

## **BA ESDT – Early Childhood Studies Specialization**

### **Early Childhood Studies Courses**

#### **AEDT2170U – Designing Inclusive Learning Environments**

This course will focus on changing the discussion around ability and disability and other binaries toward building early childhood programs that are enabling for children in a mosaic where diversity is the anticipated norm. Some topics in this course will include: building programs based on developmental characteristics, building enabling environments, and building play and inquiry spaces where every child can participate.

#### **AEDT3160U – Developing Literacy**

This course is designed to help students synthesize their learning about early childhood program elements into an integrated approach to the development of communication for young learners. Emerging digital technologies and multiple literacies will be emphasized.

#### **AEDT3170U – Developing Numeracy**

This course is designed to help students build learning environments where children can learn numeracy skills using inquiry and play-based methods. Key concepts to be included will be the design of early numeracy programs that build cognitive and social development for young children.

#### **AEDT4150U – Holistic Learning in Early Childhood**

The learning in this course will focus on overall health and wellness for children in society. Students will consider what it means for children to live well but also how education can contribute to the well-being of future generations. Important topics to be included will be holistic health, mental health, body image and self-esteem, sustainable well-being and the environment.

### **Education Studies in Digital Technologies Courses**

#### **EDUC1312U – Fundamentals of Professional Writing**

This course introduces the elements of skillful professional writing: clarity, coherence, style, grammar and punctuation. It will cover the fundamental principles of business, scientific, technical, and scholarly writing. A series of writing projects will help students improve their writing skills.

#### **EDUC4703U – Problem and Inquiry-Based Learning**

This course introduces an approach to teaching that focuses on the value of learning from real and meaningful activities. Students will learn to find and structure activities around the kind of ill-defined problems that face professionals in their work and they will learn to use these activities as the basis for promoting self-directed inquiry.

#### **AEDT1160U - Digital Communication Technologies**

The purpose of this course is to examine the foundations and evolution of digital communications technologies. Students will explore the shift from analogue to digital technologies, identify the range of digital communications technologies currently in use, and analyze the impact of these technologies on commerce, the professions, education and society in general. Potential topics include, but are not limited to, the social and environmental impact of digital technologies, including issues of equity and the digital divide.

### **AEDT1170U - Psychological Foundations and Digital Technologies**

The purpose of this course is to analyze human behaviour in the context of the design, use and evaluation of digital technologies for teaching and learning. Students will examine theories and principles of cognitive psychology and apply them to questions that pertain to the development and use of learning technologies. Potential topics include, but are not limited to issues of ergonomics, pointing devices, screen design, interface design and human-computer interaction.

### **AEDT2120U - Culture and Digital Technologies**

The purpose of this course is to characterize the various components of the interactions between culture and digital technologies, including the use of digital technologies in such established cultural industries as film, television and contemporary music but also focusing on the emerging cultures of the Internet such as social networking. Students will investigate media awareness and media criticism as a part of adult education and citizenship and the place of digital technologies in education in fine arts like literature, drama, dance and classical music. Potential topics include, but are not limited to, the relevance of these studies for adult education, including public education in cultural venues like museums, libraries and symphonies.

### **AEDT2130U - Graphic Design, Digital Technologies and Learning**

The purpose of this course is to analyze the role of imagery in digital media. Students will apply the basic principles of visual design to critique and/or develop learning materials and they will get experience with a variety of image production and postproduction software. Potential topics include, but are not limited to, the role of animation and video in educational media, the use of interactive multimedia and websites with adult learners in a variety of formal and informal learning environments.

### **AEDT2150U - Digital Technologies and Advanced Teaching Methods**

The purpose of this course is to analyze the application of digital teaching and learning technologies to contemporary models of teaching that are used in adult education including active teaching, constructivist and social constructivist teaching, connectivist teaching and brain-based teaching. Students will analyze the research as it applies to different technologies in various modes and examine its design, construction and effect. Topics will include, but are not limited to, research on the effectiveness of both digital technologies and contemporary models of teaching.

### **AEDT2160U - Online Learning: Theory and Research**

The purpose of this course is to examine the growing body of theory and research related to online learning. The students will learn to distinguish between a wide variety of theoretical positions such as the connectivist theory, the view of learning developed specifically to describe networked learning, and the Community of Inquiry approach. Topics will include, but are not limited to, meta-analytic studies of online learning as well as earlier meta-analyses of distance learning, with the highest priority to be given to recent research, especially research focused on adult learning.

