

## SYLLABUS

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

**EDIT 611 – 2D1**

**Innovations in e-Learning (3 Credits)**

**Spring 2013, Jan. 22-May 12, 2013**

Course meets online via [MyMasonPortal/Courses](#)

### **PROFESSOR:**

**Name:** Dr. Shahron Williams van Rooij

**Office hours:** By appointment only

**Office location:** Thompson Hall, Room L044

**Office phone:** (703) 993-9704

**Email address:** [swilliae@gmu.edu](mailto:swilliae@gmu.edu)

### **COURSE DESCRIPTION:**

- **Pre-requisites/Co-requisites:** There are neither pre-nor co-requisites. However, the content of this course assumes a basic knowledge of the principles and best practices of Instructional Design. To be successful in this course, students should have either taken **EDIT 705** (Instructional Design) or have **work experience** that includes the basics of Instructional Design. Students should also possess basic computer skills (e.g., Internet search skills, MS Office).
- **Course description from university catalog:** Explores 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.
- **Additional description details:** Students will explore the latest innovations in e-learning technologies and environments as well as the theoretical issues central to e-learning. The course will cover online learning environments including, but not limited to, online learning communities, communication and sharing tools, content creation tools, and communities of practice. Students will research and present various emerging e-learning applications and how new approaches to learning can be integrated into today's K-12, postsecondary education, and training environments. Issues of target audience, design, and usability will also be addressed. Students will also work in teams to design and implement e-learning modules using one or more of the tools explored during the course.
- **Delivery method:** This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system housed in the MyMason portal. The course will utilize a combination of readings, lectures, hands-on experiences, research activities, threaded discussions, and projects to help participants understand the strengths and limitations of current e-learning technologies, as well as the likely evolution of e-learning.
- **Technical requirements:** To participate in this course, students will need the following resources:

- Internet access with a standard up-to-date browser (Mozilla Firefox works best, but Internet Explorer works as well);
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - 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/](http://www.apple.com/quicktime/download/)

### **LEARNER OUTCOMES:**

At the conclusion of this course, students will be able to:

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

### **PROFESSIONAL STANDARDS:**

#### **American Society of Training and Development (ASTD) Competency Model**

(<http://www.astd.org/Communities-of-Practice/Career-Development/Competency-Model.aspx>):

1. Foundational competencies: Business/management
  - a. Uses data from a variety of sources to analyze needs and propose sound solutions
  - b. Drives improvement results through learning solutions by setting goals, tracking progress, and making course corrections
2. Area of expertise: Designing learning
  - a. Applies cognition and adult learning theory to instructional design
  - b. Collaborates with learning design project members
  - c. Creates designs or specifications for instructional material
  - d. Analyzes, selects, and integrates technologies into the learning solution design
  - e. Manages and implements design projects

**REQUIRED TEXT:**

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

**Recommended Reading:**

The following text offers real-world e-learning best practices and applications from academia, industry, and government and is a good asset for the e-learning practitioner.

- Kidd, T. (Ed.). (2009). *Online education and adult learning: New frontiers for teaching practices*. Hershey: Information Science Reference, IGI Global.

**COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES**

**ASSIGNMENTS**

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

**1. Panel Perspectives Discussion Series (25 points)**

There are **five (5) student-led online discussions**. Each discussion corresponds to selected topics in the course syllabus:

- Discussion #1: e-Learning, Why?
- Discussion #2: Evidence-based Practice
- Discussion #3: Multimedia, Contiguity and Modality Principles
- Discussion #4 Multimedia, Redundancy and Coherence Principles
- Discussion #5: Simulations and Games

***The Panelists***

- Each discussion will be led by a panel of **2-3 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 thread 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** the discussion. 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**

- a. Non-panelists will be expected to have read all of the chapters under each discussion section.
- b. 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 discussions that they are not leading. For example, if you are not a panelist for Discussion #2, you are expected to post at least two responses to the Discussion #2 thread. As graduate-level students, you are encouraged to exceed the minimum requirement.
- c. 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* at the end of this syllabus and also posted to the Bb course site. **Note: Postings made after a discussion week has ended will receive zero points.**

