

George Mason University
College of Education and Human Development
Learning Design and Technology (LDT)

EDIT 611 001 – Innovations in e-Learning
3 Credits, Summer 2 2021
Meets Totally Online, June 21 – August 15, 2021

Faculty

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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 obtained instructor permission BEFORE registering for this course.

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 two (2) web conferencing sessions on **Tuesday, 7:30-8:30 PM EST on June 22, and July 13** via the Bb COLLABORATE ULTRA 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 **Saturday, June 19 at 6:00 PM EDT.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player:
<https://support.apple.com/downloads/quicktime%2520player>

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Monday**, and **finish on Sunday**.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least three (3) times per week**.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload: Please be aware that this course is **not self-paced**. Students are expected to meet *specific deadlines* and *due dates* listed in the CLASS SCHEDULE section of this syllabus. It is the **student's responsibility** to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- 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 do the following:

- 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 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/>)

Upon completion of this course, students will have met the following professional standards:

- 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). Hoboken: John Wiley & Sons.

All other reading materials are available on our Bb course site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments/Deliverables

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

1. Knowledge Check Assessments - 30 points/10% 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 five (5) closed-end questions drawn from the Clark & Mayer test bank.
- Each Knowledge Check is worth a maximum of 10 points; however, all three Knowledge Checks **combined** account for only **10% of your final grade**.
- Knowledge Checks are open book and not timed. In addition, you have **three (3)** attempts. The attempt with the **highest** score will be applied to your total grade.
- 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 links of our Bb course site.

2. Virtual Roundtable Discussions and Summaries - 80 points/30% of final grade

a) There are **five (5) online discussions**. Each discussion corresponds to selected topics in the course syllabus. The **first** discussion is an **ungraded** practice discussion designed to get everyone comfortable with the Virtual Roundtable process. You will receive feedback about your practice postings. The **remaining four** will be officially **graded**:

- Roundtable Discussion #1: Evidence-based Practice (Roundtable Practice, Ungraded)
- Roundtable Discussion #2: Multimedia, Contiguity and Modality Principles (Graded)
- Roundtable Discussion #3: Multimedia, Redundancy and Coherence Principles (Graded)

- Roundtable Discussion #4: Ethics, Intellectual Property (Graded)
 - Roundtable Discussion #5: Simulations, Games and Gamification (Graded)
- b) 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 3-6 students (depending on course enrollment), 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 discussion series.
 - c) For each discussion question, each student is required to submit a **minimum of two (2) postings** to the private group discussion board. The first posting is your initial response to the instructor's discussion prompt; the second posting should comment on the posting of another group member.
 - d) Towards the end of the discussion week, each group will prepare a **summary and synthesis (max. 300 words)** of the main points that their group made during the discussion week. One representative of your group will post the group summary to the relevant forum on our DISCUSSIONS board for review and comment by all other course members.
 - e) For each group summary, each student is required to submit at least **one comment on one group summary**.
 - f) The **individual** postings to each discussion are worth **15 points per discussion topic**, for a total of 60 points; the **group summaries** are worth **5 points each**, for a total of 20 points. The individual postings **plus** the group summaries are worth **80 points collectively**.
 - g) Specific dates/times for the discussion postings are provided in the CLASS SCHEDULE section of this syllabus and under the weekly schedule links in the left-hand navigation menu of our Bb course site.
 - h) Your individual discussion postings will be graded based upon the *Virtual Roundtable Discussion* grading rubric; the group summary will be based upon the *Virtual Roundtable Discussion Summary* grading rubric. Both rubrics are located under the ASSIGNMENT OVERVIEWS AND RUBRICS link on our Bb course site.
 - i) Discussions will run from **Monday-Sunday. Postings made after a discussion week has ended will receive zero points, no exceptions, and no make-ups.**
 - 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 ASSIGNMENT OVERVIEWS AND RUBRICS link on our Bb course site.
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):

- **Microlearning platforms:**

- Easygenerator: <https://www.ispringsolutions.com/ispring-suite>
- Explain Everything: <https://explaineverything.com/>
- TalentCards: <https://www.talentcards.com/>

- **Wikis:**

- PBworks: <http://pbworks.com>
- Foswiki: <https://foswiki.org/>
- Wikidot: <https://www.wikidot.com/>

- **Blogs:**

- Blogger: <https://www.blogger.com/about/?r=2>
- Edublogs: <https://edublogs.org/>
- Wordpress: <https://wordpress.com/create-blog/>

- **Virtual worlds:**

- Minecraft (Education Edition): <https://education.minecraft.net/>
- Brio Education: <https://experience.briovr.com/industry/education/>
- Second Life Education: http://wiki.secondlife.com/wiki/Second_Life_Education

- **Content Creation Tools:**

Note: The commercial tools offer free trials for a **limited period only**.

