

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

EDIT 611 DL1 – Innovations in e-Learning  
3 Credits, Spring 2018  
Meets Totally Online

**Faculty**

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**Prerequisites/Corequisites**

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

**University Catalog Course Description**

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

**Course Overview**

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

**Course Delivery Method**

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (Bb LMS) housed in the MyMason portal. There is also one (1) **optional** web conferencing session on **Tuesday, March 6, 7:00-8:00 PM EDT** via the Bb COLLABORATE ULTRA tool that is part of the Bb LMS. You will log in to the Bb course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on **Sunday, January 21** at **5:00 PM EST**.

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

### *Technical Requirements*

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

- High-speed Internet access with a standard up-to-date browser, either Google Chrome or Mozilla Firefox is required (**Note:** Opera and Safari are not compatible with Blackboard, and Internet Explorer does not support all Blackboard features).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Tuesday**, and **finish** on **Monday**.
- **Log-in Frequency:** Students must actively check the Bb course site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **three (3)** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will **not** be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Objectives**

This course is designed to enable students to do the following:

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

**Professional Standards** 2012 International Board of Standards for Training, Performance and Instruction (IBSTPI)

(<http://www.ibstpi.org/instructional-designer-competencies/>)

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

- Design & Development
  10. Use an instructional design and development process appropriate for a given project
  11. Organize instructional programs and/or products to be designed, developed, and evaluated

- 14. Select or modify existing instructional materials
- 15. Develop instructional materials
- Evaluation & Implementation
  - 19. Implement, disseminate & diffuse instructional & non-instructional interventions

### Required Texts

- Clark, R.C. & Mayer, R.E. (2016). *e-Learning and the science of instruction* (4th edition). San Francisco: Pfeiffer.
- All other reading materials are available on our Blackboard course site.

### Course Performance Evaluation

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

### Assignments

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

#### 1. Knowledge Check Assessments - 30 points/10% of final grade

There are three (3) individual Knowledge Checks to help reinforce your learning and identify potential areas needing additional study or clarification.

- Each Knowledge Check consists of ten (10) closed-end questions drawn from the Clark & Mayer test bank.
- Each Knowledge Check is worth a maximum of 10 points; however, all three Knowledge Checks **combined** account for only **10%** of your final grade.
- The Knowledge Checks are located under the **ASSESSMENTS** link in the left-hand navigation menu of our Bb course site.
- The Knowledge Checks may be completed at your own pace – no specific due dates – but must be completed by the **end of the course**. **Recommended** (but not required) completion dates for each Knowledge Check are noted in the **CLASS SCHEDULE** section of this syllabus and under the **WEEKLY SCHEDULE** link of our Bb course site.

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

There are **six (6) online discussions**. Each online discussion corresponds to selected topics in the course syllabus:

- Online Discussion #1: Evidence-based Practice (Roundtable Practice, Ungraded)
- Online Discussion #2: Multimedia, Contiguity and Modality Principles (Graded)
- Online Discussion #3: Multimedia, Redundancy and Coherence Principles (Graded)
- Online Discussion #4: Ethics, Intellectual Property (Graded)
- Online Discussion #5: Simulations, Games and Gamification (Graded)
- Online Discussion #6: Open Source, Open Access (Graded)

- a) To keep the volume of discussions manageable and make it easier for all students to actively participate, you will work in virtual roundtable discussion groups of **4-6 students**, and each group will have its **own** discussion board. The instructor will assign each student to one of the roundtable discussion groups and the student will remain with that group for the duration of the discussion series.

