
GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**Innovations in Distance Learning**
EDIT 611-201

Instructor: Dr. Shahron Williams van Rooij
Class Date/Time/Location: Course meets online via [MyMasonPortal/Courses](#)
08/29/2011 – 12/11/2011

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TEXTS AND READINGS**Required:**

The following text has been selected to provide students with a solid foundation for evaluating and applying the e-learning technologies covered in this course.

- Rudestam, K.E. and Schoenholtz-Read, J. (Eds.).(2010). *Handbook of Online Learning*, 2nd Edition (paperback). Thousand Oaks: Sage Publications. ISBN978-1-4129-6103-5.

You may order from the [Mason bookstore](#) or from the book vendor of your choice.

- Other assigned readings are located on our Blackboard course site.

Recommended Readings:

The following texts offer real-world e-learning best practices and applications from academe, industry, and government and are good assets for the e-learning practitioner.

- Kidd, T. (Ed.). (2009). *Online education and adult learning: New frontiers for teaching practices*. Hershey: Information Science Reference, IGI Global.
- Oosterhof, A., Conrad, R.M. and Ely, D.P. (2008). *Assessing learners online*. Saddle River: Pearson Education, Inc.
- Rosenberg, M.J. (2006). *Beyond e-learning*. San Francisco: Pfeiffer
- Aldrich, C. (2005). *Learning by doing: A comprehensive guide to simulations, computer games, and pedagogy in e-learning and other educational experiences*. San Francisco: Pfeiffer.

COURSE DESCRIPTION

Students will explore the latest innovations in e-learning technologies and environments as well as the theoretical issues central to e-learning. The course will cover online learning environments including, but not limited to, online learning communities, communication and sharing tools, content creation tools, and communities of practice. Hands-on activities with these technologies focus on planning, implementation, and evaluation. Students will research and present various emerging e-learning applications and how new approaches to learning can be integrated into today's K-12, postsecondary education, and training environments. Issues of target audience, design, and usability will also be addressed. Students will also work in teams to design and implement e-learning modules using one or more of the tools explored during the course.

ENTRY SKILLS AND COMPETENCIES

The content of this course assumes a basic knowledge of the principles and best practices of Instructional Design. To be successful in this course, students should have either taken **EDIT 705** (Instructional Design) or have **work experience** that includes the basics of Instructional Design. Students should also possess basic computer skills (e.g., Internet search skills, MS Office). **If you have neither taken EDIT 705 nor have Instructional Design work experience, please contact the instructor immediately.**

NATURE OF COURSE DELIVERY

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system housed in the MyMason portal. The course will utilize a combination of readings, lectures, hands-on experiences, research activities, threaded discussions, and projects to help participants understand the strengths and limitations of current e-learning technologies, as well as the likely evolution of e-learning.

To participate in this course, students will need the following resources:

- Internet access with a standard browser (Mozilla Firefox works best, but Internet Explorer also functions with MyMason Portal)
- Mason e-mail account
- MyMason Portal access (go to <https://mymasonportal.gmu.edu> to review system requirements for running MyMason Portal from your home or workplace)

The course site will be open to students **48 hours before the start of the fall session**. To access the course, go to the MyMason portal [login](#) page. Your Mason e-mail user name is also your MyMason Portal ID and your Mason e-mail password is also your MyMason Portal password. After logging in, click on the **COURSES** tab at the top of the page to see your list of courses, select **EDIT 611 Innovations in Distance Learning**, and follow the instructions on the course welcome page.

STUDENT OUTCOMES

At the conclusion of this course, students will be able to:

- Differentiate among the terms e-learning, distance learning, distance education, distributed learning, blended/hybrid learning, and synchronous vs. asynchronous learning.
- Describe current leading edge programs in e-learning in K-12 settings, postsecondary education, corporate and government training environments.
- Discuss the ways in which teaching and learning across barriers of distance and time are similar to – and different from – face-to-face instruction.
- Demonstrate proficiency in using various commercial and open source interactive media (wikis, blogs, synchronous multi-user environments, groupware, and interactive presentation media), instructional delivery management systems and applications.
- Apply effective instructional design for various interactive media, instructional frameworks and applications.
- Experience how each medium for interacting across distance shapes the cognitive, affective and social dimensions of learning and indicate the range of individual responses to these media.
- Describe methods for evaluating the effectiveness of e-learning approaches.
- Communicate how innovations such as Internet2 and mobile applications, as well as advances in multi-user virtual environments, computer-supported collaborative learning, and online communities are shaping the evolution of e-learning.
- Construct e-learning modules
 - **Note:** Students who have already taken **EDIT 526** should make sure that the e-learning modules comply with Section 508 accessibility requirements and Americans with Disabilities Act (ADA) guidelines. Compliance is **optional** for **all other** students.

