Assignment Appendix

Principles of Design and Management in Distance Education

EDUC633

This document contains a list of the assignments, the assignment descriptions, and the assignment rubrics for the course.

Contents

EDUC 633: Blog Assignments

Description: Blog topics give you an opportunity to reflect upon, process, and extend the reading and class content. You will create a new blog or use the blog that you have created in a previous educational technology course. You may use a blog software or server of your choice (e.g. blog-ed, blogspot, edublog, wordpress, etc.). You will provide a link to your blog in the discussion board area entitled "Blog" of the Blackboard course so that all your peers and your instructor can access it. The instructor will use Google Reader or an equivalent subscription approach to follow course blogs. You can do the same. During the course, you will complete 5 blog reflections.

Each blog activity will be completed in two parts: you will post an initial blog entry to your personal blog and then comment to at least two peer's initial blog entries. You are expected to respond to comments posted on your blogs and are encouraged to post further. You are expected to post an initial reflection in response to the blog topic by Wednesday at 11:59 p.m. If you are posting a text based initial response, your post is expected to be substantive and 200 words or less. When references are used, APA format is required for citations and a reference list. Proper grammar as outlined in the APA manual is expected. Unless otherwise specified in module blog directions, if you are posting an audio/video based initial response, your post is expected to be substantive and 120 seconds or less. Video/ audio quality is expected to be good.

Subsequent posts to your peers' blogs should be done by Sunday at 11:59 p.m. Two response posts are required for every blog assignment. Unless otherwise specified in module blog directions, if you are posting a text based response, your response posts are expected to be substantive and 100 words or less. If you are posting an audio/video based initial response, your post is expected to be substantive and 60 seconds or less. Video/ audio quality is expected to be good. Remember to encourage your peers to think critically, but also be polite and be courteous. Be sure to also respond to any questions that your peers may pose in response to your initial reflection.

EDUC 633: BLOG ASSIGNMENT RUBRIC

You will be evaluated as outlined in the following criteria:

	Points			
	40 -35 points	**34 -31 points**	**30-1 points**	**0 points**
Regular and Consistent	Initial post is posted by Wednesday; learner responds to at least two other posts and answers questions related to initial post\	Initial post is posted by Wednesday; learner responds to at least one other posts and answers questions related to initial post.	Initial post is not posted by Wednesday and/or learner does not respond to other posts or answer questions related to initial post.	Not acceptable or not completed.
Relative to Material	Posts reflect significant engagement with the weekly readings and the larger field of study as evidenced by referring to or citing at least two readings and research.	Posts reflect moderate engagement with the weekly readings and the larger field of study as evidenced by referring to or citing at least one readings and research.	Posts reflect no engagement with the weekly readings and the larger field of study as evidenced by no reference to or citation.	Not acceptable or not completed.
Reflective in Nature	Posts reflect significant analysis of the discussion topic. Learner analyzes, synthesizes, or applies information.	Posts reflect moderate analysis of the discussion topic. Learner summarizes and applies information.	Posts reflect little analysis of the discussion topic. Learner only summaries information.	Not acceptable or not completed.
Respectful, Collaborative, and Critical	Posts are respectful and courteous even when there is a disagreement. Frequently engages and provokes classmates to critically think by asking questions or providing additional literature related to peer's topic.	Posts are respectful and courteous even when there is a disagreement. Rarely engages and provokes peers to critically think by asking questions or providing additional literature related to peer's topic.	Posts are disrespectful or never engage and provokes peers to critically think by asking questions or providing additional literature related to peer's topic.	Not acceptable or not completed.
Reference and Articulation	Free from APA, grammar, and spelling errors. Well articulated audio including a coherent structure and free from fillers such as "um" and "uh." Sound quality is good.	Few APA, grammar, and spelling errors. Audio has some coherent structure and few fillers such as "um" and "uh." Sound quality is fair.	Frequent APA, grammar, and spelling errors. Audio has little coherent structure and many fillers such as "um" and "uh." Sound quality is poor.	Not acceptable or not completed.
Submission	The learner submits assignment as specified (i.e. correct location, correct items, correct format).	The learner submits assignment partially as specified (i.e. correct location, correct items, correct format).		The learner does not submit assignment as specified.

EDUC 633: Introductory Video Blog (VB)

Due: Module 1, Wednesday and Sunday, 11:59 p.m. (EST)

Description: Create a video blog. Take one to two minutes to introduce yourself. Then, make state three statements about yourself - two that are true and one that is not.

Visit your peers' blogs throughout the module. In text form, respond to your peers' introduction and post your guesses as to which statement each classmate made was false. By end of the module, return to your blog and provide the correct answer.

Submission Criteria: Your blog post is due Wednesday by 11:59 p.m. submitted via your blog. Two response posts are due Sunday by 11:59 p.m., submitted via your peers' blogs. Additionally, provide a link to your blog in the discussion board area entitled "Blog" of the Blackboard course so that all your peers and your instructor can access it.

Grading Criteria: You will be evaluated as outlined in the blog assignment rubric.

EDUC 633: Theory Video Blog (VB)

Due: Module 2, Wednesday and Sunday, 11:59 p.m. (EST)

Description: Create a video or text based blog, it is your choice. Select one learning, distance education, or instructional design theory (behaviorism, cognitivism, constructivism, CA/JiTT, adult learning theory, Moore's Theory of Interaction, Community of Inquiry Framework, Dick, Dick & Carey's ISD Model; Gagnè's Nine Steps of Instruction; John Keller's ARCS model; Merrill's Component Display Theory; Reigeluth's Elaboration Theory; van Merriënboer's 4C/ID Model, etc.) from your course reading or research. Briefly summarize the distinctives of your chosen theory. You may choose one or two. Then, summarize the key strengths (or usefulness) and weaknesses (or non- usefulness) of the theory for online or mobile course development.Your discussion of strengths and weaknesses may focus upon a specific population of your choice (i.e. third grade students, university undergraduates, adult learners, etc.); the discussion should be based in research. Then, identify how you might practically apply this theory in distance education course development, or how the theory may serve as a foundation to your distance education course development.

Visit your peers' blogs throughout the module. In text or video form, respond to your peers' posts. Critique their discussion of strengths and weaknesses. Extend their application ideas.

