**EDST 3440U: Managing and Developing eLearning Projects**

"Managing and Developing eLearning Projects" is a 12-week course offered by the Mitch and Leslie Frazer Faculty of Education at Ontario Tech University. It was first facilitated in September 2023 by Brandon Carson. The course is an elective for Bachelor of Arts in Educational Studies program students, learn more about the program here: <https://education.ontariotechu.ca/undergraduate/ba-four-year.php>.

This course aims to build essential skills in managing and developing eLearning projects. The curriculum focuses on forming a deep understanding of eLearning project lifecycles, including exploring eLearning authoring tools, Learning Management Systems (LMS), and project management tools. Through a practical, experiential learning approach, students engage with various resource repositories to develop a learner-centric educational resource. The final project applies to educational or workplace settings, prioritizes user experience, and meets industry standards for accessibility.

The innovative online format is designed to enhance learning flexibility, is influenced by Problem-Based Learning (PBL), and combines asynchronous and synchronous elements. In each weekly module, learners are presented with asynchronous activities in the form of analysis questions to help guide their readings, followed by interactive knowledge checks built with H5P to support the PBL learnings. Completing these activities before attending the synchronous virtual classon gives students the knowledge base to actively participate in virtual activities and discussion with their peers which reinforces and puts the skills and newly acquired knowledge to use.

This Open Educational resource includes: a detailed course description, learning objectives, assignments with rubrics, and a comprehensive 12-week topic outline featuring analysis questions, readings, synthesis questions, and H5P knowledge checks.

Materials are available in a Word document and an exported Canvas file format, allowing versatile delivery options to cater to different teaching and learning preferences.

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# **Course Description**

The purpose of this course is to introduce students to the applications, approaches, and project lifecycle of an eLearning project. Throughout this course, learners will gain hands-on experience using a mixture of eLearning authoring tools, Learning Management Systems (LMS), project management tools, and resource repositories to create a learning resource for a client. The resource will have a learner-centric focus of either an education or workplace setting, applying user experience practices and meeting industry accessibility standards.

# **Learning Outcomes**

LO 1. Analyze eLearning software, Learning Management Systems, and resource repositories for use in an education or workplace setting including analytics to support learning and workplace goals.

LO 2. Create a Request for Proposals (RFP) response for an eLearning project.

LO 3. Develop a learning resource emphasizing learner needs, user experience, diversity and accessibility.

LO 4. Create an evaluation plan for a learning resource after the implementation of the resource.

# **Assignments**

[Assignment 1: Exploring eLearning Solutions - Group 20% - Due week 2](#_heading=h.3j2qqm3)

[Assignment 2: Creating a Learner-Centric eLearning solution](#_heading=h.1y810tw)  
 [Part 1 - Group 5% - Due week 5](#_heading=h.4i7ojhp)

[Part 2 - Group 35% - Due week 8](#_heading=h.2xcytpi)

[Assignment 3: Responding to an eLearning request for proposal - Group 20% - Week 11](#_heading=h.1ci93xb)

[Assignment 4: Peer and self evaluation of eLearning artifact(s) - Individual 20% - Week 12](#_heading=h.3whwml4)

# **Weekly Material**

| **Week 1**: Introducing eLearning Solutions |
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| **Weekly Topics**   * Repository in action * eLearning in action |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Find group members for [Assignments 1, 2 and 3](#_heading=h.2et92p0)   Submit Group and topic selection by Week 2 class |
| This week, we will explore the landscape of eLearning software and delve into the rich repositories of educational resources. We will begin with a comprehensive course overview, providing the framework for our studies in this course. Additionally, you will have the opportunity to carefully select your groups and topics for Assignments 1, 2, and 3, ensuring alignment with your interests. |
| **Analysis Questions**  Before delving into the study of eLearning repositories and software, learners should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * **What are my current perceptions and knowledge about eLearning software and repositories?**   Reflect on your existing understanding of these topics to identify any preconceived notions or gaps in your knowledge.   * **What are the primary objectives and challenges of eLearning in both educational and workplace contexts?**   Understanding the broader context will provide a foundation for evaluating the significance of eLearning tools.   * **What specific learning goals or problems can eLearning software and repositories address?**   Consider the practical applications and potential benefits in educational settings or within organizations.   * **What are the current trends and innovations in eLearning technology and tools?**   Consider how advancements in technology are shaping the eLearning landscape. |
| **Online Readings and Viewings**  **Topic: Repositories**  Marciniak, J. (2014). Building E-learning content repositories to support content reusability. *International Journal of Emerging Technologies in Learning. 9*(3). [DOI:https://doi.org/10.3991/ijet.v9i3.3456](https://doi.org/10.3991/ijet.v9i3.3456)  University of Calgary. (n.d.). *About Learning Repository*. <http://webapps3.tlc.ucalgary.ca/d2l/D2LHelp/10.2/instructor/learningrepository/about_learning_repository.htm>  Vanderbilt University. (n.d.). *Content Repositories.* <https://www.vanderbilt.edu/bold/content-repositoires>  **Topic: eLearning Software**  Devlin Peck. (2022). *10 Best instructional design tools & software.* [Video]. YouTube. <https://www.youtube.com/watch?v=rpP2A8vnhI0&t=36s>  eLearning Partners. (2022). *What type of eLearning software do you need?* [Video]. YouTube. <https://www.youtube.com/watch?v=xJiqu1y379A&t=5s>  Genially. (n.d.). *Teacher’s Kit: What Can I use Genially for*<https://view.genial.ly/64bf8716bb6d3b0018ab7cc0> **(An example learning artifact)**  Meepung, T., Pratsri, S., & Prachyanun, N. (2021). Interactive tool in digital learning ecosystem for adaptive online learning performance. *Higher Education Studies 11*(3). [DOI:](https://files.eric.ed.gov/fulltext/EJ1311736.pdf) <https://doi.org/10.5539/hes.v11n3p70> |
| **Synthesis Questions**  After you have read and engaged with the material on eLearning repositories and software, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * How do eLearning repositories contribute to the scalability and sustainability of educational content in various learning environments? * Can you identify specific examples of eLearning software that align with different pedagogical approaches (e.g., constructivism, behaviorism, or connectivism)? * How do eLearning software tools support or challenge these approaches?In what ways do eLearning repositories facilitate the customization and personalization of learning experiences? |

| **Week 2**: Implementing eLearning Solutions |
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| **Weekly Topics**   * Explore process of conducting a learning needs analysis * Learning Management Systems (LMS) * Technology Acceptance Model (TAM) |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * [Find group members for Assignment 1, 2 and 3](#_heading=h.2et92p0). * Submit the Group and Topic Selection form to the course facilitator |
| This week, we will be reviewing the intricate process of conducting a Learning Needs Analysis (LNA) and its integration within the realm of Learning Management Systems (LMS). In this module, we will delve into the foundations of LNA, exploring its significance in tailoring educational strategies to meet specific learning objectives. Furthermore, we will discuss the Technology Acceptance Model (TAM), deciphering how this framework plays a pivotal role in evaluating the acceptance and efficacy of learning technologies, particularly within the context of LMS. |
| **Analysis Questions**  Before delving into the study of Learning Needs Analysis (LNA), Learning Management Systems (LMS), and the Technology Acceptance Model (TAM), students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * What are the fundamental steps involved in conducting a Learning Needs Analysis (LNA), and how do these steps align with the overall goals of educational planning and development? * What are the primary functions and features of Learning Management Systems (LMS), and how do these systems facilitate the administration, delivery, and tracking of educational content? * What is the Technology Acceptance Model (TAM), and how does it provide a framework for understanding the factors that influence individuals' acceptance and adoption of new learning technologies, including LMS? |
| **Online Readings and Viewings**  **Topic: Learning needs analysis in action**  Azimi, H. M. (2013). Assessment of e-learning needs among students of colleges of education. *The Turkish Online Journal of Distance Education TOJDE, 14*(4), 271–286. <https://files.eric.ed.gov/fulltext/EJ1042645.pdf>  Sowell, J. & McCaughey, K. (2023). Contextualizing teacher training through needs analysis and reflexivity. *English Teacher Forum. 61*(2). <https://files.eric.ed.gov/fulltext/EJ1395140.pdf>  Walker, S. (2022). 12 needs assessment tools & techniques to support them. *Cognota.* <https://cognota.com/blog/12-needs-assessment-tools-techniques/>  **Topic: LMS in Action**  Bouchrika, I. (2023). 15 Best free learning management Systems for 2023. *Research.com.* <https://research.com/software/best-free-learning-management-systems>  Shea, P., & Bidjerano, T. (2014). Selecting a learning management system: Advice from an academic perspective. *EDUCAUSE Review*, 49(2), 12-27. <https://er.educause.edu/articles/2014/4/selecting-a-learning-management-system-advice-from-an-academic-perspective>  **Topic: Technology Acceptance Model - TAM**  Caratiquit, K. & Caratiquit, L. (2022). Influence of technical support on Technology Acceptance Model to examine the project PAIR e-learning system in distance learning modality. *Participatory Educational Research. 9*(5). 468-485. [https://doi.org/10.17275/per.22.124.9.5](https://dergipark.org.tr/en/download/article-file/2252992)  James, J. (2023). What is the Technology Acceptance Model. [Video]. *YouTube.* <https://www.youtube.com/watch?v=-syOWZ_T4sQ> |
| **Synthesis Questions**  After you have read and engaged with the material on Learning Needs Analysis (LNA), Learning Management Systems (LMS), and the Technology Acceptance Model (TAM), it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * How might the Learning Needs Analysis process extend beyond the initial planning stage and continue to play a role in ongoing program evaluation and improvement? What are the benefits of this iterative approach to meeting learners' evolving needs? * Consider the implementation of an LMS in an organization or educational institution. How might such a system impact the efficiency of administrative tasks, the accessibility of learning resources, and the tracking of learner progress? * Reflect on how external variables, such as organizational culture and social influences, can impact technology acceptance according to TAM. How might organizations leverage these external factors to facilitate technology adoption more effectively? |
| **Knowledge Check Answer Key:**  1 -Overall learning goals are not part of most Learning Needs Assessment.   1. True 2. **False**   2 - The Technology Acceptance Model (TAM) is   1. A framework to connect different technologies using Automations and Application programming interface (APIs). 2. **A framework to teach those who are resistant in learning new technology**   3 - A Learning Needs Assessment can help identify which technology to use in an eLearning project   1. **True** 2. False   4 - A Learning Management System is:   1. **An interactive authoring tool** 2. A software application that can house learning content for a course |
| **H5P embed code for week 2**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/57968/embed" width="982" height="256" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 2 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for Quiz** <https://h5pstudio.ecampusontario.ca/content/57968> |