COURSE WEEK

Because online courses do not have a “fixed” meeting day, our week will “start” on **Monday, August 29**, which is the first day of fall session, and “finish” on **Sunday, December 11**. As such, our class week will run from Monday through Sunday.

WORKLOAD

Student success in this course is priority one. We have a great deal to cover in a relatively short period of time, so please keep on track. The scope and intensity of this course is such that playing “catch up” will prove to be extremely challenging. Expect to log in to this course **at least four times a week** to read announcements, participate in the discussions, and work on course materials. **Note:** If there is anything you don’t understand, or if work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible or call me, and we’ll talk.

PROFESSIONAL STANDARDS

1. Instructional Design Competencies (IBSTPI)

This course adheres to the standards for instructional design competency of the International Board of Standards for Training, Performance, and Instruction (IBSTPI). The complete list of IBSTPI standards is located at http://www.ibstpi.org/Competencies/instruct_design_competencies.htm.

2. Code of Professional Ethics (AECT)

This course adheres to the code of professional ethics for the field of educational technology set down by the Association for Educational Communication and Technology (AECT). The full text of the AECT Code of Professional Ethics is located at <http://www.aect.org/About/Ethics.asp>.

3. Other Professional Standards and Guidelines

The ASTD Certification Institute has published standards that focus on competency models for corporate and government trainers at <http://www.astd.org/content/research/competency/competencyStudy.htm>.

COURSE REQUIREMENTS

General Information

- All assignments are due by **11:59 PM Eastern Time** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted in the **CALENDAR** section of the Blackboard course site.
- **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10% for each day that the assignment is late. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- Please adhere to the assignment submission instructions listed in this Syllabus. **Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.**
- To help scaffold your learning, there are three (3) *Sanity Checks* posted under the **ASSESSMENTS** link in the left-hand navigation panel of our course site. These checks will **not** be graded. Nevertheless, I encourage you to complete them, so that you can identify any learning gaps or request clarification on particular topics/issues.

Netiquette

Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others not to take them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do my best to do the same. Remember, you are not competing with each other for grades, but sharing information and learning from one another as well as from the instructor.

Assignments/Deliverables

There are **four (4)** assignments required for successful completion of this course.

1. Panel Perspectives Discussion Series (30 Points)

There are **ten (10) student-led** discussions. Each discussion corresponds to a topic on the course syllabus:

- Discussion #1: Teaching/Learning at a Distance
- Discussion #2: Online Presence
- Discussion #3: e-Learning Technology Selection
- Discussion #4: Content Creation/Presentation/Distribution
- Discussion #5: Virtual Teams
- Discussion #6: Ethics, Intellectual Property
- Discussion #7: e-Learning Administration
- Discussion #8: e-Learning in the Cloud
- Discussion #9: Open Source/Open Access
- Discussion #10: e-Learning Futures

Each discussion will be led by a panel of **two (2)** students. Panel members will be expected to have reviewed all the course materials for the topic of their selection and connect the themes/issues in those materials to personal experience or other research/applied information in the field of instructional design (e.g. academic journal publications, applied work contexts, learning theory, professional organizations in the field, relevant online materials, etc.).

It will be up to each panel to determine how to split up the work for the panel perspective discussion. One approach would be that one panel member prepares a synthesis of all the materials on their chosen topic and the other panel member develops the discussion question. **Both** panel members must take part in **leading** the discussion.

Each student is expected to participate in the panel discussions in a meaningful way. All students are required to post at **least two (2) comments** to each of the discussions that they are **not** leading. Comments by non-leaders may be uploaded at any time during the discussion week. Thus, for **each discussion question**, the **minimum** requirement for each student is to **lead** (with a partner) **one** discussion question **plus** post **two** responses to **each** of the **remaining** discussions. As graduate-level students, you are welcome to exceed the minimum requirement.

