



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Coquitlam	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD43
<b>Developed by:</b> Paul Aitken, Brian Barazzuol, Wooje Choi, Matthew Last, Cherie Nagra, Murray Peters, Brent Raabe, Roberto Ramogida, Sean Robinson, John Sarte, Al Soiseth, David Truss, Ian Wong	<b>Date Developed:</b> January 26, 2018
<b>School Name:</b> Coquitlam Open Learning	<b>Principal's Name:</b> David Truss
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Applications of Digital Learning	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

Students will require access to computers, applications that allow for generating content (e.g., word processing, photo editing, video editing software), and access to the Internet.

**Course Synopsis:**

Applications of Digital Learning facilitates students to effectively and ethically consume and create a wide variety of digital content, including websites, documents, images, social media posts, video, and podcasts. Communication will be a central theme of the course and students will demonstrate a willingness and ability to appropriately express and exchange information, experiences, and ideas using various digital tools.

**Goals and Rationale:**

The aim of the course is to improve students' understanding, attitude, and behaviour with respect to being a global digital citizen. The course is necessary because of the high level of access to the Internet and the expectation to effectively and ethically use digital tools to learn and communicate ideas. A course that directly focuses on how students engage with digital media for the purpose of supporting their own learning is essential in the 21st century.

The course is taught through an inquiry stance requiring critical thinking, ethical decision making and reflective learning – What am I wanting to inquire into? Is it ethical/am I behaving ethically? Is it effective? Does it matter? To me? To others? Why? How do I know? Does it positively contribute to the community? What difference will my work make, or do I hope to make?

The expectation is that the units of this course will not be taught in a linear fashion, but outcomes will be integrated throughout learning activities in this course or integrated within other courses and once mastered, are expected to be applied across learning environments/contexts and curricular areas – integration and relevant application are paramount. It is of particular importance that the ethical uses of information – copyright, privacy, plagiarism and digital citizenship are at the forefront throughout the teaching of this course.

**Aboriginal Worldviews and Perspectives:**

Links to First Peoples' Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

**BIG IDEAS**

Personal design choices require self-exploration and refinement of skills.

Social, ethical, and sustainability considerations impact design choices.

Tools and technology have an impact on people's lives.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Applied Design</b>  <i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Practice <b>critical consumption</b> while learning to understand context, define the problem and its impact on communities, and generate ideas</li> <li>Engage in a period of research and empathetic observation</li> <li>Engage in reciprocal relationships throughout the design process</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Identify potential users and relevant contextual factors for a chosen design opportunity</li> <li>Identify criteria for success, intended impact, and any constraints</li> <li>Identify potential user, intended impact, and possible unintended negative consequences</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Screen ideas against criteria and constraints</li> <li>Critically analyze and prioritize competing factors to meet community needs for preferred futures</li> <li>Recognize community needs for balanced futures</li> <li>Maintain an open mind about potentially viable ideas</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>Solution fluency</b></li> <li><b>Information fluency</b></li> <li><b>Media fluency</b></li> <li><b>Collaboration fluency</b></li> <li><b>Creativity fluency</b></li> <li><b>Global digital citizenship</b></li> <li>Use of online databases for research</li> <li>Digital search tools and techniques</li> <li>Effective and ethical use of social media</li> <li>Citation managers</li> <li>How to embed content</li> <li>Navigate digital platforms</li> <li>Use learning management systems (LMS)</li> <li>Use of calendars and productivity software to manage projects</li> <li>Edit image, audio, and video</li> <li>Decipher copyright</li> <li>Digital Responsibility</li> </ul>

### *Prototyping*

- Understand the process of creation with respect to digital media
- Identify and use a variety of sources of inspiration and information
- Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas
- Analyze the design for life cycle
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

### *Testing*

- Identify and communicate with sources of feedback
- Edit based on feedback from critiques
- Iterate the prototype or abandon the design idea

### *Making*

- Identify and use appropriate tools, technologies, materials, and processes for production
- Make a step-by-step plan for production and carry it out, making changes as needed
- Use materials in ways that minimize waste

### *Sharing*

- Develop **communication** skills using a variety of digital tools as they relate to online learning, sharing, and collaboration
- Share progress while creating design to enable ongoing feedback
- Decide on how and with whom to share or promote design
- Critically evaluate the success of the design, and explain how ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient collaborative work space

### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills needed in relation to specific projects, and develop and refine them

