

Helpful Articles

Der-Fa, Lu, Zu-Chun, L., & Li, Yun-Ju (2009). Effects of Web-based Course on Nursing Skills and Knowledge Learning. *Journal of Nursing Education*, 48(2), 70-77.

Includes a literature review on web-based courses and commonly-encountered issues. Presents the use of hybrid (blended) approaches, and overall effectiveness.

Dixson, M.D. (2010). Creating Effective Student Engagement in Online Courses: What do students find engaging? *Journal of the Scholarship of Teaching and Learning*, 10(2), p1- 13.

Discusses the characteristics of effective online instruction, and examines the concept of instructor presence in the online classroom. Presents several techniques for effective student engagement.

Kocaman-Karoglu, A, Ozdcen, M.Y., & Kiraz, E. (2011). Using Asynchronous Communication Tools to Support Face-to-Face Courses: Turkish Preservice Teachers' Perspectives. *International Journal of Applied Educational Studies*, 10(2), p59-73.

Study results provide evidence that learners were comfortable with and had positive perceptions of asynchronous online discussions. The majority of the pre-service teachers believed asynchronous discussions to be effective instructional tools for easy interaction, equitable discussion areas, and detailed feedback, support of learner control and relationships, and engaging with others.

Kop, R. (2011). The Challenges to Connectivist Learning on Open Online Networks: Learning Experiences during a Massive Open Online Course. *International Review of Research in Open and Distance Learning*, vol 12.3, p19-37.

Includes an overview of connectivism as it relates to online learning. Learner self-direction and autonomy are also discussed.

McMahon, T. (2006). Teaching for more effective learning: Seven maxims for effective teaching *Radiography*, 12(1), 34-44.

Starting from the assumption that deep learning, which seeks lasting mastery over a subject, is more desirable in professional education than shallow learning, which is merely designed to pass academic assessments, this paper suggests ways in which teachers in higher education can encourage the former. The literature on teaching and learning is explored in order to derive maxims of good practice which, if followed, can reasonably be expected to promote deep learning and discourage surface learning. It is argued that this will lead to more effective preparation for the real world of professional practice.

Revere, L, & Kovach, J.V. (2011). Online Technologies for Engaged Learning: A Meaningful Synthesis for Educators. *Quarterly Review of Distance Education*, 12(2), 113-124.

Provides guidelines for engaging online learners, building learning communities, and an excellent summary of available technologies and web-based applications for online engagement.

Ukpokodu (2009). Teachers' Reflections on Pedagogies that Enhance Learning in an Online Course on teaching Equity and Social Justice. *Journal of Interactive Online Learning*, 7(3), p. 227-255.

Introduces the "3R's" of Online Education.

Vitale, A.T. (2010). Faculty Development and Mentorship Using Selected Online Asynchronous Teaching Strategies. *The Journal of Continuing Education in Nursing*, 41(12), p549-556. Examines the role of faculty in online learning environments. Includes an excellent summary of important points regarding faculty-student communication for online courses. Discusses the role of icebreaker strategies and strategies for engagement in threaded discussions. Provides a "blueprint" for online course design.

Walker, C.E. & Kelly, E. (2007). Online Instruction: Student Satisfaction, Kudos, and Pet Peeves. *Quarterly Review of Distance Education*, 8(4), 309-319. Study examines factors in student satisfaction with online courses including feedback and workload.

From: Revere, L. & Kovach, J.V. (2011)