- Adobe Captivate 2019: https://www.adobe.com/products/captivate.html?promoid=KQKGN&s_cid=7011400002CfGJAA0&s_iid=70114000002ChdJAAS
- Articulate 360: <https://articulate.com/360>
- GoConqr: <https://www.goconqr.com/>
- Moovly Education: <https://www.moovly.com/education>
- PowToon: <https://www.powtoon.com/home/?>
- UduTu: <https://www.udutu.com/elearning-authoring-tool/>

- **Presentation and rapid e-learning media**

(Examples of e-learning modules for healthcare education created with different rapid e-learning software packages: <http://sonet.nottingham.ac.uk/resources/rapid/examples.php>)

- **Mobile learning** (examples, best viewed on a mobile device):

- Athabasca University ESL app: <http://eslau.ca/>
- Mobile Learning Community Featured Apps: <http://www.mobilelearningupdate.com/examples/>

- **Learning Management Systems (LMS)**

- Free Blackboard: <https://www.coursesites.com>
- Canvas (free for educators): <https://www.canvaslms.com/try-canvas>
- Moodle: <https://moodle.org/>
- Desire2Learn: <https://www.d2l.com/>

- b) Students will explore the tool and understand its capabilities to create **relevant e-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 OTHER RESOURCES/Lynda.com Videos and Tutorials on our Bb course site).
- c) 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 and best practices of instructional/e-learning design. Papers should utilize [standard business formatting](#).
- d) **Note: Describing the software's features/functions without linking them to instructional/e-learning 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.
- e) 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 (**5 minutes maximum**) using Bb Kaltura. Instructions for creating videos with Kaltura are located on the Mason Information Technology Services website, <https://its.gmu.edu/knowledge-base/how-do-i-install-kaltura-capture/>.

- f) **Both** the paper **and** the PowerPoint/Kaltura video demonstration are to be posted by clicking on the assignment name under the Week 3 link of our Bb course site. **Note:** When uploading your assignment, make sure to attach **all** of your files **before** clicking SUBMIT.
- g) In addition, upload your PowerPoint slides or Kaltura video for group discussion to the **Technology Deep Dive Exhibit** forum under the DISCUSSIONS link in the left-hand navigation menu of our Bb course site (**do not upload the paper**). **Note:** Although you are not graded on your comments on the slides/video of others, your fellow course members would appreciate your reactions to their hard work.
- h) For information on how your paper and slides or video demonstration are evaluated, please consult the *Technology Deep-Dive Grading Rubric* posted under the ASSIGNMENT OVERVIEWS AND RUBRICS link of our Bb course site.
- i) Examples of *Technology Deep Dive* papers and presentations from previous EDIT 611 courses are posted under the ASSIGNMENT OVERVIEWS AND RUBRICS link of our Bb course site.
- j) **Late assignments will be penalized by 10%. No submissions will be accepted after August 15, the last day of classes; no exceptions and no make-ups.**

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

This is the performance-based assessment.

- a) Each student will select one topic that you will use as the context of your module (i.e., **the topic about which your module users will learn**). Submit your preliminary topic idea for **instructor approval via Bb Mail** on the date indicated in the CLASS SCHEDULE section of this syllabus and weekly schedule links in Blackboard. Examples of topics for which you will develop training 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 higher education environment
 - e-Learning in the government sector
 - Copyright and intellectual property issues
- b) **Research and collect relevant literature and resources about your topic.** 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 LIBRARY RESOURCES FOR EDIT 611 link on our Bb course site
- c) **Design, develop and implement the e-learning/training module.** Each student will develop and implement approximately **30 minutes of instruction** using **EITHER** the technologies covered in your Technology Deep Dive Project (recommended but not required) **OR** some other technology covered in this course:
- Note:** You may choose to implement more than 30 minutes 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) and interaction (e.g., link to external communities of practice, discussion board). Even self-paced modules must include these elements.**
- d) On the date indicated in the CLASS SCHEDULE section of this syllabus and the weekly schedule links of our course site, you must upload the link to the location of your “live”, working module as follows:
- One (1) for instructor grading and feedback, and;
 - One (1) to the **Peer Review #3** forum on Bb DISCUSSIONS to share with your fellow course members.

- e) Examples of e-learning/training modules created in previous EDIT611 classes are posted under the ASSIGNMENT OVERVIEWS AND RUBRICS link in the left-hand navigation panel of our course site.
- f) The *e-Learning/Training Module Grading Rubric* is also located under the ASSIGNMENT OVERVIEWS AND RUBRICS link, as well as at the back of this syllabus.

