



**Faculty of Education
Department of Curriculum & Instruction**

Summer 2021

Learning Design
EDCI 335 A01 (CRN #[32678](#))
1.5 units
May 10 - June 25
Online

Instructor: Colin Madland

Office: Home Office

Office Hours: Please contact for appointments. OPTIONAL: Zoom room will be open every Tuesday morning 9 am PDT
Cell Phone: 778-257-3533 - Between 6:30 am and 9:00 pm Pacific Time

E-mail: cmadland@uvic.ca

Instructor Website: <https://madland.ca/>

Twitter ID: [@colinmadland](#)

Facetime ID: 778-257-3533

Course Website:

<https://edtechuvic.ca/edci335>

[Course Video Room Zoom Link](#)

Alternative phone-only access:

+1 778 907 2071 or [find your local number here](#)

Meeting ID: 844 6828 0827

[Course toolset link](#)

Class Twitter hashtag: [#edci335](#) (always click "latest" as opposed to "top")

Please Note: *In these extraordinary times of social distancing, quarantine, misinformation, loss, and so many other challenges, it is important to remember that human connections are critically important to our well-being. While this course is mediated through the web and various digital tools and each one of us is experiencing some sort of disruption, we can choose to be intentional about supporting each other. Please be patient with yourselves, with each other, and with me.*

Also, don't hesitate to reach out to me, one of the contacts in the support section below, or

someone in the class if you are having difficulty, whether it is technical, with a tool we use for the course, or with an idea that is not well articulated, or a circumstance that you have encountered in your personal life that impacts your ability to engage in the course.

While we are physically isolated from each other, we can still connect and build supportive relationships!

Calendar Description

Introduces the practice of learning design and its application to networked and open online learning environments. Explores the principles of learning design and how to create technology-mediated learning experiences for others. Opportunities to plan, design and develop technology-mediated learning experiences taking into account learning theories, communities of inquiry, inclusivity, technologies for learning, essential digital literacies and alignment of outcomes with assessments.

Course Description/Goals

Learners will be able to:

- Identify prominent learning theories (behaviourism, constructivism, connectivism, etc.)
- Compare various learning design approaches (inquiry, project-based, etc.)
- Understand the components of learning design (Learning Objectives, activities, assessment, resources)
- Identify components of assessment, including reliability, validity, assessment types, and taxonomies
- Identify strategies to accommodate diverse learners and apply them to learning designs
- Construct and identify well aligned learning design strategies
- Identify various theoretical/design models appropriate for the learning context
- Identify and evaluate various digital, networked, and open technologies and understand how they impact the learners and the learning process
- Develop an interactive learning resource supported by current research

Territory Acknowledgement

We acknowledge with respect the Lekwungen (Le-KWUNG-en) peoples on whose traditional territories the university stands and the Songhees (Song-hees), Esquimalt (Ess-KWY-malt) and the W̱SÁNEĆ (Wa-San-nic) peoples whose historical relationships with the land continue to this day.

Diversity and Equity Statement

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

Text/Reading List

You are **NOT** required to purchase a textbook for this course. All readings will either be freely and openly available on the web or will be accessible through the University of Victoria library.

- Bates, A. W. (2019). *Teaching in a digital age - Second Edition*. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2/> [Open online]
 - This text is free to access and we will only be reviewing chapter 6 ([Building an effective learning environment](#)), and 7 ([Understanding technology in education](#))
 - The first edition of this text is available in several different languages. [Please find links to those translations here.](#)
- West, R. E. (2018). *Foundations of Learning and Instructional Design Technology: The Past, Present, and Future of Learning and Instructional Design Technology* (1st ed.). EdTech Books. Retrieved from <https://edtechbooks.org/lidtfoundations>
 - This text is free to access and we will only be reviewing chapter 11 ([Behaviorism, Cognitivism, Constructivism](#)), and 21 ([Using First Principles of Instruction to Make Instruction Effective, Efficient, and Engaging](#))

Remote Access to Some University Services

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit the [UVic VPN website](#).

MODE OF INSTRUCTION

This course will be offered online. Activities will occur via various methods of access and may include:

- participation in live video meetings in small groups or pairs for your collaborative work
- participation via blog posts, community messaging, collaborative online documents, email, text chat, and/or social media
- observation and creation of text or multimedia files across a variety of platforms

Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) and [UVic's Privacy resource](#) and engage in any cloud-based tools only as it may be your personal preference as it is **NOT** required to complete this course.

