Instructor: Dr. Sarah Elaine Eaton
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Tel: 403-244-9015 (Note: This is the instructor's home phone number.)
Delivery: Desire2Learn and Adobe Connect

Course Dates: July 2 to August 14, 2015
Delivery: Desire2Learn and Adobe Connect
Holiday: August 3 (Heritage Day) – No classes this day.

Adobe Connect Sessions:

Adobe Connect Session #1: Thursday, July 2, 2015 - 5:00 - 6:00 p.m. Mountain Time
Adobe Connect Session #2: Tuesday, July 28, 2015– 5:00 – 6:00 p.m. Mountain Time

Note: Attendance at online sessions is optional, but all students are encouraged to watch the recordings if they are unable to participate in the live session.

Course description
This course has been designed for students who want to learn how to effectively incorporate technology in their present and future careers as language teachers. The course will cover both theoretical and practical issues in teaching second language and the use of new technology to support and enhance the learning process. A special emphasis will be on combining both face-to-face and the use of technologies in and beyond the classroom walls to enhance the second language learning process. Although the course may address the different types technologies such as Web 2.0 technologies (e.g., blogs, wikis; audio and video podcasting; online videos; mobile tools); mobile technology (e.g., mobile phones; MP3 players; digital cameras; camcorders), and other type of interactive technologies, the focus of the course is on the pedagogical and practical aspects of integrating new technology to face-to-face language teaching. The course is open to second language present and future teachers at the elementary, secondary, and post-secondary level. The course also invites language teachers with limited knowledge of the target language to learn how to enhance their language teaching by integrating blended teaching into their practice.

Learner Outcomes:

The intent of this course is to explore the integration of technology to enhance language learning, particularly in in blended or distance environments.

Specific objectives include:
- understand different learning theories informing pedagogical practices, and in particular the TPACK and SAMR models, as they apply to language learning;
- review current research on the learning of additional languages enhanced by digital technologies;
- explore digital mediated communication methods that can be used effectively in distance and blended language learning programs;
- examine current and emerging trends in educational technology as they apply to language learning; and
- design and evaluate language-learning modules integrating digital technology for online or blended environments.

Course Delivery and design:

This is a fully online course. Students will be expected to use Desire2Learn and Adobe Connect for engagement in course activities and learning tasks. Desire2Learn (D2L) will be used to post class resources and as a site for ongoing dialogue. To access the course in D2L, you are required to enter your IT username and password. An active University of Calgary email address is also expected. Adobe Connect will be used for 2 synchronous sessions in this course.

How to Access D2L:
http://elearn.ucalgary.ca/desire2learn/d2l_extra_info

Online Videos and Documents about Using D2L:
http://elearn.ucalgary.ca/desire2learn/home/students

Required Readings:

Publication Manual of the American Psychological Association. (2010). (Sixth ed.). Washington, D.C: American Psychological Association.

Additional readings required for this course are available online. Links to the required readings will be provided in D2L. This is a hands-on course, in which students learn by completing enabling learning tasks. Students are also encouraged to read widely from electronic journals, accessible through the University of Calgary Library, and other online resources.

Weekly course schedule:

Week 1: July 2 to 5, 2015: Introduction to Technology and Language Learning	
Discussion Board:	1. Post a brief introduction of yourself in D2L. Add a photo of yourself under settings. 2. Share with us your background as a language professional, highlighting your experience using technology to facilitate language-learning experiences.
Readings / Prep work:	1. Get a head start on your readings for the course by selecting and downloading your readings for the course. 2. Review the requirements for Learning Tasks 2, 3 and 4. Begin to generate ideas about what kind of project interests you. 3. Map out your own personal work plan for the rest of the course that takes into account the deadlines for each learning task, your personal and professional schedule and other demands on your time.
Adobe Connect session:	Thursday, July 2, 2015 - 5:00 - 6:00 p.m. Mountain Time
Week 2: July 6 to 12, 2015: TPACK. SAMR, and language learning – Building a strong foundation	
Discussion Board:	1. TPACK: Post a critical reflection on the discussion board, reflecting on your expertise and areas of growth in areas of technology, pedagogy and content with regards to your own professional experience as a language professional. Refer to specific elements or examples from the TPACK video to demonstrate that you watched it in full. See the instructor's example as a point of departure to create your own TPACK profile.
Readings / Prep work:	Watch the video "TPACK in 3 minutes" -- https://www.youtube.com/watch?v=0wGpSaTzW58
Due this week:	**Learning Task 2: Project Plan due Friday, July 10, 2015 by 4:30 p.m. Mountain Time –** Submit to D2L dropbox for grading and post to D2L discussion board for peer sharing next week.
Week 3: July 13 to 19, 2015: Using social media and open access tools for language learning	
Discussion Board:	1. Weekly topic discussion – Respond to the D2L question posed. Cite specific details or quotations from your chosen reading to demonstrate that you read it. Use APA standards for citations, quotations and referencing. 2. Sharing Project Plans: Post your own project plan to D2L. Review and respond to your classmates' project plans, asking questions about their project's objectives, methodology, rationale or any other element of their proposed project.
Readings / Prep work:	Choose one: Choose ONE: Benson, S. K. & Ward, C. L. (2013). Teaching with technology: Using TPACK to understand teaching expertise in online higher education. *Journal of Educational Computing Research, 48*(2), 153-172. doi:10.2190/EC.48.2.c Harris, J. B., & Hofer, M. J. (2011). Technological pedagogical content knowledge (TPACK) in action: A descriptive study of secondary teachers' curriculum-based, technology-related instructional planning. Journal of Research on Technology in Education, 43(3), 211-229. Retrieved fromhttp://files.eric.ed.gov/fulltext/EJ918905.pdf Mishra, P., & Koehler, M. (2009). Too cool for school? No way! Using the TPACK framework: You can have your hot tools and teach with them, too. *Learning & Leading with Technology, 36*(7), 14-18. Retrieved from

	http://files.eric.ed.gov/fulltext/EJ839143.pdf Mishra, P., Koehler, M. J., & Kereluik, K. (2009). Looking back to the future of educational technology. *TechTrends, 53*(5), 48-53. Retrieved from http://punya.educ.msu.edu/publications/Mishra-Koehler-Kereluik-techtrends09.pdf Romrell, D., Kidder, L., & Wood, E. (2014). The SAMR Model as a Framework for Evaluating mLearning. Online Learning: Official Journal Of The Online Learning Consortium, 18(2). Retrieved fromhttp://olj.onlinelearningconsortium.org/index.php/jaln/article/view/435/105 van Olphen, M. (2008). World language teacher education and educational technology: A look into CK, PCK, and TPACK. *Annual meeting of the American Educational Research Association (AERA).* Retrieved from http://punya.educ.msu.edu/presentations/AERA2008/vanOlphen_AERA2008.pdf
Week 4: July 20 to 26, 2015: Is bigger better? Exploring MOOCs, NINGs and Communities of Practice	
Discussion Board:	1. Weekly topic discussion – Respond to the D2L question posed. Cite specific details or quotations from your chosen reading to demonstrate that you read it. Use APA standards for citations, quotations and referencing.
Readings / Prep work:	Choose ONE: Gaebel, M. (2013). MOOCs: Massive open online courses. *European University Association Occasional Papers*, 2-17. Retrieved from http://www.eua.be/news/13-02-25/Massive_Open_Online_Courses_MOOCs_EUA_to_look_at_development_of_MOOCs_and_trends_in_innovative_learning.aspx Ham, J.J., & Schnabel, M.A. (2011). Web 2.0 virtual design studio: social networking as facilitator of design education. *Architectural Science Review, (54)2*, 108-116. Doi: 10.1080/00038628.2011.582369. Retrieved from: http://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/00038628.2011.582369 Marshall, S. (2014.) Exploring the ethical implications of MOOCs. *Distance Education, (35)2*, 250-262. doi: 10.1080/01587919.2014.917706. Retrieved from: http://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/01587919.2014.917706 U.S. Department of State Bureau of Educational and Cultural Affairs. (n.d.). MOOC for English-Teaching Professionals. Retrieved from http://www.americanenglish.state.gov/mooc-english-teaching-professionals
Due this week:	**Learning Task 3: Project Annotated Bibliography of Sources due Friday, July 24, 2015 by by 4:30 p.m. Mountain Time -** Submit to D2L dropbox for grading and post to D2L discussion board for peer sharing next week
Week 5: July 27 to Aug. 2, 2015: Gaming and gamification of language learning	
Discussion Board:	1. Weekly topic discussion – Respond to the D2L question posed. Cite specific details or quotations from your chosen reading to demonstrate that you read it. Use APA standards for citations, quotations and referencing. 2. Sharing your annotated bibliography – Post your annotated bibliography as a new thread. Review and offer substantive comments and feedback on