Submission Criteria: Your blog post is due Wednesday by 11:59 p.m. submitted via your blog. Two response posts are due Sunday by 11:59 p.m., submitted via your peers' blogs.

Grading Criteria: You will be evaluated as outlined in the blog assignment rubric

EDUC 633: Assessment Blog

Due: Module 4, Wednesday and Sunday, 11:59 p.m. (EST)

Description: Read the following quote: *Successful educational institutions in the future will out of necessity integrate the worlds of education, work, and leisure with leading edge electronic technologies as they become available. The new model for educational activity will be that which is delivered by the institutions and acquired by the students in an anytime, anyplace, on-demand fashion. The educational institution of the future, at the post-secondary level at least, will not be a campus we drive through and view the ivy covered halls of wisdom, but it will be a learning experience we participate in while we drive along the highway, relax at home, work at our desks, fly to distant locations, collaborate with fellow learners, and accomplish all the other tasks required of us to be productive, useful, and educated citizens of the world. It will always be at our fingertips, or at least no more than a click away. One of the major challenges of this new "at-our-fingertips" learning environment is how to assess learner achievement in an online course in which learner and instructor seldom or never see each other in face-to-face contact. The assessment must be authentic as defined by Wiggins (1998), Bridges (1995) and others and must be effective in that it measures learning, engages the learner, is integrated into the learning process, and promotes further learning. The assessment paradigm developed as a result of this study will be a step forward.* (Drummond, 2003)

As in this quote, the literature has suggested that the evolution of mobile and online education has revolutionized and introduced challenges for assessment. Take a virtual fieldtrip to the library databases and identify several articles to answer the following questions: What are those revolutions? What are the challenges? What is current online and mobile assessment methods being used and what is there effectiveness? Summarize what you learned. Then, briefly, reflect on the following: Based on your personal theory of learning, how should online learners be assessed? How is this congruent with what is understood, in the literature, about mobile and online education assessment? Make a text based blog post.

Visit your peers' blogs throughout the module. Respond to your peers' posts. In doing so, reflect on the following question: How does what they found align with your personal theory of learning and your beliefs about how should online learners be assessed? Did something they found or said change your way of thinking about assessment?

Submission Criteria: Your blog post is due Wednesday by 11:59 p.m. submitted via your blog. Two response posts are due Sunday by 11:59 p.m., submitted via your peers' blogs.

Grading Criteria: You will be evaluated as outlined in the blog assignment rubric

EDUC 633: Webibliography Blog

Due: Module 5, Wednesday and Sunday by 11:59 p.m. (EST)

Description: You will complete 1 to 3 webibliographies. During the first module of the course, you and a partner will be assigned one to three chapters of the Clark & Mayer textbook in which you will need to work together to summarize. You will then individually reflect upon the chapter and write about the most important thing that you learned.

Each webibliography should have three primary components: (a) a summary (this will be the same for both partners), (b) a reflection, and (c) a reference. A one-to-three paragraph summary of each chapter is expected. The summary should include the purpose and an outline the primary points of the chapter. The use of quotations should be avoided. Cutting and pasting paragraphs from the source is not sufficient for the summary section. The reflection should average half to one pages (Note: adherence to blog word limits do not apply here). The reflection should show independent, critical thinking, reflecting an accurate evaluation and analysis of resource. Reflect upon the following questions as you write your post: Why is this point important? Did it change your views or ideas about educational technology or distance education or instructional design? How is this point relevant to your ISD project? How is this point relevant to you and what you plan to do after graduation? Correct APA format, as well as correct spelling, grammar, and punctuation are expected.

You will submit your webibliography as your initial post.

Visit your peers' blogs and read them to gain a better understanding of the Clark and Mayer text and how it's content applicable to for instructional designers. Comment on your peers' posts. Do you agree or disagree that the identified point is important? Are there any muddy or unclear points? Did it change your views on educational technology or distance education? How is this point relevant to your ISD project? How is this point relevant to you and what you plan to do after graduation?

Submission Criteria: Your blog post is due Wednesday by 11:59 p.m. submitted via your blog. Two response posts are due Sunday by 11:59 p.m., submitted via your peers' blogs.

Grading Criteria: You will be evaluated as outlined in the blog assignment rubric. Please note that for this blog, failure to complete and post the webibliography exactly as specified and failure to write adhering to APA guidelines will result in a zero on this blog assignment.

EDUC 633: Best Practices Blog

Due: Module 8, Wednesday and Friday, 11:59 p.m. (EST)

Description: Read the following excerpt about the evolution of what constitutes effective practices distance education: "*In 1980, Keegan defined DE in terms of six characteristics. His definition, specifically the last characteristic (e.g. learner as individual), reflects the philosophy underlying the early approach to DE and the early understanding of effective DE. Written materials and technologies were used to transfer information to individual students; communication infrastructures were used to broadcast lectures and educational information via the television and the computer. "Talking head" PowerPoint lectures were used to disseminate information to students. Learner independence and the privatization of learning was emphasized (Keegan, 1980), and interaction among students and faculty was not deemed essential. This traditional DE approach was based upon behavioral theories of learning (Duffy & Jonassen, 1992; Skinner, 1974) with the underlying assumption that objective knowledge should be transmitted to individual students for absorption and recall. The entire learning process was faculty-centered. Effectiveness was determined by the teacher's ability to communicate information through the selected medium and the student's ability to recall the information on objective, criterion based tests (Jonassen & Land, 2000). Measures of distance education effectiveness including grades and criterion-based tests were primarily measures of surface learning (i.e. understanding and absorbing existing information; lower levels of thinking).*

