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

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

PROFESSOR(S):
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COURSE DESCRIPTION:

   A. Prerequisites/Corequisites
   None. However, the content of this course assumes a basic knowledge of the
   principles and best practices of Instructional Design. To be successful in this course,
   students should have either taken **EDIT 705** (Instructional Design) or have **work
   experience** that includes the basics of Instructional Design.

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

   C. Expanded Course Description
   Students will explore the latest innovations in e-learning technologies and
   environments as well as the theoretical issues central to e-learning. The course will
   cover online learning environments including, but not limited to, online learning
   communities, communication and sharing tools, content creation tools, and
   communities of practice. Students will research and present various emerging e-
   learning applications and how new approaches to learning can be integrated into
   today's education/training environments. Issues of target audience, design, usability,
   and accessibility will be addressed. Students will also work in teams to design,
   develop and implement e-learning modules using one or more of the technologies
   explored during the course.

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

"@masonlive.gmu.edu) and email password. The course site will be available on **Sunday, January 18** at **6:00 PM EDT**.

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

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

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

LEARNER OUTCOMES:

This course is designed to enable students to:

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

PROFESSIONAL STANDARDS:

A. 2012 International Board of Standards for Training, Performance and Instruction (IBSTPI)
(http://www.ibstpi.org/instructional-designer-competencies/):
- 3c: Acquire and apply new technology skills in instructional design practice
- 7c: Identify the infrastructure that is available to support the design and delivery of instruction
- 9a: Describe the capabilities of existing and emerging technologies required to enhance the impact of instruction
- 9b: Evaluate the capacity of given instructional and learning environments to support selected technologies
- 9c: Assess the benefits and limitations of existing and emerging technologies
- 12f: Select appropriate technology and media to enhance instructional interventions, taking into account theory, research, and practical factors

B. 2012 American Society of Training and Development (ASTD) Competency Model
(http://www.astd.org/Communities-of-Practice/Career-Development/Competency-Model.aspx):
- 1a: Demonstrate awareness of technologies
- 1b: Use technology effectively
- 2a: Use technology effectively across the different areas of expertise
- 2b: Identify when and how to use technology as a training and development solution

REQUIRED TEXTS:

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

COURSE ASSIGNMENTS AND EXAMINATIONS:
There are five (5) assignments required for successful completion of this course:

1. **Knowledge Check Assessments - 30 points/15% of final grade**
   There are three (3) individual Knowledge Checks to help reinforce your learning and identify potential areas needing additional study or clarification. These Knowledge Checks are drawn from Clark & Mayer test bank and answer key associated with our course textbook.
   - Each Knowledge Check consists of ten (10) closed-end questions drawn from the Clark & Mayer test bank, the instructor videos and additional readings.
   - Each Knowledge Check is worth a maximum of 10 points; however, each one accounts for only 5% of your final grade
   - The Knowledge Checks are located under the **ASSESSMENTS** link in the left-hand navigation menu of our Bb course site or on the Bb Mobile app.
   - The Knowledge Checks may be completed at your own pace – no specific due dates – but must be completed by **the end of the course**. Recommended (but not required) completion dates for each Knowledge check are noted in the **CLASS SCHEDULE** section of this syllabus and under the **COURSE-AT-GLANCE** link of our Bb course site.

2. **Panel Perspectives Discussion Series -20 points/20% of final grade**
   There are **six (6) student-led online discussions**. Each discussion corresponds to selected topics in the course syllabus:
   - ➢ Discussion #1: Evidence-based Practice
   - ➢ Discussion #2: Multimedia, Contiguity and Modality Principles
   - ➢ Discussion #3: Multimedia, Redundancy and Coherence Principles
   - ➢ Discussion #4: Ethics, Intellectual Property
   - ➢ Discussion #5: Simulations and Games
   - ➢ Discussion #6: Open Source, Open Access