Student responses should **add significantly** to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing. Make sure that you substantiate your responses with **evidence** and, whenever possible, relate your work experiences to the topic under discussion. Comments will be evaluated based on the **quality** of those comments, whether the comments were **timely** and met the deadline indicated in our **Course Schedule/Calendar**, and the ability of student comments to **motivate** others in a collaborative effort. For more information on how discussion response quality is evaluated, please consult the *Panel Perspectives Discussion Series*

Grading Rubric posted in the **Grading Rubrics** sub-folder in the **RESOURCES** folder in the left-hand navigation panel.

To **sign up** for the discussion topic of your choice, click on the **GROUPS** link in the left-hand navigation panel, click on the discussion topic of your choice and sign up. This is **first-come-first-serve**, so decide fairly quickly in order to get your first-choice topic.

2. Technology Deep-Dive (15 Points)

Each student will select **one (1)** technology (**with instructor approval via Bb Mail**) in which he/she is particularly interested. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):

- Wikis (Example of a wiki: <http://en.wikipedia.org/wiki/Wiki>)
- Blogs (Example of a blog: <http://clive-shepherd.blogspot.com/>)
- Multi-user virtual environments/MUVEs (Example of a MUVE: <http://secondlife.com/>)
- Learning management systems (Example of an LMS: <http://moodle.org/sites/>)
- Presentation and rapid e-learning media
(Example of an e-learning module: <http://www.utm.utoronto.ca/~w3bio315/restricted/anim.htm>)
- Mobile learning (Examples: <http://cc.mlearnopedia.com/examples/>)
- Serious games and simulations (Example: <http://www.darfurisdying.com>)
- Personal learning environments (Example of a PLE: http://www.michelemmartin.com/thebambooprojectblog/2007/04/my_personal_lea.html).

Using **free trial versions** of the relevant software package, students will explore the tool and understand its capabilities to create relevant learning experiences. Each student will then prepare a **brief paper** (circa 2-3 pages, single spaced) describing and reflecting on his/her experience as it relates to creating relevant e-learning experiences that are **firmly grounded** in the principles/best practices of instructional design. Students will also prepare a **PowerPoint presentation** (10 slides maximum) covering the highlights of the technology, with either Speaker's Notes or audio narration. **APA** format is preferred, but standard business formatting is also acceptable. Both the paper and the slide presentation are to be posted by clicking on the **GRADED ASSIGNMENTS** link in the left-hand navigation panel on the date indicated in the **Course Schedule/Calendar**. **Note: When uploading to the GRADED ASSIGNMENTS link, make sure to attach all of your files before clicking SUBMIT.** In addition, upload a copy of your files for group discussion to the designated thread under the **DISCUSSION BOARD** link in the left-hand navigation panel.

For information on how your paper and presentation are evaluated, please consult the *Technology Deep-Dive Grading Rubric* posted in the **Grading Rubrics** sub-folder under the **RESOURCES** link in the left-hand navigation panel.

3. Create an e-Learning/Training Module Team Project (40 Points):

The class will be divided into teams of **four (4)** people per team. If there are particular individuals with whom you would like to work, please send me a note via the Bb course **MAIL**. If you have no preferences, I will assign you to teams based on current/planned employment sectors that you named in your bios.

- Each team must choose a **single** topic (with instructor approval via Bb Mail). Samples of topics include (but are **not limited** to):
 - Gender and e-learning
 - Ethical issues in e-learning
 - e-Learning and cultural issues
 - Web accessibility issues
 - e-Learning in the corporate environment
 - e-learning and life-long learning
 - Open source software and e-learning
 - Virtual reality simulations in e-learning
 - e-Learning in the K-12 arena
 - e-Learning in the higher education environment
 - e-Learning in the government sector
 - Copyright and intellectual property issues
- **Plan your project.** Each team will be assigned **private** areas for discussion, document sharing/collaboration, and chat. The team areas are accessible only to the team members and to the instructor. You will use your private areas to document plans and activities for your team projects. To help you organize, please use the project templates and team tip sheets posted in the **Project Documents** sub-folder under the **RESOURCES** link in the left-hand navigation panel. I will monitor but not actively participate in your private team discussions unless requested (problems, lack of member participation, etc.) by the group members.
Note: If your team opts for face-to-face meetings or for teleconferencing, **minutes** of those meetings must be posted to your private discussion area. Please remember that is a totally online course; synchronous meetings take place only if **all** team members agree to such meetings. Please try to keep your team communications collaborative and professional. The same Netiquette rules outlined earlier in this syllabus also apply to your private team discussions.
- **Research and collect relevant literature and resources.** The resources collected by the team become the foundation for the team's choice of a specific design approach and the e-learning technology selected to implement the e-learning/training module. Resources must be reliable and peer-reviewed (e.g., scholarly or trade journal articles, conference presentations, academic and association web sites). Non-peer reviewed social networks (e.g., LinkedIn) are **not** acceptable resources. A good starting point is the Education database in the George Mason University Library. Instructions for accessing the Library remotely

