

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	INDC131
Course Title:	Working with Tools for Online Learning
Prerequisite Courses:	INDC100 Recommended, or skills and knowledge necessary to develop curriculum to the lesson plan stage.
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Course Code & Title:	
Course First Offered:	September 2010

# of Credits:	1.5
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Course Description:

This intensive six-week course will immerse participants in the world of on-line learning, both as a student and curriculum developer. Through a series of hands-on learning activities that model best-use practices, participants will explore the diverse options available and gain the insights necessary to choose the appropriate delivery technologies for their curriculum and target audience. Participants will also gain experience with the development and implementation of content in a variety of delivery environments. This course is suitable for curriculum developers and instructors who want to transfer their developed curriculum to a web-based delivery environment

Learners can expect to spend approximately 5 hours/week on this course. While the majority of the course is self-paced, some course activities take place in real-time. Please consult leadership@jibc.ca for scheduling details.

Course Goal(s):

By the end of this course, you will be able to choose online activities and tools that engage learners in online environments.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Define online learning within their organizational context
2. Compare and contrast face-to-face and online delivery
3. Describe the student level online learning experience
4. Identify opportunities and challenges for online course development within their organizational context
5. Describe common online learning tools and activities
6. Choose online delivery tools appropriate to their curriculum

7. Identify copyright issues applicable to design and delivery of online content
8. Create online content and activities
9. Describe online delivery challenges
10. Identify best-use practices for online course development and delivery

Course Topics/Content:

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Text and Resource Materials: None

Required:

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe): Professional Path				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Practicum/Fieldwork				
Online	21			
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods:

This course is delivered online. Learners should ensure they have high speed internet access for the duration of the course.

Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Learners are expected to participate in all activities to pass this course, including a short final assignment. Evaluation includes feedback from instructor, peers, and self-assessment.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.