EDUC 5102G Educational Technology & Communication

Course outline for Fall, 2015

1. Course Details & Important Dates*

<table>
<thead>
<tr>
<th>Term</th>
<th>Status</th>
<th>Course Type</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Graduate</td>
<td></td>
<td>Mondays</td>
<td>6:00-9:00 p.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>CRN #</th>
<th>Classes Start</th>
<th>Classes End</th>
<th>Final Exam Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Connect</td>
<td>Thursday January</td>
<td>September 10, 2015</td>
<td>Thursday December 3, 2015</td>
<td>NA</td>
</tr>
</tbody>
</table>

* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) > Current Students > Important Dates and Deadlines
2. Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jia Li</td>
<td>Education Building, Room 521</td>
<td>905.721.8668 ext. 3708</td>
<td>Blackboard email (preferred) or <a href="mailto:jia.li@uoit.ca">jia.li@uoit.ca</a></td>
</tr>
</tbody>
</table>

Office Hours: Anytime by appointment

<table>
<thead>
<tr>
<th>Laboratory/Teaching Assistant Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Office Hours: NA

3. Course Description

**EDUC5102G: Educational Technology & Communication:** Technology can extend the ability of the instructor and students to communicate in educational settings. Multimedia elements of computer-based instruction possess strengths and limitations as communication tools. This course examines various theories of communication and learning and their application to the multimedia world of instructional technology to traditional learning settings. Innovative ways of enhancing and improving educational communication will be emphasized.

4. Learning Outcomes

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

1) Explain and discuss various theoretical perspectives, theories and models of communication and its associated technologies;
2) Analyze current social communication practices, technologies and impacts;
3) Elaborate on the concept of online learning in light of selected communication theories and current practices;
4) Analyze the use of online communication tools in modern learning environments;
5) Offer guidelines necessary for effective use of communication within educational settings
5. Course Design

The fundamental learning approach of this course will be collaborative learning using some problem/project-based learning strategies in a digital technology context. Graduate students in this course will participate in a community of inquiry – generating questions and participating in discussions in order to help each other learn in a socio-constructivist way.

As in all course of this program, Blackboard will be mainly used for the distribution of basic information such as course outlines and supporting documents. The web-based videoconferencing system “Adobe Connect” will be used for most class meetings as well as be available 24/7 for students to use for their team work meetings (main meeting room). All students are expected to be present at all of these meetings.

Students are required to sign into class 10 minutes before the class starts to make certain that all of the necessary equipment is functioning optimally (See: http://education.uoit.ca/graduate_studies/future_graduate_students/student-tech-requirements--.php). Students who take this course require high-speed internet, a microphone, video cam and headset that are working well. Please do not participate in the course unless you have met the technology requirements. All students should run an equipment check prior to the start of each class to ensure that they can hear and they can be heard. If you expect to be presenting files during an Adobe Connect session, upload the files well before class to maximize time during class for learning. Included in the Blackboard classroom space are some tutorials for using Adobe Connect. Graduate students are encouraged to take advantage of these tutorials.

Following an introduction by the professor, the typical classes will involve a 1½ hour segment of activities lead by the professor, followed by 1½ hour completely student designed and driven. Each week, a team of students will prepare and lead and part of the synchronous session as well as a related asynchronous element to the learning activity.

Graduate students are encouraged to consult regularly with their professor regarding how much work load the course requires. Students should budget approximately 110–120 hours for this course; approximately 1/3 of this time will be spent in synchronous class time, although some of it will be time with peers and not with the professor.

Although groups of students will select readings that they will prepare and discuss, all students are expected to come to class prepared to discuss ALL of the assigned readings. Also, students will need to have the readings accessible during class in some format in order to refer to specific passages during the class discussions.

In the event that a student has not received a prompt response from the professor in Blackboard mail, the student should send a quick email to the professor at the UOIT email above.

If a student is going to be absent from a class, the communication should come from the student to the professor via email to arrange for a suitable assignment in lieu of class participation. In the event that the professor is unable to attend the class, a notice will be posted on the course site on Blackboard and an email will be sent to the students. All assignments are expected to be submitted on time.

Graduate students are reminded that a single instance of plagiarism, which includes recycling work done in any previous course, will result in dismissal from the graduate program.

6. Outline of Topics in the Course
Class Meeting 1 Monday, September 14, 2015 (Synchronous session in Adobe Connect)
Identify your interest in ICT and potential applications in your professional settings

Goal: Personalize your goals with the class and familiarize ourselves with the requirement of the course, and get to know our learning community.

