SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL DESIGN AND DEVELOPMENT (IDD) PROGRAM

EDIT 611 – 2D1
Innovations in Distance Learning (3 Credits)
Fall 2012
Course meets online via MyMasonPortal/Courses

PROFESSOR:
Name: Dr. Shahron Williams van Rooij
Office hours: By appointment only
Office location: Thompson Hall, Room L044
Office phone: (703) 993-9704
Email address: swilliae@gmu.edu

COURSE DESCRIPTION:

- **Pre-requisites/Co-requisites**: There are neither pre-nor co-requisites. 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. Students should also possess basic computer skills (e.g., Internet search skills, MS Office).

- **Course description from university catalog**: Explores educational opportunities through electronic networks and telecommunications. Hands-on activities focus on planning, implementation, and evaluation. Students discuss emerging applications, and how new approaches to learning can be integrated into today's classrooms.

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

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

> ➢ Internet access with a standard up-to-date browser (Mozilla Firefox works best, but Internet Explorer works as well)
> ➢ The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
>> o Adobe Acrobat Reader: http://get.adobe.com/reader/
>> o Windows Media: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
>> o Apple QuickTime Player: www.apple.com/quicktime/download/
> ➢ Mason e-mail account
> ➢ MyMason Portal access (go to https://mymasonportal.gmu.edu to review system requirements for running MyMason Portal from your home or workplace)

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

LEARNER OUTCOMES:
At the conclusion of this course, students will be able to:
- Differentiate among the terms e-learning, distance learning, distance education, distributed learning, blended/hybrid learning, and synchronous vs. asynchronous learning.
- Describe current leading edge programs in e-learning in K-12 settings, postsecondary education, corporate and government training environments.
- Discuss the ways in which teaching and learning across barriers of distance and time are similar to – and different from – face-to-face instruction.
- Demonstrate proficiency in using various commercial and open source interactive media (wikis, blogs, synchronous multi-user environments, groupware, and interactive presentation media), instructional delivery management systems and applications.
- Apply effective instructional design for various interactive media, instructional frameworks and applications.
- Experience how each medium for interacting across distance shapes the cognitive, affective and social dimensions of learning and indicate the range of individual responses to these media.
- Describe methods for evaluating the effectiveness of e-learning approaches.
- Communicate how innovations such as Internet2 and mobile applications, as well as advances in multi-user virtual environments, computer-supported collaborative learning, and online communities are shaping the evolution of e-learning.
- Construct e-learning modules

PROFESSIONAL STANDARDS:
American Society of Training and Development (ASTD) Competency Model
(http://www.astd.org/Communities-of-Practice/Career-Development/Competency-Model.aspx):
1. Foundational competencies: Business/management
    a. Uses data from a variety of sources to analyze needs and propose sound solutions
    b. Drives improvement results through learning solutions by setting goals, tracking progress, and making course corrections
2. Area of expertise: Designing learning
    a. Applies cognition and adult learning theory to instructional design
    b. Collaborates with learning design project members
    c. Creates designs or specifications for instructional material
    d. Analyzes, selects, and integrates technologies into the learning solution design
    e. Manages and implements design projects

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

Recommended Reading:
The following texts offer real-world e-learning best practices and applications from academe, industry, and government and are good assets for the e-learning practitioner.
- Kidd, T. (Ed.). (2009). *Online education and adult learning: New frontiers for teaching practices.* Hershey: Information Science Reference, IGI Global**.**
- Oosterhof, A., Conrad, R.M. and Ely, D.P. (2008). *Assessing learners online*. Saddle River: Pearson Education, Inc.

