AEDT4201U BA Thesis: 2021 Syllabus

<table>
<thead>
<tr>
<th>Term*</th>
<th>Section</th>
<th>Status</th>
<th>Course Type</th>
<th>Live Session</th>
<th>Session Times</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2021</td>
<td>A</td>
<td>Web</td>
<td>Fully Online</td>
<td>Section 1: Tues</td>
<td>19:00 - 20:00 (EST)**</td>
<td>TJBB</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
<td>Collaborative</td>
<td>Section 2: Wed</td>
<td>19:00 - 20:00 (EST)**</td>
<td>TJBB</td>
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<thead>
<tr>
<th>Location</th>
<th>C.R.N. #</th>
<th>Start 4201</th>
<th>Primary Course Environments (URLs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>74789</td>
<td>Jan 12, 2021</td>
<td><a href="http://www.facebook.com/groups/aedt4200f20w21">www.facebook.com/groups/aedt4200f20w21</a>***</td>
</tr>
<tr>
<td></td>
<td>74790</td>
<td>Jan 13, 2021</td>
<td>uoit.adobeconnect.com/aedt-4200u-202009-44977</td>
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</tbody>
</table>

*For drop dates and more, see: ontariotechu.ca > Current Students > Undergraduates > Important Dates and Deadlines

**Live Sessions, incorporating group discussion and activities, will start on the hour and sometimes run past the next hour. A good practice is to log in before the hour and prepare for the session (e.g., run the Audio Setup Wizard). Participants may dismiss themselves when they must leave. Guest logins will not be accepted.

***A single Facebook Group will be used for both sections of the course, and participants may team across sections.

1. **Course Facilitator / Research Mentor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Research and Social Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Todd JB Blayone*</td>
<td>ResearchGate: Todd_Blayone; Web of Science ResearcherID: AAB-6960-2019; ORCID: 0000-0001-6965-7033; Google Scholar: citations?user=vxhwN2EAAAJ&amp;hl; Facebook: todd.blay; LinkedIn: /in/tjbb/; Email: <a href="mailto:todd.blayone@ontariotechu.net">todd.blayone@ontariotechu.net</a></td>
</tr>
<tr>
<td>Savindhi Jinasena</td>
<td>Email: <a href="mailto:savindi.jinasena@ontariotechu.net">savindi.jinasena@ontariotechu.net</a>; LinkedIn: /in/savindijinasena/</td>
</tr>
</tbody>
</table>

*Todd lives in Kyiv, Ukraine, which is +7 hours relative to EST. Therefore, some responses may be delayed.

2. **Course Description and Learning Outcomes**

This capstone course is a graduation requirement of the BA in Educational Studies and Digital Technology program and is conducted under the direction of the student’s supervisory committee. The collaborative research project may involve an applied investigation and may incorporate elements of analysis, design and development. Through the production of original collaborative research, candidates will demonstrate competence in designing, generating data, conducting analyses and writing a high-quality knowledge synthesis. AEDT4201 is a continuation of AEDT4200. The target learning outcomes for individual participants are as follows:

1.0 **Communication and Collaboration**

1.1 Writes, edits and revises academic manuscripts that are clear, precise, coherent and well-sourced

1.2 Works productively on a research team using digital collaboration affordances

1.3 Develops self-expression, negotiation and argumentation skills

2.0 **Critical Thinking**

2.1 Applies critical thinking in the development of knowledge

2.2 Critically analyses and selects the research approach
3.0 Research and Analysis

3.1 Establishes a problem/topic scope, state of research and research gaps
3.2 Pursues an innovative techno-pedagogical orientation aimed at transforming education rather than reproducing traditional classroom practices
3.3 Selects and effectively deploys appropriate orchestrations of digital-research applications
3.4 Gains familiarity with major epistemological orientations grounding social-scientific research
3.5 Deploys processes appropriate to the methodologies of research syntheses
3.6 Matches data-generation requirements to the evidential needs of a research question
3.7 Conducts transparent analyses and produces findings addressing the research question

