

## Project 1: Concept Map a Chapter/Scenario/Quiz Questions (15 points)

First, the student will create a concept map using the software tool of their choice ([Inspiration](#), Word, [Cmap Tools](#), [Gliffy](#), etc) to visually illustrate associations and relationships between the ideas presented in the assigned chapter. I strongly recommend trying out [XMIND](#). XMIND is a wonderful open source mind-mapping tool can be downloaded for free.

Second, upon completion of the concept map, the student will write a brief 1-2 page scenario/plan that outlines how the information presented in the chapter could best be delivered through a Web-based delivery system.

Third, the student will generate 10 total quiz questions for that chapter: 7 multiple choice and 3 true false questions in a Word document with the correct answer highlighted with the page number and paragraph where the answer can be found.

The student must post the concept map, scenario, **AND** quiz questions to the appropriate discussion forum **AND** to the *CourseDen* Assignment Dropbox for grading. (Course Objectives 1, 3, 4, 5, 6, 8; rubric).

Each of you will be assigned a chapter to concept map in the first week of class. Please check the discussion forum entitled: **Project One: Concept Map for your assignment**. You need to complete this assignment by the due date even if you are mapping a later chapter in the book. All maps will be posted in *CourseDen* to the appropriate forum and will serve as a study guide for the book.

If you are unfamiliar with concept maps, you can visit this site <http://classes.aces.uiuc.edu/ACES100/Mind/c-m2.html> for some examples or conduct a simple Google search. Again, I recommend XMIND. If you choose Inspiration, you will need to download the 30 day trial if you do not already have access to the software. There is no particular page length requirement. Just cover all of the pertinent information.

For the scenario requirement, I am looking for a plan or outline showing how you would teach that particular chapter's subject matter (or portion thereof) online. There is no set way to complete this part of the assignment, but a simple scenario is provided in *CourseDen for a past textbook chapter*. I just want you to use your imagination and start thinking about how presenting content in a distant environment is very different from face-to-face (FTF). I am very interested in seeing what you come up with.

For the question requirement, here is an example of how I would like things formatted. This question relates to a different text.

## Chapter 1

(T or F) Some research indicates that intelligence is actually more complicated than just an IQ score. (p. 25 Par. 2)

Which of the following is NOT part of Gardner's definition of intelligence?

- a. The ability to solve real life problems.
- b. The speed in which one solves problems one encounters. (p.25, par. 2)
- c. The ability to generate new problems to solve.
- d. The ability to make or offer something of cultural value.

In order to receive credit for the assignment, you will upload **THREE** files in *Word*, *.jpg* or *.pdf* format ONLY (Questions MUST BE IN WORD FORMAT; the map and your scenario can be a *.pdf* and *.jpeg*) to the *CourseDen* dropbox and the correct discussion forum. Please Do NOT upload *Inspiration* or other propriety file formats. Please upload all three files at one time. The file name should read 7472\_project1CM\_(your 3 initials).(file extension)

For example: 7472\_project1conceptmap\_jbh.pdf  
7472\_project1scenario\_jbh.doc  
7472\_project1questions\_jbh.doc

## Project 2: Distance Education Instructional Design Plan (15 points)

The student will create an instructional design plan for one module of online instruction concerning the topic of the student's choosing. The module is to consist of *at least* one week of instruction, to be delivered entirely online, and to address five major components: module design, interactivity and collaboration, use of technology, assessment, and learner support. Additional guidelines for this assignment are posted in *WebCT CourseDen*. (Course Objectives 1, 3, 4, 7, 8; rubric).

For this assignment, you will create a comprehensive plan (story board) for a one-week module of fully online instruction. Good instructional design is the foundation upon which successful online learning is built. This is the first step in a process that will culminate in the creation of this module in *WebCT CourseDen*. This is designed to familiarize you with just how much up-front planning is required to design and to deliver effective online instruction. The more work and detail you put into this plan, the easier the actual transition to *WebCT CourseDen* will be.

I recommend that you start by outlining the learning objectives for your module and then create web-deliverable activities and assessments to support the learning goals. While there is no set way to complete this assignment, you might create a *Word* lesson plan document with the following categories: learning objectives, activities, assessments, module design, interactivity and collaboration, use of technology, and learner support. Then complete your plan as you see fit. I could also see a concept map (XMIND or other visual storyboard) coming in handy for some of you. As always, I am open to your different ideas about how to complete the assignment. Just make sure to clear them with me first.

The University of West Georgia has created a check list for evaluating outstanding online courses (they call them 5-star courses). You can access that checklist here: <http://www.westga.edu/%7Edistance/distancefaculty/coursereviewform.pdf>

While not all of these will apply to a single module, this should provide good design tips and things to think about as you complete your design plan and begin work on your actual learning module. Please refer back to it often.

