DOTS
DEPAUL ONLINE TEACHING SERIES

Module 5
Engaging Interface, Content, and Presentation Contexts

1. Overview & Objectives

Estimated time to complete Module 5: ~8 hours

Video Overview of Module 5 [Duration: 1'38"]

Transcript

"When we teach online, we can and must provide access to multimedia resources that highlight our course's important concepts and are integrated with more traditional text-based resources. This becomes even more important in the case of counterintuitive concepts, where extra help is necessary in order to support expert-like student intuition on the subject at hand. In addition, we can and must produce a sophisticated and engaging online-course interface that will communicate professionalism to the students and increase their motivation to do well in the course.

This module addresses the reasons for and the practical steps involved in accomplishing these tasks. The Web is abundant with already-created multimedia resources that you may identify and incorporate in your courses as they are or with minor modifications. If you are unable to find exactly what you need, we can help you design and develop appropriate custom multimedia resources. DOTS and several of the sample courses reviewed provide relevant examples meant to give you multimedia and course-interface ideas that you can implement in your own courses.

Producing a sophisticated and engaging course interface can be accomplished with increasing ease, thanks to a multitude of user-friendly Web-design applications. During the wrap-up meeting for the module, we will explore some multimedia and course-interface-creation tools and will outline relevant DePaul services that are available to you."

Topics

- Finding, creating, and incorporating rich, multimodal content to your courses
- Engaging and motivating students: creating frequent, rich, and challenging high-stakes learning activities
- Designing an effective and engaging course-site interface
- Exploring interface-design and multimedia-creation technology tools

Objectives

- Review the DOTS course and other sample courses for navigation-scheme ideas and identify/analyze schemes that you consider successful
- Review the DOTS course and other sample courses for multimedia and interface-design elements that successfully enhance course delivery and identify relevant elements that could inform your own course design
- Examine how the identified navigation-scheme, multimedia, and interface-design elements relate to the Quality Matters standards for course resources and technology
- Incorporate selected navigation-scheme, multimedia, and interface-design elements to your sample-course materials and assignments
- Participate in asynchronous online interactions, in low- and high-stake contexts
- Become familiar with course-interface-design (*e.g. SoftChalk*) and screencasting (*e.g. Camtasia* & *ScreenFlow*) tools

2. Assignments and Resources

Assignment 1

Work with your group to design one assignment around the short video clip included in the resources below. More specifically,

1. Identify issues raised by the clip that would be relevant to a communication course.
2. Come up with possible learning objectives that would address the issues and concepts identified.
3. Locate one or two (or more) scholarly resources that would support the learning objectives.
4. Draft an assignment that supports and assesses student accomplishment of the learning objectives and has the clip as one of the assignment resources.

Resources

- Module 5 Lecture Notes
- "Work Groups" menu area
  Enter the "Work Groups" area, click on the "Group" that includes your name, enter the "Group Discussion Board," and select the "Module 5: Assignment 1" forum. Additional instructions are included in the forum's description.
- "Evolution of Beauty" - http://www.clipland.com/Live/video/2993
  Video clip from http://www.clipland.com

Timeline

- **Start:** Saturday, 5/23
- **End:** Open-ended discussion; no submission required

Assignment 2

Search the Web for multimedia materials that can enhance the resources and assignments for your prospective online course.
Enter your finds into a list of "Useful Links" in your DOTS Blackboard course and start considering specific course resource and assignment contexts where these materials would be introduced.
Incorporate some of your ideas into your sample course.

Resources

- Module 5 Lecture Notes (same as in Assignment 1)
- Your personal DOTS Blackboard course

Timeline

- **Start:** Monday, 5/25
- **End:** Friday, 5/29, 12:30 a.m. (*i.e.* late Thursday night)

Module 5
Lecture Notes

Engagement

In order to engage students, or anyone for that matter, we must give them something to do. A task that is
a) challenging enough to require effort,
b) interesting and relevant enough to justify the effort,
c) supported enough to give the feeling that effort will be fruitful, and
d) rewarding enough (*i.e.* graded) to encourage sustained effort and desire to succeed (see the "References and Additional Resources" page for Module 4).