4.0 Knowledge

4.1 Describes major subdomains and perspectives informing learning-technology research
4.2 Becomes familiar with the scientific contributions made by knowledge syntheses
4.3 Expresses intimacy with the procedures, dynamics and challenges of team-based research
4.4 Can defend a secondary research study clearly and effectively on its merits

3. Research Experience Design

The world is becoming more globalised, digitalised and interconnected by shared problems such as the COVID-19 pandemic, online misinformation, increasing social-economic divides and resurgent xenophobia. Moreover, academia, governments and private organisations are placing new demands on researchers. For example, researchers are expected to produce timely and useful research that (a) reaches their target audiences quickly via new forms of digital publishing, and (b) achieves significant reception levels as demonstrated by bibliometric and altmetric measures. In this context, researchers are transforming their practices. For example, university scholars are increasingly moving from authoring hefty individual monographs to collaborating on more focused and readily publishable articles. They are also sharing preprints and soliciting early peer reviews via academic networks like ResearchGate. Moreover, with the increasing amount of published research, more emphasis is being placed on research syntheses that establish the state of knowledge, find patterns of results, build models and identify new problems. In short, scientific research at all levels is undergoing a seismic shift in response to changing needs! Consistent with these developments, this revision of AEDT 4201 incorporates new emphases and objectives, including:

- implementing a team-based approach to designing, executing and authoring a research manuscript of publication length in place of a traditional monographic thesis;
- facilitating increased levels of peer communication and mutual support, and incorporating processes of systematic revisioning, leading to more refined and coherent manuscripts;
- developing interpersonal and cross-cultural competencies to address the globalisation of English-language research and the growing diversity of research perspectives;
- pursuing greater fluency with digital research technologies including publishing and analytics ecosystems, collaboration tools, information-mapping environments, collaborative editors, multi-modal communication tools, and academic, social networking platforms;
- exploring and deploying digital-automation affordances, inclusive of those presented by search engines, PDF/citation managers, document coding/annotation software, content-analysis tools, visualisation applications, style checkers and research-impact analysers;
4. Learning Environment and Technology Orchestration

The learning environment, activities and research perspectives are guided by a collaborative-constructivist orientation incorporating: (a) critical reflection and discussion of suggested materials; (b) weekly one-hour live sessions in Adobe Connect; (c) scaffolded team-based research; and (d) scheduled and unscheduled, 24/7 communication via a closed Facebook Group, Facebook Messenger, Adobe Connect and other applications.

Participants will assume the role of capable, critical and self-regulated researchers, and the onus is on participants to use available resources and seek out help from the community when support is required. The overall ecological frame is one of a social-scientific research community, not a traditional classroom. A significant aspect of this orientation will involve socio-emotional support and constructive criticism of research outputs at various completion stages. In this way, we will model university researchers’ collaborative processes and the peer-review protocols of scientific journals.

AEDT 4201, the continuation of AEDT4200, is divided into twelve units. Participants must maintain a Facebook profile for the duration of the course. Participants are encouraged to post questions to the group so that others can provide support and gain access to responses. Unit overviews will be published weekly (for content units), and research coaching will be uploaded to Announcements regularly by the instructor. Please use Messenger or email to contact the instructor with individual or team concerns. Group Chats are also available for each research team.

Access to Ontario Tech University’s Google Apps are required, and participants must use their @ontariotechu.net email address for access. We will continue to use the shared Google Drives from AEDT4200. However, each team member should create a new subfolder called My Analysis Contributions. The team member with the last name closest to “A” should maintain a Research Manuscript folder for manuscript submissions. Please share all folders with todd.blayone@ontariotechu.net and savindi.jinasena@ontariotechu.net, providing each with full edit privileges.

