

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT) Program**

EDIT 611 DL1: Innovations in e-Learning
3 Credits, fall 2015

PROFESSOR(S):

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None. However, 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.

B. University Catalog Course Description

Explores leading-edge learning technologies and their integration into the e-learning design process. Hands-on activities focus on technology planning, selection, implementation, and evaluation using instructional design best practices.

C. Expanded 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. Students will research and present various emerging e-learning applications and how new approaches to learning can be integrated into today's education/training environments. Issues of target audience, design, usability, and accessibility will be addressed. Students will also work in teams to design, develop and implement e-learning modules using one or more of the technologies explored during the course.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before

“@masonlive.gmu.edu) and email password. The course site will be available on **Monday, August 31 at 6:00 PM EDT.**

TECHNICAL REQUIREMENTS:

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Tuesday, and **finish** on Monday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three (3) times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course blogs and peer review interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the blogs and peer review, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES:

This course is designed to enable students 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, groupware, and interactive content creation and 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

PROFESSIONAL STANDARDS:

A. 2012 International Board of Standards for Training, Performance and Instruction (IBSTPI)

<http://www.ibstpi.org/instructional-designer-competencies/>:

- 3c: Acquire and apply new technology skills in instructional design practice
- 7c: Identify the infrastructure that is available to support the design and delivery of instruction
- 9a: Describe the capabilities of existing and emerging technologies required to enhance the impact of instruction
- 9b: Evaluate the capacity of given instructional and learning environments to support selected technologies
- 9c: Assess the benefits and limitations of existing and emerging technologies
- 12f: Select appropriate technology and media to enhance instructional interventions, taking into account theory, research, and practical factors

B. 2012 American Society of Training and Development (ASTD) Competency Model

<http://www.astd.org/Communities-of-Practice/Career-Development/Competency-Model.aspx>:

- 1a: Demonstrate awareness of technologies
- 1b: Use technology effectively
- 2a: Use technology effectively across the different areas of expertise
- 2b: Identify when and how to use technology as a training and development solution

REQUIRED TEXTS:

Clark, R.C. & Mayer, R.E. (2011). *e-Learning and the science of instruction* (3rd edition). San Francisco: Pfeiffer.

COURSE ASSIGNMENTS AND EXAMINATIONS:

There are five (5) assignments required for successful completion of this course:

1. Knowledge Check Assessments - 30 points/15% of final grade

There are three (3) individual Knowledge Checks to help reinforce your learning and identify potential areas needing additional study or clarification. These Knowledge Checks are drawn from Clark & Mayer test bank and answer key associated with our course textbook.

- Each Knowledge Check consists of ten (10) closed-end questions drawn from the Clark & Mayer test bank, the instructor videos and additional readings.
- Each Knowledge Check is worth a maximum of 10 points; however, each one accounts for only 5% of your final grade
- The Knowledge Checks are located under the **ASSESSMENTS** link in the left-hand navigation menu of our Bb course site or on the Bb Mobile app.
- The Knowledge Checks may be completed at your own pace – no specific due dates – but must be completed by **the end of the course**. Recommended (but not required) completion dates for each Knowledge check are noted in the **CLASS SCHEDULE** section of this syllabus and under the **COURSE-AT-GLANCE** link of our Bb course site.

2. Course Blog -20 points/20% of final grade

There are **six (6) course blogs**. Each blog corresponds to selected topics in the course syllabus:

- Blog #1: Evidence-based Practice
 - Blog #2: Multimedia, Contiguity and Modality Principles
 - Blog #3: Multimedia, Redundancy and Coherence Principles
 - Blog #4: Ethics, Intellectual Property
 - Blog #5: Simulations and Games
 - Blog #6: Open Source, Open Access
- The blogs in this course serve as an academic reflection and/or an online journal where students react to required week's readings. Students post a blog entry into a blogging application in Blackboard, add formatting or hyperlinks, and save the blog entry. Entry may include text, images, or multimedia. Students **MAY** post more than **one** blog entry during the blogging week. **HOWEVER**, only the **quality**, not **quantity**, of the blog entry will be evaluated.
 - Students will be expected to have read all of the chapters for each blogging topic. The blog entry should be an approximately **500 word** response to the required week's readings. The blog contribution should go beyond the material presented in the chapters by connecting themes/issues in those chapters to personal experience or to other research/applied information related to e-learning (e.g., scholarly or practitioner journal publications, applied work contexts, learning theory, professional organizations in the field, etc.). Students **MAY** consider writing about any themes/issues that they have challenges understanding, or something that attracts their interest, or formulate an insightful question or two about the themes/issues and then attempt to answer their own questions.
 - Students are expected to participate in the blogging in a meaningful way throughout the topic week and respond to at least **ONE** student's blog entry, build upon it, disagree with it, or re-think it. Responses should add significantly to the blog by suggesting other perspectives or pointing out problems. Make sure that you substantiate your responses with **evidence** from **recognized** industry sources (e.g., research conducted by professional associations, articles in trade publications) and whenever possible, relate your **work experiences** to the blogging topic. To ensure that everyone has a chance to read your blog entry, you are expected to post your response as early as possible.
 - **One Free Pass:** You are entitled to one free pass, which means that you can exempt yourself from a particular blog participation at any time throughout the semester. There are **5** blogs (**6** total minus your **one** free pass) that you are required to respond to and **ONLY 5** of them will be officially graded.

All blog entries and responses will be evaluated based on the **quality** of those postings, whether the postings were **timely** and met the deadlines indicated in our course schedule/calendar, and whether your entry reflects in-depth engagement with the topic. For more information on how blogging quality is evaluated, please consult the *Blogging Series Grading Rubric* posted under the RESOURCES link of our Bb course site. **Note: Postings made after a blogging week has ended will receive zero points.**

3. Technology Deep-Dive-25 Points/25% of final grade

- a) 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://ignite.wikis.birmingham.k12.mi.us/>)
 - Blogs (Example of a blog: <http://clive-shepherd.blogspot.com/>)
 - Virtual worlds (Example of a virtual world: <http://secondlife.com/>)
 - Presentation and rapid e-learning media
(Examples of e-learning modules created with different rapid e-learning software packages: <http://sonet.nottingham.ac.uk/resources/rapid/examples.php>)
 - Serious games and simulations (Example: http://www.kennesaw.edu/captivate/examples/scenario_based_7_07/scenario_based_final7_07.htm)
 - Personal learning environments (Example of a PLE: http://michelemartin.typepad.com/thebambooprojectblog/2007/04/my_personal_learning_environment.html).
- b. Using **free trial versions** of the relevant software package - the various software packages are listed in our Week 3 video *Technology Selection by Design* - 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. APA format is preferred, but standard business formatting is also acceptable. **Note:** Describing the software’s features/functions without linking them to instructional design is **not** acceptable. Your paper must also demonstrate that you have actually **used** the software and not simply cut-and-paste information from the vendor’s website.
- d. Students will also prepare a **PowerPoint presentation (10 slides maximum)** covering the highlights of the technology’s e-learning development capabilities, with **either** speaker’s notes **or** audio narration.
- e. Both the paper and the slide presentation are to be posted by clicking on the **ASSIGNMENTS** link in the left-hand navigation panel on the date indicated in the Course Schedule/Calendar. **Note: When uploading to the ASSIGNMENTS link, make sure to attach all of your files before clicking SUBMIT.**
- f. In addition, upload a copy of your slides (**only the slides**) for group discussion to the designated forum 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 under the RESOURCES link of our Bb course site.

