

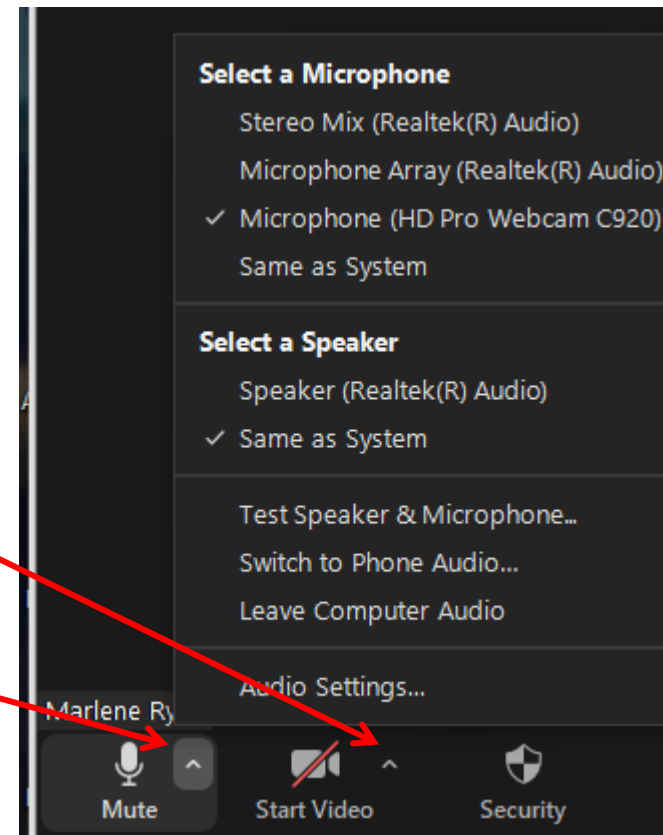
# WELCOME!

## WHILE YOU WAIT

- Make sure you logged in using either **Google Chrome** or **Firefox**.
- Use a headset (earphones & microphone).

Join Audio by Computer

- Set up your camera (tiny menu beside **Start Video**)
- Set up your microphone (tiny menu beside **Mute**).
- Say 'hello' in the text chat area.



Note: If you decide to use a toll number to join a Zoom meeting, you will be charged based on the rates of your phone service provider.

# ACKNOWLEDGMENT OF TRADITIONAL LANDS

Royal Roads University acknowledges that we live, learn and work on the traditional lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees) ancestors and families, who have lived, hunted, fished and gathered here since time immemorial, and who shared these traditional land resources with the neighbouring Scia'new (Beecher Bay) and T'Sou-ke (Sooke) Nations.

It is with gratitude that we now work and learn on these lands, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!



# Introduction to School of Education and Technology



© Doug Hamilton

**Doug  
Hamilton**

**Acting Program  
Head**

Graduate Certificate  
in Instructional  
Design, &  
Graduate Diploma in  
Technology-enhanced  
Learning and Design