	your classmates' bibliographies, too. Feel free to suggest supplementary sources that may strengthen others' work or ask questions about the sources they chose.
Readings / Prep work:	Choose one: Cornillie, F., Thorne, S. L., & Desmet, P. (eds.) (2012). Digital games for language learning: Challenges and opportunities. *ReCALL Journal*, 24(3).doi:10.1017/S0958344012000134 deHaan, J., Kuwada, K., & Ree, W. M. (2010). The effect of interactivity with a music video game on second language vocabulary recall. *Language, Learning & Technology, 14*(2), 74+. Retrieved from http://go.galegroup.com/ps/i.do?id=GALE%7CA232946132&v=2.1&u=ucalgary&it=r&p=AONE&sw=w&asid=b2bb8a2e3e691c8cf856614cc7455b2e Mifsud, C. L., Vella, R., & Camilleri, L. (2013). Attitudes towards and effects of the use of video games in classroom learning with specific reference to literacy attainment. *Research In Education, 90*(90), 32+. Reinders, H. & Wattana, S. (2014). Can I say something? The effects of digital game play on willingness to communicate. *Language Learning and Technology*, 18(2). Retrieved from http://llt.msu.edu/issues/june2014/v18n2.pdf
Week 6: Aug. 4 to 9, 2015: Working Week	
Discussion Board:	1. Weekly topic discussion – Optional – Reflect on the progress of your final project
Readings / Prep work:	No required readings this week. Your objective this week is to finalize your technology learning module and post to D2L by the deadline.
Due this week:	**Learning Task 4: Final Project due Friday, August 7 by 4:30 p.m. Mountain Time** - Post to D2L discussion board for peer sharing next week.
Week 7: Aug. 10 to 14 2015: Project showcase and final reflections	
Discussion Board:	1. Sharing and showcasing final projects: Post your own project on D2L as a new thread. Review and respond to classmates' projects with supportive and substantive reflections and feedback. 2. Final course reflections: Comment on your key learnings from the course and how you plan to implement what you learned in your own professional context.

Changes to schedule: Please note that changes to the schedule may occur in response to student questions and conversations.

Learning Tasks and Assessment:

There are four (4) learning tasks required for this course.

#	Description	Percent of final grade	Grouping for Task	Due date
LT 1	Discussion Board Contributions	20%	Individual	Ongoing until June 26, 2015 – Assessed weekly
LT 2	Project Plan	20%	Individual	Friday, July 10, 2015 by 4:30 p.m. Mountain Time
LT 3	Project Annotated Bibliography of Sources	20%	Individual	Friday, July 26, 2015 by 4:30 p.m. Mountain Time
LT 4	Final Project – Design of a Technology Language Learning Module	40%	Individual	Friday, August 7, 2015 by 4:30 p.m. Mountain Time

Learning Task 1: Discussion Board Contributions

Due Date: Ongoing until August 14, 2015
Percentage of the Final Grade: 20%

Description

Students are expected to engage fully in the online community of scholarship through original posts that clearly reflect you have completed the weekly assigned readings, you are engaging with peers in collaborative and supportive dialogue. To facilitate the timely contribution to the discussion board, students will be assessed on a weekly basis, having the opportunity to earn 5% per week for the 7-week duration of this intensive summer course.