1) Test session: The Adobe Connect classroom environment
2) Introduction:
   a. Tell us about yourself
   b. Your interest in ICT and potential application in your professional settings
3) Review of the course outline
4) Assign 2-3 people groups for reading discussions
5) Assignment (15%): Write a 2-page double-spaced (Arial 12 including references) statement of your interest in ICT application in relation to your personal and professional experiences in light of theory or theories and previous studies. Due midnight Sunday, September 27, 2015.
6) Student Learning Centre regarding writing skills help: One-on-one booked sessions face-to face and online, individual drop-in sessions and workshops assist students in the following areas: writing strategies, types of writing, structure, prewriting strategies, paraphrasing/quoting, citations/references, revision techniques and grammar. In addition, our writing tutors will help students become accustomed to the writing styles of different programs and course requirements. Please contact Tessa Troughton at Tessa.Troughton@uoit.ca

Class Meeting 2 Monday, September 21, 2015 (Synchronous session in Adobe Connect)
An introduction to major (ICT) communication theories and APA guidelines, library search and literature review

Goal: Learn about major communication theories, APA guidelines, library search and literature review through tutorials; identify your interest using ICT in light of theory or theories and previous studies

1) Dr. Jia Li
   Title: What are major communication theories?
2) Review the electronic search tutorials and become familiar with searching for articles in your field for your literature review. The online tutorials for the Education library at UOIT can be found at: http://guides.library.uoit.ca/content.php?pid=211511&sid=2593638. Students should be in touch with the Education Librarian, Ms. Kate Gibbings to begin their research in the topic of their interest. Also a tutorial by Dr. Robin Kay: http://advresearchuoit.wikispaces.com/Lit+Review
3) Assign 2-3 people group for a 15-minute presentation: Analyzing a communication theory or model in the educational context Due Monday, October 26, 2015
5) Guest speaker: Ms. Tessa Troughton, writing specialist, Student Learning Centre, UOIT
Title: APA style for references and academic writing

Class Meeting 3 Monday, September 28, 2015 (Synchronous session in Adobe Connect)

The application of (ICT) communication theories

Goal: Learn about the application of educational technology & communication from Dr. van Oostveen and reflect on its connection with major communication theories and other relevant theories

1) Guest speaker: Dr. Roland van Oostveen (Associated Professor, former Director, BA in Adult Education and Digital Technology, UOIT)
   Title: Theories and My Thoughts in Developing UOIT BA Program and Its Online Learning Community
   Discussant leaders: TBD

Class Meeting 4 Monday, September 30, 2015 (Synchronous session in Adobe Connect)

Review major communication theories, reflecting your interest in ICT applications in light of theories and previous studies

Goal: Review major communication theories and reflect on your observation and practice

1) Dr. Jia Li
   Title: Synthesis of communication theories
   Discussant leaders: TBD
   Discussant leaders: TBD.
4) Group collaboration: with your group, brainstorm about your thoughts on a particular theory/theories and how it/they shed light on your ICT related observation and practice, and select a group delegate to present for another group for 5 minutes.

Class Meeting 5 No class today Thanksgiving Day, October 12, 2015.

Class Meeting 6 Monday, October 19, 2015 (Synchronous session in Adobe Connect)

A transnational case study in web 2.0 environment: Analysis of ICT case studies in educational contexts

Goal: Develop an understanding of the context and rational for apply for educational technology and communication from a transnational case study.

1) Dr. Jia Li
Title: Multiliteracies education: Canadian and Hong Kong students connected in a web 2.0 learning environment
– A transnational project in collaborating with the Chinese University of Hong Kong

2) Q and A sessions for the guest talk and Assigned reading#5 Li, J., & Zhang, Z. (under review). An intercontinental inquiry on multicultural education: Canadian and Hong Kong university students connected in a web 2.0 learning environment. Intercultural Education: A Special Issue

Discussant leaders: TBD

Class Meeting 7 Monday, October 26, 2015 (Synchronous session in Adobe Connect)
Analysis of major communication theories (please load presentation files in Adobe Connect and post research articles on Blackboard before class – thanks)

Goal: Learn from your peers and develop comprehensive and in-depth knowledge of major communication theories

