

Assignments Calendar for Instructional Design Skills for Online Learning

All assignments map directly to learning objectives. This rubric indicates how competency for each objective will be evaluated and scored. The assignments are designed as both active learning activities and evaluation criteria.

End of week = Sunday at midnight.

3 = More than competent 2 = competent (standard) 1 = barely competent 0 = not competent

You may want to save a copy of this document to your desktop for easy reference as needed. You may also want to print a hard copy.

The column categories for the assignment calendar below are as follows:

Learning unit	Learning objectives	Assignments	How your completed assignments will be graded
<p>Due by day #2 of the course</p>	<p>Course level objective: Upon completing this course, learners will be able to:</p> <p>Communicate effectively via virtual media.</p> <p>(virtual Communication)</p>	<p>First Assignment: In the course site, click on the Communication button, then on Discussion Board. Enter the forum "Introductions" and introduce yourself to the class.</p> <p>Install AIM. Instructions are within the Assignments area of the course site. Send your AIM screen-name to all classmates and the course instructor.</p> <p>We will be using AIM for schedule group chats and virtual communications as needed.</p>	<p>Used virtual media discussion board to communicate: Introduced self to classmates and instructor: = 1</p> <p>Installed and setup virtual media chat tool to communicate with classmates and instructor: created an account and screen-name with AIM : = 1</p> <p>Used virtual media</p>

			<p>email to communicate: Emailed AIM screen-name to classmates and instructor, using the Communications/email tools in the Blackboard course site: = 1</p>
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Learning unit 1 assignments

<p>Learning unit 1</p> <p>Due by the end of week 1 7-18-04</p>	<p>By the time you complete this Learning unit you will be able to:</p> <p>1. Describe the basic functionality of LMS/CMS.</p>	<p>Review the presentation and all other materials within the Course Documents section for this Learning unit.</p> <p>Take unit 1 quiz – 3 questions</p>	<p>1 point for each correct quiz question response = 3</p>
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<p>2. Utilize self-help tutorials for learning LMS/CMS.</p>	<p>External Links: Go to the External Links area of this course site and click into the Blackboard folder, OR go to the Many Extras folder in the Assignments section of this course site and view the Blackboard manual, OR utilize the Blackboard Basics course site within the MSCC Blackboard. Better yet, check out all three resources. Utilizing these self-help resources to discover how to:</p> <ol style="list-style-type: none"> 1. Create a course site 2. Upload content 3. Create an interactive quiz 4. Access and manipulate a grade book 5. Create external links 6. Create learning units 7. Enroll users 	<p>Utilized at least one LMS tutorials = 1</p> <p>Adequately articulated how helpful the resource's were in regard to learning the 7 common LMS tasks = 1</p> <p>Discussed LMS learning issues directly with at least one other learner in the thread. Student either offered</p>
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		<p>Discussion Board: Share with us which self-help tutorials you utilized to learn how to use the LMS on your campus.</p> <p>Describe how helpful the resource's were in regard to learning the 7 common LMS tasks listed above.</p> <p>Were you successful in learning how to perform all 7 tasks? If not, seek advice from your classmates via the discussion. Respond to at least one other learner in this discussion thread in either a helpful way or a help seeking way.</p>	<p>helpful advice or sought helpful advice in the spirit of self-help learning. = 1</p>
<p>3. Create a LMS/CMS practice course site.</p>		<p>Use the MSCC Blackboard LMS to create a practice course site. Content and aesthetics are not important at this point in time. Ensure that YOU are the instructor for the course. Enroll your instructor and all your classmates in your course site. We will all be able to view your site by clicking on it from the "Courses I am enrolled in" section of the Blackboard courses page. We will know it is YOUR course because you will be listed as the instructor.</p>	<p>Student created a course site within an LMS system. = 1 Student enrolled the instructor and classmates as students in his/her course site.</p>
		<p>We will be reviewing one another's work throughout the duration of this course.</p> <p>HINT: To create a course in Blackboard, go to the Courses tab and click the little "Create" button.</p>	<p>This was verified by the instructor's ability to access and review the course site. = 1</p> <p>Student is indicated as the instructor of the course he/she created and entered instructor information about</p>