TABLE 1
Summary of Traditional Technologies for Engaged Learning

<i>Technology</i>	<i>Advantages</i>	<i>Disadvantages</i>	<i>Implementation</i>
Discussion boards (Ning networks, ¹ etc.)	<ul style="list-style-type: none"> Facilitates peer interaction Supports student driven content Creates supportive climate Fosters camaraderie 	<ul style="list-style-type: none"> Does not deepen analytical and evaluative skills Asynchronous communication (i.e., posting delays) Potential for student "lurking" 	Instructor sets-up discussion board in course management system or elsewhere. Instructor provides "prompts" to direct student learning activities within the discussion board and may post comments from time to time, depending on the nature of the assignment.
Chat sessions (Google Talk, ² Windows Live Messenger, ³ etc.)	<ul style="list-style-type: none"> Supports student driven content Fosters spontaneous student interaction (synchronous communication, no communication delays) 	<ul style="list-style-type: none"> Underlying pedagogy is questionable Good typists may dominate conversation Tendency for out of sync contributions and overlooked/ misread comments 	Instructor selects chat mechanism and establishes guidelines (i.e., schedule, discussion topic, etc.) for the learning activity. Instructor may participate in the chat session, depending on the nature of the assignment.
Blogs (Blogger, ⁴ etc.)	<ul style="list-style-type: none"> Supports student driven content Involves students in the learning process Enhances students' overall learning experience 	<ul style="list-style-type: none"> Asynchronous communication (i.e., posting delays) Posts are typically longer than that seen in discussion boards or chat sessions 	Instructor sets-up the blog, emails the link to the class, and monitors the content posted by students. Students can post their comments, report the status of their projects, ask/answer questions, etc. A notification can be created so that the class is automatically notified about each new posting, and students can post directly to a blog using their handheld/mobile devices.
Wikis (Wikidot, ⁵ etc.)	<ul style="list-style-type: none"> Promotes student collaboration on assignments/tasks 	<ul style="list-style-type: none"> Composition of group can affect performance due to socialization issues 	Instructor sets-up wiki (hosted through a web page), e-mails the link to the class, and develops the assignment. Instructor can periodically review the work complete by students within the wiki.
Group tasks	<ul style="list-style-type: none"> Facilitates peer interaction Encourages learning Provides support (i.e., overcomes feelings of disconnection and isolation) 	<ul style="list-style-type: none"> Team must identify how they will work together virtually Work equity may not be equal among group members 	Instructor creates the group assignment/project including detailed instructions about the deliverables. Instructor can suggest virtual collaboration tools that teams can use to work together and outline roles and responsibilities for each team member promote equity of work.
Peer assessment	<ul style="list-style-type: none"> Promotes student collaboration on assessment criteria Facilitates self assessment and reflection Encourages peers to coconstruct meaning 	<ul style="list-style-type: none"> Assessments may not reflect actual peer performance or knowledge Evaluation may be biased if assessment criteria are not well understood by students 	Instructor can either (1) develop assessment instrument and have students use it to rate their peers or (2) involve students in the development of the assessment instrument. Instructors should encourage students to take the assessment process seriously and provide clear definitions for the assessment criteria.

Note: ¹www.Ning.com; ²www.google.com/talk/; ³messenger.msn.com; ⁴www.blogger.com; ⁵www.wikidot.com.

From: Revere, L. & Kovach, J.V. (2011)

TABLE 2
Summary of Web-based Applications to Improve Engagement

<i>Technology</i>	<i>Advantages</i>	<i>Disadvantages</i>	<i>Implementation</i>
Twitter feeds ¹	<ul style="list-style-type: none"> Facilitates students receiving announcements and alerts rapidly Support the exchange of information between students, instructor, experts, etc. 	<ul style="list-style-type: none"> Students need continual access to Twitter feed (via a handheld/ mobile device, computer, etc.) 	Instructor sets-up a Twitter account for the class (see business.twitter.com/twitter101/) and periodically posts course related announcements, etc. To receive announcements, students must have a Twitter account, which is free, and then simply opt to "follow" the username associated with the course feed.
Google applications (Google Calendar, ² Gmail, ³ etc.)	<ul style="list-style-type: none"> Organizes and shares lesson plans Integrates with other calendars Facilitates peer interaction/ mentoring Accessible via handheld/mobile devices 	<ul style="list-style-type: none"> Some students may not be familiar with these applications Two unique e-mail streams may evolve 	Instructor sets-up a calendar in Google and shares this with students. Instructor establishes a Gmail account via Google and establishes a Google Group ⁴ for the class with its own group e-mail address. Instructor adds students to the group and instructs them to use the group e-mail address. The calendar can be updated by the instructor daily/weekly and emails can be sent by anyone in the group as needed.
Audio and video technologies (Wimba, ⁵ Voice-Thread, ⁶ Pow-Wow-Now, ⁷ Skype, ⁸ etc.)	<ul style="list-style-type: none"> Synchronous audio and video communication (no delays) Supports live discussions/debates/ presentations Facilitates audio feedback on assignments (preferred by students) 	<ul style="list-style-type: none"> Students may need a small amount of time learn how to use these applications efficiently Audio feedback on assignments is asynchronous communication (i.e., posting delays) 	Instructor selects audio/video communication technologies to be used in the course and develops corresponding assignments. Instructor sets-up instructor controlled technologies and students or instructor sets-up noninstructor controlled technologies as needed, depending on the nature of the assignment.
Collaboration technologies (Google Tasks, ⁹ Google Docs, ¹⁰ Facebook, ¹¹ Ning, ¹² etc.)	<ul style="list-style-type: none"> Organizes and shares task lists Facilitates synchronous authorship of documents/spreadsheets Fosters camaraderie through social networking 	<ul style="list-style-type: none"> Students need to access the Internet often to complete their work (via a handheld/mobile device, computer, etc.) 	Instructor sets-up a task list and/or creates document/ spreadsheet in Google and e-mails the link to access the tasks/ files to the class. Each student can then access the link on their computer or handheld/mobile device and students can update the necessary files simultaneously. Social networking sites are created by the instructor and/or students and shared.
Online content (Applications for posting, ¹³ searching, ¹⁴ creating, ¹⁵ etc.)	<ul style="list-style-type: none"> Supports connections to additional course related information online Provides course related content in formats students are familiar with Accessible via handheld/mobile devices 	<ul style="list-style-type: none"> Students may become overwhelmed by an excessive amount of content Students may need tutorials to learn how to record and post content 	Instructor identifies links (often within the course management system) to course related content online. Instructor records and posts additional content and/or instructor develops assignments that incorporate the use of technology in which student record and post assignments.