   The Panelists
   - Each discussion will be led by a panel of **3-4 students**. Panel members will be expected to have read all of the chapters under the topic of their choice and to post their perspectives on the topic to the designated forum on the Bb **DISCUSSION BOARD** on the date indicated in the course schedule. Perspectives should go **beyond** the material presented in the chapters by connecting themes/issues in those chapters to **personal experience** or to **other research/applied information related to e-learning** (e.g., scholarly or practitioner journal publications, applied work contexts, learning theory, professional organizations in the field, etc.).
   - The length and format of the perspectives is open, but the goal is to **engage** your fellow course members in thought-provoking discussions. It is up to each panel to determine how to split up the work for the perspectives discussion. One approach would be that one panel member prepares a synthesis of all the materials on the chosen topic and the other panel member(s) develop(s) the discussion question(s).
   - **All** panel members must take part in **leading/facilitating** the discussion.
   - At the end of the discussion week, the panel will post a **summary** synthesizing the main ideas/themes generated during the week. For more information on preparing for and facilitating the panel discussion, see the *Panel Discussion Preparation Guidelines* document posted under the **RESOURCES** link of our Bb course site.
   - To sign up for a discussion panel, click on the **GROUPS** link in the left-hand navigation panel of the course Welcome 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**.**

   Non-Panelists
   - Each student will select **four (4)** – and **only** four - of the six discussion topics for which he/she would like to be a non-panelist discussion participant. **No credit will be given for participating in additional discussions beyond the required four.**
   - Non-panelists will be expected to have read all of the chapters under their chosen discussion topics.
   - Non-panelists are expected to participate in the discussions in a meaningful way and are required to post **at least two (2) comments** to **each** of the four discussions for which they opted to be participants. For example, if you opt to be a non-panelist participant for Discussion #2, #4, #5, and #6, you are expected to post at least two responses to each of those discussion forums, for a total of eight (8) postings minimum by the end of the semester.

- Comments from non-panelists may be posted throughout the topic week. Comments should add significantly to the discussion by suggesting other perspectives, pointing out problems, or even totally disagreeing. Make sure that you substantiate your responses with **evidence** from **recognized** industry sources (e.g., research conducted by professional associations, articles in trade publications) and whenever possible, relate your **work experiences** to the topic under discussion.

All discussion postings (panelists and non-panelists) will be evaluated based on the **quality** of those postings, whether the postings were **timely** and met the deadlines indicated in our course schedule/calendar, and the ability of your postings to **motivate** others in a collaborative effort. For more information on how discussion response quality is evaluated, please consult the *Panel Perspectives Discussion Series Grading Rubric* posted under the RESOURCES link of our Bb course site. **Note**: **Postings made after a discussion week has ended will receive zero points.**

3. **Technology Deep-Dive-25 Points/25% of final grade**
    a) Each student will select **one (1)** technology (**with instructor approval via Bb Mail**) in which he/she is particularly interested. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):
        - Wikis (Example of a wiki: **http://ignite.wikis.birmingham.k12.mi.us/**)
        - Blogs (Example of a blog: **http://clive-shepherd.blogspot.com/**)
        - Virtual worlds (Example of a virtual world: **http://secondlife.com/**)
        - Presentation and rapid e-learning media
          (Examples of e-learning modules created with different rapid e-learning software packages: **http://sonet.nottingham.ac.uk/resources/rapid/examples.php**)
        - Mobile learning (Examples: http://www.horton.com/portfolioquizshow.htm)
        - Serious games and simulations (Example: http://www.kennesaw.edu/captivate/examples/scenario_based_7_07/scenario_based_final7_07.htm
        - Personal learning environments (Example of a PLE: http://michelemartin.typepad.com/thebambooprojectblog/2007/04/my_personal_lea.html).
    b. Using **free trial versions** of the relevant software package - the various software packages are listed in our Week 3 video *Technology Selection by Design* - students will explore the tool and understand its capabilities to create relevant learning experiences. Each student will then prepare a **brief paper** (circa 2-3 pages, single spaced) describing and reflecting on his/her experience as it relates to creating relevant e-learning experiences that are **firmly grounded** in the principles/best practices of instructional design. APA format is preferred, but standard business formatting is also acceptable**. Note**: Describing the software's features/functions without linking them to instructional design is **not** acceptable. Your paper must also demonstrate that you have actually **used** the software and not simply cut-and-paste information from the vendor's website.
    d. Students will also prepare a **PowerPoint presentation (10 slides maximum)** covering the highlights of the technology's e-learning development capabilities, with **either** speaker's notes **or** audio narration.
    e. Both the paper and the slide presentation are to be posted by clicking on the **ASSIGNMENTS** link in the left-hand navigation panel on the date indicated in the