1) Presentation Group 1: Diffusion of Innovation Theory (10 minutes)
Q and A sessions for Presentation Group 1 (5 minutes)
2) Presentation Group 2: Diffusion of Innovation Theory (10 minutes)
Q and A sessions for Presentation Group 1 (5 minutes)
3) Presentation Group 3: Adaptive Structuration Theory (10 minutes)
Q and A sessions for Presentation Group 2 (5 minutes)
4) Presentation Group 4: Technology Determinism Theory (10 minutes)
Q and A sessions for Presentation Group 3 (5 minutes)
5) Presentation Group 5: Social Presence Theory (10 minutes)
Q and A sessions for Presentation Group 3 (5 minutes)
6) Presentation Group 6: Social Presence Theory (10 minutes)
Q and A sessions for Presentation Group 3 (5 minutes)

Class Meeting 8 Monday, November 4, 2015 (Synchronous session in Adobe Connect)
Showcase critical components of ICT applications in educational contexts through exemplary case study posters

Goal: Understand key elements of developing a successful case study poster using educational technology and communication theories

1) Guest speaker: Kevin Mooney (2015 research showcase poster award recipient, UOIT)
Title: A step by step showcase: Developing a successful case study poster with critical components
Discussant leaders: TDB

2) Case study poster: details to be provided
Due date: 6-9:00 pm Monday classes, November 16 and 23, 2015
Class Meeting 9 Monday, November 11, 2013 (Synchronous session in Adobe Connect)
Reconsidering ICT theories and related applications – A case study funded by

1) Guest speaker: Helene Goulding (recipient, 2015 Founder’s Fund, Canadian Society of Laboratory Science)
Title: Assessing the Impact of a Virtual Laboratory on Undergraduate Students' Attitudes and Performance in a Competency-Based Medical Laboratory Sciences Program

Discussant leaders: TDB

3) Individual final assignment: A 10-page double spaced (Arial 12, including references) (40%) (Please see the rubrics for case study below)
Due date: Midnight Sunday, December 6, 2015.

Class Meeting 10 Monday, November 16, 2015 (Synchronous session in Adobe Connect)
Graduate poster symposium
Research-based and theory-guided practice: The application of educational technology & communication in my professional context

Goal: Celebrate our learning achievement and enhance our learning through constructive feedback

1) Graduate Symposium: Each student presents their case study poster in 15 minutes (please load presentation files on Adobe Connect and Blackboard before class – thanks).

Class Meeting 11 Monday, November 23, 2015 (Synchronous session in Adobe Connect)
Graduate poster symposium
Research-based and theory-guided practice: The application of educational technology & communication in my professional context

Goal: Celebrate our learning achievement and enhance our learning through constructive feedback

2) Graduate Symposium: Each student presents their case study poster in 15 minutes (please load presentation files on Adobe Connect and Blackboard before class – thanks).

Class Meeting 12 Monday, November 30, 2015 (Asynchronous session)
Q and A session for finalizing case study

Goal: Providing prompt support for the final assignment in Adobe Connect. Enjoy your writing, and creativity using education and communication technology for improve teaching, and learning in your professional setting.

No class–working asynchronously to finalize case study.
Due midnight Sunday, December 6, 2015.
7. Required Readings

Note: There are multiple readings assigned for this class including readings for which graduate students will be the discussants in groups of 3. Additional readings will be assigned by the groups investigating them and the visiting researchers. The reference style guide for this course will be APA.


*Li, J., & Zhang, Z. (in press). An intercontinental inquiry on multicultural education: Canadian and Hong Kong university students connected in a web 2.0 learning environment. *Intercultural Education: A Special Issue*


Additional readings may be assigned or recommended during the course.

8. Evaluation Method
The grade for the course will be based on the following:
1) A 2 page double spaced (Arial 12, including references) statement of your interest in ICT application in your academic and professional settings (15%)
2) Group presentation assignment: analyzing a communication theory or model in the educational context (20%)
3) Individual presentation of a case study poster (25%)
4) Individual final assignment: A 10-page double-spaced case study (Arial 12 including references) (40%)

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.
## 9. Assignments

1) **A 2-page double spaced statement of your interest in ICT application in your academic and professional settings (15%)** *(Arial 12, including references) (see rubrics below)*

   Due date: **midnight Monday, September 27, 2015.**

Identify a problem (not too general) of your interest in ICT application in your academic and professional settings. Please note based on this problem, you are able to develop a case study for your final assignment. Succinctly describe the problem and if possible, with reference of previous studies and literature. Highlight the pedagogical and social impact of the problem.