Students participate in a course because they want something (*e.g.* a good grade, their money's worth, knowledge and skills, or some combination of these). Their level of engagement with a course will ultimately depend on the degree to which they

- know what tasks they have to complete to get what they want,
- find the required tasks at once difficult (*i.e.* challenging) and doable (*i.e.* students feel supported by the resources, the instructor, and their peers), and
- find the required tasks interesting and relevant (or at least they are convinced of their usefulness).

The Theory of Engagement document (http://www.schlechtycenter.org/pdfs/theoryofengagement.pdf) published by The Schlechty Center for Leadership in School Reform (http://www.schlechtycenter.org) provides a good and concise guide on what facilitates and what impedes student engagement. Although the center focuses on K-12 education, the information in the document is applicable to most learning contexts.

The main challenge for instructors is to create tasks that are engaging (*i.e.* fulfill the above requirements) while at the same time exposing students to content and resources that support accomplishing a given course's learning objectives.

Providing students with multimedia-rich content and an attractive and sophisticated online course environment must be seen as the last step in dealing with this challenge. The benefits of this last step can be fully reaped only if it accompanies well-designed learning objectives and collaborative assignments, and well-selected and aligned additional relevant resources (McKinney *et al*., 2009; Swan, 2002, in Rice *et al.*, 2005).

Multimedia Resources and Learning

Incorporating multimedia resources to learning environments

- helps tap into the students' learning-style strengths,
- facilitates understanding of concepts and absorption of information though multisensory, multimodal stimulation
- can promote cognitive flexibility by presenting information in a multitude of relevant contexts (*e.g.* using analogies, illustrations, interactive demonstrations, etc.), and
- helps students develop intuition on the subject at hand (*e.g.* it facilitates systematic and controlled manipulation of a concept's parameters and monitoring of the results).

(*e.g.* Salomon *et al*.,1991; Sun, 2004; Swan, 2004; Weinman and Perkins, 2005)

Teaching requires from faculty much more than simply impressing students with subject-matter knowledge and competence and involves much more than simply presenting amassed information. For such information to turn from a series of isolated data pieces, destined at best for memorization, into true knowledge, it has to be dissected, reflected upon, and re-presented in a variety of ways that students can identify with and explore in order to develop expert-like subject-matter intuition.
Multimedia instructional materials and systematic and well-designed assessments assist in this task and become increasingly necessary to instruction as the time devoted to individual courses continuously shrinks and the amount of material to be covered grows.

Students learn in multiple ways and use auditory, visual, tactile, and kinesthetic cues to different degrees, depending on their individual learning styles. By providing various alternatives of information dissemination, the instructor may provide a richer learning experience for all students. This multiplicity may decrease efficiency in the short term by increasing an online course's development time. However, it also encourages the development of powerful new learning and teaching environments in the longer term (Bransford *et al*., 2002; Jenkins *et al*., 2006; Levin *et al*., 1999; Wang and Resta, 2002).

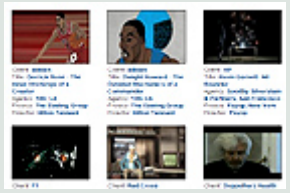
Examples of Multimedia Educational Resources

Generally speaking, multimedia resources can be classified as demonstrative (*e.g.* videos, animations, audio examples, etc.) or interactive (*e.g.* games, interactive animations, tests, etc.) and may be used to facilitate the acquisition (*e.g.* as part of the course materials) and/or assessment (*e.g.* as part of an assignment) of knowledge and skills corresponding to a course's learning objectives.

Preview the short (one page) list with examples of engaging collaborative activities (available at the end of the lecture notes) and browse through the educational multimedia examples below for ideas.
For assistance with finding/creating multimedia resources relevant to your courses and with incorporating such resources to your course materials and assignments, contact one of the IDD consultants.

Video Case Studies
http://coursebuilder2.usc.edu/cmgt502/mod3xxab/index.html
"Strategic Corporate Communications," USC Center for Distance Learning & School for Communication.

Video Lectures
http://ocw.mit.edu/OcwWeb/Comparative-Media-Studies/CMS-930Media--Education--and-the-MarketplaceFall2001/VideoLectures/index.htm
"Media Education and the Marketplace," MIT Open Course Ware.



Boards Screening Room
http://www.boardsmag.com/screeningroom/
Searchable archive of over 10,000 commercial clips created by advertising agencies from around the world.
Select an archive category under "Screening" (on the horizontal navigation bar).