¹twitter.com; ²google.com/calendar; ³mail.google.com/mail/; ⁴groups.google.com; ⁵www.wimba.com; ⁶voicethread.com; ⁷www.powwownow.com; ⁸www.skype.com; ⁹mail.google.com/mail/help/tasks/; ¹⁰docs.google.com; ¹¹www.facebook.com; ¹²www.Ning.com; ¹³scholar.google.com, www.wikipedia.org, www.google.com/cse/; ¹⁴www.youtube.com, www.teachertube.com, www.apple.com/education/itunes-u/; ¹⁵www.jingproject.com, camstudio.org, www.screen-toaster.com, www.podbean.com.

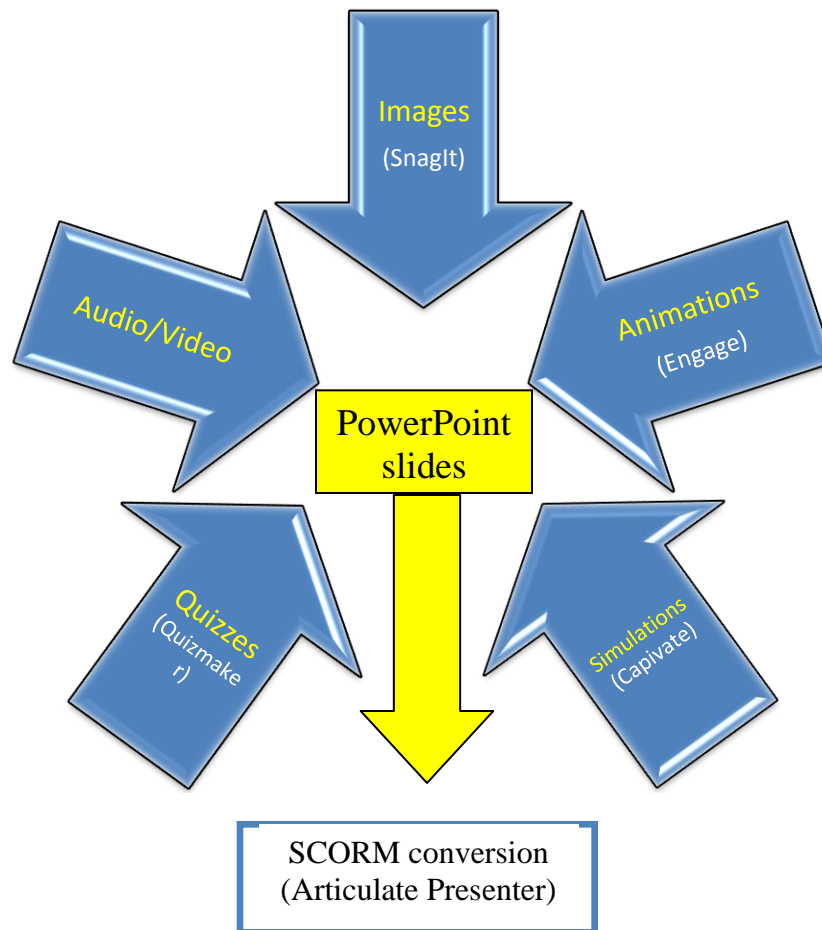
Faculty Expectations

The faculty expectations posting is usually the student's first "introduction" to an instructor, and sets the stage for subsequent interactions and activity. Tone and content are extremely important, as students do not have facial expressions or body language to guide interpretation of your words.

