbZg>

Government of Canada (2000). *Personal Information Protection and Electronic Documents Act (S.C. 2000, c. 5)*. <https://web.archive.org/web/20151002091940/http://laws-lois.justice.gc.ca/eng/acts/P-8.6/page-20.html>

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

Power, R. (2023). Chapter 11: Planning Resources: Multimedia and Digital Interactions. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/planning-resources-multimedia-and-digital-interactions/>

Power, R. (2023). Chapter 12: Using SECTIONS to Select Digital Tools. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/using-sections-to-select-digital-tools/>

Power, R. (2023). Chapter 13: Using Copyright, Open Access, and Creative Commons Resources. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/copyright-open-access-and-creative-commons-resources/>

Power, R. (2023). Chapter 16: Tracking Copyright and Privacy Considerations. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/tracking-copyright-and-privacy-considerations/>

Power, R. (2023). Chapter 17: Accessibility in Online Learning. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/accessibility-in-online-learning/>

Young, G. (n.d.). *Selecting and Using AT*. [audio file].

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

Topic 10: Applications of Networked Learning

Cambridge, D., Kaplan, S., & Sulter, V. (2005). *Community of Practice Design Guide*. [PDF file]. Educause.
<https://library.educause.edu/resources/2005/1/community-of-practice-design-guide-a-stepbystep-guide-for-designing-cultivating-communities-of-practice-in-higher-education>

Inscub (2021). *Building Your PLN*. The Teacher Challenge. <https://teacherchallenge.edublogs.org/creating-a-pln/>

Topic 11: Formative and Summative Evaluations

Mann, B.L. (2006). Conducting formative evaluations of online instructional material. In Bruce Mann (Ed.). *Selected styles in web-based educational research*, pp. 232-242. Idea Group Publishing.

Parker, N. (2009). Chapter 16, The quality Dilemma. In T. Anderson (Ed.), *The theory and practice of online learning*, pp. 305-340. AU Press. <http://www.aupress.ca/index.php/books/120146>

Power, R. (2017, March 12). *Using Mid Course Surveys to Improve an Online Course*. [video].
<https://youtu.be/tNhr8v5jsbM>

Power, R. (2023). Chapter 15: Developing Lesson Plans and Unit Plans. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2.
<https://pressbooks.pub/everydayid/chapter/developing-lesson-and-unit-plans/>

Power, R. (2023). Chapter 16: Tracking Copyright and Privacy Considerations. *Everyday Instructional Design: A Practical Resource for Educators and Instructional Designers*. Power Learning Solutions. ISBN: 978-1-9993825-8-2. <https://pressbooks.pub/everydayid/chapter/tracking-copyright-and-privacy-considerations/>

Theissen, J., & Ambrock, V. (2011). Value Added – The Editor in Design and Development of Online Courses. In Anderson, T. (Ed.), *The theory and practice of online learning - Second Edition*. AU Press.
<https://read.aupress.ca/read/the-theory-and-practice-of-online-learning/section/7b34c0dd-89ad-4280-9c95-137c1e2aa471>

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
April 29 – May 5	Topic 1: Introduction to Instructional Design in the k-12 context Topic 2: ID Competencies	Consult the Topic 1 and Topic 2 Readings Overview sections in Moodle. All tasks for the week are due on the final day of the week.eg. for this week all tasks are due by May 5 at 11:55 pm AT . Due dates and times for specific assignments are listed below.
May 6-12	Topic 3: Re-Thinking Objectives and Determining What you Value in Learning Topic 4: Positioning Yourself through Learning Theory	Consult the Topic 3 and Topic 4 Readings Overview sections in Moodle.
May 13-19	Topic 5: Introduction to IS Models (systems vs interpretive) Topic 6: Contemporary ID Models	Consult the Topic 5 and Topic 6 Readings Overview sections in Moodle. Assignment 1: Position Paper (DUE 11:55 pm AT, Sunday, May 19)
May 20-26	Topic 7: Ordering and Sequencing Content Topic 8: Modes of Delivery	Consult the Topic 7 and Topic 8 Readings Overview sections in Moodle.
May 27 - June 2	Topic 9: Selecting Media Topic 10: Creating a Community	Consult the Topic 9 and Topic 10 Readings Overview sections in Moodle.
June 3-9	Topic 11: Evaluating Learning	Consult the Topic 11 Readings Overview section in Moodle. Assignment 2: Unit Plan (DUE 11:55 pm AT, Sun, June 9) Assignment 3: Participation (DUE 11:55 pm AT, Fri, June 7)

Section 7: Course Assessment

All written work submissions must be typed and presented in **APA 7 Format**. If you need assistance with this the Perdue OWL website (<http://owl.english.purdue.edu/owl/resource/560/01/>) has valuable information, also refer to the APA writers manual (6th 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)
Statement of Philosophy				
Link to personal experience	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.
Link to research/theory in the field	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.
Literature Review				
Relevance	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.
Coherence and Clarity	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.
Depth (Use of the Literature)	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.
Paper Mechanics				

Quality of Writing	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.
APA Formatting	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 6th 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 or theoretical framework/ID model described incompletely and not fully aligned with actual unit construction	Literature and theoretical framework/ID model described and referenced well. Approaches demonstrated in the unit are fully aligned with theoretical approach	Exceptional depth and knowledge of unit design demonstrated through the use of literature and theory
Resources, Technology, Copyright & Privacy	Issues related to resources, technology, copyright & Privacy not fully addressed	Copyright, technology, resources and privacy issues acknowledged and addressed in 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.

ASSIGNMENT4 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

Alternate Assessment Formats

In keeping with the principles of UDL and accessible learning, students may request to submit assignments in alternative formats to those outlined for each of the assignments in this syllabus. Specifics about alternative submission formats must be discussed with and approved by the course instructor. They must also fulfill the same purpose, display the same degree of rigor, and meet the same course learning outcomes, as the original assignment format. (For example, students may request to submit a package of multimedia presentations that could be compiled into an interactive presentation website for Assignment 1: Position Paper, or an interactive multi-media web-based resource for Assignment 2: Unit Plan.) If an alternative assessment submission format is approved, the instructor will provide an appropriately adapted version of the assignment assessment rubric.

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: Course Syllabus for EDUC5107 (Spring 2024)



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, EDUC5107:911, EDUC5107:921

Number of credits: 3

Term: Spring 2024

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

Email (alternate): 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
April 29 – May 5	<p>Lies, Damn Lies, and Data:</p> <ul style="list-style-type: none"> • Truth, Damn Truth, and Statistics • Let’s Not Forget: Learning Analytics are about Learning • What You need to Know About Learning Analytics <p>Discussions:</p> <ul style="list-style-type: none"> • Introduce yourself • What you would like to know 	
May 6-12	<p>Data, data, and more data:</p> <ul style="list-style-type: none"> • How Canada became an education superpower • Data Nova Scotia • PISA • PCAP <p>Assignment 1</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Handbook of Learning Analytics – Selection 1 • Educational Data Support Issue • Learning Circle: Problem Statement <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>	<p>Assignment 1: Problem Statement Due Sunday, May 12 by 11:55 pm AT Value: 15%</p>
May 13-19	<p>Data, data, and more data:</p> <ul style="list-style-type: none"> • From Bricks to Clicks • Social Networking Analysis • Standardized Testing <p>Discussions:</p> <ul style="list-style-type: none"> • SNA Discussion • Standardized Testing 	

Date	Topic	Reading & Assignments
May 20-26	<p>Assignment 2:</p> <ul style="list-style-type: none"> • Personalized Learning (PL) • Institutional Review Board <p>Discussions:</p> <ul style="list-style-type: none"> • Personalized Learning • Learning Circle: Data Analysis • 	<p>Assignment 2: Data Analysis Due Sunday, May 26 by 11:55 pm AT Value: 20%</p>
May 27 - June 2	<p>Google:</p> <ul style="list-style-type: none"> • CBC SPARK • Google Under Fire • Google Apps for Education (NSPEC) • Teacher Tech with Alice Keeler • Adrian Francis (Quizzes, Flipped Classrooms, BYOD...) <p>Data Mining:</p> <ul style="list-style-type: none"> • EdSurge Product Index • Tools for Educational Data Mining <p>Discussions:</p> <ul style="list-style-type: none"> • Google Apps in the Classroom • Data Mining Tools 	
June 3-9	<p>Ethical and Privacy Issues</p> <ul style="list-style-type: none"> • Ethics and Learning Analytics <p>Assignment 3</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>Assignment 4: Online Participation Self Evaluation</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Ethics and Data Analysis • Learning Circle: Online Participation Self Evaluation 	<p>Assignment 3: Project Proposal Due Sunday, June 09 by 11:55 pm AT Value: 40%</p> <p>Assignment 4: Online Participation Self-Evaluation Due FRIDAY, June 07 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.

Alternate Assessment Formats

In keeping with the principles of UDL and accessible learning, students may request to submit assignments in alternative formats to those outlined for each of the assignments in this syllabus. Specifics about alternative submission formats must be discussed with and approved by the course instructor. They must also fulfill the same purpose, display the same degree of rigor, and meet the same course learning outcomes, as the original assignment format. (For example, students may request to submit a package of multimedia presentations and interactive supporting resources (such as any required draft Informed Consent letters) that could be compiled into a web-based research proposal presentation for Assignments 1-3.) If an alternative assessment submission format is approved, the instructor will provide an appropriately adapted version of the assignment assessment rubric.

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 6th program, and he is my favorite instructor EVER"

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

**All statements reused with permission from the students*

Appendix T6: Thank-You Letter

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 winter 2023

Project Title: **Course Evaluation Winter 2023**

Course Audience: **13**

Responses Received: **7**

Response Ratio: **53.85%**

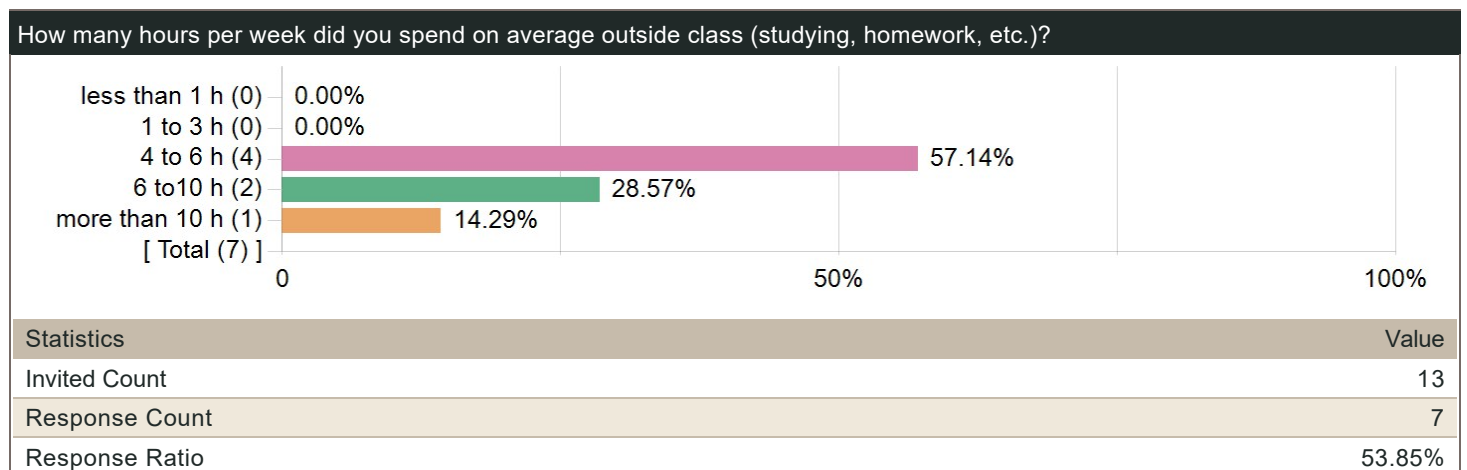
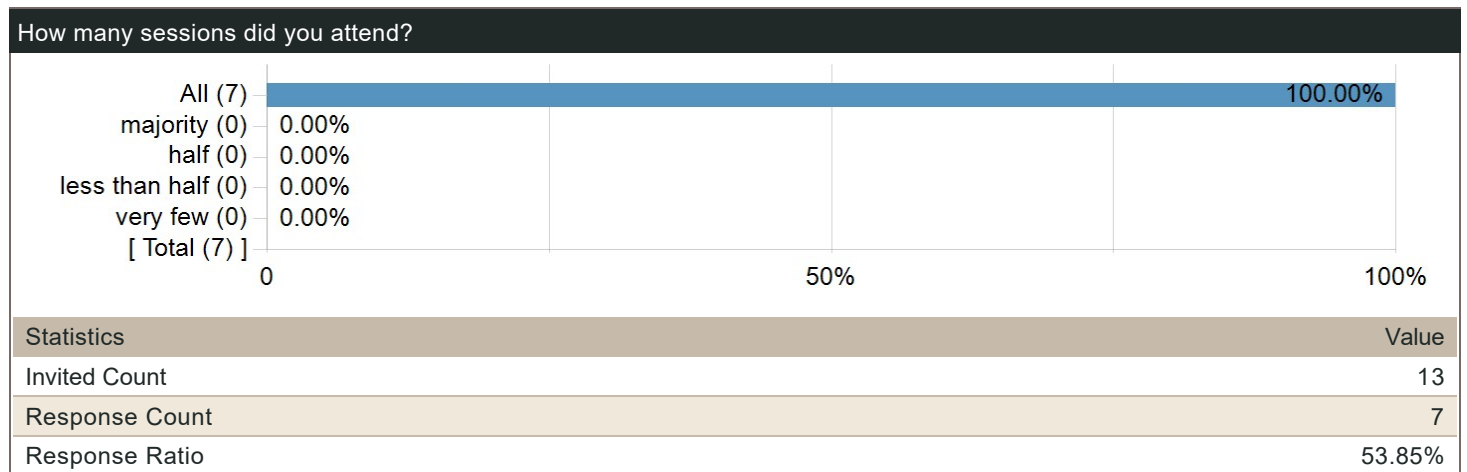
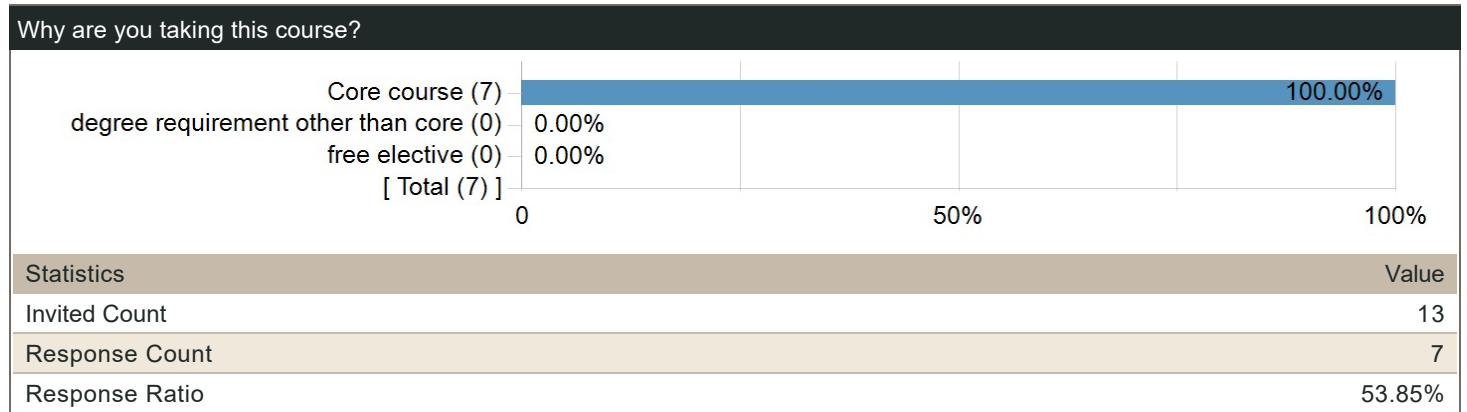
Report Comments

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

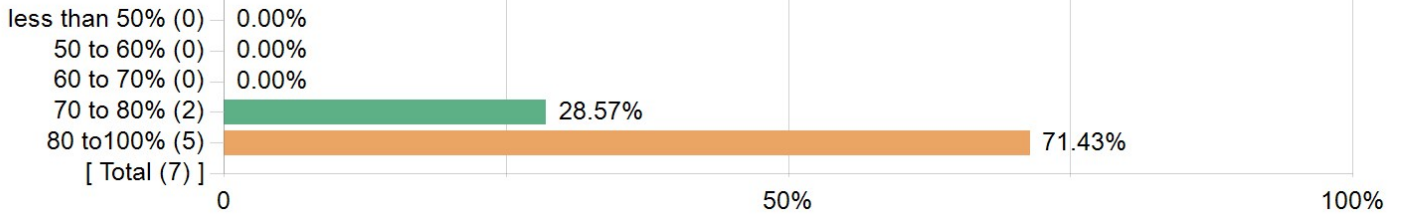
The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

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.

Part A: Student Information



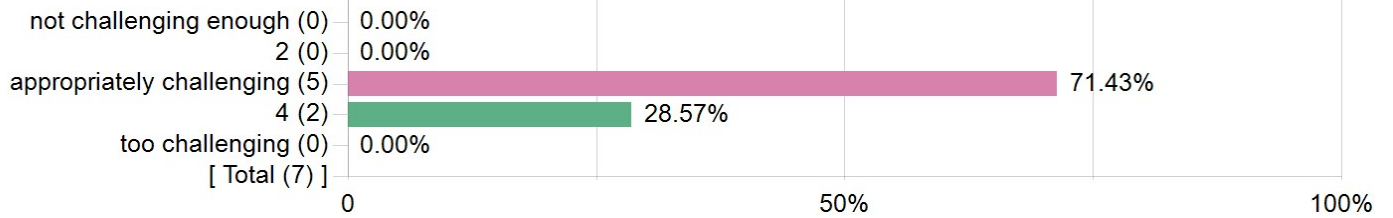
What final grade do you expect in this course?



Statistics	Value
Invited Count	13
Response Count	7
Response Ratio	53.85%

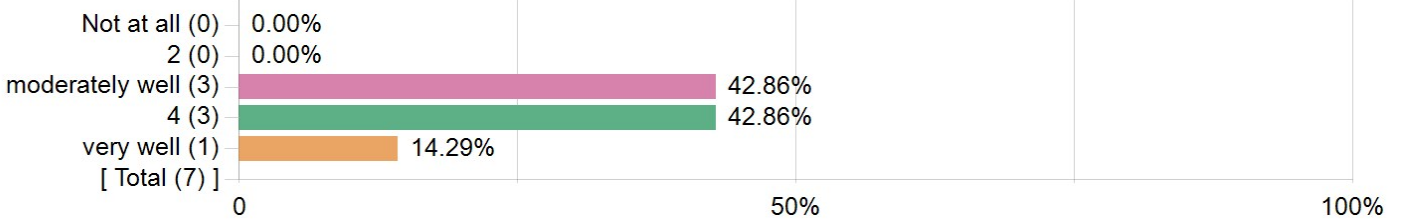
Part B: Course and Degree Program Information

Given the level of the course, the course was:



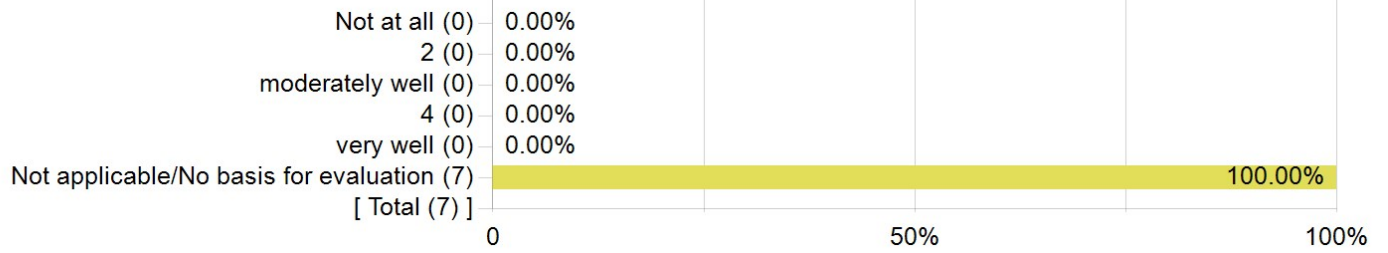
Statistics	Value
Invited Count	13
Response Count	7
Response Ratio	53.85%
Mean	3.29
Standard Deviation	0.49

How does this course contribute to your program?



Statistics	Value
Invited Count	13
Response Count	7
Response Ratio	53.85%
Mean	3.71
Standard Deviation	0.76

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

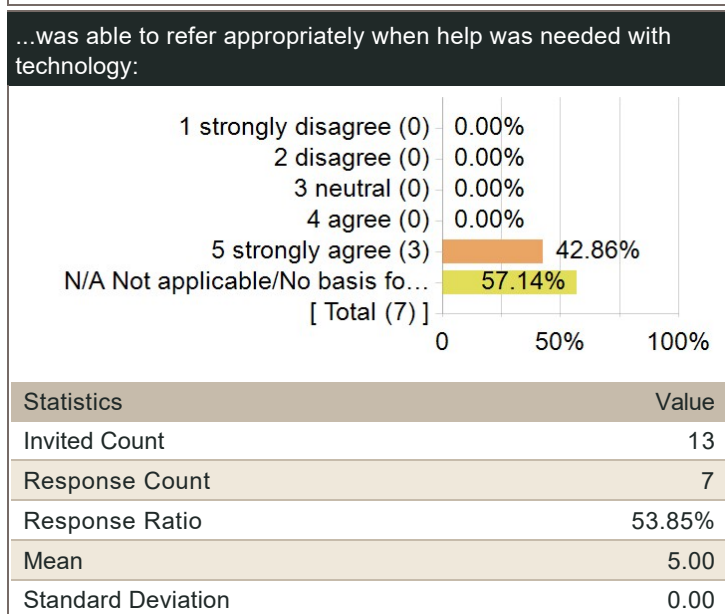
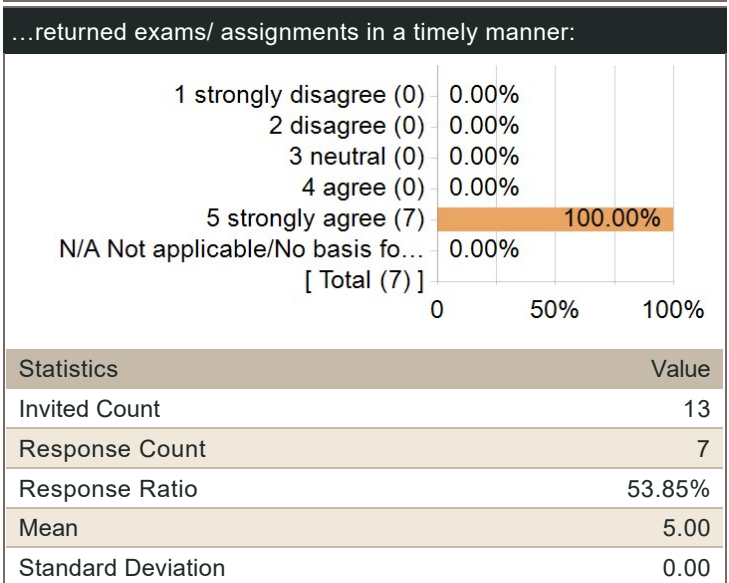
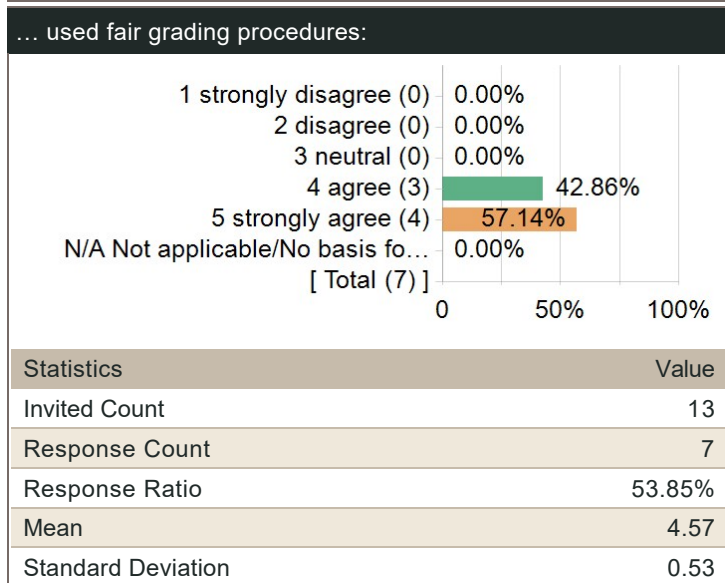
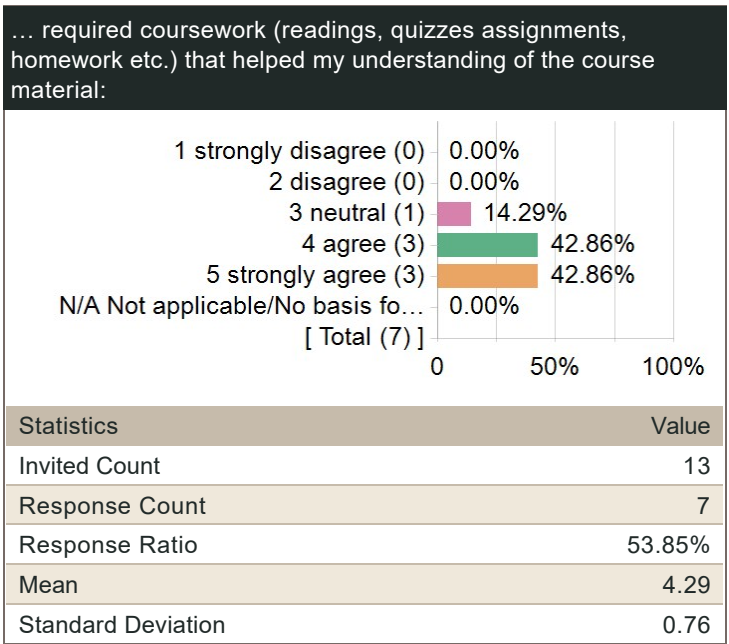
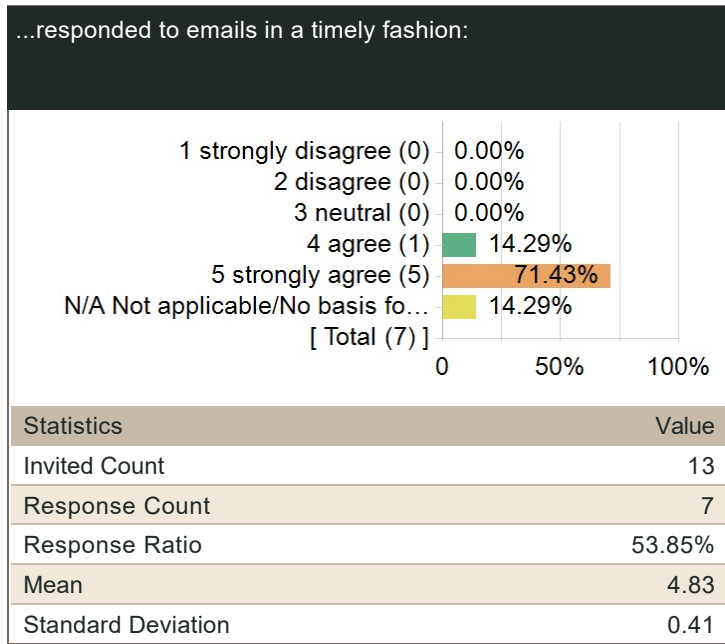


Statistics	Value
Invited Count	13
Response Count	7
Response Ratio	53.85%
Mean	N/A
Standard Deviation	N/A

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 (0) 0.00% 3 neutral (0) 0.00% 4 agree (2) 28.57% 5 strongly agree (5) 71.43% [Total (7)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (3) 42.86% 5 strongly agree (4) 57.14% [Total (7)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>13</td> </tr> <tr> <td>Response Count</td> <td>7</td> </tr> <tr> <td>Response Ratio</td> <td>53.85%</td> </tr> <tr> <td>Mean</td> <td>4.71</td> </tr> <tr> <td>Standard Deviation</td> <td>0.49</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	13	Response Count	7	Response Ratio	53.85%	Mean	4.71	Standard Deviation	0.49	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>13</td> </tr> <tr> <td>Response Count</td> <td>7</td> </tr> <tr> <td>Response Ratio</td> <td>53.85%</td> </tr> <tr> <td>Mean</td> <td>4.57</td> </tr> <tr> <td>Standard Deviation</td> <td>0.53</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	13	Response Count	7	Response Ratio	53.85%	Mean	4.57	Standard Deviation	0.53
Statistics	Value																								
Invited Count	13																								
Response Count	7																								
Response Ratio	53.85%																								
Mean	4.71																								
Standard Deviation	0.49																								
Statistics	Value																								
Invited Count	13																								
Response Count	7																								
Response Ratio	53.85%																								
Mean	4.57																								
Standard Deviation	0.53																								
<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (1) 14.29% 5 strongly agree (6) 85.71% [Total (7)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (1) 14.29% 3 neutral (0) 0.00% 4 agree (4) 57.14% 5 strongly agree (2) 28.57% [Total (7)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>13</td> </tr> <tr> <td>Response Count</td> <td>7</td> </tr> <tr> <td>Response Ratio</td> <td>53.85%</td> </tr> <tr> <td>Mean</td> <td>4.86</td> </tr> <tr> <td>Standard Deviation</td> <td>0.38</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	13	Response Count	7	Response Ratio	53.85%	Mean	4.86	Standard Deviation	0.38	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>13</td> </tr> <tr> <td>Response Count</td> <td>7</td> </tr> <tr> <td>Response Ratio</td> <td>53.85%</td> </tr> <tr> <td>Mean</td> <td>4.00</td> </tr> <tr> <td>Standard Deviation</td> <td>1.00</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	13	Response Count	7	Response Ratio	53.85%	Mean	4.00	Standard Deviation	1.00
Statistics	Value																								
Invited Count	13																								
Response Count	7																								
Response Ratio	53.85%																								
Mean	4.86																								
Standard Deviation	0.38																								
Statistics	Value																								
Invited Count	13																								
Response Count	7																								
Response Ratio	53.85%																								
Mean	4.00																								
Standard Deviation	1.00																								
<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 14.29% 4 agree (4) 57.14% 5 strongly agree (2) 28.57% [Total (7)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 14.29% 4 agree (2) 28.57% 5 strongly agree (4) 57.14% [Total (7)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>13</td> </tr> <tr> <td>Response Count</td> <td>7</td> </tr> <tr> <td>Response Ratio</td> <td>53.85%</td> </tr> <tr> <td>Mean</td> <td>4.14</td> </tr> <tr> <td>Standard Deviation</td> <td>0.69</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	13	Response Count	7	Response Ratio	53.85%	Mean	4.14	Standard Deviation	0.69	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>13</td> </tr> <tr> <td>Response Count</td> <td>7</td> </tr> <tr> <td>Response Ratio</td> <td>53.85%</td> </tr> <tr> <td>Mean</td> <td>4.43</td> </tr> <tr> <td>Standard Deviation</td> <td>0.79</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	13	Response Count	7	Response Ratio	53.85%	Mean	4.43	Standard Deviation	0.79
Statistics	Value																								
Invited Count	13																								
Response Count	7																								
Response Ratio	53.85%																								
Mean	4.14																								
Standard Deviation	0.69																								
Statistics	Value																								
Invited Count	13																								
Response Count	7																								
Response Ratio	53.85%																								
Mean	4.43																								
Standard Deviation	0.79																								



Part D: Unedited Student Comments

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

Comments
This course was very well structured. The information was easily accessible and related to the weekly topics. It was very evident the instructor has a passion for this area and is beyond knowledgeable. He was also very empathetic in regards to timeline and expectations.
This is my second course with this instructor and when I saw he was teaching it I was looking forward to it. His courses are an exemplar of how asynchronous courses should be designed. They are also meaningful to my practice and are relevant. Thank you!
Dr. Power has a passion and extensive knowledge base for the work that he does and applies it to the course.
Feedback on assignments was very timely and exemplars were always given. The course was well laid out and organized so you complete it at your own pace.