are in the *Other Resources* sub-folder under the **RESOURCES** link in the left-hand navigation panel

- **Design and implement the e-learning/training module.** Your “live”, working module – or a hyperlink to your module - must be uploaded via the **GRADED ASSIGNMENTS** link on the date indicated in the **Course Schedule and Topics** section of this syllabus and on the Bb **Calendar**. In addition, using a PowerPoint Presentation of **no more than ten (10)** slides, each team should describe the goals/objectives/target audience and other background information about the module. Your presentation must include **either** audio narration **or** speaker’s notes.
- **Examples** of e-learning/training modules created in **previous** EDIT611 classes are posted in the **Module Examples** sub-folder under the **RESOURCES** link in the left-hand navigation panel.
- The *e-Learning/Training Module Grading Rubric* is also posted under the **RESOURCES** link.
- The modules will be created **progressively and iteratively**, similar to what occurs in a real-world development project, with due dates indicated in the **Course Schedule and Topics** section of this syllabus and on the Bb **Calendar**.

4. **Qualitative Peer Reviews of e-Learning/Training Module (15 Points)**

- There are a total of **three (3)** peer reviews covering each stage of e-Learning/Training Module development. Each student will be asked to provide constructive evaluative feedback to teams other than his/her own. When a team uploads a draft-deliverable to the designated area of the Bb **DISCUSSION** board, that deliverable will be accessible to all course members.
- Students will be expected to pose questions and provide constructive comments utilizing the criteria documented in the *e-Learning/Training Module Grading Rubric*. The instructor will also provide feedback to the team’s private discussion area.
- For **each** peer review assignment, each student must post **at least one (1)** comment to **each** team deliverable (excluding his/her own team’s deliverable). For example, if there are four (4) teams in the course, each student would post three (3) comments (one per team) for three peer review assignments, for a total of nine (9) comments for the semester. As with any graduate-level course, you are encouraged to contribute more than the minimum requirement.

Total Possible Points for all Deliverables: 100

ASSESSMENT

General Information

Meeting course requirements described in this syllabus is not an automatic “A”. The evaluation of student performance is related to the student’s demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized. The grading rubrics for each of the course deliverables is posted under the **RESOURCES** link.

Team projects receive **two (2)** grades: One for the **project itself** based on the criteria set down in the grading rubrics and one for each team member’s **individual** contribution to the project and the project process. Individual contributions are based on the content and level of individual activity in your private team discussion and chat areas. **As such, scores for individual contributions may differ from the project grades.**

Grading scale

The grading scale used in this course is the official George Mason University scale. Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93% - 100%
A-	90% - 92%
B+	88% - 89%
B	83% - 87%
B-	80% - 82%
C	70% - 79%
F	< 70%

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university’s appeal process described at <http://catalog.gmu.edu/content.php?catoid=17&navoid=1274#grading>.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

COURSE SCHEDULE AND TOPICS

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
<p>Week 1 08/29-09/04</p>	<p>TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED</p> <p>Activities</p> <ul style="list-style-type: none"> • Verify Blackboard access and troubleshoot any technical issues. For help logging into the MyMason portal, send an e-mail to mymason@gmu.edu. • After logging into the portal, click on the COURSES tab at the top of the page, then wait a moment or two for the 9.1 Course List to load all of your current courses. When the list is fully populated, click on the link for EDIT 611 • Read course <i>Welcome</i> page • View <i>Introduction</i> video, the link to which is at the top left-hand side of the Welcome page, and explore Bb course site • Review course Syllabus and print it for off-line reference • Post your bio (photo optional) to the designated thread under the DISCUSSION BOARD link in the left-hand navigation panel and respond to the bios of your fellow course members • After reviewing this Syllabus, post any course questions to the designated thread under the DISCUSSION BOARD link <p>Assignments</p> <ul style="list-style-type: none"> • Read Chapter 1 in Rudestam & Schoenholtz-Reid • Read the chapter <i>A Brief History of e-Learning</i> (pp.46-53) in the e-book <i>ONLINE EDUCATION AND ADULT LEARNING</i>, the link to which is located under the Course Readings sub-folder in the RESOURCES folder in the left-hand navigation panel • View the presentation <i>Online Learning, Lifelong Learning</i>, the link to which is under PRESENTATIONS in the left-hand navigation panel • Clicking on the GROUPS link in the left-hand navigation panel, sign up for one (1) of the 10 <i>Panel Perspectives</i> discussion topics, two (2) students per topic. This is first-come-first-serve, so decide fairly quickly in order to get your first choice topic. Sign-ups for all 10 topics to be completed by 09/04