			himself/herself within the course site = 1
	4. Upload a syllabus in .html format to your practice course site.	<p>Upload a syllabus to your new practice course site. It can be any syllabus at this point in time, this is just for practice. It is important that the syllabus be in a web-friendly format. For this assignment, it needs to be in .html format. The fastest and easiest way to do this is to open the document in Microsoft Word, then Click File/Save as/Webpage. If you don't have Word, your current word processor most likely has a similar function. Your syllabus does need to be neat and well formatted. You may even want to jump ahead to unit 3 and review the information on SoftChalk. You may download the trial version of SoftChalk and use it to convert your syllabus to .html. Looking ahead:</p> <p>Review the Unit 2 presentations once over lightly.</p> <p>Review the Unit 3 presentations once over lightly.</p>	Student was able to convert a syllabus document to .html format. = 1 Student did upload a syllabus in .html format to his/her course site. = 1 The syllabus was neat and well formatted. = 1
Learning unit 2 assignments			
Learning unit 2 Due by the end of week 2	By the time you complete this Learning unit, you will be able to: 5. Create and upload	<p>Review the presentation and all other materials within the Course Documents section for this Learning unit.</p> <p>Review the on Adobe Acrobat and SoftChalk LessonBuilder in Unit 2B.</p>	Student created a 3 week assignments calendar in either .html or .pdf format. = 1
7/25/04	an assignments calendar in a web-friendly format.	Launch SoftChalk LessonBuilder. Use the Help Menu to learn how it works. It really is very simple.	Assignments calendar was logical, and easy to follow. = 1

	<p>You are going to be creating a real course as we progress. Begin thinking NOW about what your course will design. Preference should be given to a new, totally custom course, as that is what this course is teaching. You can however, take a course that you currently teach face-2-face and convert it to a totally online course. DO NOT plan to use a course cartridge provided by a book vendor.</p> <p>Create a sample assignments calendar and convert it to either .html or .pdf. Use the layout and structure you are comfortable with, so long as it is logical and easy to follow. Upload your assignments calendar to the assignments section of your online course site. If you have an idea what the topic of your project course site is going to be, create assignments you are considering for that course, but don't stress over it, as you will be changing it up it later. In later units, we will be concentrating on learning to create learner centered assignments based on learning objectives, appropriate for online learning. Create assignments for three weeks.</p>	<p>Assignments calendar was appropriately located within a clearly labeled assignments section of the course site. = 1</p>
6. Update an online grade book to match course assignments.	<p>Enter the points for each assignment in your assignments calendar into your LMS grade book. Give grades to at least 3 students into your course site for all assignments. (Your classmates are your fictitious students)</p>	<p>Grade book is active in online course site. = 1</p> <p>Grade book appropriately maps to assignments. = 1</p> <p>3 students in the course site have grades entered for all assignments. = 1</p>
7. Create learning units for online course sites.	<p>Create 3 learning units within your course site, in the appropriate section. If you are using Blackboard, this would be the Course Documents section. For now, this can be a logical sequence of lesson topics that can be filled in later. Each learning unit should be accessible within 2 clicks – similar in fashion to this course site. The link into the learning unit should contain the unit number and the lesson topic only.</p>	<p>1 point for each correctly set learning unit link. = 3</p>
8. Upload learning objects in web-friendly file type format.	<p>Upon clicking on the Learning unit topic link, there needs to be at least one link to a learning object. For now, that learning object can simply be an html placeholder document. You will be refining these as we progress</p>	<p>1 point for each correctly uploaded learning object html</p>

	through the course.	file. = 3
9. Identify web-friendly file types.	Take the quiz for unit 2.	1 point for each correct answer. = 3
10. Critique a sample beginning and ending semester procedures for online course sites.	<p>Review the sample document containing beginning and ending semester procedures for online course site maintenance. This document is the learning unit. Discussion board: Do you think it is important for campus to have standard beginning and ending semester procedures for online course site maintenance? Why/why not? Who do you think should be responsible for carrying out these procedures?</p> <p>Attach a document in either html or .rtf format to your discussion response that list the beginning and ending procedures for online course site maintenance that your feel would be appropriate for your campus.</p>	<p>Student intelligently discussed the importance of a campus having beginning and ending semester procedures in place, for online course site maintenance. = 1 Student attached a document containing beginning and ending semester online course site procedures that he/she feels would be appropriate on his/her campus. = 1</p> <p>Student responded to at least one other learner in the discussion board, exchanging thoughts and ideas regarding the importance of beginning and ending semester procedures for online course site</p>