Course Schedule/Calendar. Note: When uploading to the ASSIGNMENTS link, make sure to attach **all** of your files **before** clicking SUBMIT.

    f. In addition, upload a copy of your slides (**only the slides**) for group discussion to the designated forum under the **DISCUSSION BOARD** link in the left-hand navigation panel.

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

4. **Create an e-Learning/Training Module Team Project-30 Points/30% of final grade**
   a. Working in teams of **3-4 members** (you may keep some or all of the same team members from your Panel groups or you may opt to work with entirely different people), students will develop and implement approximately **one hour of instruction** using one or more of the technologies covered in this course.
      o You may choose to implement more than one hour of instruction, depending on the size of your project, but one hour 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)**.
      o **The topic will be determined by the team collaboratively**. If there are particular topics that interest you, I would suggest you send a note to your fellow course members via Bb email to see if anyone else is interested in working with you on that topic. Once you've formed your teams, send me a note via Bb email so that I can create your private team spaces in Bb.
      o For those who have no preferences in terms of topic and/or team mate, I will assign you to teams based on your current/planned career direction that you mentioned in your bio.

   Examples of topics include (but are **not limited** to):
   - Gender and e-learning
   - Ethical issues in e-learning
   - e-Learning and cultural issues
   - Web accessibility issues
   - e-Learning in the corporate environment
   - e-learning and life-long learning
   - Open source software and e-learning
   - Virtual reality simulations in e-learning
   - e-Learning in the K-12 arena
   - e-Learning in the higher education environment
   - e-Learning in the government sector
   - Copyright and intellectual property issues

   b. **Plan your project**. Each team will be assigned **private** areas in Blackboard 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, you may 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 an asynchronous course; synchronous meetings take place only if **all** team members agree to such meetings.

c. **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.

d. **Design and implement the e-learning/training module**. Your "live", working module – or a hyperlink to your module - must be uploaded via the **ASSIGNMENTS** link on the date indicated in the **Course Schedule and Topics** section of this syllabus and on the Bb **Calendar.**

e. 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 **ASSIGNMENTS** area.

f. Upload a copy of the slides and the module link to the Project Exhibit Hall forum on the Bb **DISCUSSION BOARD** on the dated indicated in the **CLASS Schedule** section of this syllabus and on the Bb **Calendar**.

Examples of e-learning/training modules created in **previous** EDIT611 classes are posted in the *Exemplary Projects* sub-folder under the **RESOURCES** link in the left-hand navigation panel. The *e-Learning/Training Module Grading Rubric* is also posted under the **RESOURCES** link as well as on page 16 of this syllabus.

5. **Qualitative Peer Reviews of e-Learning/Training Module-10 Points/10% of final grade**
   a. There are a total of **five (5)** 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 relevant criteria documented in the *e-Learning/Training Module Grading Rubric*.

   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 five peer review assignments, for a total of 15 comments for the semester. Please consult the *Student Guidelines for Peer Reviews* and the *Tips on Synthesizing Peer*

Review Feedback posted in the **RESOURCES** section of the Bb course site for more information about providing feedback to the other teams.

c. So as not to 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 posted under the RESOURCES link of our Bb course site. **Note**: Postings made after a peer review week has ended will receive zero points.