Please note that following the completion of the weekly discussion, the discussion board may close for that week and students will be unable to make contributions in arrears.

Assessment Criteria:
To get credit for class participation, students are expected to participate on a regular and on-going basis, contributing to the weekly discussions in a timely manner.

Criteria	Does not meet requirements (C+ or lower)	Meets Requirements for Scholarly Performance (B- to B+)	Exemplary Scholarly Performance: Meets All and Exceeds Some Requirements (A- to A+)
Constructive Uses of Authoritative Sources	Readings are summarized with little or no critical analysis or thoughtful interpretation Or You do not provide concrete evidence of having engaged with the course material.	Information sources are critically evaluated and writing demonstrates recognition that even the best ideas are improvable. You cite or quote specific details from the article.	You draw upon content from the readings by citing or quoting specific passage. You supplement these with additional information sources, as evidence for helping others build knowledge and deepen their understanding.
Democratizing Knowledge	You add your contribution with little recognition of others in the group.	You recognize and praise everyone's work and help others find needed information.	You treat all participants as legitimate contributors to the shared goals of the community; all have a sense of ownership of knowledge advances achieved by the group.

Epistemic Agency	You demonstrate a personal sense of direction, power, motivation, and responsibility.	You mobilize personal strengths to set forth your ideas and to negotiate a fit between personal ideas and ideas of others.	You mobilize personal strengths to set forth your ideas and to negotiate a fit between personal ideas and ideas of others, using contrasts to spark and sustain knowledge advancement rather than depending on others to chart that course for you.
Idea Diversity	You participate in brainstorming different ideas.	You play an active role in putting forward different ideas to create a dynamic environment.	You play an active role in putting forward different ideas to create a dynamic environment in which contrasts, competition, and complementarity of ideas is evident, creating a rich environment for ideas to evolve into new and more refined forms.
Improvable Ideas	You accept or reject ideas as truth on the basis of logical argument and evidence.	You treat all ideas as factual, informed by argument and evidence, and improvable.	You treat all ideas as improvable by aiming to mirror the work of great thinkers in gathering and weighing evidence, and ensuring that explanations cohere with all available evidence.
Knowledge Building Discourse	Your contribution to discourse allows participants to express and gain feedback on their ideas, defend different points of view, arrive at conclusions.	Your contribution to discourse serves to identify shared problems and gaps in understanding.	Your contribution to discourse serves to identify shared problems and gaps in understanding and to advance understanding beyond the level of the most knowledgeable individual.
Scholarly Writing	Your writing is not scholarly in nature or you do not use APA style or standards.	Your writing is mostly scholarly in style and tone. You use APA Style (i.e. citations for information sources) with some editing considerations to achieve clarity.	You write in a clear and scholarly manner, with a consummate command of APA style and standards.

APA citations	You tend not to cite sources using APA standards. Your citations do not include precise page numbers when appropriate.	You consistently cite sources using APA standards with very few errors.	You consistently cite sources using APA standards, paying particular attention to details, resulting in error-free citations.
Due dates for postings	You do not contribute to the discussion board by the weekly deadlines.	You post to the discussion board on the day the weekly posts are due, or the day prior to the deadline.	You post to the discussion board at least two days in advance of when the weekly posts are due, giving others ample opportunity to engage with you in the online discussion.
Quantity and quality of postings	You post fewer than twice per week OR Your posts are cursory in nature.	You meet the requirements of one original post per week of your own and one substantive post to a peer. Your contributions to demonstrate scholarly discourse and deepening of your mastery of the topic.	You exceed the minimum posting requirements with multiple substantive and engaging posts every week that demonstrate deep levels of scholarly discourse and deepening of your mastery of the topic. You are actively engaging with others to create an online community of ongoing, research-informed dialogue.

Learning Task 2: Project Plan
Due date: Friday, July 10, 2015 by 4:30 p.m. Mountain Time
Percentage of Final Grade: 20%
Objectives: To help you clarify and commit to a topic for your final project. To begin thinking about how you intend to develop your project. Note that Learning Tasks 2, 3 and 4 are all connected. Learning Task 2 is your plan for your final project (Learning Task 4).