### **AEDT3110U - Information Literacy**

The purpose of this course is to analyze the processes of inquiry in the context of digital technologies including an examination of online resources available through academic and public libraries, as well as other Internet-based information sources including online books, magazines, journals, encyclopedias, dictionaries, film and video collections, etc. Students will learn to define and refine questions, set and evaluate information sources, assess the accuracy and utility of information retrieved, and organize, analyze, and report the results of research. Topics will include, but are not limited to, information literacy skills, multiliteracies, and information literacy research.

### **AEDT3140U - Creating Digital Tools**

The purpose of this course is to examine the possible combinations of multimedia tools and their delivery via the Internet as they have created a completely new environment for 21st-century education. Students will create digital content using a wide variety of development environments ranging from simple documents to sophisticated authoring tools. Topics will include, but are not limited to, digital tools for learning, e-books, digital photography, and digital video, digital voice and music in the context of an increasingly wide variety of delivery devices.

### **AEDT4110U - Assessment for Learning**

The purpose of this course is to examine principles and practices of educational assessment as they apply to education in the context of digital technologies. Students will set, build and analyze assessment tools appropriate to specific adult education learning goals and teaching strategies. Topics will include, but are not limited to, traditional assessment concepts and procedures (reliability, validity, test design), contemporary practices (classroom observation, rubrics, authentic assessment, portfolio assessment, performance assessment), and the ways in which digital technologies can improve assessment practices (computer adaptive testing, electronic portfolios, computer mark books, and data collection and analysis).

### **AEDT4120U - Serious Gaming and Simulations**

The purpose of this course is to examine the history and current status of educational games and their use in learning. Students will analyze a variety of different game types including classroom games, computer games and simulations, and online games and identify the principles of game design and animation. Topics will include, but are not limited to, research dealing with the effects of the use of games and simulations in the context of learning for all ages.

### **AEDT4130U - Social Justice Issues in Education**

The purpose of this course is to examine the role of education in meeting social goals related to justice and equity. Students will explore the influence of key concepts like Paulo Freire's conceptions of critical pedagogy and conscientization and they will explore the politics of education as a vehicle for addressing issues of unemployment, immigration and identity. Topics will include, but are not limited to, the effects of learning technologies on education; research evidence about education's success as a means toward achieving greater equity.

### **AEDT4140U – Instructional Design**

The purpose of this course is to examine instructional design from its origins in the development of educational and training materials for the U.S. military in WWII to the current constructivist, social constructivist and connectivist design theories. Students will learn to recognize and explain both traditional approaches to instructional design rooted in behavioural theories of learning and current practices based on constructivist, constructionist and social constructivist thinking. Topics will include, but are not limited to, the work of curriculum theorist Ralph Tyler, Robert Gagne's Conditions of Learning and the ADDIE model promoted by Dick and Carey.

### **AEDT4200U - Thesis I**

This mixed-mode (fully online but partly synchronous and partly asynchronous) course is intended to provide Bachelor of Arts undergraduate students with hands-on experience in the 'doing' of qualitative and quantitative research as a practical, ethically regulated engagement in "knowing, doing and being" (De Castell, 2008). The course is structured around the completion of a mini-research project. Each student will propose, design and carry out an individual study. Course activities are designed to provide a guided apprenticeship into basic research practices, including observations, peer-review, ethical review (Research Ethics Board), field notes, interviews, data interpretation, analysis, reporting. Presentation and write-up. To support, extend and deepen their practical work, students will read exemplary research studies. They will ask questions such as What kind of story does this research tell? Whose story is told, how, by whom, and for whose benefit? How can qualitative research claim validity? These questions will guide an inquiry into contemporary quantitative and qualitative research methodologies, methods and processes.

### **AEDT4201U - Thesis II**

Thesis II is a continuation of Thesis I. The thesis is the major component of the graduate requirements of the BA in Educational Studies and Digital Technology program and is carried out under the direction of the student's supervisory committee. The thesis may involve an applied investigation and may incorporate elements of analysis, design and development. Through the thesis, candidates are expected to give evidence of competence in research and a sound understanding of the area of specialization involved.