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

Comments
Lessen the amount of weekly discussion topics and readings on weeks that major assignments are due. That being said the amount of time to complete these assignments was fair.

Additional comments:

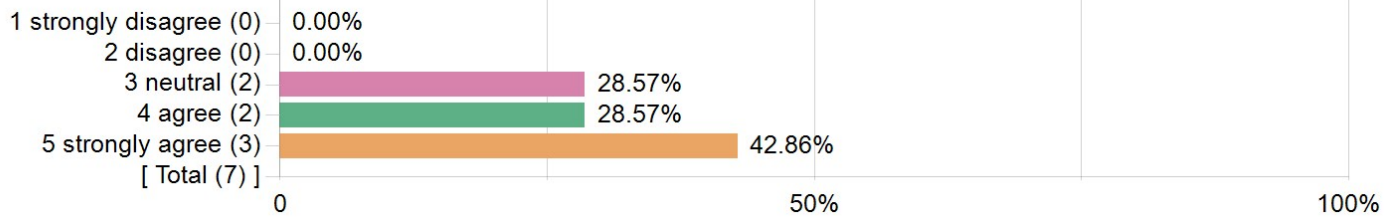
Comments
I learned a lot about Instructional design and will use the knowledge gained from this course to apply it to my own school setting. Thanks Rob.

Part E: Additional Questions

I found the optional alternate readings in the new "Everyday Instructional Design" eBook useful.	
1 strongly disagree (0)	0.00%
2 disagree (1)	14.29%
3 neutral (1)	14.29%
4 agree (2)	28.57%
5 strongly agree (3)	42.86%
[Total (7)]	

Statistics	Value
Invited Count	13
Response Count	7
Response Ratio	53.85%
Mean	4.00
Standard Deviation	1.15

I would prefer to use the readings from the "Everyday Instructional Design" eBook to the original readings embedded in Moodle.



Statistics	Value
Invited Count	13
Response Count	7
Response Ratio	53.85%
Mean	4.14
Standard Deviation	0.90

Do you have any feedback on the new "Everyday Instructional Design" eBook resources?

Comments

Thank you for sharing the resource. It was exactly what it said it was, had all the content needed tightening up the information and had embedded resources.

The resources were very well organized with updated examples that connected with educators. The readings were clear and definitely aligned with the goals and objectives of the course.

I personally prefer to have all (or most) of my readings in one place so I liked the Everyday Instructional Design eBook in this way. I find it easier to read one chapter as opposed to having to read a bunch of separate articles. I found the book to be clearly written and easy to read.

However, sometimes when I would examine both the regular readings for the week and the optional alternate readings from the Everyday Instructional Design eBook, they didn't always seem to be covering all of the same topics. Because of this, I was never fully sure if I was getting all of the key information if I just read the eBook. I feel that, in future offerings of the course, it would be easier for students if either the eBook was used for most of the readings or the separate articles. To me, this would make it a bit more straightforward and you could be sure you were getting the required information.

Appendix T8: Course Evaluations, Rob Power spring 2023

Project Title: **Course Evaluation Spring/Summer 2023**

Course Audience: **18**

Responses Received: **10**

Response Ratio: **55.56%**

Report Comments

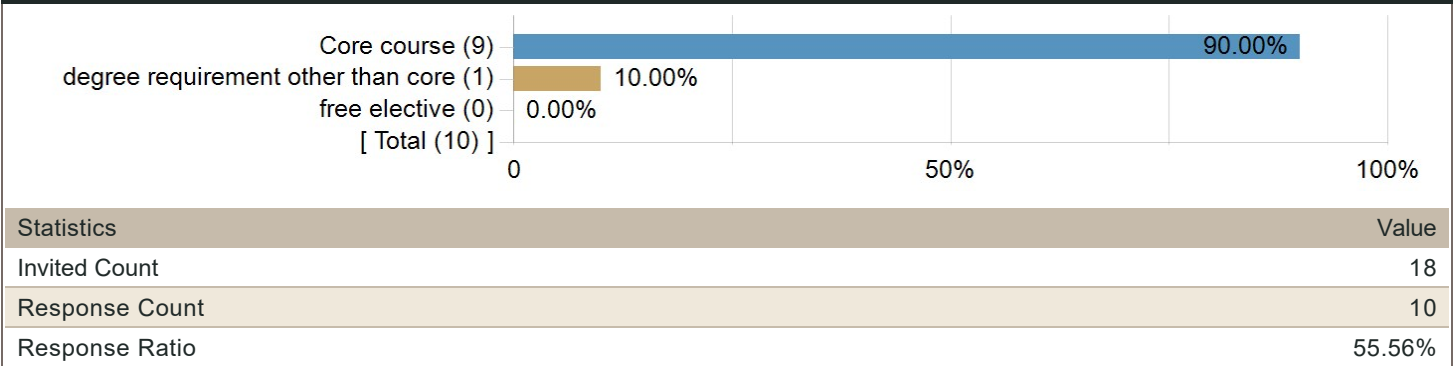
The following information is a summary of the official student evaluation of EDUC-5103-Int of Inst. Des. & Educ Tech.

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.

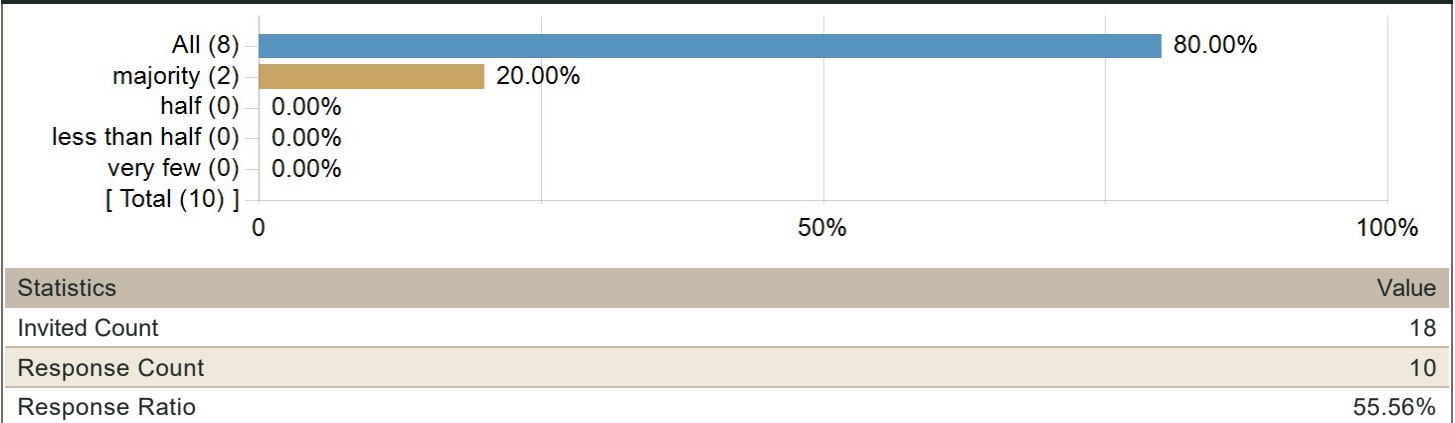
Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard 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.

Part A: Student Information

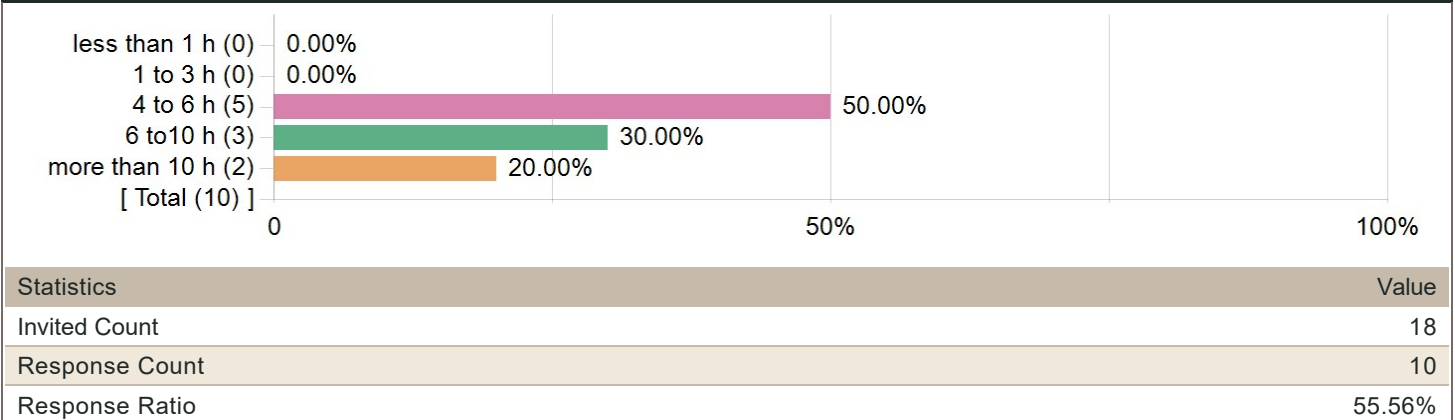
Why are you taking this course?



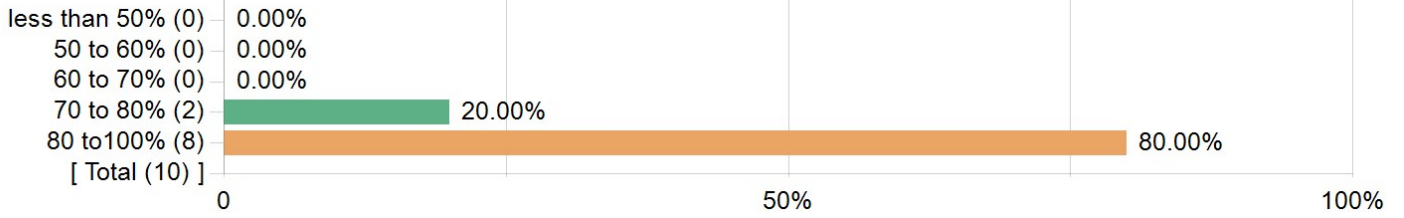
How many sessions did you attend?



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



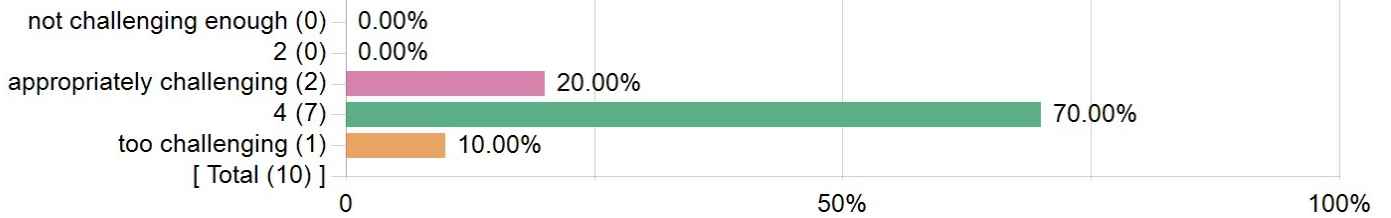
What final grade do you expect in this course?



Statistics	Value
Invited Count	18
Response Count	10
Response Ratio	55.56%

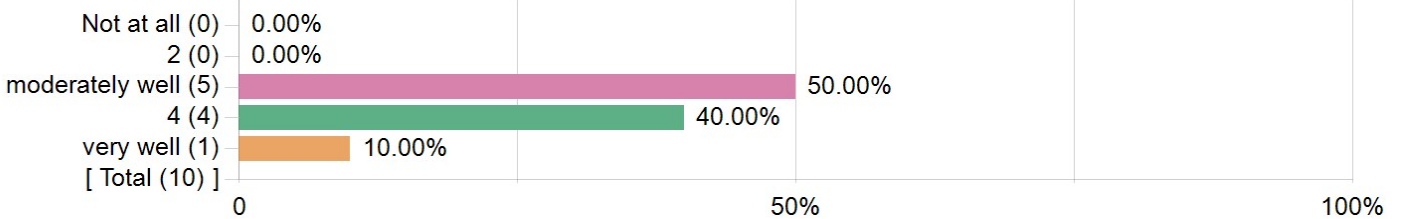
Part B: Course and Degree Program Information

Given the level of the course, the course was:



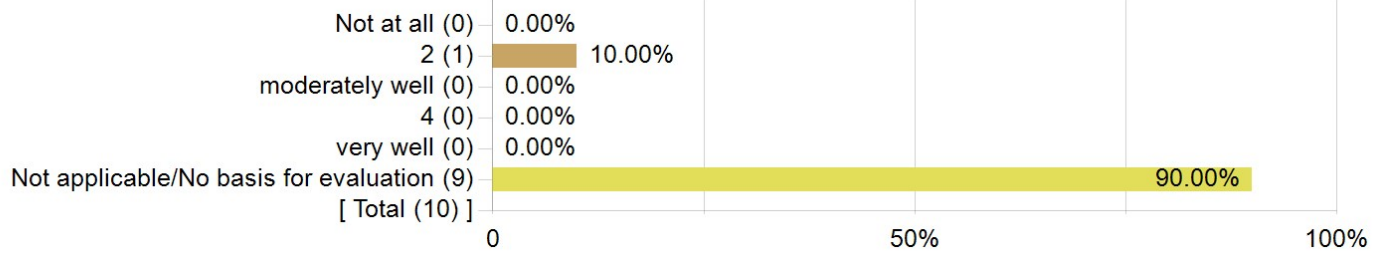
Statistics	Value
Invited Count	18
Response Count	10
Response Ratio	55.56%
Mean	3.90
Standard Deviation	0.57

How does this course contribute to your program?



Statistics	Value
Invited Count	18
Response Count	10
Response Ratio	55.56%
Mean	3.60
Standard Deviation	0.70

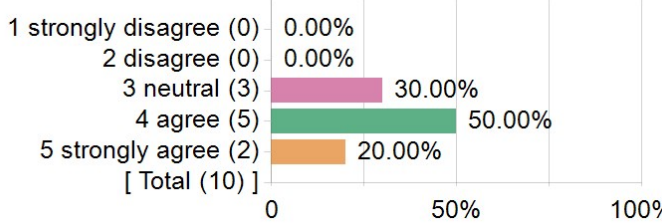
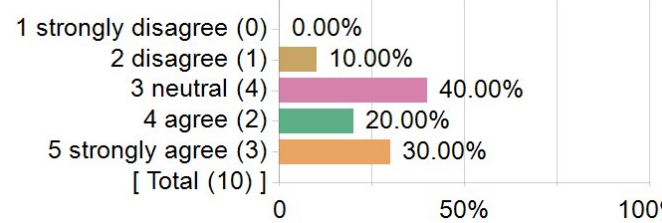
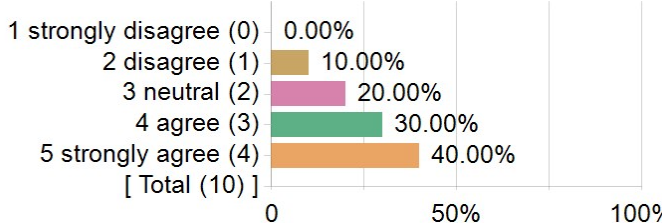
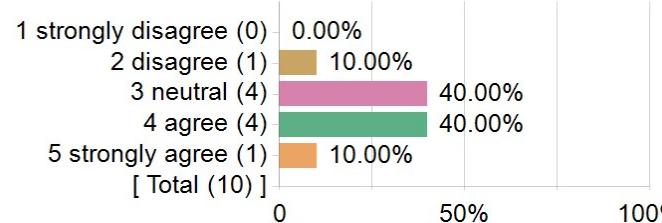
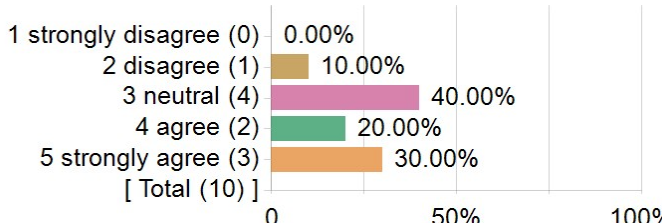
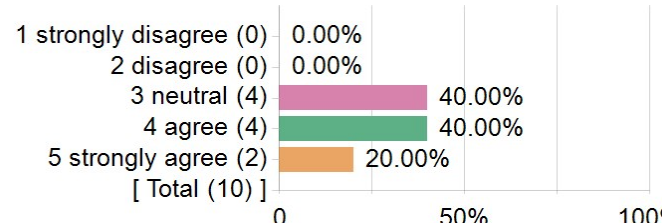
If the course contains a lab/ practicum component: how does this lab/practicum support this course?

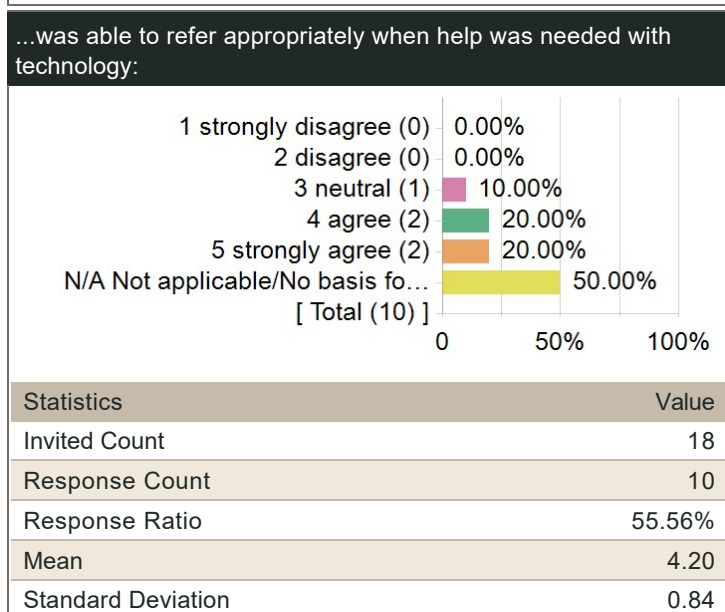
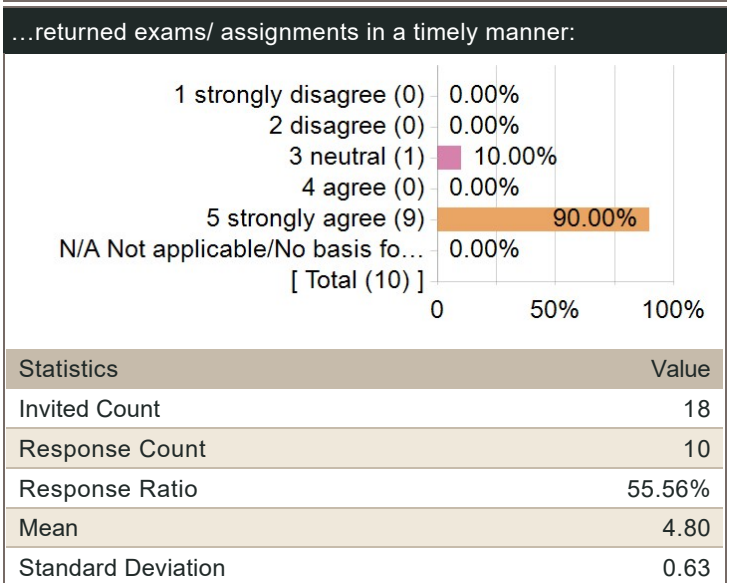
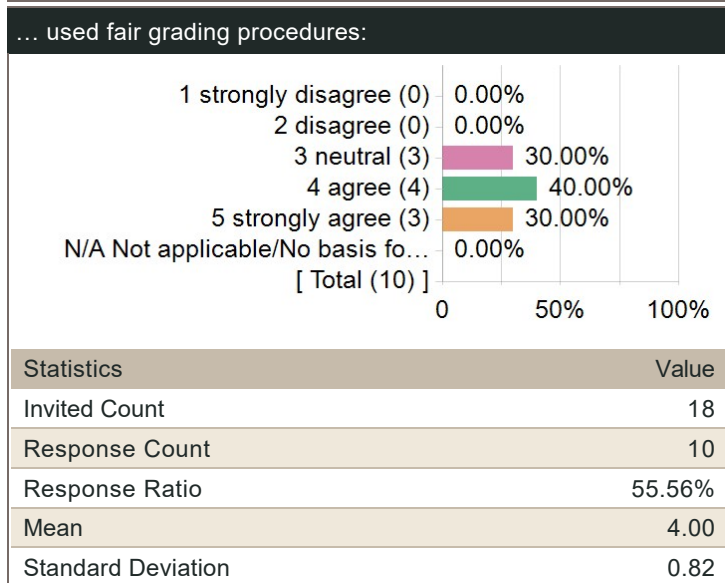
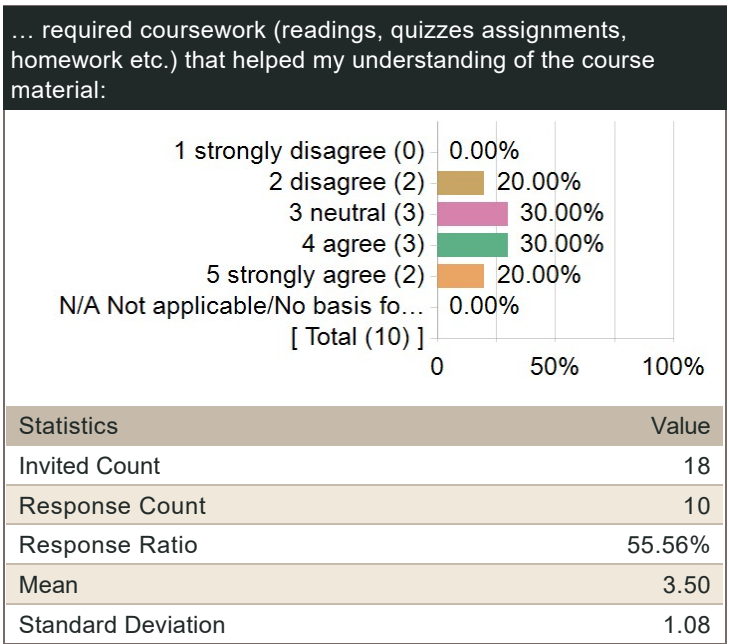
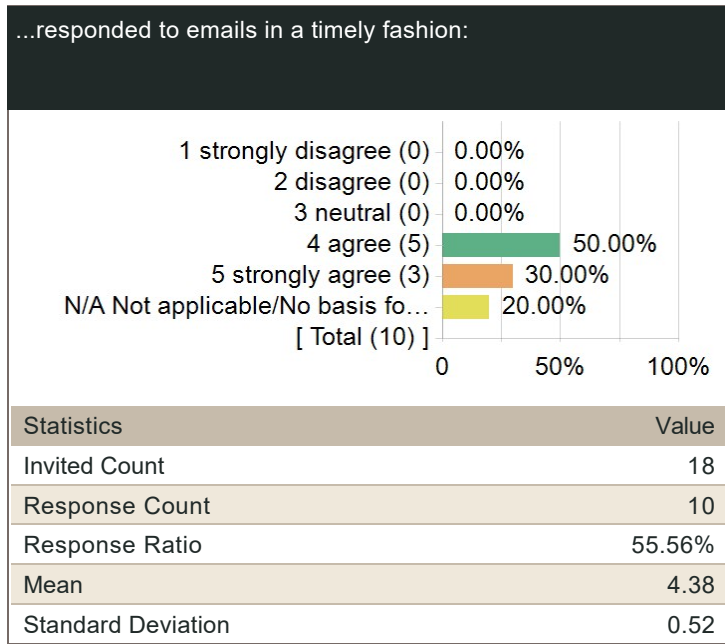


Statistics	Value
Invited Count	18
Response Count	10
Response Ratio	55.56%
Mean	2.00
Standard Deviation	N/A

Part C: Teaching Specific Questions

The instructor: Robert Power

...organized the course well:	...presented the course material well:																								
																									
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>18</td> </tr> <tr> <td>Response Count</td> <td>10</td> </tr> <tr> <td>Response Ratio</td> <td>55.56%</td> </tr> <tr> <td>Mean</td> <td>3.90</td> </tr> <tr> <td>Standard Deviation</td> <td>0.74</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	18	Response Count	10	Response Ratio	55.56%	Mean	3.90	Standard Deviation	0.74	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>18</td> </tr> <tr> <td>Response Count</td> <td>10</td> </tr> <tr> <td>Response Ratio</td> <td>55.56%</td> </tr> <tr> <td>Mean</td> <td>3.70</td> </tr> <tr> <td>Standard Deviation</td> <td>1.06</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	18	Response Count	10	Response Ratio	55.56%	Mean	3.70	Standard Deviation	1.06
Statistics	Value																								
Invited Count	18																								
Response Count	10																								
Response Ratio	55.56%																								
Mean	3.90																								
Standard Deviation	0.74																								
Statistics	Value																								
Invited Count	18																								
Response Count	10																								
Response Ratio	55.56%																								
Mean	3.70																								
Standard Deviation	1.06																								
																									
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>18</td> </tr> <tr> <td>Response Count</td> <td>10</td> </tr> <tr> <td>Response Ratio</td> <td>55.56%</td> </tr> <tr> <td>Mean</td> <td>4.00</td> </tr> <tr> <td>Standard Deviation</td> <td>1.05</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	18	Response Count	10	Response Ratio	55.56%	Mean	4.00	Standard Deviation	1.05	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>18</td> </tr> <tr> <td>Response Count</td> <td>10</td> </tr> <tr> <td>Response Ratio</td> <td>55.56%</td> </tr> <tr> <td>Mean</td> <td>3.50</td> </tr> <tr> <td>Standard Deviation</td> <td>0.85</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	18	Response Count	10	Response Ratio	55.56%	Mean	3.50	Standard Deviation	0.85
Statistics	Value																								
Invited Count	18																								
Response Count	10																								
Response Ratio	55.56%																								
Mean	4.00																								
Standard Deviation	1.05																								
Statistics	Value																								
Invited Count	18																								
Response Count	10																								
Response Ratio	55.56%																								
Mean	3.50																								
Standard Deviation	0.85																								
																									
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>18</td> </tr> <tr> <td>Response Count</td> <td>10</td> </tr> <tr> <td>Response Ratio</td> <td>55.56%</td> </tr> <tr> <td>Mean</td> <td>3.70</td> </tr> <tr> <td>Standard Deviation</td> <td>1.06</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	18	Response Count	10	Response Ratio	55.56%	Mean	3.70	Standard Deviation	1.06	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>18</td> </tr> <tr> <td>Response Count</td> <td>10</td> </tr> <tr> <td>Response Ratio</td> <td>55.56%</td> </tr> <tr> <td>Mean</td> <td>3.80</td> </tr> <tr> <td>Standard Deviation</td> <td>0.79</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	18	Response Count	10	Response Ratio	55.56%	Mean	3.80	Standard Deviation	0.79
Statistics	Value																								
Invited Count	18																								
Response Count	10																								
Response Ratio	55.56%																								
Mean	3.70																								
Standard Deviation	1.06																								
Statistics	Value																								
Invited Count	18																								
Response Count	10																								
Response Ratio	55.56%																								
Mean	3.80																								
Standard Deviation	0.79																								



Part D: Unedited Student Comments

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

Comments
I found that he was very passionate about the topic and he presented interesting concepts to consider.
I think material and assessments were appropriate for the course. I think Rob was available if needed and returned work in a timely manner.
He was helpful when I emailed him with questions. He returns grades quickly. I like the way moodle was set up.
Overall it was a good course! He was reasonable with timeframes and amount of work.
Instructor was accommodating to unexpected circumstances.
Rob is very organized in his course. Things are easy to find and what is expected is clear.
Rob knows that teacher's schedules are busy, especially during spring courses. He provided choices for discussion posts and didn't require extra posts for a condensed course.

