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 2016

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 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 **Monday, 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 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, at a minimum this should be three (3) times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course blogs and peer review interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the online discussions and peer review, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from

taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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/):

- 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. (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/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. 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.
   - ➢ 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.

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

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

- Your discussion will be graded based upon the rubric, which looks to quality, timeliness, responsiveness, and moving the discussion forward. This rubric is also posted in the "Grading Rubrics" folder under "Resources." The first online discussion will serve as a practice one and you will receive feedback about your postings.

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

- During the discussions, you will work in a group with 7-8 students, and each group will have its own discussion board. At the start of each graded discussion, you will be provided with instructions, readings and a prompt/question to start the discussion.

- There are **6** discussion questions that you are required to respond to, however only **5** of them will be officially graded.

- During the graded discussions, some members within the group will be assigned a special role. All group members will play each of the 3 special roles at some time during the semester. There will be three special roles.
  - o **Starter** - If you are designated a starter, your job is to post a preliminary response to get the discussion started in response to the discussion prompt. You may also find it helpful to suggest a structure to the discussion. ("Will everyone please find one example of XYZ and post it by Thursday?") Post your starter comment on the first day of the discussion period (the beginning Tuesday).

- o **Wrapper** - If you are designated a wrapper, your job is to summarize the points that were made during the week's discussion. Post your wrap-up comment during the last day of the discussion period (Monday) or before midnight on the day immediately following the discussion period (the following Tuesday).
- o **Skeptic** – If you are designated a skeptic, your job is to challenge points made by other members of the class throughout the week. Do not try to challenge every comment, but pick out a couple postings from classmates and make counter-arguments. Your job is to keep the discussion balanced by bringing up other points of view and challenging your classmates' logic.

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 in which he/she is particularly interested by completing the survey in week 2 followed by **instructor approval notified via Bb Mail or weekly course announcement**. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):
   - **Wikis:**
     - o PBworks: http://pbworks.com
     - o Wetpaint: http://www.wetpaint.com
     - o Wikidot: http://www.wikidot.com/
     - o Wikispaces: http://wikispaces.com
   - **Blogs:**
     - o Blogger: http://blogspot.com
     - o Edublogs: http://edublogs.org
     - o Kidblog: http://kidblog.org
     - o Wordpress: http://www.wordpress.com
   - **Virtual worlds:**
     - o Second Life http://secondlife.com/
     - o Kaneva http://www.kaneva.com/
   - **Presentation and rapid e-learning media**
     (Examples of e-learning modules created with different rapid e-learning software packages: http://sonet.nottingham.ac.uk/resources/rapid/examples.php)
   - **Virtual environments (classrooms):**
     - o Edmodo: https://www.edmodo.com/
     - o Scribblar: http://scribblar.com/
   - **Learning Management Systems (LMS)**
     - o Free Blackboard: https://www.coursesites.com
     - o Canvas (free for educators): https://www.canvaslms.com/try-canvas
     - o Moodle: https://moodle.org/
     - o Lore: http://lore.com./
   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 video (5-7 minutes) by using Blackboard Kaltura demonstrating the highlights of the technology's e-learning development capabilities.

e. Both the paper and the video demonstration 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 your Kaltura video 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 video demonstration 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 Project-30 Points/30% of final grade**
   a. You will develop and implement approximately **30-minute of instruction** using the technologies covered in your Technology Deep Dive Project (preferred but not required):
      o You may choose to implement more than 30-minute of instruction, depending on the size of your project, but 30-minute 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 You may work in groups or individually. If you preferred group work, notify the course instructor by completing the survey in week 5.
      o **The topic will be determined by you by completing the survey in week 5 and approved by the course instructor**.

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

- **Plan your project**. You will document plans and activities for your final project. To help you organize, you may use the project templates posted in the *Project Documents* sub-folder under the **RESOURCES** link in the left-hand navigation panel**.**
- **Research and collect relevant literature and resources.** The resources collected by you 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. Please use Library Resources link available in the left-hand navigation panel.

- **Design and implement the e-learning/training module**. On the date indicated in the Class Schedule, you must upload your "live", working module – or a hyperlink to your module – in **three (3)** locations:
    1. One (1) to the **ASSIGNMENTS** link in the left-hand navigation menu of our Blackboard course site for instructor grading;
    2. 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;
    3. One to the Project Exhibit Hall forum on the Bb **DISCUSSION BOARD** to share with your fellow course members.

  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 13 of this syllabus.

