AEDT 3130U
Financial Management of Online Learning
(Winter 2016)
Course website: http://aedt3130.weebly.com/

1. Course Details and Important Dates*

Term	Section	Status	Course Type	Day	Time
Winter	A B	U	AEDT	Tuesday	12:00-1:00pm OR 6:00-7:00pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	73432, 73501, 73502	January 11, 2014	April 4, 2016	NA

The **COMPULSORY** tutorial will take place in Adobe Connect. Please follow the link from http://aedt3130.weebly.com/
*For other important dates go to: www.uoit.ca > Current Learners> Important Dates

2. Instructor and Teaching Assistant Contact Information

Instructor Name	Office	Phone	Email
Laura Pinto	BA General Room	(905) 721-8668 x. 3767 (416) 224-2091 (preferred)	laura.pinto@uoit.ca Skype ID: laura-and-humphrey
Office Hours: Anytime appointment. As this is an online course, we will be virtually available for discussion through Adobe Connect, the course forum, Skype, IM or other means.			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Mireille Babin-Larochelle	BA General Room		mireilleiz@sympatico.ca

3. Course Description

The purpose of this course is to develop expertise with fiscally responsible approaches to the establishment and management of online learning initiatives; contexts, conditions and constraints to be considered will include target population (adult, K-12, higher education), learning environment (informal vs. formal), funding source (public, private, mixed), instructional model (teacher driven, student-centered, materials-based or content driven) and technologies used (synchronous vs. asynchronous, digital vs. analogue). Students will analyze current and emerging financing models, ways financing decisions are made, examples of various models in use, and implications for learning, accountability, and scalability. Topics will include, but are not limited to, components of public and private sector financial models, market forces analysis, and the economic characteristics of online learning vs. face-to-face learning.

Credits: 3.0

Hours: 36 hours

4. Learning Outcomes

This course examines online learning: its defining theories, approaches, frameworks and models; its current practices, and its development. Specifically, by the end of this course, learners will:

1. identify typical components of public and private sector financial models and explain why they are important considerations in planning.
2. explain how market forces influence educational choices and will analyze the market forces that influence decisions about the structure and function of adult education systems including formal systems, informal systems, and non-formal systems.
3. examine the economic conditions and considerations that characterize online adult education and training initiatives and compare them to the economic conditions and considerations that characterize face to face (bricks-and-mortar) systems.
4. design hypothetical financial management case studies of online adult education and training initiatives.
5. develop, define and defend a financial model for a specific online adult learning system.

5. Course Web Environment

All course activities will be designed in a manner that will allow for access with a wide range of mobile devices such as Smartphones and tablets (iPads, Galaxy, etc), therefore favouring the development of a truly mobile learning culture, anywhere anytime. This 36 hour (3 credit) course will be articulated in 12 **mandatory** modules each including:

1. 1 hour of video clip-based 'lecture' broken down into three – four, 12-15 minute long segments.
   i. The video clips were developed by a content expert (i.e. a Professor from our own Faculty or recognized expert from another institution) and will be uploaded to the instructors YouTube Channel.
2. 1 hour of synchronous group tutorial activities in Adobe Connect.
   i. The video conferencing sessions in Connect will be planned in detail by the professor (content expert) in collaboration

with the Teaching and Learning Office. The tutorial activities in the session will be run by the Teaching Assistant. By scheduling the different groups at different times of the day and of the week, the program will be able to accommodate learners form a wide variety of time zones.

3.   1 hour devoted to online activities such as forum discussions, self-directed learning activities, etc., as specified in the course calendar below, using a wide variety of online resources

Although this covers the basic three-hour commitment to the class, it is to be noted that additional reading or other course work will be expected from the student. While the Blackboard course site will be the sole official web site for this course, other environments will be explored, used and analyzed. The links for each of these will be posted on the Blackboard site as we progress.

Please Note: This course website, Adobe Connect room, and discussion forum are indispensable parts of the course. Participate and/or view them **weekly** and use the links provided. All course requirements, handouts, marking rubrics, assessment and related materials are posted to the course web site.

6. Course Design
In keeping with the overall design approach for this project, this course has been designed using the principles of problem-based learning (PBL). As a result, you will be working in groups to explore various ill-structured and complex problems as we examine online learning theories and models.