Description:
Share your ideas about your topic for Learning Task 4. Ideas for this task can be drawn from the course content, readings, personal experience, or other resources.

Discuss what technologies you might use to showcase your project (e.g. blog, wiki, video, etc.)

Remember that whatever technology you choose to showcase your project should be open access and must not require users to pay for access or sign up for any special services. This includes having to register a name or e-mail address.

Technical requirements:
- Presented in Word (.doc or .docx) format.
- Follows APA standards.
- No cover page necessary. Include your name and a title at the top of page 1.
- Maximum 4 pages, double-spaced, exclusive of references. Do not change the spacing or formatting to force your work to fit within the page limit. If necessary, edit your writing and clarify your plan to articulate your ideas within the four pages.
- Times New Roman, 12-point font.
- Submit your work in the LT2 Dropbox in D2L and also post a copy on the discussion board for peer sharing.

Submitting your work: Please use the D2L Dropbox that corresponds to this learning task to submit your work for assessment. Please do not e-mail your work to the instructor.

Assessment Criteria:

Criteria	Does not meet requirements (C+ or lower)	Meets Requirements for Scholarly Performance (B- to B+)	Exemplary Scholarly Performance: Meets All and Exceeds Some Requirements (A- to A+)
Clarity	Overall, your project plan is unclear or difficult to understand.	Your project plan is clear and concise.	Your project plan is clear and concise. You present your ideas succinctly and ensure all key questions are answered in your plan.
Organization	Your plan is disorganized OR does not include any APA headers to facilitate reading OR your headings do not follow APA formats.	Your plan is organized and includes APA headings to facilitate reading.	Your plan is precisely organized and uses APA headings to guide the reader easily through your work.

Objectives	Your plan does not clearly state the objectives of your project OR does not include any learning outcomes for students.	Your plan includes clear project objectives and learning outcomes for students.	Your plan includes highly focused objectives and refined learner outcomes that are specifically tailored for a particular learning audience.
Technology tools	You do not demonstrate a clear idea of what kind of technology tools you will use for your project.	You have one or two technology tools in mind, but have yet to determine which one will best suit your project.	You have clearly committed to particular technology tools and provide a substantive rationale as to why your chosen tool will meet your project objectives.
Free, open access tools	The technology tool(s) you choose require payment OR require users to set up an account OR require users to provide an e-mail address to log in.	You choose a technology tool that requires a log-in, but you create a single login for the entire class to use so individuals to not need to provide personal information or sign up for any services themselves.	Your technology tool is free, open-source and easily accessible to learners without any special sign-ups or the need to create an account, log in with an account or provide any kind of personal information (including an e-mail address) in order to use the technology.
Learner Assessment	You do not include any plans learner assessment OR your learner assessment plan is vague, inappropriate or poor quality.	You include a clear and sound plan to assess your learners as part of your project plan.	You include a detailed plan on how you intend to assess learners for your final project. You link the assessment to your defined outcomes and objectives. You show how learner assessment will be done digitally as part of your final project.
Scholarly Writing	Your writing is not scholarly in nature or you do not use APA style or standards.	Your writing is mostly scholarly in style and tone. You use APA Style (i.e. citations for information sources) with some editing considerations to achieve clarity.	You write in a clear and scholarly manner, with a consummate command of APA style and standards.

APA citations and references	You tend not to cite or reference sources using APA standards. Your citations do not include precise page numbers when appropriate.	You consistently cite and reference sources using APA standards with very few errors.	You consistently cite and reference sources using APA standards, paying particular attention to details, resulting in error-free citations.
Technical elements	You follow none or only some of the technical requirements for this learning task.	You follow most of the technical requirements for this learning task.	You honour the technical requirements for this learning task.
Overall Quality	The overall quality of your project does not meet the level expected of graduate level scholars.	The overall quality of your plan meets the expectations for graduate students.	Overall, your plan is of exemplary quality that might only be expected of experienced professionals.