**2. Technology Deep-Dive (25 Points)**

- a. Each student will select **one (1)** technology (**with instructor approval via Bb Mail**) in which he/she is particularly interested. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):
  - Wikis (Example of a wiki: <http://ignite.wikis.birmingham.k12.mi.us/>)
  - Blogs (Example of a blog: <http://clive-shepherd.blogspot.com/>)
  - Virtual worlds (Example of a virtual world: <http://secondlife.com/>)
  - Learning management systems (Example of an LMS: <http://moodle.org/sites/>)
  - Presentation and rapid e-learning media  
(Examples of e-learning modules created with different rapid e-learning software packages: <http://sonet.nottingham.ac.uk/resources/rapid/examples.php>)
  - Mobile learning (Examples: <http://www.horton.com/portfolioquizshow.htm>)
  - Serious games and simulations (Example: <http://www.globalwarminginteractive.com/simulation/sdev/>)
  - Personal learning environments (Example of a PLE: [http://michelemmartin.typepad.com/thebambooprojectblog/2007/04/my\\_personal\\_lea.html](http://michelemmartin.typepad.com/thebambooprojectblog/2007/04/my_personal_lea.html)).
- b. Using **free trial versions** of the relevant software package, students will explore the tool and understand its capabilities to create relevant learning experiences. Each student will then prepare a **brief paper** (circa 2-3 pages, single spaced) describing and reflecting on his/her experience as it relates to creating relevant e-learning experiences that are **firmly grounded** in the principles/best practices of instructional design. **Note:** Describing the software’s features/functions without linking them to instructional design is **not** acceptable.

- c. Students will also prepare a **PowerPoint presentation (10 slides maximum)** covering the highlights of the technology's e-learning development capabilities, with either Speaker's Notes or audio narration. [APA](#) format is preferred, but standard business formatting is also acceptable. Both the paper and the slide presentation are to be posted by clicking on the **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.**
- d. In addition, upload a copy of your slides (**only the slides**) for group discussion to the designated thread under the **DISCUSSION BOARD** link in the left-hand navigation panel. For information on how your paper and presentation are evaluated, please consult the *Technology Deep-Dive Grading Rubric* at the end of this syllabus and posted in Blackboard.

**3. Create an e-Learning/Training Module Team Project (35 Points):**

- a. Working in teams of **2-3 members** (you may keep the same team members from your Panel groups or you may opt to work with entirely different people), students will develop an e-Learning Training Module on a single topic. 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. 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 for discussion, document sharing/collaboration, and chat. The team areas are accessible only to the team members and to the instructor. You will use your private areas to document plans and activities for your team projects. To help you organize, please use the project templates and team tip sheets posted in the **Project Documents** sub-folder under the **RESOURCES** link in the left-hand navigation panel. I will monitor but not actively participate in your private team discussions unless requested (problems, lack of member participation, etc.) by the group members. **Note:** If your team opts for face-to-face meetings or for teleconferencing, **minutes** of those meetings must be posted to your private discussion area. Please remember that is a totally online course; synchronous meetings take place only if **all** team members agree to such meetings. Please try to keep your team communications collaborative, professional and consistent with the rules of Netiquette.
- 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**. 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. **Note:** Students who have already taken EDIT 526 should make sure that the e-learning modules comply with Section 508 accessibility requirements and Americans with Disabilities Act (ADA) guidelines. Compliance is optional for all other students.
- e. Upload a copy of the slides and the module link to the Project Sharing thread on the Bb **DISCUSSION BOARD** on the date indicated in the **Course Schedule and Topics** section of this syllabus and on the Bb **Calendar**.

**Examples** of e-learning/training modules created in **previous** EDIT611 classes are posted in the **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 included at the end of this syllabus.

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

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 criteria documented in the *e-Learning/Training Module Grading Rubric*.

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.

So as not unduly influence the peer reviews, instructor comments will be posted directly to each team's private communication and collaboration area on Bb. As with any graduate-level course, you are encouraged to contribute more than the minimum requirement. The *Peer Review Grading Rubric* is at the end of this syllabus as well as on the Bb course site. **Note: Postings made after a peer review week has ended will receive zero points.**

**Total Possible Points for all Deliverables: 100**

**GRADING POLICIES**

- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Bb course site.
- **Team projects:** Note that the grading rubric for the team project evaluates both the project deliverables **and** each team member's individual contribution to the project and the project process based on the content and activity in the private team areas in Bb and on the results of two (2) Team Member Effectiveness surveys that will be conducted during the semester. As such, an **individual student's scores may differ from the project deliverable scores.**
- **Grading scale:** The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values  $\geq .5$  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%).