| **Week 3**: Measuring eLearning Success to the business |
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| **Weekly Topics**   * Understanding the role of analytics and measuring learning for workplace goals * SAMR model to demonstrate how technology can be used to transform and enhance learning experience |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Continue working on [Assignment 1](#_heading=h.3j2qqm3) as a group. |
| This week, we will explore the vital role of analytics in measuring learning outcomes and aligning them with organizational goals. Additionally, we will delve into the transformative power of technology, as showcased through the SAMR model, to revolutionize and enrich the learning experience. |
| **Analysis Questions**  Before diving into the topics of understanding the role of analytics in workplace learning and the SAMR model for technology integration, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * What is your current understanding of the role of analytics in the context of workplace learning and development, and how do you perceive its significance for both employees and organizations? * Reflecting on my prior knowledge, what types of data or metrics might be valuable for assessing the effectiveness of workplace learning initiatives, and how can this data contribute to informed decision-making within organizations? * Incorporate the concept of analytics into a broader discussion of continuous improvement and adaptability in the workplace. How might data-driven insights contribute to a culture of learning and growth within organizations? |
| **Online Readings and Viewings**  **Topic: analytics**  Littlejohn, A. (2006). Learning and Work: Professional Learning Analytics. In *Handbook of Learning Analytics* (pp. 69-77). SOLAR, Society for Learning Analytics and Research. <https://www.solaresearch.org/wp-content/uploads/2017/05/chapter23.pdf>  Vance, D., & Parskey, P. (2021). Measurement demystified : creating your L & D measurement, analytics, and reporting strategy. ASTD DBA the Association for Talent Development ATD. - [Part II discusses different L&D measurements](https://learning-oreilly-com.uproxy.library.dc-uoit.ca/library/view/measurement-demystified/9781950496860/OEBPS/tp.htm)  Society for Learning. (2019). Learning analytics in a nutshell. [Video]. *YouTube.* <https://www.youtube.com/watch?v=XscUZ8dIa-8>  University of Saskatchewan. (2020). *Using Canvas new analytics to see how students are doing in your course.* <https://sites.usask.ca/gmcte/2020/10/16/using-canvas-new-analytics-and-course-statistics-to-see-how-students-are-doing-in-your-course/>  **Topic:** SAMR  Best, J. (2020), The SAMR model explained (with 15 practical examples). *3P Learning.* <https://www.3plearning.com/blog/connectingsamrmodel/>  Common Sense Education. (2016). How to apply the SAMR model with Ruben Puentedura. [Video]. *YouTube.* [*https://www.youtube.com/watch?v=ZQTx2UQQvbU*](https://www.youtube.com/watch?v=ZQTx2UQQvbU)  Mulyati, T. (2019). Teachers’ reflection: Does the instructional technology implementation transform learning? Ethical Lingua, 6(1), 1–11. <https://doi.org/10.30605/ethicallingua.v6i1.1115> |
| **Synthesis Questions**  After you have read and engaged with the material on understanding the role of analytics in workplace learning and the SAMR model for technology integration, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   1. Consider the ethical implications and challenges associated with the use of analytics in workplace learning. How can organizations strike a balance between utilizing data for improvement and safeguarding employee privacy and trust? 2. Incorporate the concept of analytics into a broader discussion of lifelong learning and professional development. How can individuals proactively use data and self-assessment to continuously improve their skills and adapt to evolving workplace demands? 3. Reflect on the SAMR model's four levels: substitution, augmentation, modification, and redefinition. Can you provide examples from the reading or personal experiences where technology has been employed at each level to transform and redefine learning tasks and outcomes? |
| **Knowledge Check Questions with Answer Key for H5P**  1 - (True or **False**) The primary purpose of learning analytics is to track the completion rates of eLearning courses.  2- (**True** or False)  The SAMR model stands for Substitution, Augmentation, Modification, and Redefinition and it is used to evaluate the transformative potential of technology in learning  3 - (**True** or False) In a business context, one key performance indicator (KPI) for measuring eLearning success is employee engagement and participation in online training programs.  4 - (True or **False**)  The measurement of eLearning success in higher education and in a corporate setting is nearly identical with no significant differences. |
| **H5P embed code for Week 3**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/58023/embed" width="982" height="274" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 3 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for Quiz** https://h5pstudio.ecampusontario.ca/content/58023 |
| **Next week**  Next week, our journey into the world of eLearning will continue as we delve into four crucial aspects: Accessibility, Universal Design for Learning (UDL), eLearning optimization, and developing project timelines. We will discuss the principles and practices that make eLearning accessible to all, ensuring inclusivity and compliance with accessibility standards. Furthermore, we'll explore the art of eLearning optimization, discovering how to fine-tune our digital learning environments for maximum impact. Finally, we will review the intricacies of developing project timelines, learning how to plan, organize, and manage eLearning projects efficiently. |

| **Week 4**: Project timelines and optimizing eLearning Solutions  Assignment 1 - Due (20%) |
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| **Weekly Topics**   * Accessibility and Universal Design for Learning (UDL) * Explore eLearning optimization * Developing project timelines |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Continue working on [Assignment 1](#_heading=h.3j2qqm3) as a group. * Hand in [Assignment 1](#_heading=h.3j2qqm3) at 11:59 p.m. on the day of Week 4 class. |
| This week encompasses three pivotal themes in education and project management: Project Timelines, Optimizing eLearning Solutions, and Accessibility with a focus on Universal Design for Learning (UDL). We will delve into the significance of effectively managing project timelines, exploring strategies for setting realistic deadlines and resource allocation. Additionally, we'll examine the dynamic landscape of eLearning optimization, discussing techniques for enhancing content development, engagement, and assessment. Lastly, we'll emphasize the critical role of accessibility and UDL in education, exploring ways to ensure inclusivity and accommodation for diverse learners. |
| **Analysis Questions**  Before diving into the topics of accessibility and Universal Design for Learning (UDL), eLearning optimization, and developing project timelines, students should consider several key analysis questions to help the iim approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * How can the principles of Universal Design for Learning (UDL) be applied to enhance the accessibility of eLearning materials for learners? * What are the key factors to consider when evaluating the effectiveness of an eLearning solution in terms of optimization and user engagement? * What ways do the specific learning needs and preferences of learners impact the design and implementation of project timelines for eLearing courses? |
| **Online Readings and Viewings**  **Topic: Accessibility and Universal Design for Learning in action**  eCampusOntario H5P Studio. (n.d.). *Evaluating eLearning Tools*. <https://h5pstudio.ecampusontario.ca/content/1857>  Gupta, G., & Peraza, K. (2023). eLearning Accessibility Checklist. *Open Library.* <https://openlibrary.ecampusontario.ca/item-details/#/85397157-7a2d-4553-b177-6071d8fa5f62?k=elearning&itemTypes=6&itemTypes=12&sortCol=1&increasePopularSearch=true>  Lohmann, M., Hovey, K. & Gauvreau, A. (2023). Universal Design for Learning (UDL) in inclusive preschool science classrooms. *Journal of Science Education for Students with Disabilities. 26*(1). [DOI: 10.14448/jsesd.15.0005](https://files.eric.ed.gov/fulltext/EJ1403563.pdf)  TEDx Talks. (2016). Why we need Universal Design | Michael Nesmith | TEDxBoulder. [Video]. *YouTube.* <https://www-tandfonline-com.uproxy.library.dc-uoit.ca/doi/full/10.1080/09650792.2021.1978303>  Optional:  CAST. (2018). Universal Design for Learning Guidelines version 2.2. <https://udlguidelines.cast.org/>  **Topic: Explore eLearning optimization in action**  Halvoník, D., & Kapusta, J. (2020). Framework for e-learning materials optimization. International Journal of Emerging Technologies in Learning, 15(11), 67–77. [https://doi.org/10.3991/IJET.V15I11.12721](https://online-journals.org/index.php/i-jet/article/view/12721/7131)  Carter, L., Salyers, V., Myers, S., Hipfner, C., Hoffart, C., MacLean, C., White, K., Matus, T., Forssman, V. & Barrett, P. (2014). Qualitative insights from a Canadian Multi-Institutional research study: In search of meaningful e-learning. *Canadian Journal for Scholarship of Teaching and Learning. 5 (*1). : [http://dx.doi.org/10.5206/cjsotl-rcacea.2014.1.10](https://files.eric.ed.gov/fulltext/EJ1045977.pdf)  **Topic:Developing project timelines**  Hubstaff. (2021). How to create a project timeline: A practical Guide. [Video]. *YouTube.* <https://www.youtube.com/watch?v=musvp0jBOXc>  The eLearning Designer’s Academy by Tim Slade. (2021). How to create an eLearning Development timeline. [Video]. *YouTube.* <https://www.youtube.com/watch?v=lSfpeoVOHDo> |
| **Synthesis Questions**  After you have read and engaged with the material on understanding the role of accessibility and Universal Design for Learning (UDL), eLearning optimization, and developing project timelines, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * Compare and contrast the concepts of accessibility and Universal Design for Learning (UDL) in the context of eLearning. How can UDL principles contribute to improving accessibility? * What are practices for optimizing eLearning solutions, considering factors such as content delivery methods, multimedia integration and learner engagement strategies? * How can project managers effectively balance the need for a well-structured timeline with the importance of allowing instructional designers and content creators the creative freedom required for innovative eLearning solutions? |
| **Knowledge Check Questions with Answer Key for H5P**  1) Which of the following best defines Universal Design for Learning (UDL) in eLearning?   1. Creating eLearning materials without considering accessibility 2. Designing eLearning content to cater exclusively to one specific learner group. 3. **Designing eLearning content that is accessible and flexible for diverse learners.** 4. Focusing solely on visual elements in eLearning design.   2) What is a key consideration when optimizing eLearning solutions for adult learners?   1. **Leveraging multimedia, interactive elements and real-world scenarios** 2. Including as much text as possible to ensure comprehensive content coverage 3. Using complex language and technical jargon to challenge learners 4. Ignoring learner preferences as they may vary greatly   3) When developing project timelines for eLearning courses, why is it important to consider the characteristics of adult learners?   1. Because adults are typically not interested in eLearning 2. **Because adult learners have unique needs and preferences that impact their learning experiences** 3. Because project timelines are note relevant to eLearning 4. Because adult learners learn in the same way as children.   4) Which of the following is NOT a key component of accessibility in eLearning design?   1. Providing alternative formats for content such as audio transcripts 2. Ensuring compatibility with a wide range of assistive technologies 3. **Using only one mode of content delivery such as text-based materials** 4. Incorporating clear and organized navigation features. |
| **H5P embed code week 4**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/58024/embed" width="982" height="342" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 4 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for Quiz** <https://h5pstudio.ecampusontario.ca/content/58024> |
| **Next Week**  Next week, we have an exciting lineup of topics that will deepen our understanding of effective learning strategies and techniques. We will start by exploring Cognitive Load Theory and Mayer's Principles, where we'll delve into the psychology of learning and uncover insights into how to optimize instructional design for enhanced knowledge retention and comprehension. Additionally, we'll venture into the world of Microlearning and Nanolearning, discovering the power of bite-sized, easily digestible learning modules and their applications in modern education and professional development. |

| **Week 5**: Cognitive Load, microlearning and nanolearning |
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| **Weekly Topics**   * Cognitive Load * Microlearning * Nanolearning |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Continue working on [Assignment 2](#_heading=h.1y810tw) as a group. * Hand in [Assignment 2 - Part 1](#_heading=h.4i7ojhp) by 11:59 p.m on the same day you attend Week 5 class. |
| This week, we embark on a comprehensive exploration of the cognitive intricacies that underpin effective learning, coupled with innovative educational strategies tailored to the modern era. Over the next week, we will delve into three key areas at the forefront of contemporary pedagogy: Cognitive Load, Microlearning, and Nanolearning. Our intellectual journey commences with an in-depth examination of cognitive load, encompassing Cognitive Load Theory and Mayer's Principles. This foundational knowledge will equip you with a profound understanding of how our cognitive systems process and retain information, essential for designing instruction that maximizes learning outcomes. Subsequently, we will immerse ourselves in the dynamic landscapes of Microlearning and Nanolearning, groundbreaking approaches reshaping education in the digital age, by delivering knowledge in bite-sized, easily digestible portions. |
| **Analysis Questions**  Before diving into the topics of cognitive load, microlearning and nanolearning, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * How does an awareness of Cognitive Load Theory influence the design of eLearning materials for learners? * Imagine you are tasked with creating a project timeline for the development of an eLearning module. What factors related to Cognitive Load Theory and Mayer's Principles would you consider to ensure effective learning experiences? * Reflect on a real-world eLearning project you have encountered or heard about. What challenges related to project timelines and optimizing eLearning solutions did the project face, and how could these challenges have been mitigated using principles from Microlearning and Nano Learning? |
| **Online Readings and Viewings**  **Topic: Cognitive Load Theory and Mayer’s Principles**  Cowan, N. (2001). The magical number 4 in short-term memory: A reconsideration of mental storage capacity. *Behavioral and Brain Sciences,* 24, 87–114.<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/44023F1147D4A1D44BDC0AD226838496/S0140525X01003922a.pdf/the-magical-number-4-in-short-term-memory-a-reconsideration-of-mental-storage-capacity.pdf>  Peck, D. (2021). Mayer’s Principles of Multimedia Learning. [Video]. *YouTube.* [*https://www.youtube.com/watch?v=d9WpfWriY7A*](https://www.youtube.com/watch?v=d9WpfWriY7A)  Skulmowski, A., & Man Xu, K. (2021). Understanding Cognitive Load in Digital and Online Learning: A new perspective on Extraneous Cognitive Load. *Educational Psychology Review. (34)* 171-196. [https://doi.org/10.1007/s10648-021-09624-7](https://link.springer.com/article/10.1007/s10648-021-09624-7)  **Topic: Microlearning and nanolearning**  Corbeil, R., & Corbeil, M. (2023). Microlearning: The “OG” or hot new trend?. *Educause Review.* <https://er.educause.edu/articles/2023/8/microlearning-the-og-or-hot-new-trend>  Gnowbe. (2020). What is microlearning? [Video]. *YouTube.* <https://www.youtube.com/watch?v=rdC8LiusiSY>  Gun-Sahin,Z. & Kirmiziguil, H. (2023). Teaching mathematics through microlearning in the context of conceptual and procedural knowledge. *International Journal of Psychology and Educational Studies. 10*(1). 241-260. <https://files.eric.ed.gov/fulltext/EJ1378360.pdf>  Kumar, S. (2023). Microlearning and nanolearning in the flow of work: Explore similarities and differences. *eLearning Industry.* <https://elearningindustry.com/microlearning-and-nanolearning-in-the-flow-of-work-explore-similarities-and-differences> |
| **Synthesis Questions**  After you have read and engaged with the material on understanding the role of cognitive load, microlearning and nanolearning, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * Explain the relationship between Cognitive Load Theory and the concept of microlearning. How can a deep understanding of cognitive load impact the design of microlearning modules? * Compare and contrast the principles of Mayer's Multimedia Learning Theory with the key characteristics of nano learning. How can instructional designers effectively integrate these concepts into eLearning solutions to optimize learning outcomes? * You are tasked with redesigning an existing eLearning course to make it more efficient and learner-centric. Describe the key steps you would take to apply principles from Cognitive Load Theory, Mayer's Principles, microlearning, and nano learning, highlighting the synergy between these concepts in your design approach. |
| **Knowledge Check Questions with Answer Key for H5P**  1) Which principle from Mayer's Principles of Multimedia Learning aims to reduce cognitive load by using both visual and auditory channels simultaneously?  a) Redundancy Principle  b) Contiguity Principle  c) Coherence Principle  **d) Modality Principle**  2) What is the primary advantage of microlearning?  a) It provides in-depth knowledge on a single topic.  b) It is suitable for lengthy training sessions.  **c) It aligns with short attention spans and busy schedules.**  d) It encourages passive learning.  3) Nano learning typically involves delivering information in:  a) Extensive, comprehensive modules.  **b) Small, bite-sized chunks.**  c) Lengthy, academic papers.  d) Hour-long video lectures.  4) In eLearning project management, what does the term "scope creep" refer to?  a) A deliberate expansion of the project's objectives.  b) Managing cognitive load for learners.  **c) Uncontrolled changes or additions to the project's scope.**  d) The timeline for the project |
| **H5P embed code for week 5**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/58025/embed" width="982" height="384" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 5 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for Quiz**  <https://h5pstudio.ecampusontario.ca/content/58025> |
| **Next Week**  Next week, we will shift our focus towards the realm of User-Centered Design and its profound implications in the field of eLearning. User-Centered Design is a foundational principle that places the learner at the core of instructional design, ensuring that the learning experience is not only effective but also engaging and user-friendly. Throughout the week, we will explore the principles, methodologies, and best practices associated with User-Centered Design, empowering you to create eLearning environments that cater to the diverse needs and preferences of your learners. This exciting journey will equip you with the knowledge and skills necessary to design educational experiences that are not just informative, but also enjoyable and accessible. |