				maintenance. = 1
Learning unit 3 assignments				
Learning unit 3 Due by the end of week 3 8/1/04	By the time you complete this Learning unit, you will be able to: 11. Indicate the function of software applications for creating learning objects discussed in this learning unit, by correctly answering three true/false quiz questions at the end of this unit of study.	Review the presentation and all other materials within the Course Documents section for this Learning unit. Review the additional tutorial presentations in Unit 3B. Take the quiz for unit 3		1 point for each correct answer. = 3
	12. Construct an HTML learning object that contains at least one interactive component, by utilizing the SoftChalk LessonBuilder application and upload it to a Blackboard or WebCT course site for your instructor and classmates to see.	In Course Documents, go back over the SoftChalk LessonBuilder Tutorial in Unit 2B . Use SoftChalk LessonBuilder to create an interactive learning object of your choice. Be creative and make this something of personal meaning that you can really use. By interactive, I mean that it needs to include a pop quiz, pop text and hyperlinks. <i>I challenge you to include one matching activity and one seek-a-word activity.</i> Upload the learning object to your course site. Tip: You will have to “unpack” the zipped file as you upload it to your course site. The upload file form for both Blackboard and WebCT has a drop-down menu option to unpackage files as they upload. When prompted to select which file to open first, always pick the .html file! Discussion Board:		Discussion board post told us where we could see the learning object created with SoftChalk, in the student’s course site. Student successfully created an interactive learning object using SoftChalk LessonBuilder, and uploaded it to his/her course site. = 2

		Tell us about the learning object you created with SoftChalk LessonBuilder and tell us where in your course site we can see it. If you	Student responded to at least one other
		need help state your problem. If you see another student is having a problem, offer advice if you can.	student either offering or seeking advice related to working with SoftChalk. = 1

<p>13. Utilize PowerPoint and Impatica software applications in combination to create a streaming media presentation and upload it to a Blackboard or WebCT course site for your instructor and classmates to see.</p>	<p>View and listen to the Impatica presentation in the study unit. Follow the links given for tutorials for working with Impatica. Also, follow the links in the External Links "Software used in this course" folder for Impatica. Take a simple PowerPoint presentation that you have previously created or else create a new one that is short and simple. No animation please. Choose a very simple design template because graphics increase file size. From PowerPoint, click "File" / "Page setup" and change the page size to 7.5 X 5.6. (File/Page setup). Don't worry about voice at this time. There is a lot to learn this week without dealing with sound. You should however continue to work on learning how to create voice over files to include in your presentations that you will create later on in this course. Use Impatica to translate your PowerPoint presentation. Be sure to send the translated files to the same source folder that contains your presentation, so that you can find it easily. Impatica will create 3 files that will need to be zipped for uploading to your LMS. (.html, .imp, .jar) Use Winzip to zip the 3 files. Upload the zipped file to your course site, into a learning unit. Tip: You will have to "unpack" the zipped file as you upload it to your course site. The upload file form for both Blackboard and WebCT has a drop-down menu option to unpackage files as they upload. When prompted to select which file to open first, always pick the .html file! Discussion Board: Tell us about the learning object you created with Impatica and tell us</p>	<p>Discussion board post told us where we could see the Impatica learning object in the student's course site. Student successfully created an interactive learning object using and Impatica, and uploaded it to his/her course site. = 2 Student responded to at least one other student either offering or seeking advice related to working with Impatica. = 1</p>
	<p>where in your course site we can see it. If you need help state your problem. If you see another student is having a problem, offer advice if you can.</p>	