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

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

### GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [see <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University e-mail account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason e-mail account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [see <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [see <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [see <http://writingcenter.gmu.edu/>].

### **PROFESSIONAL DISPOSITIONS**

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

### **CORE VALUES COMMITMENT**

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

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

### **WORKLOAD:**

Student success in this course is priority one. We have a great deal to cover in a relatively short period of time, so please keep on track. The scope and intensity of this course is such that playing “catch up” will prove to be extremely challenging. Expect to log in to this course **at least four times** a week to read announcements, participate in the discussions and work on course materials. **It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.**

**Note:** If work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible and we’ll talk.

### **NETIQUETTE:**

Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

### **MID-SEMESTER FEEDBACK**

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.

**COURSE SCHEDULE:**

| DATE                                       | TOPIC/LEARNING EXPERIENCES  | READINGS AND ASSIGNMENTS  |
|--|---|---|
| <p><b>Week 1</b><br/><b>01/22-1/27</b></p> | <p><b>TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED</b></p> <ul style="list-style-type: none"> <li>• Verify Bb access, troubleshoot any issues by sending an email to <a href="mailto:courses@gmu.edu">courses@gmu.edu</a></li> <li>• After logging into the <a href="#">MyMason</a> portal, click on the COURSES tab at the top of the page, then wait a moment or two for the COURSE LIST to upload in the center of the portal page.</li> <li>• When the COURSE LIST appears, click on the link for EDIT 611</li> <li>• Read the course <i>Welcome</i> page</li> <li>• Review course Syllabus and print it for off-line reference</li> <li>• View the <b>COURSE INTRODUCTION</b> video, the link to which is in the left-hand navigation menu bar</li> <li>• Post your bio (photo optional) to the designated thread under the <b>DISCUSSION BOARD</b> link in the left-hand navigation menu</li> <li>• Post any syllabus-related questions to the designated thread under the <b>DISCUSSION</b> link</li> <li>• Review the <i>Panel Discussion Preparation Guidelines</i> posted under the <b>RESOURCES</b> link</li> </ul> | <ul style="list-style-type: none"> <li>• Comment on the bios of your fellow course members</li> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 1</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 1 Learning Outcomes</li> <li>• Complete the assigned readings             <ul style="list-style-type: none"> <li>○ Chapter 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 the <i>Course Readings</i> sub-folder in the <b>RESOURCES</b> folder in the left-hand navigation panel</li> </ul> </li> <li>• View the video <i>Online Learning, Lifelong Learning</i></li> <li>• Click on the <b>GROUPS</b> link in the left-hand navigation panel, sign up for <b>one (1)</b> of the <i>Panel Perspectives</i> 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 five topics to be completed by <b>01/24</b></li> </ul> |

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| DATE  | TOPIC/LEARNING EXPERIENCES   | READINGS AND ASSIGNMENTS  |
|---|--|---|
| <p><b>Week 2</b><br/><b>01/28-02/03</b></p> | <p><b>TOPIC: E-LEARNING, WHY?</b></p> <ul style="list-style-type: none"> <li>• Comments on Panel Perspectives Discussion #1 throughout the week</li> <li>• Start thinking about your project team member preferences</li> <li>• Explore the <i>Project Documents</i> sub-folder under the <b>RESOURCES</b> link</li> <li>• View previous EDIT 611 projects in the <i>Exemplary Projects</i> sub-folder under the <b>RESOURCES</b> link</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Leaders</b> of the Panel Perspectives Discussion #1 to post their perspectives/questions by <b>01/28</b></li> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 2</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 2 Learning Outcomes</li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Chapter 3 in Clark &amp; Mayer</li> </ul> </li> <li>• Send your project team member preferences to the instructor via Bb Mail by <b>02/03</b></li> </ul>   |
| <p><b>Week 3</b><br/><b>02/04-02/10</b></p> | <p><b>TOPIC: EVIDENCE-BASED PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Comments on Panel Perspectives Discussion #2 throughout the week</li> <li>• Begin using private team discussion and collaboration tools in Bb</li> <li>• Conduct a virtual kick-off meeting to determine your project topic and prepare your <i>Team Project Charter</i>, a template of which is in the <i>Projects Documents</i> sub-folder under the <b>RESOURCES</b> link</li> <li>• Select a technology for your Deep Dive assignment</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Leaders</b> of the Panel Perspectives Discussion #2 to post their perspectives/comments by <b>02/04</b></li> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 3</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 3 Learning Outcomes</li> <li>• View the video <i>Technology Selection by Design</i></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Chapter 4 in Clark &amp; Mayer</li> </ul> </li> <li>• Submit your Deep Dive technology choice for instructor approval by <b>02/08</b></li> <li>• Send your team project topic choice to the instructor via Bb Mail by <b>02/10</b></li> </ul> |