The course will be supported by a variety of communication tools including:

BrightSpace, email, Wordpress, Slack (or other back-channel tools), video conferencing via Zoom, Google Apps, Notion and Hypothesis.

Please note that online learners must connect to any video meetings from a dedicated learning environment (e.g., not connecting from public wifi at the beach); consider the video conferencing etiquette (e.g., mute your mic when not talking to minimize background noise); and be aware of your video presence (e.g., the lighting is acceptable and your camera angle is not missing the top half of your head). Using a dedicated headset with microphone will also help to provide better audio.

REQUIRED TECHNOLOGY AND CONNECTIVITY

Students are required to have the following technologies and connectivity levels.

- Internet Connectivity
 - A *reliable* 10 MBps (minimum) Internet connection for live video sessions
 - Wired connection is preferred over wireless
 - No one else on a local network is actively streaming or downloading during the connection (e.g., streaming movies)
 - Successful test of your Zoom connection prior to course. To learn more about UVic's Zoom video conferencing service and how to create your own personal Zoom room in addition to the course video room, please visit the UVic Audiovisual and Media Services' page on [Zoom Video Conferencing Service](#).
- Hardware:
 - Use a desktop or laptop as opposed to a mobile device (e.g., iPad) for live sessions is recommended

- The desktop or laptop should be capable of playing videos/participating in video conferencing, audio and include a webcam and mic for capturing video and audio
- A headset with a microphone and noise cancellation feature

SUPPORT

- **Help Desk:**

- The computer help desk is open to all UVic students for general technical help.
- Hours: Monday to Friday (closed statutory holidays)
- Tel: 250.721.7687
- Email: helpdesk@uvic.ca
- [UVic Helpdesk Website](#)

- **Education Student Tech Support**

Perry Plewes and a co-op student are available for technical help for students in Education courses. If you have any difficulty solving your problem, please give them a call. Their contact information is as follows:

- Tel: 250.360.6660 (Perry Plewes)
- Email: felctech@uvic.ca
- [Education Help Website](#)

UVic Libraries:

[UVic Library Website](#)

The [Ask Us Website](#) contains resources and information including:

- Text a Librarian: 250.514.7085
- Email a Librarian: askref@uvic.ca or use this [form](#)
- Live Chat with a Librarian via "[AskAway](#)" ([click here to see hours for AskAway](#))

[Guide to Education Resources in UVic Libraries](#)

Education Librarian:

[Pia Russell, Reference Librarian for Education](#)

Phone: 250.721.8259

E-mail: prussell@uvic.ca

Twitter: [@LibrarianPia](#)

Extra Support for Distance Learners:

UVic Distance Learning and Research Infoline Office – specifically for distance education learners making library requests: 1.800.563.9494

[UVic Library Services for Distance Students](#)

[Distance Learning Contacts and How to Request Materials](#)

Course Outline and Schedule

Topics, readings, and schedule are approximate and may be changed. Since this outline is subject to change, please see [your instructor's schedule on the course website](#) for updates. All required information is available to you on the edci335 website, and although you are encouraged to follow the suggested timeline below, please feel free to work ahead at your own pace.

Week 1: May 10 - 16

1. Orientation – May 10 -12

- Overview of a connected course
- Privacy and confidentiality
- Blog setup
 - Opened.ca - clone EDCI335 Template
 - Personalize your blog
 - Create an introductory post
 - Organizing content with categories
- Feed reader setup
 - Feedly.com
- Learning pathways survey
- Organize learning pods (see [Social Spaces](#) page)

2. Learning, Motivation and Theory – May 12 - 16

- Learning theories
- Why is learning difficult? How do people learn?
- How are we motivated to learn?
- How might you use learning theory to improve your learning?
- TASKS:
 - Organize cooperative groups
 - Identify topic for interactive learning resource
 - Begin drafting blueprint
 - **Watch:** [Backwards Bicycle](#)
 - **Read** chapter 11 ('*Behaviorism, Cognitivism, Constructivism*') from [Foundations of Learning and Instructional Design Technology](#)
 - **Post #1 - Learning theory**
 - Based on the chapter, publish a post on your blog that is a response to one of the "*Application Exercises*" in the chapter.
 - Use the categories 'EDCI335' and 'Post 1'
 - **Discuss** the article you read in your learning pod.

