DOTS
DEPAUL ONLINE TEACHING SERIES

Module 2
Objectives, Assessments, Resources, and their Alignment

1. Overview & Objectives

Estimated time to complete Module 2: ~7 hours per week, for two weeks

Video Overview of Module 2 [Duration: 2'02"]

Transcript

"Module 2 represents probably the most important online portion of the DOTS course and will take two weeks of our time. Consistent with backward design, introduced in the previous module, this module addresses three topics:

- First, distilling the course-level learning goals into sets of clear, focused, interrelated, and progressive module-level learning objectives.
- Second, creating high-stakes (*i.e.* graded) student activities that efficiently, effectively, and in imaginatively varied ways assess whether the learning objectives have been accomplished.
- And third, identifying and making available to students engaging resources that are both necessary and sufficient to assist them in their successful completion of the assigned activities.

The three tasks just outlined are the most time-consuming portions of the course design process, with the success of a course depending largely upon their successful completion. After these tasks have been successfully completed, your online courses are actually ready, missing only an admittedly large "cherry" on top. This "cherry" involves:

- presenting your students with clear course-progression, technical, and interaction guidelines,
- offering access to multimedia-rich resources,
- presenting concepts in a variety of contexts,
- encouraging collaborative student work, and
- producing an attractive, user-friendly, and sophisticated online interface.

These important practical components will be illustrated with examples throughout the online portion of DOTS. More importantly, workshops that address them will take up most of our face-to-face meetings, including our next meeting, on Friday, May 8th, when we will be working with video and synchronous online-interaction tools.

Let's begin Module 2 and I'll see you all in two weeks."

Topics

- Distilling course-level topics and learning goals into focused and interrelated module-level learning objectives
- Designing high-stakes activities (*i.e.* assignments) that effectively, efficiently, and in varied ways assess student learning with respect to the defined objectives
- Tightly aligning objectives, assignments, and resources
- Exploring video and synchronous online-interaction tools

Objectives

- Recognize the relationship between learning goals and objectives and the reasons for defining clear and focused learning objectives
- Identify the features of effective learning objectives
- Identify, interpret, and apply the learning-objectives standards outlined by Quality Matters
- Recognize whether sample learning activities (*i.e.* assignments) are tightly aligned with learning objectives and clearly assess student accomplishment
- Compose assessments that effectively, efficiently, and in varied ways address a given set of learning objectives, using the Quality Matters standards for online assessments, resources, and engagement
- Participate in asynchronous student-student and student-instructor interactions, in low- and high-stakes contexts
- Get acquainted with your PC's webcam and with *Viddler*, an easy-to-use, Web-based, video sharing service
- Get acquainted with *Wimba*, the synchronous online-communication tool available through Blackboard

2. Assignments and Resources (two-weeks-long module)

Week 1 (Saturday, 4/25 – Friday, 5/1)

Assignment 1

Review the learning objectives of a sample online course, "Introduction to Cultural Anthropology" and evaluate them using the resources below.
More specifically, focus on the learning objectives for weeks 4 and 5 of the reviewed course (under the "Assignments" menu area of that course) and work on your own to:
i) determine if and to what degree the stated objectives fulfill the requirements discussed in this module's resources, below, and
ii) come up with possible changes or additions to these objectives that would make them more effective.

Following your own preliminary review, work online, in groups of three to four participants, to combine your evaluations and suggestions into a common (for your group) set of reasons why the reviewed objectives are effective (or not) and, if applicable, include possible alternatives.

Resources

- Module 2 Lecture Notes: Parts 1a & 1b
- **ANT103 Intro Cultural Anthropology**; Weeks 4 & 5
  Blackboard course; Prince George's County Community College
  Visit the Blackboard system for the reviewed course [http://pgcconline.blackboard.com/webapps/login/], log in using the following information, and click on the course title.
  Username: fipse
  Password: fipse

- "Work Groups" menu area [available only online]
  Enter the "Work Groups" area, click on the "Group" that includes your name, enter the "Group Discussion Board," and select the "Module 2: Assignment 1" forum. Additional instructions are included in the forum's description.

Timeline

- **Start:** Saturday, 4/25
- **End:** Tuesday, 4/28, 11:59 p.m.

Assignment 2

Draft instructional goals, for an online course you plan to teach in the near future and include topics, essential questions, and learning objectives for at least one module. Use the standards, tips, and worksheet included in the resources below to complete this task.

Note that the worksheet includes areas for assignments and resources. You will be filling out these areas during Assignment 4 (next week). At that time, you will also be asked to enter the entire contents of your filled-out worksheet into your own DOTS Blackboard course. You will keep building this course throughout DOTS and will be fine-tuning it for presentation to all of us during Module 6.

Resources

- Module 2 Lecture Notes: Parts 1a & 1b
- Objectives/Assessment/Resources Alignment Worksheet

Timeline

- **Start:** Monday, 4/27
- **End:** Friday, 5/1, 11:59 p.m.

Week 2 (Saturday, 5/2 – Friday, 5/8)

Assignment 3

Work online, in groups of three to four participants, to answer the following questions with regards to the sample module-assignment included at the bottom of the *Module 2 Lecture Notes: Part 2b* page.

i) As you've noticed, the course corresponding to the sample assignment does not explicitly communicate each module's objectives to the students. The justification claims for this decision were a) the students' main concern is "what do I need to do to get a good grade in this course?" and b) the learning objectives are easily inferable from the topics list and the assignment descriptions.
Can you infer and state this module's learning objectives based on the topics list and the assignment descriptions? Do the resources provide efficient and sufficient support to accomplish the learning objectives?

ii) An obvious objective of the module is "listing and outlining Herrmann's original contributions to film-scoring theory and practice". Why is item 1 of the reviewed assignment better fit to fully accomplish this objective than the more direct assignment statement, "list and outline Herrmann's original contributions to film-scoring theory and practice"?

Resources

- Module 2 Lecture Notes: Parts 2a & 2b
- Assignment Example (*Module 2 Lecture Notes: Part 2b*; bottom of the page)

- "Work Groups" menu area [available only online]
  Enter the "Work Groups" area, click on the "Group" that includes your name, enter the "Group Discussion Board," and select the "Module 2: Assignment 3" forum. Additional instructions are included in the forum's description.

Timeline

- **Start:** Saturday, 5/2
- **End:** Tuesday, 5/5, 11:59 p.m.