At the end of the 1980s and into the 1990s, researchers and educators recognized that learners were not responding favorably to traditional instructional methods, and the employment of behavioral strategies in the online environment resulted in unsatisfied learners, frustrated faculty, and high attrition rates (Carr, 2000; Chyung,1999; Chyung, Winiecki, & Fenner, 1998; Conrad, Donaldson, & Knupfer, 2001; Jonassen, 1994; Prensky, 2001a). White, Roberts, and Brannan (2003) acknowledged that "unless the [online] course is reconceptualized using an interactive learning pedagogy, the results are nothing more than a correspondence course via e-mail and that simply transferring a traditional classroom-based course to an online format is doomed to failure" (p. 172). Consequently, the faculty-centered, lecture-based model was exchanged for the student-centered learning model (Offir, Lev, & Bezalel, 2008; Rury, 1996), and a shift from seeing the learner as a passive obtainer of information to an active gatherer and constructor of knowledge was made. Educators adopted teaching strategies based upon the theories of constructivism and social constructivism. For example, technologies, such as discussion forums and blogs, were used to facilitate online discussion and interaction among students and teachers. Although some researchers still suggest that some students prefer to work individually and that interaction may simply be an aspect of the classroom associated with well-being rather than learning (Garrison & Anderson, 2003; Olofosson & Lindberg, 2006), critical

online effectiveness research has emerged to demonstrate that internal and socially negotiated dialogue is vital for the advancement of higher order learning, and interaction is essential to the promotion of deep learning (Garrison & Anderson, 2003; Jonassen & Lard, 2000; Moore, 1993). Interaction, sense of community, social presence, critical thinking, and deep learning are constructs that have been identified as crucial measurements of quality and effective online teaching and learning (Garrison & Anderson, 2003; Moore, 1993; Rovai, 2002a)." (Szapkiw, 2009,p. 25-26). This excerpt demonstrates states that effective distance education practice is based on constructivism and social constructivism. Recently published research in Higher Education and the Internet suggests that a learning theory of participation needs to be developed and undergird distance education practice.

In terms of practice, "*To date, asynchronous Computer mediated communication(CMC) technologies have been the primary mode of delivery in online education, and the asynchronous e-learning environment has been shown as a suitable form of education (Chang, 2004; Wolfe, 2000). However, research has also suggested that asynchronous communication, mainly e-mail and discussion forums, may be insufficient for some instructional tasks and may only mildly to moderately support the … effective e-learning (Schullo et al. 2005). Limited research pertaining to CMC systems and communication media theories suggests that the addition of synchronous audio and visual CMC systems into the asynchronous e-learning environment may enhance online education (Kock, 2005; Park &Bonk, 2007; Romiszowski & Mason, 2004).*" (Szapkiw, 2009,p. 69).

Take a virtual fieldtrip to the library databases and identify 3 to 5 articles and or books on best practices for distance education for a specific population (e.g. adult learners, K-12, businesses). Summarize one or more of the best practices that you identify and identify the underlying theoretical or conceptual framework that undergirds it. Then, briefly, reflect on the following: How is what you found congruent with your personal theory of learning and what you thought would be best practice? Make a text based blog post.

Visit your peers' blogs throughout the module. Respond to your peers' posts. In doing so, reflect on the following question: How does what they found align with your personal theory of learning and your belief about best practices? Did something they found or said change your way of thinking about practice for distance education?

Submission Criteria: Your blog post is due Wednesday by 11:59 p.m. submitted via your blog. Two response posts are due Friday by 11:59 p.m., submitted via your peers' blogs.

Grading Criteria: You will be evaluated as outlined in the blog assignment rubric.

EDUC 633: Live Classroom Sessions

Due: Module 1, TBA (EST)
     Module 6, TBA (EST)

Description: You will participate in two live classroom sessions during this course. You will meet on selected days at selected times during Module 1 and Module 6. Your instructor will provide you with the information about selected days and times. In module 1, you will attend a one hour session where your instructor will overview the course and provide a mini lecture. You will have the opportunity to ask questions. This session will be approximately one hour in length. In Module 6, you will attend a 2 to 3 hour sessions to present your New Media Presentation. You should submit your multimedia presentation materials to the instructor via Blackboard 24 hours prior to the scheduled presentation time.

 Your attendance and participation in these two Live Classroom sessions is required and is vital for your learning. You are expected to arrive on time, attend entire class meetings, and actively participate in discussions and activities. Lack of attendance, tardiness, and lack of verbal and text participation in the sessions will result in a reduction of points and can negative affect your final grade.

It is understood that life presents true emergencies and justifiable reasons for missing deadlines. However, as much as possible, the goal is to replicate the expectations of the real world within the context of this class. In the world of work, managed care companies require timely submissions of treatment plans to receive payment for services, school districts require timely proposals of district guidance plans to meet school board budget presentations, and grant administrators require timely submissions in order to meet consideration deadlines. The instructor acknowledges that some emergency circumstances may interfere; however, the expectation is attend Live sessions. You are to notify the instructor, **in advance** if possible, **by email** if attendance is not possible due to an emergency or a crisis. Absence will possibly result in a zero.

Submission: You will attend the sessions via the medium specific by the instructor.

Grading Criteria: You will receive up to 50 points per session, a total of 100 points overall, based on attendance and participation.

EDUC 633: Professional Affiliation Membership

Due: Module 1, Sunday by 11:59 p.m. (EST)

Description: You are expected to be an active member in one of the identified organizations focusing on educational technology research and policy. You need to provide evidence of active membership in one of the following professional organizations:

- International Society for Technology in Education (ISTE) www.iste.org
- Association for Educational Communications and Technology (AECT) www.aect.org
- Society for Information Technology and Teacher Education (SITE) site.aace.org
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You are strongly encouraged to enroll in corresponding state organizations (like the Virginia Society for Technology in Education (VSTE) as an example). Publications produced by these organizations can be very helpful as you study in this course. Participation in networking opportunities provided by these organizations can potentially assist in career advancement.

Submission: You will submit your proof of membership via the Blackboard Professional Affiliation submission link in module 1. Proof may be submitted as a word .doc, .PDF , or .jpeg (no other file types will be accepted) by Sunday by 11:59 p.m. Your file name need to be as follows: EDUC639_Assignment Title_Lastname_FirstName.

Grading Criteria: You will be awarded full points (50 points) based on the provision of membership evidence in one of the approved professional organizations.

EDUC 633: New Media Project

Due: Module 5, Sunday by 11:59 p.m. (EST)

Description: For this project, you have 2 options:

Option 1: Examine 3 eLearning or mobile related software or tools that enhance learning. Then, develop a report reviewing the strengths, weakness, and general applicability of the software. Use references to support your discussion of the strengths and weaknesses. In your report, also critique the usability and sustainability of the reviewed tool or software. The usability and sustainability standards and guidelines discussed in the instructional unit should be references.