- b) There are **six** discussion questions to which you are required to respond. The **first** is an **ungraded** practice session designed to get everyone comfortable with the virtual roundtable process. You will receive feedback from the instructor about your practice session postings. The remaining **five** will be officially **graded**.
- c) At the start of each discussion, you will be provided with instructions, readings and a prompt/question to start the discussion.
- d) For each discussion question, each **individual** student is required to submit a **minimum** of **two (2)** postings, distributed throughout the week, to the private group discussion board.
- e) Towards the end of the discussion week, each group will prepare a summary and synthesis (max. 500 words) of the main points that their group made during the discussion week. There will be a separate forum on each group discussion board that should be used for group collaboration on the summary. If your group opts to use some other collaboration tool (e.g., Google Docs, Skype), **written minutes** of your collaboration sessions must be uploaded to your group discussion board, so that the instructor can see that all group members contributed to the group summary.
- f) One representative of your group will post the group summary to the **MAIN DISCUSSION BOARD** for review and comment by all other course members.
- g) The **individual** postings to each discussion are worth **10 points per discussion**, for a total of 50 points; the **group summaries** are worth **5 points each**, for a total of 25 points. The individual postings **plus** the group summaries are worth **75 points collectively**.
- h) Specific dates/times for the discussion postings are provided in the **CLASS SCHEDULE** section of this syllabus and under the **WEEKLY SCHEDULE** link on our Blackboard course site.
- i) Your individual discussion postings will be graded based upon the *Virtual Roundtable Discussion* grading rubric; the group summary will be based upon the *Virtual Roundtable Discussion Summary* grading rubric. Both rubrics are located in the **Grading Rubrics** folder under the **RESOURCES** link on our Bb course site.
- j) Discussions will run from **Tuesday-Monday**. **Postings made after a discussion week has ended will receive zero points**.
- k) Tips and techniques for organizing your roundtables and preparing your discussion postings are located in the *Virtual Roundtable Discussion Scoring and Examples* document posted under the **RESOURCES** link of our Bb course site.

### 3. Technology Deep-Dive - 25 Points/20% of final grade

- a) Each student will select **one (1)** technology in which he/she is particularly interested by **contacting the instructor via Bb Mail for approval**. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):
  - **Microlearning platforms:**
    - Easygenerator: [https://www.easygenerator.com/?utm\\_campaign=elearningindustry.com&utm\\_source=%2Fdirectory%2Flearning-software%2Feasygenerator&utm\\_medium=link](https://www.easygenerator.com/?utm_campaign=elearningindustry.com&utm_source=%2Fdirectory%2Flearning-software%2Feasygenerator&utm_medium=link)
    - Explain Everything: <https://explaineverything.com/>
    - Twitter: <http://www.twitter.com>
    - Yammer: [https://www.yammer.com/?utm\\_campaign=elearningindustry.com&utm\\_source=%2Fawesome-resources-on-micro-learning&utm\\_medium=link](https://www.yammer.com/?utm_campaign=elearningindustry.com&utm_source=%2Fawesome-resources-on-micro-learning&utm_medium=link)

- **Wikis:**
  - PBworks: <http://pbworks.com>
  - Foswiki: <http://foswiki.org>
  - Wikidot: <http://www.wikidot.com/>
  - Wikispaces: <http://wikispaces.com>
- **Blogs:**
  - Blogger: <http://blogger.com>
  - Edublogs: <http://edublogs.org>
  - LifeType: <http://lifetype.net>
  - Wordpress: <http://www.wordpress.com>
- **Virtual worlds:**
  - Active Worlds: <https://www.activeworlds.com/web/index.php>
  - Kitley: <https://www.kitley.com/>
  - Second Life: <http://secondlife.com/>
- **Content Creation Tools**

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

  - Adobe Captivate: <http://www.adobe.com/products/captivate.html>
  - Articulate 360: <https://articulate.com/pricing/education>
  - CertSpring: [www.certspring.com](http://www.certspring.com)
  - GoConqr: <https://www.goconqr.com/>
  - Moovly: <https://www.moovly.com/>
  - Nearpod: <http://nearpod.com>
  - PowToon: <https://www.powtoon.com>
  - Udutu: <http://udutu.com>
  - Versal: [https://enterprise.versal.com/capterra-authoring/?utm\\_source=capterra&utm\\_campaign=authoring&utm\\_medium=cpc](https://enterprise.versal.com/capterra-authoring/?utm_source=capterra&utm_campaign=authoring&utm_medium=cpc)
- **Presentation and rapid e-learning media**