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| DATE  | TOPIC/LEARNING EXPERIENCES  | READINGS AND ASSIGNMENTS  |
|---|---|---|
| <p><b>Week 4</b><br/><b>02/11-02/17</b></p> | <p><b>TOPIC: E-LEARNING TECHNOLOGY SELECTION</b></p> <ul style="list-style-type: none"> <li>• Continue using private team discussion and collaboration areas on Bb</li> <li>• In your respective teams, draft a 2-3 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</li> <li>• Review the <i>Student Guidelines for Peer Reviews</i> posted under the <b>RESOURCES</b> link</li> <li>• Begin working on your Technology Deep Dive assignment</li> </ul> | <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 4</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 4 Learning Outcomes</li> <li>• Complete the ungraded <b>Knowledge Check #1</b></li> <li>• Complete the assigned reading             <ul style="list-style-type: none"> <li>○ The article <a href="#">An e-Learning System Architecture based on Cloud Computing</a></li> <li>○ The article <a href="#">An Overview of e-Learning in Cloud Computing</a></li> </ul> </li> <li>• View the video <i>Creating an Open Web 2.0 Cloud e-Learning Experience</i></li> <li>• Have one representative of your team post your draft Project Overview to the <b>Peer Review #1</b> discussion thread on the Bb <b>DISCUSSION BOARD</b> by <b>02/17</b></li> </ul> |
| <p><b>Week 5</b><br/><b>02/18-02/24</b></p> | <p><b>TOPIC: E-LEARNING IN THE CLOUD</b></p> <ul style="list-style-type: none"> <li>• Peer Review #1 comments throughout the week             <ul style="list-style-type: none"> <li>○ Be sure to use the criteria in the <i>e-Learning/Training Module Grading Rubric</i> to substantiate your comments</li> </ul> </li> <li>• Revise your Project Overview based on peer review comments and instructor feedback</li> <li>• Finalize your Technology Deep Dive assignment</li> </ul>  | <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 5</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 5 Learning Outcomes</li> <li>• Submit your <b>Technology Deep Dive</b> paper <b>and</b> slides under the <b>ASSIGNMENTS</b> link in Bb by <b>02/24</b></li> <li>• Upload a copy of your Deep Dive slides (<b>slides only</b>) to the relevant thread on the <b>DISCUSSION BOARD</b> by <b>02/24</b></li> </ul>   |

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| DATE  | TOPIC/LEARNING EXPERIENCES   | READINGS AND ASSIGNMENTS   |
|---|--|--|
| <p><b>Week 6</b><br/><b>02/25-03/03</b></p> | <p><b>TOPIC: KNOWLEDGE SHARING WEEK</b></p> <ul style="list-style-type: none"> <li>• Comments on Technology Deep Dive slides throughout the week</li> <li>• Conduct a team process review meeting in your private Team spaces using the <i>Team Process Review Questions</i> posted in the Project Documents sub-folder under the <b>RESOURCES</b> link</li> </ul> | <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 6</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 6 Learning Outcomes</li> <li>• Complete the assigned reading               <ul style="list-style-type: none"> <li>○ Chapters 5 &amp; 6 in Clark &amp; Mayer</li> </ul> </li> <li>• Complete the <b>Team Member Effectiveness</b> survey, the link to which was emailed to you, by <b>03/03</b></li> </ul>   |
| <p><b>Week 7</b><br/><b>03/04-03/10</b></p> | <p><b>TOPIC: MULTIMEDIA CONTIGUITY AND MODALITY PRINCIPLES</b></p> <ul style="list-style-type: none"> <li>• Comments on Panel Perspectives Discussion #3 throughout the week</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Leaders</b> of the Panel Perspectives Discussion #3 to post their perspectives/questions by <b>03/04</b></li> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 7</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 7 Learning Outcomes</li> <li>• Complete the assigned reading               <ul style="list-style-type: none"> <li>○ Chapters 7 &amp; 8 in Clark &amp; Mayer</li> </ul> </li> <li>• Complete the anonymous <b>Mid-Semester Feedback</b> survey on Bb by <b>03/10</b></li> </ul> |
| <p><b>Week 8</b><br/><b>03/11-03/17</b></p> | <p><b>SPRING BREAK – NO CLASSES</b></p>  |  |