LT3: Project Annotated Bibliography of Sources – 20%
Due date: Friday, July 26, 2015 by 4:30 p.m. Mountain Time
Percentage of Final Grade: 20%

Objective: To help you develop a strong research-informed foundation for your final project.

Description: Note that learning tasks 2, 3 and 4 are all connected. Learning Task 3 provides a research base for your final project. The aim is to provide a strong base of current evidence from the field to support the technology module you plan to develop.

Present your draft list of References (in APA format) containing at least 10 sources that may inform your LT3. Your list of references for the project contains a minimum of ten (10) credible research sources (at least 3 of which must be peer-reviewed articles published since 2005).

These 10 sources are over and above any sources used as class readings. In other words, do not use the course readings for your annotated bibliography.

Provide a brief explanation (annotation) of how and why each source may be useful. Do not cut and paste the abstract of the article and use that as your annotation. Instead, provide a brief reflection on why you chose the source and why you believe it will provide strong evidence to inform your final project.

Technical requirements:
- Presented in Word (.doc or .docx) format.
- Follows APA formatting standards.
- No cover page necessary. Include your name and a title at the top of page 1.
- Double-space your work.
- Times New Roman, 12-point font.
- Page limit: 8 pages. Annotations should be brief and to the point. Do not change the formatting or spacing of your work to force your work into the page limit. Instead, edit your writing.
- Submit your work in the LT2 Dropbox in D2L and also post a copy on the discussion board for peer sharing.

Submitting your work: Please use the D2L Dropbox that corresponds to this learning task to submit your work for assessment. Please do not e-mail your work to the instructor.

Assessment Criteria:

Criteria	Does not meet requirements (C+ or lower)	Meets Requirements for Scholarly Performance (B- to B+)	Exemplary Scholarly Performance: Meets All and Exceeds Some Requirements (A- to A+)
Clarity	Overall, your work is unclear or difficult to understand.	Your work is clear and concise.	Your work is clear and concise. You present your ideas succinctly and ensure all key questions are answered in your work.

Organization	Your annotated bibliography is not organized well.	Your annotated bibliography is well organized and easy to follow.	Your work is so well organized that a reader can review it quickly and easily and understand all the main ideas swiftly.
Quality of Sources	Your sources are not scholarly OR you cite Wikipedia	Your sources are mostly peer reviewed articles and books.	Your sources are all from high quality, peer-reviewed academic journals or books published by reputable and well-known academic scholars.
Quantity of sources	Your annotated bibliography contains fewer than 10 sources OR you draw from the course readings rather than finding additional sources.	You meet the minimum requirements of having ten (10) sources that do not draw from the course readings.	You exceed the minimum requirements of ten (10) sources that do not draw from the course readings.
Currency of sources	50% or fewer of your sources have been published since 2005.	50% to 80% of your sources have been published since 2005.	Over 80% of your sources have been published since 2005 AND at least 20% of your sources were published within the last two years.
Relevance of sources	50% or fewer of your sources do not directly relate to your topic OR do not relate to language learning and technology.	50% to 80% of your sources relate directly to your topic or to language learning and technology in general.	Over 80% of your sources fit precisely with your topic or relate to language learning and technology in general.
APA standards	Your reference list does not follow APA standards OR has many APA errors.	Your reference list is mostly free of errors in terms of APA standards.	Your reference list is an outstanding and error-free example of APA standards.
Technical elements	You follow none or only some of the technical requirements for this learning task.	You follow most of the technical requirements for this learning task.	You honour the technical requirements for this learning task.

Overall Quality	The overall quality of your work does not meet the level expected of graduate level scholars.	The overall quality of your work meets the expectations for graduate students.	Overall, your work is of exemplary quality that might only be expected of experienced professionals.

LT4: Design of a technology language learning module
Due Date: Friday, August 7, 2015 by 4:30 p.m. Mountain Time
Percentage of the Final Grade: 35%
Length: Varies by project type and technology chosen

Purpose:
The purpose of this activity is to design and create a learning module that integrates technology in language learning.