Assignment 4

Continuing from Assignment 2, fill out the "Assignment" and "Resources" areas of the provided worksheet. Make sure you consult the standards and tips included in the resources, below, to complete this task, and work towards a tight alignment among, objectives, assignments, and resources.

Use the filled-out worksheet to enter the information in your personal DOTS Blackboard course. For the moment, use your own menu-design judgment to create an appropriate area to enter this information. The facilitators will be looking through your course and sending you their suggestions during a later module. To facilitate this back-and-forth, create a relevant discussion forum on your DOTS course.
You will keep building this course throughout DOTS and will be fine-tuning it for presentation to all of us during Module 6.

Resources

- Module 2 Lecture Notes: Parts 2a & 2b (same as in Assignment 3)
- Objectives/Assessment/Resources Alignment Worksheet
  (same as and partially completed in Assignment 2)
- Your personal (*i.e.* including your last name) DOTS Blackboard course

Timeline

- **Start:** Monday, 5/4
- **End:** Friday, 5/8, 12:30 a.m. (*i.e.* late Thursday night)

Module 2
Lecture Notes – Part 1a

Learning Objectives: What and Why

A. Topics versus Goals versus Objectives

Instruction topics, learning goals, and learning objectives are, at once, closely related and distinct.

- **Instruction topics** outline the knowledge areas addressed in a course or course module
- **Learning goals** describe the specific portion(s) of a given knowledge area that students are expected to master through participation in a course or course module (akin to instruction sub-topics)
- **Learning objectives** distill the learning goals into concrete statements of what students should be able to accomplish with the help of the mastered knowledge. They are direct statements of observable, student-centered behaviors that
  i) describe the type and degree of expected mastery and
  ii) are assessable through participation in some yet-to-be-determined learning activity

Is it a topic, a goal, or an objective?
(adapted from the Illinois Online Network Resources
http://www.ion.uillinois.edu/resources/tutorials/id/objectives.asp)

Typical 'objective' from an introductory chemistry course

> "Understanding the concept of gas pressure"

But, what does "understanding gas pressure" mean to the students? Does it mean performing pressure unit conversions? Does it mean describing how a barometer works? Does it mean knowing the relationship between temperature and pressure?
How would the instructor know whether or not students understood the concept of gas pressure? Simply asking for a definition would not suffice as it does not differentiate between memorization and understanding.

Rewording the "gas pressure" goal into a set of relevant objectives

Learning objectives outline observable actions. Stating how students will be able to demonstrate by action that they "understand" gas pressure involves stating many different
observable and measurable behaviors.
The "understanding gas pressure" goal can thus be distilled into a variety of "objectives" sets, with the number, focus, and scope of the objectives in each set depending on the audience. Here is a sample set of objectives:

"Converting gas pressure values among all relevant units"
"Systematically predicting the effect of temperature on gas pressure"
"Systematically predicting the effect of altitude on gas pressure"
"Listing the barometer functions involved in atmospheric pressure measurements"

Drafting learning objectives constitutes the principle outcome of Step 1 of the backward design process (*i.e.* "identify desired results").
However, producing well-designed, clear, effective, and motivating objectives assumes a tight link among topics, goals, and objectives. This is usually accomplished through an iterative back-and-forth among all three during the design stage of a course.

For example, the design of a course may start with

a) an instruction topic
(*e.g.* research as philosophy, process, and method),
b) a list of learning goals or subtopics
(*e.g.* basic understanding of the research-process steps and their relationship),
c) statements of expected student accomplishment (*i.e.* objectives)
(*e.g.* drafting and analyzing anticipated research-process steps for a given combination of research topic, philosophy, and method), or
d) some combination of the above.

Regardless of the starting point, instructors must work towards a close and clearly communicated relationship among what students will be accomplishing, because of what new knowledge, and as part of what general course topic.

In its final format, a course module will most often present students with the instruction topics and the associated learning objectives, but not with the learning goals (see, for example, the first page of all DOTS modules). Assuming creation of assignments that are well aligned with a module's learning objectives (more on alignment shortly), it is possible to only present students with the instruction topics. In this case, the learning objectives have been embedded in and can be easily inferred by addressing the module's assignments (as in the film music course reviewed during Module 1).

Self-test

a) Consider the following 'learning-objective,' accompanying a course on "The History of the Second World War":
"*Demonstrate significant understanding of the events leading to the war and of the war's consequences*"
Why is this is not an effective learning objective?

b) The following statement appears quite often in the list of graduate courses' learning objectives:
"*Students will develop analytical and critical skills and employ them in decision making*"
Why is this is not an effective learning objective? What are the learning objectives underlying this statement?

c) These sample objectives come from an "Introduction to Psychology" course:
"*The objectives of this course are to provide you with a general background of psychophysical and physiological perception research and of the relevance of such research beyond the academia (e.g. in communications, marketing, art, heath services, etc.). Developmental perception topics will be incorporated throughout the semester. This course will place an emphasis on vision, and secondarily, on audition; however, all five senses will be covered.*"
This is clearly a course description, not a set of course objectives. What learning objectives can you distill from the above description?

Spend a few minutes thinking through these questions on your own and then read what we think, below.

Learning Objectives Self-Test

a) Consider the following 'learning objective' statement, accompanying a course on "The History of the Second World War":
"*Demonstrate significant understanding of the events leading to the war and of the war's consequences*"
Why is this not an effective learning objective?

One way to think about learning objectives is as guidelines that outline everything you would like students to know by the end of a course or course module and could offer an alternative instructor enough direction to actually teach your course/course module in your place. Although it would be desirable that, by the end of a "History of the Second World War" course, students reach an understanding "of the events leading to the war and of the war's consequences," such a statement is too general, in some respects self-evident, and, thus, not helpful to you or anyone else who would be teaching the course.

b) The following statement appears quite often in the list of graduate courses' learning objectives:
"*Students will develop analytical and critical skills and employ them in decision making*"
Why is this is not an effective learning objective? What are the learning objectives underlying this statement?

Similarly to the previous example, although such an outcome is desirable, it is too broad and not easily linkable to specific competencies and learning activities. Assuming that the course in question involves reading research studies, this broad statement may be converted into the following set of learning objectives:
Students should be able to

i) distill the key concepts presented in a reading,
ii) identify the main assumptions underlying the study, and
iii) place the study and its results within the context of related literature.

c) These sample objectives come from an "Introduction to Psychology" course:
"*The objectives of this course are to provide you with a general background of psychophysical and physiological perception research and of the relevance of such research beyond the academia (e.g. in communications, marketing, art, heath services, etc.). Developmental-perception topics will be incorporated throughout the semester. This course will place an emphasis on vision, and secondarily, on audition; however, all five senses will be covered.*"
This is clearly a course description, not a set of course objectives. What learning objectives can you distill from the above description?