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| DATE   | TOPIC/LEARNING EXPERIENCES  | READINGS AND ASSIGNMENTS   |
|--|---|--|
| <p><b>Week 9</b><br/><b>03/18-03/24</b></p>  | <p><b>TOPIC: MULTIMEDIA REDUNDANCY AND COHERENCE PRINCIPLES</b></p> <ul style="list-style-type: none"> <li>• Comments on Panel Perspectives Discussion #4 throughout the week</li> <li>• 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)</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Leaders</b> of the Panel Perspectives Discussion #4 to post their perspectives/questions by <b>03/18</b></li> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 9</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 9 Learning Outcomes</li> <li>• Complete the assigned reading <ul style="list-style-type: none"> <li>○ Read the ECAR research article <i>Intellectual Property Policies</i></li> </ul> </li> <li>• Have one representative of your team post your draft Project Evaluation Plan to the <b>Peer Review #2</b> discussion thread by <b>03/24</b></li> </ul> |
| <p><b>Week 10</b><br/><b>03/25-03/31</b></p> | <p><b>TOPIC: ETHICS, INTELLECTUAL PROPERTY</b></p> <ul style="list-style-type: none"> <li>• Peer Review #2 comments throughout the week <ul style="list-style-type: none"> <li>○ Be sure to use the criteria in the <i>e-Learning/Training Module Grading Rubric</i> to substantiate your comments</li> </ul> </li> <li>• Revise your Project Evaluation Plan based on peer review comments and instructor feedback</li> <li>• Continue working on your e-Learning/Training Module</li> </ul> | <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 10</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 10 Learning Outcomes</li> <li>• Complete the ungraded <b>Knowledge Check #2</b></li> <li>• Complete the assigned reading <ul style="list-style-type: none"> <li>○ Chapter 16 in Clark &amp; Mayer</li> </ul> </li> </ul>   |

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| DATE   | TOPIC/LEARNING EXPERIENCES   | READINGS AND ASSIGNMENTS  |
|--|--|---|
| <p><b>Week 11</b><br/><b>04/01-04/07</b></p> | <p><b>TOPIC: SIMULATIONS AND GAMES</b></p> <ul style="list-style-type: none"> <li>• Comments on Panel Perspectives Discussion #5 throughout the week</li> <li>• Continue working on your e-Learning/Training Module</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Leaders</b> of the Panel Perspectives Discussion #5 to post their perspectives/questions by <b>04/01</b></li> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 11</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 11 Learning Outcomes</li> <li>• Complete the assigned reading               <ul style="list-style-type: none"> <li>○ Read the article <i>Adopting Open Source Software Applications in Higher Education</i></li> <li>○ Read the article <a href="#">7 Things You Should Know about MOOCs</a></li> </ul> </li> <li>• Post the link to your e-Learning/Training Module in its <b>current</b> (not yet final) form to the <b>Peer Review #3</b> thread on the <b>Bb DISCUSSION BOARD</b> by <b>04/07</b></li> </ul> |
| <p><b>Week 12</b><br/><b>04/08-04/14</b></p> | <p><b>TOPIC: OPEN SOURCE, OPEN ACCESS</b></p> <ul style="list-style-type: none"> <li>• Peer Review #3 comments throughout the week               <ul style="list-style-type: none"> <li>○ Be sure to use the criteria in the <i>e-Learning/Training Module Grading Rubric</i> to substantiate your comments</li> </ul> </li> <li>• Revise your module based on peer review comments and instructor feedback</li> <li>• Begin drafting your 10-slide (maximum) project background presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 12</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 12 Learning Outcomes</li> <li>• Post your draft 10-slide project background presentation to the <b>Peer Review #4</b> thread on the <b>DISCUSSION BOARD</b> by <b>04/14</b></li> </ul>  |