Objectives:
Through this task students are expected to:
- provide a rationale for the design of a learning module;
- articulate a theoretical framework for the module;
- elaborate a plan for the learning module including objectives, activities, assignments, and assessment; and
- plan a strategy for evaluating the effectiveness of the learning module.

Description:
Develop a learning module that integrates technology in a language course. Base your LT4 off your LT2: Project Plan.

The following elements must be included:
- a rationale for the activity;
- a theoretical framework (e.g. TPACK and/or SAMR)
- a description of the module;
- learning objectives
- and a plan to assess the effectiveness and implementation of the module.

Ideas for this task can be drawn from the course content, readings, personal experience, or other resources. You are invited to tailor your project to your particular professional context to develop a module that you might actually use with your own students. As you are developing your project, think about your own students and focus on developing a module, unit or lesson that will directly benefit them and that you could realistically implement in your own classroom.

Students are encouraged to use readily available (e.g. open source) technologies to develop their learning module. A variety of formats are acceptable, but students are encouraged to actively consult with the instructor through the conceptualization and planning stages of the project to seek advice, input and feedback on the process and development of the project.

Remember that whatever technology you choose to showcase your project should be open access and must not require users (including your own learners, classmates or the instructor) to pay for access or sign up for any special services. This includes having to register a name or e-mail address.

Submitting your work: There will be no Dropbox for your final projects. Instead, post your projects to the D2L Discussion Board. Please do not e-mail your work to the instructor.

Assessment Criteria:

Criteria	Does not meet requirements (C+ or lower)	Meets Requirements for Scholarly Performance (B- to B+)	Exemplary Scholarly Performance: Meets All and Exceeds Some Requirements (A- to A+)
Clarity	Overall, your work is unclear or difficult to understand.	Your work is clear and concise.	Your work is clear and concise. You present your ideas succinctly and ensure all key questions are answered in your project.
Organization	Your final project is not organized well.	Your final project is well organized and easy to follow.	Your work is so well organized that anyone can review it quickly and easily and understand all the main ideas swiftly.
Rationale	You do not provide a rationale for your project or the choices you made.	You provide a clear rationale for your project or the choices you made.	You provide an exemplary rationale for your project or the choices you made.
Conceptual framework	You do not provide a conceptual framework OR you do not reference TPACK or SAMR in your framework.	You provide a clear conceptual framework, referencing TPACK and SAMR.	You provide a clear conceptual framework that explicitly links TPACK and SAMR to your project and explains how your project has benefitted from these frameworks.
Objectives	Your project has no clear objectives.	Your project has clearly articulated objectives.	Your project has clearly articulated and detailed objectives.
Learner audience	Your project does not target a particular learner audience.	Your project targets a general group of learners.	Your project targets a specific audience of learners in terms of both age and language ability.

Technology tools	Your technology tool(s) do(es) not match your project objectives OR seems inappropriate for your learner audience.	Your technology tool(s) do(es) matches your project objectives and seems inappropriate for your learner audience.	Your technology tool(s) do(es) matches your project objectives and seems inappropriate for your learner audience AND you explore the pedagogical effectiveness of the technology in your project.
Free, open access tools	The technology tool(s) you choose require payment OR require users to set up an account OR require users to provide an e-mail address or other personal information to to log in or access the technology.	You choose a technology tool that requires a log-in, but you create a single login for the entire class to use so individuals to not need to provide personal information or sign up for any services themselves.	Your technology tool is free, open-source and easily accessible to learners without any special sign-ups or the need to create an account, log in with an account or provide any kind of personal information (including an e-mail address) in order to use the technology.
Learning activities	Your project includes no clear activities for learners OR the learning activities are inappropriate OR the learning activities are poor quality.	Your project includes clearly defined and well-explained learning activities using your chosen technology tools.	Your project maximizes the technology tools to present engaging and relevant learning activities.
Learner Assessment	Your project includes no clear assessment for your learners.	Your project includes clear assessment for the learning tasks you have developed.	Your project maximizes technology to provide relevant and useful assessment for learners, based on the learning tasks you have developed.
Evaluation of effectiveness	Your project includes no plan to assess the effectiveness of the learning module you have developed.	Your project includes a plan to assess the effectiveness of your learning module in terms of how well the technology you chose worked for the learning objectives you identified.	Your project includes a detailed plan of how to assess the effectiveness of your learning module in terms of TPACK and the learning objectives that you identified. You have clearly articulated methods to determine if you would use this technology again or what you might change and why.