<p>14. Utilize Adobe Acrobat software to convert a file to .pdf format and upload it to a Blackbaord or WebCT course site for your instructor and classmates to see.</p>	<p>From PowerPoint, open the presentation you created for use with Impatica. Click on “File” / “Send to” / Microsoft Word / select “outline only” / click “ok”. This will send an outline of your presentation to Word. Tweak as needed. With the file open in Word, click “File” / “Print” / Choose Adobe PDF as your printer / click “ok”. You will see the conversion process occurring as a .pdf copy of the outline is created, and Adobe Acrobat will open with your new .pdf outline displayed. Save this file to the same folder that contains your PowerPoint presentation.</p> <p>(This works exactly the same way with any application. Adobe Acrobat is a printer selection, but rather than printing to a printer, it converts the document to .pdf.) Upload this .pdf outline to the same learning unit that contains your Impatica presentation and name the link “Print out”.</p> <p>You should now have a learning unit that contains both a streaming presentation and a user friendly outline of your presentation that students can easily print out. (Just like the learning units in this course.)</p> <p>Discussion Board: Tell us about your experience with Acrobat. Tell us where in your course site we can see it. If you need help state your problem. If you see another student is having a problem, offer advice if you can.</p>	<p>Discussion board post told us where we could see the .pdf document in the student’s course site. Student successfully converted and uploaded a syllabus in .pdf format to his/her course site. = 2</p> <p>Student responded to at least one other student either offering or seeking advice related to working with Acrobat. = 1</p>
<p>15. Demonstrate your ability to correctly upload and unpack zipped Impatica files to your LMS course site by providing your</p>	<p>This objective was address above, when uploading the SoftChalk and Impatica zipped files.</p>	<p>Student successfully uploaded and unpacked zipped Impatica files to an LMS. = 3</p>
<p>course instructor and classmates with access to your course</p>		

	site where they can view one streaming presentation which you have successfully uploaded and unpacked.		
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Learning unit 4 assignments

Learning unit 4 Due by the end of week 4 8/8/04	By the time you complete this Learning unit, you will be able to: 16. Name 12 necessary ingredients of an online course.	Review the presentation and all other materials within the Course Documents section for this Learning unit. Take the quiz for unit 4	.25 point for each correct answer. (12 questions) = 3
	17. Create a checkpoints list for online course sites on your campus.	After reviewing the sample checkpoints list provided for you in the Assignments area of the course site, create one of your own that you feel would be appropriate for your campus. Discussion board: Attach a copy of your checkpoints list to your discussion board response for this unit. Be sure to save it as either .pdf or .html.	Student created a reasonable checkpoints list for online course sites and attached it to his/her discussion board response for review. = 3
	18. Compare the necessary ingredients of an online course to those of a face-to-face course.	Discussion board: Discuss the necessary ingredients of an online course site, and compare them to those of a face-to-face course.	Student posted his/her thoughts regarding this topic to the discussion board and offered at least two comparison statements. = 2 Student responded to at least one other student in the

			discussion board in a
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meaningful way. = 1

Learning unit 5 assignments

Learning unit 5
Due by the end of week 5
8/15/04

By the time you complete this Learning unit, you will be able to: 19. Complete a logical and well-formatted course design project plan that includes: course title, course description, course objectives, feasibility discussion, WBS, risk management, contingency plan, research, assisting resources and appendix.

Review the presentation and all other materials within the Course Documents section for this Learning unit. Move ahead and view the presentations for units 6, 7, 8 and 9 as well. You will need information from those presentations now. We will continue to take them one by one with more focus as the course progresses, but a peek ahead NOW will save you a lot of tweaking later on. Begin work on the design of your online course. Although there will most likely not be enough time left in this course for you to complete the entire project, you will be well on your way by week twelve. Use the course design project plan template provided for you in the Assignments area of the course site to complete your own plan. The presentation for learning unit 8 is of vital importance to this assignment. Be sure to view it before writing your course description, goals and objectives. **Discussion board:** Attach a copy of your course design project plan to your discussion board response for this unit. It should be in .pdf format.

Share your thoughts about the template you used, and your view on the importance of this kind of detail.

Respond to at least one other student.

Discussion board attachment: Student submitted a logical and well-formatted course design project plan that includes: course title, course description, course objectives, feasibility discussion, WBS, risk management, contingency plan, research, assisting resources and appendix. = 3

Learning unit 6 assignments

Learning unit 6

By the time you complete this Learning unit, you

Review the presentation and all other materials within the Course Documents section for this Learning unit.