- Describe the basic neural processes underlying each of the five senses and identify similarities and differences among them
- Describe how physics and physiology interact to give rise to visual, sonic, tactile, etc. sensations
- Use examples from your own experience to explore and reflect on the relationship between perceptual and physical "realities"
- Construct examples of how understanding the psychophysiology of perception can inform safety, efficiency, and preservation within a given sense
- Use the concepts and principles introduced in the course to explain visual, auditory, etc. "illusions"

B. Features and Types of Learning Objectives

(*adapted from the Teaching Excellence Center Web site, Stephen F. Austin State University* http://www2.sfasu.edu/teachingexcellence/)

Effective learning objectives are

- Student Centered
  (*i.e.* the language of the objectives is active and outlines student competencies),
- Measurable
  (*i.e.* the outlined student competencies can be systematically evaluated and assessed), and
- Clear and Concise
  (*i.e.* only the components to be measured are included).

Examples:

Not Student Centered
Different theories of personality development will be explored through lectures, readings, and assignments
Student Centered
Students will be able to name each theory of personality development and describe the key characteristics that distinguish each theory

Not Measurable
The student will understand symbolism
Measurable
Students will be able to i) identify examples of symbolism in short stories *and* ii) insert examples of symbolism in their own writing

Not Clear and Concise
Students will learn American history and understand the importance of America in the world.
Clear and Concise
Students will be able to discuss and assess the role of America in a global society

Types of learning objectives

Based on learning domain, learning objectives can qualify as

- Cognitive
  (*i.e.* student performance involves factual knowledge, comprehension, application, analysis, synthesis, and evaluation– cognitive objectives are the most common),
- Affective
  (*e.g.* student performance involves a given attitude, belief, emotional or role-playing expectations, etc.), or
- Psycho-motor
  (*i.e.* student performance involves using and coordinating the skeletal muscles, vocal production, and the senses).

C. Why Are Learning Objectives Important?

Writing effective learning objectives is the single most important step in organizing and teaching a successful course. Clearly defined objectives guide instructors through the creation of curricular materials, instructional methods, and assessments. More specifically, they:

- drive identification, evaluation, and selection of the necessary instructional resources,
- point to the instructional methodologies appropriate to the course, and
- help define a sound basis on which success will be measured.

Research also suggests that students will be more focused, learn more, and have more motivation to complete a course, if their learning path is clearly laid out and communicated (*e.g.* Cooper *et al*., 2005; Wiggins & McTighe, 2005).

Module 2
Lecture Notes – Part 1b

Learning Objectives: How

A. Process of Writing Learning Objectives

The biggest challenge when drafting learning objectives is ensuring that they represent specific competencies and can be directly linked to equally specific learning activities that will help achieve these competencies. As previously mentioned, one may think of learning objectives as guidelines that i) outline everything you would like students to know by the end of a course or course module and ii) could offer another instructor enough direction to actually teach your course/course module in your place.

Steps leading to the creation of learning objectives and assignments

(*adapted from Wiggins and McTighe, 2005*)

1. Consult standards (national, state, and program/departmental)
2. Establish program goals
3. Determine which program goals are to be addressed in a given course
4. Determine *essential questions* for your course and decide what broad concepts must be addressed
5. Determine the knowledge and skills required to support student understanding of the course's core concepts (*i.e.* course learning objectives)
6. Determine the type(s) of assignments that students will tackle to achieve and demonstrate mastery of the learning objectives

Steps 1-3 are beyond the scope of DOTS.

Essential questions are the questions that students should be able to answer by the end of your course. They must address core processes of the discipline; big ideas that encompass the facts, skills, and activities in your course and support enduring understanding.
Imagine, for example, that you were giving a comprehensive final exam. What essential broad concepts would you assess?

Beyond “topics worth covering," enduring understanding involves focus on learning goals that support development of knowledge and skills with value beyond the classroom. You can identify such goals by answering the following questions:

- To what extent does an idea, topic, or process reside at the heart of the discipline represented by the course?
- What learning activities/questions point towards the big ideas and understandings?

- What arguable, controversial questions deepen inquiry and discussion?
- What questions provide a broader intellectual focus and therefore purpose to the course?

Examples of essential questions

- "When measurement error is unavoidable, what error margins are tolerable?"
- "Is there a connection between a country's form of government and the prosperity of its citizens?"
- "What is the relationship among strong opinions, intuition, scientific facts, and scientific theories?"

The essential questions you produce will help you focus on what is most important in your course and what students must take out of it. The learning objectives of a course represent the knowledge and skills that will help students successfully address the course's essential questions.

Measurable demonstration of student knowledge and understanding will be accomplished through participation in high-stakes (*i.e.* graded) learning activities. The term "assignments" is used in DOTS to describe such activities. We will be addressing assignment-design later on in this module.

B. Mechanics of Writing Learning Objectives: The ABCD Method

An effective learning objective describes an intended instructional outcome, reveals the purpose of the instruction, and inhibits misinterpretation.

The ABCD method of writing learning objectives, originally presented in Heinich *et al*. (1996), outlines four features through which an objective may successfully communicate an instructional intent: **A**udience, **B**ehavior, **C**ondition, and **D**egree.

Audience	**Who will be performing the learning objective?** (*i.e.* level/background/age of students) Audience and the concept of *entering behaviors* Entering behaviors are "skills and knowledge, specifically related to course objectives, which the student possesses before instruction" (Anderson and Faust, 1973). To produce achievable learning objectives, instructors must understand the students' entering behaviors. For example, students will not be able to convert pressure from one unit to another unless they can solve an equation for an unknown variable. If this "entering behavior" cannot be assumed, the instructor must include it in the course's learning objectives, possibly at the expense of other, higher-level objectives.