American Radio Works
http://americanradioworks.publicradio.org/
National documentary unit of American Public Media. The site offers online access to all current and past documentaries, including audio, transcripts, analysis, additional resources, and more.

Annenberg Foundation Resources
http://www.learner.org/index.html
A collection of online educational videos based on programs originally created for PBS and other television stations. Material is listed by discipline, grade, etc.
See, for example, the programming on American Cinema.
Access requires free registration. Once registered, you may "deep link" to selected videos without the need for your students to register.

American Rhetoric
http://www.americanrhetoric.com/
Database of over five thousand full-text, audio, and video versions of public and movie speeches, sermons, legal proceedings, lectures, debates, interviews, and other recorded media events.

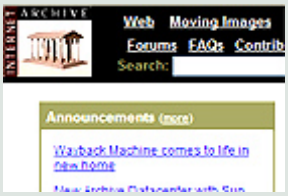
Talking History
http://www.albany.edu/talkinghistory/
Based at the State University of New York-Albany, Talking History is a production, distribution, and instructional center for all forms of "aural" history. It provides a broad collection of audio documentaries, speeches, debates, oral histories, conference sessions, commentaries, archival audio sources, and other aural history resources.

BBC Learning Teachers

BBC - Teacher Resources
http://www.bbc.co.uk/schools/teachers/
Searchable database of frequently updated and well-produced multimedia instructional resources.
See, for example, a 4':40" clip on narrating a festival or special event, along with suggestions for instructional use.

Google Video BETA

Google Video
http://video.google.com/
Extensive video database with numerous items that have instructional value.
See, for example, this Nazi Concentration Camps film from the Nuremberg Trial and "Triumph of The Will," the famous 1934 Nazi propaganda film.

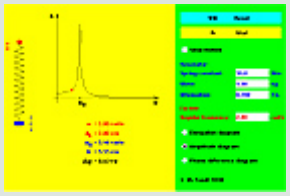


The Internet Archive
http://www.archive.org/
A library of Internet sites and other cultural artifacts (text, images, audio, video, etc.) in digital form, providing free access to researchers, historians, scholars, and the general public.
Listen, for example, to John F. Kennedy's 1961 inaugural address.

The World Digital Library (WDL)
http://www.wdl.org/en
WDL makes available on the Internet, free of charge and in multilingual formats, significant primary materials from countries and cultures around the world. Sponsored by UNESCO.
See, for example, "Arrival of Emigrants [i.e. Immigrants], Ellis Island," a 1906 film by Billy Bitzer.

Educational Digital Games
Games list compiled and reviewed by IDD staff (available at the end of the lecture notes).

Explore Learning
http://www.explorelearning.com
A database of interactive simulations addressing mathematical concepts.
See, for example, the "gizmo" designed to illustrate solving linear systems.
The site provides limited (*i.e.* timed) free access to all resources and full access with registration.

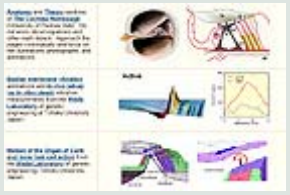


Interactive Java Applet on "Resonance"
This interactive resource explores the phenomenon of resonance by permitting users to manipulate the variables involved and observe the outcome.

Short Video Clip Illustrating "Resonance" (5':52" .rm file)
rtsp://smedia.depaul.edu/54321/video/MUS360/Resonance01.rm
Real Media file that addresses the potentially large impact of resonance through its cumulative energy transfer characteristics.

Both resources are presented to the students in the context of relevant lecture notes/assignments.

Audio-Enriched Lecture Materials
http://iddresources.org/dots1long/module5/brahms_example.htm
Portion of lecture notes for a vocal music performance and German-diction course module.



Multimedia-Rich Lecture Notes
http://acousticslab.org/psychoacoustics/PMFiles/Week3.htm
Lecture notes on the anatomy and function of the hearing mechanism.

Example of a Web-Based Lecture-Notes Structure
http://acousticslab.org/psychoacoustics

Quality Matters Standards

Standard 4: Resources (.pdf)
"Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes and are prepared by qualified persons competent in their fields."

Standard 5: Learner Engagement (.pdf)
"Meaningful interaction between the instructor and students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment and personal development."

Standard 6: Course Technology (.pdf)
"Course navigation and the technology employed in the course foster student engagement and ensure access to instructional materials and resources."