Student intelligently discussed the differing needs of various target

<p>Due by the end of week 6 8/22/04</p>	<p>will be able to:</p> <p>20. Discuss differing needs of various target audience groups of students.</p>	<p>Begin work on your course design project, using your plan as your guide.</p> <p>Discussion board: What is your impression of the presentation for this study unit? Share your thoughts about the topic.</p>	<p>audience groups of students in the discussion board. = 3</p>
	<p>21. Integrate teaching methods that will address different learning styles.</p>	<p>Create a lesson plan for the first lesson in your online course that clearly integrates teaching methods that will address different learning styles.</p> <p>Discussion board: Attach your lesson plan in .pdf format to your response in the discussion board for this unit.</p> <p>Review the lesson plans submitted by your classmates and give constructive feedback to at least one other student, on his/her lesson plan.</p>	<p>Student submitted a lesson plan that clearly integrates teaching methods that will address different learning styles in an online environment. = 3</p>
	<p>22. Construct active learning assignments.</p>	<p>Remember that assignments calendar you uploaded to your course site back in unit 2? Take it down and go back to work on it. If you are real lucky, all you will need to do is some tweaking! Be sure to view the presentation for unit 9 before beginning this work. Construct active learning assignments for the first lesson in your online course.</p> <p>Discussion board: Attach your assignment plan in .pdf format to your response in the discussion board for this unit.</p> <p>Review the assignment plans submitted by your classmates and give constructive feedback to at least one other student, on his/her active learning assignment plan.</p> <p>Later, when you have active learning assignments in place for at least 3</p>	<p>Student submitted a active learning assignment plan for the first learning unit of his/her online course site. = 3</p>

	<p>learning units, you will need to upload this to your course site in place of</p>	
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the one you just removed.

Learning unit 7 assignments

Learning unit 7
Due by the end of week 7
8/29/04

By the time you complete this Learning unit, you will be able to: 23.
Complete weekly project tracking reports in a logical, well formatted manner

Review the presentation and all other materials within the Course Documents section for this Learning unit. Continue work on your course design project, using your plan as your guide. By now you have been actively working on your course design project for at least one week. Use the template for weekly project tracking to report on your progress this past week.

Discussion board:

Attach a .pdf copy of your tracking report to your discussion board response this week.

From this point on, use the weekly tracking form to track your project progress.

Discussion board attachment: Student submitted a logical, well formatted weekly project tracking report. = 3

24. Discuss the importance of project progress tracking and reporting.

Discussion board:

Discuss the importance of project progress tracking and reporting. Respond to at least one other student.

Discussion board:

Student intelligently discussed the importance of project progress tracking and reporting. = 2

Student offered positive feedback to at least one other student. = 1

Learning unit 8 assignments

<p>Learning unit 8 Due by the end of week 8 9/5/04</p>	<p>By the time you complete this Learning unit, you will be able to:</p> <p>25. Differentiate between course goals and course objectives.</p>	<p>Review the presentation and all other materials within the Course Documents section for this Learning unit. Review the course introduction for this course site, in the Course Documents area.</p> <p>Review the course descriptions and the course objectives that you wrote for your course in your Course design project plan.</p> <p>Distinguish between the course goals and the course objectives on both documents.</p> <p>Discussion board: After viewing the unit presentation and both documents indicated above, do you feel that you have correctly stated the course goals and the course objectives for your course? Do you need to edit your course goals or objectives on your project plan? If so, do it now and post your changes with your response. Attach a copy of your revised course design project plan to your response.</p> <p>Respond to at least one other student with constructive feedback on this topic.</p>	<p>Discussion board: Student intelligently discussed the difference between course goals and course objectives. = 1</p> <p>Student correctly stated course goals and course objectives on his/her course design project plan. = 1</p> <p>Student provided constructive feedback on this topic to at least one other student in the discussion board. = 1</p>
	<p>26. Differentiate between course level and lesson level performance objectives.</p>	<p>Take the quiz for unit 8</p>	<p>1 point for each correct answer. = 3</p>
	<p>27. Create appropriate performance based learning objectives for lessons that are observable.</p>	<p>Reference the performance verb table in the Assignments section of this course site.</p> <p>Create appropriate performance based learning objectives for the first three learning units of your online course site. Think about exactly what you want the student to be able to do upon completion of the learning unit.</p>	<p>Discussion board: Student posted learning objectives for the first three lessons in his/her course site to</p>