Briefly, PBL can be defined as 'a curriculum model designed around real life problems that are ill structured, open ended or ambiguous' and it is suggested that 'PBL engages students in intriguing, real and relevant intellectual inquiry and allows them to learn from these life situations' (Fogarty, R. 1997). We will be reviewing the main concepts of PBL and how they inform the design of this course and associated assignments in our first week of the course.

There are four main ways in which you will interact with the content in this course. Each of them are described below as are the responsibilities associated with them. The details are further outlined in the Course Schedule.

1. **Video content**
Each week, there will be video content to watch on your own time with supporting analysis and synthesis questions embedded within them.

2. **Online tutorials** (synchronous) in Adobe Connect
Each week there will be scheduled online tutorials with the Teacher Assistant. The analysis and synthesis questions from the video clips will form the jumping off point for the scheduled online tutorials where you will be expected to contribute and share your

knowledge. For that reason it is critical that you watch the video's and do any associated readings prior to coming to the tutorial session.

3. **Online discussions** in Knowledge Forum
In addition, there are online discussions that will take place in Knowledge Forum on specific aspects of the Unit. These discussions will also be building and expanding on the analysis and synthesis questions posed in the video clips. Learners are expected to discuss these questions online and in the tutorial group discussions.

4. **Work on PBL** assigned as per the schedule
For the PBL's in this course you will have the freedom to pick your group members and address the problem posed to your group based on your collective expertise.

7. Course Texts and Readings

For this 12-week course, we will engage with the material critically through a review of literature and discussing key concepts and ideas generated through that review of relevant literature. Each student will be prepared each week by reading literature and viewing video content on the unit topic identified. Suggested readings for each topic are provided, however, it is encouraged that learners find better articles and articles that suit their subject domain areas of study as well as bringing in relevant readings from other courses to enrich the discussion and tutorials. Please refer to the course website and the course schedule below for detailed, week-by-week links to readings.

8. Schedule of Readings and Assignments

A complete list of assigned weekly readings and assignments can be found below in the course schedule. Readings are in the detailed course schedule below and are posted in the Blackboard site. Any additional readings will be posted in Blackboard at least one week in advance of each class. This enables the class to be responsive to interests and topics as they emerge rather than being guided by the instructor's preconceptions. Learners are encouraged to read well beyond the required material and a portion of the class is devoted to discussions of additional readings that candidates or the instructor may wish to recommend to the class.

The following table outlines the overall approach to PBL taken in this course. In our first week we will get oriented to the course and its expectations and flow.

Week	1	2	3	4	5	6	7	8	9	10	11	12
Problem	Intro		PBL: Course project 1, case study & RFP				PBL: Course project 2, RFP response					Wrap Up
Workflow	Initial orientation to course	The big picture: Global move to online learning	Public and private sector considerations	Procurement and RFPs	Copyright and intellectual property	Online learning solutions	Course project I sharing	Revenue and costs	ROI	Forecasting and projections	Ongoing financial management	Synthesis of course and project sharing
Resources Available (see detailed weekly outline below)	Videos Readings Tutorials Discussion Forum Start project 1 PBL	Videos Readings Tutorials Discussion Forum PBL Group Work	Videos Readings Tutorials Discussion Forum PBL Group Work	Videos Readings Tutorials Discussion Forum PBL Group Work	Videos Readings Tutorials Discussion Forum PBL Group Work	Videos Readings Tutorials Discussion Forum Assignment: PBL Presentation	Tutorials : PBL sharing Start project 2 PBL by selecting an RFP	Videos Readings Tutorials Discussion Forum Individual PBL	Videos Readings Tutorials Discussion Forum Individual PBL	Videos Readings Tutorials Discussion Forum Individual PBL	Videos Readings Tutorials Discussion Forum Individual PBL	Tutorials: Course project 2 PBL sharing