4. Create an e-Learning/Training Module Project-30 Points/30% of final grade

- a. You will develop and implement approximately **30-minute of instruction** using the technologies covered in your Technology Deep Dive Project.
- You may choose to implement more than 30-minute of instruction, depending on the size of your project, but 30-minute is the minimum. **Implement means “live”**

and working so that a learner can complete the instruction, including some form of learner evaluation (e.g., tests, knowledge checks).

- **The topic will be determined by you and approved by the course instructor.**

Examples 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
- b. **Plan your project.** You will document plans and activities for your final project. To help you organize, you may use the project templates posted in the *Project Documents* sub-folder under the **RESOURCES** link in the left-hand navigation panel.
- c. **Research and collect relevant literature and resources.** The resources collected by you become the foundation for 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.
- d. **Design and implement the e-learning/training module.** Your “live”, working module – or a hyperlink to your module - must be uploaded via the **ASSIGNMENTS** link on the date indicated in the **Course Schedule and Topics** section of this syllabus and on the **Bb Calendar**.
- e. Upload a copy of the module link to the Project Exhibit Hall forum on the **Bb DISCUSSION BOARD** on the date indicated in the **CLASS Schedule** section of this syllabus and on the **Bb Calendar**.

Examples of e-learning/training modules created in **previous** EDIT611 classes are posted in the *Exemplary Projects* 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 as well as on page 17 of this syllabus.

5. Qualitative Peer Reviews of e-Learning/Training Module-10 Points/10% of final grade

- a. 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 **at least 3** projects throughout the semester other than his/her own.
- b. When a student 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 relevant criteria documented in the *e-Learning/Training Module Grading Rubric*.
- c. For **each** peer review assignment, each student must post **at least one (1)** comment to **at least 3** projects' deliverable (excluding his/her own deliverable). For example, each student would post three (3) comments (one per each review) for three peer review assignments, for a total of 9 comments for the semester.
- d. It is recommended that students submit comments for the same projects throughout the semester. For example, if the student has chosen the projects of students A, B, and C for his or her peer review 1, he or she continues peer review projects of students A, B, and C for peer review 2 and 3. Please consult the *Student Guidelines for Peer Reviews* and the *Tips on Synthesizing Peer Review Feedback* posted in the **RESOURCES** section of the Bb course site for more information about providing peer feedback.
- e. So as not to unduly influence the peer reviews, instructor comments will be posted directly to each student's email. As with any graduate-level course, you are encouraged to contribute more than the minimum requirement. The *Peer Review Grading Rubric* is posted under the RESOURCES link of our Bb course site.
- f. Postings made after a peer review week has ended will receive zero points.
Note: All assignments are due by 11:59 PM Eastern Time on the date indicated for each assignment in this syllabus and on our Bb course site. Late assignments will be penalized 10%. Late blogging postings will not receive credit. No late submissions will be accepted after DECEMBER 14, the last day of classes.

GRADING POLICIES

- **General information:** 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, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site.
- **Mid-semester feedback:** At the end of Week 7 of the course you will have an opportunity to anonymously provide your feedback to the instructor about what is (not) working for you in the course, along with your ideas as to how the course may be improved. Those preferring a one-on-one consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference.
- **Grading scale:** The grading scale used in this course is the official George Mason University scale for graduate-level courses. 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%

BLACKBOARD REQUIREMENT

Blackboard Requirements:

Every student registered for any Instructional Design and Technology (IDT) course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). For EDIT 611, the performance-based assessment is the **e-Learning/Training Module Project**. Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).

- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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

CLASS SCHEDULE:

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 1 09/01-09/08 Monday, Sept. 7 is Labor Day, No Classes	TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED <ul style="list-style-type: none"> • Read the course <i>Welcome</i> page • View the COURSE INTRODUCTION video, the link to which is in the left-hand navigation menu bar • Review course Syllabus and print it for off-line reference 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 1 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 1 Learning Outcomes • Post your bio (photo optional) to the designated forum under the DISCUSSION BOARD link in the left-hand navigation menu • Post any syllabus-related questions to the designated forum under the DISCUSSION link • View the video <i>Online Learning</i>,

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
		<p><i>Lifelong Learning</i></p> <ul style="list-style-type: none"> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 1 & 2 in Clark & Mayer ○ <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 <i>Course Readings</i> sub-folder in the RESOURCES folder in the left-hand navigation panel
<p>Week 2 09/08-09/14</p>	<p>TOPIC: COURSE ASSIGNMENT PREPARATION</p> <ul style="list-style-type: none"> • Review the <i>Blog Reflection Guidelines</i> posted under the RESOURCES link • Start thinking about your project topic • View previous EDIT 611 projects in the <i>Exemplary Projects</i> sub-folder under the RESOURCES link 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 2 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 2 Learning Outcomes • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 3 in Clark & Mayer
<p>Week 3 09/15-09/21</p>	<p>TOPIC: EVIDENCE-BASED PRACTICE</p> <ul style="list-style-type: none"> • Select a technology for your Deep Dive assignment 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 3 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 3 Learning Outcomes • View the video <i>Technology Selection by Design</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 4 in Clark & Mayer • Blog entry and response(s) in Course Blog #1 <i>throughout the week</i> by 09/21 • Submit your Deep Dive technology choice for instructor approval by 09/19 • Send your project topic choice to the instructor via Bb Mail by 09/21
<p>Week 4 09/22-09/28</p>	<p>TOPIC: E-LEARNING TECHNOLOGY SELECTION</p> <ul style="list-style-type: none"> • Draft a 1-2 page, single-spaced overview of your chosen topic for the e-Learning/Training Module (Project Overview). State (a) why you selected the topic (b) the learning/training problem your module seeks to solve (c) your instructional approach (strategies, sequencing, messages) and (d) the technology tools and techniques you will use to solve the problem • Draft a 1-page single-spaced summary of how you will 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 4 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 4 Learning Outcomes • View the video <i>Cloud Computing – How it All Works</i> • Complete the assigned reading <ul style="list-style-type: none"> ○ The article An e-Learning System Architecture based on Cloud Computing ○ The article e-Learning Using Cloud Computing • Post your draft Project Overview and Project Evaluation Plan to the Peer Review #1 discussion forum on the Bb

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DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
	<p>evaluate whether or not your e-Learning/Training Module achieves its stated objectives (Project Evaluation Plan)</p> <ul style="list-style-type: none"> • Review the <i>Student Guidelines for Peer Reviews</i> posted under the RESOURCES link • Begin working on your Technology Deep Dive assignment • Recommendation: Now would be a good time to complete <i>Knowledge Check #1</i> 	<p>DISCUSSION BOARD by 09/28</p>
<p>Week 5 09/29-10/05</p>	<p>TOPIC: E-LEARNING IN THE CLOUD</p> <ul style="list-style-type: none"> • Peer Review #1 comments throughout the week <ul style="list-style-type: none"> ○ Be sure to use the criteria in the <i>e-Learning/Training Module Grading Rubric</i> to substantiate your comments • Revise your Project Overview and Project Evaluation Plan based on peer review comments and instructor feedback • Finalize your Technology Deep Dive assignment 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 5 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 5 Learning Outcomes • Submit your Technology Deep Dive paper and slides under the ASSIGNMENTS link in Bb 10/05 • Upload a copy of your Deep Dive slides (slides only) to the relevant thread on the DISCUSSION BOARD by 10/05
<p>Week 6 10/06-10/12</p>	<p>TOPIC: KNOWLEDGE SHARING WEEK</p> <ul style="list-style-type: none"> • Comments on Technology Deep Dive slides throughout the week • Continue working on your e-Learning/Training Module 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 6 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 6 Learning Outcomes • Complete the assigned reading <ul style="list-style-type: none"> ○ Chapters 5 & 6 in Clark & Mayer
<p>Week 7 10/13-10/19</p>	<p>TOPIC: MULTIMEDIA CONTIGUITY AND MODALITY PRINCIPLES</p>	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 7 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 7 Learning Outcomes • Blog entry and response(s) in Course Blog #2 <i>throughout the week</i> by 10/19 • Complete the assigned reading <ul style="list-style-type: none"> ○ Chapters 7 & 8 in Clark & Mayer • Complete the anonymous Mid-Semester Feedback survey on Bb by 10/19
<p>Week 8 10/20-10/26</p>	<p>TOPIC: MULTIMEDIA REDUNDANCY AND COHERENCE PRINCIPLES</p> <ul style="list-style-type: none"> • Recommendation: Now would be a good time to complete 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 8 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 8 Learning Outcomes