| **Week 6**: User centered Design and eLearning |
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| **Weekly Topics**   * User-centered design * User experience design and understanding learning needs * Diversity, inclusivity & accessibility |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Continue working on [Assignment 2](#_heading=h.1y810tw) as a group. * Complete the Assignment 1: Group Collaboration Form (self-assessment Google form that helps reflect on group dynamic based on rubric) * Complete the Assignment 2: Part 1: Group Collaboration Form (self-assessment Google form that helps reflect on group dynamic based on rubric) |
| This week, we delve into the dynamic intersection of User-Centered Design and eLearning. We will perform an in-depth exploration of User-Centered Design, a foundational principle that places the learner's needs and experiences at the forefront of instructional development. By embracing this perspective, we open the door to creating educational materials and eLearning experiences that are not only effective but also engaging, user-friendly, and accessible. |
| **Analysis Questions**  Before diving into the topics of user-centered design, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * How can the principles of user-centered design be applied to the development of eLearning materials? * What methods and tools can instructional designers use to gather and analyze data about the learning needs and preferences of learners in an eLearning context? * Why is it important for instructional designers to consider diversity, inclusivity, and accessibility when designing eLearning experiences? How can these factors impact the overall effectiveness of the eLearning course? |
| **Online Readings and Viewings**  **Topic: User-centered design**  Interaction Design Foundation. (n.d.). *User Centered Design.* <https://www.interaction-design.org/literature/topics/user-centered-design>  Oduor, K. (2020). Defining Human Factors/User Centered Design and Why it Matters? Design Management Review, 31(4), 13–16. [https://doi.org/10.1111/drev.12243](https://leangeeks.net/wp-content/uploads/2022/03/DMI-article-12-2020-1.pdf)  **Topic: User experience design and understanding learning needs**  Schmidt, M., Earnshaw, Y., Tawfik, A. & Jahnke, I. (2020). *Learner and user experience research: An introduction for the field of learning design and technology.* EdTech Books. <https://edtechbooks.org/ux/ucd_methods_for_lx>  Stevenson, S. (2020) How user experience designers and instructional designers should work together. Medium. <https://medium.com/@scoutstevenson/how-user-experience-designers-and-instructional-designers-should-work-together-83d9438e1888>  **Topic: Diversity, inclusivity & accessibility**  Brancaccio-Taras, L., Awong-Taylor, J., Linde, M., Marley, K., Reiness, C. & Uzman, J. (2022). The pulse diversity equity and inclusion (DEI) rubric: A tool to help access departmental DEI efforts. *Journal of Microbiology & Biology Education. 23 (*3). <https://files.eric.ed.gov/fulltext/EJ1400317.pdf>  Statistics Canada. (2021). The accessibility experiences of Canadians with disabilities, 2017. *Government of Canada.* <https://www150.statcan.gc.ca/n1/daily-quotidien/211027/dq211027d-eng.htm>  Stevens, G. (2022). Canadian web accessibility standards. Hosting Canada. <https://hostingcanada.org/canadian-website-accessibility-guidelines/> |
| **Synthesis Questions**  After you have read and engaged with the material on understanding the role of user-centered design, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis.   * Imagine you are tasked with designing an eLearning course for a diverse group of adult learners with varying levels of digital literacy. How would you apply user-centered design principles to create an inclusive and accessible learning experience? * What’s the relationship between user experience design (UXD) and understanding the learning needs of adult learners in eLearning? How can a well-designed user experience enhance the learning process? * Explore the ethical considerations involved in ensuring accessibility for all learners in an eLearning course? How can an instructional designer balance the needs of different learners while maintaining inclusivity and accessibility? |
| **Knowledge Check Questions with Answer Key for H5P**   1. What is the primary focus of user-centered design in eLearning?    1. Maximizing content complexity    2. **Meeting the needs and preferences of learners**    3. Reducing development time    4. Minimizing costs 2. Which of the following is a key step in understanding the learning needs of adult learners in eLearning?    1. Conducting usability testing    2. **Analyzing user demographics**    3. Designing multimedia elements    4. Selecting the course colour scheme 3. Why is it essential to consider diversity and inclusivity in eLearning design?    1. It reduces the need for user testing    2. It aligns with government regulations    3. **It enhances the overall learning experiences**    4. It speeds up the course development process. 4. Which of the following is a critical aspect of ensuring accessibility in eLearning?    1. Providing only text-based content    2. Ignoring the needs of learners with disabilities    3. Using a single font size and colour throughout the course    4. **Providing alternative formats for content, such as transcripts and captions** |
| **H5P embed code for week 6**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/58685/embed" width="982" height="342" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="eLearning Knowledge Check - Week 6"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for quiz**  <https://h5pstudio.ecampusontario.ca/content/58685> |
| **Next Week**  In the upcoming week, we'll shift our focus to two captivating themes: Experiential Learning and Gamification. Experiential Learning, which emphasizes learning through real-world experiences, will be explored alongside the exciting concept of Gamification, which uses game-like elements to boost engagement and learning motivation. We'll delve into the principles and applications of these approaches, equipping you with the knowledge and tools to foster experiential learning and gamification in educational contexts, creating more immersive and engaging learning experiences. |

| **Week 7**: Experiential Learning and Gamification |
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| **Weekly Topics**   * Experiential Learning Theory * Gamification and ARCS model of Motivational Design |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Continue working on [Assignment 2: Part 2](#_heading=h.2xcytpi) as a group. |
| This week, we will discuss experiential learning theory and the powerful combination of gamification and the ARCS Model of Motivational Design. Throughout this module, you will gain a comprehensive understanding of these two transformative educational concepts that have the potential to revolutionize the way we approach learning and motivation. Experiential Learning Theory, developed by David A. Kolb, provides insights into how learners acquire knowledge through real-world experiences, while the fusion of gamification and the ARCS Model offers a dynamic approach to enhancing learner engagement and achievement. |
| **Analysis Questions**  Before diving into the topics of experiential learning and gamification, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * How can the principles of Experiential Learning Theory be applied to design effective eLearning experiences for adult learners? * What are the key elements of the ARCS Model of Motivational Design and their significance in enhancing learner engagement in gamified eLearning environments? |
| **Online Readings and Viewings**  **Topic: Experiential Learning Theory**  Hsiao, E., Mikolaj, P., & Shih, Y. (2020). Establishing a multimedia-rich environment to support experiential e-learning in business education. *Journal of Educators Online. 17*(2). <https://files.eric.ed.gov/fulltext/EJ1268929.pdf>  Sidhu, R., & Gage, W. H. (2021). Enhancing the odds of adopting e-learning or community-focused experiential learning as a teaching practice amongst university faculty. Heliyon, 7(4), e06704–e06704. [https://doi.org/10.1016/j.heliyon.2021.e06704](https://www.cell.com/heliyon/pdf/S2405-8440(21)00807-0.pdf)  Sprouts. (2015, October 12). Experiential learning: How we all learn naturally. [VIdeo]. *YouTube.* <https://www.youtube.com/watch?v=aF63HHVbpQ8>  **Topic: Gamification and ARCS model of Motivational Design**  Baah, C., Govender, I., & Rontala Subramaniam, P. (2023). Exploring the role of gamification in motivating students to learn. Cogent Education, 10(1). <https://doi.org/10.1080/2331186X.2023.2210045>  Hogle, P. (2017). ARCS model aids in designing for motivation. *Learning Guild.* [https://www.learningguild.com/articles/2523/arcs-model-aids-in-designing-for-motivatio n/](https://www.learningguild.com/articles/2523/arcs-model-aids-in-designing-for-motivation/)  Thurston, T. (2016). AIM code project - Gamification using the ARCS model. [Video]. *YouTube.* <https://www.youtube.com/watch?v=fhRu5crTPY0> |
| **Synthesis Questions**  After you have read and engaged with the material on understanding the roles of experiential learning and gamification, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * Imagine you are tasked with designing a gamified eLearning course for a group of learners. How would you integrate the principles of Experiential Learning Theory into the course design to ensure meaningful and practical learning experiences? * How can you combine the principles of gamification and the ARCS Model of Motivational Design to create a detailed strategy for improving learner motivation and achievement within an established eLearning module? |
| **Knowledge Check Questions with Answer Key for H5P**   1. What is a key principle of Experiential Learning Theory    1. Rote memorization    2. Passive instruction    3. **Hands-on experience**    4. Lecture-based learning 2. In the ARCS Model of Motivational Design, “R” stands for:    1. Resources    2. **Relevance**    3. Reinforcement    4. Recognition 3. Which of the following is a common element of gamification in eLearning?    1. **Competition and rewards**    2. Linear progression    3. High-stakes assessments    4. Lengthy lectures 4. When optimizing eLearning solutions, what does “ROI”typically refer to?    1. Return on Independence    2. Return on Innovation    3. Return on information    4. **Return on Investment** |
| **H5P embed code for week 7**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/58686/embed" width="982" height="342" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 7 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for Quiz**  <https://h5pstudio.ecampusontario.ca/content/58686> |
| **Next Week**  We will explore an essential module dedicated to Request for Proposals (RFPs) and the art of Crafting Responses. Whether you are a seasoned professional or new to the world of business and procurement, this module will provide you with invaluable insights and skills to excel in the competitive landscape of RFPs. We will delve into the intricacies of RFPs, understanding the process, and dissecting their key components. You will learn how to navigate the RFP landscape, identify your clients' needs, and craft compelling, responsive proposals that stand out. This module will equip you with the knowledge and techniques to turn RFPs into opportunities for success. So, get ready to enhance your proposal-writing skills and secure those sought-after contracts. It's a week filled with knowledge, strategies, and hands-on practice to help you excel in this crucial aspect of business. |