© Royal Roads University

**Tamara  
Leary**

**School  
Director**



© Royal Roads University

**Samantha  
Wood**

**School  
Manager**



© Royal Roads University

**Kellie-Ann  
Harvey**

**Program  
Coordinator**



© Royal Roads University

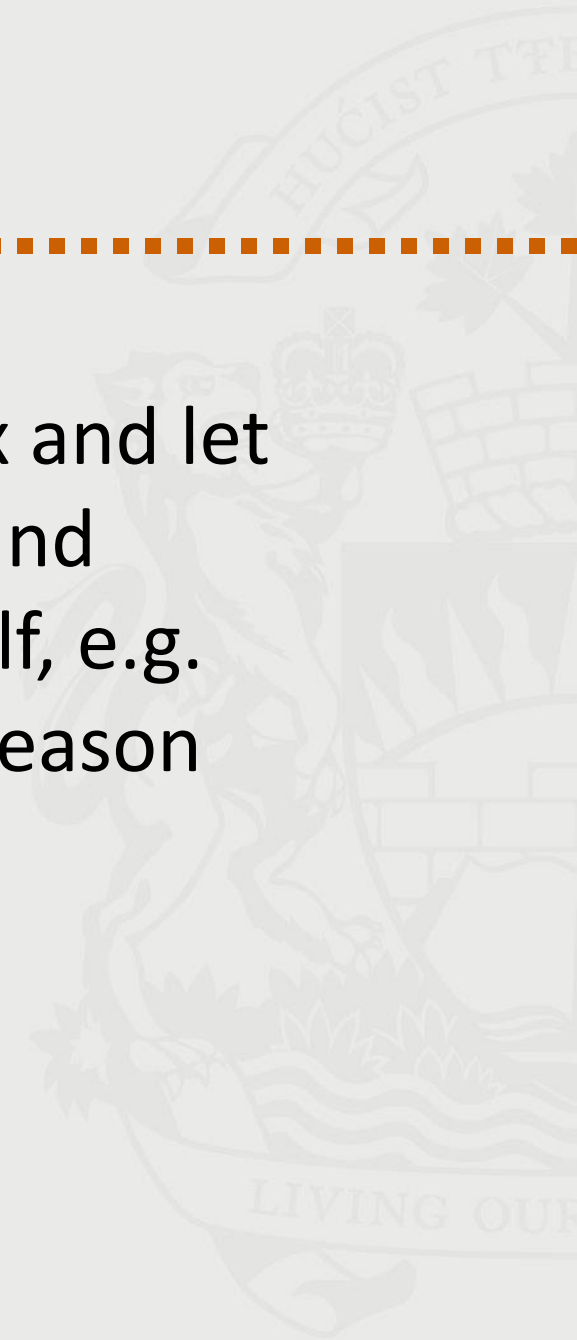
**Marlene  
Ryan**

**Program  
Associate**

# Over to you . . .



Please say 'hi' in the chat box and let us know where you're from and something else about yourself, e.g. your professional role, your reason for taking the program, etc.





Introduction:

**Graduate Certificate in  
Instructional Design  
(GCID)**

**Graduate Diploma in  
Technology-Enhanced  
Learning and Design  
(DipTELD)**



**Royal Roads  
UNIVERSITY**

# Agenda

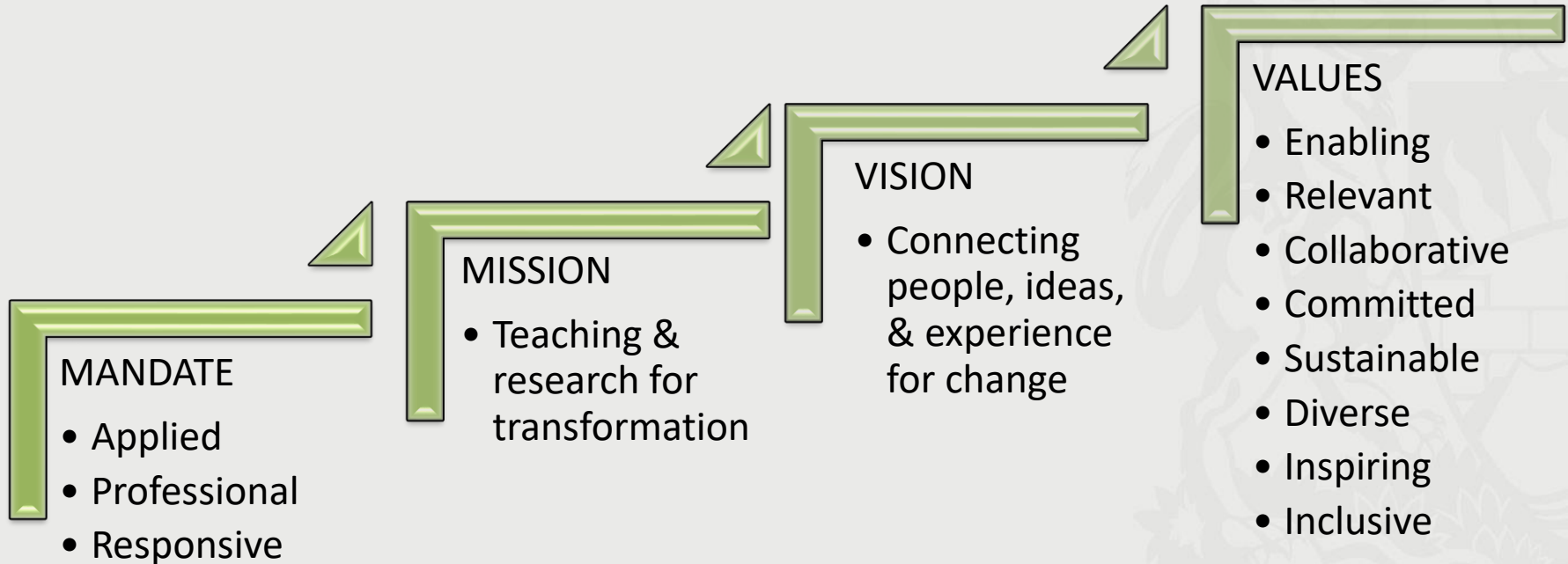
---



- Introduction
- RRU Learning, Teaching & Research Model
- Program Flowchart
- Program Learning Outcomes
- Assessment
- Rights and Responsibilities
- Concluding Comments

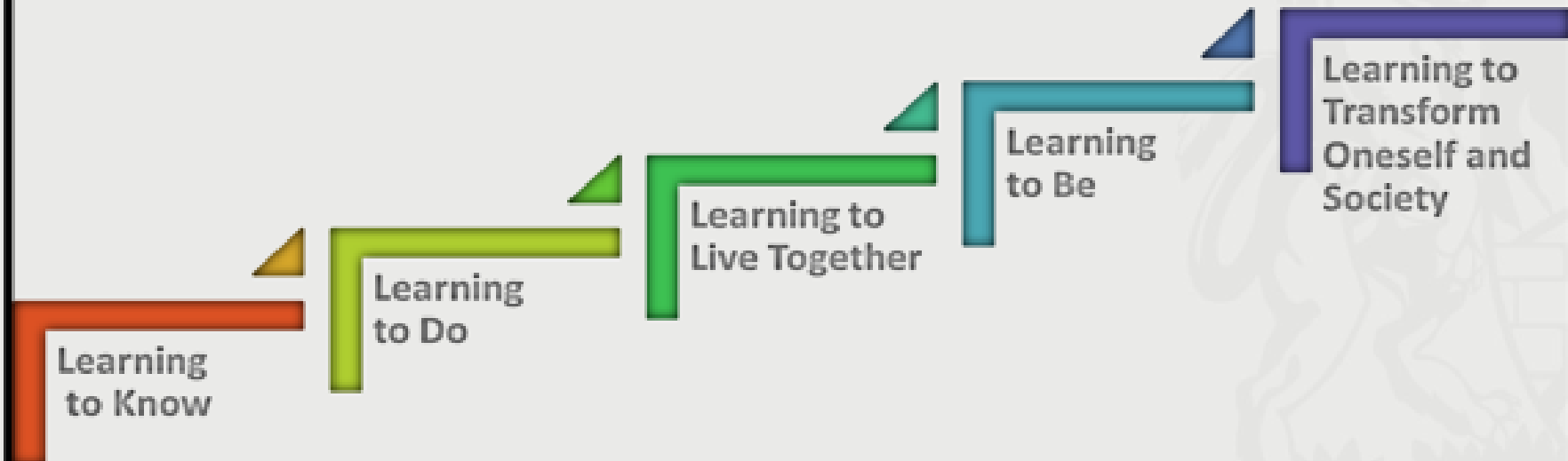
# A Strategic Focus on Learning & Teaching

---



# Five Pillars of Learning at RRU

---





# Learning, Teaching & Research Model

---

## Applied & Authentic

- Interdisciplinary & trans-disciplinary
- Experiential & participatory
- Flexible & individualized
- Outcomes-based curricula and assessment
- Open practice

## Caring & Community-Based

- Inclusive & diverse
- Learning community
- Supportive
- Teamwork
- Co-creation
- Sense of place/virtual space

## Transformational

- Social innovation, change-making
- Reconciliation
- Real world impact
- Reflective practice

Our vision as a school is to inspire leaders in learning and innovation



# Cohort Introductions

---

## GCID

- Location:
  - 62.5% BC
  - 12.5% Alberta
  - 12.5% Saskatchewan
  - 12.5% Ontario



© Royal Roads University

## DipTELD

- Location:
  - 100% NS

# GCID/DipTELD Graduates will have...

---

- Knowledge of educational theory & current research in educational technology
- Practical skills relevant to the online learning process
- Ability to make effective and informed decisions about learning technologies
- Ability to use and promote effective management strategies
- Critical thinking and creative problem- solving skills

