





Blended and Online Learning and Teaching (BOLT) 677

K-12 Digital Tools for Change (Revision 2)

Status:

Replaced with new revision, see the [course listing](#)  for the current revision 

Delivery mode:

Individualized study online 

Credits:

1

Area of study:

Distance Education

Prerequisites:

None

Precluded:

None

Faculty:

Faculty of Humanities and Social Sciences 

Overview

These three modules further develop knowledge and understanding of educational technologies. Implementation plans, concerns, and issues in K-12 blended and online learning environments will be addressed. In addition to acquiring understanding of present and emerging digital learning technologies, such as 3-D printing, virtual laboratories, learning analytics, and cloud computing, students will analyze the effectiveness of digital tools in various learning environments. The modules combine information, theoretical concepts and frameworks, case studies, and, where possible, direct experience with specific technologies in educational settings.

Outline

1. Roles for and uses of technology within digital learning
2. Change agency with educational technologies

Objectives

After completing these three modules students will be able to:





1. Review, describe, and analyse issues in blended and online education to which technology might apply as a delivery, administrative, student support, or learning tool.
2. Describe salient operating characteristics, communications and interaction capabilities, and technical requirements of selected blended and online K-12 education technologies.
3. Survey and evaluate pedagogical models and approaches applicable to technology use in K-12 blended and online learning.
4. Summarize principles of effective organizational management, development, and renewal, from the perspective of an agent of technological change within K-12 education.
5. Examine the ethics and legal issues related to technology implementation in K-12 learning and teaching with respect to personal, professional, community and jurisdictional perspectives.

Evaluation

To maintain integrity with the originating graduate courses, the assignments and assessment processes will be divided into equivalent demands within the

various modules. Assignments include online discussion forums; reading and reacting to pertinent research; and written explorations of the integration of the module content to individualized professional contexts. Format of assignments will vary from short forum postings to research essays. Proper use of the American Psychological Association (APA) is an expectation and will be reinforced throughout the modules.

Important links

- › [Academic advising](#) 
- › [Program planning](#) 
- › [Request assistance](#) 
- › [Support services](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

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View [previous revision](#) 