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES

ASSIGNMENTS
There are four (4) assignments required for successful completion of this course:

1. **Panel Perspectives Discussion Series (30 points)**
    A. There are **ten (10) student-led discussions**. Each discussion corresponds to a topic in the course syllabus:
        ➢ Discussion #1: e-Learning, Why?
        ➢ Discussion #2: Evidence-based Practice
        ➢ Discussion #3: e-Learning Technology Selection
        ➢ Discussion #4: Multimedia and Contiguity Principles
        ➢ Discussion #5 Multimedia and Redundancy Principles
        ➢ Discussion #6: Ethics, Intellectual Property
        ➢ Discussion #7: Virtual Teams
        ➢ Discussion #8: e-Learning in the Cloud
        ➢ Discussion #9: Open Source, Open Access
        ➢ Discussion #10: Simulations and Games

B. Each discussion will be led by a **panel of 2-3 students**. Panel members will be expected to have reviewed all the course materials for the topic of their selection and connect the themes/issues in those materials to personal experience or other research/applied information in the field of instructional design (e.g., academic journal publications, applied work contexts, learning theory, professional organizations in the field, relevant and reliable online materials, etc.). They will then post the panel's perspective for comment by their fellow course members. The perspective may be a point of view or framed in the form of questions.

C. It will be up to each panel to determine how to split up the work for the panel perspective discussion. For example, one approach would have one panel member prepare a synthesis of all the materials on the chosen topic and the other panel member(s) develop(s) the discussion perspective or question. All panel members must take part in leading the discussion.

D. All students are expected to participate in the panel discussions in a meaningful way and are required to post at **least two (2) comments** to **each** of the discussions that they are **not** leading. Comments by non-leaders may be uploaded at any time during the discussion week. In other words, for **each** discussion **topic**, the **minimum** requirement for each student is to **lead** (with his/her partner(s)) **one** discussion topic **plus** post **two** responses to **each** of the remaining discussion topics. As graduate-level students, you are encouraged to exceed the minimum requirement.

E. Student responses should **add significantly** to the discussion by suggesting other solutions, pointing out problems, even total disagreeing. Make sure that you substantiate your responses with **evidence** and, whenever possible, relate your work experiences to the topic under discussion. Comments will be evaluated based on the **quality** of those comments, whether the comments were **timely** and met the deadlines indicated in our Course Schedule and Calendar, and the ability of student comments to **motivate** others in a collaborative effort. For more information on how discussion postings are evaluated, please consult the *Panel Perspectives Discussion Series Grading Rubric* at the end of this syllabus and also posted on our Blackboard course site.

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

2. **Technology Deep-Dive (20 Points)**
    A. Each student will select **one (1)** technology (**with instructor approval via Bb Mail**) in which he/she is particularly interested. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):
    - Wikis (Example of a wiki: http://ignite.wikis.birmingham.k12.mi.us/)
    - Blogs (Example of a blog: **http://clive-shepherd.blogspot.com/**)
    - Virtual worlds (Example of a virtual world: **http://secondlife.com/**)
    - Learning management systems (Example of an LMS: **http://moodle.org/sites/**)
    - 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: **http://shoutout.rapidintake.com/2011/06/mobile-learning-samples-for-mlearning.html**)
- Serious games and simulations (Example: **http://www.globalwarminginteractive.com/simulation/sdev/**
- Personal learning environments (Example of a PLE: **http://www.michelemmartin.com/thebambooprojectblog/2007/04/my_personal_lea.html**).

B. Using **free trial versions** of the relevant software package, students will explore the tool and understand its capabilities to create relevant learning experiences. Each student will then prepare a **brief paper** (circa 2-3 pages, single spaced) describing and reflecting on his/her experience as it relates to creating relevant e-learning experiences that are **firmly grounded** in the principles/best practices of instructional design. **Note**: Describing the software's features/functions without linking them to instructional design is not acceptable. Students will also prepare a **PowerPoint presentation (10 slides maximum)** covering the highlights of the technology's e-learning development capabilities, with either Speaker's Notes or audio narration. **APA** format is preferred, but standard business formatting is also acceptable. Both the paper and the slide presentation are to be posted by clicking on the GRADED ASSIGNMENTS link in the left-hand navigation panel on the date indicated in the Course Schedule/Calendar. Note: When uploading to the GRADED ASSIGNMENTS link, make sure to attach all of your files before clicking SUBMIT. In addition, upload a copy of your slides for group discussion to the designated thread under the DISCUSSION BOARD link in the left-hand navigation panel. For information on how your paper and presentation are evaluated, please consult the *Technology Deep-Dive Grading Rubric* at the end of this syllabus and posted in Blackboard.

