Final Assignment: Distance Education Course Plan

"Video Production for Teachers"

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Introduction

Video is a rich and dynamic medium that is not being used enough in education because many teaching faculty have no knowledge or experience in using video, creating original video material is time consuming, and students often reject video as they have not been trained of the correct skills relating to analysis and interpretation (Bates, 2015). To incorporate video and other media into education, an understanding of skills, tools, and processes is needed by educators to engage students in authentic learning (Kearny & Schuck, 2006, p.206). This paper outlines a plan for a video production university level course for working teachers taught through distance using Badrul Khan's (2005) e-learning framework which addresses institutional aspects, pedagogical aspects, technological aspects, user interface, evaluation, management of distance learning, resource support, and ethical issues.

Course Overview

The course would fit the standard three credit hour university course which is typically taught over one twelve week semester at Canadian universities. The course would be entirely online with a focus on asynchronous communication, online course materials, and a discussion board where students would engage in written discussion with their peers and share short video projects.

The goals of the course will be that teachers will learn to produce video using cameras, edit video using basic editing software, understand and apply theories related to video production in education, and will learn to include video production in their classes. The rationale for

teaching this as a university course, is that as a multimedia specialist teacher in a public school, there is frequent interest by other teachers as to how to include video production in their courses.

Institutional Aspects

The institutional aspect of Khan's (2005) e-learning framework, addresses administrative affairs, academic affairs, and student services, while examining questions related to the content, infrastructure, and learners' needs.

Administrative Affairs

The proposed university does not currently have a distance education policy. They currently have online offerings in certain programs and all courses have the option of having parts of the course happen online. Institutional readiness is a concern in regards to policy and administration which means that new policies will need to be created or adopted as needed. This will be outlined as needed in other sections of this plan.

Academic Affairs

This course plan has been created for a Post-Baccalaureate Diploma in Education (PBDE). The PBDE is typically a 30 credit hour diploma program developed for working teachers and educators. Those enrolled can pursue their interests, needs, and areas of expertise.

The course would use the Desire2Learn's *Brightspace* Learning Management System (LMS). There are supports available for instructors on how to use this platform.

As many Canadian Universities do not have clearly defined intellectual property policies and therefore a potential area of uncertainty, this course proposal will adopt the *Course Development Policy* from Athabasca University (2017) which adheres to Canadian intellectual property and copyright law and states that the institution owns its courses in perpetuity.

Student Affairs

Students applying to a PBDE program typically must hold a Bachelor of Education degree or equivalent. In Manitoba tuition for a 3 credit-hour PBDE class is typically around $425 inclusive of additional fees. Students will usually register for these courses through online registration systems

A potential challenge in this area, is that the supports offered to students may not be easily accessible off campus. Khan (2005, p.40) suggests that distance students should receive appropriate academic support equal to those who are taking classes in person. Khan's suggestions includes pre-enrollment services, orientation, advising, counseling, learning skills development services, services for students with disabilities, library support, bookstore, tutorial services, mediation, and more. To address this potential challenge, support service departments will be contacted to ensure that they are aware that there are potential distance students who may be accessing their supports and that they must provide appropriate services to these learners..

Pedagogical Aspects

Design, Methods, and Strategies

The structure of the course would have students assigned weekly course materials, weekly discussions through a class asynchronous discussion board, and semi-weekly video production exercises. The discussion component each week that would focus on learners responding, discussing, and moderating, while also posting videos that they produce to share their work and receive constructive feedback. In the course, the instructor would function more as a facilitator by handing over moderation of discussions to the students after an initial two week introductory period. As this course would run as a 12 week course, for budgeting purposes it is estimated that there would be approximately 15 hours of instructional materials produced with students expected to spend 1 to 2 hours each week working through materials and an additional 1 to 2 hours participating in asynchronous online activities.

The course will use a combination of procedural, cognitivist, and constructivist learning. When examining the use of video production equipment and software, the course would follow a competency-based learning approach that would focus on procedural learning and cognitivist skills. Examples of this would be basic camera use, importing and exporting videos, using microphones to record sound, etc.