It is expected that approximately 2-4 pages (not counting screen shots) per tool will be needed to sufficiently introduce the tool, describe its features and general usage, identify strengths and weaknesses, and discuss usability and sustainability. After discussing the 3 tools, conclude with a recommendation, approximately 2-4 pages, of how to integrate the three tools into a specific educational of your choice.

Option 2: Identify an eLearning or mobile related software or multimedia-enhanced learning initiative and conduct a related interview. You may choose to interview a designer from the company who produces the product (not a sales representative) or an educator or instructional designer who is using the product. In the interview, ask questions to gain understanding about the strengths, the weakness, and the general applicability of the software. If you are interviewing an educator, ask how he/she incorporates the product into the learning environment.

You can conduct the interview face-to-face, via telephone, e-mail, instant messaging, or any other form of synchronous or asynchronous communication.

Record the interview using an audio or video capturing device (i.e. note that you can download Audacity with the lame converter [http://audacity.sourceforge.net/] for free and use your computer and a mic or head set to record) to submit to Blackboard. If this is not possible, submit a verbatim transcript of the interview. Please note that if you record the interview, you will need to obtain a audio/ video release. This release may be found in Blackboard.

Once you've conducted the interview, write a 2-4 page report reflecting upon your perceptions of product and the interview (no more than 3 paragraphs), summarizing the features and general usage of the product, identifying its strengths and weaknesses, and critiquing usability and sustainability using the guidelines form the instructional material for the module. Use references to support your discussion. After discussing the product, conclude with a recommendation, approximately 1-3 pages, of how to integrate the tool into a specific educational setting of your choice.

Submission: You will submit your interview file (if applicable), the release form (if applicable), and the report via the Blackboard New Media Project submission link in module 5. Elements of the assignment may be submitted as a word .doc ,.PDF, .wav, .mp3, or .mp4 (no other file types

will be accepted) by Sunday by 11:59 p.m. Your file name needs to be as follows: EDUC633_Assignment Title_Item Name_Lastname_FirstName.

EDUC 633: NEW MEDIA PROJECT

You will be evaluated on the following criteria:

	Grade			
	100 – 87 pts.	**86-75 pts.**	**74-1 pts.**	**0 pts.** **(Not completed)**
Summary	The learner provides a summary for each tool that includes a complete, thorough description of the features, general usage, strengths and weaknesses of the tool. Literature is used to support assertions throughout the discussion. The length specified in the directions is followed The interview file (if applicable) demonstrates that a professional and thorough interview was conducted with a professional.	The learner provides a summary for each tool that is not complete and thorough in the description of the features, general usage, strengths and weaknesses of the tool. Literature is used to support assertions throughout the discussion. The length specified in the directions is followed. The interview file (if applicable) demonstrates the lack of a professional and thorough interview conducted with a professional.	The learner provides a summary for each tool that is not complete and thorough in the description of the features, general usage, strengths and weaknesses of the tool. Or it is missing a required element. Literature is not used to support assertions throughout the discussion. The length specified in the directions is not followed. The interview file (if applicable) demonstrates the lack of a professional and thorough interview.	
Critique	The learner's critique a reflects higher order thinking as evidenced by significant analysis of the tool using usability and sustainability guidelines. Learner analyzes and synthesizes information.	The learner's critique reflects moderate higher order thinking as evidenced by a moderate analysis of the tool using usability and sustainability guidelines.. The learner summarizes information.	The learner's critique reflects minimal higher order thinking as evidenced by minimal analysis of the tool using usability and sustainability guidelines.. The learner only summaries information. The learner 's ideas are presented without attention to synthesis and, learner heavily relies upon quotations.	
Application	The learner's recommendation, of how to integrate the three tools into a specific educational of your choice is through and reflects higher order thinking. The length specified in the directions is followed.	The learner's recommendation, of how to integrate the three tools into a specific educational of your choice reflects moderate higher order thinking. The length specified in the directions is followed.	The learner's recommendation, of how to integrate the three tools into a specific educational of your choice is not through and reflects minimal higher order thinking. The length specified in the directions is not followed.	
Coherence	The learner's assignment has a clear, coherent structure. The	The learner's assignment has some coherent structure and	The learner's assignment has little coherent structure (i.e. illogical, disordered)	

	learner's writing is concise/ parsimonious, logical, and internally consistent. Inferences are well supported by evidence. The learner's writing is flowing and easy to follow.	some verbosity. Some inferences are supported by evidence. Sentences and paragraphs relate to each other, though connections are occasionally mechanical or choppy.	and very verbose. Inferences are unsupported by evidence. The learner's writing is choppy, with many awkward passages.	
Mechanics	The learner's report is relatively free from APA, grammar, and spelling errors.	The learner's report has some APA, grammar, and spelling errors. Errors do not detract from the communication.	The learner's report has frequent APA, grammar, and spelling errors. Errors substantially detract from the communication.	
References	The learner uses the appropriate number of references to support their assertions. Citations and references are in correct APA format, and citations match in the body and in the reference section and vice versa. The sources are valid and reliable, most no more than 5 years old.	The learner uses references; however, they are not sufficient to support assertions. Citations and references have a few APA formatting errors, and a few citations in the body do not match those in the reference section and vice versa. Sources are valid and reliable, most no more than 5 years old.	The learner uses references, however, they are not sufficient to support assertions. Citations and references have a frequent APA formatting errors, and many references that appear in the body are not cited in the reference section and vice versa. Sources are not valid and reliable.	
Submission	The learner submits assignment as specified (i.e. correct location, correct items, correct format).	The learner submits assignment partially as specified (i.e. correct location, correct items, correct format).		The learner does not submit assignment as specified.

EDUC 633: New Media Presentation

Due: Module 6, TBA (EST)

Description: Collaborate with your ISD team of 3 to 6 people. Choose one technology/ software that one of you identified and critiqued for your new media critique project. Conduct a 15 - 20 interactive, multimedia presentation (e.g. Powerpoint, Video, polling, etc.) that demonstrates the technology/ software (e.g. screen shots, screen sharing), describes its features and general usage, identifies its strengths and weaknesses and/or discusses usability and sustainability. Conclude the presentation with a recommendation of how to integrate the tool into a specific educational of your choice. The presentation should not be all inferences or personal opinion. The 15- 20 minutes should include 10- 15 minutes for the presentation and 5 minutes for questions. You need to be cognizant of your time and plan to only to address two or three peer questions.

