

George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT)

EDIT 611 DL1 – Innovations in e-Learning
3 Credits, Spring 2020
Meets Totally Online, January 21 – May 11, 2020

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 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 two (2) **optional** (but recommended) web conferencing session on **Tuesday, March 3, 7:30-8:30 PM EST** (Open Mic Night #1) and **Tuesday, April 21, 7:30-8:30 PM EST** (Open Mic Night #2) 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, January 18 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: www.apple.com/quicktime/download/

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, 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 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/>)

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 link of our Bb course site.

2. Virtual Roundtable Discussions and Summaries - 75 points/30% of final grade

a) There are **six (6) 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 five** 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)
 - Roundtable Discussion #6: Open Source, Open Access (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 **4-6 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 discussion series.
 - c) For each discussion question, each student is required to submit a **minimum of two (2) postings, distributed throughout the week**, to the private group discussion board.
 - 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 MAIN DISCUSSION 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 **10 points per discussion topic**, for a total of 50 points; the **group summaries** are worth **5 points each**, for a total of 25 points. The individual postings **plus** the group summaries are worth **75 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 link on 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 in the **Grading Rubrics** folder under the RESOURCES link on our Bb course site.
 - i) Discussions will run from **Tuesday-Monday. 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 RESOURCES link of 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](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/?>
 - Uduu: <https://www.uduu.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):
 - 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 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).
- 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/best practices of instructional design. **APA** format is preferred, but **standard business formatting** is also acceptable.
- d) **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.

- 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 (**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/*Getting Started with Kaltura Capture*

- f) **Both** the paper **and** the PowerPoint/Kaltura 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.**
- g) 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**).
- 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 **RESOURCES** link of our Bb course site.
- i) Examples of *Technology Deep Dive* papers and presentations from previous EDIT 611 courses are posted under RESOURCES/*Technology Deep Dive Paper Examples* of our Bb course site.
- j) Late assignments will be penalized by 10%. No submissions will be accepted after May 11, 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 topic 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** link 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 K-12 arena
 - 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 links RESOURCES/Remote Access to the Mason Library links 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).**
- d) On the date indicated in the CLASS and WEEKLY SCHEDULES, you must upload the link to the location of your “live”, working module as follows:
- One (1) to the ASSIGNMENTS link in the left-hand navigation menu of our Bb course site for instructor grading and feedback;
 - One (1) to the ASSESSMENTS link in the left-hand navigation menu of our Bb course site for the university’s assessment and accreditation system, and;
 - One (1) to the **Project Exhibit Hall/Peer Review #3** forum on the Bb MAIN 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.
- f) The *e-Learning/Training Module Grading Rubric* is located at the back of this SYLLABUS and on our Bb course site.

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

- a) There are 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 Bb MAIN DISCUSSION BOARD. Please consult the *Student Guidelines for Peer Reviews* posted in the 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**.

- e) Peer review comments may be posted throughout the week but 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 **RESOURCES** link of the Bb course.
- g) So as not to unduly influence the peer reviews, **instructor's** comments will be sent **directly** to each student's email. However, if a student's draft is deemed to be exemplary, that draft will be flagged on the MAIN DISCUSSION BOARD, with reasons why the draft is exemplary.
- h) **Postings made after a peer review week has ended will receive zero points, no exceptions and no make-ups.**