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|  |  |   |
|--|--|---|
| <p><b>Week 13</b><br/><b>04/15-04/21</b></p> | <p><b>TOPIC: E-LEARNING/TRAINING MODULE DEVELOPMENT COMPLETION</b></p> <ul style="list-style-type: none"> <li>Peer Review #4 comments throughout the week</li> <li>Revise your slides based on peer review comments and instructor feedback</li> </ul>   | <ul style="list-style-type: none"> <li>Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>Select the <b>Week 14</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>Read the Week 14 Learning Outcomes</li> <li>Post the link to your e-Learning/Training Module in its <b>current</b> (almost final) form to the <b>Peer Review #5</b> thread on the Bb <b>DISCUSSION BOARD</b> by <b>04/21</b></li> </ul>   |
| <p><b>Week 14</b><br/><b>04/22-04/28</b></p> | <p><b>TOPIC: E-LEARNING/TRAINING MODULE IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>Peer Review #5 comments throughout the week</li> <li>Complete your e-Learning/Training Module</li> </ul>   | <ul style="list-style-type: none"> <li>Finalize your e-Learning/Training Module</li> <li>Complete the anonymous Mason <b>Online Course Evaluation Survey</b>, the link to which is located in the bottom right-hand corner of the <b>COURSES</b> tab on the MyMason portal</li> </ul>   |
| <p><b>Week 15</b><br/><b>04/29-05/05</b></p> | <p><b>TOPIC: E-LEARNING/TRAINING MODULE PROJECT EXHIBITS</b></p> <ul style="list-style-type: none"> <li>Review and comment on all of the team projects other than your own <ul style="list-style-type: none"> <li>Be sure to use the criteria in the <i>e-Learning/Training Module Grading Rubric</i> to substantiate your comments</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Have one representative of your team upload your e-Learning/Training Module link <b>AND</b> slide presentation to the <b>ASSIGNMENTS</b> are in Bb by <b>04/29</b></li> <li>Upload the module link and slides to the Project Sharing thread on the Bb <b>DISCUSSION BOARD</b> by <b>04/29</b></li> <li>Complete the <b>Team Member Effectiveness</b> survey, the link to which was emailed to you, by <b>05/05</b></li> <li>Complete the anonymous Mason <b>Online Course Evaluation Survey</b>, the link to which is located in the bottom right-hand corner of the <b>COURSES</b> tab on the MyMason portal</li> </ul> |
| <p><b>Week 16</b><br/><b>05/06-05/12</b></p> | <p><b>TOPIC: COURSE WRAP-UP</b></p> <ul style="list-style-type: none"> <li>Closing remarks from instructor</li> <li>Final project grades posted under the <b>MY GRADES</b> link (notification via email)</li> </ul>  |   |

**ASSESSMENT RUBRICS:**

**A. Panel Perspectives Discussion Series Grading Rubric (Total Possible Points: 9 as panelist; 4 non-panelist x 4 discussions =25 points)**

- **Panelist (1 topic for 9 points per panelist)**

| <b>Criteria</b>                     | <b>Does Not Meet Standards</b>   | <b>Meets Standards</b>  | <b>Exceeds Standards</b>  |
|-------------------------------------|--|---|---|
| <b>Preparation:</b>                 | Postings reflect inadequate thought processes and preparation<br><i>Point values/discussion: 0.0-2.3</i>   | Postings reflect adequate thought processes and preparation<br><i>Point values/discussion: 2.4-2.9</i>  | Postings reflect outstanding thought processes and thorough preparation<br><i>Point value/discussion: 3</i>   |
| <b>Ideas:</b>                       | Ideas not substantive or off topic, with no references to assigned readings and to valid external sources<br><i>Point values/discussion: 0.0-2.3</i> | Usually includes substantive ideas supported by occasional references to assigned readings and to valid external sources<br><i>Point values/discussion: 2.4-2.9</i> | Always includes substantive ideas supported by frequent references to assigned readings and to valid external sources<br><i>Point value/discussion: 3</i> |
| <b>Supplementary Contributions:</b> | No supplementary comments or probing questions<br><i>Point values/discussion: 0.0-0.7</i>  | Occasionally supplements comments with an additional probing question or hypothesis for the class to consider<br><i>Point values/discussion: 0.8-0.9</i>            | Often supplements comments with an additional probing question or hypothesis for the class to consider<br><i>Point value/discussion: 1</i>                |
| <b>Application:</b>                 | No application of work and/or previous learning experiences to concepts covered in class<br><i>Point values/discussion: 0.0-0.7</i>                  | Usually applies work and/or previous learning experiences to concepts covered in class<br><i>Point values/discussion: 0.8-0.9</i>                                   | Frequent application of work and/or previous learning experiences to concepts covered in class<br><i>Point value/discussion: 1</i>                        |
| <b>Netiquette:</b>                  | Consistently violates the rules of digital etiquette (netiquette)<br><i>Point values/discussion: 0.0-0.7</i>   | Usually follows the rules of digital etiquette (netiquette)<br><i>Point values/discussion: 0.8-0.9</i>  | Consistently follows the rules of digital etiquette (netiquette)<br><i>Point value/discussion: 1</i>  |