Continue to deploy your technology orchestrations developed in AEDT4200, including a reference management application, PDF reader/annotator, Grammarly (discount link: https://gram.ly/cbbHT6K) and either Office 365 or Google Apps. The Publication Manual of the American Psychological Association (Version 7) will govern the formatting and referencing of formal written work.
5. **Units, Live Sessions and Key Tasks**

Weekly units, comprised of readings, team research work, tutorial sessions and team check-ins are as follows. Many of the tutorial sessions in this course are open and dynamic work sessions designed to address emergent team research needs.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Jan 12, 13</th>
<th><strong>Jumping In!</strong> Project Schedule, Expectations, and Strategies</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>This group tutorial will review and discuss (a) the manuscript development, submission and revision schedule; and (b) introduce the revised individual and team course requirements. The immediate research focuses are on developing our methodological procedures and aligning them with our stated research question(s).</td>
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<td><strong>Preparation:</strong> Meet with your research team before the tutorial to review your AEDT4200 research proposal’s status and discuss team resource needs. Groups will develop and maintain a formal development strategy inclusive of team check-ins and visits with Ontario Tech’s academic-writing consultants.</td>
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<td></td>
<td><strong>Key Task(s):</strong> Complete a statement of research purpose(s), research question(s) and methodology. The methodology should address (a) selection procedures (inclusive of keywords, databases and inclusion/exclusion criteria), and (b) analytical procedures (which should name the research synthesis approach and document data-extraction or coding procedures). Digital research tools should be used to store the selected PDF data set, ensure consistent coding/extraction protocols are deployed by all team members and maintain a consistent aggregate data set. Both deductive and inductive processes may be deployed as long as they are fully documented.</td>
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<td><strong>LIVE Session:</strong> Fifteen-minute team check-ins (starting at 6:45 pm EST) are scheduled. Five teams each session will participate in a check-in meeting and are not required to attend a full tutorial.</td>
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<tr>
<th>Unit</th>
<th>Jan 19, 20</th>
<th><strong>Analysing Textual Data Sets: Matrix Design and Data Extraction</strong></th>
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<tr>
<td></td>
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<td>‘From an epistemological vantage point it is self-evident that research mostly begins at a stage of total ignorance about the topic under investigation, progressing to a realisation of the extent of one’s ignorance, to a stage of limited knowledge about it, and if one persists, to a stage of expert knowledge of the topic.’</td>
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<td><strong>Video:</strong> Dean Kay’s tips on organising literature-based data from empirical educational studies articles: <a href="https://thesis.uoitmed.weebly.com/organizing-research.html">https://thesis.uoitmed.weebly.com/organizing-research.html</a></td>
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<tr>
<td></td>
<td></td>
<td><strong>LIVE Session:</strong> Reviewing matrix-based analytical procedures</td>
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<td></td>
<td></td>
<td><strong>Key Task(s):</strong> Execute the formal data-collection procedures to establish, store and distribute the selected set of high-quality academic articles. Configure your digital tools (including a reference manager and spreadsheet) for systematic data collection and analysis. Document problems and questions for discussion, and continue implementing the team development strategy, including visits with Writing Services consultants.</td>
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<table>
<thead>
<tr>
<th>Unit</th>
<th>Jan 26, 27</th>
<th><strong>Addressing Team Research Needs: Scheduled Team Check-ins #1</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>The live session will host initial team check-ins focused on reviewing strategy and methodology. Teams will review a point-form description of their development strategy and methodology. Analytical approaches should be aligned with the stated research purpose and question(s).</td>
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<tr>
<td></td>
<td></td>
<td><strong>LIVE Session:</strong> Fifteen-minute team check-ins (starting at 6:45 pm EST) are scheduled. Five teams each session will participate in a check-in meeting and are not required to attend a full tutorial.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Key Task(s):</strong> Execute the formal data-collection procedures to establish, store and distribute the selected set of high-quality academic articles. Configure your digital tools (including a reference manager and spreadsheet) for systematic data collection and analysis. Document problems and questions for discussion, and continue implementing the team development strategy, including visits with Writing Services consultants.</td>
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</table>
Unit 4  
Feb 2, 3  
Visualising and Presenting Data Sets and Findings: Tables and Figures  
LIVE Session: Breakout Activity  
Preparation: Consider what tables and figures you will require to present your theoretical model(s), methodological procedures, data sets and findings.  
Key Task(s): Review APA7 guidelines for tables and figures and use a selected word processor and design program (e.g., PowerPoint) to create required elements. Tables should be editable in a word processor and should not use colour or cell highlighting. Figures should be saved at a sufficiently high resolution for print. (I recommend PNG or TIFF formats and a DPI of over 1000.) Guidelines from major journal publishers can be reviewed online.