5. Qualitative Peer Reviews of e-Learning/Training Module- 15 points/10% of final grade
   a. There are a total of **three (3)** peer reviews covering each stage of e-Learning/Training Module development. Each student will be asked to provide constructive evaluative feedback to **at least 3** projects throughout the semester other than his/her own (if you work in groups, each of you still should evaluate a total of three (3) projects).
   b. When a student 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.*
   c. For **each** peer review assignment, each student must post **at least one (1)** comment to **at least 3** projects' deliverable (excluding his/her own or a group deliverable). For example, each student would post three (3) comments (one per each review) for three peer review assignments, for a total of **9** comments for the semester.
   d. It is recommended that students submit comments for the same projects throughout the semester. For example, if the student has chosen the projects of students A, B, and C for his or her peer review 1, he or she continues peer review projects of students A, B, and C for peer review 2 and 3. 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 peer feedback.
   e. So as not to unduly influence the peer reviews, instructor comments will be sent directly to each student's email. 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.
   f. 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 blogging postings will not receive credit. No late submissions will be accepted after May 2, 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.
- **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%

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Instructional Design and Technology (IDT) course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). For EDIT 611, the performance-based assessment is the **e-Learning/Training Module**. Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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/READINGS	ACTIVITIES AND ASSIGNMENTS DUE
Week 1 01/19-01/25 Monday, January 18 is Martin Luther King Day, No Classes	**Course Kick-Off and Getting Acquainted** • EDIT 611 Orientation video (Home Page) • Video Online Learning, Lifelong Learning • A Brief History of e-Learning (pp.46-53) in the e-book ONLINE EDUCATION AND ADULT LEARNING	• Post your bio (photo optional) to the designated virtual wall "Students Introductions" – the link in the left-hand navigation menu by **01/25**

Week 2 01/26-02/01	**e-Learning/Evidence-Based Practice**
	 • Chapter 1, 2 &3 in Clark & Mayer
		• Online Discussion #1:
		     o Initial **01/28**
		     o Responses **02/01**
		 • Complete Survey for Deep Dive Technology Project choice (should be confirmed by instructor approval by email or the weekly announcement) **02/01**

Week 3 02/02-02/08	**Multimedia and Contiguity Principles**
	 • Video *Technology Selection by Design*
	 • Chapter 4 &5 in Clark & Mayer
		• Online Discussion #2
		     o Initial **02/04**
		     o Responses **02/08**

Week 4 02/09-02/15	**Technology Deep Dive Project Completion**	• Knowledge Check 1 by **02/15** • Submit your **Technology Deep Dive** paper **and** Kaltura video under the **ASSIGNMENTS** link in Bb by **02/15**

Week 5 02/16-02/22	**Modality, Redundancy and Coherence Principles**
	 • Chapters 6, 7 &8 in Clark & Mayer
		• Online Discussion #3
		     o Initial **02/18**
		     o Responses **02/22**
		 • Complete Survey for your e-Learning/Training Module Project topic choice (should be approved by the course instructor by email or the weekly announcement) by **02/22**

Week 6 02/23-02/29	**e-Learning in the Cloud** • Video *Cloud Computing – How it All Works* • The article An e-Learning System Architecture based on Cloud Computing The article e-Learning Using Cloud Computing	• Knowledge Check #2 by **02/29** • Post your draft Project Overview and Project Evaluation Plan to the **Peer Review #1** discussion forum on the Bb **DISCUSSION BOARD** by **02/29**
Week 7 03/01-03/06	**Mid-Semester Feedback**	• Complete the anonymous **Mid-Semester Feedback** survey on Bb by **03/06** • 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
SPRING BREAK		
Week 9 03/15-03/21	**Ethics, Intellectual Property** • The ECAR research article	• Online Discussion #4: o Initial **03/17**

DATE	TOPIC/READINGS	ACTIVITIES AND ASSIGNMENTS DUE
	Intellectual Property Policies • AECT and ASTD codes of ethics • The article The Lack of Citations and Copyright Notices in Multimedia Presentations	o Responses **03/21**
Week 10 **03/22-03/28**	**Simulations and Games** • Chapter 16 in Clark & Mayer • 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	• Online Discussion #5: 　o Initial **03/24** 　o Responses **03/28**
Week 11 **03/29-04/04**	**Open Source, Open Access** • The article *Adopting Open Source Software Applications in Higher Education* • The article *7 Things You Should Know about MOOCs*	• Online Discussion #6: 　o Initial **03/31** 　o Responses **04/04** • Post the link to your e-Learning/Training Module in its **current** (not yet final) form to the **Peer Review #2** thread on the Bb **DISCUSSION BOARD** by **04/04**
Week 12 **04/05-04/11**	**e-Learning/Training Module Development**	• 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
Week 13 **04/12-04/18**	**e-Learning/Training Module Development**	• Knowledge Check #3 by **04/18** • Post the link to your e-Learning/Training Module in its **current** (almost final) form to the **Peer Review #3** thread on the Bb **DISCUSSION BOARD** by **04/18**
Week 14 **04/19-04/25**	**e-Learning/Training Module Completion**	• 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
Week 15 **04/26-05/02**	**e-Learning/Training Module Project Exhibits and Course Wrap-Up**	• Complete the anonymous Mason **Online Course Evaluation Survey** • Upload your "live", working module – or a hyperlink to your module – in **three (3)** locations by **05/02**: 　a. One (1) to the **ASSIGNMENTS** link in the left-hand navigation menu of our Blackboard course site for instructor grading; 　b. One (1) to the **ASSESSMENTS** link in the left-hand navigation

DATE	TOPIC/READINGS	ACTIVITIES AND ASSIGNMENTS DUE
		menu of our Bb course site for the university's assessment and accreditation system. c. One to the Project Exhibit Hall forum on the Bb **DISCUSSION BOARD** to share with your fellow course members.

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

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

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

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