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 2016

PROFESSOR(S):
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Prerequisites/Co-requisites
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.

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.

Course Overview
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 discuss 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 design, develop and implement e-learning modules using one or more of the technologies explored during the course.

Course Delivery Method
This course will be delivered online using an **asynchronous** (not "real time) format via the Blackboard learning management system (Bb LMS) housed in the MyMason portal. There are also one (1) **optional** web conferencing sessions via the Bb COLLABORATE tool that is part of the Bb LMS. You will log in to the Bb course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on **Monday, August 29** at **9:00 AM 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 Bb, 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: https://www.microsoft.com/en-us/search/result.aspx?q=media+player&form=MSHOME
    - 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 Bb course 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 online discussions 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.

- **Accommodations**: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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:

2012 International Board of Standards for Training, Performance and Instruction (IBSTPI)
(http://www.ibstpi.org/instructional-designer-competencies/):

- Design & Development
    10. Use an instructional design and development process appropriate for a given project
    11. Organize instructional programs and/or products to be designed, developed, and evaluated
    14. Select or modify existing instructional materials
    15. Develop instructional materials
- Evaluation & Implementation
    19. Implement, disseminate & diffuse instructional & non-instructional interventions

REQUIRED TEXTS:

Clark, R.C. & Mayer, R.E. (2016). *e-Learning and the science of instruction* (4th edition). San Francisco: Pfeiffer.

Course Performance Evaluation

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.
   - ➢ 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 knowledge check 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 **WEEKLY SCHEDULE** link of our Bb course site.

2. **Virtual Roundtable Discussions -50 points/25% of final grade**
   a) There are **six (6) course online discussions**. Each online discussion corresponds to selected topics in the course syllabus:
      - ➢ Online Discussion #1: Evidence-based Practice (Roundtable Practice, Ungraded)
      - ➢ Online Discussion #2: Multimedia, Contiguity and Modality Principles (Graded)
      - ➢ Online Discussion #3: Multimedia, Redundancy and Coherence Principles (Graded)
      - ➢ Online Discussion #4: Ethics, Intellectual Property (Graded)
      - ➢ Online Discussion #5: Simulations, Games and Gamification (Graded)
      - ➢ Online Discussion #6: Open Source, Open Access (Graded)

   b) This online course relies heavily on each student's ongoing participation in the discussions; in this way we hope to facilitate scaffolding among the instructor and students, as well as among the students. Also, since this course is designed to prepare you to develop an e-Learning/Training module, we will experiment with various technologies.

   c) Your discussion will be graded based upon the *Virtual Roundtable Discussion* grading rubric, which looks to quality, timeliness, responsiveness, and moving the discussion forward. This rubric is also posted in the **Grading Rubrics** folder under the **RESOURCES** link on our Bb course site. The first virtual roundtable discussion will serve as a practice one and you will receive feedback about your postings.

   d) Discussions will run from **Tuesday-Monday** after which discussion postings will zero points. You are expected to participate several times throughout each week that we have online discussions. As the rubric states, you must post at least once by **Thursday by 11:59 pm Eastern Time** and not clump your postings all together in order to receive full credit (see rubric).

e) To keep the volume of discussions manageable and make it easier for all students to actively participate, you will work in virtual roundtable discussion groups of **7-8 students**, and each group will have its **own** discussion board. The instructor will assign each student to one of the roundtable discussion groups and the student will remain with that group for the duration of the course.

f) At the start of each graded discussion, you will be provided with instructions, readings and a prompt/question to start the discussion.

g) There are **six** discussion questions that you are required to respond to. The first is an ungraded practice session designed to get everyone comfortable with the virtual roundtable process. The remaining **five** will be officially graded.

h) Towards the end of the discussion week, each group will prepare a summary and synthesis (max. 500 words) of the main points that their group made during the discussion week. One representative of your group will post the group's summary to the **MAIN DISCUSSION BOARD** for review and comment by all other course members. **Note**: Failure to post the summary/synthesis on the due date will result in a 10% grade reduction for **all** group members.

i) Specific dates/times for the discussion postings are provided in the Course Schedule section of this syllabus and under the **WEEKLY SCHEDULE** links on our Bb course site.

j) Tips and techniques for organizing your roundtables and preparing your discussion postings are located in the *Virtual Roundtable Discussion Scoring and Examples* document posted under the **RESOURCES** link of our Bb course site.