Unit 5  
Feb 9, 10  
Addressing Team Research Needs: Scheduled Team Check-ins #2  
The live session will host team check-ins. Teams are to arrive with notes and questions addressing any urgent needs.  
LIVE Session: Second 15-minute team check-ins (starting at 6:45pm EST).  
Task: Continue analysis, writing, and revision.

Winter Study Week (February 16-21)

Unit 6  
Feb 23, 24  
Emergent Issues  
LIVE Session: Work Session  
Due: Individual analytical contributions (ACON) assignment as described in detail below.  
Task: Continue team analysis, writing, and revision. Bring problems, issues and questions to the tutorial session.

Unit 7  
Mar 2, 3  
Emergent Issues  
LIVE Session: Work Session  
Draft submission period begins!  
Task: Continue analysis, writing, and revision. Bring problems, issues and questions to the tutorial session.

Unit 8  
Mar 9, 10  
Emergent Issues  
LIVE Session: Work Session  
Draft revision period begins!  
Task: Continue analysis, writing, and revision. Bring problems, issues and questions to the tutorial session.

Unit 9  
Mar 16, 17  
Emergent Issues  
LIVE Session: Work Session  
Task: Continue analysis, writing, and revision. Bring problems, issues and questions to the tutorial session.
Unit 10 Emergent Issues LIVE Session: Work Session Draft submission period ends! Task: Continue analysis, writing, and revision. Bring problems, issues and questions to the tutorial session.

Unit 11 Emergent Issues LIVE Session: Work Session Task: Continue analysis, writing, and revision. Bring problems, issues and questions to the tutorial session.

Unit 12 Final Presentations LIVE Session: Research team presentations of 10 minutes maximum with five presentations per session. Please be prepared for this to be a 90-minute session. A representative from each team will be responsible for arriving 15 minutes early and uploading their slide decks. The presentation sessions will be recorded. Draft revision period ends! Task: Participate in presentations as presenters and peer reviewers. Complete revisions/resubmissions.

6. Assignments, Assessment and Rubrics

<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>Schedule</th>
<th>Rubric</th>
<th>Unit</th>
<th>Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRA</td>
<td>Team Strategy</td>
<td>Before the end of Week 2</td>
<td></td>
<td>Team</td>
<td>Negotiated with Instructor</td>
<td>Not assessed</td>
</tr>
<tr>
<td>ANCO</td>
<td>Analysis Contributions</td>
<td>Week of Unit 6</td>
<td>A</td>
<td>Individual</td>
<td>TA</td>
<td>20%</td>
</tr>
<tr>
<td>MANU</td>
<td>Research Manuscript (Draft and Revisions)</td>
<td>See Section 5 for submission and revision periods</td>
<td>B</td>
<td>Team</td>
<td>Instructor</td>
<td>60%</td>
</tr>
<tr>
<td>PRES</td>
<td>Team Presentation of Final Manuscripts</td>
<td>Live Session of Week 12</td>
<td>C</td>
<td>Team</td>
<td>Instructor and TA</td>
<td>20%</td>
</tr>
</tbody>
</table>

7. Detailed Assignment Descriptions

**STRA: Team Project Execution Strategy (Not graded)**

Purpose: To help teams manage their development schedules and resources effectively. Each team will discuss and update their manuscript-development strategy in check-in meetings scheduled around Week 3 and 5 tutorial sessions. This strategy should be developed early in the semester and supported by all team members. It may include commitments to visit a writing services consultant and describe member responsibilities supporting the team writing and review process.