TOTAL POSSIBLE POINTS/GRADE: 190 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	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
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 Jan. 21-Jan. 27	<p style="text-align: center;">COURSE KICK-OFF AND GETTING ACQUAINTED</p> <ul style="list-style-type: none"> • Log in to our Bb course site and view the instructor’s <i>Welcome</i> message video • View the BB COURSE SITE ORIENTATION video, the link to which is in the left-hand navigation menu of our course site • Read the course SYLLABUS carefully • View the five (5) <i>Syllabus Details</i> videos, located under the SYLLABUS link in the left-hand navigation menu of our course site • Post any questions you may have about course requirements and deliverables to the Course Questions forum on the MAIN DISCUSSION BOARD • Click on the WEEKLY SCHEDULE link in the left-hand navigation menu of our Bb course site and select Week 1 • Read the <i>Week 1 Learning Outcomes</i> • Post your bio (photo optional, max. 150x200 dpi) to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on Jan. 27 • View the video: <i>e-Learning Orienting Context</i> • Assigned readings: <ul style="list-style-type: none"> ○ Introduction, Chapters 1 & 2 in Clark & Mayer
Week 2 Jan. 28-Feb. 3	<p style="text-align: center;">VIRTUAL ROUNDTABLE & DEEP DIVE PREPARATION</p> <ul style="list-style-type: none"> • Read the <i>Week 2 Learning Outcomes</i> • Review the <i>Virtual Roundtable Discussion Scoring and Examples</i> document posted under the RESOURCES link of our Bb course site • Click on your Virtual Roundtable group under the MY VIRTUAL ROUNDTABLE GROUP 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 • Post any questions you may have about course requirements and deliverables to the Course Questions forum on the MAIN DISCUSSION BOARD • Submit your Technology Deep Dive topic idea to the instructor via Bb Mail by 11:59 PM on Feb. 2
Week 3 Feb. 4-Feb. 10	<p style="text-align: center;">E-LEARNING/EVIDENCE-BASED PRACTICE</p> <ul style="list-style-type: none"> • Read the <i>Week 3 Learning Outcomes</i> • View the video <i>Technology Selection by Design</i> • Assigned readings: <ul style="list-style-type: none"> ○ Chapter 3, Clark & Mayer • Post any questions you may have about the video and reading to the Course Questions forum on the MAIN DISCUSSION BOARD • Begin Virtual Roundtable Discussion #1 in your groups (practice discussion, ungraded) • Initial postings to Virtual Roundtable Discussion #1 group areas by 11:59 PM on Feb. 6 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on Feb. 9 • Begin working on your Technology Deep Dive assignment

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<p>Week 4 Feb. 11-Feb. 17</p>	<p align="center">MULTIMEDIA CONTIGUITY AND MODALITY PRINCIPLES</p> <ul style="list-style-type: none"> • Read the <i>Week 4 Learning Outcomes</i> • View the videos: <ul style="list-style-type: none"> ○ <i>Multimedia Principles: Contiguity</i> (©Wisc-Online 2018) ○ <i>Modality Principle</i> (©Temple, Walker & Bowman 2019) • Assigned Readings: <ul style="list-style-type: none"> ○ Chapters 4,5, & 6, Clark & Mayer • Post any questions you may have about the video and reading to the Course Questions forum on the MAIN DISCUSSION BOARD • Begin Virtual Roundtable Discussion #2 in your groups (graded) • Initial postings to Virtual Roundtable Discussion #2 group areas by 11:59 PM on Feb. 13 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on Feb. 16 • Submit your Technology Deep Dive paper and slides or video to the ASSIGNMENTS link in Bb by 11:59 PM on Feb. 17 • Upload a copy of your Technology Deep Dive slides or video (and only the slides or video) to the <i>Knowledge Sharing</i> forum on our MAIN DISCUSSION BOARD by 11:59 PM on Feb. 17
<p>Week 5 Feb. 18-Feb. 24</p>	<p align="center">KNOWLEDGE SHARING WEEK</p> <ul style="list-style-type: none"> • Read the <i>Week 5 Learning Outcomes</i> • Comment on the Technology Deep Dive slides/videos of your fellow course members throughout the week • Explore the folder containing examples of e-Learning/Training Module assignments from previous EDIT 611 courses posted under the RESOURCES link • Submit your e-Learning/Training Module topic idea via email for instructor approval by 11:59 PM on Feb. 24
<p>Week 6 Feb. 25-Mar. 2</p>	<p align="center">MULTIMEDIA REDUNDANCY AND COHERENCE PRINCIPLES</p> <ul style="list-style-type: none"> • Read the <i>Week 6 Learning Outcomes</i> • View the videos: <ul style="list-style-type: none"> ○ <i>The Redundancy Principle of Multimedia</i> (©jsize01 2014) ○ <i>Multimedia Principles: Coherence</i> (©Wisc-Online 2018) • Assigned Readings: <ul style="list-style-type: none"> ○ Chapters 7 & 8, Clark & Mayer • Post any questions you may have about the videos and assigned readings to the Course Questions forum on the MAIN DISCUSSION BOARD • Begin Virtual Roundtable Discussion #3 in your groups (graded) • Initial postings to Virtual Roundtable Discussion #3 group areas by 11:59 PM on Feb. 27 • Post your Virtual Roundtable Discussion #3 group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on Mar. 1 • Begin drafting an overview (maximum of 2 pages, single-spaced) of your e-Learning/Training Module project stating: <ul style="list-style-type: none"> ○ Reasons for selecting the topic ○ Problem your module seeks to solve ○ What tools/technologies you will use to build your module ○ How you will evaluate whether or not your module achieves its stated objectives (i.e., your Evaluation Plan)