### Applied Technologies

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies

## Curricular Competencies – Elaborations

- **Critical Consumption** (Analyze, evaluate, and synthesize digital content)
  - Recognize and evaluate the authenticity and reliability of information
  - Synthesize information from a variety of sources for both academic and personal enjoyment
  - Analyze and evaluate digital footprints
  - Select the appropriate learning tool or media source to maximize effectiveness and efficiency
  - Demonstrate skills essential for safety, security and self-regulation in the digital world; protection of passwords, personal privacy, privacy of others, etc.
- **Creation** (Create and express ideas through digital content)
  - Create products that demonstrate types of online collaboration for a specific audience (school, teachers, peers, global community, etc.)
  - Curate a digital portfolio and express personal views and perspectives of themselves as author and contributor
  - Effectively utilize a research process when conducting an inquiry
  - Understand and implement principles of design to improve visual presentation
  - Demonstrate respect for intellectual property by understanding copyright, plagiarism and citation.
- **Communication** (appropriate expression and exchange of information, experiences and ideas through various digital tools)
  - Use a variety of social networking tools and learning management systems for their intended purposes
  - Use context or tool appropriate language – i.e. abbreviations for texting, one paragraph format for email etc.
  - Constructive participation in online discussions – reinforcing not repeating, thoughtful criticism and feedback, offering new information and alternate perspectives
  - Develop strategies for effective group-work – creating guidelines and policies to efficiently complete group goals and products
  - Seek out and engage with mentors and experts

## Content – Elaborations

These are regarded as the essential fluencies of a global digital citizen:

1. **Solution fluency**-The ability to think creatively to solve problems; defining the problem; designing an appropriate solution; delivering the solution; and evaluating the process.
2. **Information fluency**-The ability to unconsciously and intuitively interpret information in all forms and formats in order to extract the essential knowledge, authenticate it, and perceive its meaning and significance.
3. **Creativity fluency**-The process of adding meaning through design, art and storytelling.
4. **Media fluency**-The ability to look analytically at any communication to interpret/evaluate the message and medium and communicate with an audience using the most appropriate and effective medium.
5. **Collaboration fluency**-The ability to work cooperatively with virtual and real partners in an online environment to solve problems and create original products.
6. **Global digital citizen**-Using the guiding principles of leadership, ethics, altruistic service, environmental stewardship, global citizenship, digital citizenship, and personal responsibility.

### Recommended Instructional Components:

All instruction will be conducted in the context of inquiry investigation, analysis, application and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum
- On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
- A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
- Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
- Interdisciplinary study
- Student self-directed, educator supported and facilitated learning plans
- Use of experts from around the world via virtual connectedness

### Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

A suggested form of assessment is the use of a portfolio-a collection of digital artifacts created throughout the year that demonstrate core competencies, curricular competencies, and content knowledge. Essential to the assessment process would be a series of reflections and presentations that serve to communicate new understandings developed by the student.

Effective formative assessment via:

- Clearly articulated and understood learning standards and success criteria
- Questions posed by students, peers and teachers to move learning forward
- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students are resources for themselves and others – peer and self-assessment
- Student ownership

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning standards. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Letter grades will reflect learning towards the learning standards articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Professional judgement and evidence will be used to determine final letter grade in consultation with the student

#### **Learning Resources:**

- Personal learning device
- Stable wireless network
- Broadcasting devices – such as LCD projector
- Learning Management System (LMS)
- Digital Portfolio tool
- Online digital tools – a variety
- Furniture to support a flexible learning environment conducive to the inquiry philosophy
  - Couches
  - Tables/chairs
  - Work stations

#### **Additional Information:**



**MEMO**

**DATE** Monday, May 28, 2018  
**TO** Mr. Dave Truss, Millside Centre Principal  
**FROM** Ms. Terri Galligos, District Aboriginal Resource Teacher  
**SUBJECT** Weaving Digital Learning with Indigeneity

Thank you, Dave for inviting me to view the Foundations of Inquiry and Applications to Digital Learning courses from both Inquiry Hub Secondary and Coquitlam Open Learning. I have viewed these courses and compared how these courses weave into *The First Peoples Principles of Learning* - <https://firstpeoplesprinciplesoflearning.wordpress.com> and a *Call to Action from the Truth and Reconciliation Commission* - <http://www.trc.ca>.

Weaving Indigenous and non-Indigenous concepts reflects upon: starting a relationship based upon reconciliation beginning with a conversation; researching and becoming informed of what the 1<sup>st</sup> Peoples Principles and TRC reflect; and acknowledging whose traditional territory the Coquitlam Board of Education resides on. Collectively, the Aboriginal Education Department and community of Coquitlam have demonstrated good weaving practices in multifaceted ways from engaging in the new revised curriculum collaboratively; to hosting public events, such as the most recent viewing of the Indigenous film *Indian Horse*, a novel by Indigenous author Richard Wagamese, at the local cinema.

These woven concepts may be further enhanced by using digital literacy as a research tool; for example: comparing and contrasting past and present issues and trends regarding both Canadian and First Nations history; citing archived and current sources; and being an accurate and positive agent of change when unpacking the *BIG IDEAS* reflected upon these courses. Respect, diversity, and place are a few concepts belonging to the weave.

Thank you for your inquiry, please do not hesitate to contact the Aboriginal Education Department should you require further clarifications.

Respectfully Submitted,  
TERRI GALLIGOS  
DISTRICT ABORIGINAL RESOURCE TEACHER