This initial posting can be as unique as the individual teaching the course. Below are some common "ingredients" I've found helpful:

- Brief introduction by the instructor, background, and interests / hobbies.
- Welcome message (repeated in announcements) including "what to do first" (directs learners to the "*preliminary activities*" of the course.
- Instructor contact information
- Course unit / module weeks:
 - for example: *Each unit begins on Monday and ends on Sunday at midnight (EST)*
- Postings:
 - Initial posted by (day of the week) for example: "*all initial unit postings must be made by Wednesday, midnight (CST)*"
 - Responses to other learners by (day of the week) for example: "*no later than Saturday, with all follow-up responses by Sunday, midnight (CST)*"
 - Posting and response general guidelines: further the discussion and should be clear, concise, and substantial.
 - Will / will not respond to all postings; or will provide a summary of each week's postings.
- Assignment due dates (posted with each unit) and penalty for late submissions.
- E-mail:
 - Reserve for personal issues (discourage frequent use)
 - Responses within __ hours (for example: *Allow 24 hours for a response to messages emailed to the instructor*).
- "Rules of the road / netiquette summary"
- Encourage students to communicate with one another (*fellow learners*)
- Presence of rubrics: encourage students to use them as guides
- Availability of threads "*ask the instructor*" (encourage all questions here), "*student café*"
- Links to technical support, library, and other resources
- Words of encouragement
- An interesting or applicable quote
 - For example (regarding time management and remaining on task):
"The bad news is, time flies. The good news is, you're the pilot" ~ M. Altschuler

E-Learning Development Tools



Note: Images, animations, software simulations, quizzes / practice exercises, audio and video created with different tools can be embedded into PowerPoint slides. Then, the PowerPoint file can be converted to be SCORM compliant.

Why Develop E-Learning with PowerPoint & Articulate?

- Easy and time efficient. Use existing knowledge of PowerPoint.
 - ✓ Easy to update content (update PowerPoint slides).
- SCORM compliant content:
 - ✓ progress can be tracked and bookmarked.
- Content is interactive and engaging (not just slides with text).
 - ✓ Interactive animation functions, video, simulation quiz, etc.
 - ✓ Quizzes can easily be created with Articulate and Captivate tools.
 - ✓ No programming necessary.
 - ✓ Can learn how to use in about an hour.

Sample Discussion Rubrics
Downloaded following multiple
google.com searches

Sample Online Discussion Rubrics

	5	4	3	2	1
Quality of Comments	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic
Resource/ Document Reference	Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading; lacks thoroughness of understanding or insight	Has not read the entire text and cannot sustain any reference to it in the course of discussion	Unable to refer to text for evidence or support of remarks
Active Listening	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion

	Superior	Average	Poor
Analysis / Interpretation	The message uses historical sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Some messages do analysis or interpretation well, but a significant number do not. This might either be because the analysis was not done well, or because it was not attempted (that is, was simply opinion or hearsay).	Messages generally show little evidence of historical analysis, consisting instead of opinion and feelings and impressions.
Scholarly Dialogue	All sources are cited. Argumentation is from the evidence. No <i>ad hominem</i> arguments.	Citations are sometimes missing, are incorrect, or are from a poor source (e.g., a K12 internet site or an encyclopedia).	Messages regularly lack any sort of citation. Arguments are from opinion, not from evidence.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal. The writing does not have to be flawless, but it will be better than average writing.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.
Participation	Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Messages that originate a thread usually generate responses. Student does not start a topic or pose a question and then abandon it.	Some messages contribute to ongoing conversations, but others are disconnected. If the student starts a new thread, sometimes there is follow-up but sometimes there isn't. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively.	Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses.