DATES	TOPICS/ACTIVITIES/DELIVERABLES
Week 7 Mar. 3-Mar. 8	<p style="text-align: center;">MID-SEMESTER REVIEW AND STATUS CHECK</p> <ul style="list-style-type: none"> • Open Mic Night #1: Tuesday, Mar. 3 , 7:30 PM-8:30 PM EST, via Bb Collaborate Ultra, for course questions (Attendance Optional) • Post your Project Overview to the <i>Peer Review #1</i> forum on the MAIN DISCUSSION BOARD by 11:59 PM on Mar. 8 • Recommendation: Complete Knowledge Check #1 <p style="text-align: center;">March 9 – March 15, Spring Break, No Classes</p>
Week 8 Mar. 17-Mar.23	<p style="text-align: center;">DESIGNING AN E-LEARNING/TRAINING MODULE</p> <ul style="list-style-type: none"> • Read the <i>Week 8 Learning Outcomes</i> • Review the document <i>Student Guidelines for Peer Reviews</i>, located under the RESOURCES/Other Resources link of our Bb course site • Review the <i>Peer Review Grading Rubric</i>, located under RESOURCES/Grading Rubrics on our course site • <i>Peer Review #1</i> comments throughout the week (Mar. 17-Mar. 23)
Week 9 Mar. 24-Mar. 30	<p style="text-align: center;">ETHICS, INTELLECTUAL PROPERTY</p> <ul style="list-style-type: none"> • Read the <i>Week 9 Learning Outcomes</i> • Assigned Readings: <ul style="list-style-type: none"> ○ ECAR research article <i>Intellectual Property Policies</i> ○ AECT, ATD and AHRD codes of ethics ○ Article <i>Lack of Citations and Copyright Notices in Multimedia Presentations</i> ○ Article <i>The Ethics of Instructional Technology</i> • Post any questions you may have about the assigned readings to the Course Questions forum on the MAIN DISCUSSION BOARD • Begin Virtual Roundtable Discussion #4 in your groups (graded) • Initial postings to Virtual Roundtable Discussion #4 group areas by 11:59 PM on Mar. 26 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on Mar. 29
Week 10 Mar. 31-Apr. 6	<p style="text-align: center;">SIMULATIONS, GAMES, AND GAMIFICATION</p> <ul style="list-style-type: none"> • Read the <i>Week 10 Learning Outcomes</i> • View the video <i>What is a Business Simulation/Gamified Learning?</i> • Assigned Readings: <ul style="list-style-type: none"> ○ Chapters 16 & 17 in Clark & Mayer ○ The article <i>Gamifying Learning Experiences</i>, the link to which is in the Course Readings sub-folder in RESOURCES • Post any questions you may have about the video or assigned readings to the Course Questions forum on the MAIN DISCUSSION BOARD • Begin Virtual Roundtable Discussion #5 in your groups (graded) • Initial postings to Virtual Roundtable Discussion #5 group areas by 11:59 PM on Apr. 2 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on Apr. 5 • Continue working on your e-Learning/Training Module project • Post the link to your e-Learning/Training Module in its current (not yet final) form to the <i>Peer Review #2</i> forum on the MAIN DISCUSSION BOARD by 11:59 PM on Apr. 6