# Program Flow Chart

---

## GCID

### The Link

Introduction to Academic Integrity (ITAI)

IDSN 521 Graphic Design for Instructional Designers

IDSN 522 Project Management for Instructional Designers

IDSN 520 Instructional Design for Technology-enhanced Learning



# Program Flow Chart

---

## DipTELD

The Link

Introduction to Academic Integrity (ITAI)

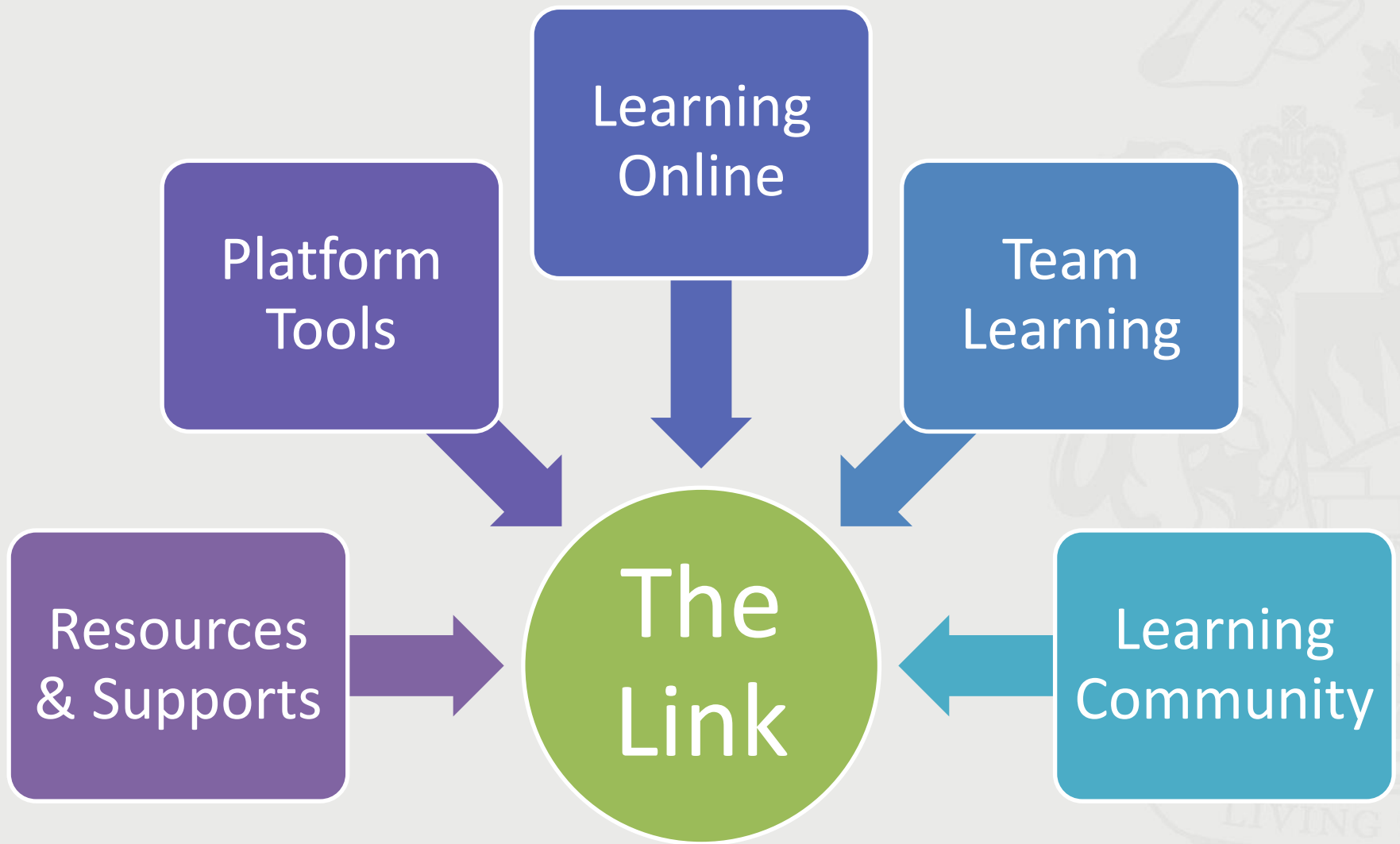
Three courses in GCID (IDSN 521, 522 and 520)