Note: All assignments are due by 11:59 PM Eastern Time on the date indicated for each assignment in this syllabus and on our Bb course site. Late assignments will be penalized 10%. Late discussion postings will not receive credit. No late submissions will be accepted after May 3, the last day of classes.

GRADING POLICIES

- **General information**: The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site.
- **Team projects**: Note that the grading rubric for the team project evaluates only the project deliverables. Each team member's individual contribution to the project and the project process will be graded based on (a) the content and activity in the private team areas in Bb and (b) the results of two (2) *Team Member Effectiveness* surveys that will be conducted during the semester. As such, an **individual student's score may differ from the project deliverable score**.
- **Mid-semester feedback:** At the end of Week 7 of the course you will have an opportunity to anonymously provide your feedback to the instructor about what is (not) working for you in the course, along with your ideas as to how the course may be improved. Those preferring a one-on-one consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference.
- **Grading scale**: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.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%

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See http://oai.gmu.edu/the-mason-honor-code/).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

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

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

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

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

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

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

CLASS SCHEDULE:

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS

Week 1
01/20-01/25
Monday, Jan. 19 is Martin Luther King's Birthday, No Classes
	TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED
	
	• Read the course *Welcome* page
	• View the **COURSE INTRODUCTION** video, the link to which is in the left-hand navigation menu bar
	• Review course Syllabus and print it for off-line reference
		• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar
		• Select the **Week 1** link [**Note**: All the following assignments/tasks are accessible under the week's link.]
		• Read the Week 1 Learning Outcomes
		• Post your bio (photo optional) to the designated forum under the **DISCUSSION BOARD** link in the left-hand navigation menu
		• Post any syllabus-related questions to the designated forum under the **DISCUSSION** link
		• View the video *Online Learning, Lifelong Learning*
		• Complete the assigned readings
		   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
		• Click on the **GROUPS** link in the left-hand navigation panel, sign up for **one (1)** of the *Panel Perspectives* discussion topics for which you would like to be a panelist. This is first-come-first-serve, so decide fairly quickly in order to get your first choice topic. Sign-ups for all six topics to be completed by **01/23**

Week 2 **01/26-02/01**	**TOPIC: GROUP ASSIGNMENT PREPARATION** • Review *the Panel Discussion Preparation Guidelines* posted under the RESOURCES link • Start thinking about your project team member preferences • View previous EDIT 611 projects in the *Exemplary Projects* sub-folder under the **RESOURCES** link	• 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 o Chapter 3 in Clark & Mayer • Send your project team member preferences to the instructor via Bb Mail by **02/01**
Week 3 **02/02-02/08**	**TOPIC: EVIDENCE-BASED PRACTICE** • Comments on Panel Perspectives Discussion #1 throughout the week • Begin using private team discussion and collaboration tools	• 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 • **Leaders** of the Panel Perspectives Discussion #1 to post their

