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# Assignment Overview

This page provides a brief overview of the assignments for this course. Details on each assignment are included in WebCT.

	<b>Description</b>	<b>Points</b>	<b>Due</b>
<a href="#"><u>Assignment 1</u></a>	<b>WebCT Introduction and Discussion Posting</b> Post your intro and a reply to one of the discussion questions.	<b>5</b>	
<a href="#"><u>Assignment 2</u></a>	<b>Collaboration on Netiquette Rules</b> Examine the web resources on Netiquette, then collaborate with your small group to develop your own set of rules. Post these rules to the class.	<b>10</b>	
<a href="#"><u>Assignment 3</u></a>	<b>WebCT Discussion on DL Technology</b>	<b>5</b>	
<a href="#"><u>Assignment 4</u></a>	<b>WebCT Discussion on DL Design</b>	<b>5</b>	
<a href="#"><u>Assignment 5</u></a>	<b>Assessment and Feedback using Videotape</b>	<b>30</b>	
<b>Part A</b>	<b>WebCT Discussion</b> Reflect on the 10-step process and self-assessment and feedback. Each discussion is worth five (5) points.	10	
<b>Part B</b>	<b>Assessment and Feedback using Videotape</b> Analyze a videotape segment using Dr. Marty Taylor's work as a guideline.	20	
<a href="#"><u>Assignment 6</u></a>	<b>Collaborative Assignment</b>	<b>35</b>	
<b>Part A</b>	<b>Research a topic of choice and prepare to lead a discussion group</b> Collaborate with a small group to research a topic and prepare to lead a discussion group.	10	
<b>Part B</b>	<b>Facilitate an online discussion</b> Lead the online discussion regarding the results of your collaborative assignment. Prepare discussion questions ahead of time, introduce yourselves in the discussion and respond to student postings.	15	
<b>Part C</b>	<b>Participate in Student led discussions</b>	5	
<b>Part D</b>	<b>Group Self-Assessment</b> Complete a questionnaire on the group process	5	
<a href="#"><u>Assignment 7</u></a>	<b>Action Plan</b> How will you continue to develop your skills as a distance learning facilitator? Submit a plan for your hands-on application (Option A, B).	<b>10</b>	



**Important:**

Be sure you follow the guidelines in your *Student Handbook* throughout the course for each assignment.

- Guidelines For Use Of Technology
- Security of the Online Environment
- Guidelines For WebCT Discussions
- Guidelines For Written Assignments

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# Assignment 1 - WebCT Introduction



## Participate in WebCT discussions

### Description

**Goal:**

The goal of this assignment is twofold. The first goal is to verify that you can compose a new message and reply to an existing message in a WebCT discussion. Since most of the communication and discussion in your courses will be accomplished using the WebCT discussions, the ability to post and reply to discussion messages is required for success in the program. The second goal is to get to know you and for you to get to know each other.

**Objectives:**

- To use the WebCT discussion group to post your introduction
- To use the WebCT discussion group to reply to a discussion question
- To follow the “Guidelines for Discussion Groups” from the *Student Handbook*
- To share your introduction and learn about others in your section

### Approaching the Assignment

To prepare for this assignment, you need to:

- Complete all the activities up to this point.
- Read or review the sections in the *WebCT User Guide* covering discussion groups.
- Review the section in the *Student Handbook* on “Guidelines for Discussion Groups.”

Look at what you will be asked to post and compose an articulate response. Think about it before you get online so that when you are ready to post, you know what you want to say.

## Completing the Assignment

**Note:** It is strongly recommended that you compose your posting for assignments off-line in MS Word and save them in a document. This will ensure recovery in case of a technical problem on your computer, WebCT or the Internet. You can copy and paste your text into the discussion posting in WebCT when you are ready.

This assignment has two distinct parts as described below.

### **WebCT Introduction**

In order to complete this part of the assignment you should:

- Post an introduction in the discussion group named Assignment 1 Introductions. A key part of the discussion groups is posting to the correct discussion. You will not be given credit for responses posted in the wrong discussion group.
- Include the following information in your introduction:
  - Your name
  - Where you live
  - Where you work
  - Why you chose interpreter or ASL education as a profession
  - A “personal” tidbit (hobby, family, etc.)