Plus the following:

LRNT 523 Foundations of Learning and Technologies

LRNT 524 Innovation, Design and Learning Environments

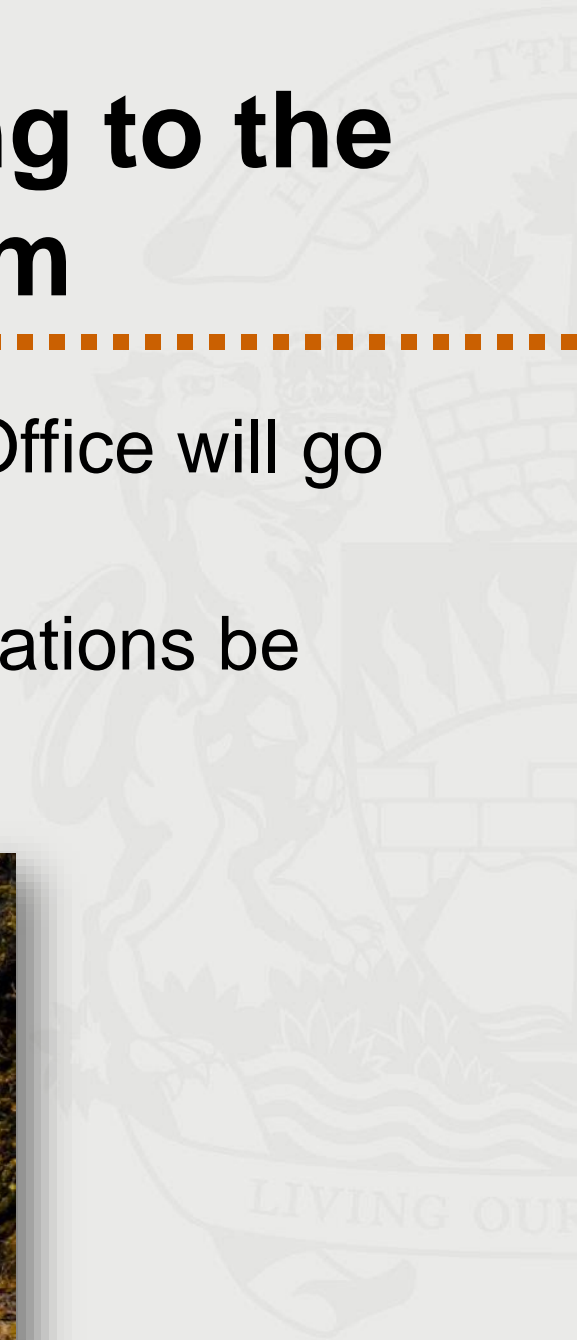
LRNT 525 Leading Change In Digital Learning



# GCID Students Applying to the DipTELD program

---

- Email reminder from Program Office will go out by June 1, 2022
- Program Office suggests applications be submitted by June 22, 2022



# Program Learning Outcomes

---

- Communicate and synthesize information and arguments at graduate level.
- Critically evaluate how learning occurs in a variety of contexts.
- Design and create research-informed digital learning environments.
- Demonstrate effective collaboration skills.
- Develop and analyze support strategies to meet the needs of stakeholders in digital learning environments.
- Select appropriate assessment and evaluation strategies for digital learning environments.
- **Contribute meaningfully to digital learning network(s) and communities.**
- Explain the interrelationship between innovation, change and digital learning environments and their impact on organizations and society.
- Apply reflective processes to improve professional practice.
- Critically evaluate and/or produce research.

# GCID/DipTELD Assessment

---

Contribution

Team Assignments

Individual Assignments

Self-assessment

Peer-assessments

Reflections



© Dahlquist-Axe Design Ltd

LIVING OUR



# Contribution to the Learning Community

---

- Reading the assigned material
- Reflecting on the relevance and meaning
- Contributing to the class discussions
- Posts should be:
  - Thoughtful
  - Meaningful
  - Timely
  - Relevant