| **Week 8**: RFPs, Crafting Responses, Backwards Design, and Project Alignment |
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| **Weekly Topics**   * Request for Proposals (RFP) * Backwards Design and project alignment |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * **There is no synchronous session this week.** * Continue working on [Assignment 2](#_heading=h.1y810tw) as a group and submit your assignment by 11:59 p.m. the day before the next class |
| **Please note: There is no synchronous session this week.**  This week, we will discuss essential threads of business and project management: Request for Proposals (RFPs), Crafting Responses, Backwards Design, and Project Alignment. Throughout this week, you will embark on a journey that encompasses the entire lifecycle of a project, from its initial conception through to its successful execution. We'll begin by unraveling the intricacies of RFPs, understanding how to effectively respond to these critical documents, and the art of crafting responses that leave a lasting impression. From there, we'll delve into the principles of Backwards Design, a powerful approach to planning and executing projects with a clear end goal in mind. This, in turn, aligns seamlessly with the vital concept of Project Alignment, ensuring that every project you undertake is directly connected to your organization's strategic objectives. |
| **Analysis Questions**  Before diving into the topics of RFPs and crafting responses, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * When reviewing an eLearning RFP (Request for Proposals), what are the critical criteria you should assess to determine whether your organization is well-suited to respond to the request effectively? * Analyze the concept of Backwards Design in eLearning. How does it ensure the course content and assessments align with the desired learning outcomes and why is this alignment important for effective eLearning? * Compare and contrast the roles of stakeholders in the RFP process and the Backwards Design process for an eLearning project. How do their contributions impact project success? |
| **Online Readings and Viewings**  **Topic: Request for Proposal in action**  Indeed. (2022). *What is the RFP process? (With RFP template and example).* <https://ca.indeed.com/career-advice/career-development/rfp-process>  Pinegar, G. (2018). RFPs: Everything you need to know about the RFP Process. *G2.* <https://www.g2.com/articles/rfp-request-for-proposal>  **Topic: Backwards Design and project alignment]**  McMillan, A. (2019). Backward Design Overview with Examples. [Video]. *YouTube.* [*https://www.youtube.com/watch?v=ImQo-5P0K0c*](https://www.youtube.com/watch?v=ImQo-5P0K0c)  Reynolds, H., & Kearns, K. (2017) A planning tool for incorporating backward design, active learning, and authentic assessment in the college classroom, *College Teaching*, 65:1, 17-27, [DOI:10.1080/87567555.2016.1222575](https://drive.google.com/file/d/1RlUICPtlQW6G7q_0ilwCvHvoVEczuppS/view)  Ziegenfuss, D., & LeMire, S. (2019). Backward Design: A Must-Have Library Instructional Design Strategy for Your Pedagogical and Teaching Toolbox. *Reference and User Services Quarterly, 59*(2), 107–112, [DOI:10.5860/rusq.59.2.7275](https://www.researchgate.net/publication/339706492_Information_Literacy_and_Instruction_Backward_Design_A_Must-Have_Library_Instructional_Design_Strategy_for_Your_Pedagogical_and_Teaching_Toolbox)  [Additional resource that also serves as an example]  Beyer, W., Chaudet, M., Joukava., A., Logue, A., Macnab, E., Mursleen, T., Nietsch, M., Opperwall, D., Parker, R., Shannon, L., Stodola, J., Wilson, K. & Zeni. (n.d.). High quality online courses: 1.5 using backward design. [Online Module]. *eCampus Open Library.* <https://ecampusontario.pressbooks.pub/hqoc/chapter/section-2-event-2-inform-learners-of-the-objective-a-closer-look-at-backwards-design/> |
| **Synthesis Questions**  After you have read and engaged with the material on RFPs and crafting responses, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * Imagine you are responsible for crafting an eLearning RFP for your organization’s training needs and you need to develop a detailed RFP document. What are all necessary components you will include? * Synthesize the principles of Backwards Design and explain how they can be integrated into the eLearning course development process. * You are the project manager for an eLearning course development project.Describe your approach for aligning the project timeline with Backwards Design principles to ensure that the course meets the desired learning outcomes effectively. |
| **Knowledge Check Questions with Answer Key for H5P**   1. What does “RFP” stand for in the context of eLearning project management?    1. Request for Payment    2. **Request for Proposals**    3. Request for Program    4. Request for Progress 2. In Backwards Design, the first step typically involves:    1. Creating content and activities    2. Developing assessments    3. **Defining clear learning objectives**    4. Choosing the technology platform 3. Why is it important to align course content and assessments with learning objectives?    1. It makes the course design more visually appealing    2. It ensures that the course stays within budget    3. It minimizes the need for stakeholder involvement    4. **It promotes learner engagement and achievement** 4. What is one of the primary purposes of an eLearning RFP?    1. To provide training to employees    2. To request vendors to submit project timelines    3. **To outline the client’s eLearning needs and requirements**    4. To create eLearning assessments |
| **H5P embed code for week 8**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/59145/embed" width="982" height="342" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 8 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for Quiz**  <https://h5pstudio.ecampusontario.ca/content/59145> |
| Next week, we will focus on the critical areas of Evaluation and Continuous Improvement. This phase of our course is designed to equip you with the knowledge and tools to measure the effectiveness of your eLearning initiatives and, more importantly, to drive sustainable improvements. We will delve into the art and science of evaluation, exploring diverse assessment methods to gauge learner outcomes and program success. But our journey doesn't stop there – we will also uncover strategies for ongoing, data-driven improvements that will keep your eLearning initiatives fresh, engaging, and aligned with your objectives. With these skills in your toolkit, you'll be poised to not only assess the current impact of your eLearning efforts but also to continuously enhance and refine them, ensuring lasting success. Get ready to take your eLearning to the next level with Evaluation and Continuous Improvement as your guiding stars. |

| **Week 9** : Evaluation and Continuous Improvement in eLearning |
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| **Weekly Topics**   * Effective evaluation (i.e. process, outcome, impact, performance, cost-benefit, ROI, ect) * Data Analysis for performance assessment * Post-implementation and iterative improvements |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Continue working on [Assignment 2](#_heading=h.1y810tw) as a group and submit your assignment at 11:59 the day before this week’s class * Be prepared to review [Assignment 3](#_heading=h.1ci93xb) in class this week. |
| This week, we will discuss evaluation and continuous improvement in eLearning. In the rapidly evolving landscape of digital education, the ability to assess the effectiveness of eLearning initiatives and make informed, data-driven enhancements is paramount. This module is your compass through the intricate process of evaluating eLearning programs, understanding their impact, and employing strategies for continuous improvement. Whether you are an educator, instructional designer, or eLearning enthusiast, this module will equip you with the insights and skills necessary to keep your online learning experiences not only relevant but also highly effective. |
| **Analysis Questions**  Before diving into the topics of evaluation and continuous improvement, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * What is the primary purpose of evaluating the process in eLearning and how does it contribute to continuous improvement efforts? * Analyze the concept of cost-benefit analysis in evaluating eLearning initiatives. How can organizations determine whether the benefits of an eLearning program outweigh the costs, and what factors should be considered in this analysis? * Examine the role of data analysis in assessing the impact of eLearning on performance. How can data driven insights help identify areas for improvement and inform decision-making in eLearning design and delivery? |
| **Online Readings and Viewings**  **Topic: Effective evaluation (i.e. process outcome, impact, performance, cost-benefit, ROI, ect**  Anstey, L. & Watson, G. (2018). A rubric for evaluating e-learning tools in higher education. *Educause Review.* <https://er.educause.edu/articles/2018/9/a-rubric-for-evaluating-e-learning-tools-in-higher-education>  Devarakonda, S. (2019). Calculating the economic viability of corporate training (traditional and eLearning) using benefit-cost ratio (BCR) and return on investment (ROI). *International Journal of Advanced Corporate Learning, 12*(1), pp. 41-57. [https://doi.org/10.3991/ijac.v12i1.9735](https://online-journals.org/index.php/i-jac/article/view/9735)  **Topic: Data analysis for performance assessment**  iSpring. (2022). eLearning metrics and results: How to measure success - iSpring Days 2022. [Video]. *YouTube.* <https://www.youtube.com/watch?v=69eu3Cb910o>  Ramaswami, G., Susnjak, T., Mathrani, A. & Umer, R. (2022). Use of predictive analytics dashboards: A review of case studies. *Technology, Knowledge and learning. 28*, 959-980. <https://doi.org/10.1007/s10758-022-09613-x>  **Topic: Post-implementation and iterative improvements**  Martin, J. (2022). Understanding the iterative process, with examples. *Asana.* <https://asana.com/resources/iterative-process>  Çakir, H., Islim, Ö., Solmaz, E., ; Berikan, B., & Yilmaz, F. (2022). Development and evaluation of unplugged algorithmic thinking activities training program for in-service primary school teachers. *Journal of Learning and Teaching in Digital Age. 7*(2). 222-234. <https://files.eric.ed.gov/fulltext/EJ1351629.pdf>  [Additional readings & resources]  Licen, S., Cassar, M., Filomeno, L., Yeratziotis, A. & Prosen, M. (2023). Development and validation of an evaluation toolkit to appraise eLearning courses in higher education: A pilot study. *Advances in Online and Distance Learning. (15)*8, 6361. <https://doi.org/10.3390/su15086361>  Theodotou, M. (2022). 4 must-have KPIs for eLearning products. *eLearning Industry.* <https://elearningindustry.com/must-have-kpis-for-elearning-products> |
| **Synthesis Questions**  After you have read and engaged with the material on evaluation and continuous improvement, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * How would you go about formulating a comprehensive plan for conducting a successful evaluation of an eLearning program? * Why is data analysis crucial when assessing the performance of eLearning programs, and how do data-driven insights contribute to improving the quality of eLearning courses? * How would you build a persuasive argument for investing in eLearning technology to senior leadership, highlighting the benefits of eLearning, and underscoring the positive impact that effective evaluation and continuous improvement can have on the institution/business? |
| **Knowledge Check Questions with Answer Key for H5P**   1. In eLearning evaluation, what does “Cost-benefit” primarily assess?    1. **Financial impact and benefits**    2. Learner engagement    3. Learning outcomes    4. Technology infrastructure 2. Which aspect of eLearning evaluation focuses on assessing the quality of the learning materials and delivery process?    1. Outcome impact    2. Performance evaluation    3. **Process evaluation**    4. Cost analysis 3. What is the primary goal of data analysis for performance assessment in eLearning?    1. To increase the cost of eLearning courses    2. To identify areas for process improvement    3. To evaluate the learner’s age group    4. **To inform design enhancements and content revisions** 4. In eLearning evaluation, assessing the ‘Process” typically involves evaluating:    1. Learner performance    2. **Technology infrastructure**    3. Course content quality    4. Cost-effectiveness |
| **H5P embed code for week 9**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/59147/embed" width="982" height="342" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 9 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for Quiz**  <https://h5pstudio.ecampusontario.ca/content/59147> |
| Next week, we will focus on "Evaluating eLearning Artifacts: Principles & Frameworks." This module is designed to equip you with the knowledge and tools to assess and appraise eLearning materials with precision and purpose. We will explore the fundamental principles that underpin effective evaluation, shedding light on the key criteria that define quality in eLearning content. Additionally, we'll introduce you to a range of evaluation frameworks and methodologies that will help you navigate the intricate process of reviewing and enhancing eLearning artifacts. By the end of this week, you'll be well-prepared to evaluate eLearning materials with a critical eye, ensuring they meet the highest standards of excellence. |