Behavior	**What knowledge- and skill-acquisition will the students be demonstrating?** (*i.e.* activities that will help students acquire and demonstrate knowledge/skills; a list of what students should be able to do, know, and care about once the objective has been accomplished) Behavior statement = Action verb + descriptor • *Verbs to use* lead to observable outcomes: *e.g.* identify, analyze, list, locate, predict, explain, infer, divide, draw, etc. • *Verbs to avoid* refer to internal, not directly measureable processes: *e.g.* know, grasp, appreciate, think, believe, value, like, realize, etc. Bloom's taxonomy of cognitive objectives [http://ets.tlt.psu.edu/learningdesign/objectives/bloom] includes numerous such verbs, organized by cognitive category (site by Penn State University).
Condition	**What resources do students need to succeed in the expected behavior?** (*i.e.* academic, technology, and interaction resources) The condition(s) of a learning objective communicate to the students that, beyond stating their opinion (something that may or may not be requested), they are expected to engage in the described behavior using the course-provided resources. Details on the specific resources and the manner in which they should be used are reserved for the assignment descriptions.
Degree	**What degree of knowledge and skill acquisition is expected?** This feature provides students with an initial idea of what behavioral outcomes will constitute success and when. As is the case with the "Condition" feature, details on the expected degree of knowledge and skill acquisition are reserved for the assignment descriptions.

C. Examples of Learning Objectives and an "*Objectives Builder*"

Examples of well-structured learning objectives

Q: Which of the four features (*i.e.* Audience, Behavior, Condition, and Degree) is absolutely necessary to a successful learning objective?
A: Behavior

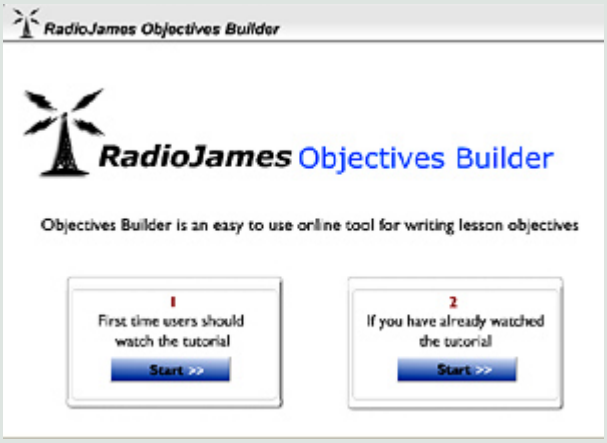
Note: The action verbs in the examples below appear in the gerund form to avoid repeating the implied "Students will be able to ..." at the beginning of each statement. Alternatively, these verbs can appear in the imperative form, as is the case with most DOTS objectives.

With the **A** feature (*i.e.* "Students will be able to ...") removed, can you identify the **B**, **C**, and **D** features in each objective?

- Indentifying the differences among the three principal subatomic particles
- Comparing and contrasting the Civil War causes presented in the literature
- Identifying the key differences between classical and operational conditioning through analysis of case studies
- Identifying the most salient facts, stakeholders, consequences, duties, underlying values, and relationships in a given ethical case study
- Defining cognitive maps and uncovering their underlying biases
- Describing and applying to case studies the major provisions in APA's code of ethics for research with human and animal subjects

You can read more examples created by the *Research on Teaching, Learning, and Technology* group, Penn State University, at http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives.

Web-based *Learning Objectives Builder*



Learning Objectives Builder
http://www.radiojames.com/ObjectivesBuilder/
(Cyber Campus; Golden Gate University)

Use this Web-based tool to experiment with various combinations of the learning-objectives features discussed.

To make the most of the tool, it is recommended you first watch the provided tutorial.

The tutorial is in Flash format and includes 7 narrated slides:
Slides 1-6 (duration: ~4'00") constitute a good summary of the module's materials so far.
Slide 7 (duration: ~3':00") outlines the tool's functionality.

Objectives/Assessment/Resources Alignment Worksheet

Alignment among course-level goals, module-level objectives, assessment strategies, and instructional activities is essential to a well-designed course.

Use the guiding questions below to help you think through these elements of your course design. Then, use the space in the following page to record your plans. For more information, you will need to access the Blackboard lecture notes for Module 2 of DOTS.

Course-level goal	What do you want students to learn in the course? What type of thinking and application abilities do you want students to develop? What do you want students to retain and be able to apply in a variety of contexts two to three years after the completion of the course?			
MODULE #				
Topics	**Module Core Concepts**	**Learning Objectives**	**Instructional, Activities, and Assessment Strategies**	**Instructional Resources**
What content will you be covering in this module?	What are the guiding (*i.e.* essential) questions?	What knowledge and skills do you want your students to have retained and be able to apply after completing this module?	What will students have to do to demonstrate that they have achieved the learning goals? How will students interact with (i.e. analyze, synthesize, and evaluate) the module's resources? How will you engage students with the resources? What opportunities will there be for formative (i.e. pre-grading) feedback and for student self-assessment? What criteria will you use to assess student learning and what kind of summative feedback (beyond grades) are you planning on?	What are the minimum necessary resources that will sufficiently and effectively support students in achieving the learning objectives?

[Copy, and paste the following table on different pages to create templates for each of your course modules.]

Course-level goal				
MODULE 1				
Topics	**Module Core Concepts**	**Learning Objectives**	**Instructional, Activities, and Assessment Strategies**	**Instructional Resources**

Module 2
Lecture Notes – Part 2a

Assessment, Resources, Alignment

A. Introduction

Well-designed learning objectives drive identification, evaluation, and selection of the necessary instructional resources as well as the design of assessments that will demonstrate student acquisition of the knowledge and skills outlined by these objectives.

Types of assessment

(*after Wiggins and McTighe, 2005*)

- *Performance Tasks*
  Performance tasks are at the heart of learning and assessment and are meant to be real-world challenges in the thoughtful and effective use of knowledge and skills; context-driven and authentic tests of understanding.
- *Criteria Referenced Assessment* (quizzes, test, prompts)
  These provide instructors and students with feedback on how well the facts and concepts are being retained and, assuming inclusion of open-ended questions/problems that prompt students to think critically, how well these facts and concepts are being understood.
- *Unprompted Assessment and Self-Assessment* (observations, dialogues, self-tests, etc.)

Questions guiding assessment design

Online assignments must always incorporate information-application tasks along with information-retrieval tasks. Otherwise, they will not be assessing understanding but simply the students' ability to efficiently find information online.

Acquiring knowledge

- What enabling knowledge (facts/concepts/principles) and skills (procedures/ competencies) will students need to effectively accomplish the desired learning objectives?
- What are the resources that best capture and communicate to the students the necessary knowledge and skills?
- Through what activities will students interact with the chosen resources in order to acquire the necessary knowledge and skills?