**ANCO: Individual Descriptive Analysis Contributions**

Purpose: To allow each team member to demonstrate their analytical contributions. An individual descriptive data set, drawn from 6-8 articles, will be generated and submitted as a (three-page maximum) polished PDF document that includes (1) a statement of team selection/inclusion criteria, (2) an APA-styled table of descriptive data, (3) a proofed reference list for the selected articles with a confirmatory statement that the references were corrected in the team reference manager. Data should include title, date, authors, context, method, sample, theory, key findings and important notes. This PDF document will be submitted via your shared Google Drive folder. (Please name file "Analysis Contribution.pdf.")
MANU: Formal Group Research Manuscript

Purpose: To demonstrate the knowledge and skills required to produce a collaborative, synthetic manuscript based on a formal review of at least 30 high-quality empirical studies. The procedural focus is on analysing and synthesising English-language studies, but participants must consider researchers’ contexts and cultural biases. Non-English language literature may be consulted and cited if it is integral to the research. The final manuscript should not exceed 6,000 words (24 APA styled pages). This limit will be achieved through revision and strategic reduction from longer drafts. Note that well-executed tables and figures play a significant role in improving the readability of a manuscript. As per APA7 guidelines, only those works cited should appear in the reference list. The manuscript draft will be reviewed and delivered to the team for revisions. A grade will be assigned based on a full review of the initial submission and those actions/revisions described in the “Response to Reviewer” document.

PRES: Team Presentations

Purpose: To demonstrate efficient and effective, research communication skills. Each team will present their final manuscripts during the Week 12 session. These 10-minute presentations should be based on a referenced script and include visual elements (e.g., diagrams and tables) that communicate the study’s purpose, methodology, key findings and contributions. Please ensure that both PowerPoint and PDF versions of the presentation are available for upload to Adobe Connect. Please do not include full paragraphs of text on slides. Instead, present from a separate, prepared script. Teams are encouraged to rehearse their presentation in the BA General Room before the final session. The presentation session will be recorded.

Assignments are due during the submission periods announced or dates negotiated. Late assignments will be handled as follows. Non-negotiated Late Assignment: An assignment that has been posted late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment and will be assigned a grade of zero. Negotiated Late Assignment: An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms. Extenuating Circumstances: The instructor will consider extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalisation, death of a loved one, traffic accidents, etc. The participant may be asked to provide documentation to validate the extenuating circumstance.

Formal marks will appear as standardised letter grades.

8. Assessment Rubrics

A. Assignment ANCO

| Fullness. A rich descriptive data set is generated for the assigned number of articles (based on a 30-article team minimum). This includes data points such as title, date, authors, context, method, sample, theory and key findings. This data set is aligned with the stated team selection and inclusion criteria. | Does Not Display Target Qualities | ↔ | Fully Displays Target Qualities |

| Quality. Selected articles are of a consistently high academic quality. An accurate and consistent data set is presented in a tabular format consistent with APA style. Data is provided in a well-summarised format free from grammar and spelling errors. | Does Not Display Target Qualities | ↔ | Fully Displays Target Qualities |
### Referencing

An accurate (proofed) APA reference list is provided for the sources included in the data set. A confirmatory statement is included that the references have been proofed and corrected in the team reference manager.

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### Design

The table and references are well-designed in layout or portrait orientation. Textual descriptions have been organised and compressed so that the table is easily readable.

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### B. Assignment MANU

#### Mechanics, Structure and Style

The document is submitted in Word or Google Doc format, with page formatting (e.g., margins, line spacing and headings) and references (in-text citations and reference list) produced in appropriate APA7 style for formal manuscripts. The maximum word limit is not exceeded. The text and reference lists are free of spelling, grammatical and style errors, and avoid awkward constructions. The prose adopts conventions of formal academic writing appropriate to a target audience/journal. Each section flows logically to the next, forming a coherent whole. Sources are well-selected, carefully paraphrased (to avoid plagiarism) and directly quoted only where necessary. Claims are clear, specific and well-substantiated with high-quality sources and statistics. (Sources are consulted and not referenced through other authors.) The document deploys a recognised social-scientific structure. Each top-level section serves its purpose and uses descriptive sub-headings as required.