2) **10 Minute-in class group presentation assignment: Analyzing a communication theory or model in the educational context** *(see rubrics below)*

   Due date: **Monday, October 26, 2015.**

Your team of 2-3 people will select one basic communication theory or model and present a clear summary of its design, characteristics and theoretical foundations. The logic of the model is the most important element to be understood by your peers. This will include showcasing a blend of asynchronous and synchronous CMC. In addition, two questions are to be addressed briefly in your presentation:

1. How does this theory/model relate to learning settings?
2. How is technology affecting educational communication when viewed from this perspective?

3) **Case study poster (25%): details to be provided**

   Due date: **6:00-9:00 pm Monday classes, November 16 and 23, 2015**

4) **Individual final assignment (40%): A 10-page double spaced case study** *(Arial 12 including references) (see rubrics below)*

   Due date: **midnight Saturday, December 6, 2015.**

One of the ways in which we as educators can develop our understanding of theory is through the development of our own case studies. For the final assessment of this course, you need to develop a case study that will describe the key events in an educational setting with which you are familiar and analyze this in light of communication theories and educational technology research you have been exposed to. The outcomes of this case study, situated in your own professional area, will be presented as a poster to the entire group during Class Meetings 10 and 11 for the feedback from the instructor and your peers.

Your presentation of this case study should take into account problem solving skills, critical thinking skills, people skills and technical skills.

**Please note:** Further details for these assignments will be discussed in class and will be posted on Bb. Your active participation and attendance in the class contribute to overall evaluation of the course. If absent for more than 30 minutes of the class for the acceptable reasons, a 400-words of reflection and comments on the recorded class missed will be required to submit to the instructor within two weeks.
10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services. Requests must be made in a timely manner, and students must provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

11. Professional Conduct (if applicable)

NA

12. 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 and abide by UOIT’s regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among 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 resubmission of work to a failing grade 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 about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).
### 13. Turnitin (if applicable)

<table>
<thead>
<tr>
<th>UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: <a href="http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf">http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf</a></td>
</tr>
<tr>
<td>Further information about Turnitin can be found on the Academic Integrity link on your laptop.</td>
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</tbody>
</table>

### 14. Final Examinations (if applicable)

<table>
<thead>
<tr>
<th>Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.</td>
</tr>
<tr>
<td>Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three week prior to the first day of the final examination period.</td>
</tr>
<tr>
<td>Further information on final examinations can be found in Section 5.24 of the Academic Calendar.</td>
</tr>
</tbody>
</table>
15. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please see the information via the link:

http://uoit.ca/sites/oira/data-request-form/

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.
### Appendix A. Evaluation Rubric for the Statement of Interest (15%)

<table>
<thead>
<tr>
<th>Criterion categories</th>
<th>1</th>
<th>3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Needs more work on paragraphs, topic sentences and closings. More revision would have been helpful.</td>
<td>Topic focus is clear. The writing has many aspects supporting readability such as format. There is evidence of revision.</td>
<td>The organization helps with the understanding of the main ideas and the key concepts. The focus is clear and there is clear evidence of revisions.</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Sources of the information are not as clear as they could be. The author's voice is not distinguishable from the sources in some places.</td>
<td>The author does not argue but mostly summarizes knowledge found in sources and uses own voice.</td>
<td>Summarizes and synthesizes the key points of the research effectively, using current sources as much as possible.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Author is experiencing challenges using APA style to the degree that it interferes with understanding the literature review.</td>
<td>Author uses APA most of the time, and with some effectiveness.</td>
<td>Author uses APA style citations carefully to build evidence and to build readability.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Applies few of the concepts from the course and readings.</td>
<td>Applies some of the concepts from the course and readings.</td>
<td>Demonstrates clearly the application of concepts from the course and readings.</td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>Contains multiple errors in spelling and grammar.</td>
<td>Contains some errors in spelling and grammar.</td>
<td>Has no or almost no errors in spelling and grammar.</td>
</tr>
</tbody>
</table>

**Basic Requirement**: 2-page double spaced (Arial 12, including references)
## Appendix B. Evaluation Rubric for the Group Presentation (20%)