Theories, concepts, and ideas will be taught using a constructivist paradigm due to the subjective nature of interpreting videos, where students will be asked to examine videos and other materials and respond through asynchronous collaborative discussions. The course will be designed using two online teaching methods as outlined by Bates (2015), which are “Online

Collaborative Learning" for constructivist content and "Competency Based Learning" for procedural content. The distance education Theory of Interaction and Communication (Holmber, 1985, as cited in Simonson et al., 2015, p.46) will also be utilized by supporting interaction between the instructor and students, having students take part in decision-making, establishing a friendly and personal tone, stressing the importance of personal relationships, and making the study relevant to the individual learner. Further, students will have the opportunity to work on an independent video production project which will use elements of Charles Wedemeyer's Theory of Independent Study (1981, as cited in Simonson, et al., 2015, p.42-43), including greater responsibility placed on the learner, the separation of the instructor and the student, individualized assignments, and learning taking place through the student's activity, which in this case is producing videos.

Research

Procedural course content, which involves the use of video equipment and editing software, will utilize the competency-based method which will break down goals into distinct measurable tasks such as a badge system to identify when a student has mastered the task. This will represent a collection of competencies that tie into what Gonczi (1999) describes as a set of attributes needed to perform the major tasks of an occupation while allowing for the development of expertise. Furthermore, a competency-based learning approach is an effective method in an interdisciplinary field that leads to more autonomous learning, perceived student control where students are more likely able to achieve the necessary competencies that are

required of them, while increasing student course satisfaction (Henri, Johnson, & Nepal, 2017, p.612).

The online collaborative approach will be used when the course content moves towards a constructivist approach where the course discussion board and video sharing tools will be essential so that students can engage in knowledge construction through idea generating, idea organizing, and intellectual convergence. Stacey's findings (1999) indicate that online collaborative learning provides a supportive environment where a sense of trust can be developed between students, while providing a digital space for continued discussion and reflective interactions. These elements are important, as there is the potential of students of different backgrounds taking part in the course, thus potential inequalities or differences between students could be present, thus the need of a supportive peer environment. This is also important in this context as students will potentially have no previous experience sharing or producing video, and thus may need a supportive and trusting environment so that they feel comfortable and supportive as they move out of their comfort zone.

Goal Analysis

Simonson, Smaldino, and Zvacek (2015, p. 134) write that good instructional goals should form the basis for instruction and that broadly-stated goals are helpful to instructors. This will be used in conjunction with the ideas of Bates (2015, p.454) who suggests that learning goals should be based on understanding the needs of students, the needs of the subject domain, and the demands of the external world. With the rationale for this course being that video is not being used enough as a pedagogical tool, and that working teachers are interested in learning

about and incorporating video production but do not have opportunities to do so, the course can be open-ended with flexible content and assignments. Thus a more holistic and broad goal would be appropriate to allow for flexibility in design and learner experience as the educational need does not require a specific level of performance but rather an overall increase of use and implementation of video production in schools.

The instructional goal for this course can be broadly stated as "students will learn about theories and techniques related to video and film production, apply them to their own educational video productions, incorporate them into their teaching practice, and teach them to their students". This goal allows for an open-ended environment where learners can develop understanding and apply their learning to their own teaching practice. Instructional objectives will be developed through the design process for the course.

Content Analysis

Content analysis for this course plan has used a combination of the hierarchical-approach outlined by Simonson et al.(2015) and the suggestions of Khan (2005).

The hierarchical-approach outlined by Simonson et al. (2015, p. 134) begins with general goals, followed by more specific goals and objectives. Through discussion with a content area expert who is a filmmaker and high school teacher, it was suggested that in this type of course a heavy emphasis on basic concepts and hands-on production skills would be important as would be examining pedagogical aspects of video production in multiple subject areas (S. Henteleff, 2018, personal communication). Therefore, the course has been broken down into four core modules that represent general goals, which are further expanded into mini units that represent

various skills and concepts. These goals are broadly stated and will be further broken down into instructional objectives during the actual design of the course.

1. **General Concepts:** *Students will learn about general concepts and history related to video and film production.*
    - Film history
    - Shots and angles
    - General terms and concepts
    - The production process
2. **Hands of Video Production Skills:** *Students will learn processes, procedures, and problem solving skills for using basic audio/video equipment.*
    - Using a camera and tripod
    - Recording sound
    - Using a microphone
    - Exposure triangle
3. **Editing and Post Production:** *Students will learn skills and concepts in order to import, edit, and export videos.*
    - Working with multimedia files in a computer environment
    - Basic non-linear editing software
    - Editing theory
4. **Application in an Educational Context:** *Students will investigate using and applying video and video production in an educational context.*

- Teacher-produced videos
- Student-produced videos
- Teaching students and film and video.