(Examples of e-learning modules for healthcare education created with different rapid e-learning software packages: <http://sonet.nottingham.ac.uk/resources/rapid/examples.php>)
- **Mobile learning** (examples):
  - Athabasca University ESL app: <http://www.eslau.ca/>
  - Mobile Learning Community Featured Apps: <http://www.mobilelearningupdate.com/examples/>
- **Learning Management Systems (LMS)**
  - Free Blackboard: <https://www.coursesites.com>
  - Canvas (free for educators): <https://www.canvaslms.com/try-canvas>
  - Moodle: <https://moodle.org/> Students will explore the tool and understand its capabilities to create relevant learning experiences. You may also use the video tutorials on Lynda.com if your chosen software package is included in the tutorial package purchased by Mason (see the link RESOURCES/Other Resources/Lynda.com Videos and Tutorials on our Bb course site). 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 present the highlights of their chosen technology's e-learning development capabilities using **one** of the following options:

Option 1: A PowerPoint presentation (**10 slides maximum**) with **audio narration** via the INSERT/SOUND/RECORD SOUND links in the MS PowerPoint main menu

**OR**

Option 2: A video (**7 minutes maximum**) using Bb Kaltura. Instructions for creating videos with Kaltura are located on our Bb course site under the links

**RESOURCES/Other Resources/Kaltura for Students**

- e) **Both** the paper **and** the PowerPoint or video demonstration are to be posted by clicking on the **ASSIGNMENTS** link in the left-hand navigation menu of our Bb course site on the date indicated in the Course Schedule section of this syllabus and in the Bb **WEEKLY SCHEDULE** link. **Note: When uploading to the ASSIGNMENTS link, make sure to attach all of your files before clicking SUBMIT.**
- f) In addition, upload your PowerPoint slides or Kaltura video for group discussion to the designated forum under the **MAIN DISCUSSION BOARD** link in the left-hand navigation menu of our Bb course site (**do not upload the paper**).
- g) For information on how your paper and slides or video demonstration are evaluated, please consult the *Technology Deep-Dive Grading Rubric* posted under the **RESOURCES** link of our Bb course site.
- h) Examples of *Technology Deep Dive* papers and presentations from previous EDIT 611 courses are posted under **RESOURCES/Technology Deep Dive Paper Examples** of our Bb course site.
- i) **Late assignments will be penalized by 10%. No submissions will be accepted after May 7, the last day of classes, no exceptions.**
4. **Create an e-Learning/Training Module Project - 30 Points/30% of final grade**  
**This is the performance-based assessment.**
- a) Each student will develop and implement approximately **30 minutes of instruction** using the technologies covered in your Technology Deep Dive Project (preferred but not required) **or** some other technology covered in this course:  
**Note:** You may choose to implement more than 30 minutes of instruction, depending on the size of your project, but 30 minutes is the **minimum**. **Implement means “live” and working so that a learner can complete the instruction, including some form of learner evaluation (e.g., tests, knowledge checks).**
- b) Submit the subject/topic of your module for **instructor approval via Bb Mail** on the date indicated in the **CLASS SCHEDULE** section of this syllabus and **WEEKLY SCHEDULE** link in Blackboard. Examples of topics 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
- c) **Research and collect relevant literature and resources.** The resources that each student collects become the foundation for a specific design approach and the e-learning technology selected to implement the e-learning/training module. Resources must be reliable and peer-reviewed (e.g., scholarly or trade journal articles, conference presentations, academic and association web sites). Non-peer reviewed social networks (e.g., LinkedIn) are **not** acceptable resources. A good starting point is the Education database in the George Mason University Library. Instructions for accessing and searching the library remotely are located under the links **RESOURCES/Remote Access to the Mason Library** links on our Bb course site.
- d) **Design, develop and implement the e-learning/training module.** On the date indicated in the **CLASS** and **WEEKLY SCHEDULES**, 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 Bb course site for instructor grading and feedback;
  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 (1) to the **Project Exhibit Hall/Peer Review #3** forum on the **Bb MAIN DISCUSSION BOARD** to share with your fellow course members.
- e) Examples of e-learning/training modules created in previous EDIT611 classes are posted in the *Exemplary Projects* sub-folder under the **RESOURCES** link in the left-hand navigation panel. The *e-Learning/Training Module Grading Rubric* is also posted under the **RESOURCES** link as well as on last pages of this syllabus.
- f) While working on your project, you may seek the assistance of fellow course members and the instructor by posting a question to the e-Learning/Training Module Project forum on our **Bb MAIN DISCUSSION BOARD**.