Not all group members have to present the material one member can be chosen, however, if group members report inadequate and poor performance of a group member it will effect that members personal grade. Everyone must be engaged in the development of the presentation.

Presentations will occur via the Live Classroom on a selected time and date in which your instructor will provide. Each group should submit their multimedia presentation materials to the instructor via Blackboard 24 hours prior to the scheduled presentation time.

This is the one Live Classroom session that your attendance is required. Your absence will cause your personal grade for this project to be less than the group's grade or result in a zero.

Submission: You will submit your multimedia presentation via the Blackboard New Media Presentation submission link in Module 6 24 hours prior to the scheduled presentation time. Your file name need to be as follows: EDUC633_Assignment Title_Item Name_Lastname_FirstName.

EDUC 633: NEW MEDIA PRESENTATION RUBRIC

You will be evaluated on the following criteria:

	Grade			
	50 -43 pts.	**42 – 37 pts.**	**36 -1 pts.**	**0 pts.** **(Not completed)**
Demonstration & Summary	The learners provide demonstration and a summary for the tool that includes a complete, thorough description of the features and general usage. Literature is used to support assertions.	The learners provide a demonstration and summary for each tool that is not complete or and thorough in the description of the features, general usage, strengths and weaknesses of the tool. Literature is used to support assertions.	The learners provide a summary for each tool that is not complete and thorough in the description of the features, general usage, strengths and weaknesses of the tool. Or it is missing a required element. Literature is not used to support assertions.	
Critique	The learners' critique reflects higher order thinking as evidenced by significant analysis of the tool using usability and sustainability guidelines. Discussion of strengths and weaknesses of the tool reflect an accurate evaluation, analysis, and synthesis of resource materials. Demonstrates higher order thinking that moves beyond simple a simple presentation of the tool by providing an application for the tool.	The learners' critique reflects moderate higher order thinking as evidenced by a moderate analysis of the tool using usability and sustainability guidelines. The learners summarizes information about strengths and weaknesses. An application is provided.	The learners' critique reflects minimal higher order thinking as evidenced by minimal analysis of the tool using usability and sustainability guidelines.. The learner 's ideas are presented without attention to analysis or application.	
Presentation	The learners' demonstrate exceptional confidence with material displayed through clear articulation and enthusiasm. The content is focused and well organized.	The learners articulation ideas, but lack confidence with material. The sometimes read their presentation.	The learners ' use monotone voices and appear uninterested in Material. The presentation is read.	
Mechanics	The learners' presentation is professional and relatively free from APA, grammar, and spelling errors. Universal design principle is applied.	The learners' presentation has some APA, grammar, and spelling errors. Errors do not detract from the communication. Universal design principles are employed, but not	The learners' lack professionalism and has frequent APA, grammar, and spelling errors. Errors substantially detract from the communication. Universal design principles are ignored.	

		consistently.		
References	The learners uses the appropriate number of references to support their assertions. Citations and references are in correct APA format, and citations match in the body and in the reference section and vice versa. The sources are valid and reliable, most no more than 5 years old. References are provided via a document presentation format.	The learner uses references; however, they are not sufficient to support assertions. Citations and references have a few APA formatting errors, and a few citations in the body do not match those in the reference section and vice versa. Sources are valid and reliable, most no more than 5 years old. References are provided via a document presentation format.	The learner uses references, however, they are not sufficient to support assertions. Citations and references have a frequent APA formatting errors, and many references that appear in the body are not cited in the reference section and vice versa. Sources are not valid and reliable. References are provided via a document presentation format.	
Submission	The learner submits assignment as specified (i.e. correct location, correct items, correct format).	The learner submits assignment partially as specified (i.e. correct location, correct items, correct format).		The learner does not submit assignment as specified.

EDUC 633: ISD Project

Due:

    Module 2, Sunday by 11:59 p.m. (EST), ISD Team and Collaborative Technology Identification
    Module 3-5, Sunday by 11:59 p.m. (EST), Progress Updates of the ISD report
    Module 7, Wednesday and Sunday by 11:59 p.m. (EST), Peer Review
    Module 8, Friday by 11:59 p.m. (EST), Final Project

Description: In this course, you will develop a web-based or mobile lesson, module, or workshop based on best practices for distance education design and learning.

The final project is comprised of four items:

1) An instructional design report,

2) Two recorded ISD team planning sessions,

3) A web-based or mobile lesson, module, or workshop.

4) A statement of contribution

The purpose of the lesson, module, or workshop should be to assist pre-service educators, educators, administrators, or staff in developing an attitude, skill, or knowledge to assist them with the meaningful integration of technology or distance education in the classroom, school, university, or organization. Thus, the lesson maybe developed for a K-12 setting, higher education setting, corporate, or government setting. The project may be designed based on one of the case studies provided in the course (see the assignments, *module 8*) or be based on a real-world environment of your choice.

To complete this project, you will need to work with an instructional design team - your classmates; your team should consist of 3 to 6 people. Although not required, it is highly recommended that each team member choose a role to play in the project (e.g. SME, who provides the content; instructional designer, who manages the project through storyboarding, media selection, and does basic media development, etc.; instructional technologist, who develops specialized media and graphics; etc.). The team must collaborate at least two times via a team chosen synchronous computer mediated communication system (e.g. e-conferencing system, chat, or MUVE); more is recommended. At least 2 of the synchronous collaboration sessions will need to be recorded and submitted with the final project. For example, if you choose to meet via Skype, you may use the Skype recorder to record and archive your sessions.