		Base our learning objectives on these desired outcomes. Later, you will	the discussion board
		<p>work more on your assignments, to be sure all the lesson assignments map directly to the learning objectives. These are not fluff. Lesson objectives are the driving force of the learning unit.</p> <p>Begin work on creating lecture presentations that that focus on teach to the lesson objectives.</p> <p>Discussion board: Post your lesson objectives to the discussion board thread for this unit.</p> <p>Offer constructive feedback to at least one other student.</p>	<p>for peer review. = 1</p> <p>They were well written, and began with performance verbs. = 1</p> <p>They were observable = 1</p>
Learning unit 9 assignments			
<p>Learning unit 9</p> <p>Due by the end of week 9</p> <p>9/12/04</p>	<p>By the time you complete this Learning unit, you will be able to:</p> <p>28. Construct assignments that map directly to and evaluate learning objectives.</p>	<p>Review the presentation and all other materials within the Course Documents section for this Learning unit.</p> <p>Back to work on the course assignments!</p> <p>Tweak your assignments for your first three learning units to ensure that they map directly to your learning objectives.</p>	<p>Student constructed assignments that clearly map directly to the learning objectives for three consecutive learning units. = 3</p>
	<p>29. Create a scoring rubric that measures the degree to which learning objectives have been met.</p>	<p>Use this rubric as your guide / sample to create a similar rubric for the first three learning units in your online course. Create a scoring rubric that measures the degree to which learning objectives have been met.</p> <p>Discussion board: Attach a .pdf copy of your rubric to the discussion board thread for this unit. Review the rubrics submitted by your classmates and provide positive feedback where you can.</p>	<p>Discussion board: Student submitted a scoring rubric that includes all assignments for three consecutive learning units and measures the degree to which learning objectives have been met. = 3</p>

Also, upload a copy of your rubric to the Assignments section of your course site.

Learning unit 10 assignments

<p>Learning unit 10 Due by the end of week 10 9/19/04</p>	<p>By the time you complete this Learning unit, you will be able to:</p> <p>30. Construct a logical series of at least 3 teaching units that include voice enhanced presentations and print outs in web-friendly format, within an LMS.</p>	<p>Review the presentation and all other materials within the Course Documents section for this Learning unit. Complete the lecture presentations for the first three learning units of your online course.</p> <p>Create .pdf printouts for each.</p> <p>Upload to your course site.</p> <p>Review the course sites of your classmates.</p> <p>Discussion board: Respond to this weeks discussion thread.</p>	<p>1 point for each of the three learning units that contain both a voice enhanced presentation translated with Impatica, and a .pdf print out outline. = 3</p>
	<p>31. Demonstrate good online course design style skills by uploading and arranging each of the following: a course description that includes goals and objectives, a syllabus, an assessment rubric, and course assignments in web-friendly format.</p>	<p>Work on your online course site. Ensure that the following objects are there:</p> <p>Course description that includes course goals and objectives</p> <p>Assessment rubric Course assignments (These can be one document – similar to this rubric. Use THIS Assignment calendar / rubric as a model.)</p> <p>Syllabus</p> <p>All objects need to be uploaded in web-friendly format, not typed directly into the course site.</p>	<p>Course site contains the following in web-friendly formats:</p> <p>Course description that includes course goals and objectives = 1</p> <p>Assessment rubric Course assignments (These can be one document – similar to this rubric) = 1</p> <p>Syllabus = 1</p>
	<p>32. Formulate a</p>	<p>Formulate a weekly virtual communication plan and clear instructions</p>	<p>Student's online</p>

	weekly virtual communication plan and clear instructions regarding how this will occur, in a web-friendly	regarding how this will occur, in a web-friendly format for inclusion within an online course site. Upload the communication plan to your online course site.	course site contains a weekly virtual communication plan and clear instructions regarding how this will
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	format for inclusion within an online course site.		occur, in a web-friendly format. = 3
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Learning unit 11 assignments