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### Originality and Contributions

The manuscript represents a defensibly original and meaningful contribution to social-scientific knowledge and professional praxis in an area of research relevant to learning and technology. An engaging voice has been established while respecting academic writing convention. Original contributions to scientific knowledge are stated and grounded on a literature gap analysis.

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### Introduction

The introduction stays on topic and engages the reader with well-chosen insights and relevant statistics, highlighting the importance of the study and describing its purpose(s). The key constructs, guiding perspectives and purpose(s) of the study are clearly stated. The chosen context(s) of research are described. The structure of the document is summarised. The introduction stays on course and directs the reader's attention to what comes next. It does not allow itself to become a disconnected topical essay or a set of unsourced general claims.

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Theory and Literature Review. This section succinctly introduces the key constructs, guiding approach and the general state of knowledge, focusing on previous synthetic studies. A selection of (3-5) prior research syntheses in the area are reviewed systematically, and the study addresses a noted research gap. If a specific theoretical perspective is deployed, it is described through the literature. As a bridge to the Methodology section, the research questions are stated, and they meet the ‘empirical criterion’ for research syntheses.

Methodology. The selected general research design (e.g., systematic review, integrative review, critical synthesis or mixed-methods analysis) is identified and referenced. Both the data collection and analytical procedures are documented using a level of detail appropriate to the chosen design. Tables and figures are used effectively (following APA7 style) to present data sets and illustrate procedures. Major methodological choices are aligned directly with the stated research questions.

Findings. Major findings are (a) presented in a structured format (inclusive of brief textual descriptions and tabular data, (b) positioned as direct answers to the research questions, and (c) supported using the data collected. (The focus is on presenting a systematic synthesis rather than presenting a selection of themes or abstracts from individual studies.)

Discussion. The findings are responsibly interpreted and related to 'real-world' problems, social development and/or professional praxis. Significant research contributions, limitations and suggestions for future research are well articulated.

Abstract and Conclusion. Both sections succinctly and engagingly summarise the whole study, addressing its purpose, methodology, key findings and contributions. (Although not identical, these sections serve similar functions. They both provide a structured snapshot of the whole document rather the present general thematic essays. As such, authors generally write these sections last.)

Review Process. The review process is fully and systematically completed as described in A Brief Guide to Managing Feedback and Revisions (published in our Facebook Group’s Announcements section on November 9, and subsequently revised). In short, the Response to Reviewer document is well-constructed and addresses all major feedback items. Moreover, substantial changes to the revised manuscript, as described in this document, are highlighted.
C. Assignment PRES

<table>
<thead>
<tr>
<th>Technological Readiness</th>
<th>Does Not Display Target Qualities</th>
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<tbody>
<tr>
<td>The team slides are uploaded to Adobe Connect successfully ahead of the scheduled presentation time, and all participants demonstrate technological readiness to participate successfully.</td>
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<table>
<thead>
<tr>
<th>Structure and Communication</th>
<th>Does Not Display Target Qualities</th>
<th>Fully Displays Target Qualities</th>
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<tr>
<td>The presentation is well structured and communicated, demonstrating knowledge of the submitted work. Slides address the purpose, methodology, key findings and major contributions. The presentation is concise and avoids rambling parenthetical speeches.</td>
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<tr>
<th>Visuals</th>
<th>Does Not Display Target Qualities</th>
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<tr>
<td>The figures, tables and visuals are well-designed and promote understanding, engagement and interest.</td>
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<tr>
<th>Script</th>
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<tbody>
<tr>
<td>An informative (and where necessary) referenced script is presented in a manner that respects the time constraints, engages the audience and invites feedback.</td>
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</table>

9. Ontario Tech University Library and Writing Services

Participants are strongly encouraged to use the library services: e.g. research guides, distance education services and citation guides. Participants will significantly benefit from learning how to find and reference scholarly articles using Ontario Tech University's library databases, Google Scholar, Web of Science and other major databases, and to request the assistance of a librarian when needed. [Contact Chelsie: chelsie.lalonde@uoit.ca]

Those participants struggling with writing academic prose (as noted by the instructor) are asked to book appointments with an academic-writing consultant: https://studentlifeportal.ontariotechu.ca/ using portions of the research proposal or manuscript for practice. [Contact Tessa: tessa.troughton@ontariotechu.ca]