| **Week 10**: Evaluating eLearning Artifacts: Principles & Frameworks |
| --- |
| **Weekly Topics**   * Learning Evaluation frameworks: Kirkpatrick’s and ADDIE model * eLearning assessment criteria (i.e. Effectiveness, engagement, accessibility, usability, inclusivity, etc.) * Interpreting data for evaluation results |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Complete the [Assignment 2: Part 2](#_heading=h.2xcytpi): Group Collaboration form. (self-assessment Google form that helps reflect on group dynamic based on rubric) * Review the Request for Proposals that have been shared with you via Google Docs. Please ensure that you:   + Change from Editing to Suggesting so the course facilitator can see the changes (hopefully minor) that you make to the document.   + Update the Company name that is issuing the RFP (for example, if your problem was a District School Board needs learning resources on how to use Google Classroom, ensure you update the Company name to the District School board).   + Make any required updates to the document to ensure it aligns with the problem your group is solving and the resources you wanted to create. * Continue working on [Assignment 3](#_heading=h.1ci93xb) as a group and submit your assignment at 11:59 p.m. on the same day as Week 11 class. |
| This week, we will focus on "Evaluating eLearning Artifacts: Principles & Frameworks." Here, we'll explore important Learning Evaluation frameworks like Kirkpatrick's and the ADDIE model. Throughout the course, we'll break down eLearning assessment criteria, looking at things like how effective, engaging, accessible, usable, and inclusive they are. Understanding these factors is crucial for creating impactful and high-quality eLearning experiences. We'll also dive into the important skill of interpreting data for evaluation results, giving you the tools to gain valuable insights from your assessments. |
| **Analysis Questions**  Before diving into the topics of evaluating eLearning artifacts, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * How does Kirkpatrick’s Four-Level Model help educators evaluate the effectiveness of eLearning programs? * Compare and contrast the ADDIE model with Kirkpatrick’s Four-Level Model in the context of eLearning development. What are the key differences and similarities between these two frameworks? * Examine the role of data analysis in assessing the impact of eLearning on performance. How can data driven insights help identify areas for improvement and inform decision-making in eLearning design and delivery? * How does the analysis of eLearning assessment criteria contribute to ensuring the quality and relevance of course content, and what are some examples of criteria that can be utilized in evaluating eLearning materials? |
| **Online Readings and Viewings**  **Topic: Learning evaluation frameworks: Kirkpatrick's and ADDIE model**  Rafferty-Kneafsey, K. (2021). Kirkpatrick Evaluation Model. [Video]. YouTube. <https://www.youtube.com/watch?v=Epl2jj3arKQ>  Galton College. (2017). Addie Training Model: Evaluation Stage. [Video]. YouTube. <https://www.youtube.com/watch?v=eaJ8p0tvKoQ>  **Topic: eLearning assessment criteria (i.e. effectiveness, engagement, accessibility usability, inclusivity, etc., and Interpreting data for evaluation results**  Carnell, S., Gomes De Siqueira, A., Miles, A. & Lok, B. (2022). Informing and evaluating educational applications with Kirkpatrick Model in virtual environments: Using a virtual human scenario to measure communication skills behavior change. *Frontiers in Virtual Reality.* <https://doi.org/10.3389/frvir.2022.810797>  CAST. (n.d.). *Using LMS data to inform course design*. <http://udloncampus.cast.org/page/assessment_data>  LaMotte, L. (2023). Measure the effectiveness of your e-learning course with kirkpatrick’s 4 levels of evaluation. *E-Learning Heroes.* <https://community.articulate.com/articles/measure-the-effectiveness-of-your-e-learning-course-with-kirkpatrick-s-4-levels-of-evaluation>  Patel, Sapana., Margolies, P., Covell, N., Lipscomb, C. & Dixon, L. (2018). Using Instructional Design, Analyze, Design, Develop, Implement, and Evaluate, to develop e-learning modules to disseminate supported employment for community behavioral health treatment programs in New York State. *Frontier Public Health.* <https://doi.org/10.3389/fpubh.2018.00113>  Price, C., Satherley, R-M., Jones, C. & John, M. (2022). Development and Evaluation of an eLearning training module to improve United Kingdom Secondary School Teachers’ knowledge and confidence in supporting young people who self-harm. *Frontiers in Education.* <https://doi.org/10.3389/feduc.2022.889659>  Stemp, J., Ghosh, D., Khan, Urooj. & Boyd, J. (2022). The role of evaluation methods in health-related e-learning: A Rapid Review. *Online Learning. 26* (4). [https://doi.org/10.24059/olj.v26i4.3115](https://olj.onlinelearningconsortium.org/index.php/olj/article/view/3115/1226)  Timbi-Sisalima, C., Sanchez-Gordon, M., Hilera-Gonzalez, J. & Oton-Tortosa, S. (2022). Quality assurance in E-Learning a proposal from accessibility to sustainability. *Sustainability. (14)*5, <https://doi.org/10.3390/su14053052> |
| **Synthesis Questions**  After you have read and engaged with the material on evaluating eLearning artifacts, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * How do the principles of Kirkpatrick's Learning Evaluation framework and the ADDIE model complement each other in the context of evaluating eLearning artifacts? * In what ways does a nuanced understanding of eLearning assessment criteria contribute to the creation of impactful and high-quality eLearning experiences? * How can the skill of interpreting data for evaluation results be applied to derive meaningful insights that inform improvements in eLearning materials? |
| **Knowledge Check Questions with Answer Key for H5P**   1. Which framework is known for evaluating learning at four levels: reaction, learning, behaviour, and results?    1. **Kirkpatrick’s Four-Level Model**    2. ADDIE model    3. Bloom’s Taxonomy    4. Maslow’s Hierarchy of Needs 2. What is the primary purpose of the “Assessment” phase in the ADDIE model? 3. Identifying target learners 4. Creating eLearning content 5. **Evaluating the effectiveness of the eLearning program** 6. Conducting a needs analysis 7. Which of the following is an example of a valid eLearning assessment criterion?    1. The instructor’s favourite colour    2. **Course completion rate**    3. The weather outside    4. The number of pages in the course textbook 8. When interpreting evaluation data for eLearning, what should you focus on in the “Reaction” level of Kirkpatrick’s model?    1. Changes in learner behaviour    2. **The immediate response of learners to the eLearning experience**    3. Long-term outcomes of the eLearning program    4. The level of cognitive learning achieved |
| **H5P embed code for week 10** <iframe src="https://h5pstudio.ecampusontario.ca/h5p/60173/embed" width="982" height="342" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 10 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for quiz**  <https://h5pstudio.ecampusontario.ca/content/60173> |
| Next week, we will delve into Peer Evaluation and Feedback in eLearning. This module will explore the dynamic realm of collaborative learning, where peers play a pivotal role in assessing and providing constructive feedback on each other's work. We'll uncover the principles and methodologies behind effective peer evaluation, exploring how this interactive process enhances the overall learning experience. From understanding the intricacies of setting up peer evaluation mechanisms to fostering a culture of constructive feedback, this module will equip you with practical skills essential for facilitating collaborative and engaging eLearning environments. |

| **Week 11**: Peer Evaluation and Feedback |
| --- |
| **Weekly Topics**   * Feedback models: Sandwich, COIN, SBI, feedforward, etc. * Peer-review process and its role in improving eLearning content * Reflecting on the evaluation process and identifying areas for improvement |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Continue working on [Assignment 3](#_heading=h.1ci93xb) as a group and submit your assignment at 11:59 p.m. on the day of your Week 11 class. |
| This week, we will focus on Peer Evaluation and Feedback of eLearning. In the dynamic landscape of digital education, the collaborative exchange between peers plays a pivotal role in shaping effective and engaging learning experiences. This module is designed to unravel the intricacies of peer evaluation within the context of eLearning, shedding light on the principles and practices that underpin this interactive process. From understanding the mechanisms of constructive feedback to the establishment of robust evaluation frameworks, participants will gain insights and practical skills essential for cultivating a culture of shared learning in virtual environments. |
| **Analysis Questions**  Before diving into the topics of peer evaluation and feedback, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * How does the integration of peer evaluation contribute to the effectiveness of online learning environments, and what evidence supports its impact on student engagement? * What are the key considerations in designing peer evaluation criteria for eLearning activities, and how can these criteria be aligned with the learning objectives of a course? * In what ways does the implementation of peer evaluation foster a sense of community and collaboration among online learners, and how does this impact the overall learning experience? * What challenges and opportunities arise in the process of providing constructive feedback within peer evaluation frameworks, and how can educators facilitate effective feedback exchanges in virtual settings? |
| **Online Readings and Viewings**  **Topic: Feedback models: Sandwich, COIN, SBI, feedforward, ect.**  Center for Creative Leadership. (2022). *Improve talent development with our SBI feedback model.* <https://www.ccl.org/articles/leading-effectively-articles/sbi-feedback-model-a-quick-win-to-improve-talent-conversations-development/>  Henderson, K. (2014). Simple Peer Feedback. [Video]. YouTube. <https://www.youtube.com/watch?v=2FLxh0sV8ZQ>  Mind Tools Content Team. (2023). *The COIN conversation model.* <https://www.mindtools.com/a94k5vp/the-coin-conversation-model>  Productivity Guy. (2020). What is feedback sandwich - Explained in 2 min. [Video]. *YoutTube.* <https://www.youtube.com/watch?v=hDNde-Eub_A&t=1s>  TED. (2020). The secret to giving great feedback - The way we work, a TED series. [Video]. YouTube. <https://www.youtube.com/watch?v=wtl5UrrgU8c>  **Topic: Peer-review process and its role in proving eLearning content & Reflecting on the evaluation process and identifying areas for improvement**  Wisselink, K. (2018). Key considerations for online curriculum design. *AU Press Athabasca University.* <https://www.aupress.ca/blog/2018/07/30/key-considerations-for-online-curriculum-design/>  Bates, T. (2019). Chapter 11.4 Open pedagogy. *Online Learning and Distance Education Resources.* <https://www.tonybates.ca/2019/09/26/chapter-11-4-open-pedagogy/>  Evanick, J. (2023). Improving Instructional Design: Feedback and iterative refinement. *eLearning Industry.* <https://elearningindustry.com/improving-instructional-design-feedback-and-iterative-refinement> |
| **Synthesis Questions**  After you have read and engaged with the material on peer evaluation and feedback, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * How does the incorporation of peer evaluation contribute to a more collaborative and interactive online learning environment? * In your experience, what challenges or benefits have you encountered in participating in peer evaluation activities within an eLearning setting? * How can educators strike a balance between fostering a supportive peer evaluation culture and ensuring the authenticity and rigor of the assessment process? |
| **Knowledge Check Questions with Answer Key for H5P**   1. What does the “COIN” feedback model stand for?    1. Centre, Observe, Inform, Navigate    2. Construct, Observe, Instruct, Notify    3. **Critique, Observe, Inquire, Note**    4. Celebrate, Offer, Inform, Notice 2. In the context of feedback models, what does “SBI” represent?    1. Summarize, Brief, Initiate    2. **Situation, Behaviour, Impact**    3. Support, Break, Intervene    4. Synthesize, Build, Instruct 3. What is the primary Purpose of the Feedforward feedback model?    1. Analyzing past performance    2. Focusing on current behaviour    3. **Predicting future success**    4. Identifying learning objectives 4. How does peer-review contribute to eLearning content improvements?    1. By replacing instructors’ feedback    2. By creating competition among learners    3. **By providing diverse perspectives and insights**    4. By validating existing content without changes |
| **H5P embed code for week 11**  <iframe src="https://h5pstudio.ecampusontario.ca/h5p/60466/embed" width="982" height="342" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 10 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for quiz**  <https://h5pstudio.ecampusontario.ca/content/60466> |
| Next week, we will discuss Connectivism theory and the art of building learning communities through social learning platforms. Our focus will be on understanding how Connectivism shapes the way individuals learn in the digital age, emphasizing the interconnected nature of knowledge in the era of information abundance. We will delve into the principles proposed by theorists like George Siemens and explore how technology, connectivity, and collaboration play pivotal roles in this learning paradigm. Additionally, we will investigate strategies for leveraging social learning platforms to foster dynamic and collaborative learning communities. |

| **Week 12**: Wrap up |
| --- |
| **Weekly Topics**   * Connectivism theory * Building learning community through social learning platforms |
| **To do list**   * Complete weekly readings and viewings before class (asynchronous) * Participate in synchronous class activities * Continue working on [Assignment 4](#_heading=h.3whwml4), which is due at 11:59 6 days after Week 12 class. |
| This week, we delve into the dynamic concepts of Connectivism theory and the imperative task of Building Learning Communities through Social Learning Platforms. Our focus centers on grasping the transformative influence of Connectivism in shaping contemporary learning experiences, underscoring the interconnected nature of knowledge dissemination in the digital era. Guided by the insights of theorists such as George Siemens, we navigate through the principles that define this learning paradigm, emphasizing the symbiotic relationship between technology, connectivity, and collaborative learning. Simultaneously, we scrutinize effective strategies for utilizing social learning platforms to cultivate vibrant and interactive learning communities. |
| **Analysis Questions**  Before diving into the topics of Connectivism and learning communities through social learning platforms, students should consider several key analysis questions to help them approach the material with a critical and inquisitive mindset. Here are some questions to ponder:   * How does the Connectivism theory contribute to the development of a collaborative and interconnected learning community in eLearning settings? * Analyzing the role of technology in both Connectivism theory and building learning communities, what commonalities and differences can you identify in their include on eLearning practices? * Can you identify instances where social learning platforms have facilitated the creation of meaningful learning communities? What elements contribute to their success? |
| **Online Readings and Viewings**  **Topic: Connectivism theory**  De Caro-Barek, V. (2022). Everyone loves a good story: Learning design in massive open online courses for language learning. *Frontier in Education 7*, [*https://doi.org/10.3389/feduc.2022.1007091*](https://doi.org/10.3389/feduc.2022.1007091)  Skowneski, E. (2019). Connectivism and the Backwards Instructional Design Model. *Multimedia Educational Resource for Learning and Online Teaching.* [Online Course Module]. Merlot. <https://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=39152034687951237>  **Topic: Building learning community through social learning platforms**  Tetteh, E., Ghann, P. ., Parbey, J. ., & Yussiff, A.-S. (2023). An Analysis of Educational Portals’ Implementation for Effective Online Learning. *International Journal of Advanced Corporate Learning (iJAC)*, *16*(1), pp. 4–18. <https://doi.org/10.3991/ijac.v16i1.34703>  Wang, Z. (2022). Media richness and continuance intention to online learning platforms: The mediating role of Social presence and the moderating role of need for cognition.  *Frontiers in Psychology.* <https://doi.org/10.3389/fpsyg.2022.950501> |
| **Synthesis Questions**  After you have read and engaged with the material on Connectivism and learning communities through social learning platforms, it's essential to promote synthesis and deeper understanding of the concepts. Here are some synthesis questions to guide your thinking and encourage critical analysis   * Can you provide examples of successful implementations of Connectivism theory in real-world educational settings, particularly those utilizing social learning platforms? * How do issues of digital literacy and access impact the effectiveness of Connectivism and the establishment of learning communities through social platforms? * Reflecting on your own learning journey, do you believe that the principles of Connectivism and the use of social learning platforms have positively influenced your ability to stay informed and engaged in your areas of interest? |
| **Knowledge Check Questions with Answer Key for H5P**   1. How does Connectivism theory contribute to the design of learning communities in eLearning?    1. By emphasizing individual learning    2. **By promoting collaboration and interconnectedness**    3. By restricting access to information    4. By focusing on rote memorization 2. In the context of building learning communities, what is a key role of social learning platforms?    1. Isolating learners    2. Restricting communication    3. **Enhancing collaboration and interaction**    4. Discouraging discussions 3. How can the principles of Connectivism be effectively synthesized with the use of social learning platforms?    1. By isolating learners    2. By ignoring technology    3. **By promoting collaboration and interaction**    4. By restricting access to information 4. What Challenge is commonly associated with both Connectivism theory and the use of social learning platforms?    1. Limited engagement opportunities    2. **DIfficulty in moderating discussions**    3. Ignoring learner contributions    4. Strict control over information |
| **H5P embed code for week 12** <iframe src="https://h5pstudio.ecampusontario.ca/h5p/60521/embed" width="982" height="342" frameborder="0" allowfullscreen="allowfullscreen" lang="en" title="Week 12 - eLearning Knowledge Check"></iframe><script src="https://h5pstudio.ecampusontario.ca/modules/contrib/h5p/vendor/h5p/h5p-core/js/h5p-resizer.js" charset="UTF-8"></script> |
| **URL for quiz**  <https://h5pstudio.ecampusontario.ca/content/60521> |
| **Congratulations on wrapping up our course.** |