Modules will be developed by the instructional designer and content-expert. Students will work through these modules as scheduled with weekly asynchronous discussions and sharing of productions and assignments. Each modules will feature assessment tasks that will be clearly outlined in the course syllabus where rubrics and students expectations will be communicated. The course would conclude with a final independent video production assignment.

Audience/Learner Analysis

The methodology of the learner analysis has followed a combination of Robert Mager's approach (1997, as cited in Brown & Green, 2006, p.125) and Heinich, Molenda, Russell, and Smaldino's approach (2002, as cited in Brown & Green, 2006, p.127). Mager's approach includes acknowledging that a learner analysis involves writing down everything you know about the learners, examining trigger questions, and describing a range of learner characteristics when possible. The approach of Heinich et al. includes describing general characteristics, entry competencies, and learning styles. This information has been collected through discussions with current, former, and potential PBDE students.

Learner Analysis	
Reason for Taking the Course	The reasons that students would take this course include: ● Professional development. ● Upgrade teacher certification. ● Achieve teacher certification in Manitoba. ● Interest in video production.
Age Range	23 to 55+ based on the the requirements of the PBDE program to have an Bachelor in Education degree which is a five year program currently in Manitoba, thus if someone began their program at 18, they would graduate when they are 23. 55 is the minimum retirement age for teachers in Manitoba, however because many teachers work past 55, there is the possibility of those older than this age being in the program.
Sex Distribution	Two thirds female, one third male based on information gathered through discussions with current and former PBDE students.
Educational Background	Minimum requirements to be in the program include a Bachelor of Education degree. Possibility of students having additional education.
Attitudes Regarding Course Attendance	Learners are practicing teachers with professional responsibilities. Interviews with learners suggests that they expect and participate consistently except with extenuating circumstances.
Biases, Prejudices, and Beliefs	Interviews suggest liberal leaning values with an emphasis on social justice. Some biases and anxiety towards distance education.
Interests and Family Life	Varied. Many learners have families and professional responsibilities that could interfere with coursework from time to time.
Reading Ability	Advanced university level. Some international learners who may have learned English as an additional language.
Organizational Memberships	Most learners are members of a provincial teachers' union.
Cultural Characteristics	Varied. Many learners are Canadian born and have attended Canadian universities. However, there are students in the PBDE program who are internationally trained teachers who must take courses for provincial teacher certification.
Learning Styles	Varied. As learners have completed a minimum of a Bachelor of Education degree, it can be assumed that they have an adequate level of functionality with verbal-linguistic learning. However, as many learners come from diverse background, a variety of other learning styles could be areas of strength for certain certain students.
Technology Competency	Interviews demonstrate that learner experience and skills with technology varies.

Technological Aspects

Infrastructure

The infrastructure for this course will use the Desire2Learn platform. Content for this course will be stored and backed up locally through the Faculty of Education and will be stored in the learning management system (LMS). Any instructor can currently request for an online course to be set up with a preconfigured set of tools. It features a discussion board, opportunities for video conferencing, and a number of instructor tools. The Desire2Learn *Brightspace* platform used cloud-based infrastructure that does not require users to install any software. According to Desire2Learn (2018) it has the following features:

- A scalable interface that will work on any platform.
- Continuous delivery model for updates.
- A tier 3 or greater hosting facility that provides carrier level support that includes security features such as:
    - 24/7 guard surveillance.
    - Several multifactor physical access controls.
    - Video surveillance, access to data centers managed through change management process,
    - Tracking of asset removal, humidity and temperature controls.
    - Redundant cooling system.
    - Underground utility power feed.
    - High bandwidth capacity.

- Very early smoke detection apparatus and dual alarmed interlocked multi-zone pre action dry pipe water-based fire suppression.
- Regular system and client data back ups.
- Desire2Learn data centers undergo SSAE16 audits and maintain PCI Service Provide Level 1 compliance.

Hardware

Learners will be expected to have access to a laptop with high-speed internet access and a camera that can record video.