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

Comments
I found the layout a bit confusion. Some of the information contradicted itself leading to confusion about how many posts were needed (for example). Or having Week 1 and 2 being written in the course content but both needed to be done for Week one (due to the condensed form, it appeared that the course was set up for 12 weeks but we were doing it in 6). Thankfully he was easy to contact but it might be a good idea to review the material before presenting it for the condensed form.
N/A
I don't like that you can't unsubscribe from the emails from the moodle discussions. It overwhelmed my email, making it hard to find what I needed. The fact that you can see the recent moodle posts since your last login on the side of the moodle page is enough to know where to look and what to read.
He is a bit too strict on APA because that seems to affect our grades more than the actual content of our papers.
A lot (too much) emphasis is put on formatting compared to content is assignments.
To many components in one assignment. For example a teaching philosophy in a literature review. This can make the assignments confusing, intimidating, and cumbersome. Do a teaching philosophy as one assignment and then a literature review as another.
I find that Rob's assignment instructions can be vague, or he assumes we know exactly what certain things mean when we do not. Examples of assignments were provided, but they were sometimes very different from one another, leaving me confused on what to do. When it comes to grading, he returns grades very quickly and provides identical feedback comments to students. This tells me that he may not be reading our assignments thoroughly. Furthermore, there is more emphasis on APA formatting then the actual content of our assignment.

Additional comments:

Comments
Overall interesting subject matter and something I had never considered before.
Rob is very quick to respond to emails and questions. He also is monitoring discussions and jumps in when students are having issues/are confused on something. This is very nice as it allows students to move forward with assignments and expectations quickly (especially important in a spring/summer course).

Part E: Additional Questions

Project Title: **Course Evaluation Spring/Summer 2023**

Course Audience: **12**

Responses Received: **5**

Response Ratio: **41.67%**

Report Comments

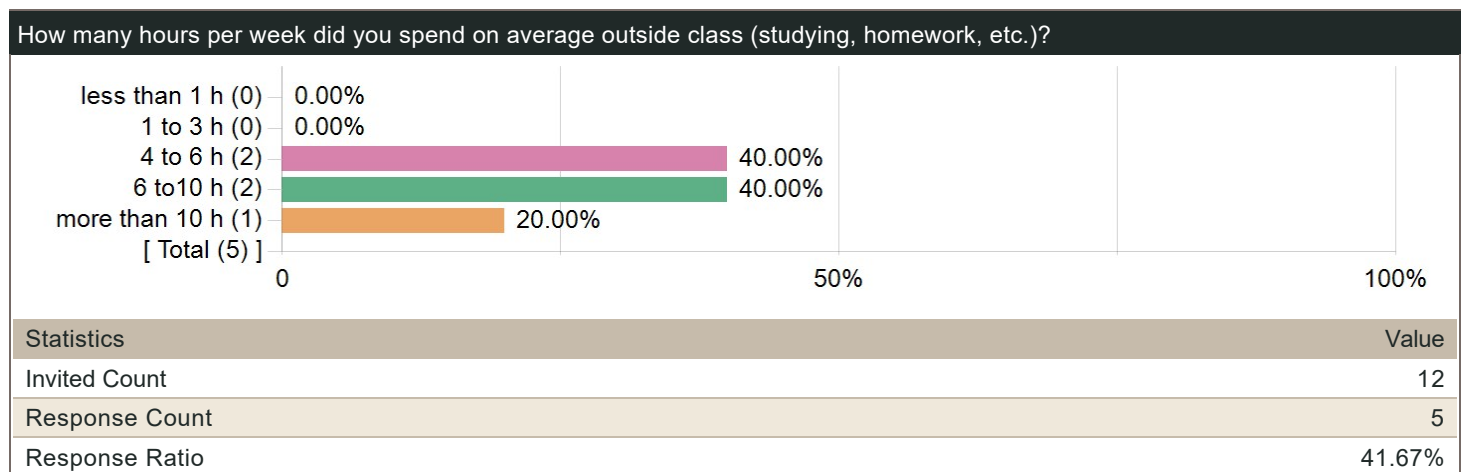
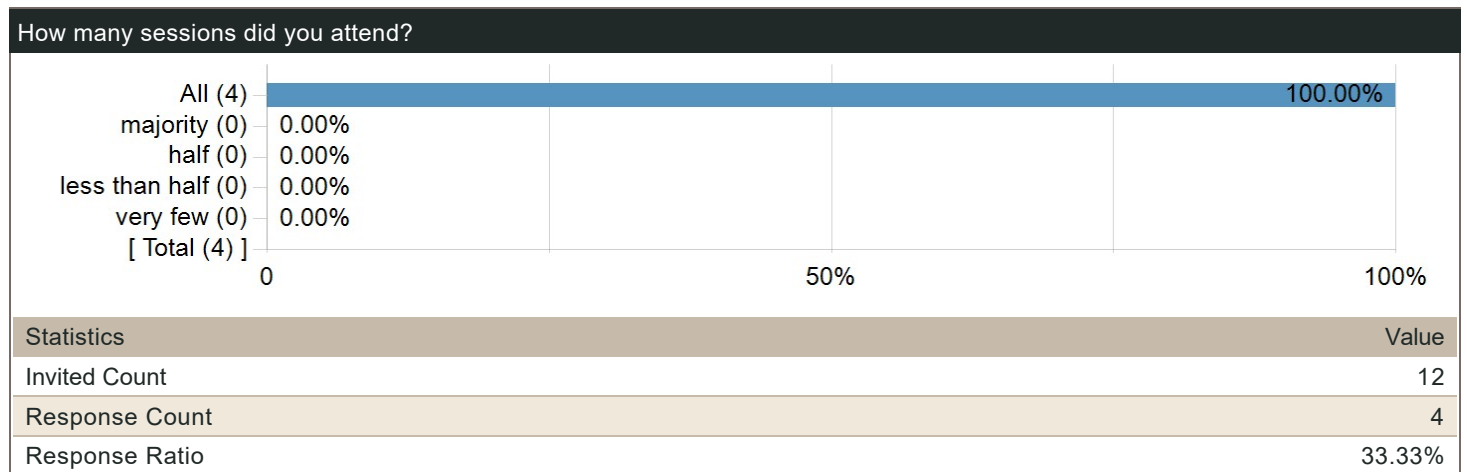
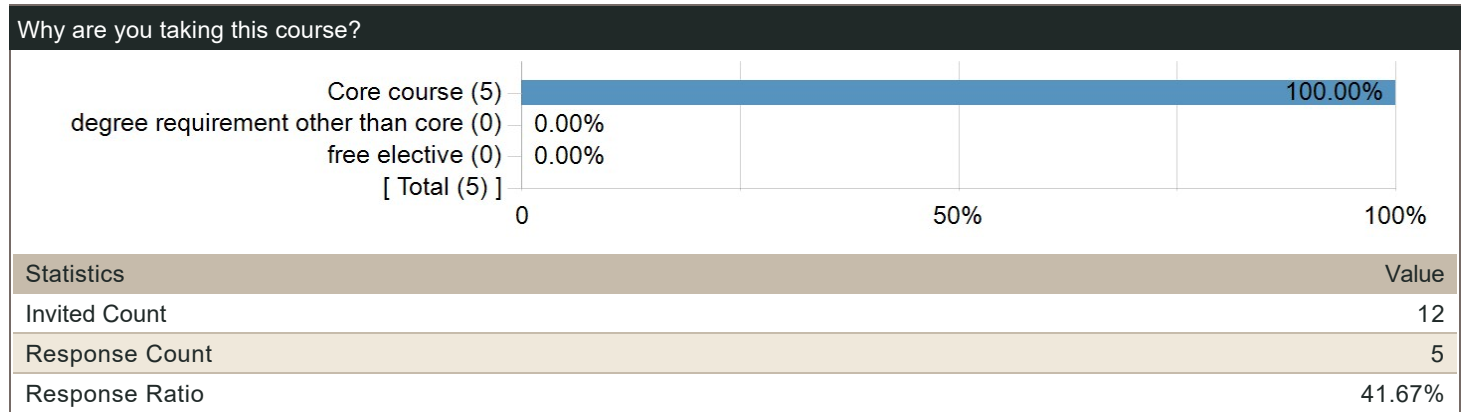
The following information is a summary of the official student evaluation of EDUC-5103-Int of Inst. Des. & Educ Tech.

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.

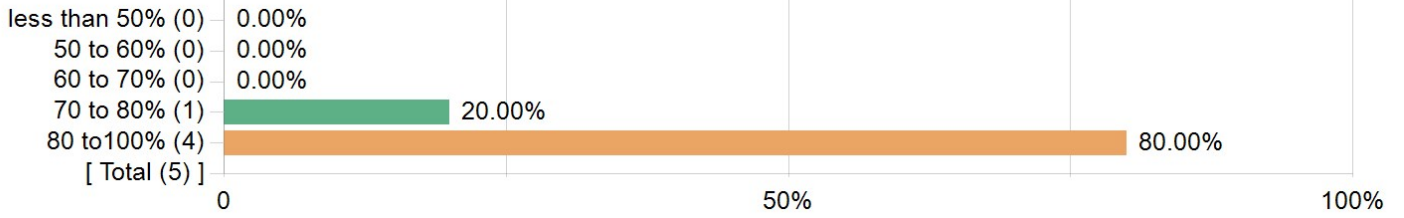
Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard 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.

Creation Date: **Wednesday, August 9, 2023**

Part A: Student Information



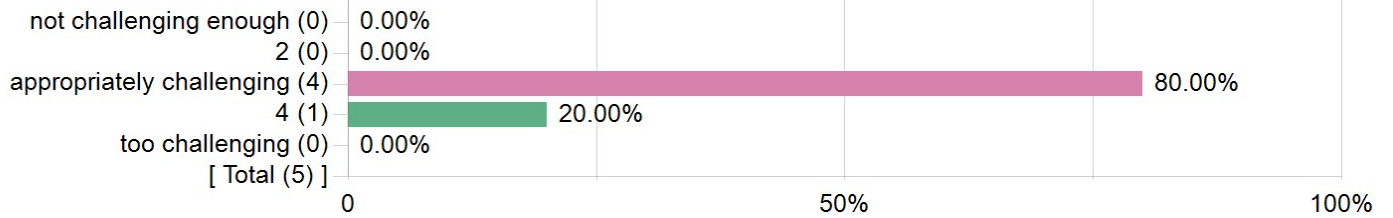
What final grade do you expect in this course?



Statistics	Value
Invited Count	12
Response Count	5
Response Ratio	41.67%

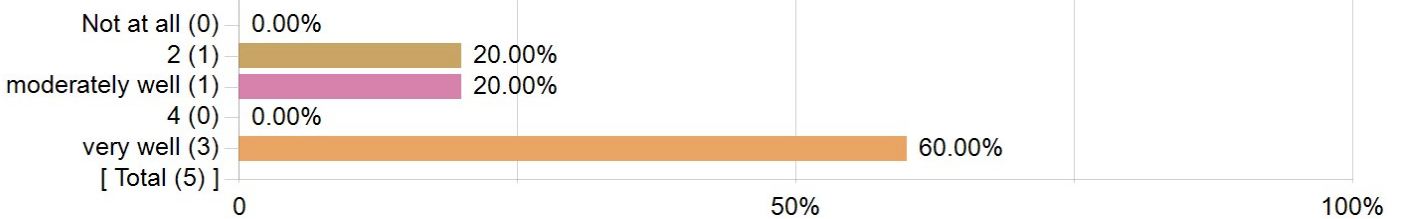
Part B: Course and Degree Program Information

Given the level of the course, the course was:



Statistics	Value
Invited Count	12
Response Count	5
Response Ratio	41.67%
Mean	3.20
Standard Deviation	0.45

How does this course contribute to your program?



Statistics	Value
Invited Count	12
Response Count	5
Response Ratio	41.67%
Mean	4.00
Standard Deviation	1.41

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

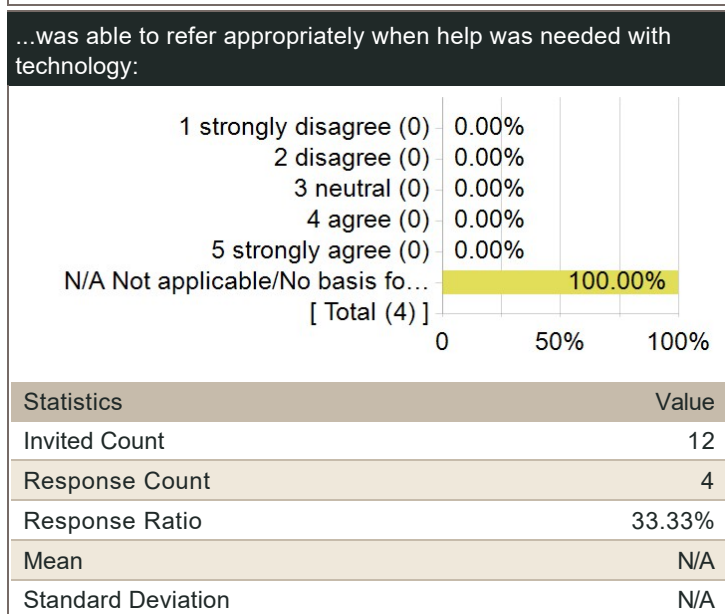
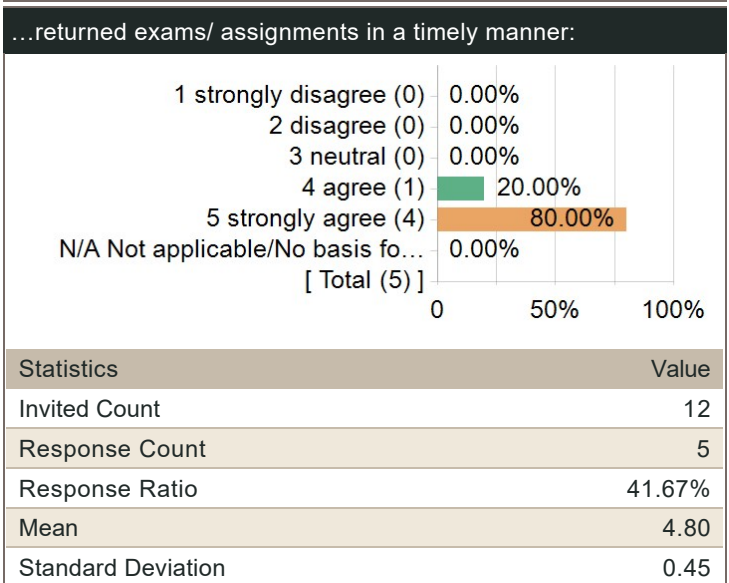
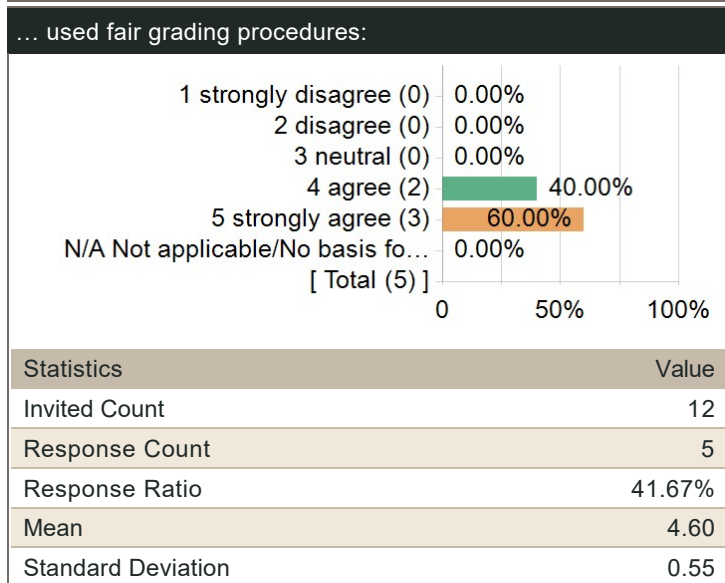
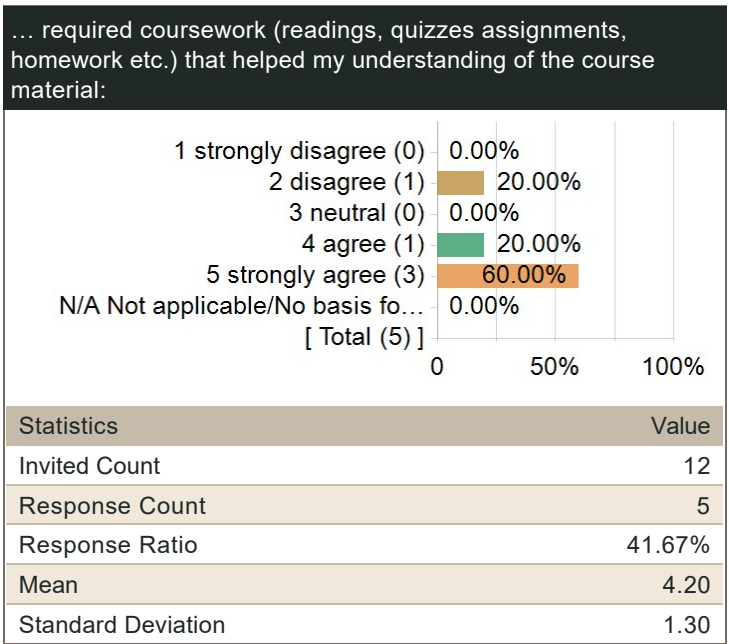
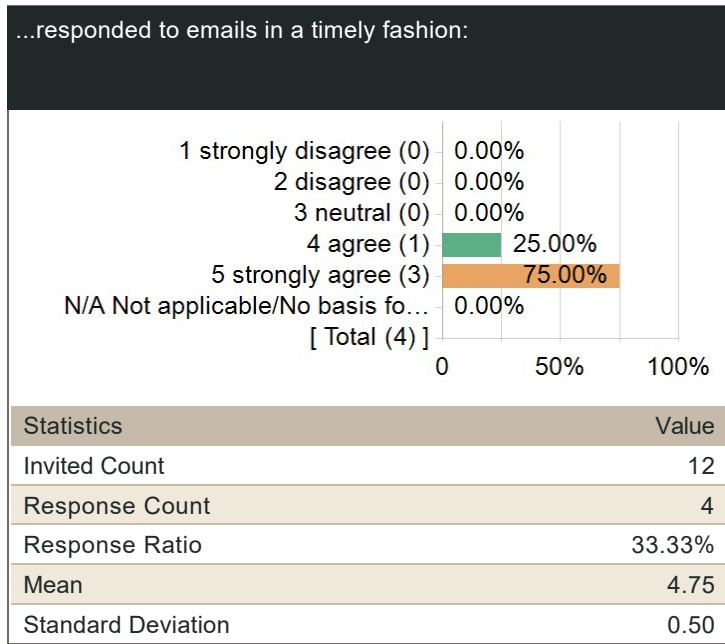


Statistics	Value
Invited Count	12
Response Count	5
Response Ratio	41.67%
Mean	N/A
Standard Deviation	N/A

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 (0) 0.00% 3 neutral (1) 20.00% 4 agree (2) 40.00% 5 strongly agree (2) 40.00% [Total (5)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 20.00% 4 agree (2) 40.00% 5 strongly agree (2) 40.00% [Total (5)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>12</td> </tr> <tr> <td>Response Count</td> <td>5</td> </tr> <tr> <td>Response Ratio</td> <td>41.67%</td> </tr> <tr> <td>Mean</td> <td>4.20</td> </tr> <tr> <td>Standard Deviation</td> <td>0.84</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	12	Response Count	5	Response Ratio	41.67%	Mean	4.20	Standard Deviation	0.84	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>12</td> </tr> <tr> <td>Response Count</td> <td>5</td> </tr> <tr> <td>Response Ratio</td> <td>41.67%</td> </tr> <tr> <td>Mean</td> <td>4.20</td> </tr> <tr> <td>Standard Deviation</td> <td>0.84</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	12	Response Count	5	Response Ratio	41.67%	Mean	4.20	Standard Deviation	0.84
Statistics	Value																								
Invited Count	12																								
Response Count	5																								
Response Ratio	41.67%																								
Mean	4.20																								
Standard Deviation	0.84																								
Statistics	Value																								
Invited Count	12																								
Response Count	5																								
Response Ratio	41.67%																								
Mean	4.20																								
Standard Deviation	0.84																								
<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 20.00% 4 agree (2) 40.00% 5 strongly agree (2) 40.00% [Total (5)]</p>	<p>1 strongly disagree (1) 20.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (3) 60.00% 5 strongly agree (1) 20.00% [Total (5)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>12</td> </tr> <tr> <td>Response Count</td> <td>5</td> </tr> <tr> <td>Response Ratio</td> <td>41.67%</td> </tr> <tr> <td>Mean</td> <td>4.20</td> </tr> <tr> <td>Standard Deviation</td> <td>0.84</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	12	Response Count	5	Response Ratio	41.67%	Mean	4.20	Standard Deviation	0.84	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>12</td> </tr> <tr> <td>Response Count</td> <td>5</td> </tr> <tr> <td>Response Ratio</td> <td>41.67%</td> </tr> <tr> <td>Mean</td> <td>3.60</td> </tr> <tr> <td>Standard Deviation</td> <td>1.52</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	12	Response Count	5	Response Ratio	41.67%	Mean	3.60	Standard Deviation	1.52
Statistics	Value																								
Invited Count	12																								
Response Count	5																								
Response Ratio	41.67%																								
Mean	4.20																								
Standard Deviation	0.84																								
Statistics	Value																								
Invited Count	12																								
Response Count	5																								
Response Ratio	41.67%																								
Mean	3.60																								
Standard Deviation	1.52																								
<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 20.00% 4 agree (2) 40.00% 5 strongly agree (2) 40.00% [Total (5)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 20.00% 4 agree (1) 20.00% 5 strongly agree (3) 60.00% [Total (5)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>12</td> </tr> <tr> <td>Response Count</td> <td>5</td> </tr> <tr> <td>Response Ratio</td> <td>41.67%</td> </tr> <tr> <td>Mean</td> <td>4.20</td> </tr> <tr> <td>Standard Deviation</td> <td>0.84</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	12	Response Count	5	Response Ratio	41.67%	Mean	4.20	Standard Deviation	0.84	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>12</td> </tr> <tr> <td>Response Count</td> <td>5</td> </tr> <tr> <td>Response Ratio</td> <td>41.67%</td> </tr> <tr> <td>Mean</td> <td>4.40</td> </tr> <tr> <td>Standard Deviation</td> <td>0.89</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	12	Response Count	5	Response Ratio	41.67%	Mean	4.40	Standard Deviation	0.89
Statistics	Value																								
Invited Count	12																								
Response Count	5																								
Response Ratio	41.67%																								
Mean	4.20																								
Standard Deviation	0.84																								
Statistics	Value																								
Invited Count	12																								
Response Count	5																								
Response Ratio	41.67%																								
Mean	4.40																								
Standard Deviation	0.89																								



Part D: Unedited Student Comments

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

Comments
The course is appropriately designed for the content required, instructor is fair and friendly.
It was my first time in an asynchronous course and the experience was positive. The instructor was very organized and provided timely feedback.
I've taken another course with Rob, as much as he is prompt to reply when I contact him and return assignments etc... it is very obvious he has taught this course a number of times as there are errors in his material that I would bring to his attention. I understand this current course is a modification of his longer one however it seemed sloppy in presentation and with the details.
The course material is very interesting and it's organized very well, effectively modeling the things we're learning about designing instruction in the course!
I enjoyed taking Rob's course. He was very approachable and easy to contact whenever I had a question or a concern. Even though it was an online course, I felt that I could reach out whenever I needed and have the required support.
The course was presented in a logical way and I enjoyed that it felt as though each topic built upon the previous one.

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

Comments
Course is good (makes sense for an instructional design course) so no suggestions.
I am almost through this Diploma from CBU, my other 2 M.Eds are from Acadia, I have YET to learn anything relevant/applicable or practical to technology in a classroom. APA formatting seems to get highest values, I am tired of doing Lit reviews and long papers. All in all very disappointed with the course offerings and content with this entire program.
It's too compressed. If anything, I would say this course should be during a full/long semester so students have time to absorb the content. I feel like there's so much information every week – all very interesting information that's making me excited to try and apply it in my teaching practice – but there's so much of it that I can't process it properly before even more is piled on.
Also, there are quite a few little assignments to do each week, which aren't too difficult, it just feels like a lot because of the short timeline. For example, I would love to be able to go back and check the discussion boards for previous weeks to see if there's been any interesting discussion, but there's so much new stuff and not enough time so I usually end up not doing that or not finding any new discussions because everyone in the class has moved on. Maybe if the topics were a bit more general (although that might take away from the depth of discussion)...
Overall, I'd say this course shouldn't be compressed into an extremely short spring/summer term and should be more spread out over a longer term.

Additional comments:

Comments
N/A
Its too bad there was not ANY course options or electives one can select, being virtual is great however prescribed courses and having them all so theoretical rather than practical is very disappointing.

Part E: Additional Questions

Project Title: **Course Evaluation Spring/Summer 2023**

Course Audience: **17**

Responses Received: **3**

Response Ratio: **17.65%**

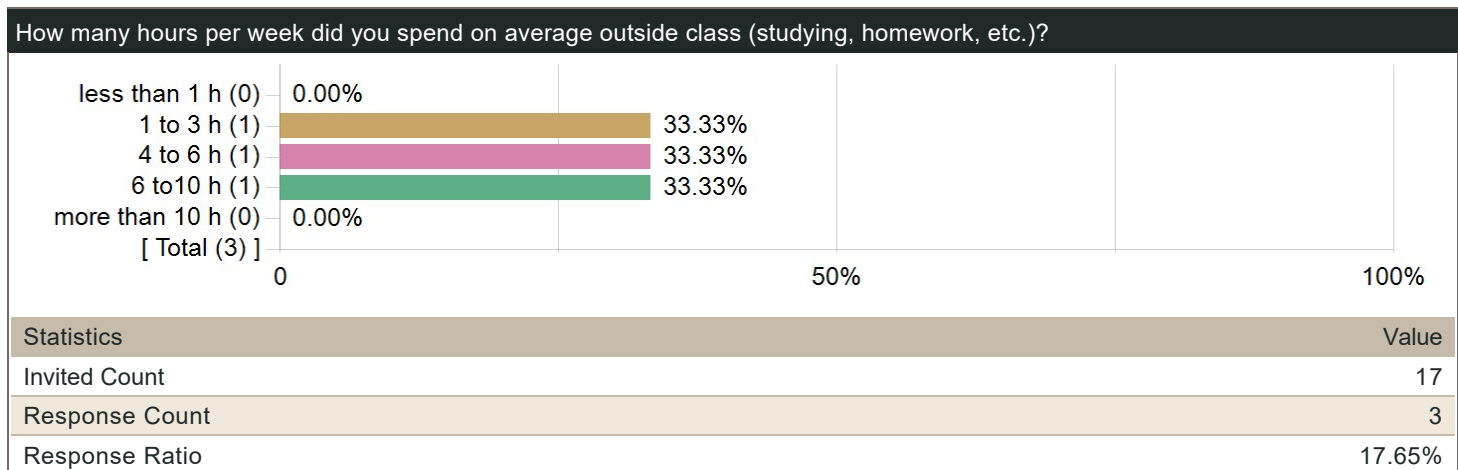
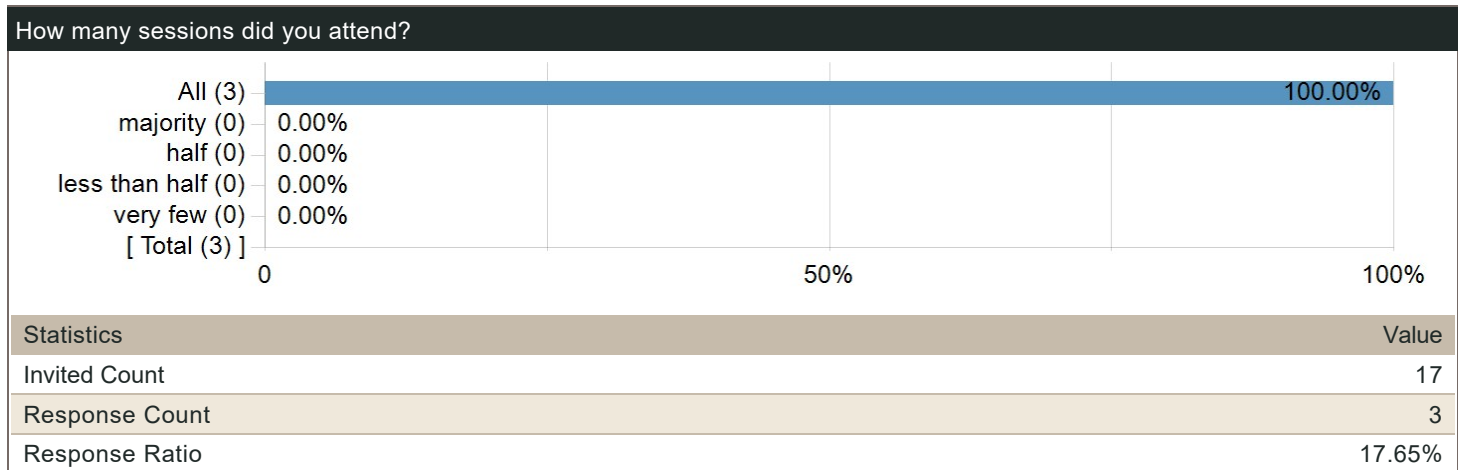
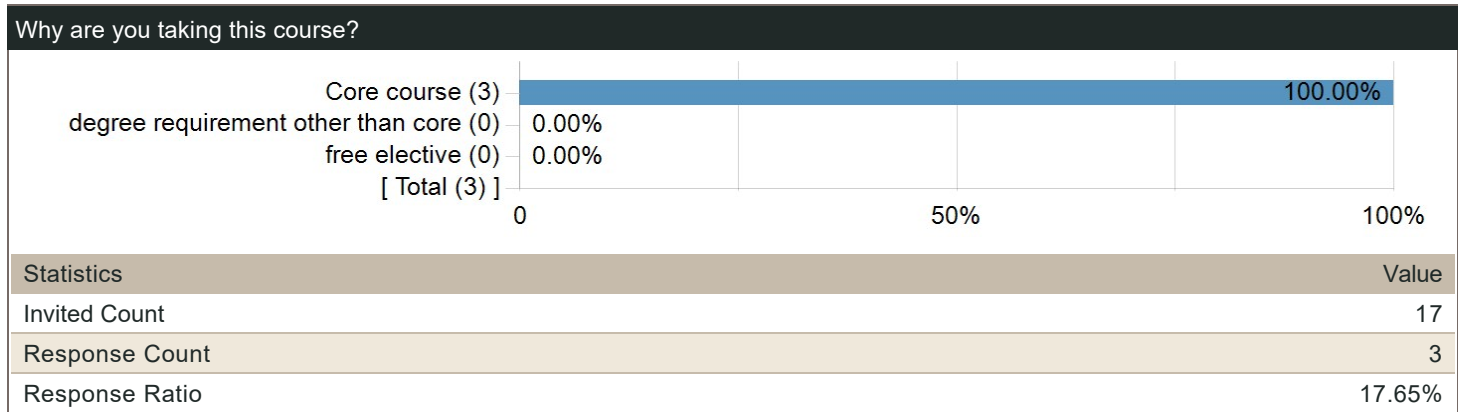
Report Comments

The following information is a summary of the official student evaluation of EDUC-5107-Data Informed Education.