# **Assignment descriptions and rubrics**

## **Assignment 1- Exploring eLearning Solutions - Group (20%)**

In this assignment, learners will work as a group to explore and critically analyze the landscape of eLearning software, Learning Management Systems (LMS), and resource repositories. They will analyze potential solutions for either education or workplace settings. They will identify the eLearning solutions' role in supporting learning and which analytics can be used to measure the success of the eLearning tool. Learners will also consider industry accessibility standards and user experience practices.

**Due:** Please submit your topic and group members (only one submission per group) by 11:59 p.m. on the day of Week 2 class using the form provided by the instructor.

**Word count:** 1,000 - 1,200

**Learning outcomes:** L0 1

Rubric For Assignment 1

| **Rubric for Assignment 1- Exploring eLearning Solutions - Group (20%)** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Ratings** | | | | | **Pts** |
| Problem Identification and Definition | **15 to >12.0 pts**  **Exemplary**  The problem is clearly identified and well-defined, and it requires the creation of an eLearning artifact and a learning management system. The problem is highly relevant to education or workplace settings. | **12 to >10.5 pts**  **Proficient**  The problem is identified and defined, and it generally requires the creation of an eLearning artifact and a learning management system. The relevance to education or workplace settings is evident. | **10.5 to >9.0 pts**  **Acceptable**  The problem identification and definition are somewhat unclear or only has some relevance to education or workplace settings. | **9.0 to 7.5 pts**  **Limited**  The problem identification and definition are unclear or lack clear relevance to education or workplace settings. | **7.0 to 0 pts**  **Unsatisfactory**  The problem is not identified or defined, making it impossible to complete the assignment. | **15 pts** |
| Analysis of eLearning Solutions | **20 to >16.0 pts**  **Exemplary**  The analysis of eLearning software, Learning Management Systems, and resource repositories is comprehensive, detailed, and demonstrates a deep understanding of the subject matter. It considers both education or workplace settings, providing extensive insights. | **16 to >14.0 pts**  **Proficient**  The analysis covers essential aspects of eLearning solutions and demonstrates a good understanding of the topic, but it may lack some depth or detail. | **14 to >12.0 pts**  **Acceptable**  The analysis provides a basic overview of eLearning solutions but lacks depth, detail, or insights into their relevance. | **12 to 10pts**  **Limited**  The analysis is superficial, lacks critical insights, and does not address both education and workplace settings adequately. | **9.5 to 0 pts**  **Unsatisfactory**  The analysis is missing or severely inadequate. | **20 pts** |
| Role in Supporting Learning | **15 to >12.0 pts**  **Exemplary**  The explanation of how eLearning solutions support learning is detailed, well-reasoned, and supported by evidence. It addresses both education and workplace settings comprehensively. | **12 to >10.5 pts**  **Proficient**  The explanation of how eLearning solutions support learning is clear and supported by evidence, but it may lack some depth or comprehensiveness. | **10.5 to >9.0 pts**  **Acceptable**  The explanation of how eLearning solutions support learning is somewhat unclear or lacks sufficient evidence. | **9 to 7.5 pts**  **Limited**  The explanation is vague and unsupported by evidence, or it does not adequately address both education and workplace settings. | **7 to 0 pts**  **Unsatisfactory**  The explanation is missing or completely inadequate. | **15 pts** |
| Analytics for Measuring Success | **15 to >12.0 pts**  **Exemplary**  The identification and explanation of analytics for measuring the success of eLearning tools are detailed, insightful, and well-supported by evidence. | **12 to >10.5 pts**  **Proficient**  The identification and explanation of analytics for measuring success are clear and supported by evidence, but may lack some depth or comprehensiveness. | **10.5 to >9.0 pts**  **Acceptable**  The identification and explanation of analytics are somewhat unclear or lack sufficient evidence. | **9 to 7.5 pts**  **Limited**  The identification and explanation of analytics is vague and unsupported by evidence. | **7 to 0 pts**  **Unsatisfactory**  The identification and explanation of analytics are missing or completely inadequate. | **15 pts** |
| Consideration of Accessibility and User Experience | **15 to >12.0 pts**  **Exemplary**  The discussion of industry accessibility standards and user experience practices is comprehensive, insightful, and well-supported by evidence. | **12 to >10.5 pts**  **Proficient**  The discussion of industry accessibility standards and user experience practices is clear and supported by evidence, but may lack some depth or comprehensiveness. | **10.5 to > 9.0 pts**  **Acceptable**  The discussion of industry accessibility standards and user experience practices is somewhat unclear or lacks sufficient evidence. | **9.0 to 7.5 pts**  **Limited**  The discussion of industry accessibility standards and user experience practices is vague and unsupported by evidence. | **7 to 0 pts**  **Unsatisfactory**  The discussion of accessibility and user experience is missing or completely inadequate. | **15 pts** |
| APA Style and Writing Flow | **10 to >8.0 pts**  **Exemplary**  The assignment adheres to APA style guidelines impeccably, with perfect citations, references, and a well-structured writing flow that enhances comprehension. Additionally, the assignment falls within the specified word count range of 1000-1200 words, demonstrating precision and conciseness in content. | **8 to > 7.0 pts**  **Proficient**  The assignment generally follows APA style guidelines, with minor citation or reference issues and a reasonably well-structured writing flow. Additionally, the assignment falls within the specified word count range of 1000-1200 words, ensuring completeness without excessive verbosity. | **7.0 >6.0 pts**  **Acceptable**  The assignment generally follows APA style guidelines, with minor citation or reference issues and a reasonably well-structured writing flow. Additionally, the assignment falls within the specified word count range of 1000-1200 words, contributing to a thorough yet concise presentation of the topic. | **6.0 to 5.0 pts**  **Limited**  The assignment lacks proper adherence to APA style guidelines, with significant citation and reference errors, and the writing flow is disjointed. Additionally, the assignment does not fall within the specified word count range of 1000-1200 words, indicating either brevity or verbosity in content. | **4 to 0 pts**  **Unsatisfactory**  The assignment does not follow APA style guidelines, making it challenging to understand the sources and the text's flow. Additionally, the assignment does not fall within the specified word count range of 1000-1200 words, demonstrating a lack of attention to assignment requirements. | **10 pts** |
| Team Collaboration, Member List and Form Submission | **10 to >8.0 pts**  **Exemplary**  The team collaborates effectively, demonstrates excellent communication, and works cohesively to complete the assignment.  All team members are listed, and the required form is accurately and promptly submitted. | **8 to > 7.0 pts**  **Proficient**  The team generally collaborates well but may have occasional communication issues or minor conflicts.  All team members are listed, and the form is submitted with minor inaccuracies or delays. | **7.0 to > 6.0 pts**  **Acceptable**  The team exhibits limited collaboration, communication issues, or conflicts that hinder progress.  Some team members are missing from the list, and the form submission has noticeable inaccuracies or delays. | **6.0 to 5.0 pts**  **Limited**  The team demonstrates poor collaboration, communication breakdowns, or significant conflicts that impede progress.  Several team members are missing from the list, and the form submission has significant inaccuracies or delays. | **4.5 to 0 pts**  **Unsatisfactory**  The team fails to collaborate effectively and does not complete the assignment.  The team member list is missing, and the form is not submitted. | **10 pts** |

## **Assignment 2**

In this group project, learners will collaborate to develop a comprehensive eLearning solution based on your recommendations for Assignment 1 that emphasizes learner needs, user experience, diversity, and accessibility. The eLearning artifact the group creates should be designed for the education or workplace setting described in Assignment 1 and it should adhere to industry standards.

**Please note:** The project should be feasible to complete in a one-month period. If your suggestion for assignment 1 would take longer than a month to complete, please complete a smaller portion of the project. For example, if you suggested a 14 week course, only complete the first 4 modules of the course.

### **Assignment 2 - Part 1: Creating a Learner-Centric eLearning solution - Group (5%)**

In this part of the group assignment, you are responsible for creating a comprehensive project timeline for your eLearning solution development between the Week 4 and Week 8. Proper project planning is essential for successful eLearning project execution. Your timeline should outline key milestones, tasks, and deadlines necessary to complete the project within the given timeframe. Your individual contribution in this phase will serve as a foundation for your group's collaborative eLearning solution development.

**Resources:**

Here are two helpful resources for developing an eLearning Project timeline. Make it match the requirements of the resource you are creating. It should list the steps you will take from now until completing the development and launching your eLearning resource. Please also review Week 4, where project timelines were discussed.

How to Create an eLearning Development Timeline: <https://elearningacademy.io/blog/how-to-create-an-elearning-development-timeline>

How to Improve Your eLearning with a Free Project Timeline Template: <https://elearningacademy.io/blog/how-to-create-an-elearning-development-timeline/>

**Assignment Requirements:**

**Project Description**: Briefly describe the eLearning solution that your group is developing based on the recommendations from Assignment 1. Include information about the educational or workplace setting and the specific goals of your eLearning project.

**Timeline Creation**: Using a project management tool or software of your choice (e.g., Microsoft Project, Excel, Google Sheets), create a detailed project timeline that includes the following elements:

**Milestones**: Identify significant project milestones (e.g., needs analysis, content development, quality assurance) and mark them on the timeline.

**Tasks**: Break down the project into specific tasks or activities. Each task should have a clear description, start date, end date, and assigned team member (if applicable).

**Dependencies**: Indicate any task dependencies, where one task must be completed before another can begin.

**Duration**: Estimate the duration (in days or weeks) required for each task.

**Deadlines**: Highlight critical deadlines, such as the project start date and end date, as well as any interim deadlines for key deliverables.

**Resources**: Specify the resources (e.g., personnel, software, materials) needed for each task.

**Timeline Format**: Present your project timeline in a clear and visually organized format. You may use Gantt charts, tables, or other appropriate visual aids to convey the timeline effectively.

**Individual Contribution**: In a brief paragraph, describe your specific role and contributions to the project timeline creation. Clarify any unique challenges or considerations you encountered during this phase.