# Grading

Letter Grade	Grade Point	Specific Description
A+	4.33	Learner consistently <b>exceeds all assessment criteria</b> specified for the competency and learning outcomes
A	4.0	Learner consistently <b>meets all assessment criteria with 2 or 3 major instances of exceeding</b> assessment criteria specified for the competency and learning outcomes
A-	3.67	Learner consistently <b>meets all assessment criteria with 2 or 3 minor instances of exceeding</b> assessment criteria specified for the competency and learning outcomes
B+	3.33	Learner consistently <b>meets all assessment criteria</b> specified for the competency and learning outcomes
B	3.0	Learner consistently <b>meets all assessment criteria</b> specified for the competency and learning outcomes with <b>2 or 3 minor instances of not doing so</b>
B-	2.67	Learner <b>meets all assessment criteria</b> specified for the competency and learning outcomes with <b>more than 3 minor instances of not doing so</b>
F	0.0	Learner <b>meets some but not all assessment criteria</b> specified for the competency and learning outcomes with <b>2 or 3 major instances of not doing so</b> ; OR Learner <b>has not provided sufficient and/or sufficiently timely evidence</b> to enable a determination as to whether all assessment criteria specified for the competency and learning outcomes have been met

# Helpful Resources

- Asking Good Questions
- Being a Critical Friend
- Writing Centre
- Team Coach

**TEAMWORK**  
SUPPORT AND RESOURCES FOR STUDENTS AND FACULTY.

Royal Roads UNIVERSITY HOME STUDENTS FACULTY & STAFF TEAM COACHES CONTACT US

STUDENTS  
WHAT'S IN IT FOR YOU?

<p><b>HOW DO WE START?</b></p> <ul style="list-style-type: none"> <li>• Who am I on a team?</li> <li>• Who are we as a team?</li> <li>• How will we work together?</li> <li>• How will we communicate?</li> </ul>	<p><b>HOW DO WE MAINTAIN A HEALTHY TEAM?</b></p> <ul style="list-style-type: none"> <li>• How do we collaborate?</li> <li>• How do we negotiate?</li> <li>• How do we overcome obstacles?</li> <li>• Who supports us?</li> </ul>
<p><b>HOW DO WE DO A TEAM ASSIGNMENT?</b></p> <ul style="list-style-type: none"> <li>• How do we get started?</li> <li>• How do we stay organized?</li> <li>• How do we write with one voice?</li> <li>• How do we bring it all together?</li> </ul>	<p><b>WHAT ELSE?</b></p> <ul style="list-style-type: none"> <li>• Online teams</li> <li>• Multicultural teams</li> <li>• Rationale</li> </ul>

## Questions a Critical Thinker Asks



a place of mind

learningcommons.ubc.ca

Licensed under [CC BY-ND 2.0](https://creativecommons.org/licenses/by-nd/2.0/).

# Student Rights and Responsibilities



- Be aware of academic regulations:
  - <https://www.royalroads.ca/about/policies-procedures/academic-regulations/full-listing-academic-regulations>
  - <https://www.royalroads.ca/procedure/academic-integrity-and-misconduct-faculty-and-staff>



*“What happens in Vegas,  
stays in Vegas”*

LIVING OUR



# Social Media

---

- You are asked to consent to the use of social media the first time you log into Moodle
- Responses are recorded and made available for instructor reference
- Response applies to all courses for the duration of your program
- You may change your response by editing your profile

# WHAT HAPPENS IN ONLINE LEARNING?



# Course quickstart guide



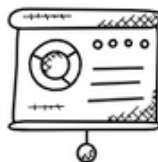
You can click on some of these!

## Before you start



You will need a reliable internet connection. The course requires many hours of work, so you will need to log in often. Learning activities are primarily asynchronous, so you can connect at times that are convenient for you.

There will be online 'webinar' sessions during the course. These synchronous meetings are not mandatory, but you will find it very helpful to attend them. But don't worry, they will be recorded in case you can't make it!



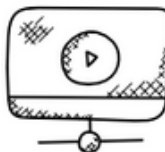
To reduce background noise, a microphone and headphones (or earbuds) are recommended when you attend online sessions. You can decide whether you want to use a webcam based on your comfort level.

### Tech tip:

Moodle is optimized for mobile, but you may find that some activities work best on a computer. Plan ahead as needed.



## Where to begin



Watch the welcome video. It provides an overview of the course, and helps you get off to a good start!

Check out the course schedule. It lists all of the important dates in the course, including assignment due dates, and other useful information.



Read the course learning outcomes and the assessment matrix. They may seem like dry reading, but they tell you what the course goals are, and provide information for you as to what to expect in your assignments.