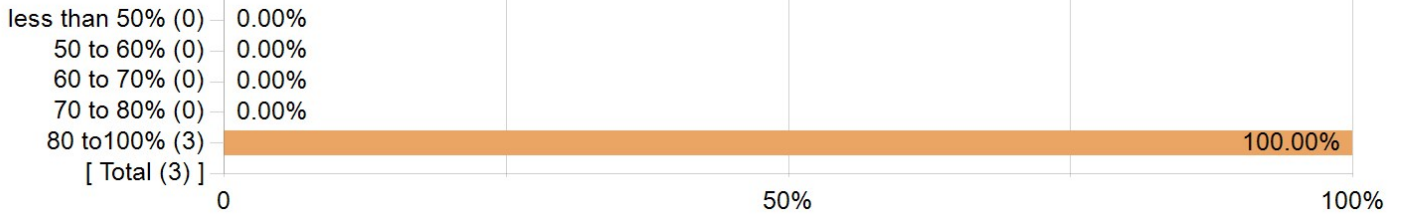
The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

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



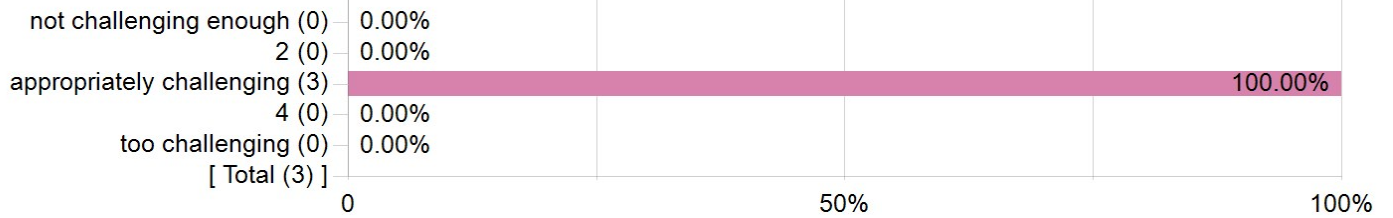
What final grade do you expect in this course?



Statistics	Value
Invited Count	17
Response Count	3
Response Ratio	17.65%

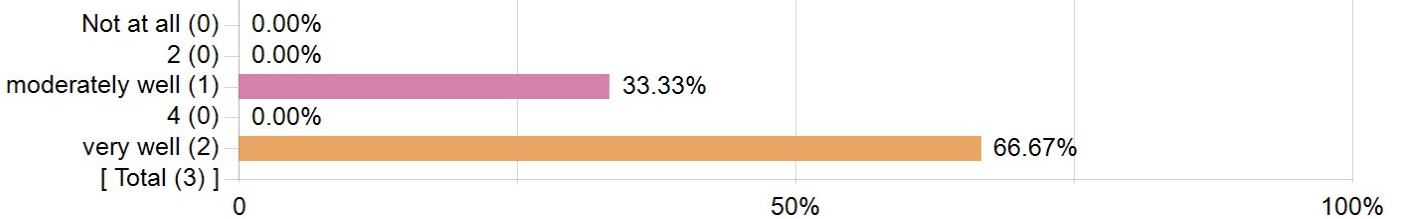
Part B: Course and Degree Program Information

Given the level of the course, the course was:



Statistics	Value
Invited Count	17
Response Count	3
Response Ratio	17.65%
Mean	3.00
Standard Deviation	0.00

How does this course contribute to your program?



Statistics	Value
Invited Count	17
Response Count	3
Response Ratio	17.65%
Mean	4.33
Standard Deviation	1.15

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

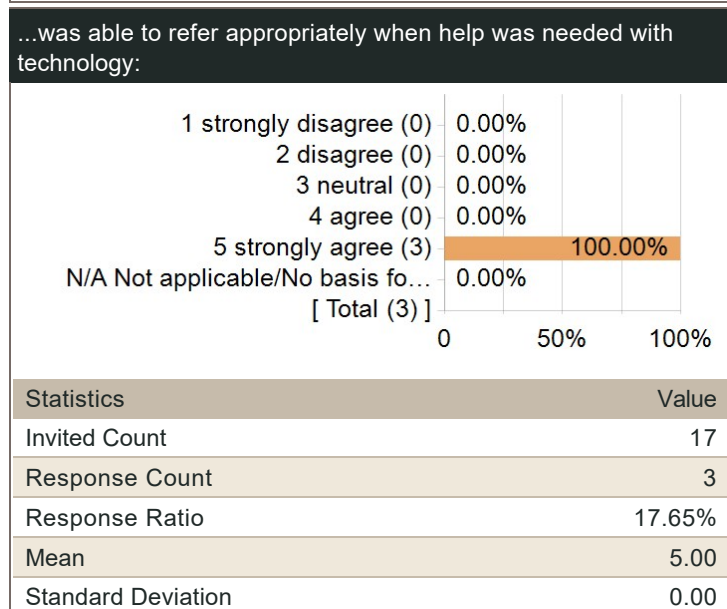
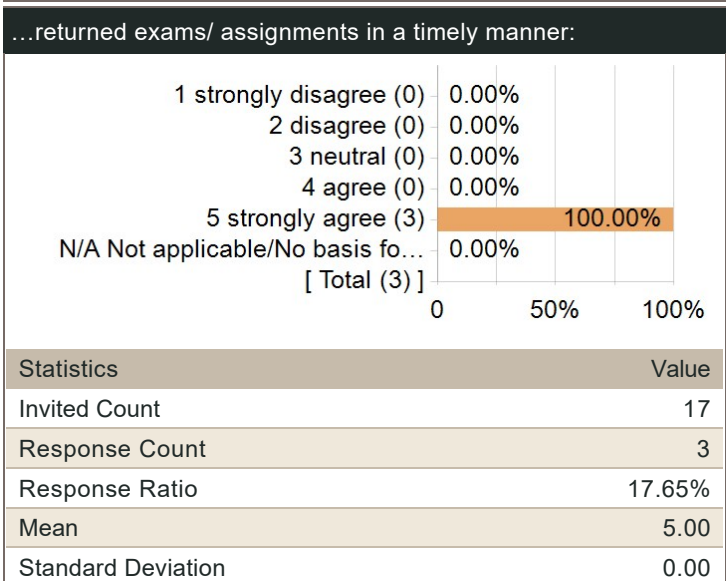
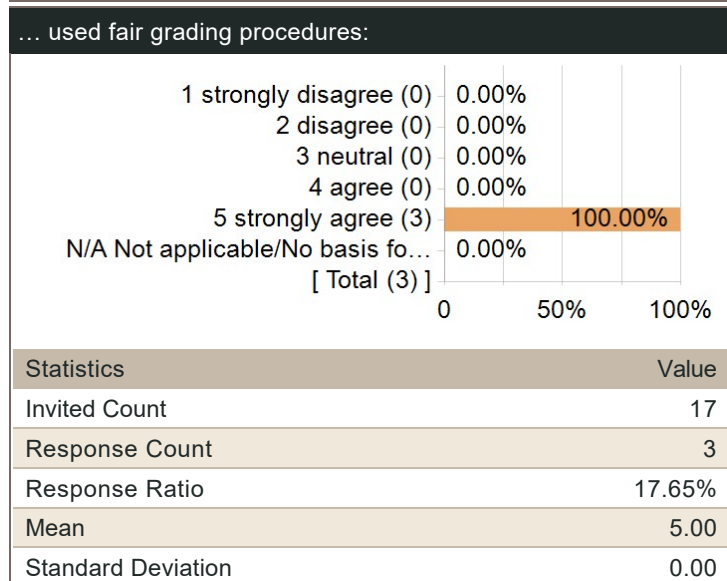
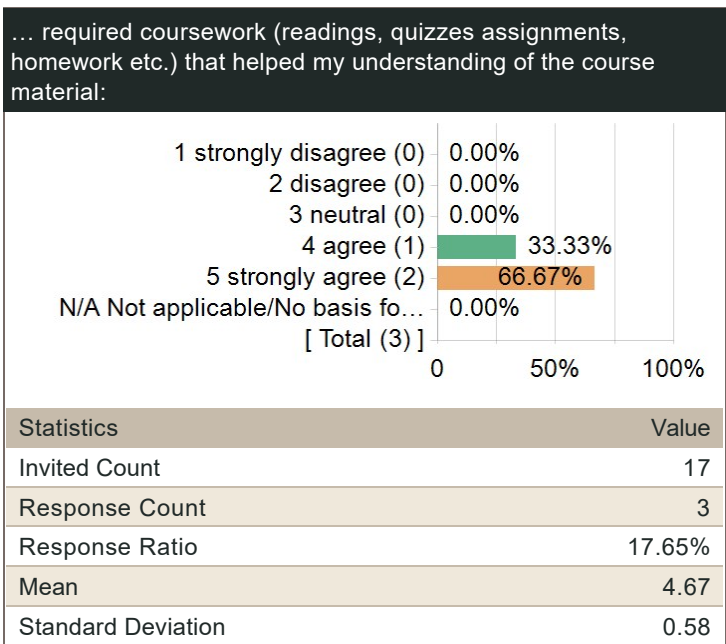
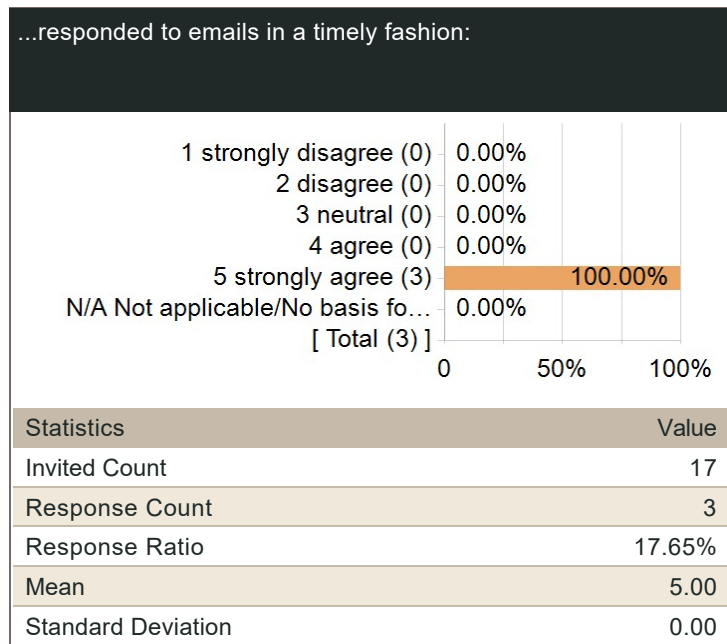


Statistics	Value
Invited Count	17
Response Count	3
Response Ratio	17.65%
Mean	N/A
Standard Deviation	N/A

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 (0) 0.00% 3 neutral (0) 0.00% 4 agree (0) 0.00% 5 strongly agree (3) 100.00% [Total (3)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (1) 33.33% 5 strongly agree (2) 66.67% [Total (3)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>17</td> </tr> <tr> <td>Response Count</td> <td>3</td> </tr> <tr> <td>Response Ratio</td> <td>17.65%</td> </tr> <tr> <td>Mean</td> <td>5.00</td> </tr> <tr> <td>Standard Deviation</td> <td>0.00</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	17	Response Count	3	Response Ratio	17.65%	Mean	5.00	Standard Deviation	0.00	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>17</td> </tr> <tr> <td>Response Count</td> <td>3</td> </tr> <tr> <td>Response Ratio</td> <td>17.65%</td> </tr> <tr> <td>Mean</td> <td>4.67</td> </tr> <tr> <td>Standard Deviation</td> <td>0.58</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	17	Response Count	3	Response Ratio	17.65%	Mean	4.67	Standard Deviation	0.58
Statistics	Value																								
Invited Count	17																								
Response Count	3																								
Response Ratio	17.65%																								
Mean	5.00																								
Standard Deviation	0.00																								
Statistics	Value																								
Invited Count	17																								
Response Count	3																								
Response Ratio	17.65%																								
Mean	4.67																								
Standard Deviation	0.58																								
<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 (3) 100.00% [Total (3)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 33.33% 4 agree (0) 0.00% 5 strongly agree (2) 66.67% [Total (3)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>17</td> </tr> <tr> <td>Response Count</td> <td>3</td> </tr> <tr> <td>Response Ratio</td> <td>17.65%</td> </tr> <tr> <td>Mean</td> <td>5.00</td> </tr> <tr> <td>Standard Deviation</td> <td>0.00</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	17	Response Count	3	Response Ratio	17.65%	Mean	5.00	Standard Deviation	0.00	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>17</td> </tr> <tr> <td>Response Count</td> <td>3</td> </tr> <tr> <td>Response Ratio</td> <td>17.65%</td> </tr> <tr> <td>Mean</td> <td>4.33</td> </tr> <tr> <td>Standard Deviation</td> <td>1.15</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	17	Response Count	3	Response Ratio	17.65%	Mean	4.33	Standard Deviation	1.15
Statistics	Value																								
Invited Count	17																								
Response Count	3																								
Response Ratio	17.65%																								
Mean	5.00																								
Standard Deviation	0.00																								
Statistics	Value																								
Invited Count	17																								
Response Count	3																								
Response Ratio	17.65%																								
Mean	4.33																								
Standard Deviation	1.15																								
<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (1) 33.33% 5 strongly agree (2) 66.67% [Total (3)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (1) 33.33% 5 strongly agree (2) 66.67% [Total (3)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>17</td> </tr> <tr> <td>Response Count</td> <td>3</td> </tr> <tr> <td>Response Ratio</td> <td>17.65%</td> </tr> <tr> <td>Mean</td> <td>4.67</td> </tr> <tr> <td>Standard Deviation</td> <td>0.58</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	17	Response Count	3	Response Ratio	17.65%	Mean	4.67	Standard Deviation	0.58	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>17</td> </tr> <tr> <td>Response Count</td> <td>3</td> </tr> <tr> <td>Response Ratio</td> <td>17.65%</td> </tr> <tr> <td>Mean</td> <td>4.67</td> </tr> <tr> <td>Standard Deviation</td> <td>0.58</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	17	Response Count	3	Response Ratio	17.65%	Mean	4.67	Standard Deviation	0.58
Statistics	Value																								
Invited Count	17																								
Response Count	3																								
Response Ratio	17.65%																								
Mean	4.67																								
Standard Deviation	0.58																								
Statistics	Value																								
Invited Count	17																								
Response Count	3																								
Response Ratio	17.65%																								
Mean	4.67																								
Standard Deviation	0.58																								



Part D: Unedited Student Comments

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

Comments
Dr. Power is thorough and passionate about his subject matter. The course was well-paced and the readings were manageable and connected to the course outcomes. Assignments were on target and manageable.
Robert Power is a great instructor. His passion for the course subject is very evident. He is well organized and extremely supportive.
Assigned work kept the students engaged. I learned so much about technology and ethics and new apps that I can directly implement in my classroom.

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

Comments
Great course- I completed it during the accelerated session so I wonder how it would be over a different timespan.

Additional comments:

Comments
Thank you, Dr. Power.
Highly recommend any course Robert Power instructs!

Part E: Additional Questions

Project Title: **Course Evaluation Spring/Summer 2023**

Course Audience: **16**

Responses Received: **6**

Response Ratio: **37.50%**

Report Comments

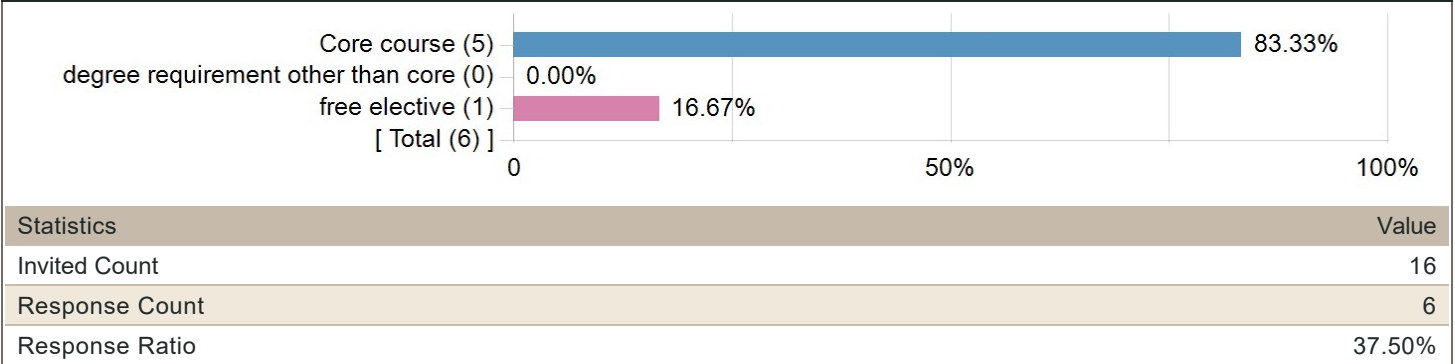
The following information is a summary of the official student evaluation of EDUC-5131-Dig Citizenship Global Comm.

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.

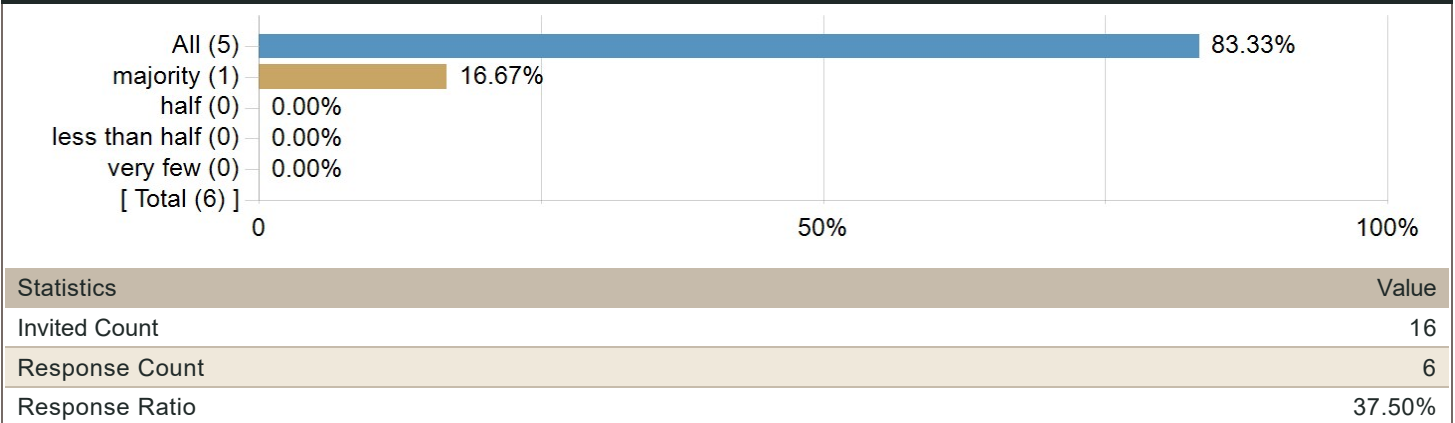
Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard 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

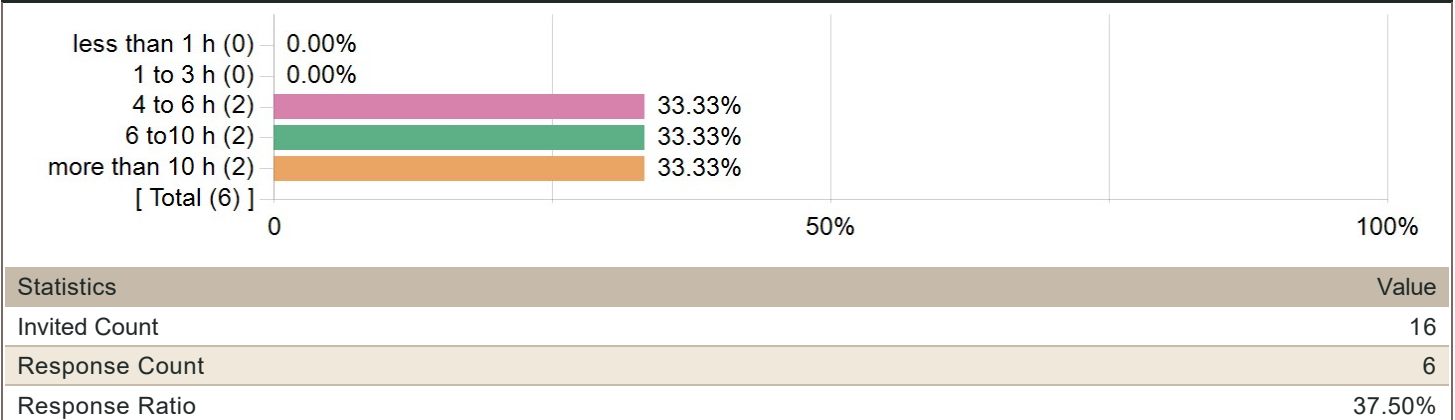
Why are you taking this course?



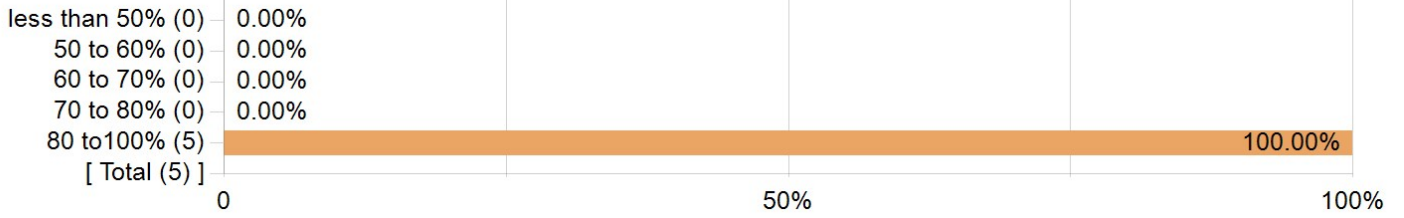
How many sessions did you attend?



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



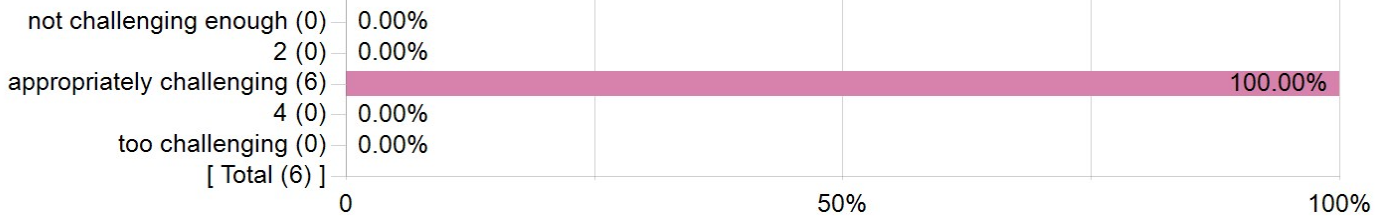
What final grade do you expect in this course?



Statistics	Value
Invited Count	16
Response Count	5
Response Ratio	31.25%

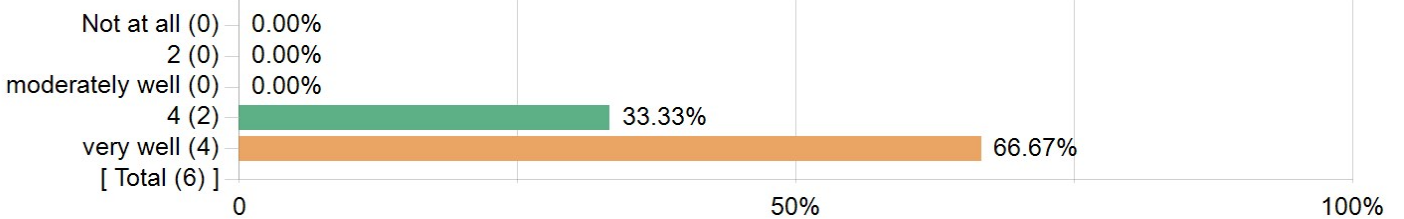
Part B: Course and Degree Program Information

Given the level of the course, the course was:



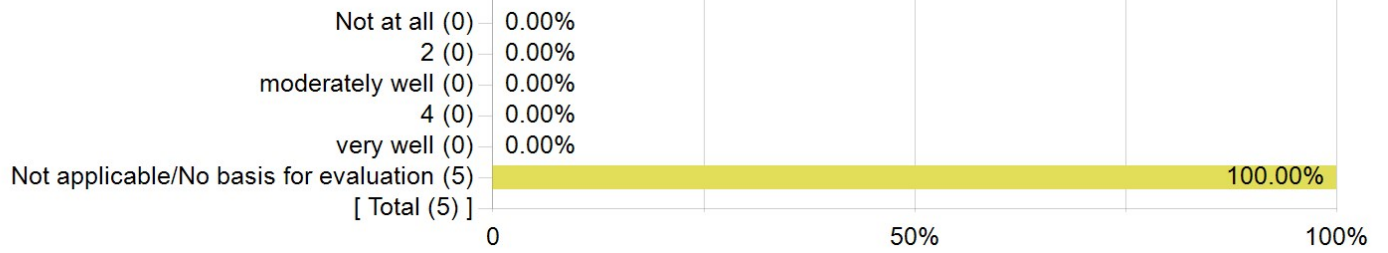
Statistics	Value
Invited Count	16
Response Count	6
Response Ratio	37.50%
Mean	3.00
Standard Deviation	0.00

How does this course contribute to your program?



