Faculty of Education

EDUC 5405G: Digital Technologies in Adult Education
Course outline for Winter 2011
Shawn M. Bullock, PhD

1. Course Details & Important Dates*

<table>
<thead>
<tr>
<th>Term</th>
<th>Section</th>
<th>Status</th>
<th>Course Type</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>001</td>
<td>Synchronous Online</td>
<td>Monday</td>
<td></td>
<td>18:00–21:00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>CRN</th>
<th>Classes Start</th>
<th>Classes End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Classroom (Used Mondays 18:00–21:00)</td>
<td>72412</td>
<td>Jan. 10</td>
<td>Apr. 4</td>
</tr>
<tr>
<td>URL: <a href="http://uoit.adobeconnect.com/educ5405g-201101-72412">http://uoit.adobeconnect.com/educ5405g-201101-72412</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Education Graduate Program has an MA/MEd General Connect room available 24/7 for students’ use. The link will be emailed to you by the graduate program assistant.

The course WebCT may be accessed via [http://uoit.ca/connect](http://uoit.ca/connect)

Please check with [http://www.education.uoit.ca/gradstudies](http://www.education.uoit.ca/gradstudies) for questions relating to the graduate program.

2. Professor Contact Information

<table>
<thead>
<tr>
<th>Professor Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shawn Bullock, PhD</td>
<td>EDU 519</td>
<td>905.721.8668 x2898</td>
<td><a href="mailto:shawn.bullock@uoit.ca">shawn.bullock@uoit.ca</a></td>
</tr>
</tbody>
</table>

Office Hours: Please make an appointment via UOIT email.

Synchronous communication is available using Adobe Connect or Skype (id: shawnbullock)

Twitter: @shawnmbullock

3. Course Description

The purpose of this course is to analyze and evaluate the potential of a variety of present and cutting edge digital technologies when used by adults for the purpose of formal and/or informal learning. Students will challenge themselves to explore unfamiliar digital technologies and their application to learning outcomes for their professional and personal lives. Topics include, but are not limited to, the use of digital technologies for communication purposes, social interaction, collaboration, information access and creation, and information processing.
4. Course Outcomes

On the successful completion of this course, students will be able to:

- Articulate a personal philosophy of how digital technologies can be used in an adult education environment.
- Describe the basic principles of instructional design.
- Assess the efficacy of an online learning program.
- Examine critically the use of a variety of digital tools in adult education environments that are of personal relevance.
- Use technology to support both their own learning and the collective learning of others in the course.

Since this course offered as part of an M.A./M.Ed. program in Education and Digital Technology, an underlying theme throughout the course will be to prepare you to engage in scholarship at the graduate level.

5. Course Design

The course is comprised of eleven (11) three-hour in-class sessions and multiple opportunities for one-to-one conversations with the professor scheduled at mutually convenient times. In-class sessions will be conducted using Adobe Connect at the URL provided in this outline. The synchronous nature of Adobe Connect requires your attendance and participation in order to contribute to discussions and the construction of collaborative knowledge about issues raised in class.

There are also a number of asynchronous elements to the course that are designed to help you engage with course material outside of the Connect sessions. WebCT is the learning management system used for the asynchronous elements of this course. The WebCT course site will include course information, assignments, and links to external sites that are relevant to the course. Please use the WebCT dropbox to submit your assignments.

As this course is taught using a variety of digital technologies it is essential that you have adequate computer hardware and software in addition to a stable internet connection. The following technical requirements are taken from the UOIT Faculty of Education Graduate Studies web site:

Technical Requirements
As this program is entirely online and uses Adobe Connect for all face-to-face communications, all candidates are required to have the necessary computer resources and ability to join and maintain a desktop video-conference (Adobe Connect) in order to participate in all classes.

Computer
Participation in these courses requires all candidates to have access to a computer with these minimum characteristics:

- Operating system: Windows XP, MacOS X 10.5.x, Linux (e.g., Ubuntu)
- Video capabilities with either a built in or an external, compatible WebCam
- Audio capabilities with appropriate combination headset/microphone (external speakers are not acceptable as they tend to cause feedback noise)

Internet access
Candidates must also have Internet access with sufficient speed or bandwidth to allow full audio and video participation in Adobe Connect meetings. It is suggested that this connection be accessed from home as schools tend to have firewalls that can block many feature of these courses (e.g., the videoconferencing). In order to verify the adequacy of your connection you should run and pass the Adobe Connect Self-Test: https://admin.acrobat.com/common/help/en/support/meeting_test.htm.
### Other Digital Technologies
Candidates may find that their experiences in online courses are enhanced with the use of mobile computing devices, including iPods, smartphones, tablets, or similar devices.