Demonstrating knowledge

- What types of choices, distinctions, or discriminations should students be able to make in order to demonstrate knowledge and skill acquisition?
- What kinds of evidence will help students assess their progress with respect to the learning objectives? What kinds of evidence will help instructors identify gaps in learning so that they and their students can determine what to tackle next?

Assisting knowledge acquisition and demonstration

- When will students need coaching and what coaching/teaching method will be most appropriate?
- When will students need to take responsibility of their learning and how can this be facilitated?

B. Assignments as Assessed Learning Activities

Effective assessment should be closely aligned with the learning objectives and be embedded in the design of a course rather than be auxiliary to it (Angelo and Cross, 1993).
DOTS takes this approach a step further with assignments that integrate student-resource interactions (*i.e.* learning activities) with assessment of whether or not the learning objectives supported by these resources have been accomplished.

In other words, rather than presenting students with teaching resources, followed by learning activities and then tests on the content of these resources, the proposed design presents students with challenges through which materials will be introduced, and understanding of the materials will be, at once, achieved, demonstrated, and assessed.

This approach highly motivates students to seriously address the course materials by

- clearly illustrating what they will be able to accomplish with their new knowledge and skills and
- tightly linking effort to reward through the introduction of a graded activity during rather than subsequent to student interaction with the course materials.

Assignment drafting and selection of appropriate supporting resources flow directly out of well-designed (*i.e.* clear, student-centered, and measurable) learning objectives which, in turn, are statement versions of a course's or course module's essential questions.
All assignments in DOTS and in the film music course reviewed in the previous module provide examples of tight interdependence and alignment among essential questions, objectives, assignments, and resources. This conceptual alignment and the primacy of assignments, when it comes to how a course is presented to the students, is also reflected in the assignment-centric design of both courses, with all necessary resources being directly linked to a graded learning activity. Do spend some time scanning through the assignments of both these courses.

Reminder: access information for the film course is available in Module 1, Assignment 2.

Example 1

Essential Questions
- What are the main indicators of good health?
- What health interventions are within a nurse's scope of practice?

Learning Objectives
- Distinguishing between normal and abnormal diagnostic test results
- Diagnosing presence and nature of illness through interpretation of test results
- Drafting a care plan that addresses both the illness and the patient as a whole

Assignments
- Use health standards related to gender, age, and race to assess the health state of patients based solely on medical records (*e.g.* laboratory tests, stress tests, history, etc.)
- Diagnose precise nature of illness based solely on medical test results
- Draft an efficient and effective care plan that takes into account current diagnosis as well as patient medical history and general lifestyle

Example 2

Learning Objectives
- Distilling the key concepts presented in a research study
- Identifying the main assumptions underlying the study
- Placing a study and its results within the context of related literature

Assignments

Students will be answering the following questions for every assigned reading:
- Who is the article written for? Is its style/content appropriate for the intended audience?
- What are the main questions the study attempts to answer?
- Is the approach exemplified in the reading internally consistent? Is it inclusive of most aspects relevant to the topic?
- Has the related literature been properly addressed?
- How do the methods of the study in question compare to the relevant methodological standards?
- Does the concluding section accomplish what the introduction set out to do?
- What are the assumptions underlying the study? Could there have been alternative approaches to the same research question(s)? Are alternative interpretations of the presented results possible?

Courses often include long-term learning goals that are not directly assessable (*e.g.* "to create life-long learners," or "to encourage long-term involvement in the arts") and cannot therefore be converted into learning objectives. In such cases, the course materials and assignments must reflect an approach that both addresses and supports these goals, however indirectly. If this is not possible, such goals should not be communicated to the students at all.

C. Aligning Objectives, Assignments, and Resources

To get an idea of what alignment entails, think of the learning objectives as the course destination and of the assignments and resources as the means of reaching the destination and of assessing how effectively and efficiently you've made the trip. Course objective, resources, and assignments must work together in order to effectively support learning. For example, if an objective states that students should be able to construct a well-written essay, a multiple-choice test would not be an appropriate assignment (*i.e.* it would not be well aligned with the objective). At the same time, measurable objectives are useful only if students seriously engage with the resources that will help them achieve those objectives. The *Quality Matters* rubric helps instructors determine whether the provided assignments and accompanying resources are deep and comprehensive enough to help students achieve the stated objectives, while supporting alignment among objectives, assignments, and resources.

Example of alignment between objectives and assignments
(adapted from Palloff and Pratt, 2003)

Learning Objective	Assignment Type
Apply organizational-behavior concepts	Online discussion; students will submit posts responding to a prompting question based on content
Analyze organizational and problem-solving behaviors	Analysis of case studies provided by the instructor; completion of original case analysis
Analyze interpersonal and group interaction	Online discussion
Master organizational-behavior vocabulary and theoretical concepts	Low-stakes quizzes, discussions, final paper, proctored exam
Apply technology in learning, research, and problem solving	Internet usage, electronic submission of assignments, email, participation in chat sessions

***Quality Matters* standards focusing on alignment**
(Details on Standards 2 & 3 are included in the following pages. Details on Standards 4-6 will be presented in future modules)

Standard 2: Objectives

Standard 2.1: The learning objectives of the course describe outcomes that are measurable.
Standard 2.2: The module/unit learning objectives describe outcomes that are measurable & consistent with the course-level objectives.

Standard 3: Assessment

Standard 3.1: The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.

Standard 4: Resources

Standard 4.1: The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.

Standard 5: Engagement

Standard 5.1: The learning activities promote the achievement of the stated learning objectives.

Standard 6: Course Technology

Standard 6.1: The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.

Learning Objectives Elements by "*Quality Matters*"

***Standard 2*: Learning objectives are clearly stated and explained; they assist students in focusing their effort in the course.**

2.1. The course learning objectives describe outcomes that are measurable.

Measurable course learning objectives precisely describe what students are to gain from instruction, and then guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. If this specificity is not possible (e.g., internal cognition, affective changes), check for clear indications that the learning objective is meaningfully assessed. Note that at some institutions, learning objectives may be referred to as learning outcomes.

Examples of measurable objectives:

1. Select appropriate tax strategies for different financial and personal situations.
2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style.
3. Describe the relationship between the components of an ecosystem.
4. Explain the factors that contribute to economic inflation.

In a course in which students are expected to demonstrate analytical skills and/or ability to express themselves effectively in writing or in other forms of communication, the learning objectives should include reference to these objectives in addition to objectives that relate to mastery of content.