The instructor will require computer access from the university for this course. Their requirements are the same as the students. The university is required to ensure that they have adequate hardware and software. Hardware for administering and maintenance of the LMS will be the responsibility of Desire2Learn.

Software

Learners will be required to have access to a word processor as well as video editing software such as Windows Movie Maker or Apple iMovie. Students will also need to share their videos for group discussions using the LMS, or through a video sharing platform such as *Youtube* or *Vimeo*. Links to tutorial videos will be posted through the LMS.

Interface Design

Bates (2015, p.321) suggests that interface design is a specialized skill that should be conducted by experts. Within this interface, course materials and an interactive study guide will be created with attention being paid to principles of effective design as outlined by Simonson et al.(2015) which include balance, emphasis, unity and more. The user interface will be configured with a navigation bar at the top that will link to course content which includes the syllabus, assigned readings, discussion board, quizzes, and more (Figure 1). The instructor has access to a class list, student progress, and a number of administration tools (Figure 2). The *Brightspace* platform features all course design elements including a discussion board, uploading video content for students/instructors, and online course materials. Course materials will be organized into a set of modules that will encompass course content and will primarily use the discussion board as a means of communicating with students.

Figure 1.

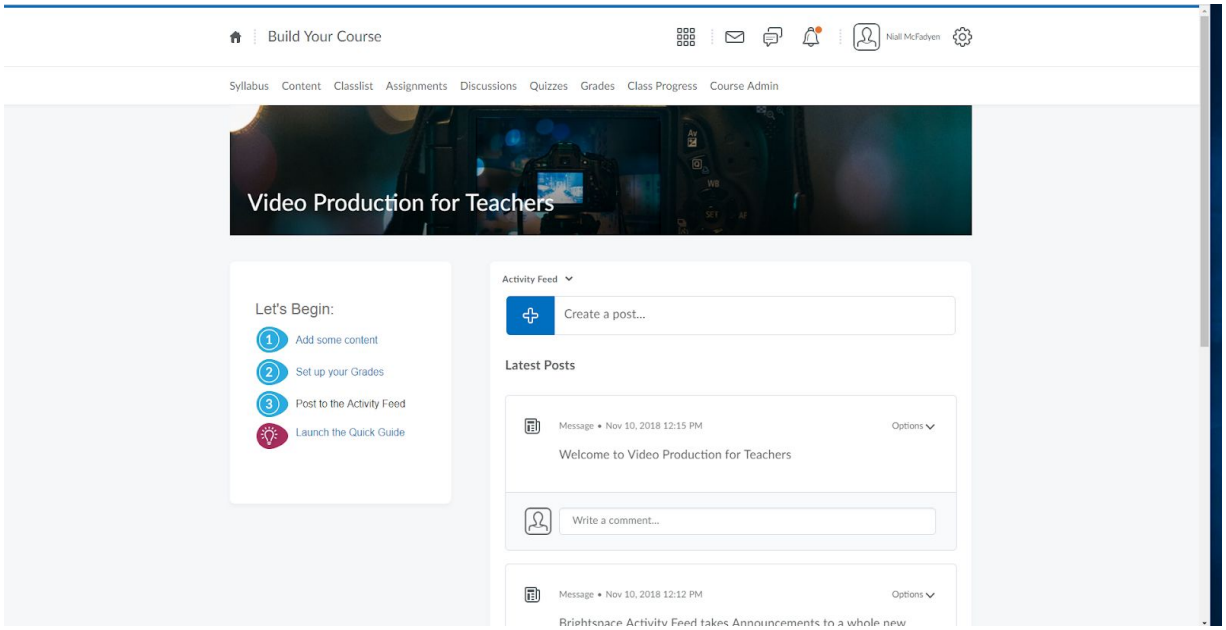
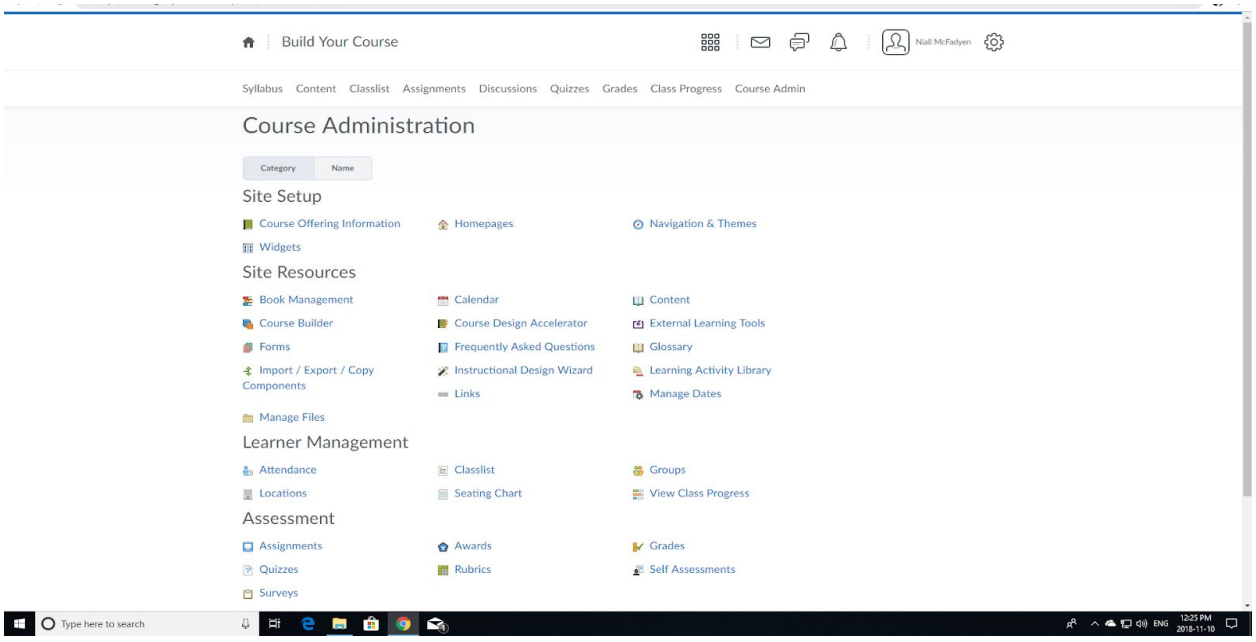