DATES	TOPICS/ACTIVITIES/DELIVERABLES
Week 11 Apr. 7-Apr. 13	<p style="text-align: center;">E-LEARNING/TRAINING MODULE DEVELOPMENT</p> <ul style="list-style-type: none"> • Read the <i>Week 11 Learning Outcomes</i> • Review the document <i>Student Guidelines for Peer Reviews</i>, located under RESOURCES/Other Resources • Review the <i>Peer Review Grading Rubric</i>, located under RESOURCES/Grading Rubrics • Post any questions you may have about the video or assigned readings to the Course Questions forum on the MAIN DISCUSSION BOARD • Peer Review #2 comments throughout the week (Apr.7-Apr. 13) • Recommendation: Complete Knowledge Check #2
Week 12 Apr. 14-Apr. 20	<p style="text-align: center;">OPEN SOURCE, OPEN ACCESS</p> <ul style="list-style-type: none"> • Read the <i>Week 12 Learning Outcomes</i> • View the TEDTalk <i>Open Source Learning</i> (©David Preston at TEDxUCLA 2013) • Assigned Readings (Articles in RESOURCES/Course Readings): <ul style="list-style-type: none"> ○ <i>Adopting Open Source Software Applications in Higher Education</i> ○ <i>MOOCs, Merlot, and OES</i> ○ <i>Promoting Policy Uptake for Open Educational Resources and Open Practices</i> ○ <i>7 Things you Should Know about MOOCs</i> • Post any questions you may have about the video or assigned readings to the Course Questions forum on the MAIN DISCUSSION BOARD • Begin Virtual Roundtable Discussion #6 in your groups (graded) • Initial postings to Virtual Roundtable Discussion #6 group areas by 11:59 PM on Apr. 16 • Post your Virtual Roundtable group summaries to the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on Apr. 18
Week 13 Apr. 21-27	<p style="text-align: center;">E-LEARNING/TRAINING MODULE DEVELOPMENT</p> <ul style="list-style-type: none"> • Read the <i>Week 13 Learning Outcomes</i> • Open Mic Night #2: Tuesday, Apr. 21, 7:30-8:30 PM EDT, via Bb Collaborate Ultra, for course questions (Attendance Optional) • Review the document <i>Tips on Synthesizing Peer Review Feedback</i>, located under RESOURCES/Other Resources • Begin revising your e-Learning/Training Module using instructor and peer review feedback

DATES	TOPICS/ACTIVITIES/DELIVERABLES
Week 14 Apr. 28-May 4	<p style="text-align: center;">E-LEARNING/TRAINING MODULE COMPLETION</p> <ul style="list-style-type: none"> • Read the <i>Week 14 Learning Outcomes</i> • Final checklist: <ul style="list-style-type: none"> ○ Have you completed all of the assignment requirements described on pp, 7-8 of this Syllabus? ○ Have you reviewed the criteria set down in the e-Learning/Training Module Grading Rubric? ○ Have you clearly checked which version of your Module is the final version? ○ Have you made sure that your module can be opened in a standard web browser (i.e., no proprietary file formats)? • Upload the link to your “live” working module to three (3) locations by 11:59 PM on May 4: <ul style="list-style-type: none"> ○ One (1) to the ASSIGNMENTS link for instructor grading and feedback ○ One (1) to the ASSESSMENTS link for the university’s assessment and accreditation system ○ One (1) to the Project Exhibit Hall/Peer Review #3 forum on the MAIN DISCUSSION BOARD • Recommendation: Complete Knowledge Check #3
Week 15 May 5-May11	<p style="text-align: center;">E-LEARNING/TRAINING MODULE PROJECT EXHIBITS AND COURSE WRAP-UP</p> <ul style="list-style-type: none"> • Make sure you have completed the Mason Online Course Evaluation Survey • Project Exhibit Hall/Peer Review #3 comments throughout the week (May 5-May 11) • 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

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. 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>