References and Additional Resources

Review these optional additional resources for more information on the module's topics:

[http://www.iddresources.org/dots1long/module5/module05_additional.html]

Resources Elements by "*Quality Matters*"

***Standard 4*: Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes and are prepared by qualified persons competent in their fields.**

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

Alignment: The instructional materials used in the course should align with the course and module learning objectives of the course (see Standards 1.1 and 2.2) by contributing to the achievement of those objectives and by integrating effectively with the tools and media selected for their delivery to the student (see Standard 6.1).

Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources enable students to achieve the stated learning objectives. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. Note: at some institutions, learning objectives may be called learning outcomes.

Materials other than standard textbooks, monographs, and articles published by recognized publishers are prepared by the instructor or instructional designers skilled in preparing materials for distance learning.

Decisions on this standard may be particularly difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the team SME (subject matter expert) and use common sense to determine if the instructional materials support the learning objectives.

Normally textbooks are not provided to reviewers because of cost and logistical limitations. Many publishers provide web links to their textbooks, and reviewers may wish to consult these links. In evaluating the course against this standard, reviewers will work closely with the SME on the team.

In some advanced undergraduate courses and graduate courses, no textbook(s) are assigned. Reviewers will need to consider bibliographies and webliographies provided by the instructor, or, in some cases, developed by students themselves, following guidelines provided by the instructor.

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 4.1.

4.2. The relationship between the instructional materials and the learning activities is clearly explained to the student.

Students can easily determine the purpose of all content, materials, resources, technologies, and instructional methods used in the course, and how each will help them achieve the stated learning objectives. It is clearly stated which materials are required and which are recommended resources. (See Standard 5.1 for a description of learning activities.)

For example, a course may be richly garnished with external links to Internet resources, but it is not clear whether those resources are for background information or additional personal enrichment, or if they are required for an assignment.

Examples:

1. Links to external websites indicate the purpose of the links or are completely self-evident.
2. The function of animated games or exercises is clearly explained or is completely self-evident.

If various instructional materials (books, manuals, videos, CD ROMs, computer software, etc.) are used in the course, the purpose of their use and relationship to one another should be clearly explained to students. Reviewers should determine if such diversely formatted course materials are integrated well enough to be useful to the uninitiated student. The integration of these materials may be considered both physically and contextually. Students should clearly understand the learning objectives associated with the materials.

For example, a course requires students to use the following materials: a textbook divided into chapters, video segments ordered by topics, a website organized around specific skills, and a tutorial CD-ROM that has an opening menu consisting of “practice quizzes,” “images,” and “audio examples.” Consider whether it would be clear to students the order in which they should approach these varied materials, how each is related to the core content and learning objectives, and how the materials are related to one another.

In some advanced undergraduate and graduate courses, in which students are expected to find their own learning materials, the instructor should post guidelines that assist the student in identifying relevant materials and distinguish between core and supplementary materials and between scholarly and non-scholarly sources for academic writing. Reviewers should determine whether these guidelines satisfy the standard.

Decisions on this standard may be difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the team SME (subject matter expert) and use common sense to determine if the materials are appropriate to this course.

4.3. The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.

Breadth: The course materials are robust and create a rich learning environment for students. Instructors should provide meaningful content in a variety of sources, including the textbook(s), PowerPoint presentations, websites, lecture notes, outlines, and multimedia.

Depth: The level of detail in supporting materials is appropriate for the level of the course, and provides depth sufficient for students to achieve the learning objectives. For example, an upper-level capstone course should include significantly deeper materials than those required for an introductory general education course.

Currency: The materials represent up-to-date thinking and practice in the discipline. Some examples: an introductory computer course should include recent trends such as podcasting; an English writing course should discuss the purpose of Internet research; a chemistry course

should include computerized models to demonstrate chemical operations.
Decisions on this standard may be difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the team SME (subject matter expert) and use common sense to determine if the instructional materials meet the breadth, depth, and currency criteria.

Normally textbooks are not provided to reviewers because of cost and logistical limitations. Many publishers provide web links to their textbooks, and reviewers may wish to consult these links. In evaluating the course against this standard, reviewers will work closely with the SME on the team.

4.4. All resources and materials used in the course are appropriately cited.

Sources for materials created by the instructor and those borrowed from elsewhere are clearly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced according to the institution's copyright and intellectual property policies.