**Due**: Part 1 is due Week 5 on the day of class at 11:59 p.m.  
Part 2 is due Week 8 on the day of class at 11:59 p.m.

Learning Outcomes: LO1, LO3 & LO4

| **Rubric for Assignment 2: Part 1: Creating a Learner-Centric eLearning solution - Group (5%)** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Ratings** | | | | | **Pts** |
| Project Description | **10 to >8.0 pts**  **Exemplary**  Exceptional understanding and clarity in describing the eLearning solution and project goals. | **8 to > 7.0 pts**  **Proficient**  Clear description of the eLearning solution and project goals. | **7.0 to >6.0 pts**  **Acceptable**  Adequate description of the eLearning solution and project goals. | **6.0 to >5.0 pts**  **Limited**  Limited description of the eLearning solution and project goals. | **4.5 to 0 pts**  **Unsatisfactory**  No appropriate readings or viewings are provided. | **10 pts** |
| Timeline Creation | **20 to >16.0 pts**  **Exemplary**  Exceptional organization and detail in the timeline, including milestones, tasks, dependencies, durations, deadlines, and resources. | **16 to >14.0 pts**  **Proficient**  Well-organized timeline with milestones, tasks, dependencies, durations, deadlines, and resources. | **14 to > 12.0 pts**  **Acceptable**  Adequately organized timeline with most required elements. | **12.0 to > 10.0 pts**  **Limited**  Some organization, but missing key timeline elements. | **9.5 to 0 pts**  **Unsatisfactory**  Chaotic or incomplete timeline with significant omissions. | **20 pts** |
| Timeline Format | **10 to >8.0 pts**  **Exemplary**  Exceptional presentation, visually appealing, and effectively communicates the timeline. | **8 to >7.0 pts**  **Proficient**  Clear and visually organized format that effectively communicates the timeline. | **7.0 to > 6.0 pts**  **Acceptable**  Adequate presentation with room for improvement in visual organization. | **6.0 to > 5.0 pts**  **Limited**  Limited organization; understanding the timeline is challenging. | **4.5 to 0 pts**  **Unsatisfactory**  Poor presentation, visually cluttered, and challenging to comprehend | **10 pts** |
| Team Collaboration | **10 to >8.0 pts**  **Exemplary**  The team collaborates effectively, demonstrates excellent communication, and works cohesively to complete the assignment. | **8 to >7.0 pts**  **Proficient**  The team generally collaborates well but may have occasional communication issues or minor conflicts. | **7.0 to > 6.0 pts**  **Acceptable**  The team exhibits few collaboration, communication issues, or conflicts that hinder progress. | **6.0 to 5.0 pts**  **Limited**  The team demonstrates poor collaboration, and/or communication that impedes progress. | **4.5 to 0 pts**  **Unsatisfactory**  The team fails to collaborate effectively and does not complete the assignment. | **10 pts** |

### **Assignment 2 - Part 2: Creating a Learner-Centric eLearning solution - Group (35%)**

In Part 2 of this assignment, you will collaborate to develop a comprehensive eLearning solution that builds upon the recommendations from Assignment 1. The eLearning solution you create should emphasize learner needs, user experience, diversity, and accessibility. The final eLearning artifact should be designed for the specific education or workplace setting described in Assignment 1 and must adhere to industry standards. Your collaborative efforts in this project will involve planning, design, and development of the eLearning solution.

**Assignment Requirements:**

**E-Learning Solution Development**: Collaboratively create the eLearning solution based on your suggested approach in Assignment 2: Part 1. Your eLearning solution should encompass the following:

**Content Design**: Develop well-structured and engaging learning content that aligns with the project objectives. Ensure the content is clear, organized, and suitable for the target audience.

**User Experience:** Create a user-friendly interface that enhances the learning experience. Consider navigation, interactivity, and engagement elements that facilitate a positive user experience.

**Accessibility**: Implement inclusive design features and accessibility standards to accommodate diverse learners. Ensure that the eLearning solution is usable by individuals with various needs.

**Interactivity**: Integrate interactive elements, assessments, or multimedia components that actively engage learners and assess their understanding effectively.

**Project Description:** Provide a clear description of the educational or workplace setting and the specific objectives your eLearning solution aims to achieve. Define the target audience and the context in which the eLearning solution will be utilized.

**Documentation**: As a group, provide documentation of your eLearning solution development process. This documentation should include:

* A development plan highlighting the roles and responsibilities of each team member.
* Clear explanations of design choices and the rationale behind accessibility and inclusivity features.
* Any challenges encountered and the strategies employed to address them.
* A reflection on the learner-centric approach adopted in the design and development.

**Individual and Team Contribution**: Fill out the provided Google Form for Assignment 2: Part 2 detailing individual and team collaboration.

**Due**: Part 2 is due Week 8 on the day of class at 11:59 p.m.

**Learning Outcomes: LO 1, LO 3, & LO 4**

| **Rubric for Assignment 2: Part 2: Creating a Learner-Centric eLearning solution - Group (35%)** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Ratings** | | | | | **Pts** |
| Overall E-Learning Solution Development | **20 to >16.0 pts**  **Exemplary**  Exceptional eLearning solution development, encompassing all required elements. Design is highly engaging, inclusive, and accessible, with a user-friendly interface. | **16 to >14.0 pts**  **Proficient**  Proficient eLearning solution development with minor omissions in required elements. Design is engaging, inclusive, and accessible, with a user-friendly interface. | **14.0 to >12.0 pts**  **Acceptable**  Acceptable eLearning solution development with noticeable omissions in required elements. Design is moderately engaging, inclusive, and accessible, with a user-friendly interface. | **12 to 10.0 pts**  **Limited**  Limited eLearning solution development with significant omissions in required elements. Design is minimally engaging, inclusive, and accessible, with some user-friendliness. | **9.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory eLearning solution development with critical omissions in required elements. Design lacks engagement, inclusivity, accessibility, and user-friendliness. | **20 pts** |
| Content Design | **10 to >8.0 pts**  **Exemplary**  Exceptional content design, engaging, clear, and aligned with project objectives. | **8 to >7.0 pts**  **Proficient**  Proficient content design, engaging, clear, and largely aligned with project objectives. | **7 to >6.0 pts**  **Acceptable**  Acceptable content design, moderately engaging and clear, with some alignment with project objectives. | **6 to 5.0 pts**  **Limited**  Limited content design, minimally engaging and clear, with limited alignment with project objectives. | **4.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory content design, lacking engagement, clarity, and alignment with project objectives. | **10 pts** |
| User Experience | **10 to >8.0 pts**  **Exemplary**  Exceptional user experience design, user-friendly, and enhances the learning experience. | **8 to >7.0 pts**  **Proficient**  Exceptional user experience design, user-friendly, and enhances the learning experience. | **7 to >6.0 pts**  **Acceptable**  Acceptable user experience design, reasonably user-friendly, and somewhat improves the learning experience. | **6 to 5.0 pts**  **Limited**  Limited user experience design, minimally user-friendly, with limited impact on the learning experience. | **4.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory user experience design, lacking user-friendliness and positive impact on the learning experience. | **10 pts** |
| Accessibility | **10 to >8.0 pts**  **Exemplary**  Exceptional integration of inclusive design features and accessibility standards. Usable by individuals with diverse needs. | **8 to >7 pts**  **Proficient**  Proficient integration of inclusive design features and accessibility standards. Usable by individuals with various needs. | **7 to >6 pts**  **Acceptable**  Acceptable integration of some inclusive design features and accessibility standards. Usable by some individuals with diverse needs. | **6 to > 5 pts**  **Limited**  Limited integration of limited inclusive design features and accessibility standards. Usable by a few individuals with specific needs. | **4.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory integration of inclusive design features and accessibility standards. Lacks usability for individuals with diverse needs. | **10 pts** |
| Interactivity | **10 to >8.0 pts**  **Exemplary**  Exceptional integration of interactive elements, assessments, or multimedia components that actively engage learners and assess their understanding effectively. | **8 to >7.0 pts**  **Proficient**  Proficient integration of interactive elements, assessments, or multimedia components that engage learners and assess their understanding effectively. | **7 to >6.0 pts**  **Acceptable**  Acceptable integration of interactive elements, assessments, or multimedia components that engage learners to some extent and assess their understanding. | **6 to 5.0 pts**  **Limited**  Limited integration of limited interactive elements, assessments, or multimedia components with minimal engagement and assessment. | **4.5 pts**  **Unsatisfactory**  Unsatisfactory integration, lacking interactive elements, assessments, or multimedia components for engagement and assessment. | **10 pts** |
| Description of eLearning Solution | **10 to >8.0 pts**  **Exemplary**  Exceptional understanding and clarity in describing the eLearning solution and project goals. | **8 to >7.0 pts**  **Proficient**  Clear description of the eLearning solution and project goals. | **7 to >6.0 pts**  **Acceptable**  Adequate description of the eLearning solution and project goals. | **6 to 5.0 pts**  **Limited**  Limited description of the eLearning solution and project goals. | **4.5 to 0 pts**  **Unsatisfactory**  No description of the eLearning solution and project goals. | **10 pts** |
| Documentation | **10 to >8.0 pts**  **Exemplary**  Exceptional documentation, providing detailed insights into the development process, design choices, challenges, and a thorough reflection on the learner-centric approach. | **8 to >7.0 pts**  **Proficient**  Proficient documentation, offering clear explanations of the development process, design choices, challenges, and a solid reflection on the learner-centric approach. | **7 to >6.0 pts**  **Acceptable**  Adequate documentation, with explanations of the development process and design choices, but lacking depth in addressing challenges and learner-centric principles. | **6 to 5.0 pts**  **Limited**  Limited documentation, with minimal insights into the development process, design choices, challenges, or learner-centric principles. | **4.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory documentation, offering minimal or no insights into the development process, design choices, challenges, or learner-centric principles. | **10 pts** |
| Team Collaboration | **10 to >8.0 pts**  **Exemplary**  The team collaborates effectively, demonstrates excellent communication, and works cohesively to complete the assignment. | **8 to >5.0 pts7**  **Proficient**  The team generally collaborates well but may have occasional communication issues or minor conflicts. | **7 to >6.0 pts**  **Acceptable**  The team exhibits limited collaboration, communication issues, or conflicts that hinder progress. | **6 to 5.0 pts**  **Limited**  The team demonstrates poor collaboration, communication breakdowns, or significant conflicts that impede progress. | **4.5 to 0 pts**  **Unsatisfactory**  The team fails to collaborate effectively and does not complete the assignment. | **10 pts** |

## **Assignment 3 - Responding to an eLearning request for proposal (RFP) - Group (20%)**

In this group assignment, you will work together to create a comprehensive response to an RFP (Request for Proposal) provided by the instructor. Your response should reflect your collective understanding of the project requirements, scope, objectives, and your ability to incorporate learner-centric practices, user experience considerations, diversity, and accessibility. Additionally, the RFP mandates the inclusion of the following sections:

**RFP Sections to Address:**

**Title Page:** Collaboratively prepare a professional and visually appealing title page that includes essential details such as the project title, your company or team name, the RFP issuer's name, and the submission date.

**Table of Contents:** Create a clear and accurate table of contents that provides an overview of the response's structure and aids in easy navigation.

**Cover Letter:** Draft a cover letter that serves as an introduction to your response, briefly summarizing your proposal's key points and expressing your enthusiasm for the project.

**Executive Summary:** Provide a concise executive summary that highlights the most critical aspects of your proposal, including project objectives, strategies, and unique selling points.

**Deliverables and Strategy:** Collaboratively detail the project's deliverables and the strategies you intend to employ to meet the project's objectives. Read the Assignment Requirements below for key areas to discuss.

**Project Timeline:** Present a comprehensive project timeline that outlines key milestones, deliverables, and deadlines, demonstrating your commitment to efficient project management.

**Cost:** Clearly outline the pricing structure for the project, including a detailed breakdown of costs and any budget considerations.

**Qualifications:** Highlight the qualifications of your team, showcasing their relevant experience, expertise, and skills to successfully execute the project.

You may also include the original sections Incorporation of Learner-Centric Practices, User Experience Considerations, Diversity and Accessibility, and Assessment Plan as specified in the initial instructions.

**Assignment Requirements:**

1. **Understanding of RFP (10 points):** Collaboratively demonstrate your in-depth understanding of the RFP by:
   * Clearly summarizing the project requirements, scope, and objectives.
   * Identifying and highlighting critical details and constraints specified in the RFP.
   * Ensuring the response addresses all components of the RFP accurately.
2. **Incorporation of Learner-Centric Practices (10 points):** Collaboratively outline a plan that incorporates learner-centric practices to create an engaging and effective learning experience. Your response should:
   * Describe how the learning materials, assessments, and activities are tailored to meet the needs and preferences of the learners.
   * Explain how the instructional design aligns with best practices for learner engagement and knowledge retention.
3. **User Experience Considerations (10 points):** Collaboratively detail the steps taken to ensure a positive user experience. Your response should:
   * Address navigation, accessibility, and the overall usability of the learning materials.
   * Highlight strategies to foster interactivity and engagement throughout the learning process.
4. **Diversity and Accessibility (10 points):** Collaboratively provide a comprehensive plan for promoting diversity and ensuring accessibility for a wide range of learners. Your response should:
   * Describe how the learning materials and activities accommodate learners with diverse backgrounds, learning styles, and abilities.
   * Explain how accessibility standards are integrated into the project to ensure inclusivity for individuals with disabilities.
5. **Assessment Plan (10 points):** Collaboratively outline a plan for assessing the effectiveness of the project. Your response should:
   * Define clear and measurable metrics for evaluating the project's success.
   * Describe the assessment methods and tools used to gather data on learner performance and project outcomes.
6. **Company/Team Overview (2 points):** Collaboratively provide an overview of your company or team, highlighting relevant experience, expertise, and qualifications that demonstrate your capacity to successfully execute the project.
7. **Pricing (2 points):** Collaboratively present a clear and competitive pricing structure for the project, including any budget considerations and cost breakdowns.
8. **Timeline (2 points):** Collaboratively create a detailed project timeline outlining key milestones, deliverables, and deadlines.
9. **Organization and Clarity (10 points):** Collaboratively present your response in a well-organized and clear manner, enhancing comprehension. Additionally, ensure that grammar and writing flow are consistent and contribute to the clarity and readability of the response.