Have a read through all the assignments now, at the beginning of the course. Start to get a sense of what will be expected of you, and think of any questions you might want to ask.



## Ways to interact



Learning online is different from face-to-face. It's even more important to get to know each other and build community. By forming our own learning community here online, everyone benefits.

Discussion is an important part of the learning in this course. Your participation in the class forums is integral to the course design. Your participation helps the discussion become meaningful for all.



We will be using both class and team Collaborate rooms to connect virtually, in real time. There will be other ways we build community too, like our introductions Padlet.

### Tech tip:

Compose any long forum posts offline (eg., in Word or a text editor) then copy and paste into Moodle, in case you lose your internet connection while typing.

### Questions?

Email [ken.2jeffery@royalroads.ca](mailto:ken.2jeffery@royalroads.ca) or post a message in the Learning Community Forum.



# General Tips

---



© Dahlquist-Axe Design Ltd

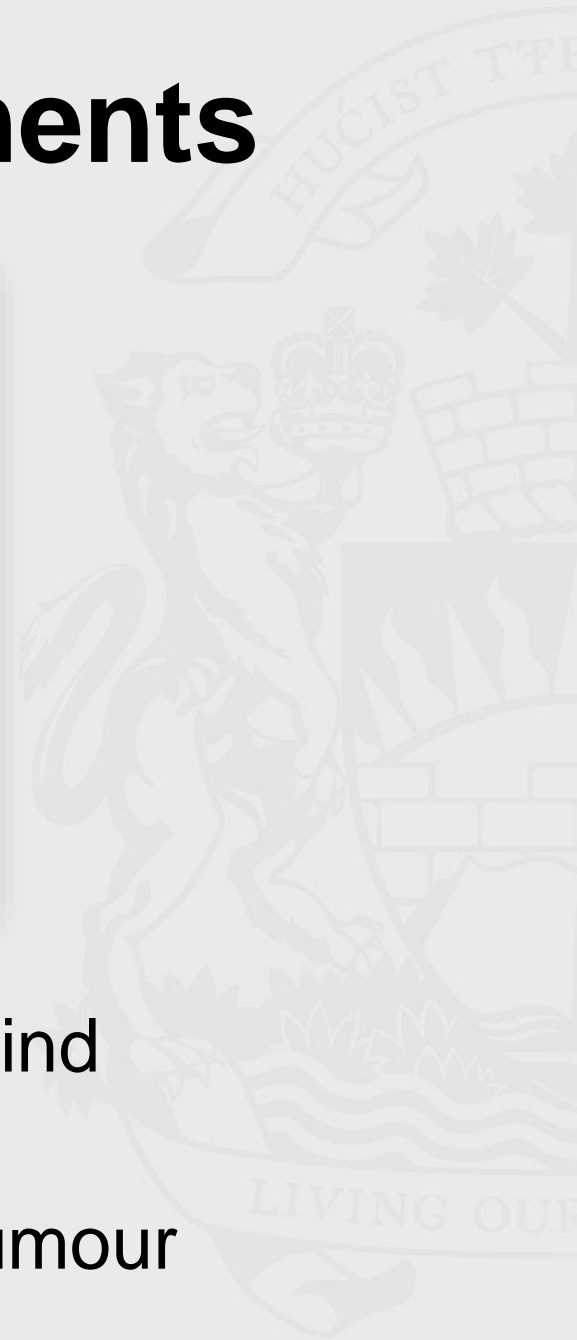
- Budget your time
- Stay on schedule
- Read the course overview
- Plan your course activities
- Keep in contact with team, instructor,  
and program office

# Concluding Comments



© Dahlquist-Axe Design Ltd

Keep the big picture in mind  
Enjoy the process  
Hold on to your sense of humour





# Contact Information

---



© Dahlquist-Axe Design Ltd

Doug Hamilton  
Acting Program Head,  
GCID/DipTELD

[Doug.Hamilton@RoyalRoads.ca](mailto:Doug.Hamilton@RoyalRoads.ca)

Marlene Ryan  
Program Associate

[Marlene.1Ryan@RoyalRoads.ca](mailto:Marlene.1Ryan@RoyalRoads.ca)