Courses that use an e-pack or course cartridge may provide a blanket statement acknowledging that a significant portion of the course materials came from the publisher rather than include individual citations for each instance of publisher materials.

Learner Engagement Elements by "*Quality Matters*"

***Standard 5*: Meaningful interaction between the instructor and students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment and personal development.**

5.1. The learning activities promote the achievement of the stated learning objectives. (Note: in some institutions learning objectives may be called learning outcomes.)

Alignment: Learning activities should align with the course and module objectives of the course (see Standards 2.1 and 2.2) by engaging students in activities that directly contribute to the achievement of those objectives and integrating smoothly with the tools and media (Standard 6.1) that enable these activities.

The purpose of learning activities is to facilitate the student's achievement of the stated objectives.

The learning activities should actively engage the learner with the course content. Learning activities are varied in order to provide reinforcement and mastery in multiple ways and to accommodate multiple learning styles. Activities may include reading assignments, student presentations, science labs, class discussions, case studies, role playing, simulation exercise, practice quizzes, tests, etc.

Examples of mismatches between activities and objectives:

1. The objective requires students to be able to deliver a persuasive speech, but the activities in the course do not include practice of that skill.
2. The objective is "Prepare each budget within a master budget and explain their importance in the overall budgeting process." The students review information about this in their texts and observe budgets worked out by the instructor, but they themselves produce only one of the several budgets.

Hybrid Courses: In courses that use both the online and face-to-face settings, the learning activities that occur in these two settings should be connected by a common thread or theme and should be mutually reinforcing. The connection and reinforcement are made clear to students. For example, the different parts of a particular activity might be sequenced in an alternating way in online and face-to-face meetings of the course.

Special Situations: When course objectives are institutionally mandated, the reviewer should refer to module/unit objectives to assess standard 5.1.

5.2. Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.

Interactions between the instructor and the students are designed to facilitate students' understanding and mastery of the learning objectives. These interactions may be supportive (welcome and introduction messages, "about the instructor," weekly announcements) and instructional (direct instruction, assignment feedback, FAQs, etc…). The communications between student and instructor may be one-to-one (personal emails) or one-to-many (forum postings, class announcements).

The degree and type of student-to-student interaction may vary with the discipline and the level of the course. Not all courses require the same type and frequency of student-to-student interaction. Careful consideration of how the student-to-student interactions support the course objectives will lead to a more efficient and effective design. Examples of student-to-student interactions may include self-introductions, group discussion postings, small-group projects, peer critiques, etc.

Refer to the Instructor Worksheet to determine if student-student interaction is appropriate for this course. If the Worksheet indicates that such interaction is appropriate, then consider it in deciding whether the standard is met. If the Worksheet indicates that such interaction is not appropriate, then focus only on student-to-content and instructor-to-student interaction to determine whether the standard has been met. When you think it is appropriate to do so, include a recommendation that student-student interaction be added to the course or receive more emphasis in the course.

NOTE: Your evaluation should be based on what you find to be the nature of the course and not on your personal preferences about student-student interaction.

5.3. Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.).

A clear statement of instructor responsibilities is an important component of an online or hybrid course. Students are better able to manage their course activities when the instructor has stated his or her timeframe for responding to student emails and discussion postings and letting students know when they will receive feedback on assignments and when grades will be posted. By sharing these expectations, the instructor also deflects unrealistic student expectations of 24/7 service from the instructor. Frequently these expectations are conveyed in the syllabus or the "meet the instructor" message.

If it is necessary to alter the standards during the course, the instructor is encouraged to clearly communicate the adjustments to the students.

5.4. The requirements for student interaction are clearly articulated.

A clear statement of the instructor’s expectations with regard to student participation in required course interactions (frequency, length, timeliness, etc.) help students plan and manage their class participation and provide a basis for the instructor to evaluate student participation. The more specifically these expectations are defined, the easier it is for the learner to meet and adhere to the standards.

Typically, general statements of student performance expectations are included in the course information page or syllabus. These general requirements may specify the nature of the required participation and expectations for frequency and quality of the student’s interactions. More specific task-related performance expectations may be included in the individual task description. The instructor may also share with students a rubric detailing how student interactions are evaluated, including reading and responding to the instructor’s and classmates’ posts.