3. **Create an e-Learning/Training Module Team Project (35 Points):**
    A. The class will be divided into teams of **three (3)** people per team. If there are particular individuals with whom you would like to work, please send me a note via the Bb course **MAIL**. If you have no preferences, I will assign you to teams based on current/planned employment sectors that you named in your bios.

    B. Each team must choose a **single** topic (with instructor approval via Bb Mail). Samples of topics include (but are **not limited** to):

- Gender and e-learning
- Ethical issues in e-learning
- e-Learning and cultural issues
- Web accessibility issues
- e-Learning in the corporate environment
- e-learning and life-long learning
- Open source software and e-learning
- Virtual reality simulations in e-learning
- e-Learning in the K-12 arena
- e-Learning in the higher education environment
- e-Learning in the government sector
- Copyright and intellectual property issues

C. **Plan your project**. Each team will be assigned **private** areas for discussion, document sharing/collaboration, and chat. The team areas are accessible only to the team members and to the instructor. You will use your private areas to document plans and activities for your team projects. To help you organize, please use the project templates and team tip sheets posted in the *Project Documents* sub-folder under the **RESOURCES** link in the left-hand navigation panel**.** I will monitor but not actively participate in your private team discussions unless requested (problems, lack of member participation, etc.) by the group members. **Note:** If your team opts for face-to-face meetings or for teleconferencing, **minutes** of those meetings must be posted to your private discussion area. Please remember that is a totally online course; synchronous meetings take place only if **all** team members agree to such meetings. Please try to keep your team communications collaborative and professional. The same Netiquette rules outlined earlier in this syllabus also apply to your private team discussions.

D. **Research and collect relevant literature and resources.** The resources collected by the team become the foundation for the team's choice of a specific design approach and the e-learning technology selected to implement the e-learning/training module. Resources must be reliable and peer-reviewed (e.g., scholarly or trade journal articles, conference presentations, academic and association web sites). Non-peer reviewed social networks (e.g., LinkedIn) are **not** acceptable resources. A good starting point is the Education database in the George Mason University Library. Instructions for accessing the Library remotely are in the *Other Resources* sub-folder under the **RESOURCES** link in the left-hand navigation panel.

E. **Design and implement the e-learning/training module**. Your "live", working module – or a hyperlink to your module - must be uploaded via the **GRADED ASSIGNMENTS** link on the date indicated in the **Course Schedule and Topics** section of this syllabus and on the Bb **Calendar.** In addition, using a PowerPoint Presentation of **no more than ten (10)** slides, each team should describe the goals/objectives/target audience and other background information about the module. Your presentation must include **either** audio narration **or** speaker's notes. The slides must also be uploaded **with** the module link to the Graded Assignments area. **Note**: Students who have already taken EDIT 526 should make sure that the e-learning modules comply with Section 508 accessibility requirements and Americans with Disabilities Act (ADA) guidelines. Compliance is optional for all other students.

F. Upload a copy of the slides and the module link to the Project Sharing link on the Bb Discussion board on the dated indicated in the **Course Schedule and Topics** section of this syllabus and on the Bb **Calendar**.

Examples of e-learning/training modules created in **previous** EDIT611 classes are posted in the **Module Examples** sub-folder under the **RESOURCES** link in the left-hand navigation panel. The *e-Learning/Training Module Grading Rubric* is also posted under the **RESOURCES** link as well as included at the end of this syllabus.

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

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 teams other than his/her own. When a team uploads a draft-deliverable to the designated area of the Bb **DISCUSSION** board, that deliverable will be accessible to all course members. Students will be expected to pose questions and provide constructive comments utilizing the criteria documented in the *e-Learning/Training Module Grading Rubric.* The instructor will also provide feedback to the team's private discussion area.