Note: **Postings made after a discussion week has ended will receive zero points.**

3. **Technology Deep-Dive-25 Points/20% of final grade**
   a) Each student will select **one (1)** technology in which he/she is particularly interested by contacting the instructor via Bb Mail for approval. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):
   - **Wikis:**
     o PBworks: http://pbworks.com
     o Wetpaint: http://www.wetpaint.com
     o Wikidot: http://www.wikidot.com/
     o Wikispaces: http://wikispaces.com
   - **Blogs:**
     o Blogger: http://blogspot.com
     o Edublogs: http://edublogs.org
     o Wordpress: http://www.wordpress.com
   - **Virtual worlds:**
     o Second Life http://secondlife.com/

- o Kaneva http://www.kaneva.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)
- **Mobile learning** (examples):
  - o Athbasca University ESL app: http://www.eslau.ca/
  - o Truth on Call Medical app: http://www.truthoncall.com
- **Learning Management Systems (LMS)**
  - o Free Blackboard: https://www.coursesites.com
  - o Canvas (free for educators): https://www.canvaslms.com/try-canvas
  - o Moodle: https://moodle.org/

b) Using **free trial versions** of the relevant software package, students will explore the tool and understand its capabilities to create relevant learning experiences. You may also use the video tutorials on Lynda.com if your chosen software package is included in the tutorial package purchased by Mason (see the link **RESOURCES/Other Resources**/*Lynda.com Videos and Tutorials* on our Bb course site). 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 present the highlights of their chosen technology's e-learning development capabilities using **one** of the following options:

> Option 1: A PowerPoint presentation (**10 slides maximum**) with audio narration via the INSERT/SOUND/RECORD SOUND links in the MS PowerPoint main menu
>
> OR
>
> Option 2: A video (**7 minutes maximum**) using Bb Kaltura. Instructions for creating videos with Kaltura are located on our Bb course site under the links **RESOURCES/Other Resources**/*Kaltura for Students*

e) **Both** the paper **and** the PowerPoint or video demonstration are to be posted by clicking on the **ASSIGNMENTS** link in the left-hand navigation menu of our Bb course site on the date indicated in the Course Schedule section of this syllabus and in the Bb **WEEKLY SCHEDULE** link. Note: When uploading to the ASSIGNMENTS link, make sure to attach **all** of your files **before** clicking SUBMIT.

f) In addition, upload your PowerPoint slides or Kaltura video for group discussion to the designated forum under the **MAIN DISCUSSION BOARD** link in the left-hand navigation menu of our Bb course site (**do not upload the paper**).

g) For information on how your paper and slides or video demonstration are evaluated, please consult the *Technology Deep-Dive Grading Rubric* posted under the **RESOURCES** link of our Bb course site.

h) Examples of Technology Deep Dive papers and presentations from previous EDIT 611 courses are posted under **RESOURCES/Technology Deep Dive Paper Examples**.

4. **Create an e-Learning/Training Module Project-30 Points/30% of final grade**
This is the performance-based assessment.

- Each student will develop and implement approximately **30 minutes of instruction** using the technologies covered in your Technology Deep Dive Project (preferred but not required):

  Note: You may choose to implement more than 30-minute of instruction, depending on the size of your project, but 30 minutes 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)**.

- Submit the subject/topic of your module for **instructor approval via Bb Mail** on the date indicated in the COURSE SCHEDULE and WEEKLY SCHEDULE. 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
  ➢ Personal learning environments
  ➢ Serious games and simulations
  ➢ 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

- **Research and collect relevant literature and resources.** The resources that each student collects 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 and searching the library remotely are located under the links **RESOURCES/Remote Access to the Mason Library** links on our Bb course site.

- **Design and implement the e-learning/training module**. On the date indicated in the Class and Weekly schedules, you must upload your "live", working module – or a hyperlink to your module – in **two (2)** locations:
    1. One (1) to the **ASSESSMENTS** link in the left-hand navigation menu of our Bb course site for instructor grading and the university's assessment and accreditation system, and;
    2. One (1) to the Project Exhibit Hall forum on the Bb **DISCUSSION BOARD** to share with your fellow course members.

e) 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 last pages of this syllabus.

f) While working on your project, you may seek the assistance of fellow course members and the instructor by posting a question to the e-Learning/Training Module Project forum on our Bb **MAIN DISCUSSION BOARD**.