Course Schedule

Session	Theme	Activity	Preparation for Session
1 Jan 12	Course Orientation	**Video Clip 1.1** Introduction to the course and course projects overview **Tutorial** Discuss analysis and synthesis questions from clip 1.1. Discuss syllabus and course expectations. **PBL** • Form project groups for course project 1	**Readings** O'Rourke, E. (2003). *Writing a case study*. University of Notre Dame. Retrieved from: http://www3.nd.edu/~sbyrnes1/pdf/Writing_Resources/Writing_Case_Study.pdf Carefully review the syllabus **Discussions in the forum:** 1. Introduce yourself (name and geographical location) 2. Give one example of a positive past group work experience 3. State why you are interested in this course. 4. State where you would like to be in 3 or 4 years (your career plan). 5. Using the image on the course website as a guide, begin a K-W-L, stating what you know, and what you want to know. We will revisit this at the end of the course. 6. What are the elements of a case study?
2 Jan 19	**The big picture: Global move to online learning** Students will explain how market forces influence educational choices and will analyze the market forces that influence decisions about the structure and function of adult education systems including formal systems, informal systems, and non-formal systems. Students will examine the economic conditions and considerations that characterize online adult education and training initiatives and compare them to the economic conditions and considerations that characterize face to face	**Video Clip 2.1** Opening U-Now (Nottingham) http://bit.ly/17S04ZZ **Video Clip 2.2** TedTalk: Daphne Koller http://www.youtube.com/watch?v=U6FvJ6jMGHU **Tutorial:** Discuss analysis and synthesis questions. **PBL** • Decide on what type of company you will feature in your case study and RFP and formulate a description.	**Readings and digital media resources:** Douglass, J.A. (2005). *All globalization is local: Countervailing forces and the influence on higher education markets.* Research and Occasional Papers Series, Center for Studies in Higher Education, UC Berkeley. Retrieved from: http://escholarship.org/uc/item/3z26h30n **Discussions in the forum:** **Analysis Questions** 1. Contrast the purpose and goals of the U-Now and Coursera. 2. Discuss how online learning can limit or democratize access to education. **3.** What are the ethical arguments for and against MOOCs? **Synthesis Questions** 1. What factors does Douglass identify that affect higher education enrolment? 2. What assumptions did Columbia University made when establishing Fathom Knowledge Network Inc.? Why do you think Fathom's projections were not fulfilled? Do you think the same thing would happen today, a decade later? Why or why not? 3. Describe how competitive research can assist in planning online learning solutions. 4. The terms economy of scale and economy of scope describe approaches to costing out elearning. Locate definitions for these terms, and describe how U-Now and Coursera apply them. 5. How might Coursera (or other MOOCs) affect other learning providers' initiatives? 6. Describe the factors that contribute to online learning sustainability using Fathom, U-Now and Coursera to ground your response. Contrast these to sustainability in traditional, brick-and-mortar learning systems.

Session	Theme	Activity	Preparation for Session
	(bricks-and-mortar) systems.		
3 Jan. 26	**Public and private sector learning solutions** Students will identify typical components of public and private sector financial models and explain why they are important considerations in planning.	**Video Clip 3.1** Public/private sector learning **Tutorial:** Discuss analysis and synthesis questions from video clip 3.1 **PBL** • Update your case study to reflect relevant information about the type of organization you selected for your case study based on this week's reading and video content.	**Readings and digital media resources:** Section 1 of Graham, A. (2011). *Public sector financial management for managers.* Ottawa: Canadian Governance Support Office and Canadian International Development Agency. Retrieved from: http://www.canadem.ca/documents/Public%20Sector%20Financial%20Management%20for%20Managers **Discussions in the forum:** Identify three examples of private sector and three examples of public sector organizations, and post them. Include links, and discuss the sources of revenue for each. Respond to the posts of 2 peers, noting similarities and differences among your and your peer's organizations. **Analysis Questions** 1. Distinguish between public and private sector organizations. 2. How are the aims or purposes of public and private sector organizations different? Are there similarities? 3. How do revenue and cost models differ in public and private sector organizations? **Synthesis Questions** 1. What is the difference between public and private sector organizations? 2. Describe similarities and differences in financial considerations for online learning for public and private organizations. 3. What would be the key knowledge, skills and competencies necessary to be successful in financial management in either public or private sector organizations?
4 Feb. 2	**Procurement and RFPs** Students will identify typical components of public and private sector financial models and explain why they are important considerations in planning. Students will design hypothetical financial management case studies of online adult education and training	**Video Clip 4.1** RFP PBL **Video Clip 4.2** Interview with Tom Hamza, Investor Education Fund **Tutorial:** Complete the task in Video Clip 4.1 that requires the learner to determine an approach to drafting and RFP. Work on course project I • In your project group, create a template with headings that your	**Readings and digital media resources:** GeoLearning. (n.d.) How write an RFP for elearning. Retrieved from: http://www.astdalaska.org/outside_files/How_to_Write_an_RFP_for_eLearning_Services.pdf **Discussions in the forum:** 1. Reflect on last week's session. Describe how features of RFPs for online learning might be similar or different depending on the type of organization (private or public). Why? 2. Explore MERX and elance as sources of RFPs and contracts. What are the benefits and limitations of each from the perspective of organizations and contractors? 3. Locate at least 2 current RFPs for learning projects. Post the links, and offer a brief description (1-2 sentences) of what the RFPs are for. Describe the type of person or organization that would respond to those RFPs. 4. View the RFPs posted by at least 2 peers, and compose a response to them noting