B. For **each** peer review assignment, each student must post **at least one (1)** comment to **each** team deliverable (excluding his/her own team's deliverable). For example, if there are four (4) teams in the course, each student would post three (3) comments (one per team) for three peer review assignments, for a total of nine (9) comments for the semester. So as not unduly influence the peer reviews, instructor comments will be posted directly to each team's private communication and collaboration area on Bb. As with any graduate-level course, you are encouraged to contribute more than the minimum requirement. The *Peer Review Grading Rubric* is at the end of this syllabus as well as on the Bb course site.

Total Possible Points for all Deliverables: 100

Note: All assignments are due by 11:59 PM Eastern Time on the date indicated for each assignment in this syllabus and on our Bb course site. Late assignments will be penalized 10% for each class session past the due date.

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.
- **Team projects**: Note that the grading rubric for the team project evaluates both the project deliverables **and** each team member's individual contribution to the project and the project process based on the content and activity in the private team areas in Bb. As such, an individual student's scores may differ from the project deliverable scores.
- **Grading scale**: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.5 will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values <.5 will be rounded down (e.g., 92.4% will be rounded down to 92%).

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

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at http://www.gmu.edu/catalog/apolicies/index.html#Anchor56.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [see http://academicintegrity.gmu.edu/honorcode/].

b. Students must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/1301gen.html].

c. Students are responsible for the content of university communications sent to their George Mason University e-mail 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 e-mail account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [see http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [see http://ods.gmu.edu/].

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

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [see http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behavior and dispositions at all times.

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.

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

COURSE WEEK
Because online courses do not have a "fixed" meeting day, our course week will start on **Monday, August 27**, which is the first day of fall session, and finish on **Sunday, December 16**. As such, our class week will run from Monday through Sunday.

WORKLOAD:
Student success in this course is priority one. We have a great deal to cover in a relatively short period of time, so please keep on track. The scope and intensity of this course is such that playing "catch up" will prove to be extremely challenging. Expect to log in to this course **at least four times** a week to read announcements, participate in the discussions and work on course materials. **It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.**
 Note: If work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible and we'll talk.

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.

MID-SEMESTER FEEDBACK
In Week 8 of the course you will have an opportunity to anonymously provide your feedback to the instructor about what is (not) working for you in the course, along with your ideas as to how the course may be improved. Those preferring a one-on-one consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference.

COURSE SCHEDULE:

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS

Week 1
08/27-09/02
	TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED
	
	• Verify Bb access, troubleshoot any issues by sending an email to mymason@gmu.edu
	• After logging into the MyMason portal, click on the COURSES tab at the top of the page, then wait a moment or two for the COURSE LIST to upload in the center of the portal page.
	• When the COURSE LIST appears, click on the link for EDIT 611
	• Read the course *Welcome* page
	• Review course Syllabus and print it for off-line reference
	• View the **COURSE INTRODUCTION** video, the link to which is in the left-hand navigation menu bar
	• Post your bio (photo optional) to the designated thread under the **DISCUSSION** link in the left-hand navigation panel
	• Post any syllabus-related questions to the designated thread under the **DISCUSSION** link
		• Comment on the bios of your fellow course members
		• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar
		• Select the **Week 1** link [**Note**: All the following assignments/tasks are accessible under the week's link.]
		• Read the Week 1 Learning Outcomes
		• Complete the assigned readings to be discussed in Week 2
		   o Chapter 1 & 2 in Clark & Mayer
		   o *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 the *Course Readings* sub-folder in the **RESOURCES** folder in the left-hand navigation panel
		• View the presentation *Online Learning, Lifelong Learning,* located under the **INSTRUCTOR VIDEOS** link in the left-hand navigation panel
		• Click on the **GROUPS** link in the left-hand navigation panel, sign up for **one (1)** of the 10 *Panel Perspectives* discussion topics, two (2) students per topic. This is first-come-first-serve, so decide fairly quickly in order to get your first choice topic. Sign-ups for all 10 topics to be completed by **09/02**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 2 **09/04-09/09** **09/03: Labor Day, No Classes**	**TOPIC: E-LEARNING, WHY?** • Comments on Panel Perspectives Discussion #1 throughout the week • View previous EDIT 611 e-Learning/Training Module projects in the Project Examples sub-folder under the **RESOURCES** link of our Bb course site • Start thinking about your project team member preferences	• **Leaders** of the Panel Perspectives Discussion #1 to post their perspectives/questions by **09/04** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 2** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 2 Learning Outcomes • Complete the assigned readings to be discussed in Week 3 o Chapter 3 in Clark & Mayer • Send your project team member preferences to the instructor via Bb Mail by **09/09**
Week 3 **09/10-09/16**	**TOPIC: EVIDENCE-BASED PRACTICE** • Comments on Panel Perspectives Discussion #2 throughout the week • Begin using private team discussion and collaboration tools in Bb	• **Leaders** of the Panel Perspectives Discussion #2 to post their perspectives/comments by **09/10** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 3** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 3 Learning Outcomes • View the presentation *Technology Selection by Design* to be discussed in Week 4 • Send your team project topic choice to the instructor via Bb Mail by **09/16**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 4 09/17-09/23	**TOPIC: E-LEARNING TECHNOLOGY SELECTION** • Comments on Panel Perspectives Discussion #3 throughout the week • Begin using private team discussion and collaboration areas on Bb	• **Leaders** of the Panel Perspectives Discussion #3 to post their perspectives/questions by **09/17** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 4** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 4 Learning Outcomes • Complete the assigned readings to be discussed in Week 5 o Chapter 4 in Clark & Mayer
Week 5 09/24-09/30	**TOPIC: MULTIMEDIA AND THE CONTIGUITY PRINCIPLE** • Comments on Panel Perspectives Discussion #4 throughout the week	• **Leaders** of the Panel Perspectives Discussion #4 to post their perspectives/questions by **09/24** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the Week 5 link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 5 Learning Outcomes • Submit **Technology Deep Dive** paper **and** slides under the **ASSIGNMENTS** link in Bb by **09/30** • Upload a copy of your Technology Deep Dive slides (**slides only**) to the relevant thread on the **DISCUSSION** board in Bb by **09/30**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 6 10/01-10/07	**TOPIC: KNOWLEDGE SHARING WEEK** • Comments on Technology Deep Dive slides throughout the week • Continue using private team communication and collaboration areas in Bb	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 6** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 6 Learning Outcomes • Complete the assigned reading to be discussed in Week 7 o Chapter 5 in Clark & Mayer • In your respective teams, prepare a 2-3 page, single spaced overview of your chosen topic for the e-Learning/Training module project. State (a) why your team selected the topic, (b) the learning/training problem your module seeks to solve, and (c) the instructional approach your team will take to solve the problem. Have one representative of your team post your overview to the **Peer Review #1** discussion thread under the DISCUSSION board link in Bb by **10/07**
Week 7 10/09-10/14 **10/08:** **Columbus Day,** **No Classes**	**TOPIC: MULTIMEDIA AND REDUNDANCY PRINCIPLES** • Peer Review #1 comments on team project overviews throughout the week • Comments on Panel Perspectives Discussion #5 throughout the week	• **Leaders** of the Panel Perspectives Discussion #5 to post their perspectives/questions by **10/09** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 7** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 7 Learning Outcomes • Complete the assigned reading to be discussed in Week 8 o ECAR research article *Intellectual Property Policies*