CRITERIA	Exemplary	Proficient	Incomplete
Discussion postings include thought-provoking input and feedback designed to enhance communication from/with other participants	3 points Displays an understanding of the specific topic or comment under discussion. Posts at least three times per module to the WebBoard in response to communication from other participants	1 point Displays some understanding of the specific topic or comment under discussion. Responses are vague. Posts less than three (3) times per module to the WebBoard.	0 points Displays a little understanding of the specific topic or comment under discussion. Does not participate in the WebBoard class discussions.
Quality of Writing	3 points Written responses are free of grammatical, spelling or punctuation errors. The style of writing contributes to open, honest communication.	1 point Written responses are usually free of grammatical, spelling or punctuation errors. The style of writing generally contributes to open, honest communication.	0 points Written responses frequently contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication.
Complies with established class best practices for learning	3 points Proactively participates in the class in accordance with all best practices for learning. All postings are respectful of others' ideas, opinions and feelings and assist in clarification of other participants' perspectives.	1 point Participates in the class in accordance with best practices for learning. Postings generally are respectful of others' ideas, opinions and feelings.	0 points Does not comply with established group best practices for learning. Postings do not adhere to the ground rules of respect, confidentiality, and professionalism.
Connections to professional practice	3 points Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in a classroom to include a theoretical rationale underlying the use of specific strategies or materials.	1 point Evidence of some reflective thought pertaining to personal perspectives and professional development. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials.	0 points Little evidence of reflective thought pertaining to personal perspectives and professional development. Few, if any, reflective statements go beyond what takes place in a specific classroom. Little if any theoretical rationale underlying the use of specific strategies or materials included.
TOTAL POINTS _____			

Original Posting(s) - 7 points

Your original posting(s) each week should...

- mention at least 2 points from the week's readings (1 point)
- relate new content to what you have already learned in the course to date (1 point)
- relate content to your own personal experiences (1 point)
- critically analyze the content - your posting should not be just a summary of the reading (3 points)
- be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too (1 point)

Responses to Other Student Postings - 3 points

Your responses to other students and the instructor should...

- incorporate quotes from the other postings (1 point)
- be logically reasoned and supported (1 point)
- be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too (1 point)

Sample Rubric 2

Discussion Rubric

Participating 3 times during the week is measured by postings on 3 different days; you may actually make 5-6 postings, but participation only occurred 3 times during the week.

A Discussion (9-10 points) - participated 3 times, minimum of 5 posts

A-level postings...

- are made in a timely fashion, giving others an opportunity to respond
- are thoughtful, and analyze the content or question asked
- make connections to other content and real-life situations
- extend discussions already taking place, or pose new possibilities or opinions not previously voiced

B Discussion (7-8) - participated 2 times, minimum of 4 posts

B-level postings...

- are made in a timely fashion, giving others an opportunity to respond
- are thoughtful, and analyze the content or question asked
- make connections to previous or current content or to real-life situations, but the connections are unclear, not firmly established or are not obvious
- contain novel ideas, connections, and/or real-world applications, but they may lack depth, detail and/or explanation

C Discussion (6) - participated 1 time, minimum of 2 posts

C-level postings...

- are usually, but not always, made in a timely fashion
- are generally accurate, but the actual information they deliver seems thin and commonplace
- make limited, vague connections between class readings and postings by other students
- contain few novel ideas, reflecting what other students have already posted, and what class readings clearly articulate

D-F Discussion (0-5) - participated 1 time, 1 post

D & F-level postings...

- are not made in a timely fashion, if at all, keeping other students from reading and responding
- are rudimentary and superficial, lacking any degree of analysis or critique
- contribute no novel ideas, connections, or real-world applications
- may be completely off topic

Sample Rubric 3

Focused on topic

Clear indication that the response is motivated by the particular reading and that the writer has taken a particular slant on that reading and developed it.

Organization of ideas/thoughts

There is a sense in the response that ideas lead to each other and that there are connections being made.

Critical thinking evident in responses

The response is just not a summary but an attempt by the writer to push toward a particular personal meaning.

Correlations of contributions to assigned readings

The response refers consistently to the reading and to particular ideas and situations within the reading that have made an impression.

Use of other resources/citations

The response makes connections to information, writers, and other texts the writer has read or seen.

Thoughtfulness in interactions

Evidence of college-level thinking that relates the writer's life to the social environment in which it was written.

Listening to others

The response illustrates that the writer has been paying attention to those who have interesting and provocative things to say.

Grammar/mechanics

Few grammar or sentence mechanics errors—none that interfere with the meaning the writer wants to convey.