<table>
<thead>
<tr>
<th>Criterion categories</th>
<th>1</th>
<th>3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience has difficulty following presentation because there is no sequence of information.</td>
<td>Information was presented in logical sequence which audience can follow.</td>
<td>Information was presented in logical and interesting sequence which audience can follow. It helps with the understanding of the main ideas and the key concepts.</td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>The presentation does not demonstrate the grasp of information and cannot answer questions.</td>
<td>Presenter is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Presenter demonstrates full knowledge by answering all class questions with explanations and elaboration, and also showed clearly the application of concepts from the course and readings.</td>
</tr>
<tr>
<td><strong>Visuals</strong></td>
<td>Presenter uses no or irrelevant visuals.</td>
<td>Visuals uses are related to text and the purpose of presentation.</td>
<td>Students used visuals to reinforce screen text and presentation.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Presenter is not familiar with the content and speaks in low volume and/or monotonous tone, which causes audience to disengage.</td>
<td>The presentation went smoothly while reading mostly from the notes or slides.</td>
<td>The student is able to 1) hold attention of entire audience; 2) speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Contains multiple errors in spelling and grammar.</td>
<td>Contains some errors in spelling and grammar.</td>
<td>Presentation has no or almost no errors in spelling and grammar.</td>
</tr>
</tbody>
</table>
### Appendix C. Evaluation Rubric for the Poster Presentation (25%)

<table>
<thead>
<tr>
<th>Criterion categories</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience has difficulty following presentation because there is no sequence of information.</td>
<td>Information was presented in logical sequence which audience can follow.</td>
<td>Information was presented in logical and interesting sequence which audience can follow. It helps with the understanding of the main ideas and the key concepts.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The presentation does not demonstrate the grasp of information and cannot answer questions.</td>
<td>Presenter is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Presenter demonstrates full knowledge by answering all class questions with explanations and elaboration, and also showed clearly the application of concepts from the course and readings.</td>
</tr>
<tr>
<td><strong>Visuals</strong></td>
<td>Presenter uses no or irrelevant visuals.</td>
<td>Visuals uses are related to text and the purpose of presentation.</td>
<td>Students used visuals to reinforce screen text and presentation.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Presenter is not familiar with the content and speaks in low volume and/or monotonous tone, which causes audience to disengage.</td>
<td>The presentation went smoothly while reading mostly from the notes or slides.</td>
<td>The student is able to 1) hold attention of entire audience; 2) speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Contains multiple errors in spelling and grammar.</td>
<td>Contains some errors in spelling and grammar.</td>
<td>Presentation has no or almost no errors in spelling and grammar.</td>
</tr>
</tbody>
</table>
## Appendix D. Evaluation Rubric for the Case Study (40%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>2</th>
<th>4</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>Demonstrates an inadequate understanding of the topic(s) and issue(s).</td>
<td>Demonstrates an acceptable understanding of the topic(s) and issue(s).</td>
<td>Demonstrates a sophisticated understanding of the topic(s) and issue(s).</td>
</tr>
<tr>
<td><strong>Organization/ Writing mechanics following APA guidelines</strong></td>
<td>Some of the ideas are linked to topics and there is a degree of structure to the paper. Errors in citations, spelling or grammar impact the readability of the case study.</td>
<td>Most of the case study is outlined clearly and the major points are clear and linked to the topic. Some errors in citations, spelling and grammar.</td>
<td>The organization of the case study assists with readability and the writing is clearly focused and on topic for each section of the case study. The writing is virtually error-free.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Presents an incomplete analysis.</td>
<td>The student constructs a position by presenting a thorough analysis of most issues identified.</td>
<td>The writer argues clearly by presenting an insightful and thorough analysis of all issues identified.</td>
</tr>
<tr>
<td><strong>Evaluation, and Pedagogical recommendations within ICT contexts</strong></td>
<td>Makes little or no connection between the issues identified and the strategic concepts studied in the course, and presents pedagogical solution in the ICT context with little, if any, support from the information presented and concepts from the course.</td>
<td>Makes appropriate connections between the issues identified and the concepts studied in the course, and presents specific, realistic, and appropriate pedagogical solution in the ICT context.</td>
<td>Makes appropriate and powerful connections between the issues identified and the concepts studied in the course and presents effective, detailed and feasible and pedagogical solution in the ICT context.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Supplements case study, if at all, with incomplete research and documentation.</td>
<td>Supplements case study with relevant research into the present situation of the company; documents all sources of information.</td>
<td>Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information.</td>
</tr>
</tbody>
</table>

**Basic Requirement** 10-page double spaced (Arial 12, including references)