Statistics	Value
Invited Count	16
Response Count	6
Response Ratio	37.50%
Mean	4.67
Standard Deviation	0.52

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

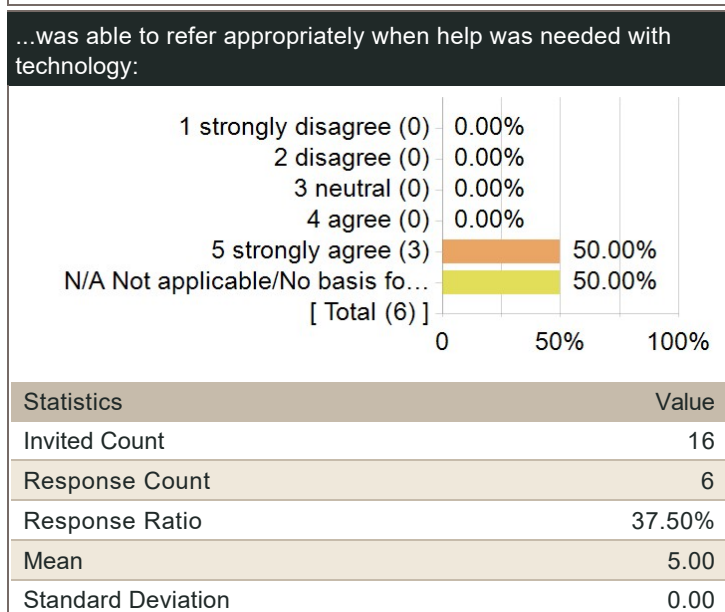
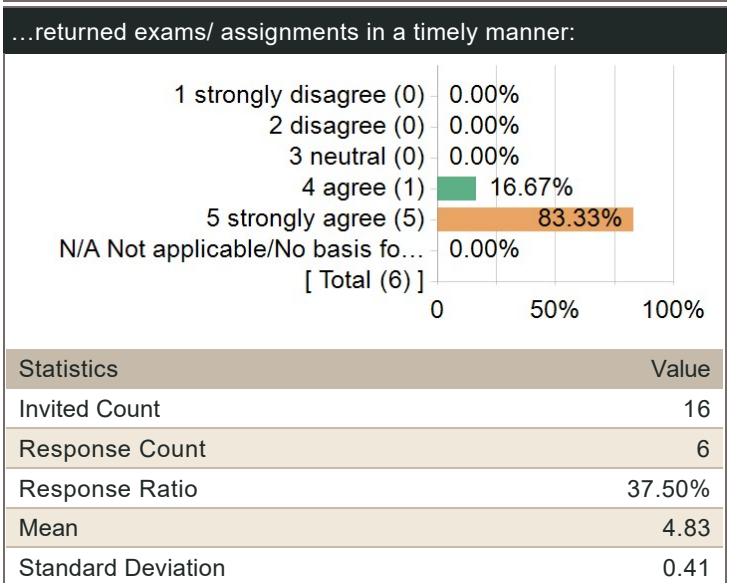
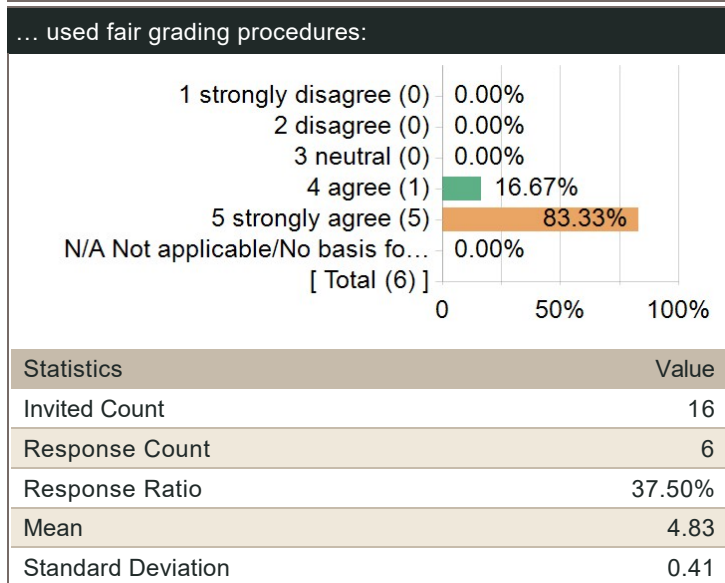
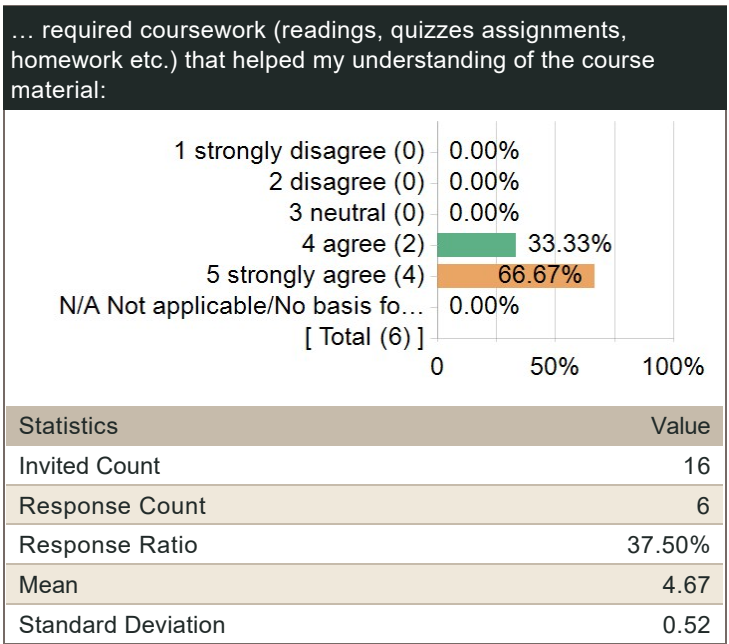
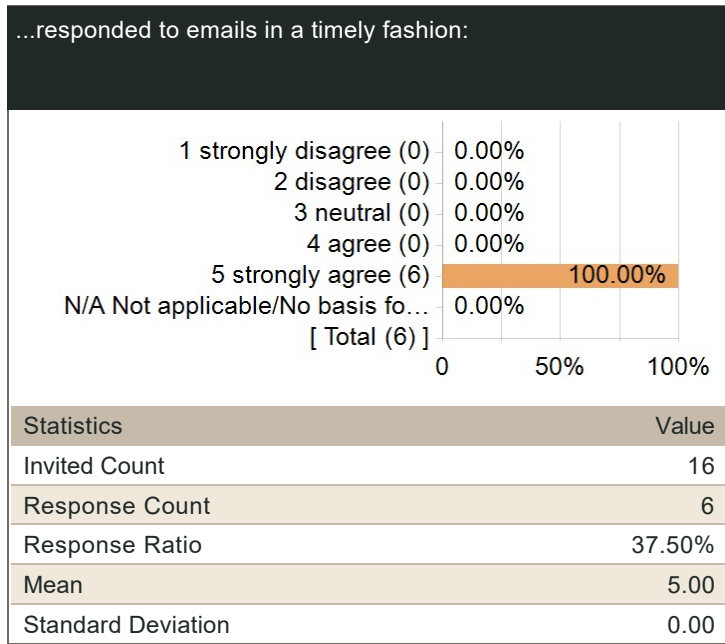


Statistics	Value
Invited Count	16
Response Count	5
Response Ratio	31.25%
Mean	N/A
Standard Deviation	N/A

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 (0) 0.00% 3 neutral (0) 0.00% 4 agree (2) 33.33% 5 strongly agree (4) 66.67% [Total (6)]</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>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>16</td> </tr> <tr> <td>Response Count</td> <td>6</td> </tr> <tr> <td>Response Ratio</td> <td>37.50%</td> </tr> <tr> <td>Mean</td> <td>4.67</td> </tr> <tr> <td>Standard Deviation</td> <td>0.52</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	16	Response Count	6	Response Ratio	37.50%	Mean	4.67	Standard Deviation	0.52	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>16</td> </tr> <tr> <td>Response Count</td> <td>6</td> </tr> <tr> <td>Response Ratio</td> <td>37.50%</td> </tr> <tr> <td>Mean</td> <td>4.67</td> </tr> <tr> <td>Standard Deviation</td> <td>0.52</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	16	Response Count	6	Response Ratio	37.50%	Mean	4.67	Standard Deviation	0.52
Statistics	Value																								
Invited Count	16																								
Response Count	6																								
Response Ratio	37.50%																								
Mean	4.67																								
Standard Deviation	0.52																								
Statistics	Value																								
Invited Count	16																								
Response Count	6																								
Response Ratio	37.50%																								
Mean	4.67																								
Standard Deviation	0.52																								
<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>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (4) 66.67% 5 strongly agree (2) 33.33% [Total (6)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>16</td> </tr> <tr> <td>Response Count</td> <td>6</td> </tr> <tr> <td>Response Ratio</td> <td>37.50%</td> </tr> <tr> <td>Mean</td> <td>4.67</td> </tr> <tr> <td>Standard Deviation</td> <td>0.52</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	16	Response Count	6	Response Ratio	37.50%	Mean	4.67	Standard Deviation	0.52	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>16</td> </tr> <tr> <td>Response Count</td> <td>6</td> </tr> <tr> <td>Response Ratio</td> <td>37.50%</td> </tr> <tr> <td>Mean</td> <td>4.33</td> </tr> <tr> <td>Standard Deviation</td> <td>0.52</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	16	Response Count	6	Response Ratio	37.50%	Mean	4.33	Standard Deviation	0.52
Statistics	Value																								
Invited Count	16																								
Response Count	6																								
Response Ratio	37.50%																								
Mean	4.67																								
Standard Deviation	0.52																								
Statistics	Value																								
Invited Count	16																								
Response Count	6																								
Response Ratio	37.50%																								
Mean	4.33																								
Standard Deviation	0.52																								
<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (3) 50.00% 5 strongly agree (3) 50.00% [Total (6)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 16.67% 4 agree (1) 16.67% 5 strongly agree (4) 66.67% [Total (6)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>16</td> </tr> <tr> <td>Response Count</td> <td>6</td> </tr> <tr> <td>Response Ratio</td> <td>37.50%</td> </tr> <tr> <td>Mean</td> <td>4.50</td> </tr> <tr> <td>Standard Deviation</td> <td>0.55</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	16	Response Count	6	Response Ratio	37.50%	Mean	4.50	Standard Deviation	0.55	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>16</td> </tr> <tr> <td>Response Count</td> <td>6</td> </tr> <tr> <td>Response Ratio</td> <td>37.50%</td> </tr> <tr> <td>Mean</td> <td>4.50</td> </tr> <tr> <td>Standard Deviation</td> <td>0.84</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	16	Response Count	6	Response Ratio	37.50%	Mean	4.50	Standard Deviation	0.84
Statistics	Value																								
Invited Count	16																								
Response Count	6																								
Response Ratio	37.50%																								
Mean	4.50																								
Standard Deviation	0.55																								
Statistics	Value																								
Invited Count	16																								
Response Count	6																								
Response Ratio	37.50%																								
Mean	4.50																								
Standard Deviation	0.84																								



Part D: Unedited Student Comments

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

Comments
Organized, great course format, to the point. Instructor was helpful and very fast in responding to questions or issues.
Very quick to reply to questions . Very quick to correct assignments. Great feedback on assignments.
The course is very well organised and presented.
I found the course highly relevant and immensely valuable for my studies and future career, given the increasing significance and unavoidable nature of technology in today's world. The lessons on digital citizenship enlightened me about the importance of managing my digital footprint and staying safe online.
I must commend the course instructor, Dr. Rober Power, for his outstanding support and guidance throughout the learning process. His prompt email responses and willingness to provide assistance whenever needed made a significant difference in my learning experience.
Overall, I am extremely satisfied with the course and would highly recommend it to others.

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

Comments
photocopies of readings are not accessible in reading programs. Having an actual digital copy is better. In the discussion sections I like how each section was broken down but the question being answered in the first post you make would be more helpful than just stating "last name A-M". There were a few times it was unclear where to answer or when questions were similar (REP's week) some students posted under one section when other posted under another. This made it a little confusing as to where to post.
At this moment in time, I cannot present any improvements.

Additional comments:

Comments
Very informative class that had good class discussions. Well organized. Did an excellent job of presenting and deseminating material even though it was online.
You are a great instructor. I am always pleased when I am in one of your classes. Thank you :)
The instructor, Rob Power, has offered plenty of assistance and guidance throughout the course.

Part E: Additional Questions

Appendix T9: Course Evaluations, Rob Power fall 2023

Project Title: **Course Evaluation Fall 2023**Course Audience: **16**
Responses Received: **10**
Response Ratio: **62.50%**

Report Comments

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

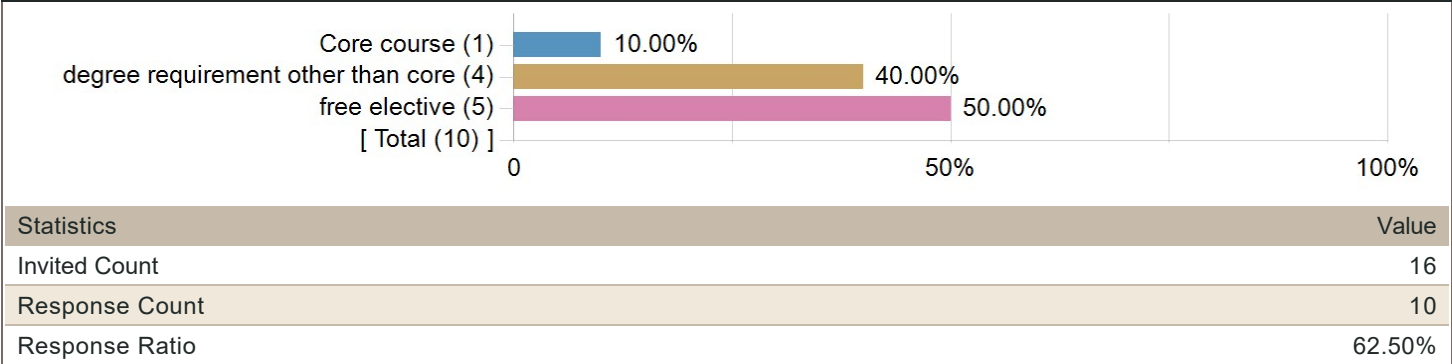
The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

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.

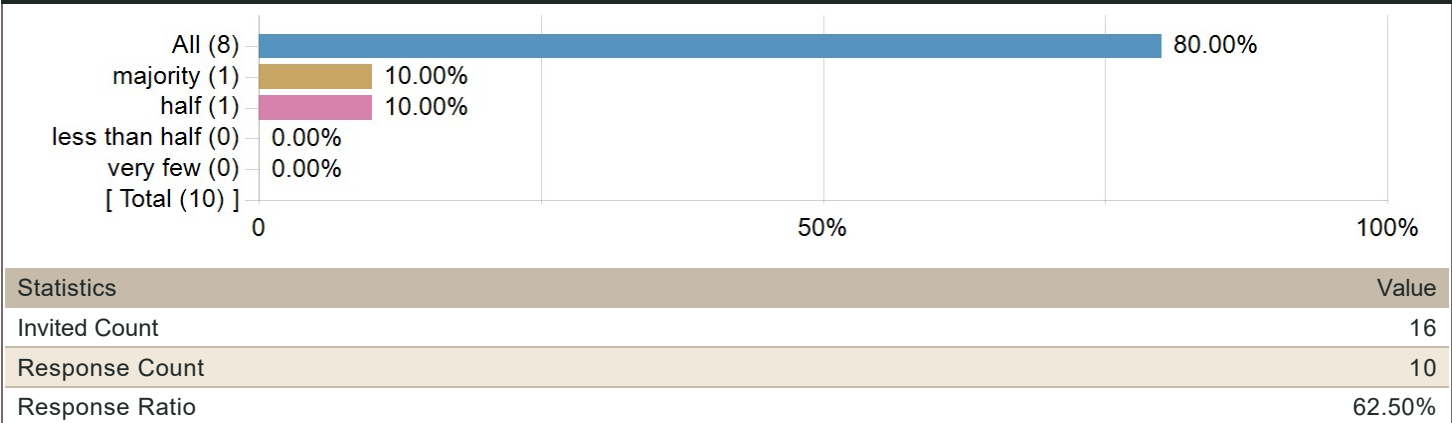
Creation Date: **Friday, December 22, 2023**

Part A: Student Information

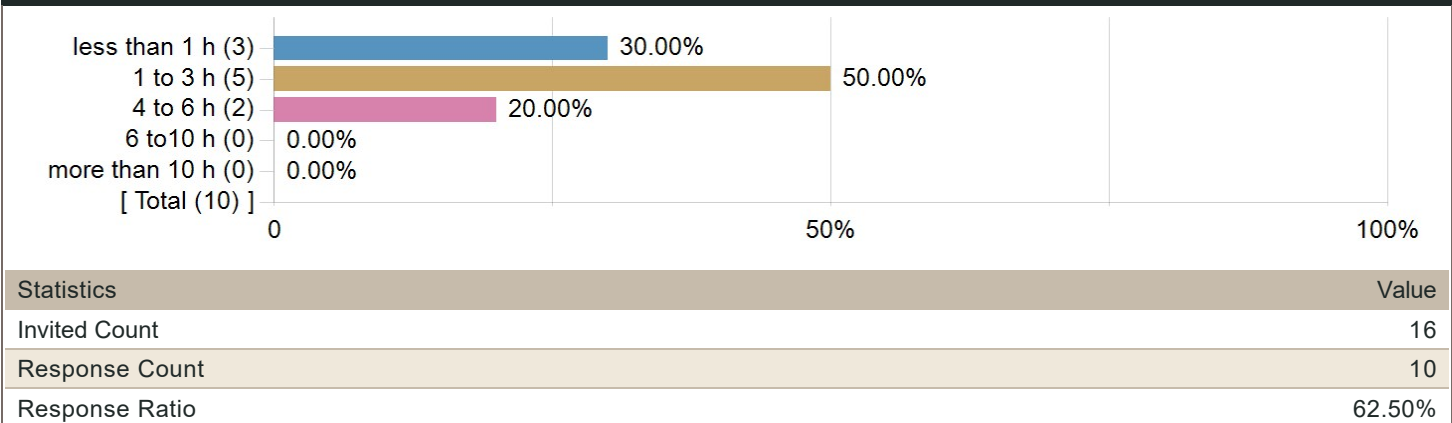
Why are you taking this course?



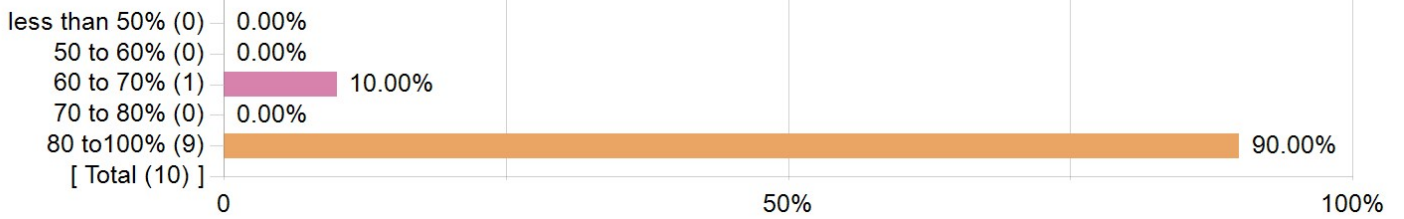
How many classes did you attend?



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



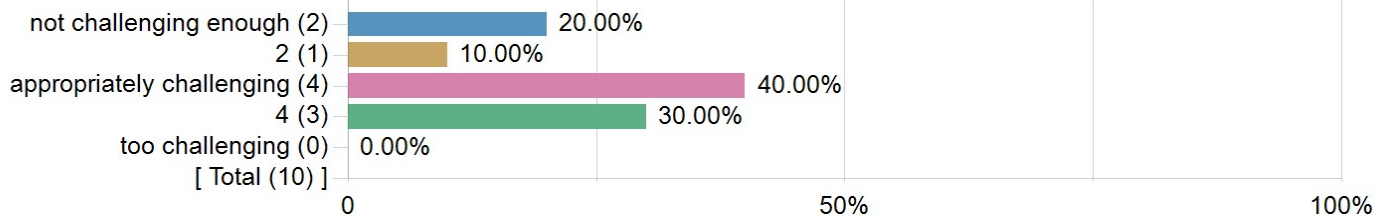
What final grade do you expect in this course?



Statistics	Value
Invited Count	16
Response Count	10
Response Ratio	62.50%

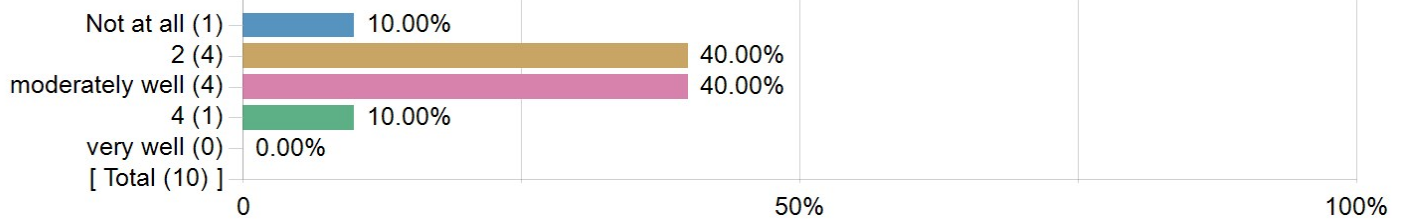
Part B: Course and Degree Program Information

Given the level of the course, the course was:



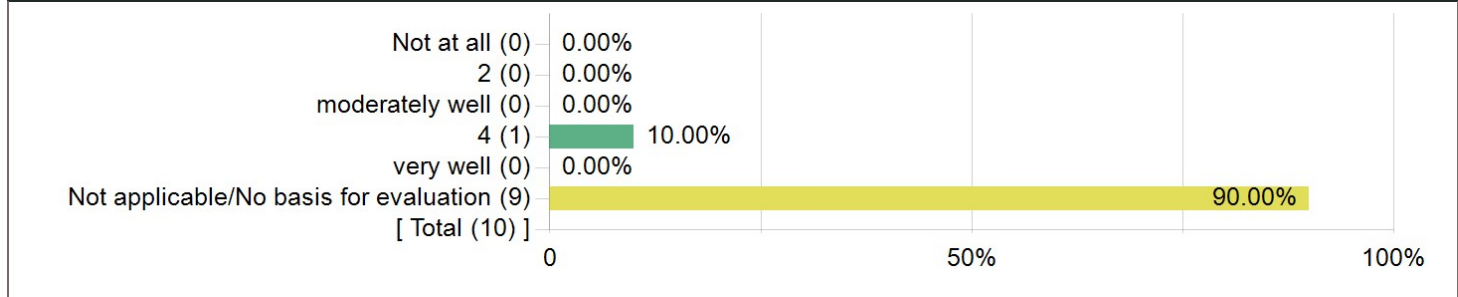
Statistics	Value
Invited Count	16
Response Count	10
Response Ratio	62.50%
Mean	2.80
Standard Deviation	1.14

How does this course contribute to your program?



Statistics	Value
Invited Count	16
Response Count	10
Response Ratio	62.50%
Mean	2.50
Standard Deviation	0.85

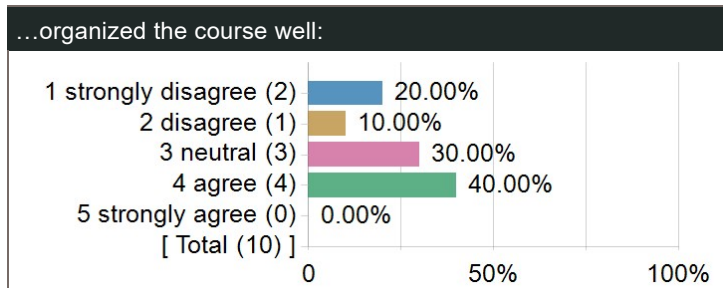
If the course contains a lab/ practicum component: how does this lab/practicum support this course?



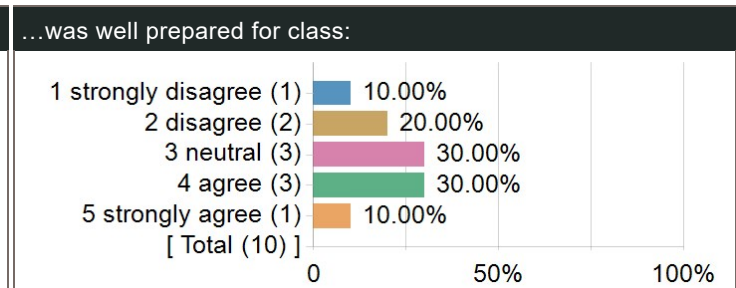
Statistics	Value
Invited Count	16
Response Count	10
Response Ratio	62.50%
Mean	4.00
Standard Deviation	N/A

Part C: Teaching Specific Questions

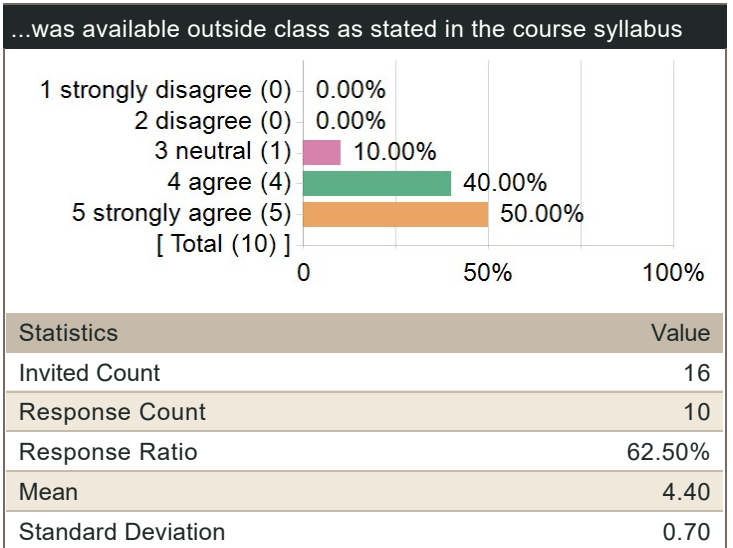
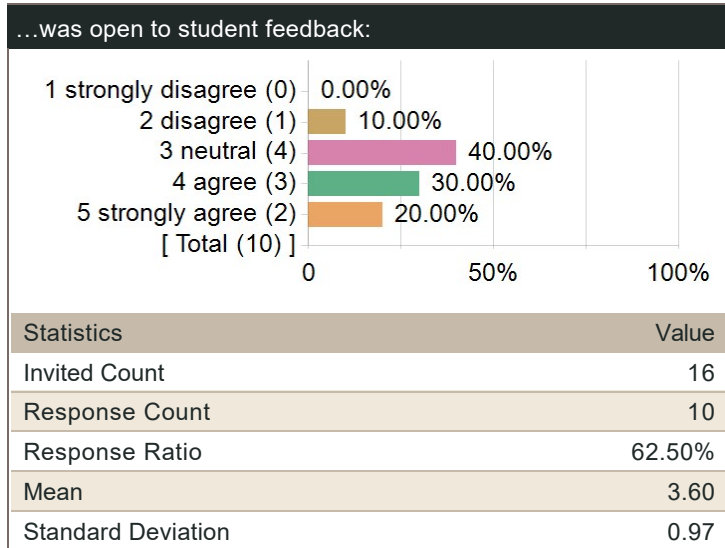
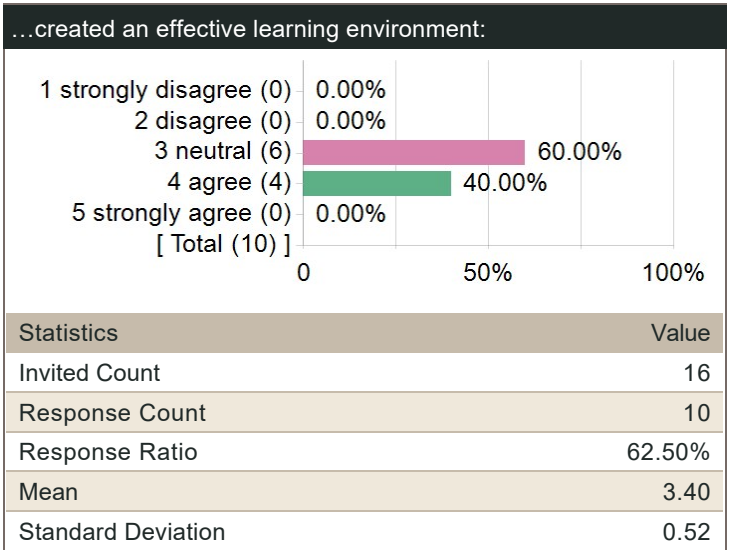
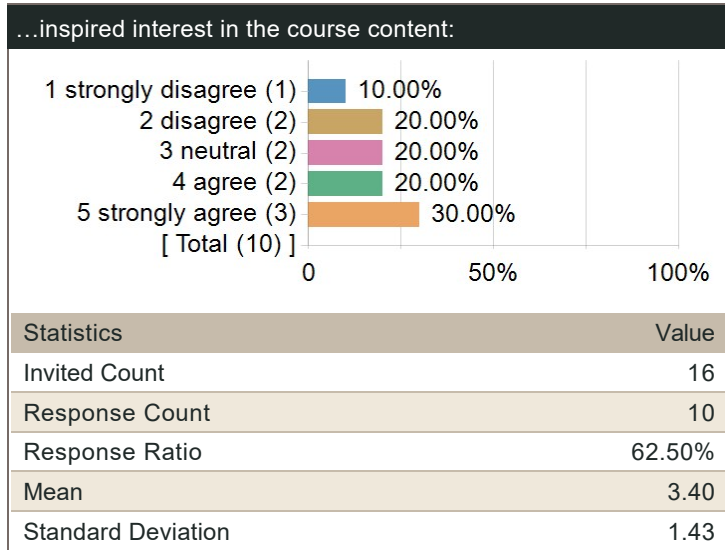
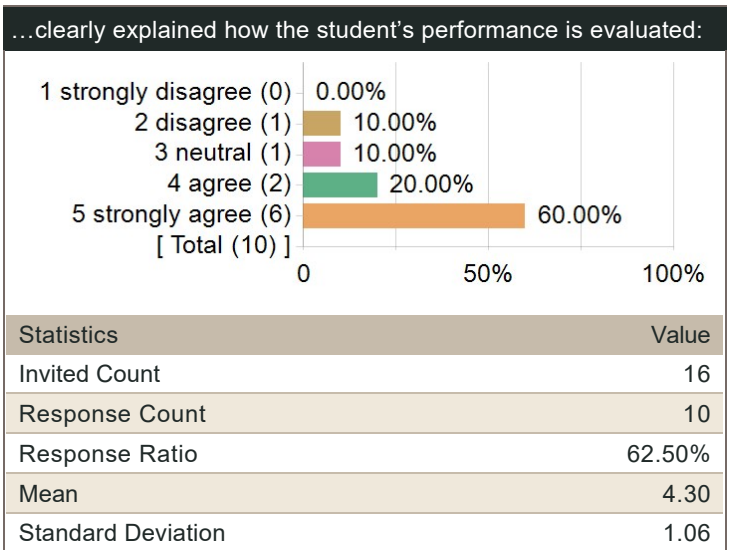
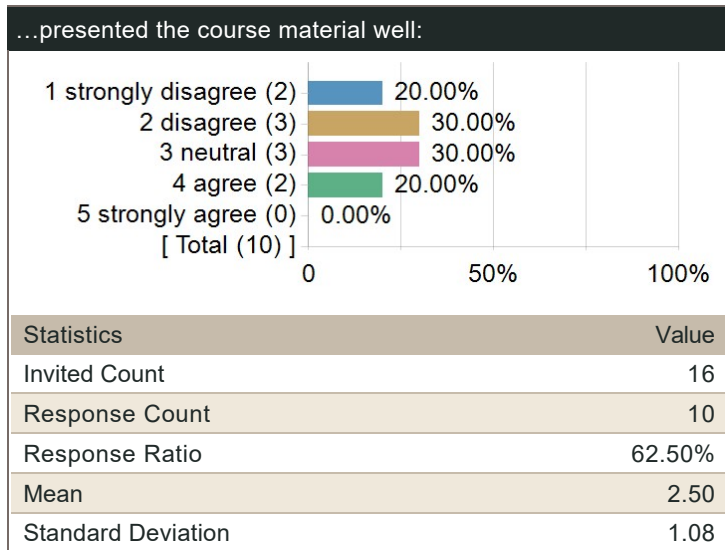
The instructor: Robert Power