Figure 2.



Usability

Brightspace offers a variety of course design tools for instructors and designers (Figure 2)**.** Desire2Learn (2018) states that ease of use and flexibility are focuses of their design, however concerns have been expressed regarding difficulties in using it (Ovid, 2015).

To ensure that the LMS design is sufficiently usable, the course design will be tested with multiple users, some who are experienced with information communication technologies, and some who are not. This will include instructors and students. The university technology department will be responsible to ensure that modifications to the interface will be made if needed.

Accessibility

Brightspace features accessibility functions which include captions, sensory characteristics, audio descriptions, text resizing, content that can be understood by assistive technologies, and other functions which are outlined in the Desire2Learn's *Voluntary Product Accessibility Template* (2018). Further, during the design process the *Accessibility for Manitobans Act* (2013) will be utilized to ensure that the interface meets accessibility standards in Manitoba.

Graphics

Within the course tools of the Brightspace user interface, instructors and designers can choose from a variety of preloaded images for course content. Instructors and designers can also upload their own graphics.

Navigation

Course navigation will occur through the floating top menu which will contain the essential elements of the course. This will include the syllabus, content modules, discussion board, grades, assignments, and email tools.

Content Structure

Clicking the content tab on the floating top menu will bring students to a link that contains the modules of all the course content. Course modules will be accessible through this menu and when chosen will expand into description and materials. All course materials will be available at the start of the course.

Management

Khan (2005) suggests that management of e-learning can be divided into two phases, content development and delivery and maintenance.

Content Development

Khan's framework for the development includes planning, design, production, and evaluation of content and resources.

- **Planning**: The team would consist of the Dean of Education, the department chair, the instructional designer, the course instructor/content expert, and technology solutions teams, and the Vice-President Academic.
- **Process**: The planning team will work together to develop a project plan that will outline the process and stages of course development. Once the necessary approvals are in place the instructional designer and instructor/content expert will be responsible for the development of instructional materials, the administration will manage scheduling, registration, and budget, while the web designer and technology solutions department will ensure that the LMS is set up and features the selective contents created by the designer and instructor.
- **Product**: During the development stage a project plan, storyboard, videos, and electronic resources will be developed for visualization and planning of the course. These will be developed by the planning team.