**Helpful Resources:**

* Week 8 material in Canvas
* <https://www.cvent.com/en/blog/hospitality/rfp-response-example>
* <https://visme.co/blog/rfp-response-template/>
* <https://www.deep.stream/blog/rfp-response-examples>

**Due**: Week 11 at 11:59 p.m. after class.

| **Rubric for Assignment 3: Responding to an eLearning Request for Proposal (RFP) - Group (20%)** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Ratings** | | | | | **Pts** |
| Understanding of RFP | **10 to >8.0 pts**  **Exemplary**  Exemplary understanding of the RFP, demonstrating a deep comprehension of project requirements, scope, objectives, and all relevant details. | **8 to >7.0 pts**  **Proficient**  **P**roficient understanding of the RFP, demonstrating a clear comprehension of project requirements, scope, objectives, and most relevant details. | **7 to >6.0 pts**  **Acceptable**  Acceptable understanding of the RFP, with some gaps or minor misunderstandings related to project requirements, scope, objectives, and details. | **6 to 5.0 pts**  **Limited**  Limited understanding of the RFP, with significant gaps and misunderstandings regarding project requirements, scope, objectives, and details. | **4.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory understanding of the RFP, with critical gaps and misunderstandings that hinder the response's relevance. | **10 pts** |
| Incorporation of Learner-Centric Practices | **10 to >8.0 pts**  **Exemplary**  Exemplary incorporation of learner-centric practices, with a comprehensive plan for creating an engaging and effective learning experience. | **8 to >7.0 pts**  **Proficient**  Proficient incorporation of learner-centric practices, with a clear plan for creating an engaging and effective learning experience. | **7 to >6.0 pts**  **Acceptable**  Acceptable incorporation of learner-centric practices, with noticeable elements of an engaging learning experience. | **6 to 5.0 pts**  **Limited**  Limited incorporation of learner-centric practices, with limited elements for an engaging learning experience. | **4.5 to 0 pts**  Unsatisfactory  Unsatisfactory incorporation of learner-centric practices, lacking any elements for an engaging learning experience. | **10 pts** |
| User Experience Considerations | **10 to >8.0 pts**  **Exemplary**  Exemplary consideration of user experience, with a well-defined strategy for creating a highly user-friendly and interactive learning environment. | **8 to >7.0 pts**  **Proficient**  Proficient consideration of user experience, with a strategy for creating a user-friendly and interactive learning environment. | **7 to >6.0 pts**  **Acceptable**  Acceptable consideration of user experience, with some elements aimed at creating a user-friendly and interactive learning environment**.** | **6 to 5.0 pts**  **Limited**  Limited consideration of user experience, with limited elements for a user-friendly and interactive learning environment. | **4.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory consideration of user experience, lacking any elements for a user-friendly and interactive learning environment. | **10 pts** |
| Diversity and Accessibility | **10 to >8.0 pts**  **Exemplary**  Exemplary commitment to diversity and accessibility, with a comprehensive plan to ensure inclusivity for a wide range of learners and adherence to accessibility standards. | **8 to >7.0 pts**  **Proficient**  Proficient commitment to diversity and accessibility, with a plan to ensure inclusivity for diverse learners and adherence to accessibility standards. | **7 to >6.0 pts**  **Acceptable**  Acceptable commitment to diversity and accessibility, with some elements to ensure inclusivity and accessibility. | **6 to 5.0 pts**  **Limited**  Limited commitment to diversity and accessibility, with limited elements for inclusivity and accessibility. | **4.5 to 0 pts**  Unsatisfactory  Unsatisfactory commitment to diversity and accessibility, lacking any elements for inclusivity and accessibility. | **10 pts** |
| Assessment Plan | **10 to >8.0 pts**  **Exemplary**  Exemplary assessment plan, with a well-defined strategy for evaluating the project's effectiveness, including clear metrics and evaluation methods. | **8 to >7.0 pts**  **Proficient**  Proficient assessment plan, with a strategy for evaluating the project's effectiveness and some defined metrics and evaluation methods. | **7 to >6.0 pts**  **Acceptable**  Acceptable assessment plan, with some elements of a strategy for evaluating the project's effectiveness, but lacking clear metrics and evaluation methods. | **6 to 5.0 pts**  **Limited**  Limited assessment plan, with minimal elements of a strategy for evaluating the project's effectiveness and no clear metrics or evaluation methods. | **4.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory assessment plan, lacking any elements for evaluating the project's effectiveness. | **10 pts** |
| Company/Team Overview | **4 to >3.5 pts**  **Exemplary**  Exemplary company/team overview, providing a compelling and informative account of qualifications and experience relevant to the project. | **3.5 to >3.0 pts**  **Proficient**  Proficient company/team overview, offering a clear and informative account of qualifications and experience relevant to the project. | **3 to >2.5 pts**  **Acceptable**  Acceptable company/team overview, with some relevant qualifications and experience presented, but lacking depth. | **2.5 to 2.0 pts**  **Limited**  Limited company/team overview, with limited relevant qualifications and experience, lacking depth and clarity. | **1.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory company/team overview, lacking any relevant qualifications and experience. | **4 pts** |
| Pricing | **4 to >3.5 pts**  **Exemplary**  Exemplary pricing section, presenting a well-structured and competitive pricing structure with clear budget considerations. | **3.5 to >3.0 ptss**  **Proficient**  Proficient pricing section, presenting a clear and competitive pricing structure with some budget considerations. | **3 to >2.5 pts**  **Acceptable**  Acceptable pricing section, with a pricing structure and some budget considerations, but lacking depth. | **2.5 to 2.0 pts**  **Limited**  Limited pricing section, with minimal pricing structure and budget considerations, lacking depth and clarity. | **0 pts**  **Unsatisfactory**  Unsatisfactory pricing section, lacking any pricing structure or budget considerations. | **4 pts** |
| Timeline | **4 to >3.5 pts**  **Exemplary**  Exemplary timeline section, providing a detailed project timeline with key milestones, deliverables, and deadlines. | **3.5 to >3.0 pts**  **Proficient**  Proficient timeline section, offering a clear project timeline with key milestones, deliverables, and deadlines. | **3 to >2.5 pts**  **Acceptable**  Acceptable timeline section, with a project timeline, but lacking some key details and milestones. | **2.5 to 2.0 pts**  **Limited**  Limited timeline section, with a minimal project timeline and missing key details and milestones. | **0 pts**  **Unsatisfactory**  Unsatisfactory timeline section, lacking any project timeline or key details. | **4 pts** |
| Organization, Clarity, Grammar, and Writing Flow | **10 to >8.0 pts**  **Exemplary**  Exemplary organization and clarity, with a well-structured, easy-to-follow response that enhances comprehension. Grammar and writing flow are consistently impeccable. | **8 to >7.0 pts**  **Proficient**  Proficient organization and clarity, with a well-structured response that is mostly easy to follow and comprehend. Grammar and writing flow are proficient with minor occasional issues. | **7 to >6.0 pts**  **Acceptable**  Acceptable organization and clarity, with a moderately structured response, but some aspects may hinder comprehension. Grammar and writing flow have noticeable issues. | **6 to 5.0 pts**  **Limited**  Limited organization and clarity, with limited structure, making comprehension challenging at times. Grammar and writing flow have significant issues. | **4.5 to 0 pts**  **Unsatisfactory**  Unsatisfactory organization and clarity, with a lack of structure, hindering comprehension significantly. Grammar and writing flow are highly problematic. | **10 pts** |

## **Assignment 4 - Peer and self evaluation of eLearning artifact(s) - Individual (20%)**

As part of the eLearning project development process, you are tasked to evaluate the eLearning artifacts created as Assignment 2. In this individual assignment, learners will assess and evaluate the effectiveness and quality of their own eLearning project and two (2) other eLearning artifacts created by their peers. Additionally, each student will select or create an evaluation tool for reviewing the learning artifacts.

**Instructions:**

1. **Artifact Evaluation**
   * **Self-eLearning Project Evaluation**
     + Critically assess and evaluate the effectiveness and quality of your own eLearning project (Assignment 2).
     + Use the selected or created evaluation tool to guide your assessment.
     + Provide specific examples or evidence to support your evaluation.
   * **Peer eLearning Artifact Evaluations**
     + Review two (2) eLearning artifacts created by your peers. A list will be posted on Google Docs.
     + Utilize the chosen or created evaluation tool to independently assess each artifact.
     + Provide constructive feedback for improvement, highlighting strengths and areas for enhancement.
2. **Evaluation Reflection**
   * Write a 500-word reflection on the process of selecting or creating the evaluation tool and completing the evaluations.
   * Explain the criteria and considerations that influenced your choice.
   * Discuss how the evaluation tool guided your assessment of the eLearning artifacts.
   * Reflect on your experience, including any challenges encountered and how you addressed them.
   * Provide insights into the effectiveness of the evaluation tool in capturing the key aspects of eLearning artifact assessment.

**Due**: Week 12 at 11:59 p.m. after class.

**Learning Outcomes**: LO4

| **Rubric for Assignment 4: Peer and self evaluation of eLearning artifact(s) - Individual (20%)** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Ratings** | | | | | **Pts** |
| Artifact Evaluation | **10 to >8.0 pts**  **Exemplary**  Thorough and insightful evaluation of your group's eLearning artifact. Demonstrates a clear understanding of the selected/created evaluation tool. | **8 to >5.0 pts**  **Proficient**  strong evaluation of your group's eLearning artifact. Shows understanding of the selected/created evaluation tool. | **5 to >2.0 pts**  **Acceptable**  Basic evaluation of your group's eLearning artifact. Limited understanding of the selected/created evaluation tool. | **2 to >0.0 pts**  **Limited**  Superficial evaluation with minimal insights of your group's eLearning artifact. Lack of understanding of the selected/created evaluation tool. | **0 pts**  **Unsatisfactory**  Lacks any meaningful evaluation of your group's eLearning artifact. | **10 pts** |
| Peer Artifact Evaluations | 1**0 to >8.0 pts**  **Exemplary**  In-depth critical evaluations of the two peer artifacts, highlighting strengths and areas for improvement. Clear connections to the evaluation tool. | **8 to >5.0 pts**  **Proficient**  Strong critical evaluations of the two peer artifacts, providing constructive feedback. Demonstrates connections to the evaluation tool. | **5 to >2.0 pts**  **Acceptable**  Basic evaluations of the two peer artifacts. Limited connections to the evaluation tool. | **2 to >0.0 pts**  **Limited**  Superficial evaluations lacking detail. Minimal connections to the evaluation tool. | **0 pts**  **Unsatisfactory**  Lacks any meaningful evaluations of artifacts. | **10 pts** |
| Evaluation Reflection | **10 to >8.0 pts**  **Exemplary**  Well-articulated reflection on the process of selecting/creating the evaluation tool and completing the evaluations. Clearly explains criteria and considerations. Provides insightful reflections on the evaluation process. | **8 to >5.0 pts**  **Proficient**  Good reflection on the process of selecting/creating the evaluation tool and completing the evaluations. Explains criteria and considerations. Provides reflections on the evaluation process. | **5 to >2.0 pts**  **Acceptable**  Limited reflection on the process of selecting/creating the evaluation tool and completing the evaluations. Inconsistently explains criteria and considerations. Provides basic reflections on the evaluation process. | **2 to >0.0 pts**  **Limited**  Superficial reflection lacking detail. Does not clearly explain criteria and considerations. Provides minimal reflections on the reflection process. | **0 pts**  **Unsatisfactory**  Lacks any meaningful reflection on the selection/creation of the evaluation tool and the evaluation process. | **10 pts** |
| Organization, Clarity, Grammar, and Writing Flow | **10 to >8.0 pts**  **Exemplary**  Exemplary organization and clarity, with a well-structured, easy-to-follow response that enhances comprehension. Grammar and writing flow are consistently impeccable. | **8 to >5.0 pts**  **Proficient**  Proficient organization and clarity, with a well-structured response that is mostly easy to follow and comprehend. Grammar and writing flow are proficient with minor occasional issues. | **5 to >2.0 pts**  **Acceptable**  Acceptable organization and clarity, with a moderately structured response, but some aspects may hinder comprehension. Grammar and writing flow have noticeable issues. | **2 to >0.0 pts**  **Limited**  Limited organization and clarity, with limited structure, making comprehension challenging at times. Grammar and writing flow have significant issues. | **0 pts**  **Unsatisfactory**  Unsatisfactory organization and clarity, with a lack of structure, hindering comprehension significantly. Grammar and writing flow are highly problematic. | **10 pts** |