### 6. Outline of Topics in the Course

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Themes/Topics/Guiding Questions</th>
</tr>
</thead>
</table>
| **Week 1** Jan. 10 | **The Digital Life of Adults (Shawn)**  
  o Introduction to the purposes and scope of the course.  
  o Thinking about the nature of the personal and professional digital lives of adults. |
| **Week 2** Jan. 17 | **Introduction to Instructional Design Pt. 1 (Shawn)**  
  o What is instructional design?  
  o What are the characteristics of effective learning programs? |
| **Week 3** Jan. 24 | **Introduction to Instructional Design Pt. 2 (Shawn)**  
  o What processes might be used to design a meaningful learning program?  
  o How might one evaluate the efficacy of a learning program? |
| **Week 4** Jan. 31 | **Information in the Digital Age (Shawn)**  
  o What processes are in place to deal with information in the digital age?  
  o How do adults view information in their learning environments? |
| **Week 5** Feb. 7 | **Digital Communication (Expert Discussants)**  
  o What possibilities for communication exist in today’s digital world?  
  o In what ways and for what purposes do adults communicate using digital technologies for personal and professional reasons? |
| **Week 6** Feb. 14 | **Social Interaction in the Digital Age Pt. 1 (Expert Discussants)**  
  o What possibilities for personal social interaction exist in today’s digital world?  
  o What implications for informal learning exist because of social networking tools? |
| **Reading Week** Feb. 21 | *No synchronous class meeting this week*  
  In lieu of a formal class, students are invited to schedule a Skype meeting with me to discuss and receive preliminary feedback on their consulting projects. |
| **Week 7** Feb. 28 | **Social Interaction in the Digital Age Pt. 2 (Expert Discussants)**  
  o What possibilities for professional social interaction exist in today’s digital world?  
  o What implications for formal learning exist because of social networking tools? |
| **Week 8** Mar. 7 | **Digital Devices (Expert Discussants)**  
  o What impact do digital devices have on the way adults interact?  
  o What sorts of affordances do digital devices offer to adults at various stages in their lives? |
| **Week 9** Mar. 14 | **Digital Gaming (Shawn)**  
  o Aren’t digital games just for kids? Of what relevance is gaming to adults?  
  o What implications might digital games have for the education and training of adults? |
| **March Break** Mar. 21 | *No synchronous class meeting this week*  
  In lieu of a formal class, students are invited to schedule a skype meeting with me to discuss and receive preliminary feedback on their consulting projects. |
**Course Outline**

**EDUC 5405G: Digital Technologies in Adult Education**

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Digital Ethics (Shawn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 28</td>
<td>o What new personal ethical challenges are posed by digital technologies?</td>
</tr>
<tr>
<td></td>
<td>o What new professional ethical challenges are posed by digital technologies?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Consolidation (All)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 4</td>
<td>o Sharing our learning and developing new questions</td>
</tr>
</tbody>
</table>

Specific topics addressed on a week-to-week basis are subject to change according to my assessment of the learning needs of the class.

7. **Required Texts/Readings**

There are no required texts for this course. Instead, course readings will be suggested using Zotero citation management software (http://www.zotero.org). Links to relevant articles will be posted in a dedicated Zotero group. Although you may access the Zotero group via the link posted in WebCT, you will likely find it more useful to install the freely available extension for the Firefox browser. Follow the instructions on the Zotero site if you wish to install the program.

From time to time, I will produce a short video podcast that introduces some of the key ideas and concepts for discussion. You are expected to view the podcast before the next class, so that we can maximize the time we have for discussion and minimize the time that I spend lecturing. The link for the video podcast feed will be posted in WebCT.

From time to time I tweet about articles and issues that are relevant to adult education. Interested students are invited to follow my twitter feed, http://twitter.com/shawnmbullock. I will use the hashtag #EDUC5405 to indicate items of particular relevance to our class.

The reference style guide to be used for this course is the Sixth Edition of the Publication Manual of the American Psychological Association (APA). The Education Library has a useful web resource that provides a summary of APA style conventions. You are strongly encouraged to purchase a copy of the APA publication manual as it will be a useful guide throughout your graduate studies, particularly if you are interested in publishing in scholarly journals.

8. **Evaluation Method**

You will be assigned a letter grade in accordance with the grading policy of the current UOIT Graduate Academic Calendar. Please refer to section 4.5.15: Grading and academic standing for further details.

9. **Assignments**

The assessment components for this course are:

1. **Expert Discussant (40%)**  
   Due Date: TBD  
   - You and a partner will take responsibility for facilitating 120 minutes of one of our classes this semester. As the expert discussants, it will be your responsibility to assign the class one “pre-reading” article and lead us through a collaborative knowledge building exercise around your topic during class time. Please see the assignment document for further details.

2. **Consulting Project (60%)**  
   Final Due Date: April 6th, 2011  
   - You will prepare a scholarly consulting report that uses the expertise developed throughout this course. Your consulting report will be in two parts: a text document and a digital artefact available online. Please see the assignment document for further details.
Assignment criteria are specified in the detailed assignment descriptions and in the rubrics for all assignments which are posted on WebCT. You are encouraged to carefully review all requirements before submitting assignments.

The final assignments is due by midnight on the day indicated.

10. Accessibility

To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with their instructor as soon as possible. Students who require alternative testing and examination arrangements or other academic accommodations must contact the Centre for Students with Disabilities (B297) as early as possible to ensure that your needs can be met.

11. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education.

Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with UOIT’s regulations on Academic Conduct (Section 4.10 of the UOIT Graduate Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT’s regulations on academic conduct does not constitute a defense against its application.

Further information on academic integrity is available at: www.uoit.ca/EN/academicintegritystudent

13. Attendance and Participation

Considerable research has demonstrated the links between regular attendance, participation, and academic success. As a matter of courtesy to all of the members of our class, you are asked to be in class every week, on time, with the pre-work completed so that you are able to participate. That said, “life happens” and you might have to miss a class due to circumstances beyond your control. I ask that you inform me via email as soon as possible if you have to miss a class. I also reserve the right to discuss attendance and participation issues with you directly if the need arises.

14. Communication

Your first line of communication with me should be email: shawn.bullock@uoit.ca. You are also invited to schedule video chat meetings using Skype.

You are encouraged to communicate with me on a regular basis both inside and outside of class. If you have any concerns, please make an appointment to speak to me sooner rather than later. Remember that small problems that are ignored tend to quickly become large problems.

I look forward to working with you this semester!