Course Technology Elements by "*Quality Matters*"

***Standard 6*: Course navigation and the technology employed in the course foster student engagement and ensure access to instructional materials and resources.**

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

Alignment: The tools and media selected for the course should align with the course and module objectives of the course (see Standards 2.1 and 2.2) by effectively supporting the assessment instruments (Standard 3.1), instructional materials (Standard 4.1), and learning activities (Standard 5.1) in the course.
Tools and media used in the course support learning objectives and are integrated with course materials and assignments. Clear information and instructions should be provided regarding how the tools and media support the learning objectives. Technology is not used simply for the sake of using technology. For example, a course might require viewing video materials, but it may not be clear how the video materials illustrate or support any learning objective.

Examples of tools include discussion boards, chat rooms, grade book, whiteboard, wiki, blogs, etc.
Media are not required for this standard to be met. Rather, if media are used, they should support the learning objectives and be contextually integrated. Examples of media include video, audio, podcasting, gaming, animations, simulations, wikis, blogs, virtual classrooms (for example, Elluminate Live, Second Life), webinars, etc.
If a publisher course cartridge is used, the instructor should clearly designate which media are required in the course and which are optional.
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 6.1.

6.2. The tools and media support student engagement and guide the student to become an active learner.

Tools and media used in the course help students actively engage in the learning process, rather than passively "absorbing" information. Selected tools and media should encourage the student to reflectively grasp and respond to the deeper learning process. Types of learner engagement include learner-content, learner-instructor, and learner-learner. Interactions can provide opportunities to increase learners' comfort levels, but the goal should be to facilitate the broadest and deepest learner engagement possible in the course.
Examples:

1. Automated "self-check" exercises requiring student response
2. Animations, simulations, and games that require student input
3. Learning management system functions that provide competence/timed release functions
4. Software that tracks student interaction and progress
5. Discussion tools with automatic notification or a "read/unread" tracking feature
6. Interactive, real-time software, such as real-time collaborative tools, webinars, and virtual worlds
7. Interactive, constructivist software, such as shared documents or wikis.

6.3. Navigation throughout the online components of the course is logical, consistent, and efficient.

Navigation refers to the process of planning, recording, and controlling the movement of a learner from one place to another in the online course.

Considerations for effective navigation devices within the online course may include:

1. Adherence to accepted web standards-of-function for hypertext links, buttons, and windows
2. Provisions for intuitive understanding of function when non-standard navigation devices are employed
3. Consistent use of navigation devices

Some navigation devices--next and previous links, for example--are provided by the learning management system used for course delivery and cannot be modified. Other navigation devices--hypertext links, icons, and window functions, for example--may be within the control of the course designer. It can be challenging for the reviewer to determine the locus of control for the various course navigation devices used to move the learner from one place to another in the course.

6.4. Students have ready access to the technologies required in the course.

For this standard, the term “technologies” covers a range of software and plug-ins such as Acrobat Reader, media players, wiki, MP3 players, etc. In addition, courses might require special software packages (spreadsheets, math calculators, etc.). Clear instructions list the required software and plug-ins, along with instructions for obtaining and installing them.

All required technologies are easily downloadable, provided by the institution, available for purchase at the bookstore, or otherwise easy to obtain and include clear instructions for installation.

6.5. The course components are compatible with current standards for delivery modes.

Assessments, activities, instructional materials, tools, and media make use of the available technologies and meet current standards for widespread accessibility.

Other considerations:

1. Large text files are presented with a table of contents or unit numbering.
2. If some of the course resources, including textbooks, videos, CD-ROMs, etc., are only available in the face-to-face sessions and are unavailable at the course website, the instructor should indicate how students who miss the face-to-face sessions would gain access to the resources.
3. Learning activities in science lab courses
4. The appropriate delivery mode (online or face-to-face) is used for each activity.
5. The technology is used in a way that preserves student confidentiality with regard to grades and communication with the instructor.
6. Quizzes and exams are given with time limitations, with printing disabled, and with other security measures in place.

6.6. Instructions on how to access resources at a distance are sufficient and easy to understand.

The instructional materials, resources, tools, and media should be easily accessible, obtainable, and useable by the student. Students need to know about and be able to obtain access to educational resources by remote access. Information on these resources is easy to locate in the course materials and includes clear instructions on how to access the resources. Technical support information likewise should be easy to find and clearly presented for students who might need assistance with constantly changing software versions and compatibility questions.