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- **Non-panelist/discussion participant (4 per topic x 4 topics = 16 points)**

| <b>Criteria</b>     | <b>Does Not Meet Standards</b>   | <b>Meets Standards</b>   | <b>Exceeds Standards</b>  |
|---------------------|--|--|---|
| <b>Preparation:</b> | Postings reflect inadequate thought processes and preparation; did not meet the minimum requirement of two postings per topic<br><i>Point values/discussion: 0.0-0.7</i> | Postings reflect adequate thought processes and preparation; met the minimum requirement of two postings per week or postings concentrated on 1 day<br><i>Point values/discussion: 0.8-0.9</i> | Postings reflect outstanding thought processes and thorough preparation; met or exceeded the minimum requirement of two postings per topic; postings spread throughout the week<br><i>Point value/discussion: 1</i> |
| <b>Ideas:</b>       | Ideas not substantive or off topic, with no references to assigned readings and to valid external sources<br><i>Point values/discussion: 0.0-0.7</i>                     | Usually includes substantive ideas supported by occasional references to assigned readings and to valid external sources<br><i>Point values/discussion: 0.8-0.9</i>                            | Always includes substantive ideas supported by frequent references to assigned readings and to valid external sources<br><i>Point value/discussion: 1</i>   |
| <b>Application:</b> | No application of work and/or previous learning experiences to concepts covered in class<br><i>Point values/discussion: 0.0-0.7</i>                                      | Usually applies work and/or previous learning experiences to concepts covered in class<br><i>Point values/discussion: 0.8-0.9</i>  | Frequent application of work and/or previous learning experiences to concepts covered in class<br><i>Point value/discussion: 1</i>  |
| <b>Netiquette:</b>  | Consistently violates the rules of digital etiquette (netiquette)<br><i>Point values/discussion: 0.0-0.7</i>   | Usually follows the rules of digital etiquette (netiquette)<br><i>Point values/discussion: 0.8-0.9</i>   | Consistently follows the rules of digital etiquette (netiquette)<br><i>Point value/discussion: 1</i>  |

**B. Technology Deep Dive Grading Rubric (Total Possible Points: 25)**

| <b>Criteria</b>                            | <b>Does Not Meet Standards</b>   | <b>Meets Standards</b>  | <b>Exceeds Standards</b>   |
|--|--|---|--|
| <b>Alignment with ID Principles:</b>       | Does not identify features/functions that align with instructional design principles, no explanation of why/how they align<br><br><i>Point values: 0.0-3.9</i> | Some identification of features/functions that align with instructional design principles, including why/how they align<br><br><i>Point values: 4.0-6.9</i>                 | Clearly identifies specific product features/functions that align with specific instructional design principles, including why/how they align<br><br><i>Point value: 7</i> |
| <b>Clarity:</b>                            | Major points are not stated clearly, little or no specific details, examples or analysis<br><br><i>Point values: 0.0-3.9</i>                                   | Major points are stated clearly, some supported with specific details, examples or analysis<br><br><i>Point values: 4.0-6.9</i>   | Major points are stated clearly, supported with specific details, examples, or analysis<br><br><i>Point value: 7</i>   |
| <b>Organization</b>                        | Paper is unstructured and hard to follow<br><br><i>Point values: 0.0-3.1</i>   | Structure of the paper is generally clear, little or no use of headings and sub-headings<br><br><i>Point values: 3.2-3.9</i>  | Structure of the paper is clear and easy to follow, with use of accurate headings and sub-headings<br><br><i>Point value: 4</i>  |
| <b>Language</b>                            | Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors<br><br><i>Point values: 0.0-2.3</i>                       | Rules of English grammar, usage, spelling and punctuation are generally followed throughout the paper, one or two minor language errors<br><br><i>Point values: 2.4-2.9</i> | Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the paper, no language errors<br><br><i>Point value: 3</i>                  |
| <b>PowerPoint® Best Practices:</b>         | Slides do not adhere to PowerPoint® best practices documented in the Resources area of the Blackboard course site<br><br><i>Point values: 0.0-1.5</i>          | Slides generally adhere to PowerPoint® best practices documented in the Resources area of the Blackboard course site<br><br><i>Point values: 1.6-1.9</i>                    | Slides consistently adhere to PowerPoint® best practices documented in the Resources area of the Blackboard course site<br><br><i>Point value: 2</i>                       |
| <b>Audio Narration or Speaker's Notes:</b> | Slides contain neither Audio Narration nor Speaker's Notes<br><br><i>Point values: 0.0-1.5</i>   | Slides contain either Audio Narration or Speaker's Notes that merely replicate content of the main paper<br><br><i>Point values: 1.6-1.9</i>                                | Slides contain either Audio Narration or Speaker's Note that extract highlights of main paper<br><br><i>Point value: 2</i>   |