Discussion Participation Rubric

Criteria	Unsatisfactory	Satisfactory	Exemplary
Quantity and Timeliness	Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session. 3 points	Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session. 3.75 points	Submits one initial response early in the session, and two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session. 5 points
Spelling and mechanics	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors. 3 points	Submits posts that have one or more grammatically incorrect sentences and two spelling errors. 3.75 points	Submits posts that contain grammatically correct sentences without any spelling errors. 5 points
Demonstrates knowledge and understanding of content and applicability to professional practice	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice. 3 points	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice. 3.75 points	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community. 5 points
Generates learning within the community	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper. 3 points	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper. 3.75 points	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper. 5 points

Total Possible Points: 20 points

Discussion Participation Rubric

	No Participation	Unsubstantial Participation	Partial Participation	Full Participation
Quality of Posting	Does not post an original peer response. 0 points	Post is not original and simply paraphrases what others have said or just says, "I agree..." or "Good idea..." 2 points	Post is original and contributes at least one new idea or example that adds value to the discussion. 3 points	Post is original and contributes >1 new idea or example that adds value to the discussion. 4 points
Quantity of Posting	At this point, it does not appear that you have posted any responses to your classmates in the Main forum. To earn full participation, post a substantive message twice a day on three different days. 0 points	Partial participation points earned this week. You have a good start at participation, but for a post to count toward participation credit, it must be substantial. Thoroughly discuss or converse with classmates. Say more than just "I agree" or "Good ideas". Have a conversation. To earn full participation, post twice a day on three different days. You are to have two a day on three different days to earn full credit. Good start overall! 2 points	Good start at participation this week. Your contributions to classroom discussion are stimulating and a pleasure to read. However, make sure to spread out evenly these participation posts. You are to have two a day on three different days to earn full credit. Thanks for sharing! 3 points	Full participation points earned this week! Fantastic! Your contributions to classroom discussion are stimulating and a pleasure to read. Thanks for sharing! 4 points
Length of Posting	Does not post a peer response in the discussion topic area during the discussion period. 0 points	N/A	Post does not meet the minimum word count of 75 words. 3 points	Post meets the minimum word count. 4 points
Timeliness of Posting	Does not post a peer response in the discussion topic area during the discussion period. 0 points	N/A	N/A	Posts peer responses during the discussion period. 4 points

Degree of Peer Interactivity	Does not interact with peers in the discussion topic area. 0 points	Writes unsubstantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses. 2 points	Writes at least 2 substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses. 3 points	Writes > 6 substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses. 4 points
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Total Possible Points: 20 points

Note: Customize the total number of points depending on how much participation counts in the overall course design.

Use the Following Scoring System to Determine the Quantity of Posting Criteria

If a student has at least:

- 2 posts on 3 days = 10 points
- 2 posts on 2 days and 1 post on 1 day = 8 to 8.5 points
- 2 posts on 1 day and 1 post on 2 days OR 2 posts on 2 days = 6.5 to 7.5 points
- 1 post on 3 days OR 2 posts on 1 day and 1 post on 1 day = 5 points
- 1 post on 2 days OR 2 posts on 1 day = 3 to 4 points
- 1 post on 1 day = 1 to 2 points

	Unacceptable 0 pts 0	Basic 0.5 pts 0.5	Proficient 1 pts 1	Advanced 1.5 pts 1.5	Distinguished 2 pts 2
<p>Substance 0.2 pts Explores, explains, expands upon the issue being discussed. Uses text and experience to discuss subject matter. Demonstrate analysis on various levels other than the personal.</p>	Postings reflect no evidence of assigned readings, no experience and no analysis.	Very unclear that readings were understood by incorporation into postings, little experience or analysis,	Somewhat unclear that readings were understood by incorporation into postings, some experience and analysis explored.	Somewhat clear that readings were understood by incorporation into postings	Very clear that readings were understood by incorporation into postings
<p>Provocative 0.2 pts Promotes interaction and asks provocative questions or makes provocative remarks.</p>	No evidence that any other postings have been read/Unwitting repetition of questions or points made by others	One or more points from discussion post or one or more participants only vaguely built upon/refuted in postings	At least one point from discussion post one other participant clearly built upon/refuted in postings	At least one point from discussion post or multiple participants clearly built upon/refuted in postings	Multiple points from discussion post or multiple participants clearly built upon/refuted in postings
<p>Posting Timeliness 0.2 pts Timeliness of discussion contributions</p>	Postings very concentrated during the week (i.e., all posted within a very brief period of time)	Postings somewhat concentrated during the week (i.e., all posted within a somewhat brief period of time)	Postings neither distributed nor concentrated throughout the week	Postings distributed throughout the week	Postings consistently and logically distributed throughout the week
<p>Posting Quantity 0.2 pts Quantity of contributions</p>	Replies only (regardless of number)	Original posting only	Less than the minimum number of postings (original post and at least one reply)	Met the minimum number of postings (original post and replies)	Exceeded the minimum number of postings (original post and replies)
<p>Writing Mechanics 0.2 pts Adherence to academic spelling and grammar conventions.</p>	7 or more spelling, punctuation or grammar errors	Less than 7 spelling, punctuation or grammar errors	Less than 5 spelling, punctuation or grammar errors	Less than two spelling, punctuation or grammar errors	No spelling, punctuation or grammar errors