<p>Learning unit 11 Due by the end of week 11 9/26/04</p>	<p>By the time you complete this Learning unit, you will be able to: 33. Evaluate the soundness of an online course site, based on a rubric that has been provided for you.</p>	<p>Continue developing presentations for your course study units. Review the presentation and all other materials within the Course Documents section for this Learning unit.</p> <p>Use the sample online course site evaluation rubric which is located in the Assignments area of this course site, to evaluate the course sites of your classmates. Send a copy of your completed evaluation rubric to the designer directly via email, and copy the instructor. (all email can be sent via the course site / Communications / Send Email) Review the course evaluations that are emailed to you and make changes and edits to your course site based on the rubric feedback.</p> <p>Discussion board: Respond the discussion thread for this unit.</p>	<p>Instructor will be copied on email communications – rubric evaluations sent to other students.</p> <p>Student used an evaluation rubric to evaluate the online course sites or classmates. Student evaluated at least 3) = 3</p>
	<p>34. Design a valid evaluation rubric of your own to propose for implementation on your home campus.</p>	<p>Perhaps the sample rubric provided in this course site is not exactly what you need on your campus. Design your own model. Use the course site evaluation rubric template provided in the Assignments area of this course site to help you get started. Be prepared to propose your model for implementation on your home campus.</p> <p>Discussion board:</p>	<p>Discussion board: Student submitted a custom online course site evaluation rubric. = 3</p>

Attach a .pdf copy of your rubric to the discussion board thread for this unit.

Learning unit 12 assignments

<p>Learning unit 12</p> <p>Due by the end of</p>	<p>By the time you complete this Learning unit, you will be able to:</p>	<p>Continue developing presentations for your course study units.</p> <p>Review the presentation and all other materials within the Course Documents section for this Learning unit.</p>	<p>Discussion board:</p> <p>Student listed the attributes and skills the instructor who is going</p>
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<p>week 12</p> <p>10/3/04</p>	<p>35. List the attributes and skills the instructor who is going to teach the course needs to process, and how the instructor will become prepared to teach the course.</p>	<p>Discussion board: List the attributes and skills the instructor who is going to teach the course needs to process, and how the instructor will become prepared to teach the course.</p>	<p>to teach the his/her course needs to process, and how the instructor will become prepared to teach the course. = 3</p>
	<p>36. Discuss the importance of evaluating a course upon completion of the pilot.</p>	<p>Discussion board: Discuss the importance of evaluating a course upon completion of the pilot.</p>	<p>Discussion board:</p> <p>Student intelligently discussed the importance of evaluating a course upon completion of the pilot. = 3</p>
	<p>37. Discuss methods of evaluating the strengths and weaknesses of a new course during and following the pilot.</p>	<p>Discussion board: Discuss methods of evaluating the strengths and weaknesses of a new course during and following the pilot.</p>	<p>Discussion board:</p> <p>Student intelligently discussed methods of evaluating the strengths and weaknesses of a new course during and following the pilot. . = 3</p>

Course work points	114 course work points possible Points are earned via course work and a major project. See next section for major project assignment and points.	Course work total score:	
Final Assignment: Independently completing your online course site project.			
Major Project Due by 11/21/04	Having completed this course work would be of little value to you, the learner, if you did not apply it to at least one real life project. By now you should have a very good start on your online course, with your course structure and	Completed a 12 unit online course site that meets all criteria of the campus evaluation form. = 90	
	no less than 3 study units in place. You now have up to 4 weeks to complete your course site. To do a good job, you will need time to think and construct, as well as continue to master the technology. You are on your own now. Apply what you have learned and make use of the tools you have created: Follow your course design plan. Your completed online course site will need to contain 12 study units or modules. To receive credit for your completed project, you need to contact the instructor of this course and provide the link and authentication required to access the course, who will then begin the evaluation process. The MSCC checkpoints evaluation form will use used, so it is a good idea for you to keep a copy of the form handy as you complete your work. Good luck and may the constructivist learner in YOU go forth with gusto!	points.	
Project points	90 points possible for major project work		
Total Course points earned including course work and major project	200 points possible (Actually 204 – 4 bonus points built in)	Total score:	