The instructional report should include the following components:

Need Identification - Identify the general topic and the need you plan to address. (Module 3)

Goal Statement – Write an instructional goal that you would like to accomplish through your instructional design project. The goal should be related to the identified need, take into consideration school, university, or state vision and goals, and address the components of a well written goal statement (Identification of the learners , Identification of the desired skill, knowledge, or attitude, Identification of the desired skill, knowledge, or attitude will be applied in context , Identification of the tools) . The goal should be feasible (remember this is one lesson) and clearly stated. (Module 3)

Task Analysis – Conduct a task analysis based on the identified goal that follows either the Dick, Carey, and Carey model or the Morrison, et al. model. In flow chart form, lists the major and minor steps associated with accomplishment of the goal. The proper sequence for the steps should be identified or no sequence should be identified with a rationale for no sequencing. Prerequisite skills or knowledge required to be able to adequately perform the steps identified in the task analysis are also identified in the flowchart. The flowchart should be inserted into Word document or .PDF. (Module 3)

Context and Learner Analysis – Write one to three paragraphs about the setting for which you are designing your instructional lessons and any special considerations. Describe the nature of the learning context and compatibility and constraints of the environment for the learners and instructional goals. Do not forget to consider the devices and environments of the individual e-learners. Additionally, describe the learner for whom you are designing instruction, that is, create a chart or profile that includes learner characteristics as outlined in the Morrison, et al. and Dick et.al. models. Use the questions outlined in the module 3 learning materials to construct this section. Ensure you're your paragraph and learner characteristics are based upon your understanding of learning theory; research; interaction; observations; and/ or data collection. (Module 3)

Instructional Objectives- Taking into consideration Mager's (1997) 3 components and issues; Dick, Carey, and Carey's steps to writing an effective objective, as well as additional reading and research you have done for this course, write instructional objectives for each goal and step identified in the task analysis. At minimum, the objectives have 3 components in which Mager (1997) identified: 1) Performance, 2) Conditions, 3) Criterion. The objectives should be written in list form with the identified goal and step from the task analysis. They should also included as part of the task analysis flowchart and put into Word document or .PDF. (Module 4)

Assessments- Create a criterion-referenced assessment for each objective. The planned assessments should accurately assess the behavior of outlined in the objectives and provide the conditions stated in the objectives. Additionally, best practices for distance education should be taken into consideration. Only one assessment item is required to assess each objective; however, multiple assessments are also acceptable. Note that one assessment may assess multiple objectives. A storyboard or course planning chart that clearly demonstrates how the objectives and assessments are aligned should be included in the report. (Module 4)

Instructional Strategy – Create an instructional strategy that includes the elements suggested by Dick, Carey, and Carey (2005): 1) Sequence and cluster objectives, 2) Plan preinstructional, assessment (note that this will overlap with the assessment section), and follow-though activities

for the unit, workshop, or lesson 3) Plan the content presentations and student participation sections for each objective or cluster of objectives, 4) Assign objectives to lesson or time period and estimate the time required for each. The instructional strategy narrative should be included in the ISD report (see the instructional unit for an example outline) and should be approximately 2-5 pages. A storyboard or course planning chart that clearly demonstrates how the objectives, assessments, activities, content, and student participation are aligned should be included in the report. Times should also be included in the storyboard or chart. The instructional strategy should take into consideration the best practices for online and mobile course design. (Module 4)

Media Selection - Taking into consideration the media selection principles, guidelines, and questions outlined in this instructional material , accessibility and copywrite issues, as well as additional reading and research you have done for this course, identify and select media for your instructional strategies. In a storyboard or course planning chart, clearly identify the media that will be used for each assessment, content delivery, and activity. Also identify the delivery system that will be used. Note that the delivery systems will affect the media selection for assessments, learning activities, and delivery of content. Make sure your media selections are compatible and realistic; look for any commonalities. For each selected media, answer the following in narrative or bullet form:

- Are additional supports needed to access the media (e.g. plug-ins, special software, etc)?
- What are the computer capability requirements that learners need to use the media?
- What are the bandwidth requirements that learners need to use the media?
- Who will create the media? What skills are needed?
- What skills will the users (instructor and students) need? How will skills be developed?

(Module 5)

During module 2, you will form your ISD team and submit to your instructor a list of team members and the synchronous technology that you plan to use for planning sessions. At this time, you may also request that your instructor set up a Blackboard group for you to work in. Other open sources such as Google docs or a wiki may also be used.

During specified modules, progress updates of assignment will be submitted to demonstrate progression. These elements will be graded based on completeness (addressing all specified module components) and submission, not necessarily content. Note that the progress updates should simply be a draft of each element of the ISD report focused on in the module.

The final project is due in Module 8 and a peer review is due in Module 7. Since this is a group project, it is expected that you will participate equally. Each group member is to submit a one paragraph statement of his or her contributions to the project. The statement may also include any concerns about group participation. Up to 50% of the points for the assignment can be deducted for lack of contribution.

Submission:

Module 2: You will submit a list of team members and the synchronous technology that you plan to use for planning sessions via the Blackboard submission link in module 2 by Sunday by 11:59 p.m. EST. This information can be submitted in the comment area or as a .doc or .PDF . Each team member should submit.

Module 3: You will submit the rough draft of the ISD report with the following elements: needs identification, goal statement, task analysis, and learner and context analysis. The document will be submitted via the Blackboard submission link in module 3. The assignment may be submitted as a word .doc or .PDF (no other file types will be accepted) by Sunday by 11:59 p.m. EST. Your file name needs to be as follows: EDUC633_Assignment Title_Item Name_Lastname_FirstName.

Module 4: You will submit the rough draft of the ISD report with the following elements: instructional objectives, assessments, instructional strategy. The document will be submitted via the Blackboard submission link in module 4. The assignment may be submitted as a word .doc or .PDF (no other file types will be accepted) by Sunday by 11:59 p.m. EST. Your file name needs to be as follows: EDUC633_Assignment Title_Item Name_Lastname_FirstName.

Module 5: You will submit the rough draft of the ISD report with the following element: media selection. The document will be submitted via the Blackboard submission link in module 4. The assignment may be submitted as a word .doc or .PDF (no other file types will be accepted) by Sunday by 11:59 p.m. EST; the link (e,g, url) can be pasted in the comment section of the submission link. Your file name needs to be as follows: EDUC633_Assignment Title_Item Name_Lastname_FirstName.

Module 8: The ISD project should be completed and made available on the internet or in mobile form for peers to view. You will submit your ISD report and a link to your ISD project via the ISD Project Blackboard submission link in Module 8 by Sunday by 11:59 p.m. EST. The ISD report may be submitted as a word .doc or .PDF (no other file types will be accepted); the link (e,g, url) can be pasted in the comment section of the submission link. The recorded files shouls also be uploaded to the submission link. Your file name needs to be as follows: EDUC639_Assignment Title_Lastname_FirstName.