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

- a) There are a total of **three (3)** peer reviews covering each stage of e-Learning/Training Module development.
- b) When a student uploads a draft-deliverable to the designated *Peer Review* forum of the **Bb MAIN 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 (**not the scores**) documented in the *e-Learning/Training Module Grading Rubric*. For example, the “Technical” criterion is relevant only to the final version (Peer Review #3) and would not be relevant for Peer Reviews #1 and #2, when modules are not yet “live”.
- c) For **each** peer review assignment, each student must post **at least one (1)** comment to **at least two (2)** modules. For example, each student would post two comments (one per each review) for three peer review assignments, for a **total of six (6) comments for the semester**.
- d) Peer review comments may be posted throughout the week but all three of your postings must be uploaded by **11:59 PM** on the **Monday** of that week, so that your fellow course members have time to integrate your comments into their revisions.
- e) It is **recommended** (but not required) that students submit comments for the same projects throughout the semester. For example, if the student has chosen the projects of students A and C for his or her *Peer Review #1*, he or she continues to peer review students A and C for



Peer Review #2 and Peer Review #3. This helps maintain continuity for both the commenters and the comment recipients.

- f) Please consult the *Student Guidelines for Peer Reviews* and the *Tips on Synthesizing Peer Review Feedback* posted under the **RESOURCES** link of the Bb course site for more information about providing peer feedback.
- g) So as not to unduly influence the peer reviews, **instructor's** comments will be sent **directly** to each student's email. However, if a student's draft is deemed to be exemplary, that draft will be flagged on the **MAIN DISCUSSION BOARD**, with reasons why the draft is exemplary.
- h) 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.
- i) Postings made **after** a peer review week has ended will receive **zero points**.

**TOTAL POSSIBLE POINTS/GRADE: 190 PTS/100%**

### Grading

- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site.
- **Weekly feedback:** A feature in our Bb LMS called *BluePulse* enables you to provide weekly feedback privately 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 "live" consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference.
- **Grading scale:** Decimal percentage values  $\geq .5$  will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values  $< .5$  will be rounded down (e.g., 92.4% will be rounded down to 92%).