In addition to measurable objectives, a course may have objectives or desired outcomes that are not measurable, such as increased awareness, sensitivity, or interest in certain issues or subjects, but these do not substitute for measurable objectives.

> ***Special situations***: In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. If the institutionally-mandated learning objectives are not measurable, then please be sure to make note of it in the "comments" box. Write specific suggestions for improvement so that the institution has the information it needs to improve the objectives. If the course objectives are institutionally mandated, then the reviewer may need to consider Standard 2.1 in conjunction with Standard 2.2.

Standard 2.1 is considered as being MET under the following circumstances:
1. The course objectives are measurable, whether set by the institution or faculty member.
2. The institutionally-mandated course objectives are not measurable, but the faculty-driven module/unit-level objectives are measurable.

Standard 2.1 is NOT MET under the following circumstances:
1. There are no course-level objectives.
2. The course-level objectives set by the instructor are not measurable.
3. The institutionally-mandated, course-level objectives are not measurable, and the faculty-driven module/unit objectives are either not measurable or not present.

Alignment: The concept of alignment is intended to convey the idea that critical course components should work together to ensure that students achieve the desired learning outcomes. Measurable course and module/unit-level learning objectives form the basis of alignment in a course. Other elements of the course, including those addressed in Standards 2.1 through 2.5, 3.1, 4.1, 5.1, and 6.1, should contribute to the accomplishment of these objectives.

2.2. The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

Measurable module- or unit-level learning objectives are important. They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course. They provide students with greater focus and clarity of learning expectations and outcomes on a weekly, modular, or unit basis.

Module or unit-level objectives may be written by the instructor or come from the textbook. Regardless of origin, these objectives should be prominently stated in course materials, such as the syllabus, so that they are accessible to the student from within the online classroom. Module/unit learning objectives enable instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. Note that at some institutions, learning objectives may be referred to as learning outcomes.

The module/unit-level objectives should be consistent with the course-level objectives. The module/unit objectives may either be implicitly or explicitly consistent with the course-level objectives. For example, the module/unit objective “Students will write sentences that demonstrate correct use of commas, semicolons, and periods.” is implicitly consistent with the course objective “Students will demonstrate a mastery of rules of punctuation.”

Alignment: See the statement in the annotations to Standard 2.1.

2.3. All learning objectives are stated clearly and written from the students’ perspective.

The learning objectives are stated clearly in the online classroom for all course delivery formats. The learning objectives are written in a way that allows students to easily grasp their meaning and the learning outcomes expected of students. The use of educational jargon, confusing terms, unnecessarily complex language, and puzzling syntax is avoided. The learning objectives are clearly stated by the instructor, verbally during face-to-face meetings, if applicable, and electronically in the online classroom.

2.4. Instructions to students on how to meet the learning objectives are adequate and stated clearly.

Instructions may take various forms (e.g., narratives, bulleted lists, charts) and may appear at different levels within the course, such as module-based or in weekly assignment sheets. Instructions are stated clearly, are complete, and are provided electronically in the online classroom.

As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard.

Examples:

1. Module-based or weekly assignment pages in narrative, bulleted list, or chart form comprise a list of steps that guide the student in meeting learning objectives for each week.
2. Information indicates which learning activities, resources, assignments, and assessments support the learning objectives.

2.5. Instructions to students on how to meet the learning objectives are adequate and stated clearly.

Examine the course and module/unit learning objectives as a whole to ensure they describe knowledge and skills appropriate to the course level. All knowledge and skills need not be present in both the course-level and module/unit-level objectives, nor in every single objective.

Content mastery should be appropriate for the type and level of the course. Lower-division courses should address content mastery, critical thinking skills, and core learning skills. Upper-division and graduate courses may focus on objectives more related to the specific discipline. Decisions on this aspect of the standard may be particularly difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the SME (subject matter expert) on the review team.

Core learning skills, including critical thinking, are typically those that transcend an individual course and are integrated across the curriculum. Core learning skills are sometimes called “core competencies.”

Core learning skills may include

1. Written and oral communication skills
2. Ability to compute and process mathematical information
3. Manipulation and organization of information in various ways or using different tools
4. Understanding what one knows and how one knows it, and also understanding what one does not know and what one needs in order to find it out

Critical thinking skills may include the ability to

1. Distinguish between fact and opinion
2. Distinguish between primary and secondary sources
3. Identify bias and stereotypes
4. Evaluate information sources for point of view, accuracy, usefulness, timeliness, etc.
5. Recognize deceptive arguments

Upper-division and graduate course objectives might include

1. Mastery of the professional standards of the field
2. Ability to communicate using the specialized terminology and methods of discourse appropriate to the field

Assessment Elements by "*Quality Matters*"

***Standard 3*: Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.**

3.1. The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.

Alignment: Course assessments should align with the course and module objectives of the course (see Standards 2.1 and 2.2) by measuring the accomplishment of those objectives. It should be clear that the assessments can be successfully completed if students have met the objectives embedded in the course materials and learning activities. Note: at some institutions, learning objectives may be called learning outcomes.

Examples of objective/assessment alignment:
1. A problem analysis evaluates critical thinking skills.
2. A multiple-choice quiz verifies vocabulary knowledge.
3. A composition assesses writing skills.

Examples of inconsistent alignment between learning objectives and assessment:
1. The objective is to be able to "write a persuasive essay," but the assessment is a multiple-choice test.
2. The objective is to "demonstrate discipline-specific information literacy," and the assessment is a rubric-scored term paper; but students are not given any practice with information literacy skills on smaller assignments.

Some assessments may be geared toward meeting outcomes other than those stated in the course; for example, a course may have a writing component as part of a college-wide "Writing Across the Disciplines" requirement. In that case, the reviewer should suggest including within the course the objectives that reflect the college-wide requirement.

Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard 3.1.

3.2. The course grading policy is stated clearly.

A clear, written statement fully explains how the course grades are computed. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. The instructor's policy on late submissions is clearly stated.
Review the clarity of the explanation and presentation to the student, not the simplicity or complexity of a given grading system itself. A relatively complex grading system can still be unambiguous and easy to understand.