Budget

The budget for this course includes initial development personnel costs which will require an instructional designer, and a content area specialist, an estimate for continual maintenance, equipment purchased for access to technology, and the salary of a sessional instructor. Costs relating to the LMS, management, and interface are $0, as they are utilizing resources at a university that have already been budgeted for in other departments and areas. Subject area expert salary has been calculated based on current substitute teaching cost of $188 outlined in the collective agreement between the River East Transcona School Division and the River East Transcona Teachers' Association on the Manitoba Teachers' Society website, as this would be a teacher who is released from regular teaching duties at sub-cost. Other school divisions in Manitoba have a similar sub-cost. This is a regular practice that occurs between school divisions in Manitoba and post-secondary institutions. The instructional designer salary has been estimated at $300 a day based on information from *Payscale*'s 2018 hourly salary information regarding instructional designers at $34 an hour Canadian, and information from Donald Clark's website which estimated instructional designer hourly salary at $28usd per hour.

	Year 1	**Continuous Years**
Course Development ● Subject expert $188 a day per	31,110	0

substitute teacher. ● Instructional designer $300 a day ● Total $488 a day. ● Instructor-led training estimate of 34 (Clark, 2015) hours of design work to 1 hour of instruction. ● Approximately 15 hours of instructional materials ● 15 x 34 = 510 hours or 63.75 work days. ● 63.75 x $488=$31,110		
Maintenance and Updating ● Variable cost based on course evaluations, update, and upkeep.	0	5000
Learning Management System (Pre-existing general contract with University**)**	0	0
Instructor Salary *Based on current overload stipend salary for a 3 credit hour course per UWFA-CAS collective agreement.*	5,071	5,071
Interface Design To be completed by technology solutions team (no cost)	0	0
Management and Evaluation To be completed using already existing administrative Resources	0	0
Additional Equipment ● Computers or cameras for students to address inequality and equity	2000	0
Total	38,181	10,071

Delivery and Maintenance

- **Staffing:** The course will require an instructor on an annual basis. On an ongoing basis the university technology department will be responsible for upkeep of technical aspects with input from the Faculty of Education. Records will be kept to collect data on the amount of work hours, and financial support that have been needed to continuously implement this course.
- **Scheduling:** The course will be delivered in the Winter 2020 Semester. During subsequent years the course will be offered when determined by the administrative team on as as-needed basis.
- **Quality control, updating, and upkeep:** Through this process the instructor, administration, and Technology Solutions Department, will ensure that all learning materials are available to students online and will ensure that they are updated and active on a regular basis. To ensure quality control, academic policies from Simonson et al. (2015, p.288) will be adopted which state that the distance class will use the same academic calendar and maintain the same level of rigour as a face-to-face class. As well as establishing an enrollment cap of 20 students. The assigned instructor working with administration in the Faculty of Education will be responsible to ensure that course materials are reviewed to ensure that they are consistently meeting the university's expectations of academic quality. Within the LMS there will be an option to submit broken links.

- **Security Measures:** Data stored on the Desire2Learn server contains physical security measures in their data centers of tier 3 or higher. The *Brightspace* platform supports Single Sign On (SSO) integration, TLS cryptographic protocols, code for the application is developed and tested according to Open Web Application Security Project Top Ten Framework, and the system and client data is backed up on a regular basis using asynchronous encrypted data transfer (Desire2Learn, 2018). Further information can be found on the Desire2Learn website.

Course scheduling

The scheduling of the course will be the responsibility of the instructor. Management of technical aspects will be facilitated by the IT support department. Registration, notification systems, and technical aspects of the course will utilize the resources of the university. An initial course schedule will be communicated in the syllabus where course modules, assignments, and activities will be broken down week by week. The instructor will also have the ability to modify the schedule as needed.

Notification

Course notifications will go through the LMS and be directed to student emails. Students have the option of directing this to a personal email or using the *Ellucian* app. The instructor will also periodically contact students through email. If a student has enrolled but has not participated two weeks into the course, the instructor will call the phone number on file.