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

### Professional Dispositions

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

## Class Schedule

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

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<b>Week 1</b> <b>Jan. 23-Jan. 29</b>	<p align="center"><b>COURSE KICK-OFF AND GETTING ACQUAINTED</b></p> <ul style="list-style-type: none"> <li>• Log in to our Bb course site and read the <i>Welcome</i> message</li> <li>• Read the course Syllabus <b>carefully</b></li> <li>• View the <i>Bb Course Site Orientation</i> video</li> <li>• Click on the <b>WEEKLY SCHEDULE</b> link in the left-hand navigation menu of our Bb course site and select <b>Week 1</b> [NOTE: All of the following tasks and activities are accessible under the week's link.]</li> <li>• Read the <i>Week 1 Learning Outcomes</i></li> <li>• Post our bio (photo and/or video optional) to the designated forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM</b> on <b>Jan. 27</b></li> <li>• View the video: <i>Online Learning, Lifelong Learning</i></li> <li>• Assigned readings: <ul style="list-style-type: none"> <li>◦ Introduction, Chapters 1 &amp; 2 in Clark &amp; Mayer</li> <li>◦ <i>A Brief History of e-Learning</i> (pp. 46-53) in the e-book <i>Online Education and Adult Learning</i>, the link to which is located under RESOURCES/Course Readings on our Bb course site</li> </ul> </li> </ul>
<b>Week 2</b> <b>Jan. 30-Feb. 5</b>	<p align="center"><b>VIRTUAL ROUNDTABLE &amp; DEEP DIVE PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 1 <i>BluePulse</i> Feedback form</li> <li>• Read the <i>Week 2 Learning Outcomes</i></li> <li>• Review the <i>Virtual Roundtable Discussion Scoring and Examples</i> document posted under the <b>RESOURCES</b> link of our Bb course site</li> <li>• Click on your Virtual Roundtable group under the <b>MY GROUPS</b> link and see who else is in your group</li> <li>• Explore the folder containing examples of <b>Technology Deep Dive</b> assignments from previous EDIT 611 courses posted under the <b>RESOURCES</b> link</li> <li>• Submit your <b>Technology Deep Dive</b> topic choice to the instructor via <b>Bb Mail</b> by <b>11:59 PM</b> on <b>Feb. 4</b></li> </ul>
<b>Week 3</b> <b>Feb. 6-Feb. 12</b>	<p align="center"><b>E-LEARNING/EVIDENCE-BASED PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 2 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 3 Learning Outcomes</i></li> <li>• View the video <i>Technology Selection by Design</i></li> <li>• Assigned readings: <ul style="list-style-type: none"> <li>◦ Chapter 3, Clark &amp; Mayer</li> </ul> </li> <li>• Begin Virtual Roundtable Discussion #1 in your groups (practice discussion, ungraded)</li> <li>• Initial postings to Virtual Roundtable Discussion #1 group areas by <b>11:59 PM</b> on <b>Feb. 8</b></li> <li>• Post your Virtual Roundtable group summaries to the designated forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM</b> on <b>Feb. 11</b></li> <li>• Work on your Technology Deep Dive assignment</li> </ul>

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<b>Week 4</b> <b>Feb. 13-Feb. 19</b>	<p><b>MULTIMEDIA CONTIGUITY AND MODALITY PRINCIPLES</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 3 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 4 Learning Outcomes</i></li> <li>• Assigned Readings: <ul style="list-style-type: none"> <li>◦ Chapters 4,5, &amp; 6, Clark &amp; Mayer</li> </ul> </li> <li>• Begin Virtual Roundtable Discussion #2 in your groups (graded)</li> <li>• Initial postings to Virtual Roundtable Discussion #2 group areas by <b>11:59 PM on Feb. 15</b></li> <li>• Post your Virtual Roundtable group summaries to the designated forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM on Feb. 18</b></li> <li>• Submit your <b>Technology Deep Dive</b> paper and slides or video to the <b>ASSIGNMENTS</b> link in Bb by <b>11:59 PM on Feb. 19</b></li> <li>• Upload a copy of your Technology Deep Dive slides or video (<b>and only the slides or video</b>) to the <i>Knowledge Sharing</i> forum on our <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM on Feb. 19</b></li> <li>• Submit your e-Learning/Training Module topic via email for instructor approval by <b>11:59 PM on Feb. 19</b></li> </ul>
<b>Week 5</b> <b>Feb. 20-Feb. 26</b>	<p><b>KNOWLEDGE SHARING WEEK</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 4 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 5 Learning Outcomes</i></li> <li>• Comment on the <b>Technology Deep Dive</b> slides/videos of your fellow course members throughout the week</li> <li>• Begin drafting an <b>overview</b> (maximum of 2 pages, single-spaced) of your <b>e-Learning/Training Module</b> project stating: <ul style="list-style-type: none"> <li>◦ Reasons for selecting the topic</li> <li>◦ Problem your module seeks to solve</li> <li>◦ What tools/technologies you will use to build your module</li> <li>◦ How you will evaluate whether or not your module achieves its stated objectives (i.e., your Evaluation Plan)</li> </ul> </li> </ul>
<b>Week 6</b> <b>Feb. 27-Mar. 5</b>	<p><b>MODALITY, REDUNDANCY, AND COHERENCE PRINCIPLES</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 5 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 6 Learning Outcomes</i></li> <li>• Assigned Readings: <ul style="list-style-type: none"> <li>◦ Chapters 7 &amp; 8, Clark &amp; Mayer</li> </ul> </li> <li>• Begin Virtual Roundtable Discussion #3 in your groups (graded)</li> <li>• Initial postings to Virtual Roundtable Discussion #3 group areas by <b>11:59 PM on Mar. 1</b></li> <li>• Post your Virtual Roundtable Discussion #3 group summaries to the designated forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM on Mar. 4</b></li> <li>• Post your project overview to the <i>Peer Review #1</i> forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM on Mar. 5</b></li> </ul>