Examples:
1. A list of all activities, tests, etc. that will determine the students' final grades
2. An explanation of the relationship between the final course letter grade and the student's accumulated points and/or percentages
3. If points and percentages are used, an explanation of the relationship between these two

3.3. Specific and descriptive criteria are provided for the evaluation of students' work and participation.

Students are provided with a clear and meaningful description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated up-front at the beginning of the course. The description and/or statement of criteria provide students with clear guidance on the expectations and required components of work and participation. The criteria give students all the information they need to know how a grade on an assignment or activity will be calculated.
As a reviewer, you will ascertain that the criteria used to evaluate students' performance align with the course objectives and contribute to students' future growth and improvement. Note, however, that as a reviewer you are not being asked to look for and evaluate the instructor's specific feedback to students in Standard 3.3. Your focus is the nature of the criteria, not their application.

Examples:

1. Evidence that the instructor has stated the criteria for evaluation of students' paper and assignments, such as rubrics or a list of criteria with associated point values
2. A description of the how students' participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of students' comments and their responsiveness to other students' comments; and grade credit they can expect for varying levels of performance

3.4. The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.

Multiple assessment strategies are used in both the online and face-to-face settings, and they are appropriate to the content being measured and the format in which they are used. Assessments are varied in order to provide multiple ways for students to demonstrate mastery, and to accommodate multiple learning styles.
The assessments are appropriately sequenced so as to promote the learning process and to build on previously mastered knowledge and skills
gained in this course and prerequisite courses. Assessments are paced to give students adequate time to achieve mastery and complete the work in a thoughtful manner.

Examples that meet the standard:
1. A series of assessments that progress from the definition of terms, to a short paper explaining the relationship between various theoretical concepts, to a term paper that includes the application of theoretical concepts and critical analysis of a journal article
2. Multiple types of assessment that enable the instructor to become familiar with an individual student's work and that discourage "proxy cheating" (someone other than the student completing and submitting work)
3. A series of assessments evenly paced every two weeks throughout the course

Examples that DO NOT meet the standard:
1. The entire set of assessments consists of five multiple-choice tests.
2. The first assessment requires students to locate research materials, while library research skills and methods aren't covered until the third assessment.
3. No assessments are administered during the first 12 weeks of the semester, with an essay, term paper, and final exam due during the 13th, 14th, and 15th weeks, respectively.

Circumstances affecting some graduate courses: The grade may be entirely based on a major assignment due at the end of the term. In this case, there should be benchmarks for progress during the term, with feedback from the instructor.

Examples might include

1. Submission of a bibliography
2. Submission of an outline or project plan
3. Submission of a précis of the paper or project
4. Submission of one or more preliminary drafts

3.5. "Self-check" or practice assignments are provided, with timely feedback to students.

Students have multiple opportunities to measure their own learning progress. Students learn more effectively if they receive frequent, meaningful, and timely feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students.

Look for examples of "self-check" quizzes and activities, as well as other types of practice opportunities that provide timely feedback. These types of assignments should be voluntary or allow multiple attempts.

Examples:

1. Writing assignments that allow for the submission of a draft for instructor comment and suggestions for improvement
2. Self-mastery tests and quizzes that include informative feedback with each answer choice
3. Interactive games and simulation that have feedback built in
4. Self-scoring practice quizzes
5. Practice written assignments
6. Peer reviews
7. Model papers or essays provided for students' viewing
8. Sample answers or answer keys provided for students' viewing

Module 2
Lecture Notes – Part 2b

Assignment Frequency and Design

A. Assignment Frequency

Frequent assignments ensure that instructors and students are on the same page, pace student achievement of the course's learning objectives, and give students multiple opportunities to build not only on their grade but also on their understanding of the material (Roediger and Karpicke, 2006).
Assuming that the course-level learning goals have been broken down into manageable, self-contained, interrelated, and progressive sets of module-level learning objectives, learning must be assessed after each course module. Therefore, designing a course around combinations of formative and summative assessments that frame and contextualize each course module is the best way to ensure appropriate assessment frequency. It also focuses the course on what is most important to the students (*i.e.* assignments/grades), by clearly communicating what is expected from them and what they will be able to accomplish by the end of each module and of the course as a whole.

The specific assignment design and management proposed in DOTS incorporate formative assessment into the summative-assessment drafting process. This integration supports both higher student learning and more effective and efficient use of the instructor's expertise and time. We will address assignment management in more detail during Module 4.

B Assignment Design

All well-designed assignments share the following characteristics:

- They are authentic (*i.e.* they require application of knowledge and skills that students will be likely to use in their future careers).
- They are relevant (*i.e.* they place learning activities in the context of the students' other courses and career preparation efforts).
- They are interesting and important (*i.e.* they are somehow tailored to the students' background, involve instructor feedback, and are graded).
- They are presented in contexts that encourage rather than prohibit collaborative student work.
- They are clearly and tightly aligned with the course- and module-level learning objectives and resources.
- They require rather than prohibit access to the course resources during assignment completion.

Effective and efficient ways to nurture collaborative assignment-completion contexts and an outline of their major advantages will be presented in Module 4.

Tight resource alignment with a course's learning objectives may be accomplished through the following process, which introduces slight but important modifications to the backward-design process, described previously.

- After a clear list of interrelated general (course-level) and specific (module-level) learning objectives has been determined, a systematic literature-review process produces a short list of relevant resources. The resources are examined in detail, leading to a slight modification and rearrangement of the learning objectives and a fine-tuning of the final resources to be used in the course. The precise portions of the resources addressing the final learning objectives are identified, summarized into a set of statements that outline the concepts, ideas, and tools with which students should be familiar and comfortable by the end of each module, and converted into the module-level assignment questions/statements.

- Rather than being presented separately, lecture notes, readings, and other course-related resources are woven into the assessment activities as supporting materials, turning the course assignments into a one-stop shop for everything course related that the students should be addressing.

The resulting tight alignment among learning objectives, resources, and assignments and the use of the minimum necessary resources to accomplish the desired goals avoid cognitively overloading students and help them focus on the selected resources to efficiently tackle the course's assignments.

What about cheating?

Assignment questions are open ended, and responses require critical synthesis of information from multiple locations in the provided resources. Emphasis is consequently placed on how the answers are justified and supported through argumentation and reference to all of the course resources rather than on memorization and routine application of facts, creating contexts where students are encouraged to assume more responsibility for their learning. Such an approach effectively addresses issues of academic integrity by minimizing cheating opportunities.