5. Qualitative Peer Reviews of e-Learning/Training Module- 30 points/10% of final grade

- a) There is a total of **three (3)** peer reviews covering each stage of e-Learning/Training Module development. The first two rounds correspond to a “draft” of your module; the third and final round is a peer review of your complete, “live” module **after** submission for grading.
- b) For **each** peer review assignment, you will **select two (2) draft modules** to review and post **at least one (1)** comment on **each** of the two draft modules. You may review the same two modules for all three rounds OR you may look at different modules at each round. Either approach is acceptable.
- c) All peer reviews will be conducted online using the designated forum on Bb DISCUSSIONS Please consult the *Student Guidelines for Peer Reviews* posted in the OTHER RESOURCES section of our course site.
- d) Your peer review comments should be grounded in the **relevant** rubric criteria (i.e., those criteria applicable to the **specific phase** of module development under review) set down in the *e-Learning/Training Module Grading Rubric*. Your feedback should be **constructive, specific**, and identify what is (not) clear in each iteration of the module, as well as **suggestions for improvement**. The *Peer Review Grading Rubric* is located in the ASSIGNMENT OVERVIEWS AND RUBRICS area of our course site.
- e) Peer review comments may be posted throughout the week for all three rounds of peer reviews; however, your postings must be uploaded by **11:59 PM on the last day of that review week**, so that your fellow course members have time to integrate your comments into their revisions.
- f) When revising your modules, please consult the *Tips on Synthesizing Peer Review Feedback* posted under the OTHER RESOURCES link of the Bb course.
- g) So as not to unduly influence the peer reviews, the **instructor’s** comments will be sent **directly to each student’s email**.
- h) **Postings made after a peer review week has ended will receive zero points, no exceptions and no make-ups.**

TOTAL POSSIBLE POINTS/GRADE: 195 PTS/100%

Grading

- **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.
- **Grading 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 | 94%-100% |
| A- | 90%-93% |
| B+ | 86%-89% |
| B | 83%-85% |
| B- | 80%-82% |
| C | 70%-79% |
| F | <70% |

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| DATES | TOPICS/ACTIVITIES/DELIVERABLES |
|--------------------------|--|
| Week 1 June 21-27 | COURSE KICK-OFF AND E-LEARNING EVIDENCE-BASED PRACTICE <ul style="list-style-type: none">• Read the course SYLLABUS carefully• Bb Collaborate Web Conferencing session on Tuesday, June 22, 7:30 PM ET• Click on the WEEK 1 link in the left-hand navigation menu of our Bb course site• Read the <i>Week 1 Outcomes</i>• Assigned readings: Chapters 1, 2, & 3 in Clark & Mayer• View the video <i>e-Learning Orienting Context</i>• Virtual Roundtable Discussion #1 initial posting due by 11:59 PM on Wednesday, June 23; response postings by Friday, June 25; group summaries by Saturday, June 26; comments on group summaries by Sunday, June 27• Email Technology Deep Dive topic to instructor by 11:59 PM on Sunday, June 27• Use the <i>Week 1 Checklist</i> as a guide for completing the assignments and activities for the week |
| Week 2 June 28-July 4 | MULTIMEDIA CONTIGUITY AND MODALITY PRINCIPLES <ul style="list-style-type: none">• Read the <i>Week 2 Outcomes</i>• Assigned readings: Chapters 4, 5 & 6 in Clark & Mayer• View the following YouTube videos:<ul style="list-style-type: none">◦ <i>Multimedia Principles: Contiguity</i> (©Wisc-Online 2018)◦ <i>Modality Principle</i> (©Temple, Walker & Bowman 2019)• Virtual Roundtable Discussion #2 initial posting due by 11:59 PM on Wednesday, June 30; response postings by Friday, July 2; group summaries by Saturday, July 3; comments on group summaries by Sunday, July 4• Email e-Learning/Training Module topic to instructor by 11:59 PM on Sunday, July 4• Use the <i>Week 2 Checklist</i> as a guide for completing the assignments and activities for the week• NOTE: If you are traveling for the Independence Day weekend, be sure to submit your deliverables BEFORE you depart, so as not to miss the Discussion Week deadlines. |