Session	Theme	Activity	Preparation for Session
	initiatives.	group will use to develop your RFP.	similarities and differences in comparison to the RFPs you posted.
5 Feb. 9	**Copyright and Intellectual Property** Students will explain how market forces influence educational choices and will analyze the market forces that influence decisions about the structure and function of adult education systems including formal systems, informal systems, and non-formal systems.	**Video Clip 5.1**: Kieran Patrick Canadian copyright overview http://youtu.be/5FfM9U_3GJs **Video Clip 5.2** (to come) **Tutorial:** Discuss analysis and synthesis questions **PBL** • Clarify the IP in your RFP. • Articulate as much detail as possible about what your organization needs in their solution, and put this in your draft RFP.	**Readings and digital media resources:** Access Copyright terms for higher education : http://www.accesscopyright.ca/educators/post-secondary-education/ Intellectual property and inventions: Who owns the IP? MARS **Either one of these two** : Straumsheim, C. (2014, March 18). When MOOC Profs Move. *Inside Higher Ed*. **OR** Domonell, K. (2014, May). The Rights Question : Who owns intellectual property in the brave new world of MOOCs? University Business. **Discussions in the forum:** • Post either a question about or contribution to defining the following terms: copyright, intellectual property, fair dealing. • Provide at least 1 unique example of a specific author's economic and moral rights with respect to copyright. You can choose a work of your choice (your own, a favourite book or article, etc.) for your example. • Review the resources available for use without permissions/royalties described in Instructional Design|Copyright Information. Review any one of your choice, describing what it contains, and how you could use it. Analysis Questions • Who owns the rights to share books, articles, lessons, etc.? • Who owns a course design when a person was contracted to develop a course? How does it vary by industry or setting? Synthesis Questions • How does a content developer or instructional designer for online learning benefit from copyright legislation in Canada? • What challenges does a content developer or instructional designer face with respect to copyright legislation in Canada?
6 Feb. 23	**Online learning solutions** Students will examine the economic conditions and considerations that characterize online adult education and training initiatives and compare	**Video Clip 6.1** Online solutions PBL **Video Clip 6.2** Elearning case study: Sky http://www.youtube.com/watch?v=WTldMKuKINU **Video Clip 6.3** Training at Expedia http://bit.ly/1dmfK5X	**Readings and digital media resources:** Video clips only (see left) **Discussions in the forum:** The video content illustrates a range of online solutions for different types of organizations with very different needs and goals. Select one of the examples, or an example of your own, and attempt to determine the costs associated with that solution. Consider: technology, infrastructure, and

Session	Theme	Activity	Preparation for Session
	them to the economic conditions and considerations that characterize face to face (bricks-and-mortar) systems.	**Video Clip 6.4** Oxfam elearning case study http://www.youtube.com/watch?v=IlEQJjvr4fE **Tutorial:** Discuss analysis and synthesis questions: • The video clips offer three very different elearning programs. What similarities and differences exist among the aims of each program? • Describe why and how the organizations in the video clips chose online learning over face-to-face. • Compare the online formats chosen by the organizations in the video clips, including the reasons for their choices. **PBL** View the videos, and conduct appropriate research to develop your case study, including: • Economic/financial considerations • The competition • The learner profile • The format best suited to the objectives, learner and topic • You should also make note of infrastructure needed to support the format (e.g., LMS, platform, technology for users, tech support, etc.) • Other considerations unique to your case study	staffing/personnel costs. Post your response, including an explanation of the research you did to determine the costs. Review the posts of your peers, and comment on any those posts that will assist your PBL group in building your case study • What online learning factors or features can the organization control? • What external factors outside the organization's control might affect program implementation or success?
7 Mar 1	**Course project sharing 1: Case studies** Students will design hypothetical financial management case studies of online adult education and training	**Tutorial:** Using a jigsaw/ expert group configuration, share your case studies and RFPs with the group. Summative evaluation for course project	**Readings and digital media resources:** Review the case studies posted by your peers and be prepared to discuss and ask questions. Select and RFP from those issued by the class to which you will respond as your final course project. **Discussions in the forum:**