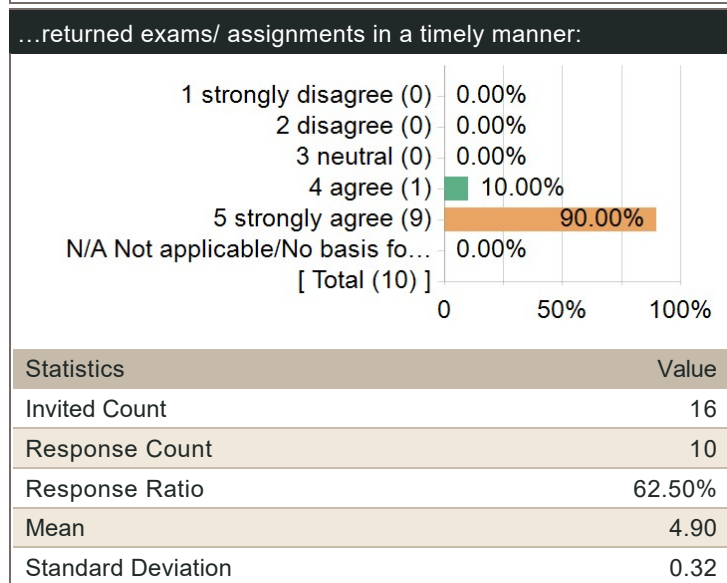
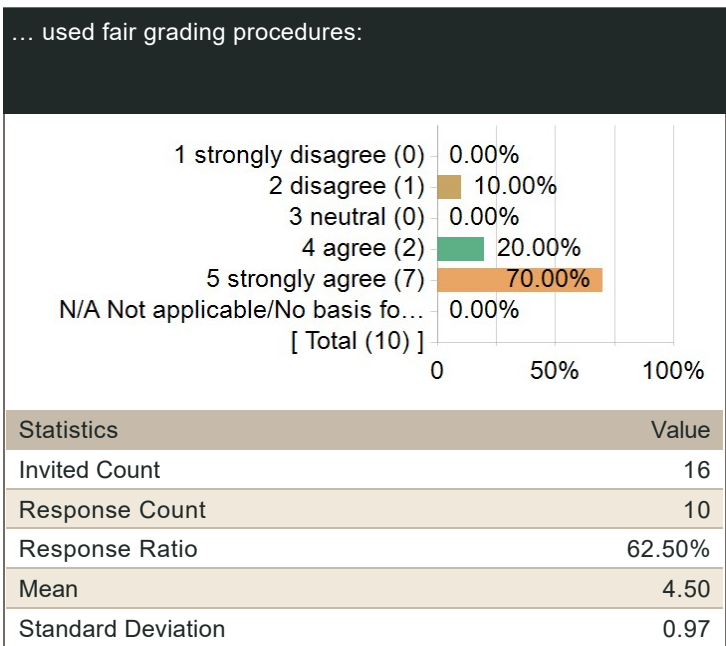
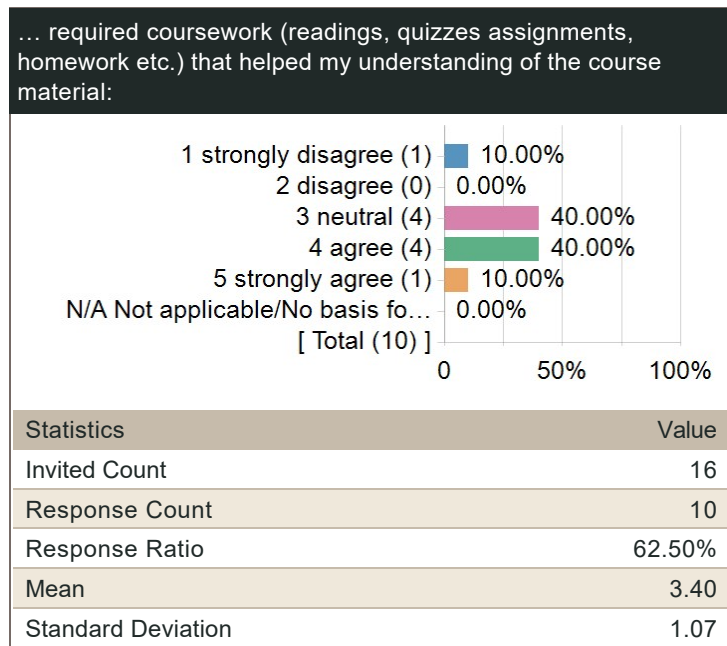


Statistics	Value
Invited Count	16
Response Count	10
Response Ratio	62.50%
Mean	2.90
Standard Deviation	1.20



Statistics	Value
Invited Count	16
Response Count	10
Response Ratio	62.50%
Mean	3.10
Standard Deviation	1.20





Part D: Unedited Student Comments

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

Comments
The instructor meant well and was a nice person. Information on digital accessibility was helpful.
Great professor, I didn't learn anything I didn't already know, thought i'd be learning google classroom and powerschool for practicum
Rob provided very quick feedback and was always available to help if you needed any assistance.
Choice in assignment 2 was beneficial.
Rob clearly outlined how we were being graded and was fast at giving marks and feedback.
Rob was able to return our assignments in a timely manner, although his feedback was quite general. There was a good mix of online and in class classes that gave us a glimpse into online teaching and the issues that follow with Teams.
Completing podcast and instructional videos were great experience

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

Comments
I was really excited for this course but it was disheartening and made me not want to use technology. Websites were dated and inefficient. The first assignment was student-choice, you got to pick activities to add to 50 points... but then halfway through the course we ended up doing the remaining assignments during class, which made in unfair/inequitable to students who had passed in the first activities for that part of their grade. I spent hours and hours on my videos and podcasts only for other students to do a 1 hour in class activity (that I also participated in) to receive their full marks. The instructor didn't test links before class, there were far too many tech failures without backup. More modern tools should have been explored and we should have learned about using Google Classroom to its fullest potential, that would have been useful. I did not find the class worthwhile.
Most of the course content was not relevant. We were shown outdated examples several times that no longer worked as the links had expired. When doing online classes we seemed to have technical difficulties more than anything else and the majority of the class time was spent dealing with this. It took us roughly 30-40 minutes at the start of every class to get the computer/projector started, during this time there was no instruction given. We were supposed to explore programs/applications every week but we simply got a brief lecture with no time to actually understand or play around with the resources. I was hoping to better understand google classroom however we were never given explicit instructions, tips or opportunities to use it other than for our 4 blog posts. When giving feedback Rob used generalized comments and sometimes provided feedback that was not very meaningful. I was hoping to get to use and explore tools such as Google Classroom, Padlet, Peardeck, Canva, Book Creator, Google Read and Write, Mote, or other applications that are free, and widely used in the current school system.
Some of the choices for assignment 1 took far too much time and so were unrealistic for classroom use. More focus on utilization as opposed to creation should have been the focus.
Google Classroom had many duplicate things making it sometimes hard to keep track of things, especially where to submit assignments. Rob could possibly work on reassessing the setup of his course material.
Rob seems truly passionate about technology but I don't think this course was the most beneficial. I feel most of us already knew about a lot of the technologies we explored in this course. I believe it'd be more beneficial if he had us create technology resources we weren't as familiar with and we could use within our future classes such as escape rooms.
This course was not what I expected in the least. We did not learn anything new (saying "we" because many of us talked about this outside of the classroom). Not trying to be mean, but this course was a waste of my time and money. I expected to go over the important pieces of teaching technology, such as PowerSchool, Tienet, google classroom, and teams. I still have no idea what any of these programs are, how to use them, or the features that could be used in the classroom. Although we used google classroom in the course, it was simply to add our journals into it. We didn't even go over the basics of these tools. I was excited to take this course so I could become more proficient in classroom technology...but I just had a meeting on Teams last week and I had to drop the call since I had no idea how to use it and I just finished a education technology course. Hopefully I get more technology assistance in practicums to better my knowledge about technologies, because this course did not suffice in the least. We spent too much time on assistive tech, such as font color/size, audio programs, etc. I understand these programs are important, but I wanted to see more coverage on technology FOR the teacher so I can have an easier time managing during this technological age in education. This is not a reflection on Rob's talents as a technology professor because he clearly knows his stuff, but I would like to see the course restructured towards technology that can be used as a teacher.
Rob was well prepared for class but it seemed we always ran into tech problems. I think that Rob almost knows too much for this to be an elective, and expects a lot of the material to be common sense when it wasn't.

Additional comments:

Comments
Rob is a great guy, with a true love for tech and it shows in his teaching.

Part E: Additional Questions

Project Title: Course Evaluation Fall 2023**Course Audience: 19
Responses Received: 8
Response Ratio: 42.11%**

Report Comments

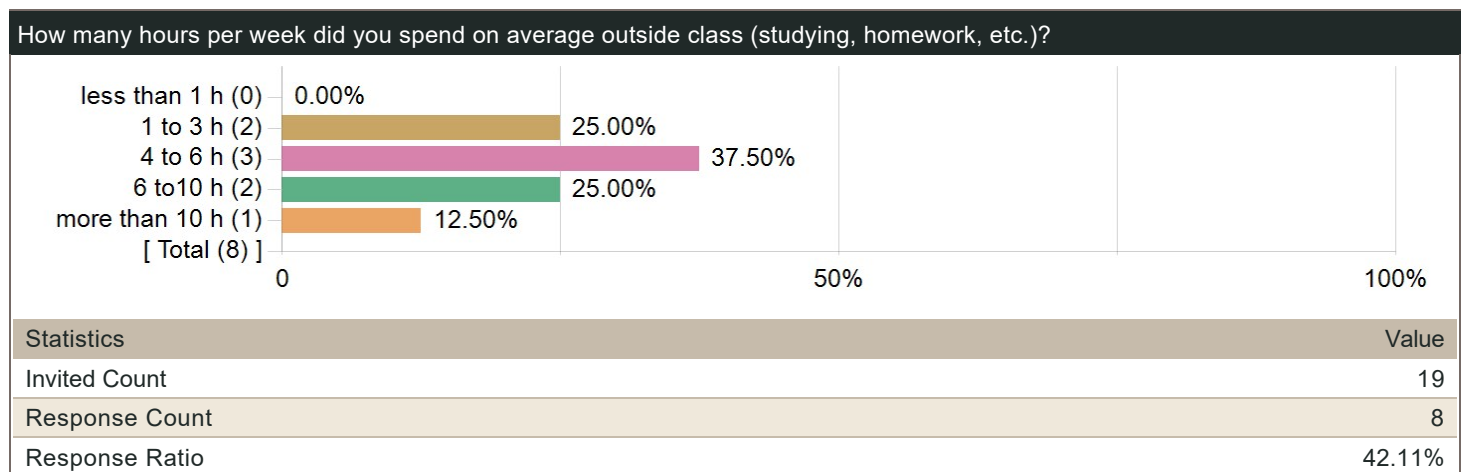
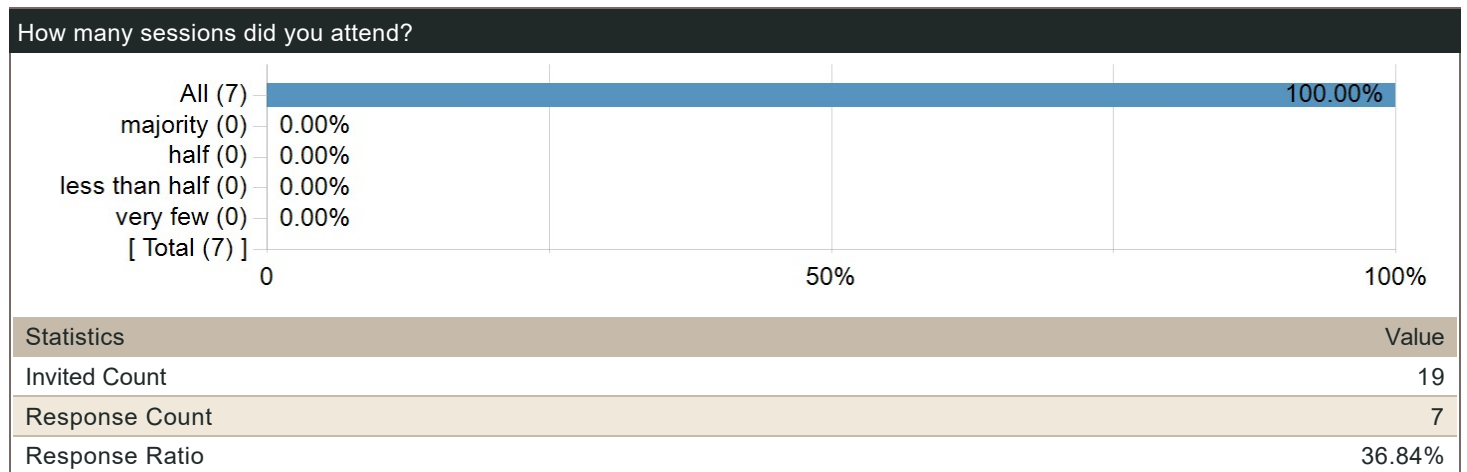
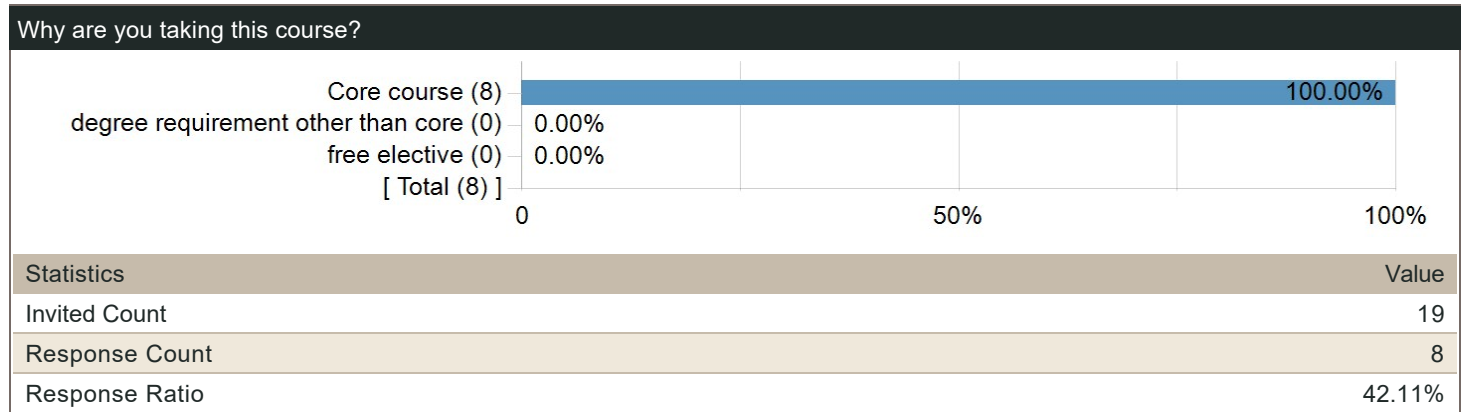
The following information is a summary of the official student evaluation of EDUC-5107-Data Informed Education.

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.

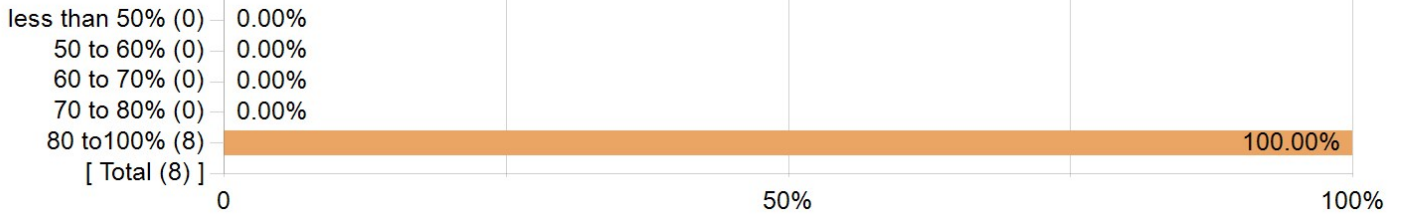
Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard 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.

Creation Date: **Friday, December 22, 2023**

Part A: Student Information



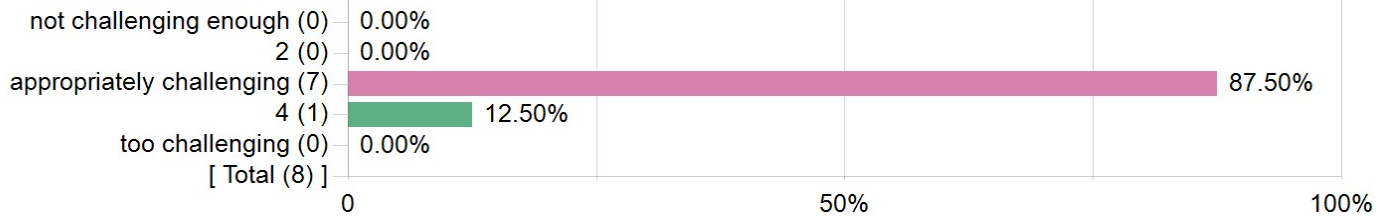
What final grade do you expect in this course?



Statistics	Value
Invited Count	19
Response Count	8
Response Ratio	42.11%

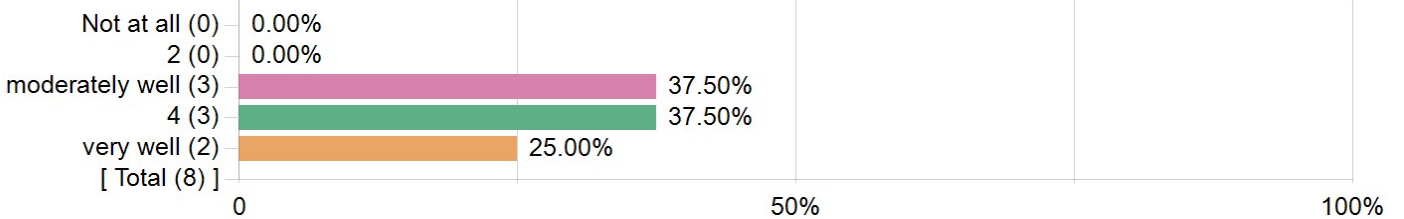
Part B: Course and Degree Program Information

Given the level of the course, the course was:



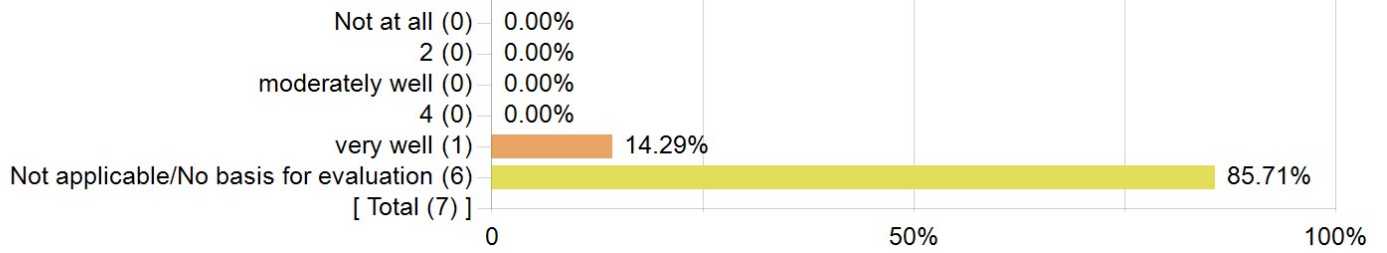
Statistics	Value
Invited Count	19
Response Count	8
Response Ratio	42.11%
Mean	3.13
Standard Deviation	0.35

How does this course contribute to your program?



Statistics	Value
Invited Count	19
Response Count	8
Response Ratio	42.11%
Mean	3.88
Standard Deviation	0.83

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

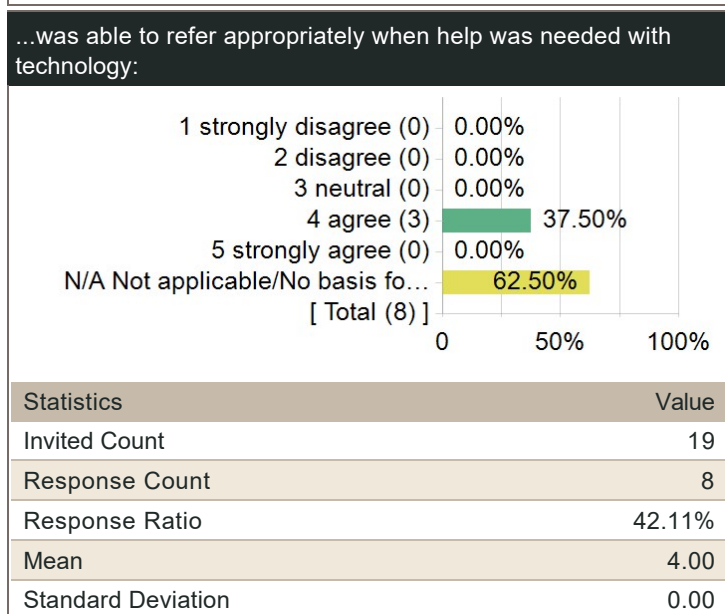
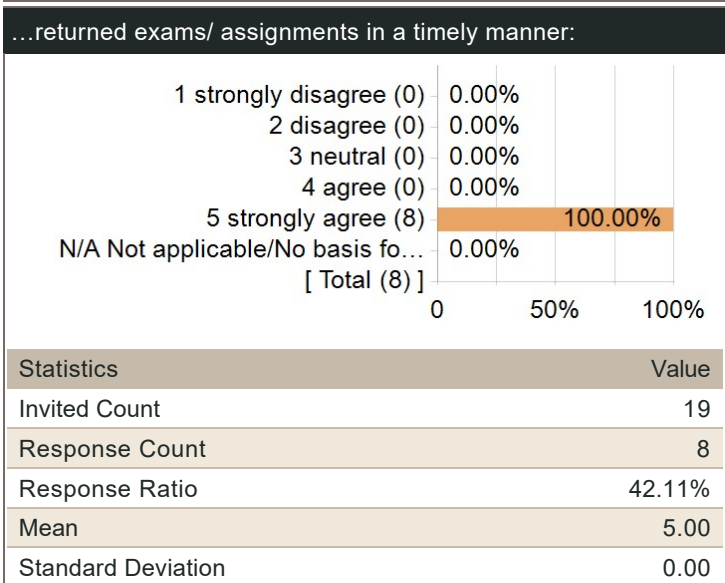
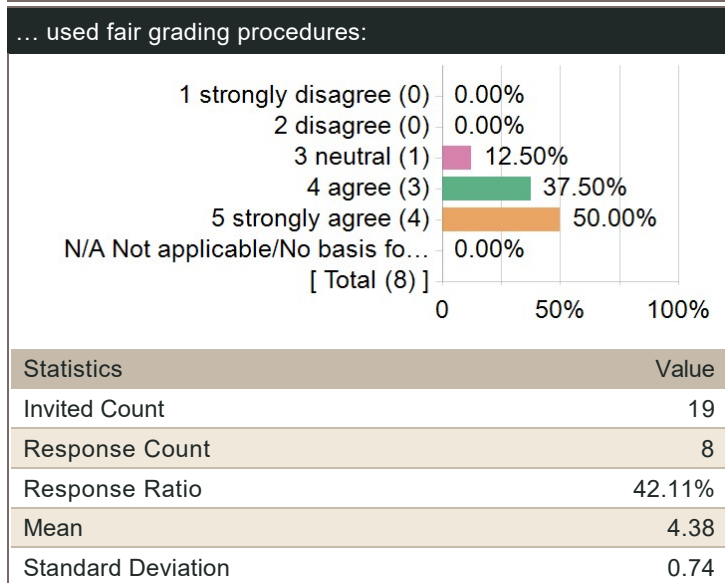
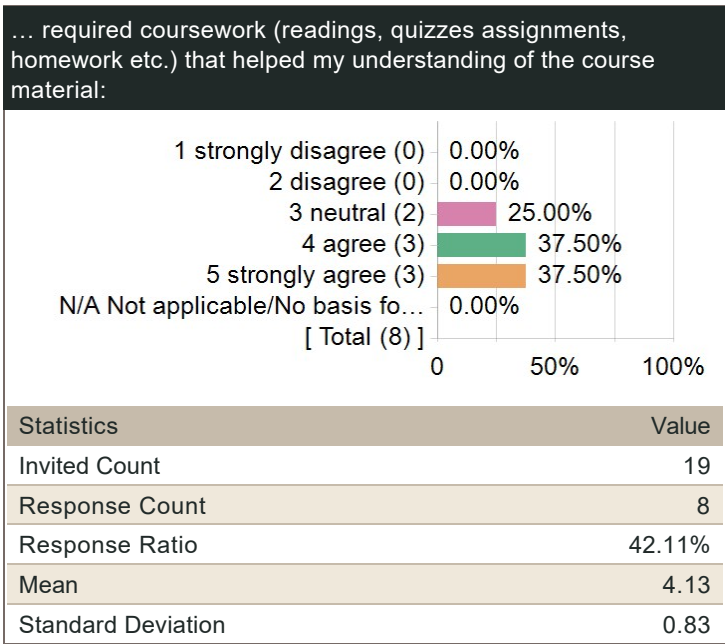
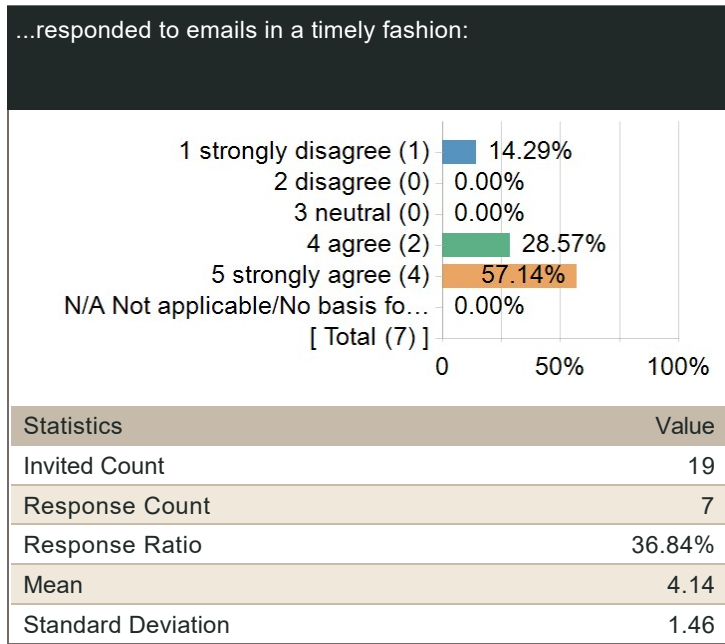


Statistics	Value
Invited Count	19
Response Count	7
Response Ratio	36.84%
Mean	5.00
Standard Deviation	N/A

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 (4) 50.00% 5 strongly agree (4) 50.00% [Total (8)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (5) 62.50% 5 strongly agree (3) 37.50% [Total (8)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>19</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>42.11%</td> </tr> <tr> <td>Mean</td> <td>4.50</td> </tr> <tr> <td>Standard Deviation</td> <td>0.53</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	19	Response Count	8	Response Ratio	42.11%	Mean	4.50	Standard Deviation	0.53	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>19</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>42.11%</td> </tr> <tr> <td>Mean</td> <td>4.38</td> </tr> <tr> <td>Standard Deviation</td> <td>0.52</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	19	Response Count	8	Response Ratio	42.11%	Mean	4.38	Standard Deviation	0.52
Statistics	Value																								
Invited Count	19																								
Response Count	8																								
Response Ratio	42.11%																								
Mean	4.50																								
Standard Deviation	0.53																								
Statistics	Value																								
Invited Count	19																								
Response Count	8																								
Response Ratio	42.11%																								
Mean	4.38																								
Standard Deviation	0.52																								
<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (0) 0.00% 4 agree (3) 37.50% 5 strongly agree (5) 62.50% [Total (8)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (3) 37.50% 4 agree (3) 37.50% 5 strongly agree (2) 25.00% [Total (8)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>19</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>42.11%</td> </tr> <tr> <td>Mean</td> <td>4.63</td> </tr> <tr> <td>Standard Deviation</td> <td>0.52</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	19	Response Count	8	Response Ratio	42.11%	Mean	4.63	Standard Deviation	0.52	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>19</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>42.11%</td> </tr> <tr> <td>Mean</td> <td>3.88</td> </tr> <tr> <td>Standard Deviation</td> <td>0.83</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	19	Response Count	8	Response Ratio	42.11%	Mean	3.88	Standard Deviation	0.83
Statistics	Value																								
Invited Count	19																								
Response Count	8																								
Response Ratio	42.11%																								
Mean	4.63																								
Standard Deviation	0.52																								
Statistics	Value																								
Invited Count	19																								
Response Count	8																								
Response Ratio	42.11%																								
Mean	3.88																								
Standard Deviation	0.83																								
<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 12.50% 4 agree (6) 75.00% 5 strongly agree (1) 12.50% [Total (8)]</p>	<p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (2) 25.00% 4 agree (4) 50.00% 5 strongly agree (2) 25.00% [Total (8)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>19</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>42.11%</td> </tr> <tr> <td>Mean</td> <td>4.00</td> </tr> <tr> <td>Standard Deviation</td> <td>0.53</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	19	Response Count	8	Response Ratio	42.11%	Mean	4.00	Standard Deviation	0.53	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>19</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>42.11%</td> </tr> <tr> <td>Mean</td> <td>4.00</td> </tr> <tr> <td>Standard Deviation</td> <td>0.76</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	19	Response Count	8	Response Ratio	42.11%	Mean	4.00	Standard Deviation	0.76
Statistics	Value																								
Invited Count	19																								
Response Count	8																								
Response Ratio	42.11%																								
Mean	4.00																								
Standard Deviation	0.53																								
Statistics	Value																								
Invited Count	19																								
Response Count	8																								
Response Ratio	42.11%																								
Mean	4.00																								
Standard Deviation	0.76																								



Part D: Unedited Student Comments

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

Comments
I really enjoyed the flow of this course and the way each major assignment was a part of the next.
I appreciated the feedback from assignments, expectations were clear, and quick grades.
Demonstrating a deep understanding of the subject matter and providing relevant, up-to-date information Offering timely and constructive feedback to students, supporting their learning and growth. Being accessible and responsive to student inquiries, providing assistance when needed.
Always answers emails quickly and helps to clarify content
Everything was very clearly laid out in Moodle. The syllabus contained all of the required information to guide me throughout the course. I appreciated that the rubrics were detailed so that I could prepare my assignments accordingly. Rob was also very good at giving feedback, both in a timely fashion and with details.
The instructor provided feedback on all assignments in a timely manner.