5. Qualitative Peer Reviews of e-Learning/Training Module- 15 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 other than his/her own throughout the semester.

   b) When a student uploads a draft-deliverable to the designated *Peer Review* forum of the Bb **MAIN 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** deliverables. 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) Peer review comments may be posted throughout the week but all three of your postings must be uploaded by **11:59 PM** on the **Saturday** of that week, so that your fellow course members have time to integrate your comments into their revisions. Postings made **after** the Saturday will receive a 10% late penalty.

   e) 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 to peer review students A, B, and C for Peer Review #2 and Peer Review #3.

f) Please consult the *Student Guidelines for Peer Reviews* and the *Tips on Synthesizing Peer Review Feedback* posted under the **RESOURCES** link of the Bb course site for more information about providing peer feedback.

g) So as not to unduly influence the peer reviews, instructor comments will be sent **directly** to each student's email. However, if a student's deliverable is deemed to be exemplary, that deliverable will be flagged (with the student's permission) on the **MAIN DISCUSSION BOARD**.

h) 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.

i) 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 Technology Deep Dive and e-Learning/Training Module final deliverables will be penalized 10%. No late submissions of either the Deep Dive or the Module will be accepted after December 18, the last day of classes.

TOTAL POSSIBLE POINTS/GRADE: 150 PTS/100%

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.
- **Weekly feedback:** A new feature in our Bb LMS called DropThought enables you to provide weekly feedback privately 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 "live" 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%

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/**.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the George Mason University Honor Code (See
- http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (See
- http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- 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 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/**).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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/ACTIVITIES/READINGS	DELIVERABLES

Week 1 08/30-09/04
 	
Monday, September 5, is Labor Day, No Classes
	COURSE KICK-OFF AND GETTING ACQUAINTED
	
	• Log into our Bb course site and read the *Welcome* message
	• Read the course syllabus carefully
	• View the Bb *Course Site Orientation* video
	• Click on the **WEEKLY SCHEDULE** link in the left-hand navigation menu of our Bb course site and select **Week 1** [NOTE: All of the following tasks and activities are accessible under the week's link.]
	• Read the Week 1 Learning Outcomes
	• Assigned Readings:
	   a. Chapters 1 & 2 in Clark & Mayer
	   b. *A Brief History of e-Learning* (pp. 46-53) in the e-book ONLINE EDUCATION AND ADULT LEARNING, the link to which is located under **RESOURCES/Course Readings** on our Bb course site
	• Video: *Online Learning, Lifelong Learning*
		• Post your bio (photo optional) to the designated forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **09/02**

Week 2 09/06-09/12	**VIRTUAL ROUNDTABLE & DEEP DIVE PREPARATION** • Complete the Week 1 Feedback form • Read the Week 2 Learning Outcomes • Review the *Virtual Roundtable Discussion Scoring and Examples* document posted under the RESOURCES link of our Bb course site • Click on your Virtual Roundtable group under the MY GROUPS link and see who else is in your group • Explore the folder containing examples of Technology Deep Dive assignments from previous EDIT 611 courses posted under the *RESOURCES* link • Assigned Readings: Chapter 3, Clark & Mayer • Video: *Technology Selection by Design*	• Submit your Deep Dive technology choice to the instructor via Bb Mail by **11:59 PM** on **09/12**

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
Week 3 **09/13-09/19**	**e-Learning/Evidence-Based Practice** • Complete the Week 2 feedback form • Read the Week 3 learning outcomes • Begin Virtual Roundtable Discussion #1 in your groups (practice discussion, ungraded) • Begin working on your Technology Deep Dive assignment • Assigned Readings: Chapter 4-6 in Clark & Mayer	• Initial postings to Virtual Roundtable Discussion #1 group areas by **11:59 PM** on **09/15** • Post your Virtual Roundtable group summaries to the designated forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **09/18**
Week 4 **09/20-09/26**	**Multimedia Contiguity and Modality Principles** • Complete the Week 3 feedback form • Read the Week 4 learning outcomes • Begin Virtual Roundtable Discussion #2 in your groups (graded) • Finalize your Technology Deep Dive Assignment	• Initial postings to Virtual Roundtable Discussion #2 group areas by **11:59 PM** on **09/22** • Post your Virtual Roundtable group summaries to the designated forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **09/25** • Submit your Technology Deep Dive paper and slides or video under the **ASSIGNMENTS** link in Bb by **11:59 PM** on **09/26** • Upload a copy of your Deep Dive slides or video to the Knowledge Sharing forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **09/26**