### **Response to Questions**

In order to complete this part of the assignment you should:

- Post a “reply” in the discussion group named Assignment 1 Questions. Within this group there will be four initial postings, one with each of the following questions. Reply to one of these questions with your thoughts on the topic. This should develop some nicely organized threads.

Question 1: If you have recently attended some training seminars, courses or presentations, indicate if the training experience was good or bad, and why. These can be face-to-face or distance delivered courses.

Question 2: What do you think your biggest challenge would be as an online facilitator?

Question 3: Why are you interested in doing this distance-

learning program? Do you see any drawbacks?

Question 4: What challenges do you see in implementing distance-learning technologies for interpreter education or ASL instruction?

## Grading

This assignment will be graded using the Assignment 1 rubric.

**Notes about grading for this course:**

Each assignment in a course carries a specific point value. The total for all assignments in the class will add up to 100.

Grading for all assignments will be done using “rubrics” as guidelines. A rubric usually contains details on what is expected for an A, B, C or D quality assignment. These rubrics can help you focus on what is expected of you for the assignment.



## Assignment 1 Rubric: Introduction and Response to Question

This part of the assignment will be graded as follows:

CATEGORY	Completed (full points)	Not Completed (no points)
<b>Timeliness</b>	Required postings are made by the due date. Late assignments will lose one grade level.	
<b>Introduction 2.5 points</b>	Posted in correct discussion group (Assignment 1 – Introduction) and includes information required in the assignment.	Not posted.
<b>Question Reply 2.5 points</b>	Posted as a REPLY to a question in the Assignment 1 – Questions discussion group and responds directly to the question.	Not posted.

**Note:** (If you do not post in the correct group or do not post correctly, your SF will notify you and give you a chance to repost.)

The purpose of this activity is **learning to post correctly** so the Section Facilitators will provide feedback on this process if necessary. Future postings will lose points if they are not posted correctly.



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# Assignment 2 - Netiquette



## Collaborative project to develop “Internet Etiquette” rules for your cohort group

### Description

**Goal:**

The goal of this assignment is to develop your own rules or guidelines for Internet manners.

**Objectives:**

- To use the WebCT discussion to collaborate on a project.
- To develop “internet manners” for your cohort group.

### Approaching the Assignment

This assignment is important because it introduces you to the idea of collaborating with your colleagues in class via the Web. As you progress through your coursework, you will have other projects that require collaboration. These collaborative projects can take multiple forms (discussed in Lesson 4 of this course).

Secondly, the assignment is important because of the product that you will be producing. As a DO IT Center student, you will be communicating with colleagues via the Web. You will be working on projects together, sharing thoughts and ideas. Sometimes you will agree; sometimes you will disagree. It is extremely important that you all follow some basic rules of etiquette to avoid hurt feelings and misunderstandings, and to make the best use of the discussion groups and emails. A new term has been coined for Internet etiquette – “netiquette”. Rather than the DO IT Center publishing what the rules will be, you now have a chance to develop your own rules by working together.

It is important that you approach this assignment with an open mind. Some of you may not have a lot of experience collaborating with others to accomplish a task. Others may not be comfortable with communicating in writing and would prefer to do this face-to-face. This assignment will introduce you to the process of collaborating online, when you can’t be face-to-face!

## Completing the Assignment

In order to provide you with more practice on using the discussion groups and to give you a first taste of “collaborating on the Web”, you will need to collaborate with a small group to develop a set of netiquette rules for this class. In order to do this you need to:

- Look for a posting in your Homeroom for who will be working together in groups.
- Touch base with your group to decide how you are going to approach the assignment.
- Read the resources listed under “Netiquette” on the Resource page.
- Research and find at least one additional resource on netiquette that you like.
- Work with your group to consolidate/rephrase/rewrite the Netiquette rules and decide on five rules that you think are the most important.
- Your rules can include:
  - General guidelines or etiquette  
These outline general guidelines for behavior, politeness, and respect when communicating online.
  - Mechanics  
These outline the use of mechanics including capitalization, punctuation, abbreviations, and emoticons (smiley faces made with punctuation symbols).
- Post your set of five (5) rules in the Assignment 2 discussion.
  - Include your section, group number and the names of the group members at the start of the posting.
  - Include a reference to the additional resource you found and used.
- A member of the Instructional Team will compile the rules and propose a Netiquette list that can be discussed and amended by the class.