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<b>Week 7</b> <b>Mar. 6-Mar. 11</b> <b>Short Week due to Spring Break</b>	<p style="text-align: center;"><b>MID-SEMESTER STATUS CHECK</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 6 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 7 Learning Outcomes</i></li> <li>• <b>Open Mic Night:</b> Tuesday, Mar. 6 , 7:00 PM-8:00 PM EST, via Bb Collaborate Ultra, for course questions (<b>Attendance Optional</b>)</li> <li>• Review the document <i>Student Guidelines for Peer Reviews</i>, located under the <b>RESOURCES</b> link of our Bb course site</li> <li>• Review the <i>Peer Review Grading Rubric</i>, located under <b>RESOURCES</b> on our course site</li> <li>• Peer Review #1 comments throughout the week (Mar. 6-Mar. 11)</li> <li>• <b>Recommendation:</b> Complete Knowledge Check #1 by <b>11:59 PM</b> on <b>Mar. 11</b></li> </ul>
<b>March 12 – March 18, Spring Break, No Classes</b>	
<b>Week 8</b> <b>Mar. 20-Mar. 26</b>	<p style="text-align: center;"><b>ETHICS, INTELLECTUAL PROPERTY</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 7 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 8 Learning Outcomes</i></li> <li>• Assigned Readings: <ul style="list-style-type: none"> <li>◦ ECAR research article <i>Intellectual Property Policies</i></li> <li>◦ AECT, ATD and AHRD codes of ethics</li> <li>◦ Article <i>Lack of Citations and Copyright Notices in Multimedia Presentations</i></li> <li>◦ Article <i>The Ethics of Instructional Technology</i></li> </ul> </li> <li>• Begin Virtual Roundtable Discussion #4 in your groups (graded)</li> <li>• Initial postings to Virtual Roundtable Discussion #4 group areas by <b>11:59 PM</b> on <b>Mar. 22</b></li> <li>• Post your Virtual Roundtable group summaries to the designated forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM</b> on <b>Mar. 25</b></li> </ul>
<b>Week 9</b> <b>Mar. 27-Apr. 2</b>	<p style="text-align: center;"><b>SIMULATIONS, GAMES, AND GAMIFICATION</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 8 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 9 Learning Outcomes</i></li> <li>• Assigned Readings: <ul style="list-style-type: none"> <li>◦ Chapters 16 &amp; 17 in Clark &amp; Mayer</li> <li>◦ The article <i>Gamifying Learning Experiences</i>, the link to which is in the <b>Course Readings</b> sub-folder in <b>RESOURCES</b></li> </ul> </li> <li>• Begin Virtual Roundtable Discussion #5 in your groups (graded)</li> <li>• Initial postings to Virtual Roundtable Discussion #5 group areas by <b>11:59 PM</b> on <b>Mar. 29</b></li> <li>• Post your Virtual Roundtable group summaries to the designated forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM</b> on <b>Apr. 1</b></li> <li>• Continue working on your e-Learning/Training Module project</li> <li>• Post the link to your e-Learning/Training Module in its current (not yet final) form to the <i>Peer Review #2</i> forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM</b> on <b>Apr. 2</b></li> </ul>