Week 5
09/27-10/03
	Knowledge Sharing Week
	
	• Complete the Week 4 feedback form
	• Read the Week 5 learning outcomes
	• Comment on the Deep Dive slides/videos of fellow course members
	• Begin drafting an overview (maximum of 2 single-spaced pages) of your e-Learning/Training Module project stating …
	    o Why you selected the topic
	    o What problem your module seeks to solve, and
	    o What tools/technologies you will use to build your module
	    o How you will evaluate whether or not your Module achieves its stated objectives (Evaluation Plan)
	• Assigned Readings: Chapters 7 & 8 in Clark & Mayer
		• **Recommendation**: Complete **Knowledge Check #1** by **11:59 PM** on **10/03**

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
Week 6 **10/04-10/10**	**Modality, Redundancy and Coherence Principles** • Complete the Week 5 Feedback form • Read the Week 6 learning outcomes • Begin Virtual Roundtable Discussion #3 in your groups (graded) • Finalize the one-page overview of your e-Learning/Training Module project	• Initial postings to Virtual Roundtable Discussion #3 group areas by **11:59 PM** on **10/06** • Post your Virtual Roundtable group summaries to the designated forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **10/09** • Post your draft Project Overview to the **Peer Review #1** forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **10/10**

Week 7
10/11-10/17
	Mid-Semester Status Check
	
	• Complete the Week 6 feedback form
	• Read the Week 7 learning outcomes
	• **Open Mic Night**: **Tuesday, Oct. 11, 7:30-8:30 PM,** via **Bb Collaborate** for course questions (**Attendance Optiona**l)
	• Review the document *Student Guidelines for Peer Reviews*, located under the **RESOURCES** link of our Bb course site
	• Review the *Peer Review Grading Rubric*, located under the **RESOURCES** link of our Bb course site
	• Assigned Readings:
	    o ECAR research article *Intellectual Property Policies*
	    o ATD and AHRD codes of ethics
	    o Article *Lack of Citations and Copyright Notices in Multimedia Presentations*
		• All peer review comments to be uploaded by **11:59 PM** on **10/13**
		    o Be sure to use the criteria in *the e-Learning/Training Module Grading Rubric* to substantiate your comments
		• Complete the anonymous **Mid-Semester Feedback** survey in Bb by **11:59 PM** on **10/17**

Week 8
10/18-10/24
	Ethics, Intellectual Property
	
	• Complete the Week 7 feedback form
	• Read the Week 8 learning outcomes
	• Begin Virtual Roundtable Discussion #4 in your groups (graded)
	• Continue working on your e-Learning/Training Module
	• Assigned Readings:
	    o Chapters 16 & 17 in Clark & Mayer
	    o The article *Gamifying Learning Experiences*, the link to which is in the **Course Readings** sub-folder in the **RESOURCES** area of our Bb course site
		• Initial postings to Virtual Roundtable Discussion #4 group areas by **11:59 PM** on **10/20**
		• Post your Virtual Roundtable group summaries to the designated forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **10/23**
		• **Recommendation**: Complete **Knowledge Check #2** by **11:59 PM** on **10/24**

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
Week 9 **10/25-10/31**	**Simulations, Games, and Gamification** • Complete the Week 8 Feedback form • Read the Week 9 learning outcomes • Begin Virtual Roundtable Discussion #5 in your groups (graded) • Continue working on your e-Learning/Training Module project	• Initial postings to Virtual Roundtable Discussion #5 group areas by **11:59 PM** on **10/27** • Post your Virtual Roundtable group summaries to the designated forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **10/30** • 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 **10/31**

Week 10
11/01-11/07
	e-Learning/Training Module Development
	
	• Complete the Week 9 Feedback form
	• Read the Week 10 learning outcomes
	• Review the document *Student Guidelines for Peer Reviews*, located under the **RESOURCES** link of our Bb course site
	• Review the *Peer Review Grading Rubric*, located under the **RESOURCES** link of our Bb course site
	• Assigned Readings (articles under the **RESOURCES** link):
	   o *Adopting Open Source Software Applications in Higher Education*
	   o *Promoting Policy Uptake for Open Educational Resources and Open Practices*
	   o *7 Things You Should Know about MOOCs*
		• All peer review comments to be uploaded by **11:59 PM** on **11/03**
		   o Be sure to use the criteria in *the e-Learning/Training Module Grading Rubric* to substantiate your comments