Examples:

1. For textbooks, CDs, and DVDs, etc., instructors provide the title, author, publisher, ISBN number, copyright date, and information on where copies can be obtained.
2. A navigation button is devoted to “Resources” and appropriately tied in with the overall course design.
3. A custom CD or DVD prepared for the course is surface-mailed to students.
4. Instructions for how to obtain full-text journal articles are provided in the assignment that requires their use.
5. If a publisher’s course cartridge is used, clear information about how and when students will be accessing the publisher’s material is necessary. Technical support information should be easy to find and clear for students who might need assistance with constantly changing software versions and compatibility questions.

6.7. The course design takes full advantage of available tools and media.

Innovative technologies continuously appear on the market, and course technology should be current and reflect the evolution of the field of online education. As new versions of a course management system are released, instructors should integrate the new features into their courses to ensure that students have the most effective and efficient access to the courses. Courses not recently developed may need to be updated.

As a reviewer, keep in mind that the tools and media available to an instructor may vary greatly and are sometimes limited by the access and support provided by the institution. Be sure to check the Instructor Worksheet for information relevant to this standard.

Examples of current technologies that will make the course content and activities more accessible:

1. Using compressed files to reduce file downloading time
2. Delivering audio files in a common file type such as Windows Media or RealPlayer
3. Using podcasts instead of audiocassettes
4. Using CDs and DVDs rather than VHS tapes
5. In Blackboard, using the Assignment feature rather than the Digital Drop Box feature

Examples of Engaging, Online, Collaborative Activities

Virtual tours – Web-based tours of exterior/interior spaces simulating real or imaginary environments, including the interiors of the human or any other biological/physical body, distant solar systems, etc. In comparative virtual tours, students compare/contrast elements of two or more environments.

Simulations/games –resources that allow manipulation of variables and observation of the related outcomes.

Video case studies – detailed, intensive, video explorations of the progress of any entity (individual, organization, etc.) or event, within a given context, that stresses factors contributing to an observed outcome.

Expert panels – recorded interviews (in audio or video) of several authorities on a topic, offering students multiple perspectives on an issue/event.

Guest speakers – synchronous online presentations by an authority on a studied topic, ideally representing a perspective not covered in the course materials. Students should be instructed to prepare questions for the speaker prior to the presentation.

Collaboratively-authored Web sites – wikis with content that is selected/created, organized, and posted collaboratively by student groups, e.g. collaborative annotated bibliographies on a topic/issue being studied.

Online journals – blogs or other single-author sites that permit nonauthor visitors to submit commentary.

Formal debates – online discussions in which students are asked to take sides on an issue and use the discussion forum as a debate platform.

Student-led discussions – discussions based on appropriately prepared course questions, resources, etc., in which students take turns as moderators.

WebQuests – inquiry-oriented lessons, in which most or all the resources used by the learners come from the Web. WebQuests are usually oriented around an authentic task that requires higher-level thinking (synthesis, analysis, problem-solving, creativity, judgment, etc). See http://www.webquest.org for examples.

Educational Digital Games

McDonald's Video Game
Website: http://www.mcvideogame.com/index-eng.html

Summary: In this game, players manage the profitability of the McDonald's corporation. Players control agriculture (raising cows in the rainforest), beef production (slaughtering the cows and adding dangerous hormones and other ingredients to their food to speed their growth), distribution (hiring crew members in a McDonald's restaurant to keep up with customer demand, then firing them when they don't smile enough), and advertising/public relations (putting a positive spin on the nutritional value of McDonald's food or just bribing important people as needed).

Review: The game never misses an opportunity to criticize the company's practices. For a Web-based "mini game," it's quite elaborate and engaging. The game uses a lot of exaggeration and humor to communicate the game designers' opinion of McDonald's in a not-so-subtle way.

Reviewer Rating: 9 out of 10

Relevant Subjects: Political Activism, Global Economics, Consumerism, Advertising, Public Relations

Ayiti: The Cost of Life
Website: http://www.unicef.org/voy/explore/rights/explore_3142.html

Summary: In this game developed for Unicef, players guide a Haitian family of five through their struggle to survive with limited resources and few opportunities to better themselves. The game forces players to balance the health, education, and happiness of each player, while trying to prevent the family from going into debt.

Review: The game is very well designed and provides valuable lessons on how difficult it can be for people to lift themselves out of poverty.