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
	in Bb • Conduct a virtual kick-off meeting to determine your project topic and prepare your *Team Project Charter* for the team's internal use. a Charter template is in the *Projects Documents* sub-folder under the RESOURCES link • Select a technology for your Deep Dive assignment	perspectives/comments by **02/02** • View the video *Technology Selection by Design* • Complete the assigned readings o Chapter 4 in Clark & Mayer • Submit your Deep Dive technology choice for instructor approval by **02/06** • Send your team project topic choice to the instructor via Bb Mail by **02/08**
Week 4 02/09-02/15	**TOPIC: E-LEARNING TECHNOLOGY SELECTION** • Continue using private team discussion and collaboration areas on Bb • In your respective teams, draft a 1-2 page, single-spaced overview of your chosen topic for the e-Learning/Training Module (Project Overview). State (a) why your team selected the topic (b) the learning/training problem your module seeks to solve (c) your instructional approach (strategies, sequencing, messages) and (d) the technology tools and techniques your team will use to solve the problem • Review the *Student Guidelines for Peer Reviews* posted under the RESOURCES link • Begin working on your Technology Deep Dive assignment	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 4** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 4 Learning Outcomes • View the video *Cloud Computing – How it All Works* • Complete the assigned reading o The article An e-Learning System Architecture based on Cloud Computing o The article e-Learning Using Cloud Computing • Have one representative of your team post your draft Project Overview to the **Peer Review #1** discussion forum on the Bb **DISCUSSION BOARD** by **02/15** • **Recommendation**: Now would be a good time to complete *Knowledge Check #1*
Week 5 02/16-02/22	**TOPIC: E-LEARNING IN THE CLOUD** • Peer Review #1 comments throughout the week o Be sure to use the criteria in *the e-Learning/Training Module Grading Rubric* to substantiate your comments • Revise your Project Overview based on peer review comments and instructor feedback • Finalize your Technology Deep Dive assignment	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 5** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 5 Learning Outcomes • Submit your **Technology Deep Dive** paper **and** slides under the **ASSIGNMENTS** link in Bb **02/22** • Upload a copy of your Deep Dive slides (**slides only**) to the relevant thread on the **DISCUSSION BOARD** by **02/22**
Week 6 02/23-03/01	**TOPIC: KNOWLEDGE SHARING WEEK** • Comments on Technology Deep	• 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

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
	Dive slides throughout the week • Continue working on your e-Learning/Training Module in your private team spaces	accessible under the week's link.] • Read the Week 6 Learning Outcomes • Complete the assigned reading o Chapters 5 & 6 in Clark & Mayer • Complete the **Team Member Effectiveness** survey, the link to which was emailed to you, by **03/01**
Week 7 **03/02-03/08**	**TOPIC: MULTIMEDIA CONTIGUITY AND MODALITY PRINCIPLES** • Comments on Panel Perspectives Discussion #2 throughout the week • Conduct a team process review meeting in your private Team spaces using the results of the **Team Member Effectiveness Survey** (sent via email) and the *Team Process Review Question*s posted in the **Project Documents** sub-folder under the **RESOURCES** link	• 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 • **Leaders** of the Panel Perspectives Discussion #2 to post their perspectives/questions by **03/02** • Complete the assigned reading o Chapters 7 & 8 in Clark & Mayer • Complete the anonymous **Mid-Semester Feedback** survey on Bb by **03/08**
Week 8 **03/09-03/15**	<td colspan="2" align="center">**SPRING BREAK – NO CLASSES**</td>

Week 9
03/16-03/22
	TOPIC: MULTIMEDIA REDUNDANCY AND COHERENCE PRINCIPLES
	
	• Comments on Panel Perspectives Discussion #3 throughout the week
	• In your respective teams, draft a 1-page single-spaced summary of how you will evaluate whether or not your e-Learning/Training Module achieves its stated objectives (Project Evaluation Plan)
	• **Recommendation**: Now would be a good time to complete *Knowledge Check #2*
		• 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
		• **Leaders** of the Panel Perspectives Discussion #3 to post their perspectives/questions by **03/16**
		• Complete the assigned reading
		  o Read the ECAR research article *Intellectual Property Policies,* the link to which is in the **Course Readings** sub-folder in the **RESOURCES** area of our Bb course site
		  o Review AECT and ASTD codes of ethics, the links to which are in the **Course Readings** sub-folder in the **RESOURCES** area of our Bb course site
		  o Read the article *The Lack of Citations and Copyright Notices in Multimedia Presentations*, the link to which is in the **Course Readings** sub-folder in the **RESOURCES** area of our Bb course site
		• Have one representative of your team post your draft Project Evaluation Plan to the **Peer Review #2** discussion thread by **03/22**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS