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

Comments
I found that a lot of the articles assigned were wordy and challenging to interpret.
Reference style for project proposal, Informative documents regarding it
Assignment 3 outline was a little confusing as it was not really clear. If it was not for the assignment 3 samples I would not have known what to add to my paper.
The third assignments instructions were kind of confusing. I would be helpful if there was a clear list of things to have included in the assignment.

Additional comments:

Comments
n/a
Thank you for a great semester!

Part E: Additional Questions

Appendix T10: Course Evaluations, Rob Power Winter 2024

Project Title: **Course Evaluation Winter 2024**

Course Audience: **20**

Responses Received: **9**

Response Ratio: **45.00%**

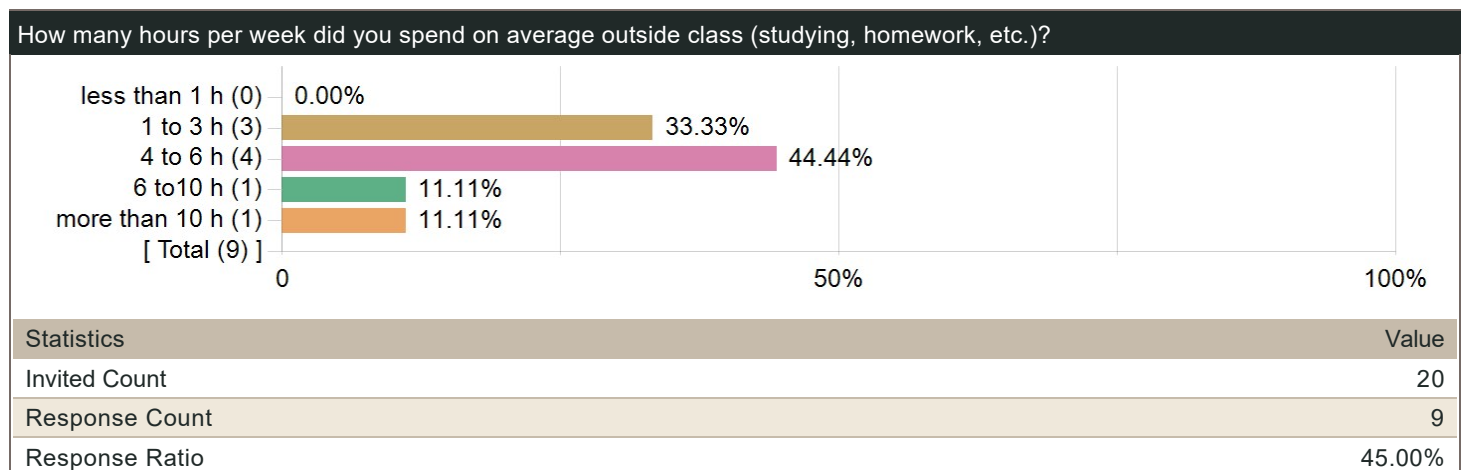
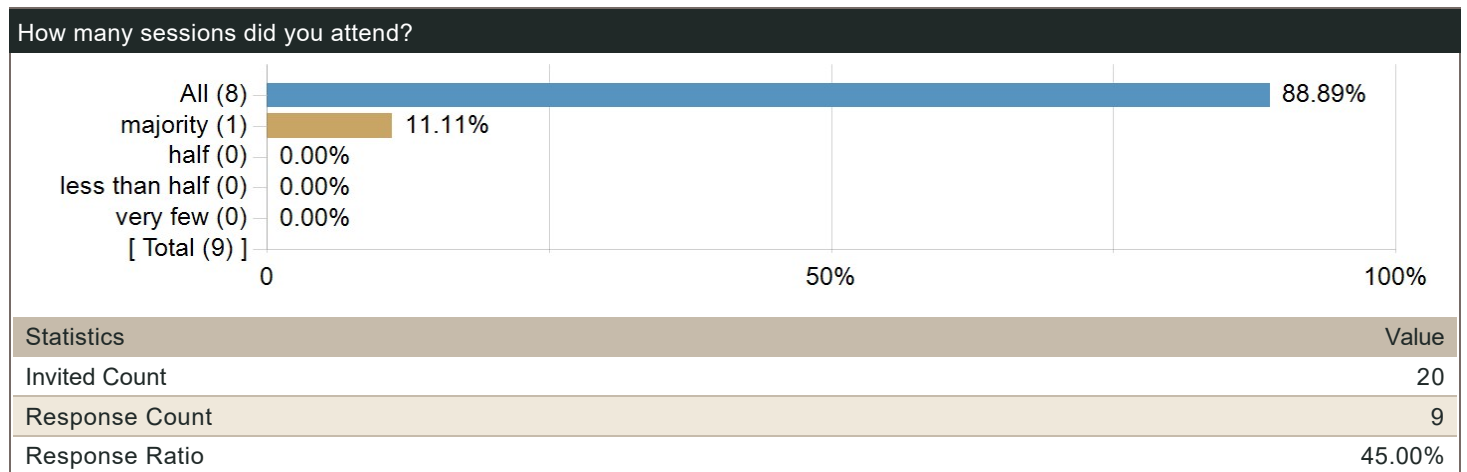
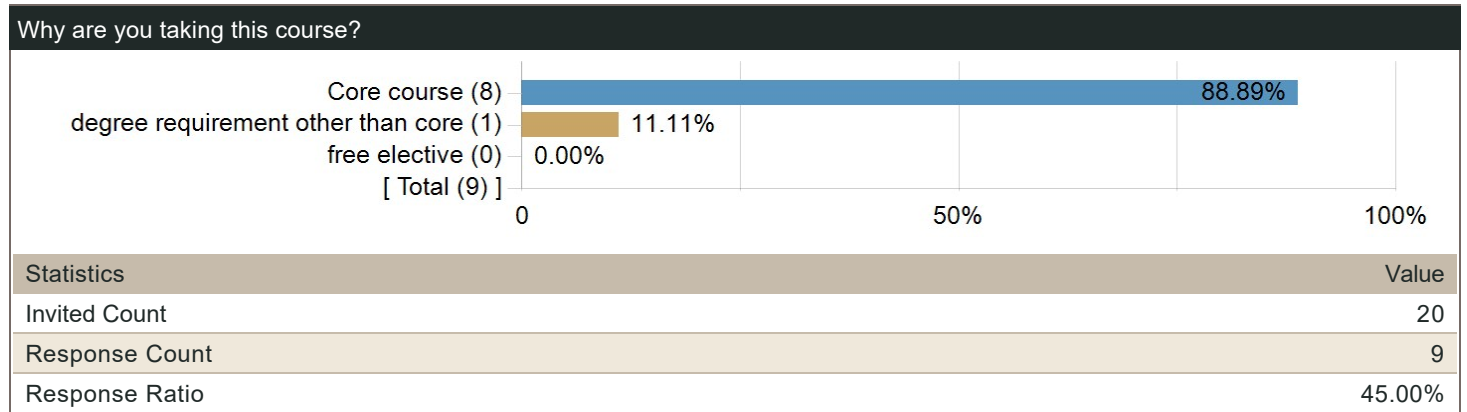
Report Comments

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

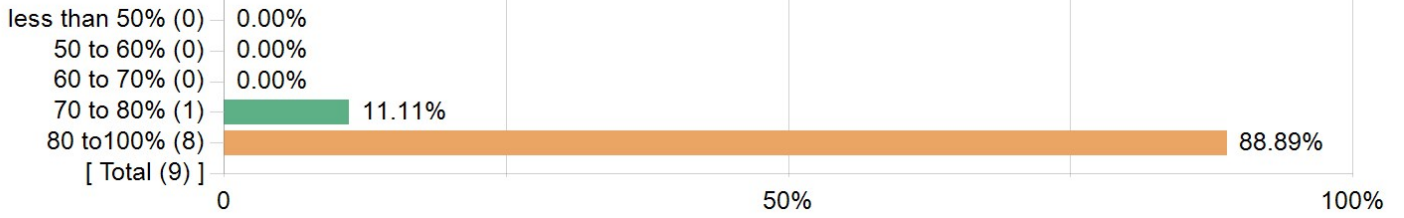
The evaluation includes questions about the course and program, teaching-specific questions, and unedited student comments. In addition, instructors could choose up to three additional questions.

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.

Part A: Student Information



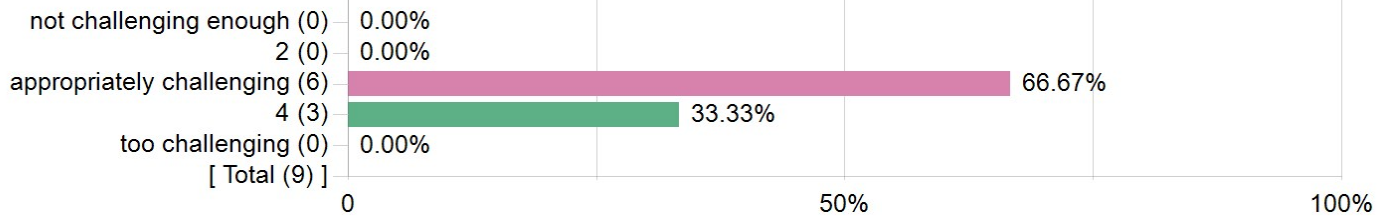
What final grade do you expect in this course?



Statistics	Value
Invited Count	20
Response Count	9
Response Ratio	45.00%

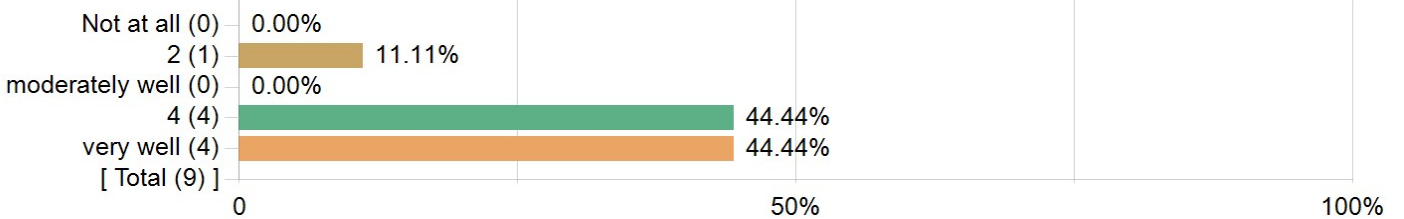
Part B: Course and Degree Program Information

Given the level of the course, the course was:



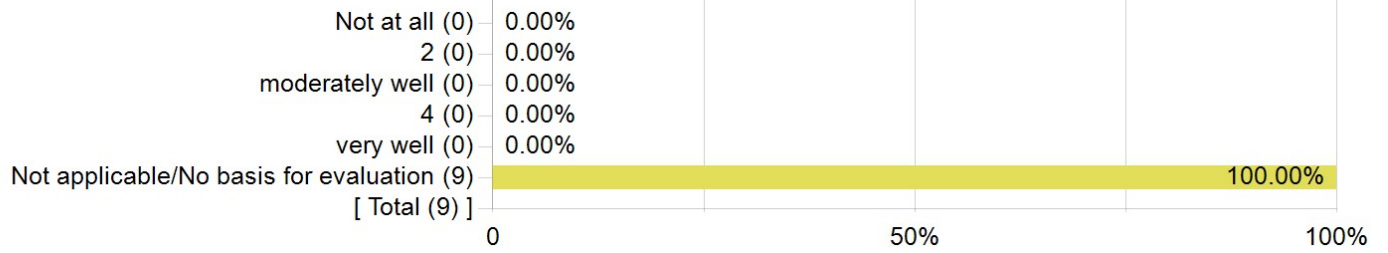
Statistics	Value
Invited Count	20
Response Count	9
Response Ratio	45.00%
Mean	3.33
Standard Deviation	0.50

How does this course contribute to your program?



Statistics	Value
Invited Count	20
Response Count	9
Response Ratio	45.00%
Mean	4.22
Standard Deviation	0.97

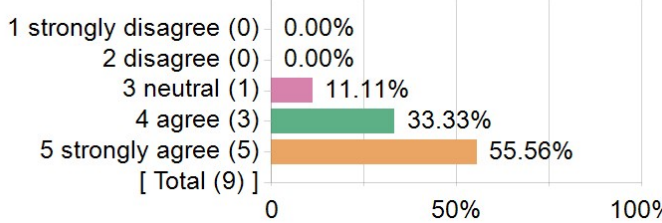
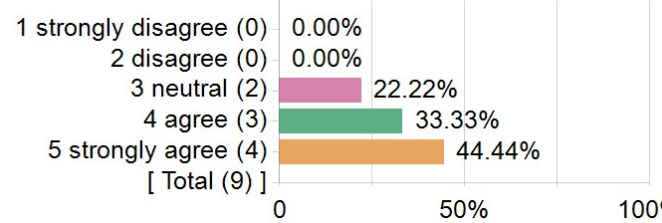
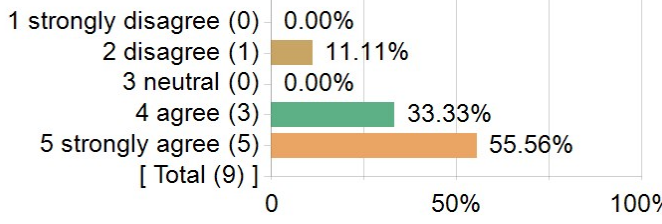
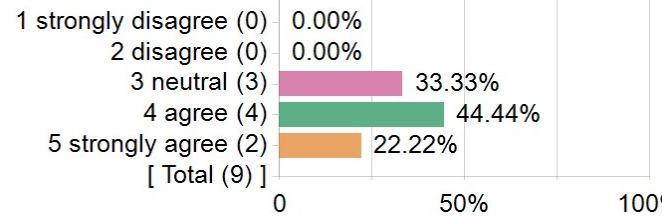
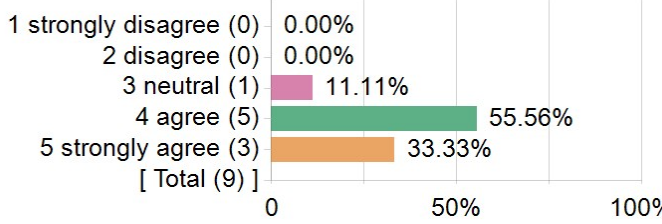
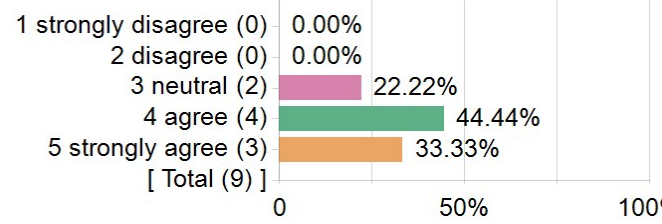
If the course contains a lab/ practicum component: how does this lab/practicum support this course?

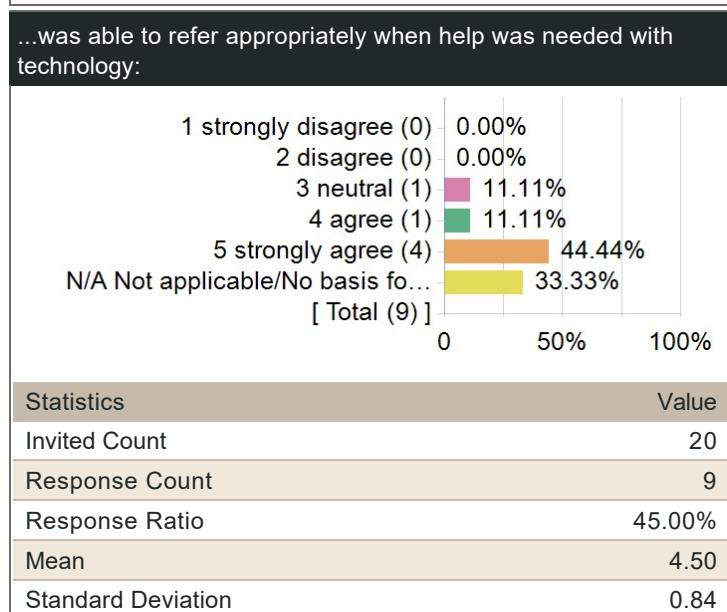
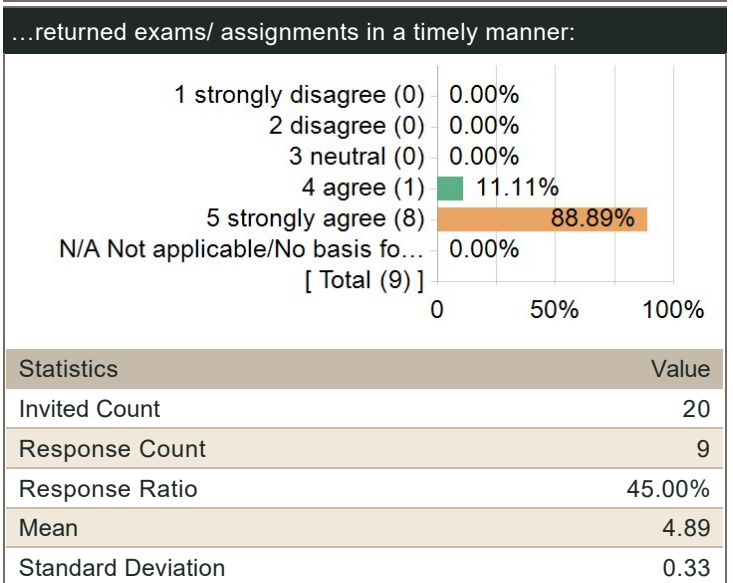
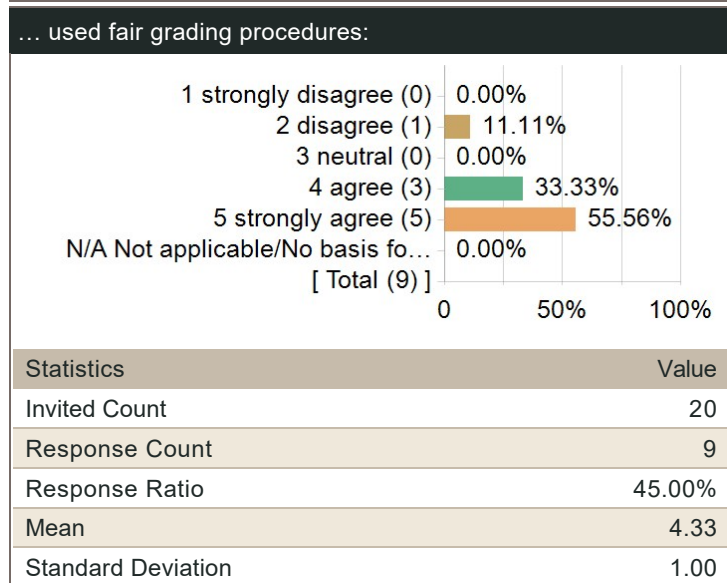
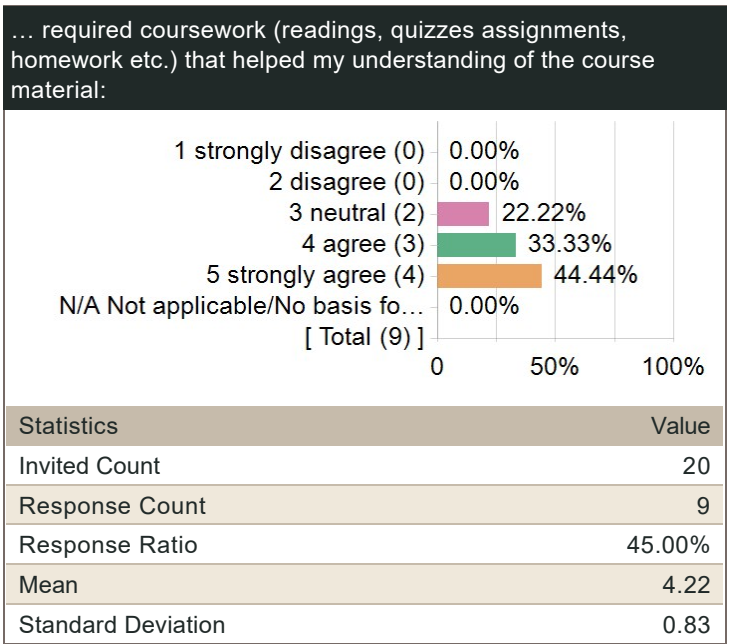
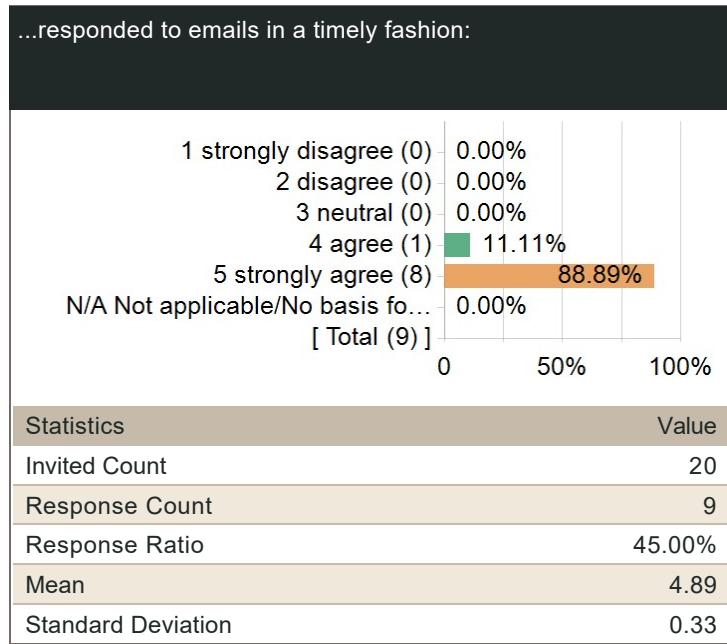


Statistics	Value
Invited Count	20
Response Count	9
Response Ratio	45.00%
Mean	N/A
Standard Deviation	N/A

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 (0) 0.00% 3 neutral (1) 11.11% 4 agree (3) 33.33% 5 strongly agree (5) 55.56% [Total (9)]</p>	 <p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (2) 22.22% 4 agree (3) 33.33% 5 strongly agree (4) 44.44% [Total (9)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>20</td> </tr> <tr> <td>Response Count</td> <td>9</td> </tr> <tr> <td>Response Ratio</td> <td>45.00%</td> </tr> <tr> <td>Mean</td> <td>4.44</td> </tr> <tr> <td>Standard Deviation</td> <td>0.73</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	20	Response Count	9	Response Ratio	45.00%	Mean	4.44	Standard Deviation	0.73	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>20</td> </tr> <tr> <td>Response Count</td> <td>9</td> </tr> <tr> <td>Response Ratio</td> <td>45.00%</td> </tr> <tr> <td>Mean</td> <td>4.22</td> </tr> <tr> <td>Standard Deviation</td> <td>0.83</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	20	Response Count	9	Response Ratio	45.00%	Mean	4.22	Standard Deviation	0.83
Statistics	Value																								
Invited Count	20																								
Response Count	9																								
Response Ratio	45.00%																								
Mean	4.44																								
Standard Deviation	0.73																								
Statistics	Value																								
Invited Count	20																								
Response Count	9																								
Response Ratio	45.00%																								
Mean	4.22																								
Standard Deviation	0.83																								
 <p>1 strongly disagree (0) 0.00% 2 disagree (1) 11.11% 3 neutral (0) 0.00% 4 agree (3) 33.33% 5 strongly agree (5) 55.56% [Total (9)]</p>	 <p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (3) 33.33% 4 agree (4) 44.44% 5 strongly agree (2) 22.22% [Total (9)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>20</td> </tr> <tr> <td>Response Count</td> <td>9</td> </tr> <tr> <td>Response Ratio</td> <td>45.00%</td> </tr> <tr> <td>Mean</td> <td>4.33</td> </tr> <tr> <td>Standard Deviation</td> <td>1.00</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	20	Response Count	9	Response Ratio	45.00%	Mean	4.33	Standard Deviation	1.00	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>20</td> </tr> <tr> <td>Response Count</td> <td>9</td> </tr> <tr> <td>Response Ratio</td> <td>45.00%</td> </tr> <tr> <td>Mean</td> <td>3.89</td> </tr> <tr> <td>Standard Deviation</td> <td>0.78</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	20	Response Count	9	Response Ratio	45.00%	Mean	3.89	Standard Deviation	0.78
Statistics	Value																								
Invited Count	20																								
Response Count	9																								
Response Ratio	45.00%																								
Mean	4.33																								
Standard Deviation	1.00																								
Statistics	Value																								
Invited Count	20																								
Response Count	9																								
Response Ratio	45.00%																								
Mean	3.89																								
Standard Deviation	0.78																								
 <p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (1) 11.11% 4 agree (5) 55.56% 5 strongly agree (3) 33.33% [Total (9)]</p>	 <p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (2) 22.22% 4 agree (4) 44.44% 5 strongly agree (3) 33.33% [Total (9)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>20</td> </tr> <tr> <td>Response Count</td> <td>9</td> </tr> <tr> <td>Response Ratio</td> <td>45.00%</td> </tr> <tr> <td>Mean</td> <td>4.22</td> </tr> <tr> <td>Standard Deviation</td> <td>0.67</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	20	Response Count	9	Response Ratio	45.00%	Mean	4.22	Standard Deviation	0.67	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>20</td> </tr> <tr> <td>Response Count</td> <td>9</td> </tr> <tr> <td>Response Ratio</td> <td>45.00%</td> </tr> <tr> <td>Mean</td> <td>4.11</td> </tr> <tr> <td>Standard Deviation</td> <td>0.78</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	20	Response Count	9	Response Ratio	45.00%	Mean	4.11	Standard Deviation	0.78
Statistics	Value																								
Invited Count	20																								
Response Count	9																								
Response Ratio	45.00%																								
Mean	4.22																								
Standard Deviation	0.67																								
Statistics	Value																								
Invited Count	20																								
Response Count	9																								
Response Ratio	45.00%																								
Mean	4.11																								
Standard Deviation	0.78																								



Part D: Unedited Student Comments

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

Comments
The prof was fantastic. He was well organized and gave support and feedback quickly.
Overall, the course content and presentation were appropriate and suited for the purpose.
Great professor! Often available, responded quickly to questions and marked work quickly! I like that Rob also had exemplars for all major assignments.
I think he had a lot of knowledge and understanding of the course material. He gave assignments and feedback back right away and was available if students had questions.
I personally loved #ID tips in discord. Please keep it. I believe it help the group look for more information on ID and share it.

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

Comments
The content of this course seems to be more appropriate for post-secondary instructors, I found it not relevant for myself as an elementary teacher.
I believe there needs to be more moderation in the weekly discussion posts.
N/A
At time his material or rubrics were confusing. There were different versions of the rubrics posted for each assignment that did not match and that was confusing. He also marked us on not having something in our assignment like not enough references when it was never stated in the assignment outline. I have a few coworkers in the same course and we all received the same feedback but we all got different grades. I like having feedback that will help me do better on the next assignment and they seemed like general comments.