10. Participants with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To insure that disability-related concerns are appropriately addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

When on-campus access is allowed, students taking courses on north Oshawa campus can visit Student Accessibility Services in the Student Life Building, U5, East HUB (located in the Founders North parking lot). Students taking courses on the downtown Oshawa campus can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30 am - 4:30 pm, Monday to Friday, closed Wednesday's 8:30 am – 10:00 am. For more information on services provided, you can visit the SAS website at https://studentlife.ontariotechu.ca/services/accessibility/index.php. Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@ontariotechu.ca.
11. **Basic Needs**

Anyone who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. *Furthermore, please consider speaking directly with the instructor if you are comfortable doing so.* This will enable them to explore available resources and provide any help that they can.

12. **Sexual Violence Support and Education**

Ontario Tech University is committed to the prevention of sexual violence in all its forms. For *any* Ontario Tech student who has experienced sexual violence, Ontario Tech can help. Ontario Tech will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence: **Reach out to a Support Worker**, a specially trained individual authorised to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca. Learn more about your options at studentlife.uoit.ca/sexualviolence.

13. **Academic Integrity**

Students and faculty at Ontario Tech share a critical responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterised 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 respect Ontario Tech’s regulations on **Academic Conduct** which sets out the kinds of actions that constitute academic misconduct, including plagiarism, among other academic offences. The regulations also describe procedures for addressing allegations and the sanctions for any finding of academic misconduct. These can range from resubmission of work to a failing grade to permanent expulsion from the university. Unfamiliarity with Ontario Tech University’s regulations on academic conduct does not constitute a defence against its application.

14. **Turnitin**

Ontario Tech 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’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. Ontario Tech’s terms of use for the Turnitin.com service are described on the Turnitin.com website. Those who do not wish to have their work submitted to Turnitin.com can provide a signed Turnitin.com Assignment Cover Sheet with their assignment at the time of submission to the instructor.

15. **Freedom of Information and Protection of Information Act**

Throughout this course, personal information may be collected through the use of selected technologies under the authority of the University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O. and will be collected, protected, used, disclosed and retained in compliance with Ontario’s Freedom of Information and Protection of Privacy Act RSO. 1990, c. F.31. This course will use numerous technologies that may collect, use, disclose and retain personal information (including images). Peer-shared applications, services and technologies will also be used as part of coursework. Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: accessandprivacy@ontariotechu.ca.

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.
16. **Course Evaluations**

Student evaluation of both individual courses and the whole program is a valued and helpful mechanism for monitoring the quality of Ontario Tech’s programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. *Participants are strongly encouraged to participate actively in this process.*

17. **Technology Requirements**

To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity which are available at: [https://itsc.ontariotechu.ca/remote-learning.php](https://itsc.ontariotechu.ca/remote-learning.php). Students experiencing technical difficulties such that they are unable to meet the technology requirements may contact the IT Service Help Desk at: servicedesk@dc-uoit.ca.

Students experiencing financial difficulties such that they are unable to meet the technology requirements may contact Student Awards and Financial Aid Office at: connect@ontariotechu.ca. By remaining enrolled in this course, you acknowledge that you have read, understand and agree to observe the Recommended Technology Requirements for accessing university online learning resources, including those minimum requirements that are specific to your faculty and program.

18. **University Response to COVID-19**

The government response to the COVID-19 pandemic is continually evolving. As new information becomes available from federal and provincial public health authorities, the Province of Ontario and the Regional Municipality of Durham, Ontario Tech University will remain nimble and prepared to respond to government orders, directives, guidelines and changes in legislation to ensure the health and safety of all members of its campus community. In accordance with public health recommendations, the university may need to adjust the delivery of course instruction and the availability and delivery mode of campus services and co-curricular opportunities. Ontario Tech University appreciates the understanding and flexibility of our students, faculty, and staff as we continue to navigate the pandemic and work together to demonstrate our strong commitment to academic, research and service excellence during these challenging and unprecedented times.