	Unacceptable 0 pts 0	Basic 5 pts	Proficient 10 pts	Advanced 15 pts	Distinguished 20 pts
<p>Substance Explores, explains, expands upon the issue being discussed. Uses text and experience to discuss subject matter. Demonstrate analysis on various levels other than the personal.</p> <p>Provocative Promotes interaction and asks provocative questions or makes provocative remarks.</p>	<p>Postings reflect no evidence of assigned readings, no experience and no analysis.</p> <p>Unacceptable No evidence that any other postings have been read/Unwitting repetition of questions or points made by others</p>	<p>Very unclear that readings were understood by incorporation into postings, little experience or analysis,</p> <p>Basic One or more points from discussion post or one or more participants only vaguely built upon/refuted in postings</p>	<p>Somewhat unclear that readings were understood by incorporation into postings, some experience and analysis explored.</p> <p>Proficient At least one point from discussion post one other participant clearly built upon/refuted in postings</p>	<p>Somewhat clear that readings were understood by incorporation into postings</p> <p>Advanced At least one point from discussion post or multiple participants clearly built upon/refuted in postings</p>	<p>Very clear that readings were understood by incorporation into postings</p> <p>Distinguished Multiple points from discussion post or multiple participants clearly built upon/refuted in postings</p>
<p>Posting Timeliness Timeliness of discussion contributions</p> <p>Posting Quantity Quantity of contributions</p> <p>Writing Mechanics Adherence to academic spelling and grammar conventions.</p>	<p>Postings very concentrated during the week (i.e., all posted within a very brief period of time)</p> <p>Replies only (regardless of number)</p> <p>7 or more spelling, punctuation or grammar errors</p>	<p>Postings somewhat concentrated during the week (i.e., all posted within a somewhat brief period of time)</p> <p>Original posting only</p> <p>Less than 7 spelling, punctuation or grammar errors</p>	<p>Postings neither distributed nor concentrated throughout the week</p> <p>Less than the minimum number of postings (original post and at least one reply)</p> <p>Less than 5 spelling, punctuation or grammar errors</p>	<p>Postings distributed throughout the week</p> <p>Met the minimum number of postings (original post and replies)</p> <p>Less than two spelling, punctuation or grammar errors</p>	<p>Postings consistently and logically distributed throughout the week</p> <p>Exceeded the minimum number of postings (original post and replies)</p> <p>No spelling, punctuation or grammar errors</p>

E-Learning vs. Classroom Training

Criteria*	E-Learning	Classroom Training
Learning Goals	<p>Some are better handled through e-learning, e.g.:</p> <ul style="list-style-type: none"> • Knowledge attainment • Grasping a new process 	<p>Some are better handled in face-to-face learning e.g.:</p> <ul style="list-style-type: none"> • Complex technical skills • Human interaction skills • Tasks requiring demonstration**
Content Attributes	<p>Effective learning can be obtained through self-paced e-learning:</p> <ul style="list-style-type: none"> • Consistent quality • Stable content • Interactivity 	<p>Learners need to have real-time access to an instructor to effectively learn**, e.g.:</p> <ul style="list-style-type: none"> • Demonstration, hands-on • Presentations • Collaboration, discussion**

* Other considerations: class size and characteristics, timeline, costs, resources, available classroom space, etc.

** The ideal solution may be a blended (hybrid) approach: e-learning and face-to-face support each other to meet learning objectives.

Source: NM Academy (April, 2008), *E-Learning in NMH*