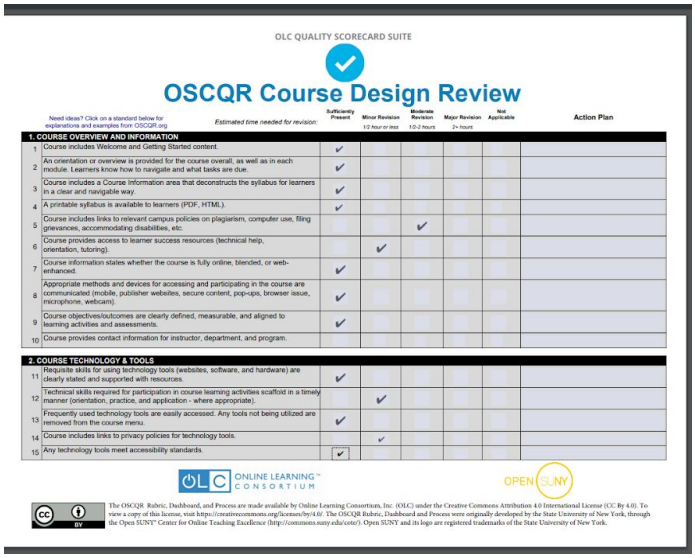
Evaluation

Program/Course Evaluation

Questionnaires will be completed by students at the midpoint of the course and when the course is complete. These evaluations will follow Khan's suggestions of focusing on providing feedback on the instructor team, learner support services, and administrative support. These will also consider the four steps outlined by Simonson et al.(2015) which include student reactions, student learning, transfer of skills, and success of training. The information garnered through this process will be used to improve course content and delivery in the future. Questions will revolve around student experience, satisfaction, quality of instruction, quality of experience. These will be assessed by the administrative team in order to gain a better understanding of the course offering and target ways that the course could be improved.

From an institutional perspective the *OLC Quality Scorecard* (Online Learning Consortium, 2016) will be used by a faculty committee to review and evaluate the course. This scorecard breaks down course elements into multiple sections and provides a scoring checklist to identify if these are sufficient or need revision, as well as an area to indicate what actions need to be taken (Figure 3). The appointed committee will examine the course and work through the scorecard to provide direction for course improvements.

Figure 3.



OLC QUALITY SCORECARD SUITE

OSCQR Course Design Review

Need ideas? Click on a standard below for explanations and examples from OSCQR.org

Estimated time needed for revision:

		Sufficiently Present	Minor Revision (1/2 hour or less)	Moderate Revision (1/2-2 hours)	Major Revision (2+ hours)	Not Applicable	Action Plan
1. COURSE OVERVIEW AND INFORMATION							
1	Course includes Welcome and Getting Started content.	✔					
2	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	✔					
3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	✔					
4	A printable syllabus is available to learners (PDF, HTML).	✔					
5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.			✔			
6	Course provides access to learner success resources (technical help, orientation, tutoring).		✔				
7	Course information states whether the course is fully online, blended, or web-enhanced.	✔					
8	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	✔					
9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	✔					
10	Course provides contact information for instructor, department, and program.						
2. COURSE TECHNOLOGY & TOOLS							
11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.	✔					
12	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).		✔				
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.	✔					
14	Course includes links to privacy policies for technology tools.		✔				
15	Any technology tools meet accessibility standards.	✔					

OLC ONLINE LEARNING CONSORTIUM™ OPEN SUNY

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Assessment of Learners

Assessment in this course will feature a variety of assignments related to video production. The structure of assessment will follow the guidelines of Simonson, Smaldino, and Zvacek (2015, p. 154) where there will be one major assignment which will be a larger video project, and for every module there will be one or two minor assignment. Assignments will include short video projects, one small video review written report and evaluation, a pre-production plan, and one larger final video project. Throughout the course, students will also be encouraged to provide feedback and constructive criticism to one another as they share their writings and videos online as a formative assessment and collaborative learning process through the course discussion board.

Resource Support

Human Support

Support for students will include regarding registration, tutoring, and counselling, as well as technical support for their LMS, app, and email services. These resources will be made available by phone or in person, as well as information is available online or by email.

Technical Supports

Technical supports will include a web-helpdesk, frequently asked questions, and tutorial videos from Desire2Learn. The student support website also provides emails addresses and phone numbers for student to reach the support that they would need. The course instructor will also be available online to support students as needed. Students can also access the pre-existing technology solutions centre for information, answers to questions, and live help.