Week 11 **11/08-11/14**	**Open Source, Open Access** • Complete the Week 10 Feedback form • Read the Week 11 learning outcomes • Begin Virtual Roundtable Discussion #6 in your groups (graded) • Continue working on your e-Learning/Training Module project	• Initial postings to Virtual Roundtable Discussion #6 group areas by **11:59 PM** on **11/10** • Post your Virtual Roundtable group summaries to the designated forum on the **MAIN DISCUSSION BOARD** by **11:59 PM** on **11/13**

DATE	TOPIC/ACTIVITIES/READINGS	DELIVERABLES
Week 12-13 **11/15-11/22** (Extended Week)	**e-Learning/Training Module Development** • Complete the Week 11 feedback form • Read the Week 12 learning outcomes • Review the document *Tips on Synthesizing Peer Review Feedback*, located under **RESOURCES/Other Resources** on our Bb course site	**Recommendation**: Complete **Knowledge Check #3** by **11:59 PM** on **11/22**
**November 23-27 Thanksgiving Break, No Classes**	

Week 14 **11/29-12/05**	**e-Learning/Training Module Completion**
	
	• Complete the Week 12-13 Feedback form
	• Read the Week 14 learning outcomes
	• Finalize your e-Learning/Training Module project
	    o Make sure you have completed all required components as described in the grading rubric
		• Complete the anonymous Mason **Online Course Evaluation Survey**
		• Upload your "live", working module – or a hyperlink to your module – in **two (2)** locations by **11:59 PM** on **12/05:**
		    a. One (1) to the **ASSESSMENTS** link in the left-hand navigation menu of our Bb course site for instructor grading and the university's assessment and accreditation system
		    b. One (1) to the **Project Exhibit Hall/Peer Review #3** forum on the **MAIN DISCUSSION BOARD**

Week 15 **12/06-12/12**	**e-Learning/Training Module Project Exhibits and Course Wrap-Up** • Make sure you have completed all three (3) Knowledge Checks • Complete the anonymous Mason **Online Course Evaluation Survey**	• All peer review comments to be uploaded by **11:59 PM** on **12/08**

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:

IBSTPI Competency	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standard
Design & Development: 10: Use an instructional design and development process appropriate for a given project	**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 *Point values: 0.0-5.5*	Combination of multimedia elements and content adequately delivers impactful instructional messages with elements and words generally reinforcing each other *Point values: 5.6-6.9*	Combination of multimedia elements and content takes instruction to a superior level, delivering intended instructional messages with elements and words consistently reinforcing each other *Point value: 7*
Design & Development:14: Select or modify existing instructional materials	**Multimedia selection:**	Graphics, video or other multimedia show no evidence of new though or inventiveness and rehash existing usage *Point values: 0.0-5.5*	Some graphics, video, audio or other multimedia enhancements show some evidence of inventiveness, with one or two new ways of usage *Point values: 5.6-6.9*	All graphics, video, audio or other multimedia enhancements show inventiveness and are used in a fresh, original way *Point value: 7*
Design & Development:11: Organize instructional programs and/or products to be designed, developed, and evaluated	**Design:**	Sequencing of information is not logical and intuitive, menus and paths to information are unclear and flawed *Point values: 0.0-5.5*	Sequencing of information is somewhat logical and intuitive, menus and paths to most information are clear and direct *Point values: 5.6-6.9*	Sequencing of information is logical and intuitive, menus and paths to all information are clear and direct *Point value: 7*

IBSTPI Competency	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standard
Design & Development: 15: Develop instructional materials	**Interaction:**	Provides no tools/techniques for learner interaction with peers, instructor and/or external community *Point values: 0.0-3.1*	Provides one or two tools/techniques for learner interaction with peers, instructor and/or external community *Point values: 3.2-3.9*	Provides multiple tools/techniques for learner interaction with peers, instructor and/or external community *Point value: 4*
Professional Foundations: 1: Communicate effectively in written & oral form	**Language:**	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language areas throughout the modules and slides *Point values: 0.0-2.3*	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 *Point values: 2.4-2.9*	Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the module and the slides *Point value: 3*
Evaluation & Implementation: 19: Implement, disseminate & diffuse instructional & non-instructional interventions	**Technical:**	Model does not run satisfactorily with multiple technical problems *Point values: 0.0-1.5*	Module runs satisfactorily with only one or two minor technical problems Point values: 1.6-1.9	Module runs perfectly with no technical problems (e.g., no error messages, clear audio and/or video) *Point value: 2*