Reviewer Rating: 9 out of 10

Relevant Subjects: Global Economics, Global Politics, Sociology, Haitian Culture, Political Activism, Poverty

Disaffected!
Website: http://persuasivegames.com/games/game.aspx?game=disaffected

Summary: Disaffected! puts the player in the role of employees forced to service customers under the particular incompetences common to a Kinko's store. Players get to experience the indifference of these purple-shirted malcontents first-hand, and consider the possible reasons behind their malaise -- is it mere incompetence? Managerial affliction? Unseen but serious labor issues?

Review: If you've ever been frustrated with the service at Kinko's, you'll definitely appreciate this game. Although it's quite entertaining, the game also does a decent job of simulating key

problems that come with almost any service-oriented business. Exasperated customers come in from time to time with unreasonable demands, items are misplaced, people grow impatient, and employees make mistakes.

Reviewer Rating: 8 out of 10

Related Subjects: Business Management, Persuasive Games

Darfur Is Dying
Website: http://www.darfurisdying.com/

Summary: In this game, you must forage for water while avoiding capture by militia members in Darfur. You must bring the water back to your refugee camp and help the camp members survive by nurturing a small garden and trying to stay healthy. The game features a "take action" link that allows players to learn more about the crisis in Darfur and contact politicians to ask for increased support of African refugees

Review: The game itself isn't that great. (There isn't much strategy.) However, it's a good example of a game being used to promote and directly link to additional online activism resources.

Reviewer Rating: 6 out of 10

Relevant Subjects: Global Politics, African Politics, Political Activism, Genocide

Oil God
Website: http://www.shockwave.com/gamelanding/oilgod.jsp

Summary: This game allows the player to use natural disasters and other catastrophes to raise the price of gas to a particular price target.

Review: There's not much strategy involved, but it's a good example of how games can be used to promote a particular political perspective.

Review Rating: 6 out of 10

Relevant Subjects: Global Economics, Global Politics, Persuasive Games

Super Columbine Massacre RPG (Role-Playing Game)
Website: http://www.columbinegame.com/

Summary: This game takes players through the events of the morning of April 20th, 1999 and asks players to relive that day through the eyes of Eric Harris and Dylan Klebold, the students who shot their classmates at their high school in Columbine, Colorado.

Review: This game has not yet been reviewed.

Relevant Subjects: Media Violence, Bullying, Gun Control, Psychology, Sociology

Food Force
Website: http://www.food-force.com/

Summary: In this game developed by the UN Food Program, players take the role of a relief worker who, as part of a team, races against time to feed the starving inhabitants of Sheylan.

Review: This game has not yet been reviewed.

Relevant Subjects: Global Politics, The United Nations, Disaster Relief

Bacteria Salad
Website: http://www.shockwave.com/gamelanding/bacteriasalad.jsp

Summary: In this game, players plant crops and try to maximize profit by selling produce to customers. Players must destroy contaminated crops before they cause an e-coli outbreak.

Review: There's not really much strategy and it’s not clear if there is a particular political message. It might be more of an artistic statement about consumerism.

Relevant Subjects: Consumerism

WORK GROUPS - MODULE 5: ASSIGNMENT 1

Forum Instructions

Work with your group to design one assignment around the short video clip included in the assignment resources.

More specifically,

1. Identify issues raised by the clip that would be relevant to a communication course.
2. Come up with possible learning objectives that would address the issues and concepts identified.
3. Locate one or two (or more) scholarly resources that would support the learning objectives.
4. Draft an assignment that supports and assesses student accomplishment of the learning objectives and has the clip as one of the assignment resources.

- Refer to the assignment resources and the Collaboration Instructions for Group Assignments in DOTS document.
- 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.

Module 5 Face-to-Face Meeting Agenda

Date: Friday, May 29
Time: 3:00 PM – 6:00 PM
Location: JTR300

Time	Topic	Presenter(s)
3:00-3:10PM	Reflections on the Online Portion of Module 5	**Pantelis Vassilakis**, Instructional Design Consultant, IDD and **DOTS participants**
3:15-4:25 PM	Screencasting with *Camtasia* & *ScreenFlow*	**Sharon Guan,** Director, IDD **James Moore,** DL Director, College of Commerce
4:25-4:50PM	Dinner / Discussion	
4:50-6:00 PM	Creating Online Lessons (without knowing HTML) with *SoftChalk*	**Melissa Koenig,** Instructional Design Consultant, IDD