Session	Theme	Activity	Preparation for Session
	initiatives.	**PBL** • Start project 2 PBL by selecting an RFP to which you will respond	1. Compare your work to that of other groups to identify similarities and differences faced by the organizations in the case studies. 2. Pose at least one question to a peer about their work.
8 Mar 8	**Revenue and costs** Students will identify typical components of public and private sector financial models and explain why they are important considerations in planning.	**Video Clips 8.1 & 8.2** Interview with Wendy Hardman **Video Clip 8.3** Interview with Dr. Liz Coulson **Video Clip 8.4**: A Simple E-learning Project - From Pitch to Delivery **Tutorial:** Discuss videos using synthesis questions (see right) Focus on Course Project II. Refer to the RFP of your choice, to which you will respond. Using the ASTD resource as a general guide, and drawing on your practice task in the discussion forum, calculate the revenue and costs associated with your solution. Based on Wendy Hardman's suggestions, submit at least 2 costing scenarios, including the revenue you would expect to generate, and a detailed breakdown of all costs (including licenses, purchases, your time, and any external contracting necessary). PBL • See tutorial tasks above	**Readings and digital media resources:** Schechter, H.B. (2009). The Cost of E-Learning. *Elearn Magazine*. Retrieved from: http://elearnmag.acm.org/archive.cfm?aid=1595447 Kapp, K.M. & Defelice, R.A. (2009). Time to develop 1 hour of training. Alexandria, VA: ASTD **Discussions in the forum:** Work through this example to practice identifying costs and post your response in the forum. Use the required readings (Schecter and Kapp & Defelice) as guides, as well as your own research. Follow along with the example Video Clip 6.3, and while viewing, identify the expenses or costs associated with developing and maintaining an online learning solution. Once complete, compare your results to 2 others, and account for differences. **Synthesis questions** 1. What are some of the considerations Liz Coulson and Wendy Hardman describe that they take into account when responding to an RFP? 2. What happens when a contractor makes an error in budgeting or planning in an RFP response? 3. Describe the differences in the approaches taken by Liz Coulson and Wendy Hardman when it comes to dealing with cost variance. Which would you take, and why? 4. What are the advantages and drawbacks of being a contractor or an elearning solution?
9 Mar 15	**Return on Investment** Students will identify typical components of public and private sector financial models and explain why they are important considerations in planning. Students will develop, define and defend a	**Video Clip 9.1** Alcatel Measures ROI of elearning http://bit.ly/1ch4RRK **Video Clip 9.2** Canadian HR Network Training ROI http://bit.ly/6G43pW **Video Clip 9.3** "Ensuring ROI In Training": New Era Cap's eCornell Success Story http://bit.ly/1hBbd5u	**Readings and digital media resources:** Ferriman, J. (2013, February 7). E-learning ROI made easy. *Training*. Retrieved http://www.trainingmag.com/content/e-learning-roi-made-easy Excel Template (click on "Estimating ROI for a Web-based training course"): http://www.horton.com/roihandouts.htm **Discussions in the forum:** Post your ROI projected scenario in the discussion forum immediately after your tutorial. Working in triads, review the projections of 2 other members of the class in your triad, and constructive feedback on their ROI projections. Analysis questions