Several resources related to academic integrity in online-learning environments have been selected and are listed for you in this module's "References and Additional Resources" page.
The principle cheating-minimization strategy can be summarized in the following statement:
Design assignments and assignment-completion contexts that turn the two most popular forms of cheating (*i.e. talking among students and looking at the resources for the assignment responses*) **into learning activities.**

Designing assignments as sets of interrelated, focused questions that require access to all provided resources ensures that the students will familiarize themselves with the necessary materials and that the instructor will be able to clearly assess if the intended objectives have been met.
In addition, all individual module assignments should be designed to provide students with the knowledge and material necessary for the successful completion of a course's major final project. The module-level feedback incrementally sets the standard for the assessment of this project and is supplemented by detailed instructions and sample-project structures that clearly communicate the guidelines for project completion and grading.

Each assignment is therefore designed and presented so that it

- consists of interrelated questions and sub questions that distill everything the students are expected to get out of the module's resources;
- provides direct access to only those resources that are both necessary and sufficient for the assignments to be completed successfully;
- is an important building block for a large end-of-course assignment that each student is expected to complete, helping students appreciate the relevance of each specific class module to the course-level goals; and
- supports development of student critical-thinking skills.

C. Assignment Example

(*Film Music Interpretation Course, Module 6 of 8 – DePaul School of Music*)

Module Topics

- Hitchcock and Herrmann: rationalizing the irrational
- Music as a psychological agent
- Herrmann's innovations and eclectic application of existing techniques

(Previous modules have addressed the classical Hollywood cinema model, variations on this model, and Russian/Marxist contributions to the understanding of music's role in films.)

Assignment

1. Use examples from this module's films to illustrate how Herrmann's scores follow and challenge classical-Hollywood film-music conventions. Do you find Herrmann's novel film-scoring practices effective? Why or why not?
2. How do Herrmann's techniques relate to Eisenstein's and Eisler's ideas?
3. What do you think is Herrmann's most interesting scoring practice and why?

Resources

[links to the resources are available only online]

- **Kalinak, K. (1992)**. "The language of music: A brief analysis of Vertigo." In *Settling the Score: Music and the Classical Hollywood Film*. Madison, WI: The University of Wisconsin Press (pp.3-19).
- **Brown, R.S. (1994)**. "Actions / Interactions: The source beyond the source." In *Overtones and Undertones*. Los Angeles, CA: University of California Press [only pp. 82(top)-86(top)].
- **Lecture Notes** (critical discussion of the above readings & additional commentary by the instructor)
- Selected clips from *Vertigo (1958)*, *North by Northwest (1959)*, and *Psycho (1960)*, relevant to the assignment questions.

References and Additional Resources

Review these optional additional resources for more information on the module's topics:
[http://www.iddresources.org/dots1long/module2/module02_additional.html]

WORK GROUPS - MODULE 2: ASSIGNMENT 1

Forum Instructions

All group members will work in this forum together to draft and submit one post addressing the following questions:
Are the learning objectives for weeks 4 and 5 of the course reviewed in this assignment effective? Why / why not? Can you suggest more effective alternatives?
Base your discussion on the assignment resources and on your individual reviews, completed in the first part of the assignment.

- Refer to your individually-completed review and the “Collaboration Instructions for Group Assignments in DOTS” document. [http://www.iddresources.org/dots1long/general/dots_collaboration_instructions.pdf]
- Click on the forum's title to enter it.
- Hit the small arrow at the top of the "Date" column to arrange the posts by ascending/descending chronological order.
- Click on the "Drafting" thread and hit "Reply" to enter the first post. Read all posts and always reply to the latest, unless you have a specific reason to address a previous post without reference to the subsequent ones.
- Include a meaningful subject line in your posts that clearly communicates the overall topic of your message. For replies to existing messages, it may often be necessary to modify the existing subject line to better represent the response’s content, before hitting the "Reply" button.
- Use the “Submission” thread to post your final reply by the deadline on Tuesday, 4/28, midnight.

This forum allows you to include attachments, modify your own posts, tag posts (*i.e.* attach representative keywords to them), and "quote" a previous post in your reply. In addition, you can subscribe to the forum so that an email is sent to you every time a new message is posted.
You cannot add new threads. To post a message you must open an existing one and reply to it.

WORK GROUPS - MODULE 2: ASSIGNMENT 3

Forum Instructions

All group members will work in this forum together to draft and submit two posts.
i) Can you infer and state the module-level learning objectives based on the topics list and the assignment descriptions of the sample assignment reviewed? Do the resources provide efficient and sufficient support to accomplish the learning objectives?
ii) An obvious objective addressed by the sample assignment is "listing and outlining Herrmann's original contributions to film-scoring theory and practice". Why is item 1 of the sample assignment better fit to fully accomplish this objective than the more direct assignment statement, "list and outline Herrmann's original contributions to film-scoring theory and practice"?
Base your discussions on the assignment resources.

- Refer to the sample assignment in "Module 2 Lecture Notes: Part 2b" (bottom of the page) and the “Collaboration Instructions for Group Assignments in DOTS” document. [http://www.iddresources.org/dots1long/general/dots_collaboration_instructions.pdf]
- Click on the forum's title to enter it.
- Hit the small arrow at the top of the "Date" column to arrange the posts by ascending/descending chronological order.
- Click on the "Drafting" thread for each question and hit "Reply" to enter the first post. Read all posts and always reply to the latest, unless you have a specific reason to address a previous post without reference to the subsequent ones.
- Include a meaningful subject line in your posts that clearly communicates the overall topic of your message. For replies to existing messages, it may often be necessary to modify the existing subject line to better represent the response’s content, before hitting the "Reply" button.
- Use the “Submission” thread for each question to post your final reply by the deadline on Tuesday, 5/5, midnight.

This forum allows you to include attachments, modify your own posts, tag posts (*i.e.* attach representative keywords to them), and "quote" a previous post in your reply. In addition, you can subscribe to the forum so that an email is sent to you every time a new message is posted.
You cannot add new threads. To post a message you must open an existing one and reply to it.

Module 2 Face-to-Face Meeting Agenda

Date: Friday, May 8
Time: 3:00 PM – 6:00 PM
Location: JTR400

Time	Topic	Presenter(s)
3:00-3:15 PM	Reflections on the Online Portion of Module 2	**Pantelis Vassilakis**, Instructional Design Consultant, IDD and **DOTS participants**
3:15-4:45 PM	"Presentation and Collaboration in a Synchronous Environment through *Wimba*"	**Jeanne Kim**, Instructional Design Consultant, IDD and **Eric Iberri**, IDD
4:45-5:15 PM	Dinner / Discussion	
5:15-6:00 PM	Incorporating Video Into Online Learning, using Webcam and *Viddler*	**Rick Salisbury,** Video Production Specialist, IDD