Week 2: May 17 - 23

1. Assessment - May 17 - 23

- How do we know when someone has learned something?
 - Assessment of/for/as learning
- How do we know that our evaluations of learning are meaningful and equitable?
 - Reliability
 - Validity
- What is the difference between formative and summative assessment?
- How is feedback used in assessment?
- TASKS
 - Read Chapter 1 & 4 [Assessment Strategies for Online Learning](#)
 - Start working on Blueprint (due May 30)
 - Begin drafting [interactive learning resource](#)

Week 3: May 24 - 30

1. Learning Design I – May 24 - 26

- What is learning?
- How do we design for learning?
- Planning frameworks to support learning
- Learning outcomes
- Constructive alignment
- Analyzing concepts
- TASKS:
 - **Read:** Chapter 21 ('*Using the First Principles of Instruction to Make Instruction Effective, Efficient, and Engaging*') of [Foundations of learning and Instructional Design Technology](#)
 - **Watch:** [Tim Brown Urges Designers to Think Big](#)
 - **Book** a learning pod meeting with your instructor to review your Blueprint

2. Learning Design II - May 26 - 30

- How do different approaches to learning affect learning designs?
 - Inquiry
 - Project-based
 - Design thinking
 - Direct instruction
 - Open pedagogies
- TASKS
 - **Post #2:** Complete an independent inquiry on one of the above approaches within your learning pod.
 - [Blueprint due](#) - May 30

Week 4: May 31 – June 6

1. Designing for Inclusion – May 31 – June 6

- Planning for accessibility
- Universal Design for Learning
- How do learning designers ensure that diverse learners are included in learning environments?
 - Differentiation
 - Scaffolds
 - Self efficacy/individualized programs
- TASKS
 - **Post #3**
 - How will your interactive learning resource specifically ensure that the needs of all learners can be met?

Week 5: June 7 - 13

1. Designing for Interaction - June 7 - 9

- How do learning designers think about interaction in online environments?
- How do learning designers encourage interaction?
 - Synchronous
 - Asynchronous
 - Activities
- Building community with online tools
 - Visitors and residents
- TASKS
 - Read: [Getting the mix right again](#)
 - **Post # 4**

What experiences have you had with interactivity in learning environments? How did the interaction (or lack of interaction) affect your learning? Your enjoyment?

2. Technology in Learning - June 9 - 13

- What impact does technology have on learning?
- How do designers align learning outcomes and activities with the affordances of various technologies?
- What is the role of social media in learning?
- What are some problems with educational technologies?
- TASKS
 - Read Chapter 7 of [Teaching in a Digital Age](#)
 - [Interactive learning resource draft](#) due.

Week 6: June 14 - 20

Peer Reviews of Interactive Resource

- TASK
 - **Post #5**
 - Interactive learning resource peer review due **June 18**
 - Each of you should review one other groups' interactive learning resource drafts and provide constructive and collegial feedback with suggestions for improvement as well as comments on the strengths of the draft.

Week 7 June 21 - 25

Completion of interactive learning resource projects & final reflections (self – directed)

- TASK:
 - Polish and revise Interactive Learning Resource based on feedback
 - Meet with Instructor to review resource (optional)
 - Select your best blog post and submit it for feedback and assessment by June 21.
 - Submit final [Interactive learning resource due Friday, June 25](#)

Assignments

Due date	Link to Assignment Details	Grade Allotment
Sunday, May 30	Blueprint	20%
Friday, June 25	Interactive Learning Resource	50%
Throughout	Contributions to the Community <ul style="list-style-type: none">- Peer review of ILR draft due June 18- Selected Blog Post<ul style="list-style-type: none">- 4 required, 1 selected for grading- Commenting & Feedback (required)	30%

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

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

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

AND

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

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

Academic Integrity

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submission and falsifying materials. Further details, including penalties, [can be found online via the Academic Calendar](#).

Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage. If you do not receive an email invitation, you can go directly to

<http://www.uvic.ca/learningandteaching/students/resources/ces/login.php> . You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Office of the Ombudsperson

The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250.721.8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119
Phone: 250.721.8021
Email: svpcordinator@uvic.ca
Web: www.uvic.ca/svp

Undergraduate Grading Scale

Passing Grades	Grade Point Value	Percentage*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 61.
INP	N/A	N/A	In Progress . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	Aegrotat . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

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