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DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
	<p><i>Knowledge Check #2</i></p>	<ul style="list-style-type: none"> • Blog entry and response(s) in Course Blog #3 <i>throughout the week</i> by 10/26 • Complete the assigned reading <ul style="list-style-type: none"> ○ Read the ECAR research article <i>Intellectual Property Policies</i>, the link to which is in the Course Readings sub-folder in the RESOURCES area of our Bb course site ○ Review AECT and ASTD codes of ethics, the links to which are in the Course Readings sub-folder in the RESOURCES area of our Bb course site ○ Read the article <i>The Lack of Citations and Copyright Notices in Multimedia Presentations</i>, the link to which is in the Course Readings sub-folder in the RESOURCES area of our Bb course site
<p>Week 9 10/27-11/02</p>	<p>TOPIC: ETHICS, INTELLECTUAL PROPERTY</p> <ul style="list-style-type: none"> • Continue working on your e-Learning/Training Module 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 9 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 9 Learning Outcomes • Blog entry and response(s) in Course Blog #4 <i>throughout the week</i> by 11/02 • Complete the assigned reading <ul style="list-style-type: none"> ○ Chapter 16 in Clark & Mayer ○ Read the article <i>Gamifying Learning Experiences</i>, the link to which is in the Course Readings sub-folder in the RESOURCES area of our Bb course site
<p>Week 10 11/03-11/09</p>	<p>TOPIC: SIMULATIONS AND GAMES</p> <ul style="list-style-type: none"> • Continue working on your e-Learning/Training Module 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 10 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 10 Learning Outcomes • Blog entry and response(s) in Course Blog #5 <i>throughout the week</i> by 11/09 • Complete the assigned reading <ul style="list-style-type: none"> ○ Read the article <i>Adopting Open Source Software Applications in Higher Education</i> ○ Read the article <u>7 Things You Should Know about MOOCs</u> • Post the link to your e-Learning/Training Module in its current (not yet final) form to the Peer Review #2 thread on the Bb DISCUSSION BOARD by 11/09
<p>Week 11 11/10-11/16</p>	<p>TOPIC: OPEN SOURCE, OPEN ACCESS</p>	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar

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DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
	<ul style="list-style-type: none"> • Peer Review #2 comments throughout the week <ul style="list-style-type: none"> ◦ Be sure to use the criteria in the <i>e-Learning/Training Module Grading Rubric</i> to substantiate your comments • Revise your module based on peer review comments and instructor feedback 	<ul style="list-style-type: none"> • Select the Week 11 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 11 Learning Outcomes • Blog entry and response(s) in Course Blog #6 <i>throughout the week</i> by 11/16
Week 12 11/17-11/24 Extended Week	TOPIC: E-LEARNING/TRAINING MODULE DEVELOPMENT <ul style="list-style-type: none"> • Revise your module based on peer review comments and instructor feedback 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 12 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 12 Learning Outcomes • Post the link to your e-Learning/Training Module in its current (almost final) form to the Peer Review #3 thread on the Bb DISCUSSION BOARD by 11/24
11/25-11/30	Thanksgiving Holiday, No Classes	
Week 13 12/01-12/07	TOPIC: E-LEARNING/TRAINING MODULE COMPLETION <ul style="list-style-type: none"> • Peer Review #3 comments throughout the week • Finalize your e-Learning/Training Module based on the consolidated peer review and instructor comments • Post any questions you may have about the projects to the <i>Course Questions</i> forum on the Bb DISCUSSION BOARD • Recommendation: Now would be a good time to complete <i>Knowledge Check #3</i> 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu bar • Select the Week 13 link [Note: All the following assignments/tasks are accessible under the week's link.] • Read the Week 13 Learning Outcomes • Upload your e-Learning Training Module link AND slide presentation to the ASSIGNMENTS area in Bb by 12/07 • Upload a copy of the slides AND the module link to the <i>Project Exhibit Hall</i> forum on the Bb DISCUSSION BOARD by 12/07
Week 14 12/08-12/14	TOPIC: E-LEARNING/TRAINING MODULE PROJECT EXHIBITS AND COURSE WRAP-UP <ul style="list-style-type: none"> • Review and comment on the projects other than your own <ul style="list-style-type: none"> ◦ Be sure to use the criteria in the <i>e-Learning/Training Module Grading Rubric</i> to substantiate your comments • Make sure you have completed all three (3) Knowledge Checks 	<ul style="list-style-type: none"> • Complete the anonymous Mason Online Course Evaluation Survey, the link to which is located in the bottom right-hand corner of the COURSES tab on the MyMason portal

E-LEARNING/TRAINING MODULE ASSESSMENT RUBRIC (30 points):

This rubric, along with all other grading rubrics, is posted under RESOURCES/Grading Rubrics on our Bb course site:

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standard
Alignment with Instructional Objectives/Intended Messages:	Combination of multimedia elements and content do not reinforce one another, imbalance interferes with communication of intended instructional messages <i>Point values: 0.0-5.5</i>	Combination of multimedia elements and content adequately delivers impactful instructional messages with elements and words generally reinforcing each other <i>Point values: 5.6-6.9</i>	Combination of multimedia elements and content takes instruction to a superior level, delivering intended instructional messages with elements and words consistently reinforcing each other <i>Point value: 7</i>
Multimedia selection:	Graphics, video or other multimedia show no evidence of inventiveness or rehashes existing usage <i>Point values: 0.0-5.5</i>	Some graphics, video, audio or other multimedia enhancements show some evidence of inventiveness, with one or two new ways of usage <i>Point values: 5.6-6.9</i>	All graphics, video, audio or other multimedia enhancements show inventiveness and are used in a fresh, original way <i>Point value: 7</i>
Design:	Sequencing of information is not logical and intuitive, menus and paths to information are unclear and flawed <i>Point values: 0.0-5.5</i>	Sequencing of information is somewhat logical and intuitive, menus and paths to most information are clear and direct <i>Point values: 5.6-6.9</i>	Sequencing of information is logical and intuitive, menus and paths to all information are clear and direct <i>Point value: 7</i>
Interaction:	Provides no tools/techniques for learner interaction with peers, instructor and/or external community <i>Point values: 0.0-3.1</i>	Provides one or two tools/techniques for learner interaction with peers, instructor and/or external community <i>Point values: 3.2-3.9</i>	Provides multiple tools/techniques for learner interaction with peers, instructor and/or external community <i>Point value: 4</i>
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language areas throughout the modules and slides <i>Point values: 0.0-2.3</i>	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the module and the slides, one or two minor language errors in total <i>Point values: 2.4-2.9</i>	Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the module and the slides <i>Point value: 3</i>

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<p>Technical:</p>	<p>Model does not run satisfactorily with multiple technical problems</p> <p><i>Point values: 0.0-1.5</i></p>	<p>Module runs satisfactorily with only one or two minor technical problems</p> <p>Point values: 1.6-1.9</p>	<p>Module runs perfectly with no technical problems (e.g., no error messages, clear audio and/or video)</p> <p><i>Point value: 2</i></p>
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