# GCID and DipTELD



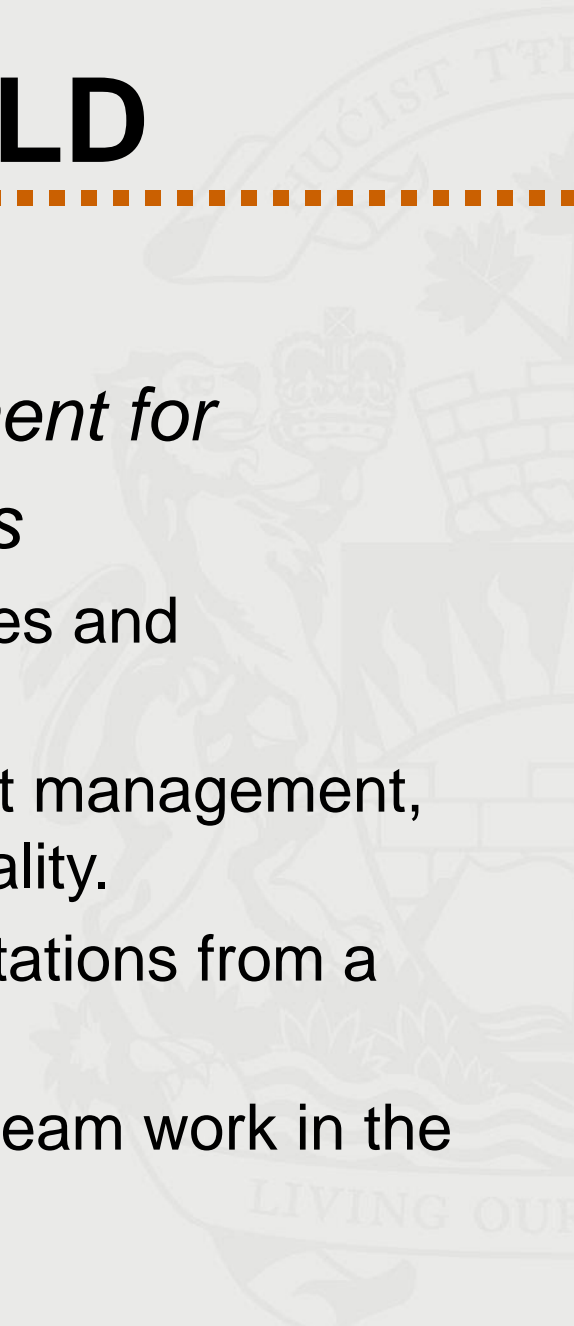
## *IDSN 521 Graphic Design for Instructional Designers*

- Examines the links between graphic design principles and the planning, design, and creation of effective learning materials in print, online or blended environments.
- Explores basic principles of graphic design, including layout, typography, and colour theory.
- Examines the key learning theories underpinning the connections between graphic treatment and learner engagement and cognition.

# GCID and DipTELD



## *IDSN 522 Project Management for Instructional Designers*

- Explores project management techniques and frameworks.
  - Examines the essential basics of project management, including scheduling, budgeting and quality.
  - Builds an understanding of client expectations from a variety of perspectives.
  - Exposes students to the importance of team work in the process of project management.
- 

# GCID and DipTELD



## *IDSN520 Instructional Design for Tech-Enhanced Learning*

- Engages students in exploring a systematic approach to the design, development, and evaluation of technology-enhanced learning environments.
- Enables students to create technology-enhanced learning environments that demonstrate effective and meaningful integration and synthesis of instructional design and technology concepts and principles.

# DipTELD



## *LRNT 523 Foundations of Learning and Technologies*

(also in DipLAT, MALAT)

- Provides an investigation of foundational issues underpinning learning technologies.
- Examines the histories, theories, debates, and contemporary developments of the field.
- Provides a well-rounded and in-depth understanding of critical issues in learning and technology and their impact on society.



# DipTELD



## *LRNT 524 Innovation, Design and Learning Environments*

(also in DipLAT, MALAT)

- Explores a variety of design models and approaches in creating exemplar learning environments.
- Analyzes and gains an appreciation of student and stakeholder needs.
- Investigates effective and ineffective designs.
- Explores the role of innovation in re-imagining learning environments.
- Applies a design mindset to solve real-world problems.

# DipTELD



## *LRNT 525 Leading Change In Digital Learning*

(also in DipLAT, MALAT)

- Examines aspects of leadership and change as they impact the creation and implementation of digital learning environments.
- Develops leadership and change management skills.