Session	Theme	Activity	Preparation for Session
	financial model for a specific online adult learning system.	**Video Clip 9.4**: Tom Hamza Interview ROI **Tutorial:** Discuss analysis and synthesis questions after viewing the videos. Using the excel template, work with a partner to project at least 2 ROI scenarios for your course project based on different assumptions. Work on course project II: • Add ROI considerations to your RFP response: what plans do you have to put in place to collect data to measure ROI? Who will be responsible for gathering and collecting?	1. What is ROI? 2. Based on your experience, how do you measure the impact of learning? **Synthesis Questions** 3. Describe the differences in ROI for public sector versus private sector training initiatives. 4. Identify at least 3 types of indicators that are used to measure ROI. 5. Is ROI for learning a purely financial determination? Explain your response. 6. Comment on the types of evaluations and metrics an organization has to collect in order to determine ROI based on the comments in the video clips.
10 Mar. 22	**Forecasting and projections** Students will identify typical components of public and private sector financial models and explain why they are important considerations in planning. Students will develop, define and defend a financial model for a specific online adult learning system.	**Video Clip 10.1** How to create financial scenarios in Excel http://www.youtube.com/watch?v=FGCp3jTiRiU **Video Clips 10.2 & 10.3**: Interview with Brad MacIsaac Review videos: **Video Clip 8.1 & 8.2** Interview with Wendy Hardman **Video Clip 8.3** Interview with Dr. Liz Coulson **Tutorial:** Discuss analysis and synthesis questions. Summarize the concept of a business case, and discuss how this compares to an RFP response. **PBL** • Apply concepts to final course project: Follow Video Clip 10.1 to create your own projection	**Readings and digital media resources:** Carliner, S. (2000). *Build a business case for online learning projects*. ASCD. Retrieved from: http://www.neiu.edu/~sdundis/hrd490/roibuscase.pdf University Business (2006, June). What Went Wrong with AllLearn? Retrieved from: http://www.universitybusiness.com/article/what-went-wrong-alllearn **Discussions in the forum:** Locate and share at least two resources to help you make a financial projection. Analysis questions 1. What types of information are necessary to make projections for enrolment, revenue, and costs? 2. Thinking back to the interviews with Wendy Hardman and Liz Coulson from week 8, what conclusions can you draw about the process of forecasting revenues and costs? Synthesis questions 3. Based on this week's readings and Douglass (class 2), discuss how it was possible for large institutions to make grave errors in their projections. What can we learn from their mistakes? 4. When creating multiple financial scenarios in a model, what kinds of assumptions do you have to make? 5. Identify some good sources of data to help a financial manager project revenues and costs. Share those sources with your peers in the forum and during the tutorial.
11	**Ongoing financial**	**Video Clip 11.1**	**Readings and digital media resources:**

Session	Theme	Activity	Preparation for Session
Mar. 29	**management** Students will develop, define and defend a financial model for a specific online adult learning system.	The Principles of Budgeting and Budgetary Control **Tutorial:** Discuss analysis and synthesis questions Locate tools online to help with budgetary management and control. In groups of 3, create a spreadsheet to manage a project budget **PBL** • Apply concepts to final course project by documenting a specific process for controlling your budget, including a tool (such a spreadsheet or online application) you would use if you were successful in your RFP	N/A **Discussions in the forum:** Post at least 2 tools that be used to manage budgets. Review peers' contributions for resources that you can apply to your PBL. **Analysis questions** 1. Generate a list of possible risks that could lead to deviation from the budget in online learning. 2. Based on what you have learned to date (including the video clip interviews previously viewed), what measures can you take to manage the risk associated with going over-budget? **Synthesis questions** 1. What is budgetary control? How can the principles of budgetary control used by Toyzone in Video Clip 11.2 be applied in the management of online learning? 2. What specific budgetary control measures could be used in the implementation of your RFP proposal? 3. Develop a list of tasks for your final project that the online learning manager should conduct as part of the process of management.
12 April 5	**Course synthesis** Students will design hypothetical financial management case studies of online adult education and training initiatives. Students will develop, define and defend a financial model for a specific online adult learning system.	**Tutorial:** Submit final project for summative evaluation In groups of 4, present your final project, then regroup in a jigsaw formation for sharing	**Readings and digital media resources:** N/A **Asynchronous Forum Tasks** • Complete your K-W-L from class 1, adding the "L" (what you learned) upon completing all course tasks (see graphic to the left for a refresher on K-W-L) • Post your finished work to the forum and respond to the work of 2 peers with constructive feedback **Synthesis questions:** 1. What are the biggest challenges in online financial management, based on your learning to date? 2. What key competencies, skills, knowledge, and/or dispositions do online financial managers need to be successful in their roles? 3. What were the most useful resources you found to help you project and forecast financial models? 4. Complete the K-W-L that you began at the beginning of the course.

NB: It is your responsibility to contact your instructor or TA if you are going to be absent before a tutorial session or if you have any questions or problems about meeting assignments in advance of the due date.