*This project goes in your e-portfolio for the Educational Technology Program.

EDUC 633: ISD PROJECT RUBRIC

You will be evaluated as outlined in the following criteria:

You will receive up to 20 points for your ISD team and collaborative technology identification in module 2. You will receive up to 20 points for submission of each progress update in Module 3-5. Your grade will be based on the correctness of submission and the completeness of the project.

For your final project, you will be evaluated as outlined in the following criteria:

	Grade			
	320 - 276 pts.	**275 - 237 pts.**	**236 - 1 pts.**	**0 pts.** **(Not completed)**
ISD Team Meetings	At least 2 archived synchronous sessions among ISD members are submitted. They are professional and respectful in nature and demonstrate collaboration on the ISD project.	At least 2 archived synchronous sessions among ISD members are submitted. They are and respectful in nature and demonstrate collaboration on the ISD project. They lack professionalism.	At least 2 archived synchronous sessions among ISD members are submitted. They lack professionalism, collaborating, and/or respect.	
ISD report and Story board	The ISD report is neat and professional. It includes a storyboard, graphic or chart that outlines the course contents. All components outlined in the course instructions are included.	The ISD report is neat and professional. It includes a storyboard, graphic or chart that outlines the course contents. One or three components outlined in the course instructions are missing.	The ISD report lacks neatness and professionalism. It includes a storyboard, graphic or chart that outlines the course contents. Four to five components outlined in the course instructions are missing.	Not completed/ present
Goal Statement	The goal is related to the identified need, takes into consideration school, university, or state vision and goals, and addresses the components of a well written goal statement (Identification of the learners , Identification of the desired skill, knowledge, or attitude, Identification of the desired skill, knowledge, or attitude will be applied in context , Identification of the	The goal is related to the identified need, takes into consideration school, university, or state vision and goals. It fails to address one or two components of a well written goal statement. The goal lacks feasibility .	The goal is not related to the identified need, of does not take into consideration school, university, or state vision and goals. It fails to address three or four components of a well written goal statement. The goal lacks feasibility and clarity.	Not completed/ present

	tools) . The goal is feasible (and clearly stated.			
Need Identification and Analysis	Need identification is clear and analysis is through and based in the literature.	Need identification lacks clarity and analysis lacks thoroughness and basis in the literature.	Need identification or analysis is not appropriate and analysis is not based in the literature.	Not completed/ present
Objectives	Objectives are clearly stated and take into consideration Mager's (1997) 3 components and issues; Dick, Carey, and Carey's steps to writing an effective objective. The instructional strategy and assessments align with the objectives .	Objectives are clearly stated but fail to take into account Mager's (1997) 3 components and issues; Dick, Carey, and Carey's steps to writing an effective objective. The instructional strategy and assessments mostly align with the objectives .	Objectives lack clarity. The instructional strategy and assessments do not align with the objectives .	Not completed/ present
Content Appropriateness	As outlined in the research, course content is relevant and appropriate to learner audience; course expectations are reasonable, and engagement/ interactive strategies are employed and appropriate.	As outlined in the research, course content is mostly relevant and appropriate to learner audience; course expectations are mostly reasonable, and strategies are appropriate.	Course content is present but not relevant or appropriate to learner audience; course expectations are not reasonable and/or strategies are not appropriate.	Not completed/ present
Media Selection	Media selection is instructionally sound and takes into consideration accessibility and copywrite issues. Appropriate media is selected for each instructional strategy.	Media selection is mostly instructionally sound and takes into consideration accessibility and copywrite issues. Media is selected for each instructional strategy; however, media is not always appropriate.	Media selection is not instructionally sound and / or neglects to take into consideration accessibility and copywrite issues. Media is selected for each instructional strategy is frequently not appropriate.	Not completed/ present

Organization & Flow	The architecture or navigation scheme for the project is clear and organized. Transitions and sequencing supports moving from one objective/ activity to the to the next. Expectations for course completion and interaction are clear.	The architecture or navigation of the assignment is partially clear and organized. Transitions and sequencing partially supports moving from one objective/ activity to the to the next. Expectations for course completion and interaction lack some clarity.	The architecture or navigation for assignment is not clear or disorganized. Transitions and sequencing supports are included but do not support moving from one objective or activity to the next. Expectations for course completion and interaction included but are not clear	Not completed/ present
Design	Learner's assignment is designed using universal design and effective web-design principles. Chuncking is employed throughout the entire assignment (Usually limited to 5 to 9 items per page, complex processes are broken down) Images are used to reduce cognitive load. Split-attention effect and redundancy is avoided.	Some aspects of the learner's assignment are designed using universal design and effective web-design principles. Chuncking is frequently employed but not consistently throughout the entire assignment. Images are frequently not consistently used to reduce cognitive load. Split-attention effect and redundancy is avoided frequently but still present.	Learner's assignment does not apply universal design and effective web-design principles. Chuncking is infrequently employed Images are infrequently used to reduce cognitive load. Split-attention effect and redundancy is infrequently avoided.	Not completed/ present
Aesthetics	Learners' assignment is visually appealing and professional. It has a theme with a consistent color scheme throughout the pages. Graphics and images are included and enhance, rather than detract, from the profession look of the site. The graphics and images are correctly sized and formatted.	Learners' assignment partially visually appealing and professional. It lacks one of the following: a theme with a consistent color scheme throughout the page or graphics and images that enhance, rather than detract, from the profession look of the site	Learners' assignment lacks visual appealing or professionalism.	Not completed/ present
Technology mechanics	Learner has 1 or less broken link or missing image. All interactive multimedia is usable.	Learner has 2 to 5 broken links or missing images. Most interactive, multimedia is usable.	Learner has more than 5 broken links or missing images. Interactive, multimedia is not usable.	Not completed/ present

Grammar Mechanics	Learner's assignment is relatively free from grammar and spelling errors.	Learner's assignment has some grammar, and spelling errors. Errors do not detract from the communication.	Learner's assignment has frequent grammar and spelling errors. Errors substantially detract from the communication.	Not completed/ present
References	The learners uses the appropriate number of references. Citations and references are in correct APA format, and citations match in the body and in the reference section and vice versa. The sources are valid and reliable.	The learner uses references; however, they are not sufficient Citations and references have a few APA formatting errors, and a few citations in the body do not match those in the reference section and vice versa. Sources are valid and reliable.	The learner uses references, however, they are not sufficient. Citations and references have a frequent APA formatting errors, and many references that appear in the body are not cited in the reference section and vice versa.	Not completed/ present
Submission	The learner submits assignment as specified (i.e. correct location, correct items, correct format).	The learner submits assignment partially as specified (i.e. correct location, correct items, correct format).		The learner does not submit assignment as specified.