| DATES | TOPICS/ACTIVITIES/DELIVERABLES |
|--|--|
| <p>Week 3 July 5-11</p> | <p align="center">MULTIMEDIA REDUNDANCY AND COHERENCE PRINCIPLES</p> <ul style="list-style-type: none"> • Read the <i>Week 3 Outcomes</i> • Assigned readings: Chapters 7 & 8 in Clark & Mayer • View the following YouTube videos; <ul style="list-style-type: none"> ○ <i>The Redundancy Principle of Multimedia</i> (©jsize01 2014) ○ <i>Multimedia Principles: Coherence</i> (©Wisc-Online 2018) • Virtual Roundtable Discussion #3 initial posting due by 11:59 PM on Wednesday, July 7; response postings by Friday, July 9; group summaries by Saturday, July 10; comments on group summaries by Sunday, July 11 • Technology Deep dive assignment due by 11:59 PM on Sunday, July 11 • e-Learning/Training Module Project Overview uploaded to Peer Review #1 forum by 11:59 PM on Sunday, July 11. Make sure that your Overview addresses: <ul style="list-style-type: none"> ○ Reasons for selecting the topic ○ Instructional/learning problem to be solved ○ Tools/technology to be used ○ Evaluation methods ○ Interaction mechanisms • Use the <i>Week 3 Checklist</i> as a guide for completing the assignments and activities for the week • Recommendation: Complete Knowledge Check #1 |
| <p>Week 4 July 12-18</p> | <p align="center">ETHICS AND INTELLECTUAL PROPERTY</p> <ul style="list-style-type: none"> • Read the <i>Week 4 Outcomes</i> • Bb Collaborate Web Conferencing session on Tuesday, July 13, 7:30 PM ET • Assigned readings: posted on our Bb course site <ul style="list-style-type: none"> ○ ECAR research article <i>Intellectual Property Policies</i> ○ AECT, ATD and AHRD codes of ethics ○ <i>Lack of Citations and Copyright Notices in Multimedia Presentations</i> ○ <i>The Ethics of Instructional Technology</i> • Peer Review #1 comments throughout the week (July 12-18) • Virtual Roundtable Discussion #4 initial posting due by 11:59 PM on Wednesday, July 14; response postings by Friday, July 16; group summaries by Saturday, July 17; comments on group summaries by Sunday, July 18 • Use the <i>Week 4 Checklist</i> as a guide for completing the assignments and activities for the week |
| <p>Week 5 July 19-25</p> | <p align="center">SIMULATIONS, GAMES AND GAMIFICATION</p> <ul style="list-style-type: none"> • Read the <i>Week 5 Outcomes</i> • Assigned readings: <ul style="list-style-type: none"> ○ Chapters 16 & 17 in Clark & Mayer ○ Article <i>Gamifying Learning Experiences</i> • View the following YouTube video: <i>What is a Business Simulation/Gamified Learning?</i> • Virtual Roundtable Discussion #5 initial posting due by 11:59 PM on Wednesday, July 21; response postings by Friday, July 23; group summaries by Saturday, July 24; comments on group summaries by Sunday, July 25 • e-Learning/Training Module in its current (not yet final) form due by 11:59 PM on Sunday, July 25 • Use the <i>Week 5 Checklist</i> as a guide for completing the assignments and activities for the week • Recommendation: Complete Knowledge Check #2 |

| DATES | TOPICS/ACTIVITIES/DELIVERABLES |
|--|--|
| Week 6 July 26-August 1 | <p style="text-align: center;">E-LEARNING/TRAINING MODULE DEVELOPMENT</p> <ul style="list-style-type: none"> • Read the <i>Week 6 Outcomes</i> • Peer Review #2 comments throughout the week (July 26-Aug. 1) • Use the <i>Week 6 Checklist</i> as a guide for completing the assignments and activities for the week |
| Week 7 August 2-8 | <p style="text-align: center;">E-LEARNING/TRAINING MODULE COMPLETION</p> <ul style="list-style-type: none"> • Read the <i>Week 7 Outcomes</i> • Finalize your e-Learning/Training Module using instructor feedback and feedback from peer reviews 1 and 2 • e-Learning/Training Module in its final form due by 11:59 PM on Sunday, August 8 • Use the <i>Week 7 Checklist</i> as a guide for completing the assignments and activities for the week |
| Week 8 August 9-15 | <p style="text-align: center;">E-LEARNING/TRAINING MODULE PROJECT EXHIBIT AND COURSE WRAP-UP</p> <ul style="list-style-type: none"> • Read the <i>Week 8 Outcomes</i> • Note: Peer Review #3 comments throughout the week (Aug. 9-15) • Note: Make sure you have completed all three (3) Knowledge Checks |

Core Values Commitment

The College of Education and 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 Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

E-Learning/Training Module Grading Rubric (Total Possible Points: 30)

| 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 <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> |
| Design & Development: 14: Select or modify existing instructional materials | Multimedia selection: | Graphics, video or other multimedia show no evidence of new thought or inventiveness and rehash 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 & 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 <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> |

| 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 <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> |
| 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 <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> |
| Evaluation & Implementation: 19: Implement, disseminate & diffuse instructional & non-instructional interventions | Technical: | Model does not run satisfactorily with multiple technical problems <i>Point values: 0.0-1.5</i> | Module runs satisfactorily with only one or two minor technical problems <i>Point values: 1.6-1.9</i> | Module runs perfectly with no technical problems (e.g., no error messages, clear audio and/or video) <i>Point value: 2</i> |