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

| <b>Criteria</b>   | <b>Does Not Meet Standards</b>  | <b>Meets Standards</b>   | <b>Exceeds Standard</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<br><br><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<br><br><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<br><br><i>Point value: 7</i> |
| <b>Multimedia selection:</b>                                      | Graphics, video or other multimedia show no evidence of new thought or inventiveness and rehash existing usage<br><br><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<br><br><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<br><br><i>Point value: 7</i>   |
| <b>Design:</b>  | Sequencing of information is not logical and intuitive, menus and paths to information are unclear and flawed<br><br><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<br><br><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<br><br><i>Point value: 7</i>  |
| <b>Interaction:</b>   | Provides no tools/techniques for learner interaction with peers, instructor and/or external community<br><br><i>Point values: 0.0-3.1</i>   | Provides one or two tools/techniques for learner interaction with peers, instructor and/or external community<br><br><i>Point values: 3.2-3.9</i>  | Provides multiple tools/techniques for learner interaction with peers, instructor and/or external community<br><br><i>Point value: 4</i>  |

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| <b>Criteria</b>                              | <b>Does Not Meet Standards</b>   | <b>Meets Standards</b>  | <b>Exceeds Standard</b>  |
|--|--|---|--|
| <b>Language:</b>                             | <p>Rules of English grammar, usage, spelling and punctuation are not followed, multiple language areas throughout the modules and slides</p> <p><i>Point values: 0.0-2.3</i></p> | <p>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</p> <p><i>Point values: 2.4-2.9</i></p> | <p>Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the module and the slides</p> <p><i>Point value: 3</i></p> |
| <b>Technical:</b>                            | <p>Model does not run satisfactorily with multiple technical problems</p> <p><i>Point values: 0.0-1.5</i></p>  | <p>Module runs satisfactorily with only one or two minor technical problems</p> <p><i>Point values: 1.6-1.9</i></p>   | <p>Module runs perfectly with no technical problems (e.g., no error messages, clear audio and/or video)</p> <p><i>Point value: 2</i></p>                     |
| <b>Individual Team Member Contributions:</b> | <p>Each team member did not adhere to shared roles/responsibilities documented in Bb private team areas</p> <p><i>Point values: 0.0-3.9</i></p>                                  | <p>Each team member generally adhered to shared roles/responsibilities documented in Bb private team areas</p> <p><i>Point values: 4.0-4.9</i></p>  | <p>Each team member consistently adhered to shared roles/responsibilities documented in Bb private team areas:</p> <p><i>Point value: 5</i></p>              |

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

| <b>Criteria</b>      | <b>Does Not Meet Standards</b>  | <b>Meets Standards</b>  | <b>Exceeds Standards</b>  |
|----------------------|---|---|---|
| <b>Completeness:</b> | Does not use the criteria set down in the e-Learning/Training Module Grading Rubric<br><i>Point values: 0.0-0.7</i>                                   | Uses some of the criteria set down in the e-Learning/Training Module Grading Rubric<br><i>Point values: 0.8-1.4</i>                                   | Uses all of the criteria set down in the e-Learning/Training Module Grading Rubric<br><i>Point value: 1.5</i>                                     |
| <b>Quality:</b>      | Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the rubric criteria<br><i>Point value: 0.0-0.7</i> | Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the rubric criteria<br><i>Point value: 0.8-1.4</i> | Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the rubric criteria<br><i>Point value: 1.5</i> |