Week 10
03/23-03/29
	TOPIC: ETHICS, INTELLECTUAL PROPERTY
	
	• Peer Review #2 comments throughout the week
	   o Be sure to use the criteria in *the e-Learning/Training Module Grading Rubric* to substantiate your comments
	• Comments on Panel Perspectives Discussion #4 throughout the week
	• Revise your Project Evaluation Plan based on peer review comments and instructor feedback
	• Continue working on your e-Learning/Training Module
		• 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
		• **Leaders** of the Panel Perspectives Discussion #4 to post their perspectives/questions by **03/23**
		• Complete the assigned reading
		   o Chapter 16 in Clark & Mayer
		   o Read the article *Gamifying Learning Experiences*, the link to which is in the **Course Readings** sub-folder in the **RESOURCES** area of our Bb course site

Week 11
03/30-04/05
	TOPIC: SIMULATIONS AND GAMES
	• Comments on Panel Perspectives Discussion #5 throughout the week
	• Continue working on your e-Learning/Training Module
		• 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
		• **Leaders** of the Panel Perspectives Discussion #5 to post their perspectives/questions by **03/30**
		• Complete the assigned reading
		   o Read the article *Adopting Open Source Software Applications in Higher Education*
		   o Read the article *7 Things You Should Know about MOOCs*
		• Post the link to your e-Learning/Training Module in its **current** (not yet final) form to the **Peer Review #3** thread on the Bb **DISCUSSION BOARD** by **04/05**

Week 12 **04/06-04/12**	**TOPIC: OPEN SOURCE, OPEN ACCESS** • Comments on Panel Perspectives Discussion #6 throughout the week • Peer Review #3 comments throughout the week o Be sure to use the criteria in *the e-Learning/Training Module Grading Rubric* to substantiate your comments • Revise your module based on peer review comments and	• 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 • **Leaders** of the Panel Perspectives Discussion #6 to post their perspectives/questions by **04/06** • Post your draft 10-slide project background presentation to the **Peer Review #4** thread on the **DISCUSSION BOARD** by **04/12**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
	instructor feedback • Begin drafting your 10-slide (maximum) project background presentation	
Week 13 04/13-04/19	**TOPIC: E-LEARNING/TRAINING MODULE DEVELOPMENT** • Peer Review #4 comments throughout the week • Revise your slides based on peer review comments and instructor feedback	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 12** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 12 Learning Outcomes • Post the link to your e-Learning/Training Module in its **current** (almost final) form to the **Peer Review #5** thread on the Bb **DISCUSSION BOARD** by **04/19**
Week 14 04/20-04/26	**TOPIC: E-LEARNING/TRAINING MODULE COMPLETION** • Peer Review #5 comments throughout the week • Finalize your e-Learning/Training Module based on the consolidated peer review and instructor comments • Post any questions you may have about the team projects to the *Course Questions* forum on the Bb DISCUSSION BOARD	• Click on the **COURSE-AT-A-GLANCE** link in the left-hand navigation menu bar • Select the **Week 13** link [**Note**: All the following assignments/tasks are accessible under the week's link.] • Read the Week 13 Learning Outcomes • **Recommendation**: Now would be a good time to complete *Knowledge Check #3* • Have one representative of your team upload your e-Learning Training Module link **AND** slide presentation to the **ASSIGNMENTS** area in Bb by **04/26** • Upload a copy of the slides **AND** the module link to the *Project Exhibit Hall* forum on the Bb **DISCUSSION BOARD** by **04/26**
Week 15 04/27-05/03	**TOPIC: E-LEARNING/TRAINING MODULE PROJECT EXHIBITS AND COURSE WRAP-UP** • Review and comment on **all** of the team projects other than your own o Be sure to use the criteria in *the e-Learning/Training Module Grading Rubric* to substantiate your comments • Make sure you have completed all three (3) Knowledge Checks	• Complete the **Team Member Effectiveness** survey, the link to which was emailed to you, by **05/03** • Complete the anonymous Mason **Online Course Evaluation Survey,** the link to which is located in the bottom right-hand corner of the **COURSES** tab on the MyMason portal

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

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

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