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<b>Week 10</b> <b>Apr. 3-Apr. 9</b>	<p align="center"><b>E-LEARNING/TRAINING MODULE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 9 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 10 Learning Outcomes</i></li> <li>• Review the document <i>Student Guidelines for Peer Reviews</i>, located under <b>RESOURCES</b></li> <li>• Review the <i>Peer Review Grading Rubric</i>, located under <b>RESOURCES</b></li> <li>• Peer Review #2 comments throughout the week (Apr. 3-Apr. 9)</li> </ul>
<b>Week 11</b> <b>Apr. 10-Apr. 16</b>	<p align="center"><b>OPEN SOURCE, OPEN ACCESS</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 10 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 11 Learning Outcomes</i></li> <li>• Assigned Readings (Articles in <b>RESOURCES</b>): <ul style="list-style-type: none"> <li>◦ <i>Adopting Open Source Software Applications in Higher Education</i></li> <li>◦ <i>MOOCs, Merlot, and OES</i></li> <li>◦ <i>Promoting Policy Uptake for Open Educational Resources and Open Practices</i></li> <li>◦ <i>7 Things you Should Know about MOOCs</i></li> </ul> </li> <li>• Begin Virtual Roundtable Discussion #6 in your groups (graded)</li> <li>• Initial postings to Virtual Roundtable Discussion #6 group areas by <b>11:59 PM on Apr. 12</b></li> <li>• Post your Virtual Roundtable group summaries to the designated forum on the <b>MAIN DISCUSSION BOARD</b> by <b>11:59 PM on Apr. 15</b></li> <li>• <b>Recommendation:</b> Complete Knowledge Check #2 by <b>11:59 PM on Apr. 16</b></li> </ul>
<b>Week 12</b> <b>Apr. 17-Apr. 23</b>	<p align="center"><b>E-LEARNING/TRAINING MODULE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 11 <i>BluePulse</i> feedback form</li> <li>• Read the <i>Week 12 Learning Outcomes</i></li> <li>• Review the document <i>Tips on Synthesizing Peer Review Feedback</i>, located under <b>RESOURCES/Other Resources</b></li> <li>• Begin revising your e-Learning/Training Module using instructor and peer review feedback</li> <li>• Post any questions you may have about the Module project to the <i>Course Questions</i> forum on the <b>MAIN DISCUSSION BOARD</b></li> </ul>

<b>Week 13</b> <b>Apr. 24-Apr. 30</b>	<p style="text-align: center;"><b>E-LEARNING/TRAINING MODULE COMPLETION</b></p> <ul style="list-style-type: none"> <li>• Complete the Week 12 BluePulse feedback form</li> <li>• Read the <i>Week 13 Learning Outcomes</i></li> <li>• Final checklist: <ul style="list-style-type: none"> <li>○ Have you completed all of the assignment requirements described on pp, 7-8 of this Syllabus?</li> <li>○ Have you reviewed the criteria set down in the e-Learning/Training Module Grading Rubric?</li> <li>○ Have you clearly checked which version of your Module is the final version?</li> </ul> </li> <li>• Upload your “live” working module or a hyperlink to your module to <b>three (3) locations</b> by <b>11:59 PM</b> on <b>Apr. 30</b>: <ul style="list-style-type: none"> <li>○ One (1) to the <b>ASSIGNMENTS</b> link for instructor grading and feedback</li> <li>○ One (1) to the <b>ASSESSMENTS</b> link for the university’s assessment and accreditation system</li> <li>○ One (1) to the Project Exhibit Hall/Peer Review #3 forum on the <b>MAIN DISCUSSION BOARD</b></li> </ul> </li> <li>• If you haven’t already done so, please complete the anonymous <b>Mason Online Course Evaluation Survey</b>, located at <a href="https://crserating.gmu.edu/">https://crserating.gmu.edu/</a></li> <li>• <b>Recommendation:</b> Complete Knowledge Check #3 by <b>11:59 PM</b> on <b>Apr. 30</b></li> </ul>
<b>Week 14</b> <b>May 1-May 7</b>	<p style="text-align: center;"><b>E-LEARNING/TRAINING MODULE PROJECT EXHIBITS AND COURSE WRAP-UP</b></p> <ul style="list-style-type: none"> <li>• Project Exhibit Hall/Peer Review #3 comments throughout the week (May 1-May 7)</li> <li>• Make sure you have completed all <b>three (3)</b> Knowledge checks</li> </ul>

### Core Values Commitment

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

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All



communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**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:

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

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