EDUC 633: ISD Peer Assessment

Due: Module 7, Wednesday by 11:59 p.m. (EST), ISD Project (draft to Peer Group)
Module 7, Sunday by 11:59 p.m. (EST), ISD Peer Assessment

Description: Choose an ISD group to partner with (Note: groups of 3 may need to be formed if an uneven number of groups exist in the class). By Wednesday of Module 7, one member from each group should provide each of the reviewer group members with a link and/or access to the ISD project. Each group member should use the ISD Peer Assessment rubric (located in Blackboard) to review the partner groups ISD project. The review should be sent back to the group members for whom the review was completed and submitted via Blackboard.

Submission: You will submit your ISD Peer Assessment rubric via e-mail to each of the group members for whom you reviewed the ISD project and via the specified Blackboard ISD Peer Assessment submission link as a word .doc or .PDF by Sunday at 11:59 p.m. EST. Your file name needs to be as follows: EDUC633_Assignment Title_Lastname_FirstName.

Grading Criteria: You will receive up to 50 points based on the timeliness and correctness of submission and the completeness and thoroughness of the review.

EDUC 633: Program Survey

Due: Module 8, Friday by 11:59 p.m. (EST)

Description: You will complete the Educational Technology Program Survey or the alternative assignment, a 4 page reflection of the course, what you learned, and how the technology hindered or helped your learning.

Submission: You will go to http://www.liberty.edu/index.cfm?pid=12951&sid=397&c=303125 to complete the survey or write a 4 page reflection. In the Blackboard Educational Technology Program Survey submission link in module 8, identify your assignment choice and evidence that the assignment was completed (e.g. screen shot of final survey screen, paper).

Grading Criteria: You will receive up to 10 points based on the completeness of the assignment.

EDUC 633: e-portfolio CheckPoint

Due: Module 8, Friday by 11:59 p.m. (EST)

Description: The e-portfolio (*note: this portfolio must be web or mobile based*) is the culminating project for your program where you demonstrate the knowledge and skills gained throughout the program. The e-portfolio should also serve as a tool you will be able to use for career advancement.

You will develop an e-portfolio using web-development tools of choice (i.e. *Dreamweaver, FrontPage, GoLive, Composer*, *Google, Blog servers, WordPress,* etc.). Lydia.com, available through LU library, has a variety of tutorials that may be helpful in this process.

The overall aesthetics of your e-portfolio should be visually appealing and professional. Your e-portfolio should have a theme with a consistent color scheme throughout the pages. Graphics and images should be included and enhance, rather than detract, from the profession look of the site. Video and audio are highly encouraged. The e-portfolio should be designed using universal design and effective web-design principles. Content should be organized and easy to follow. It should have no technological or mechanically-related problem.

At minimum, the portfolio should have the following pages:
- Home page
- Vita/ Resume page
- Research Page
- Artifacts Page
- Site Map

At minimum, the portfolio should contain the following documents/ artifacts from this course:
- Instruction Design Project (from EDUC 633)

In this course, you need to upload the above named artifact to the e-portfolio your are working on.

Submission: You will contribute the course artifact, Instruction Design Project, to the e-portfolio you are working on. You will submit your assignment via the Blackboard e-portfolio submission link in module 8 by Friday at 11:59 p.m. You are to provide directions on how to access your e-portfolio in the comment section of the submission link.

Grading Criteria: You will be awarded 40 points based on the completeness and professionalism of your submission.

EDUC 639: E-PORFOLIO RUBRIC

You should be aware that the final e-portfolio, submitted in EDUC 639 will be evaluated as outlined in the following criteria:

	Grade			
	200 pts.	**172 pts.**	**148 pts.**	**0 pts.**
Pages	Learner has no missing pages	Learner has 1 to 2 missing pages	Learner has 3 or more missing pages	Not completed/ present
Contents	Learner has no missing content	Learner has 1 to 3 items of missing content	Learner has 4 or more items of missing content	Not completed/ present
Organization	The architecture or navigation scheme for the e-portfolio is clear and organized. A site map is included.	The architecture or navigation of the e-portfolio is clear and organized.	The architecture or navigation for e-portfolio is not clear or disorganized.	Not completed/ present
Design	Learner's e-portfolio is designed using universal design and effective web-design principles. It includes a site map.	Some aspects of the learner's e-portfolio are designed using universal design and effective web-design principles.	Learner's e-portfolio does not apply universal design and effective web-design principles.	Not completed/ present
Aesthetics	Learners' e-portfolio is visually appealing and professional. It has a theme with a consistent color scheme throughout the pages. Graphics and images are included and enhance, rather than detract, from the profession look of the site. The graphics and images are correctly sized and formatted.	Learners' e-portfolio partially visually appealing and professional. It lacks one of the following: a theme with a consistent color scheme throughout the page or graphics and images that enhance, rather than detract, from the profession look of the site	Learners' e-portfolio lacks visual appealing or professionalism.	Not completed/ present
Technology mechanics	Learner has 1 or less broken link or missing image. All interactive multimedia is usable.	Learner has 2 to 5 broken links or missing images. Most interactive, multimedia is usable.	Learner has more than 5 broken links or missing images. Interactive, multimedia is not usable.	Not completed/ present
Grammar Mechanics	Learner's e-portfolio is relatively free from grammar and spelling errors.	Learner's e-portfolio has some grammar, and spelling errors. Errors do not detract from the communication.	Learner's e-portfolio has frequent grammar and spelling errors. Errors substantially detract from the communication.	Not completed/ present
Submission	Learner submits assignment as specified (i.e. correct location, correct items, correct format).	Learner submits assignment partially as specified (i.e. correct location, correct items, correct format).		Not submitted as specified.