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
<p>Week 2 09/06-09/11 Sept. 5: Labor Day, No Classes</p>	<p>TOPIC: TEACHING/LEARNING AT A DISTANCE: PERSPECTIVES, DEFINITIONS</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #1 postings throughout the week • View previous EDIT 611 e-Learning/Training Module projects as well as the contents of the <i>Project Examples</i> sub-folder in the RESOURCES folder in the left-hand navigation panel, and start thinking about your project teams and project topics (see pp. 6-7 of this syllabus). <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #1 to post their comments by 09/06 • Send your team member preferences to instructor via Bb MAIL by 09/11 • Read Chapters 2 & 3 in Rudestam & Schoenholtz-Reid • Read the chapter <i>The Evolution of Social Presence Theory on Online Learning</i> (pp. 124-139) in the e-book <i>ONLINE EDUCATION AND ADULT LEARNING</i>, the link to which is located under the <i>Course Readings</i> sub-folder in the RESOURCES folder in the left-hand navigation panel
<p>Week 3 09/12-09/18</p>	<p>TOPIC: CREATING THE RIGHT “PRESENCE” ONLINE</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #2 postings throughout the week • Finalize project topic with your team <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #2 to post their comments by 09/12 • Submit your team’s topic for the e-Learning/Training Module project to instructor via Bb MAIL by 09/18 • View the presentation <i>Technology Selection by Design</i>, the link to which is under PRESENTATIONS in the left-hand navigation panel • Read Chapter 4 in Rudestam & Schoenholtz-Reid

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
<p>Week 4 09/19-09/25</p>	<p>TOPIC: E-LEARNING TECHNOLOGY SELECTION BY DESIGN</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #3 postings throughout the week • Begin using private Team discussion and Chat areas • Complete <i>Sanity Check #1</i> posted under the ASSESSMENTS link in the left-hand navigation panel <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #3 to post their comments by 09/19
<p>Week 5 09/26-10/02</p>	<p>TOPIC: CONTENT CREATION/PRESENTATION/DISTRIBUTION</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #4 postings throughout the week • Continue using private Team discussion and Chat areas <p>Assignments</p> <ul style="list-style-type: none"> • Read the article <i>Conflict Management among Adult Learners in the Computer-mediated Environment</i>, the link to which is located under the Course Readings sub-folder in the RESOURCES folder in the left-hand navigation panel • Members of Panel Perspectives Discussion #4 to post their comments by 09/26
<p>Week 6 10/03-10/09</p>	<p>TOPIC: VIRTUAL TEAMS</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #5 posts throughout the week • Continue using private Team discussion and Chat areas <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #5 to post their comments by 10/03 • Read: <ul style="list-style-type: none"> ○ Chapter 9 in Rudestam & Schoenholtz-Reid ○ ECAR research article on <i>Intellectual Property Policies</i>, located under the Course Readings sub-folder in the RESOURCES folder in the left-hand navigation panel