Additional comments:

Comments
N/A

Part E: Additional Questions

Project Title: **Course Evaluation Winter 2024**Course Audience: **15**
Responses Received: **8**
Response Ratio: **53.33%**

Report Comments

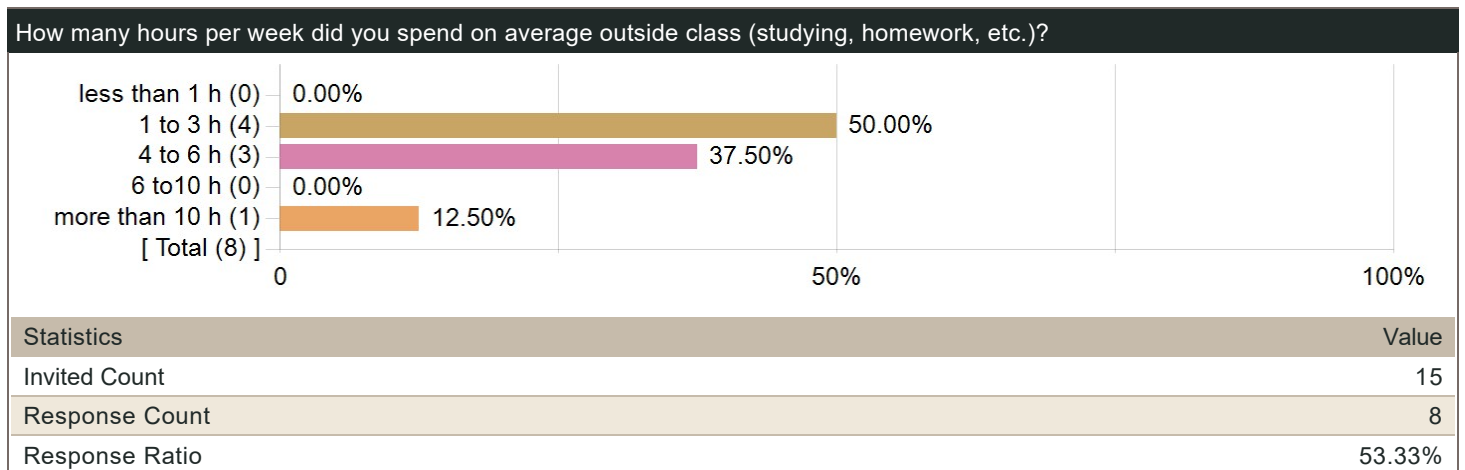
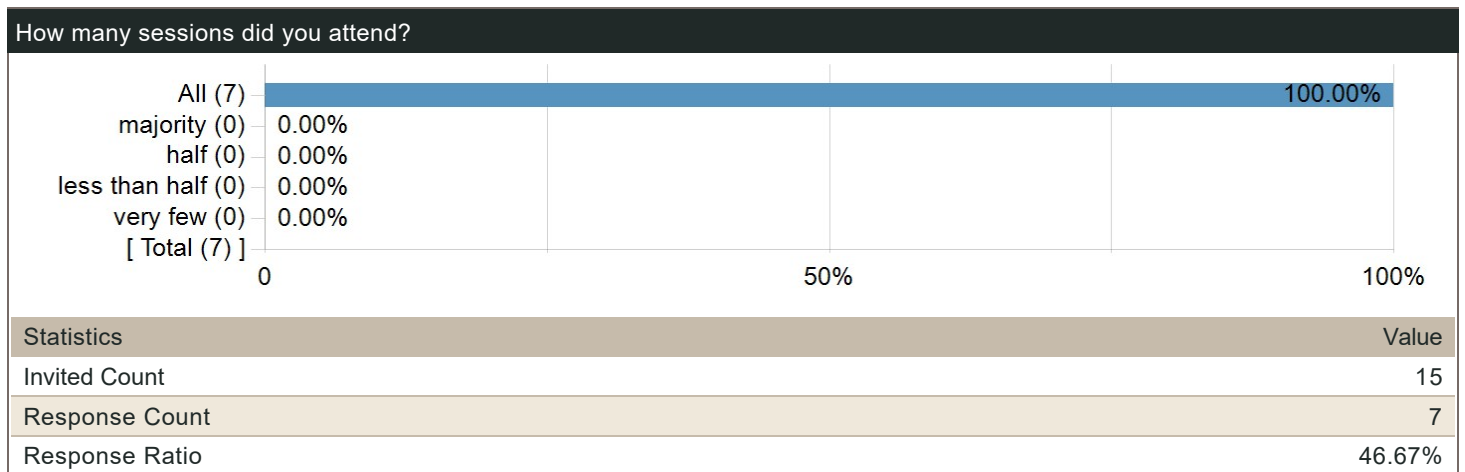
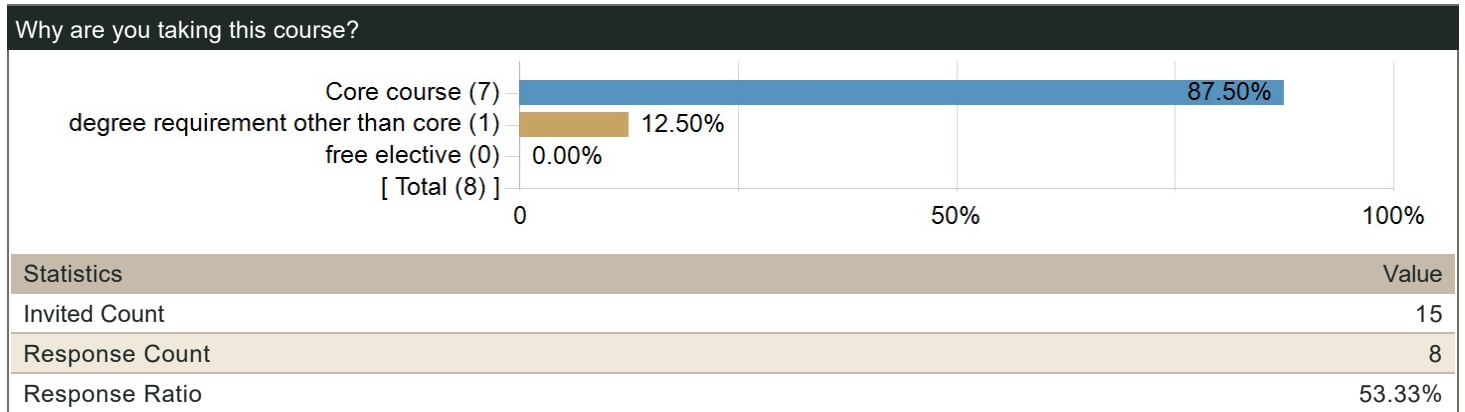
The following information is a summary of the official student evaluation of EDUC-5800-Applied Research Project.

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.

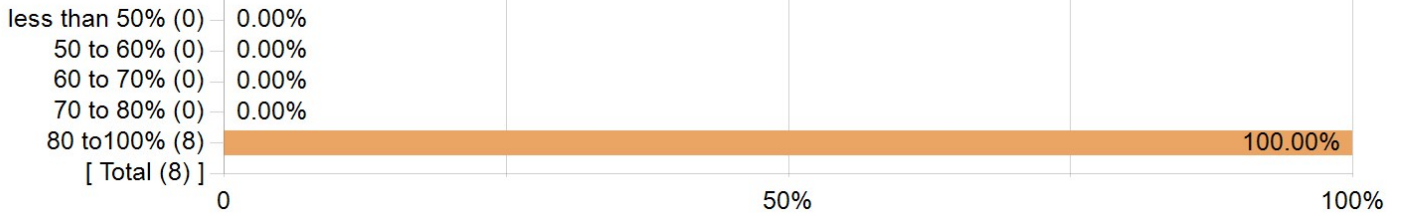
Information and comments are elicited anonymously from students. Bar graphs represent the frequency of each response. Individual comments (positive or negative) should not be given undue weight. There is no average of averages provided in accordance with the Cape Breton University Policy for Standard 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.

Creation Date: **Monday, April 29, 2024**

Part A: Student Information



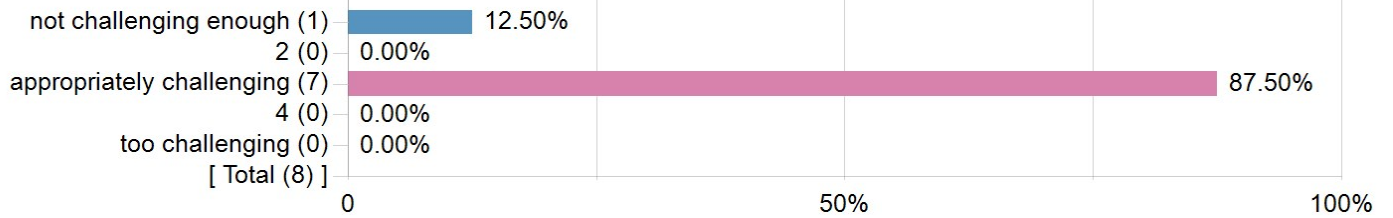
What final grade do you expect in this course?



Statistics	Value
Invited Count	15
Response Count	8
Response Ratio	53.33%

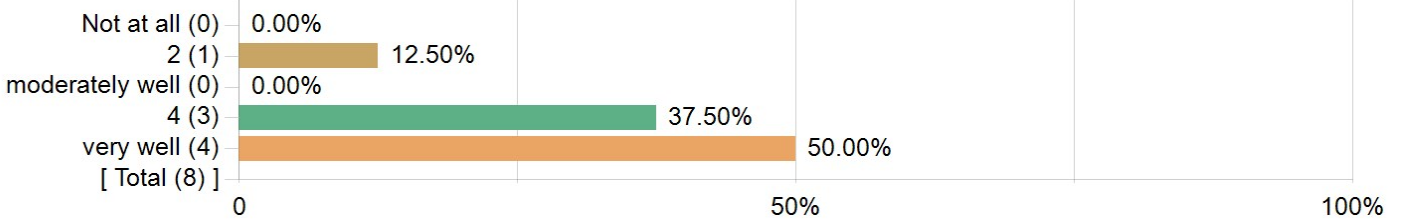
Part B: Course and Degree Program Information

Given the level of the course, the course was:



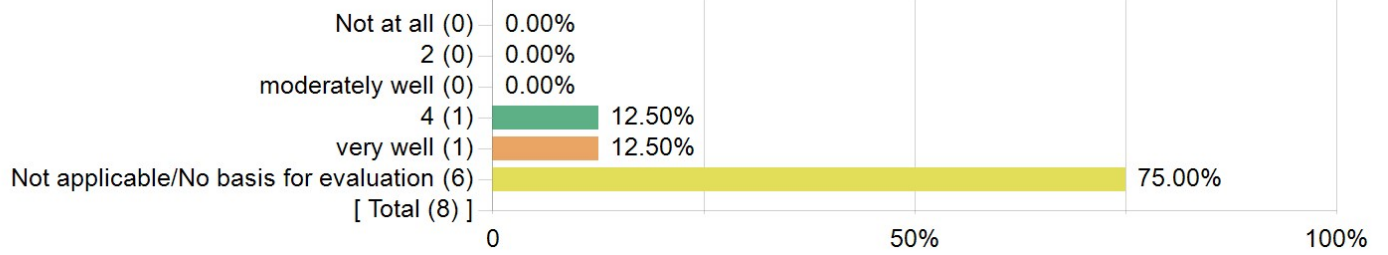
Statistics	Value
Invited Count	15
Response Count	8
Response Ratio	53.33%
Mean	2.75
Standard Deviation	0.71

How does this course contribute to your program?



Statistics	Value
Invited Count	15
Response Count	8
Response Ratio	53.33%
Mean	4.25
Standard Deviation	1.04

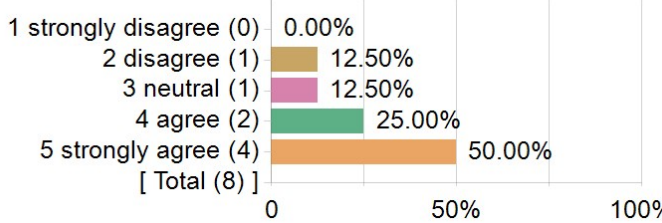
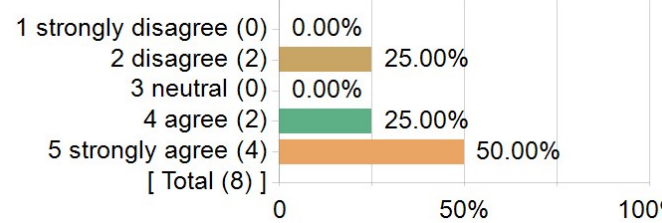
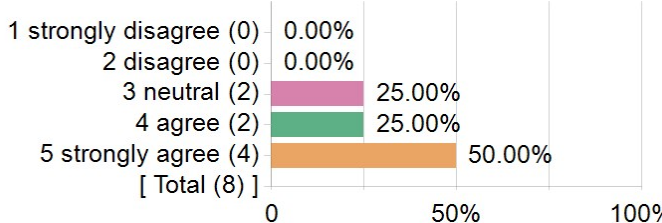
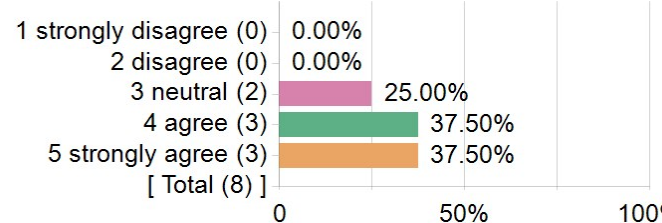
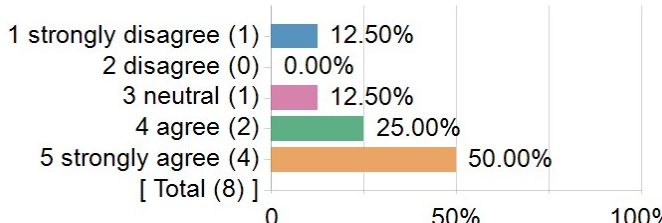
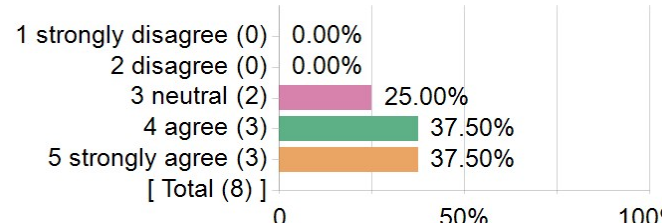
If the course contains a lab/ practicum component: how does this lab/practicum support this course?

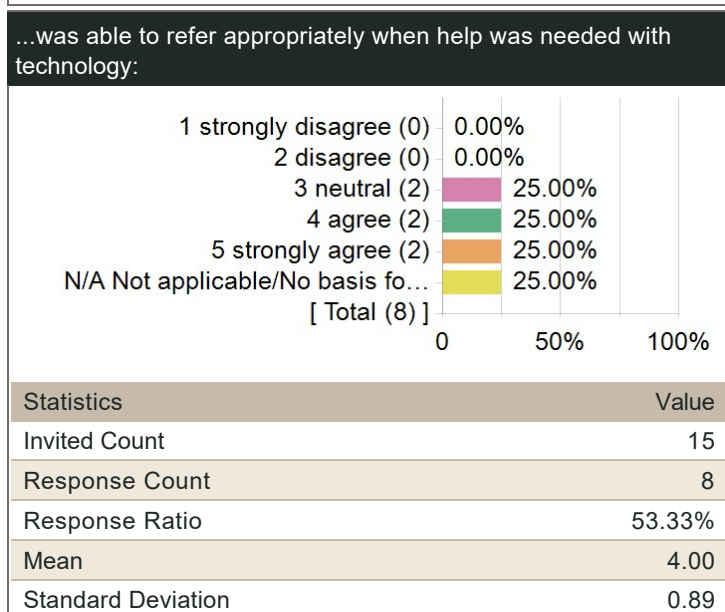
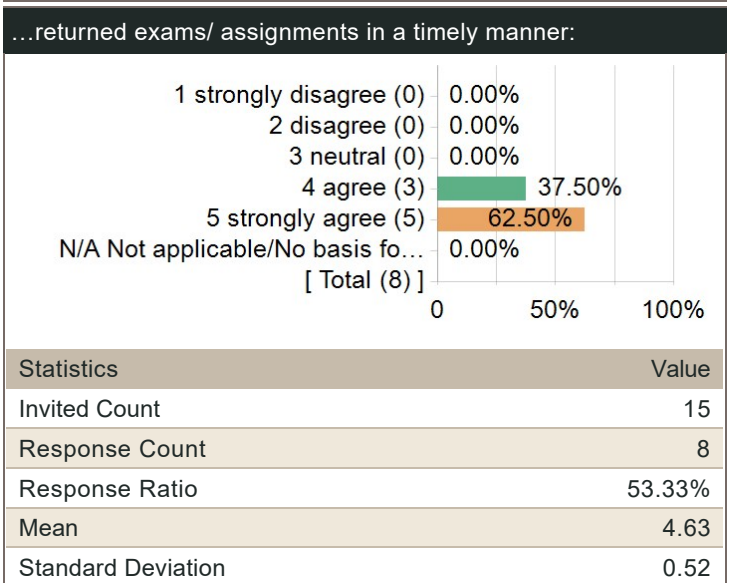
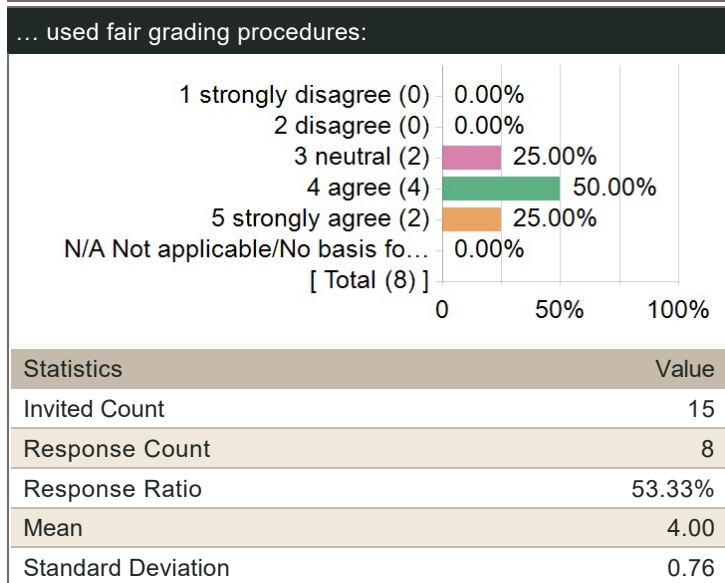
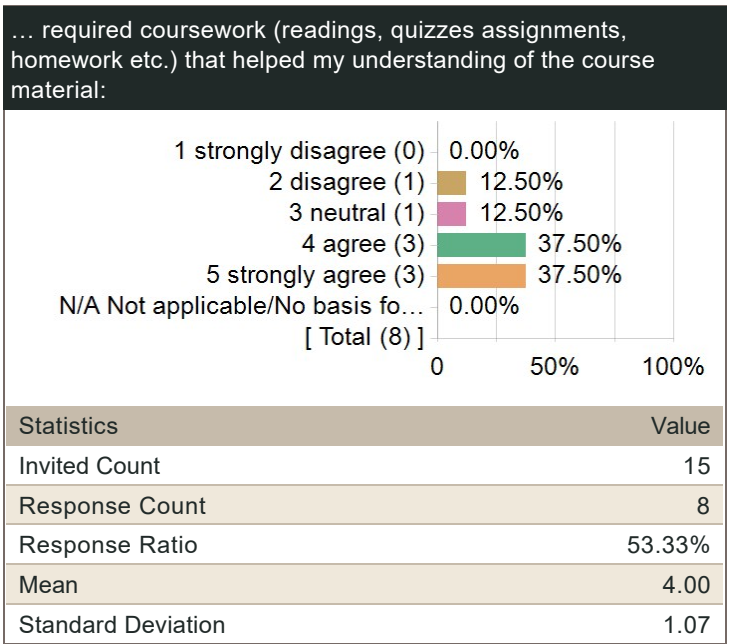
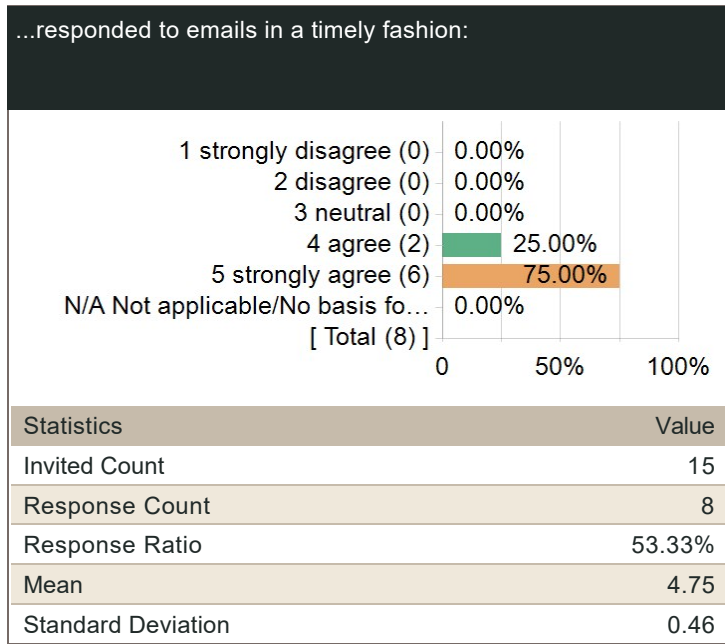


Statistics	Value
Invited Count	15
Response Count	8
Response Ratio	53.33%
Mean	4.50
Standard Deviation	0.71

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 (1) 12.50% 3 neutral (1) 12.50% 4 agree (2) 25.00% 5 strongly agree (4) 50.00% [Total (8)]</p>	 <p>1 strongly disagree (0) 0.00% 2 disagree (2) 25.00% 3 neutral (0) 0.00% 4 agree (2) 25.00% 5 strongly agree (4) 50.00% [Total (8)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>15</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>53.33%</td> </tr> <tr> <td>Mean</td> <td>4.13</td> </tr> <tr> <td>Standard Deviation</td> <td>1.13</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	15	Response Count	8	Response Ratio	53.33%	Mean	4.13	Standard Deviation	1.13	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>15</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>53.33%</td> </tr> <tr> <td>Mean</td> <td>4.00</td> </tr> <tr> <td>Standard Deviation</td> <td>1.31</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	15	Response Count	8	Response Ratio	53.33%	Mean	4.00	Standard Deviation	1.31
Statistics	Value																								
Invited Count	15																								
Response Count	8																								
Response Ratio	53.33%																								
Mean	4.13																								
Standard Deviation	1.13																								
Statistics	Value																								
Invited Count	15																								
Response Count	8																								
Response Ratio	53.33%																								
Mean	4.00																								
Standard Deviation	1.31																								
 <p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (2) 25.00% 4 agree (2) 25.00% 5 strongly agree (4) 50.00% [Total (8)]</p>	 <p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (2) 25.00% 4 agree (3) 37.50% 5 strongly agree (3) 37.50% [Total (8)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>15</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>53.33%</td> </tr> <tr> <td>Mean</td> <td>4.25</td> </tr> <tr> <td>Standard Deviation</td> <td>0.89</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	15	Response Count	8	Response Ratio	53.33%	Mean	4.25	Standard Deviation	0.89	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>15</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>53.33%</td> </tr> <tr> <td>Mean</td> <td>4.13</td> </tr> <tr> <td>Standard Deviation</td> <td>0.83</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	15	Response Count	8	Response Ratio	53.33%	Mean	4.13	Standard Deviation	0.83
Statistics	Value																								
Invited Count	15																								
Response Count	8																								
Response Ratio	53.33%																								
Mean	4.25																								
Standard Deviation	0.89																								
Statistics	Value																								
Invited Count	15																								
Response Count	8																								
Response Ratio	53.33%																								
Mean	4.13																								
Standard Deviation	0.83																								
 <p>1 strongly disagree (1) 12.50% 2 disagree (0) 0.00% 3 neutral (1) 12.50% 4 agree (2) 25.00% 5 strongly agree (4) 50.00% [Total (8)]</p>	 <p>1 strongly disagree (0) 0.00% 2 disagree (0) 0.00% 3 neutral (2) 25.00% 4 agree (3) 37.50% 5 strongly agree (3) 37.50% [Total (8)]</p>																								
<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>15</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>53.33%</td> </tr> <tr> <td>Mean</td> <td>4.00</td> </tr> <tr> <td>Standard Deviation</td> <td>1.41</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	15	Response Count	8	Response Ratio	53.33%	Mean	4.00	Standard Deviation	1.41	<table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Invited Count</td> <td>15</td> </tr> <tr> <td>Response Count</td> <td>8</td> </tr> <tr> <td>Response Ratio</td> <td>53.33%</td> </tr> <tr> <td>Mean</td> <td>4.13</td> </tr> <tr> <td>Standard Deviation</td> <td>0.83</td> </tr> </tbody> </table>	Statistics	Value	Invited Count	15	Response Count	8	Response Ratio	53.33%	Mean	4.13	Standard Deviation	0.83
Statistics	Value																								
Invited Count	15																								
Response Count	8																								
Response Ratio	53.33%																								
Mean	4.00																								
Standard Deviation	1.41																								
Statistics	Value																								
Invited Count	15																								
Response Count	8																								
Response Ratio	53.33%																								
Mean	4.13																								
Standard Deviation	0.83																								



Part D: Unedited Student Comments

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

Comments
Dr. Power was excellent and presented the course with a ton of information and included examples and expertise in the area. He was very knowledgeable and was quick to reply to any questions and gave a heads-up whenever he knew he wouldn't be able to reply right away. he was also very compassionate when it came to power outages and changing due dates as needed. Overall, a five out of five experience thanks to him.
The difficulty of the course was appropriate. I also appreciated that all the works were to lead up to the final paper. This made it feel like the final task of creating a full research paper less daunting. I also felt like I was not doing irrelevant work, that sometimes was the case in other courses.
As with many CBU tech courses, some information was outdated. No mention of AI except in students' final projects. No online community. Timing of project doesn't reflect the reality of schools and the demands during teaching day (subbing, exams, storm days, meetings, parents not giving consent etc.). Was hoping to learn more from peers. Felt it was focused more on stats and APA than how to embed tech into authentic teaching. At times, confusing. Weekly modules may not match or line up with original course outline and/or rubrics. Even a broken link. This has occurred in other courses as well. Instructors should be mandated to update readings to at least 2020 and should make sure all links work, there are video explanations, online communities are created and each Moodle week is consistent with discussions and original course outline. Although the research was interesting, mini projects with peer feedback would have impacted my teaching more. Everyone was in their own vacuum and it left learning quite narrow
Rob was great to work with over the past year as a research supervisor, as well as in previous courses. He was always responding to our many questions and the timely feedback was very much appreciated!
The instructor (Rob Power) was really good. Clear expectations were provided. Feedback was timely and helpful to improve future work. He was flexible and helpful. I cant say enough

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

Comments
While all information needed was on the classroom moodle, the moodle was organized in a way that to get all the information, you needed to go in three or four different places. This made it hard to know if we had found all the needed information. It also required having multiple tabs open at once creating a very confusing space. Also, it felt like the professor did not care at all about the contents of the work and only about APA formatting.
some confusion at the start as CBU added extra sections. not the instructors fault.. but i was a bit lost at the start. If extra sections had been added sooner I would have graduated semesters earlier

Additional comments:

Comments
Not Answered

Part E: Additional Questions

Appendix T11: 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:

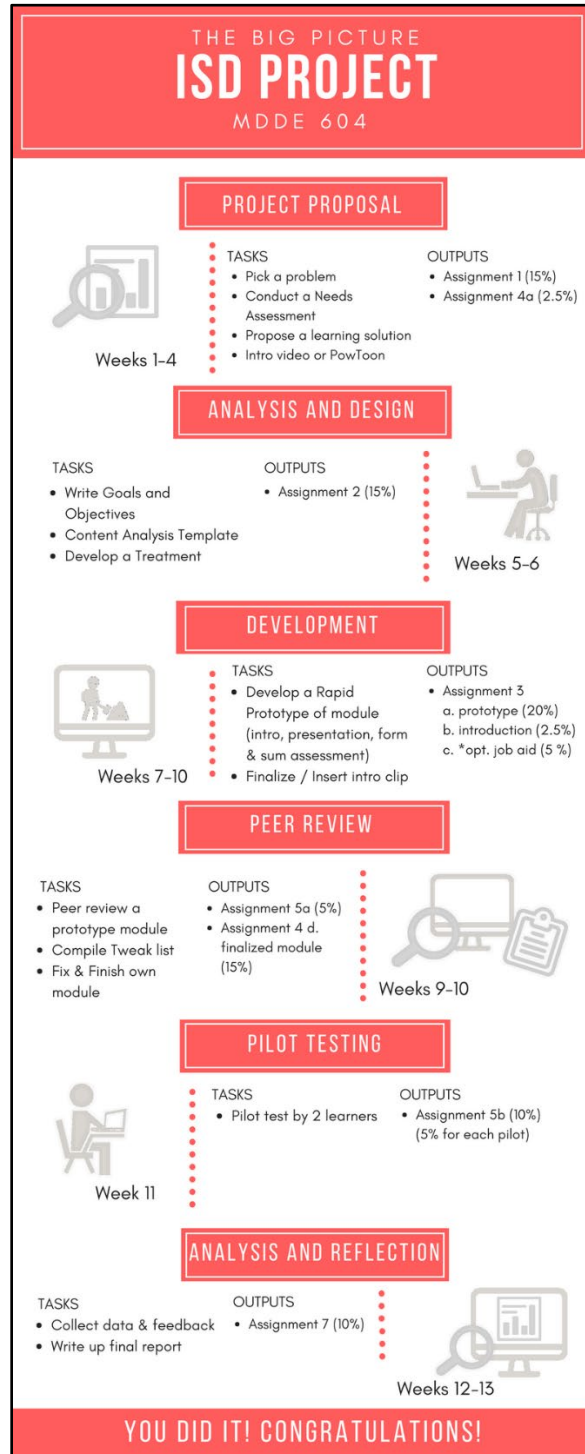
- Part 1: Instructor Welcome Video
- Part 2: Online Module Development

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