APA Reference list	Your do not include a reference list OR your references does not follow APA standards OR your list has many APA errors.	Your reference list is mostly free of errors in terms of APA standards.	Your reference list is an outstanding and error-free example of APA standards.
Technical elements	You follow none or only some of the technical requirements for this learning task.	You follow most of the technical requirements for this learning task.	You honour the technical requirements for this learning task.
Overall Quality	The overall quality of your work does not meet the level expected of graduate level scholars.	The overall quality of your work meets the expectations for graduate students.	Overall, your work is of exemplary quality that might only be expected of experienced professionals.

Graduate Programs in Education: Grading Scale

Distribution of Grades*			
Grade	GP Value	Percent	Graduate Description
A+	4.0	95 - 100	Outstanding
A	4.0	90 - 94	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.7	85 - 89	Very good performance
B+	3.3	80 - 84	Good performance
B	3.0	75 - 79	**Satisfactory performance.** Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.
B-	2.7	70 - 74	Minimum pass for students in the Faculty of Graduate Studies
C+	2.3	65 - 69	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.0	60 - 64	
C-	1.7	55 - 59	
D+	1.3	50 - 54	
D	1.0	45 - 49	
F	0.0	< 45	

*Based upon Faculty of Graduate Studies 2014/2015 Calendar, "Distribution of Grades"

Note: Unless prior arrangements are made with the instructor, late assignments will be penalized 10% of their value for each day past the due date.

Werklund School of Education Appeals Policy and Process:
  • http://werklund.ucalgary.ca/gpe/werklund-school-education-appeals-policy-amp-process

Universal Student Ratings of Instruction (USRIs)
Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

  • **Plagiarism + academic misconduct:** http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html
  • **Intellectual Honesty:** http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html
  • **Integrity**: http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html
  • **Research Ethics:** http://www.ucalgary.ca/research/researchers/ethics-compliance

- **My Grad Skills:** http://grad.ucalgary.ca/mygradskills
- **Intellectual Property:** http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property
- **Student Success:** http://www.ucalgary.ca/ssc/

Graduate Studies Calendar, Excerpts on Plagiarism:

O.1.a) Definitions
1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.
(b) Parts of the work are taken from another source without reference to the original author.
(c) The whole work (e.g., an essay) is copied from another source, and/or,
(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

O.1.b) Penalties, can include and are not limited to:
1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.
2. Disciplinary probation.
3. Suspension.
4. Expulsion.

Copyright: All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format.   For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: http://library.ucalgary.ca/copyright

Academic Accommodations – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations.   More information about academic accommodations can be found at www.ucalgary.ca/access .

Campus Security provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the SafeWalk program for students attending classes on campus. For more information please visit http://www.ucalgary.ca/security/ or telephone 403-220-5333.

The **Freedom of Information Protection of Privacy Act** (FOIPP) prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

The US Patriot Act - In order that you can make informed decisions about what technologies, services and tools you will use for the completion of course assignments, and any other learning tasks (i.e., online discussions) please note that under the United States Patriot Act course work published using services or tools subject to the US Patriot Act can be seized with disclosure, and you may not be permitted to inform anyone but your legal counsel. If seizure under the US Patriot Act was to occur, and you lost coursework /

assignments that were stored on a US server, it may compromise your successful completion of learning tasks and the course.

Please familiarize yourself with the University of Calgary's website on "Privacy and the Online Academic Environment" http://lcr.ucalgary.ca/privacy and familiarize yourself with the US-Patriot Act.

Emergency Evacuation Assembly Points - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Foodcourt. See:
http://www.ucalgary.ca/emergencyplan/assemblypoints