Assignment Descriptions and Assessment

The following is a description of the components upon which the final assessment will be based and provides an outline of the relative value of each of the components and their criteria. All ideas and resources used that do not originate with you must be cited and referenced using **APA v.6 format**.

Due	Assignment	Person	Value	Description
Ongoing	**Participating and sharing**	Individual	20%	The success of this course and the potential for collaborative learning rely on active participation by ALL members of the class. This component of the grade requires weekly asynchronous (discussion forums) and synchronous (Adobe Connect tutorials) participation with meaningful contributions that demonstrate your interaction with course content. Please see the rubric below for details.
Week 7	**PBL Course project I: Creation of a case study and RFP**	Team	40%	In this assignment, students will work in groups of 2 to 3 to create a case study that will: 1) Identify an organization for which an online learning solution is proposed. 2) Describe the organization with sufficient detail. 3) Provide an overview of the context (organizational, competitive, economic). 4) Prepare an RFP to which a vendor or contractor would respond. Note that a solution to the case study is **NOT** required. The case study may be in written or video format, or another format agreed upon by your instructor. However, the RFP should be in written format since that is the industry standard. Please see the rubric below for details.

Week 12	**PBL Course project II: RFP Response**	Individual	40%	Individually, students will respond to the RFP of their choice from Course Project I.
				The RFP response must include:
				• A financial model that includes a spreadsheet with:
				   o Revenue sources
				   o Costs/expenses
				• Articulation of all the criteria in the RFP to which you are responding.
				The RFP response must be in written format, with the financial models created in excel using one of the templates provided. You may augment this with another format, especially for the compulsory class sharing component during the last tutorial session.

Online Discussion and Tutorial Participation Rubric (20% of course mark)

It is essential that you are present and able **to participate fully** in our synchronous sessions AND asynchronous discussions during the course. This includes being prepared (i.e. doing the pre-readings) for each class, and contributing to the co-creation of knowledge. You will be assessed on your online participation as well as tutorial contributions as follows:

Category	% of mark	Meets Expectations (A/B range)	Approcahes Expectations (B/C range)	Does not Meet Expectations (D/F range)
Content	40%	Contribution clearly relates to unit and topic and demonstrates that pre-reading was done. Insightful and appropriate and fosters additional dialogue	Contribution relates to unit and topic to some extent; some insight provided; and some pre-reading completed	Incomplete contribution, relation to unit and topic not evident; insight is vague or absent; little or no pre-reading completed Without contributions BOTH in the tutorial AND in the discussion forum, there is no content!
Response	40%	Response is completed by indicated **deadline**, demonstrates a clear understanding of concept; explains reasons for agreement/disagreement; encourages dialogue	Response is completed by indicated deadline, demonstrates some understanding of concepts; agreement /disagreement is without explanation; encourages dialogue	Response is lacking or not meaning fully related to prior activities; does not encourage additional dialogue
Evidence and References	20%	Contribution includes evidence (can be current or historical sources), provides sound reasons for claims made; sources accurately cited	Contribution includes some sources, provides limited sound reasons for claims made; sources inaccurately cited	Contribution lacks sources or evidence; lacks sound reasons for claims made; sources inaccurately cited or missing

Course Projects Rubric

Criterion	% of mark	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Creates relevant material	20%	1. Material is clear, coherent and organized. 2. Material is legible, accurate (spelling/grammar) and conforms to **APA style** for formal academic writing. 3. Clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proof read and edited for accuracy.	1. Material is somewhat clear, coherent and organized. 2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing. 3. Outline/structure needs some work for the reader can follow the main points of the argument or sequence of ideas. 4. Material has not been well proof read and edited for accuracy.	1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing. 3. Lacking outline/structure to follow the main points of the argument or sequence of ideas. 4. Material has not been proof read and edited for accuracy.
Critical thinking is applied to the integration of knowledge and practice	40%	1. Challenges assumptions in own, peer or professional opinion. 2. Critically evaluates information and evidence and presents various perspectives. 3. Uses literature in a way that provides a holistic pictures of the potential perspectives on an issue or problem	1. Some evidence of challenging assumptions in own, peer or professional opinion. 2. Starts to critically evaluate information but needs to further develop this. 3. Somewhat provides evidence and presents various perspectives. 4. Uses literature in a way that provides pictures of the potential perspectives on an issue or problem but no attempt made to provide a holistic integrated perspective.	1. Does not challenge assumptions in own, peer or professional opinion. 2. No critical evaluation of information and evidence. 3. Does not present various perspectives. 4. Does not use literature in a way that provides a holistic pictures of the potential perspectives on an issue or problem
Synthesizes and applies the theories of online learning discussed in class to the context and issue(s) being discussed.	40%	1. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision. 2. FINAL PROJECT – provides 2 financial scenarios that are justified and compared in a way that is clear to the viewer	1. The issue(s) is not clearly and concisely defined. Some but not enough background information is provided so that the reader can make an informed decision. 2. FINAL PROJECT – 2 financial scenarios are not comparable or lacking relevant information or justification	1. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision. 2. FINAL PROJECT – 2 financial scenarios are not present or lacking large amounts of relevant information or justification