In order to receive credit for the assignment, you will upload **one file** (in *Word* or .pdf format ONLY) to the appropriate *CourseDen* dropbox.

File name: 7472\_project2\_(your 3 initials).(file extension)

For example: 7472\_project2\_jbh.pdf

### **Project 3: Hands-on Creation of Learning Module in CourseDen (25 Points)**

The student will create an actual learning module in *WebCT CourseDen* following the earlier design plan (project 3.3). Upon completion of the module, the student will also review *at least* one other student's module, complete the work in the module (where appropriate), and offer suggestions for improving the content. The student will post their review in the appropriate forum in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

Each of you has been enrolled in a "practice" section of *WebCT CourseDen* to build your module. You all have designer access to the module. This means there are TWO CARDINAL RULES that you must follow in this class:

1. EVERY (and I mean EVERY) file that you upload in *WebCT CourseDen* to complete your module regardless of content (text, .ppt, movie, etc.) must have your last name on it. For instance, syllabus\_huett or weeklyinstructions\_huett or video\_huett. This is an absolute MUST. The reason for this is that, if you do not include your last name and then someone uses the same file name as you, the latest file will OVERWRITE the older file of the same name. Not following directions in this regard will result in large point deductions from your final grade.
2. As you all have designer access, you may not, under any circumstance, go in and change (or otherwise mess with) anyone else's module.

In order for you to develop an understanding of what this process is *really* like for most all online teachers, you are completely responsible for training YOURSELF in the use of *WebCT CourseDen*. If you have not worked with *WebCT CourseDen* or similar learning management system before, this is NOT something you can teach yourself in a matter of a few hours.

You will need to plan carefully to learn enough about *WebCT CourseDen* to accomplish what you need to accomplish to complete your module. There may be several things about *WebCT CourseDen* you find confusing, poorly designed, and down-right annoying. This is something that you, like most online instructors, will just have to deal with and work around as best you can. Neither I nor the folks with UWG Distance & Distributed Education are assuming the role of tech support for this project. Please do not generate any "help tickets" in relation to this project. The idea is to do the best you can with the available resources.

However, you are not entirely on your own: a discussion forum entitled **HELP! Project 3** has been set up so you may ask for help from your fellow classmates. Substantial extra credit will be awarded to those to figure out solutions to issues and help others. You should also be enrolled in a *WebCT CourseDen* "**Building a CourseDen Course**" training class. I will also do my best to answer forum posts as I am able. I am open to

conducting a *WebCT CourseDen* training workshop if you want and if most all of you agree to a time to meet on campus. Just let me know.

**At a minimum your complete module must contain the following items:**

- An instruction sheet that tells the students the objectives of the lesson and provides detailed and clear instructions on how to complete the week's activities and explains how the learners will be evaluated.
- At least one well-thought-out discussion topic pertaining to the lesson.
- Some type of pedagogically-sound project the student must complete pertaining to the lesson.
- Some form of advanced technology on display. This might include a narrated PowerPoint lecture, podcast, video or movie cast, interactive tutorial, etc. It is up to you.
- Some form of assessment (quiz, rubric, checklist, etc).

The order of these items is determined by the lesson and is entirely up to you, with the exception of the instructions, which should come first. Please feel free to use the design of this class or past classes as a template for your own module.

Once you have completed your module, you will be responsible for reviewing another student's module and offering design tips and suggestions. See the *Module Review Spreadsheet* for guidelines. Pretend you are a consultant who is being paid to evaluate someone else's class. You are not expected to do all the work in the module, but you should at least review all the content. You will post your review of another student's module to the appropriate forum in *CourseDen*. Please offer constructive design criticisms and be sure to label your post in this matter: *Jason Huett's Review of Susan Smith's Module*. Please choose a module that has not already been reviewed where possible.

You may create this module in another program (such as a Wiki, *Moodle* or *Blackboard*) after obtaining instructor permission. However, I and other students in the class must be able to access your lesson freely.

#### **Project 4: Henry County Cooperative Online Course Review Project (60pts)**

This semester we are piloting a new and exciting online course review project in partnership with Henry County. This is an authentic, field-based, online learning experience that should prove to be very valuable and enlightening. Your grade for the project will be based on completing specific readings, discussions, review instruments, virtual meetings, and other requirements as outlined in *CourseDen*. Participation in this project constitutes a large portion of your grade. However, since this is a pilot project, please know that effort on your part counts for a lot and that I, and you, will need to be flexible as we will be adapting as we go along. I will also depend heavily upon your feedback and input for project improvements.