Ethical Aspects

Having an online environment that is ethical, respectful, and supportive to students is of the utmost importance to this course. Farahani (2012) identifies ethical principles related to distance education which include commitment to the student, respecting student autonomy, maintaining a safe environment free from harassment, maintaining appropriate relationships, and acknowledging diverse views. Khan (2005, p.293) suggests that ethical considerations for e-learning include cultural diversity, bias, learner diversity, digital divide, etiquette, and legal issues.

Cultural Biases and Diversity

Cultural bias and diversity could be potential challenges in this course as there is the potential of students coming from different backgrounds and experiences which include internationally trained teachers who are looking to certify as a teacher in Manitoba. To address this we will use Khan's suggestions that include asking individuals from various cultures and groups to visit the course materials and provide feedback, as well as asking them to share their experiences and point to appropriate resources as they see fit (2005, p.295).

Students will be given a set of guidelines for online communication regarding text and video, as well as other media. Guidelines will include principles related to respecting cultural sensitivity and ensuring that the online environment is a respectful and supportive place. If students are having difficulty following these guidelines, it is the responsibility of the instructor to communicate with them regarding these issues.

Digital Divide

The digital divide refers to the gap that exists between those who have access to to technology and those who do not, for reasons that include financial, finding e-learning environments difficult to comprehend, and e-learning content that is not culturally relevant **(**Khan ,2005, p.301). As this course will include students who are of different ages, backgrounds, education, and experiences, this is a potential challenge in this class. To address these concerns the course and interface will use features that make the course highly usable and accessible, will use resources that stem from multiple cultures which could include film clips and materials that come from and represent minorities, non-western cultures, and more. Tutorial videos and technical support will also be available for students who have difficulty, as well as on campus access to computers for those who may not have adequate access at home. The Faculty of Education will offer assistance if students require a camera or a computer with video editing software. In addition, there are computers on-site at the university that are accessible to students if needed.

Special Needs Considerations

Accessibility services will include adaptive technology, note-taking, extended deadlines, alternative assignments, and other services all through their *Accessibility Services* department. These would be available to students taking this course by accessing them and working on campus, as well as in their home if they live in the university surrounding area. The Desire2Learn platform also features accessibility built into its platform including an accessibility checker, but further suggestions from Khan (2005, p.299) will be utilized in the course design

including asking students to post brief biographies, continue dialoguing throughout the course, and having the instructor send a welcome note to the class that acknowledges a wide range of students and that patience is emphasized with non-native language speakers.

Plagiarism

Plagiarism will be addressed by having students write and produce projects, having students submit copies of references, group collaborations, advanced notice of projects, designing assignments with relevant outcomes, including a variety of small assessments throughout the course, having the instructor address academic misconduct early, and specific assignments that are unlikely to be purchased (Simonson, Smaldino, and Zvacek, 2015).

Privacy

As Khan (2005, p.304) suggests, students will be informed regarding privacy policies, procedures, and data collection at the beginning of the course to ensure that they understand how their information is being used. These include the unviversity privacy policy and the Desire2Learn privacy statement, both of which will be referenced for students in the course syllabus.

As this is a distance class, information regarding users will be collected in the Desire2Learn *Brightspace* LMS. Desire2Learn outlines their privacy information online at https://www.d2l.com/legal/privacy/. Desire2Learn collects personal information such as IP addresses, date/time of actions being taken, number of logins, and use of features. Desire2Learn states that this information is used to improve their platforms and help deliver services. Desire2Learn writes that this information is not sold to third parties.

Etiquette

A distance learning environment should have guidelines for etiquette when students use a LMS as this provides rules for maintaining civility and respectful behaviour (Khan, 2005, p.301). Guidelines for students will be provided at the beginning of the course and any potential issues will be addressed by the course instructor as needed. The course syllabus will contain all relevant and important information for students.

Conclusion

This proposal and plan serves as an outline and framework for what a potential video production distance course for educators would look like in a PBDE program at the Canadian university. This course would serve as a mechanism for working teachers to improve skills and pedagogy towards the use of video production in schools. At Bates (2015) suggests, video production is under utilized in schools and is a rich and dynamic medium that can be a powerful learning tool, which ultimately could be addressed through education and professional development for working teachers.

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