Self Assessment Rubric

Scale is as follows:
5= Superior; 4= Above Average; 3 = Average; 2 = Below Average; 1 = weak

Indicator	Criteria	Rating
Creates effective written material	1. My material was clear, coherent and organized. 2. My material was legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. 3. There was a clear outline/structure so that the participants were able to follow the main points of the presentation. 4. My material was been proof read and edited for accuracy.	
Critical thinking is applied to the integration of knowledge and practice	1. I challenged assumptions in my own, peer or professional opinion. 2. I critically evaluated information and evidence and presented various perspectives to the group. 3. I used literature in a way that provided a holistic pictures of the potential perspectives on the issue. 4. I contributed to my group being able to demonstrate the required learning outcomes associated with the PBL.	
Identifies the key problem or issue to be discussed	1. I defined the PBL undertaken clearly and concisely with enough background information so that the participants were able to understand the issues and extend their thinking on the topic.	
Discusses and synthesizes relevant data and information	1. I drew upon and accurately used relevant literature sources for the theory being discussed. 2. I analyzed the impact of the outcome of our PBL on the setting and context chosen.	
Overall Experience	1. I felt I contributed useful ideas 2. I was pleased with the quality of work done	

Assignment Policies

Assignment criteria are specified in the detailed assignment descriptions. Read them carefully to be sure that you have fulfilled all aspects of the requirements. Assignments are DUE ON THE DAY indicated. 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 professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

Academic Integrity

Learners and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized 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.

Learners are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop.

Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Learners 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.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require learners to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Learners who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide with their assignment a signed Turnitin.com
Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

Communication

This course is based on the premise that critical examination of data is the basis for advancing knowledge. Defining a research question, identifying and gathering appropriate data, analyzing that data and reporting results are the bases of scientific inquiry.

The methodology for course delivery models effective PBL. Course assessment strategies provide learners with opportunities to demonstrate their ability to communicate orally, in writing and through the use of multimedia.

The course itself is not only a vehicle for collaborative learning, but also for self-reflection and the input of colleagues. Class activities include the sharing, analysis and assessment of online and face-to face interactions. Participants in this course are expected to critically assess the assumptions of their work and the work of their peers. Effective communication is the vehicle through which teacher candidates learn to access, share and expand their base of professional knowledge. It brings knowledge into practice.

Use of Technology

The course learning outcomes, topic outline and assessment criteria illustrate the need for learners to use and produce digital media. The digital medium is used as both a resource source and a vehicle for ongoing communication with peers, the professor and experts from the field. Learners may choose to explore multimedia presentations in greater depth and detail as part of their culminating project. The course website is an essential tool; teacher candidates are expected to actively engage in the location, evaluation and synthesis of web-based materials. Refer to the course website for links to additional technological tools recommended.

Individual Needs and Diversity

Course methodology is designed to attend to a range of learning styles and abilities of teacher candidates. The selection of course readings provides an ethnic and gender balance. A prime function of this course is to support learners as they struggle to understand how important issues, such as individual needs and diversity, can be integrated into their own learning situations. The instructor establishes a climate for learning which encourages learners to explore and debate issues from their own perspectives, while remaining open to and respectful of the ideas and opinions of others.

Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Learners are encouraged to participate actively in this process and will be notified of the dates via MyCampus.

Disclaimer

This outline documents the professor's intentions for this course. Over the period of the academic semester, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the learners and the prior approval of the dean.