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 8 **10/15-10/21**	**TOPIC: ETHICS, INTELLECTUAL PROPERTY** • Comments on Panel Perspectives Discussion #6 throughout the week • Begin incorporating peer review feedback into your project development process	• **Leaders** of the Panel Perspectives Discussion #6 to post their perspectives/questions by **10/15** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 8** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 8 Learning Outcomes • Complete the assigned reading to be discussed in Week 9 ○ Read the article *Conflict Management among Adult Learners in the Computer-mediated Environment* • Complete the **Mid-Semester Feedback** form on Bb by **10/21**
Week 9 **10/22-10/28**	**TOPIC: VIRTUAL TEAMS** • Comments on Panel Perspectives Discussion #7 throughout the week • Continue working on your projects using your private team communication and collaboration tools in Bb	• **Leaders** of the Panel Perspectives Discussion #7 to post their perspectives/questions by **10/22** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 9** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 9 Learning Outcomes • Complete the assigned reading to be discussed in Week 10 ○ The article *Can We Truly Learn from a Cloud or Is it Just a Lot of Thunder?* • View the video *Creating an Open Web 2.0 Cloud e-Learning Experience* • In your respective teams, prepare a 1-page single spaced summary of the technology tools and techniques you will use to make your e-Learning/Training module engaging for your learners. Have one representative of your team post the summary to the **Peer Review #2** discussion thread by **10/28**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 10 **10/29-11/04**	**TOPIC: E-LEARNING IN THE CLOUD** • Comments on Panel Perspectives Discussion #8 throughout the week • Peer Review #2 comments throughout the week	• **Leaders** of the Panel Perspectives Discussion #8 to post their perspectives/questions by **10/29** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 10** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 10 Learning Outcomes • Complete the assigned reading to be discussed in Week 11 o The article *Adopting Open Source Software Applications in Higher Education*
Week 11 **11/05-11/11**	**TOPIC: OPEN SOURCE, OPEN ACCESS** • Comments on Panel Perspectives Discussion #9 throughout the week • Incorporate Peer Review #2 feedback into your module development process	• **Leaders** of the Panel Perspectives Discussion #9 to post their perspectives/questions by **11/05** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 11** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 11 Learning Outcomes • Complete the assigned reading to be discussed in Week 12 o Chapter 16 in Clark & Mayer

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 12 **11/12-11/20** **Extended week due to Thanksgiving recess**	**TOPIC: SIMULATIONS AND GAMES** • Comments on Panel Perspectives Discussion #10 throughout the week • Continuing working on your team project	• **Leaders** of the Panel Perspectives Discussion #10 to post their perspectives/questions by **11/12** • Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 12** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 12 Learning Outcomes • Complete the assigned reading o Chapters 11, 12 & 14 in Clark & Mayer • Post the link to your e-Learning/Training module in its **current** (not yet final) form to the **Peer Review #3** discussion thread by **11/20**
Week 13 **11/21-11/25**	**Thanksgiving Recess, No Classes**	
Week 14 **11/26-12/02**	**TOPIC: E-LEARNING/TRAINING MODULE DEVELOPMENT COMPLETION** • Peer Review #3 comments throughout the week • Begin incorporating peer review feedback into your projects	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 14** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 14 Learning Outcomes • Finalize incorporating peer review feedback into your e-Learning/Training module
Week 15 **12/03-12/09**	**TOPIC: E-LEARNING/TRAINING MODULE IMPLEMENTATION** • Complete your e-Learning/Training Module	• Have one member of your team upload your e-Learning/Training module link **and** PowerPoint© slides to the **ASSIGNMENTS** area in Bb by **12/09** • Upload the module link and slides to the Project Sharing thread in Bb by **12/09** • Complete the Mason **Online Course Evaluation Survey**
Week 16 **12/10-12/16**	**TOPIC: COURSE WRAP-UP** • Comments on e-Learning/Training Modules throughout the week • Instructor's Course Wrap-up message posted by 12/16	

ASSESSMENT RUBRICS:

A. Panel Perspectives Discussion Series Grading Rubric (Total Possible Points: 3 per discussion x 10 discussions = 30 points)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Preparation:	Postings reflect inadequate thought processes and preparation, did not meet the minimum requirement of two postings per topic *Point values/discussion: 0.0-0.7*	Postings reflect adequate thought processes and preparation, met the minimum requirement of two postings per topic *Point values/discussion: 0.8-0.9*	Postings reflect outstanding thought processes and thorough preparation, met or exceeded the minimum requirement of two postings per topic *Point value/discussion: 1*
Ideas:	Ideas not substantive or off topic, with no references to assigned readings *Point values/discussion: 0.0-0.7*	Usually includes substantive ideas supported by occasional references to assigned readings *Point values/discussion: 0.8-0.9*	Always includes substantive ideas supported by frequent references to assigned readings *Point value/discussion: 1*
Application:	No application of work and/or previous learning experiences to concepts covered *Point values/discussion: 0.0-0.7*	Usually applies work and/or previous learning experiences to concepts covered *Point values/discussion: 0.8-0.9*	Frequent application of work and/or previous learning experiences to concepts covered *Point values/discussion: 1*

B. Technology Deep Dive Grading Rubric (Total Possible Points: 20)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Alignment with ID Principles:	Does not identify features/functions that align with instructional design principles *Point values: 0.0-3.9*	Some identification of features/functions that align with instructional design principles *Point values: 4.0-4.9*	Clearly identifies specific product features/functions that align with specific instructional design principles *Point value: 5*
Clarity:	Major points are not stated clearly, little or no specific details, examples or analysis *Point values: 0.0-3.9*	Major points are stated clearly, some supported with specific details, examples or analysis *Point values: 4.0-4.9*	Major points are stated clearly, supported with specific details, examples, or analysis *Point value: 5*
Organization	Paper is unstructured and hard to follow *Point values: 0.0-3.1*	Structure of the paper is generally clear, little or no use of headings and sub-headings *Point values: 3.2-3.9*	Structure of the paper is clear and easy to follow, with use of accurate headings and sub-headings *Point value: 4*
Language	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors *Point values: 0.0-1.5*	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the paper, one or two minor language errors *Point values: 1.6-1.9*	Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the paper, no language errors *Point value: 2*
PowerPoint© Best Practices:	Slides do not adhere to PowerPoint© best practices documented in the Resources area of the Blackboard course site *Point values: 0.0-1.5*	Slides generally adhere to PowerPoint© best practices documented in the Resources area of the Blackboard course site *Point values: 1.6-1.9*	Slides consistently adhere to PowerPoint© best practices documented in the Resources area of the Blackboard course site *Point value: 2*
Audio Narration or Speaker's Notes:	Slides contain neither Audio Narration nor Speaker's Notes *Point values: 0.0-1.5*	Slides contain either Audio Narration or Speaker's Notes that merely replicate content of the main paper *Point values: 1.6-1.9*	Slides contain either Audio Narration or Speaker's Note that extract highlights of main paper *Point value: 2*

C. E-Learning/Training Module Grading Rubric (Total Possible Points: 35)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standard
Alignment with Instructional Objectives/Intended Messages:	Combination of multimedia elements and content do not reinforce one another, imbalance interferes with communication of intended instructional messages *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*
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:	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*
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*

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standard
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*
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*
Individual Team Member Contributions:	Each team member did not adhere to shared roles/responsibilities documented in Bb private team areas *Point values: 0.0-3.9*	Each team member generally adhered to shared roles/responsibilities documented in Bb private team areas *Point values: 4.0-4.9*	Each team member consistently adhered to shared roles/responsibilities documented in Bb private team areas: *Point value: 5*

D. Peer Review Grading Rubric (Total Possible Points: 5 per review x 3 reviews = 15 points)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Completeness:	Does not use the criteria set down in the e-Learning/Training Module Grading Rubric *Point values: 0.0-1.5*	Uses some of the criteria set down in the e-Learning/Training Module Grading Rubric *Point values: 1.6-1.9*	Uses all of the criteria set down in the e-Learning/Training Module Grading Rubric *Point value: 2*
Quality:	Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria *Point value: 0.0-2.3*	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria *Point value: 2.4-2.9*	Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria *Point value: 3*