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
<p>Week 7 10/11-10/16 Oct. 10: Columbus Day, No Classes</p>	<p>TOPIC: ETHICS, INTELLECTUAL PROPERTY & OTHER ONLINE DILEMMAS</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #6 posts throughout the week • Continue using private Team discussion and Chat areas <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #6 to post their comments by 10/11 • Submit Technology Deep-Dive paper and slides (assignment #2, pp. 5-6 of this Syllabus) by clicking on the relevant assignment name under the ASSIGNMENTS link in the left-hand navigation panel by 10/16
<p>Week 8 10/17-10/23</p>	<p>TOPIC: KNOWLEDGE SHARING WEEK</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Technology Deep-Dive submissions throughout the week • Complete <i>Sanity Check #2</i> posted under the ASSESSMENTS link in the left-hand navigation panel • Continue using private Team discussion and Chat areas <p>Assignments</p> <ul style="list-style-type: none"> • In your respective teams, prepare a 2-3 page, single-spaced overview of your chosen topic for the e-Learning/Training Module project. State why your team selected the topic, the learning/training problem(s) your module seeks to solve and your overall approach to solving the problem(s). Have one representative of your team post your overview to the Peer Review #1 discussion thread under the DISCUSSION BOARD link in the left-hand navigation panel by 10/23
<p>Week 9 10/24-10/30</p>	<p>TOPIC: TEAM PROJECT STATUS REPORTS</p> <p>Activities</p> <ul style="list-style-type: none"> • Peer review comments on team project overviews throughout the week • Continue using private Team discussion and Chat areas <p>Assignments</p> <ul style="list-style-type: none"> • Read Chapter 17 in Rudestam & Schoenholtz-Read

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
<p>Week 10 10/31-11/06</p>	<p>TOPIC: E-LEARNING ADMINISTRATION</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #7 posts throughout the week • Continue using private Team discussion and Chat areas <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #7 to post their comments by 10/31 • Read the article <i>Can We Truly Learn from a Cloud or is it Just a Lot of Thunder?</i>, located under the Course Readings sub-folder in the RESOURCES folder in the left-hand navigation panel • View the video <i>Creating an Open Web 2.0 Cloud e-Learning Experience</i>, the link to which is located under the Course Readings sub-folder in the RESOURCES folder in the left-hand navigation panel
<p>Week 11 11/07-11/13</p>	<p>TOPIC: E-LEARNING IN THE CLOUD</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #8 posts throughout the week • Continue using private Team discussion and Chat areas <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #8 to post their comments by 11/07 • Read Chapter 7 in Rudestam & Schoenholtz • Read the article <i>Adopting Open Source Software Applications in Higher Education</i>, located under the Course Readings sub-folder in the RESOURCES folder in the left-hand navigation panel

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
<p>Week 12 11/14-11/22 Extended week due to upcoming Thanksgiving recess</p>	<p>TOPIC: OPEN SOURCE/OPEN ACCESS</p> <p>Activities</p> <ul style="list-style-type: none"> • Comments on Panel Perspectives Discussion #9 posts throughout the week • Continue using private Team discussion and Chat areas • Complete <i>Sanity Check #3</i> posted under the ASSESSMENTS link in the left-hand navigation panel <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #9 to post their comments by 11/14 • In your respective teams, prepare a 1- page, single-spaced summary of the tools/techniques used to make your e-Learning/Training Module engaging for users. Have one representative of your team post your overview to the Peer Review #2 discussion thread under the DISCUSSION BOARD link in the left-hand navigation panel by 11/22
<p>Week 13 11/23-11/27</p>	<p>THANKSGIVING RECESS, NO CLASSES</p>
<p>Week 14 11/28-12/05</p>	<p>TOPIC: FUTURES</p> <p>Activities</p> <ul style="list-style-type: none"> • Peer review comments on tools/techniques for module engagement throughout the week • Comments on Panel Perspectives Discussion #10 posts throughout the week • Continue using private Team discussion and CHAT areas • Finalize e-Learning/Training Modules <p>Assignments</p> <ul style="list-style-type: none"> • Members of Panel Perspectives Discussion #10 to post their comments by 11/28

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
<p>Week 15 12/06-12/11</p>	<p>TOPIC: E-LEARNING/TRAINING MODULE SHARING & COURSE WRAP-UP</p> <p>Activities</p> <ul style="list-style-type: none"> • Complete the Online Course Evaluation Survey • Peer review comments on final version of e-Learning/Training Module throughout the week • Post any final comments/thoughts to the designated thread under the DISCUSSION BOARD link in the left-hand navigation panel <p>Assignments</p> <ul style="list-style-type: none"> • Have one member of your team submit your e-Learning/Training Module URL link and introductory slides (assignment #4, pp. 6-7 of this syllabus) by clicking on the relevant assignment name under the ASSIGNMENTS link in the left-hand navigation panel by 12/06. Also, post a copy of your submission to the Peer Review #3 discussion thread on the same date.