# EDUCATN 770: Digitally Fluent Lesson Final Metadata Document

The metadata document helps us to understand your thinking as you developed your lesson plan, as well as encouraging you to reflect upon why you made certain design decisions. It should be **about 2 to 3 pages in length**. Submit the document to the Digitally Fluent Lesson Final Metadata Document Dropbox, along with a link to the final version of your project (i.e. after revisions based on peer feedback from your presentation).

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| **(Your) Name:** | Habib Ghaffari Hadigheh |
| **Link to lesson:** | https://ghhabib2.github.io |
| **Topic:** | ML-Base Research Tools for Research Process |
| **Final concept:** | This lecture series is designed to introduce participants to the ML-based tools that can help them in a different stage of their research activity. The learning outcome of the course will be the following:<br>1. To learn different stages of the research process.<br>2. To know how to use the ML-based tools that may help them in each phase.<br>3. To have a critical view of each tool and understand why they should/not should use a specific tool.<br>4. To understand the importance of producing original academic work and how to use these tools without affecting this objective. |
| **Project context:** | ***What was your initial aim in creating it?***<br><br>The main objective is to help graduate students in their first year understand the research process and learn how they can use these tools to do their research duties faster and better.<br><br>***Who is the audience you had in mind?***<br>The graduate students (Master & Ph.D.) students in their first year.<br><br>***How do you see your lesson being used, or where on the Internets might it go?***<br>*The best location for hosting this website would be as a subdomain on a university website. I believe this course should be offered as an online option or made mandatory for all graduate students in their first year. During the first year, the course can be recorded and added to the course website as a resource. However, I recommend keeping the live meetings online each semester, as the experience gained from the course will help enhance its content and make it more effective.* |

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| **Lesson process:** | ***how did it evolve from the proposal stage?***<br><br>From the stage I defined the proposal I started searching for the resources that can present in the course website as multimedia content for learning. I then started to search a website builder that I can use for creating the website. From there I started planning for the lectures and content of each lecture. Final stage is to code the website and put the material in order I want them to be.<br><br>***Did you discover any new information or insights that took your concept in a new direction?***<br><br>I was looking to present alternative options for students when it comes to tools. This eventually help them to have critical view on why on how to choose tool. It helped me to become familiar with these new tools. By having this I was able to add some assignment where I asked students to compare these software systems<br><br>***How did our (the instructors) feedback influence development?***<br><br>The course materials are clear enough to help me walk through different steps.<br><br>***Were there any concessions you had to make because of time or available resources, and how did you resolve the problem?***<br><br>I also had the intention of introducing the tools that can be used to rephrase academic manuscripts. However, due to the limited time and the possibility that some attendees might already be familiar with certain tools like Chat-GPT, it may not be necessary to include this material in the course.<br><br>***Were you influenced by someone else's work as you created your lesson?***<br><br>There is a similar course buy a professor in YouTube that helped me to get idea about how I need to create my course. |
| **Course integration:** | The learning process has five different stage:<br><br>1. Students start the learning process by reading the introduction to the lecture in the website. This will help them to understand the process itself.<br>2. They will watch the selected videos about the stage and the tool which help them get ready for the class.<br>3. They will read the supporting documents that will help them complete their knowledge about the tool and the software.<br>4. Finally, they will join the lecture where they have the chance to get guidance and first hand experience from the instructor and work with software itself.<br>5. Finally they will work on an assignment where they will need to compare the tool with another software and have critical view on both. |

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| **Enacting care:** | 1. All of the course materials are selected form the academic resources/university websites/product official website/Verified YouTube channels. This will show students how the integrity of the data important for the instructors.<br>2. The website designed with the organization colour (In this case McMaster University). This will provide student a motivation to attached the course materials more.<br>3. The slides designed and presented in funny way which makes students feel comfortable in the class. This helps to break the ice in the class which eventually motivate students to contribute to the course. |
| **Self-evaluation:** | I had intended to incorporate more built-in practices for students into the course, along with a final project for them to present. However, due to time limitations, I was unable to do so.<br><br>Additionally, I had hoped to include recordings of myself working with the apps and sharing my own experiences with the tool. Unfortunately, I was also unable to do this due to time constraints. |
| **Peer Feedback integration:** | I shared information about a course with some other graduate students in the CAS department. They all agree that this course is necessary for all graduate students to take in their first year. However, most of them believe that I should integrate this material with a real research methodology course that teaches students the research process on a smaller scale before they start their own projects. |
| **Self-reflection:** | ***what will you take away from it?***<br><br>*I am considering becoming a mentor instead of just an instructor. This course and assignment have given me the skills to design a mentorship program using LMS platforms.*<br><br>***How have your attitudes or views or practices changed as a result of working on this assignment?***<br><br>*Now that I am preparing to teach a course, I am realizing the amount of effort that lecturers put into creating course materials. I wish I had taken this course earlier, as I would have been a much better student.* |

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| | ***Do you feel that creating a lesson was a good learning strategy for you to better understand your topic?***<br><br>*Sure. It happened to me when I was working as a TA on a 3FP3 course and was responsible for preparing the course slides. During the process, I came across various aspects of the topic that I was not familiar with before.*<br><br>***Do you think that you'll use what you've learned from the experience in the future?***<br><br>I am determined to not only be an instructor, but also a mentor in life. To achieve this goal, I needed to  on improving my digital literacy skills. My current objective is to create a course on functional programming in my native language and publish it on YouTube. I need to build a course website and organize the content in a way similar to what I have done for this assignment. I now have the knowledge and resources required to accomplish this. |