## Grading

This assignment will be graded using the Assignment 2 rubric.

## Instructional Insights

The following structure provides a classic model for completing collaborative assignments and is offered here to help you get started with this assignment.

Getting started:

- **Netiquette Scenario**  
You are about to embark on a distance-learning journey that will require you to use the Internet to communicate with your facilitators and peers. It is extremely important that you all understand the “rules” and use the same “netiquette” as you communicate to avoid misunderstanding and to maximize your communication.
- **Getting Organized**  
The easiest way to get organized is to start as an individual and then work with your group. Make a list of what you think are the most important items to cover relating to your assigned topic. List several “rules” or opinions you have about the topic.
- **Gathering Information**  
First, do some research and thinking on your own as an individual. Go to the websites listed under “Netiquette” in the resources for this lesson. You can also use a search engine to find websites that discuss Internet or email etiquette. You might also see if your place of employment has any policy on email etiquette. You can gather the information in a variety of places. Take a look at the *Student Handbook* for any guidelines already published by the program.

Once you have your thoughts together, you are ready to get with your group and share what you have found. Everyone will bring ideas to the table. You will be placed in small groups for this assignment and there will be a discussion group set up for each small group within your section, making it easy for you to share your ideas.

## Instructional Insights (continued)

- **Analyzing Information**  
Now is the time to consolidate and brainstorm. After your group has shared ideas using the appropriate WebCT discussion, you will need to consolidate and refine the ideas. Hopefully someone in your group will volunteer to make a consolidated list (you can often do this by cutting and pasting). After you have read each other's ideas, you also need to brainstorm for new ideas because each of you will think of new things after you have been exposed to everyone's thinking.
- **Presenting Your Decision**  
Finally, each group will present their "Netiquette" rules to the whole group by posting it in the Assignment 2 discussion group. Again, it would be nice to have someone in your group volunteer for this. There should only be one posting for each small group.

Once each group's list has been posted, a member of the instructional team will consolidate all the lists and publish a draft of the "Internet Netiquette." You will have the opportunity to comment and provide feedback and revisions will be made accordingly.

When this is complete, you will have developed your own "Netiquette" which will be the rules or guidelines to be followed by your group for the rest of your course(s). If new topics come up, the rules can be updated.

As you will discover in Lesson 4, collaborative projects can take multiple forms. This is a simple format where you start as an individual, share thoughts with a group, and expand outward. Other projects may require you to organize into different roles where each person performs a different task or completes a different part of the project. In addition, collaborative projects often require that you evaluate yourselves and your process.

## Assignment 2: Rubric for Collaborative Assignment on Netiquette

CATEGORY	Excellent (A) 10-9.1 points	Good (B) 9-8.1 points	Satisfactory (C) 8-7.1 points	Needs Improvement (D) 7-6.1 points
<b>Timeliness/Format</b> (1 point)	The following criteria are used to grade timeliness and format.			
<b>Timeliness</b>	Required postings are made by the due date. Late assignments will lose one grade level.			
<b>Format</b>	Final posting is in correct discussion group and includes names of all group members. Not done correctly.			
<b>Language/Org.</b> (2 points)	The following criteria are used to grade language and organization.			
<b>Organization (1 pt.)</b>	Information is very organized using bullets and subheadings as appropriate.	→	The information appears to be disorganized.	→
<b>Mechanics (1 pt.)</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Netiquette Rules (7)</b>	Grading of the rules is based on the following criteria:			
<b>Amount of Info</b> (1 pt.)	Five rules are posted.	Five rules are posted.	Less than five rules are posted (or it is hard to tell the number of rules due to lack of organization.)	→
<b>Quality of Information</b> (5 pts.)	The rules submitted provide an excellent foundation for netiquette. The approach to the problem is clearly stated along with the rationale for picking these rules.	The rules submitted provide appropriate netiquette guidelines, but the theme or rationale for selecting these specific rules is not clearly discussed.	The rules submitted are netiquette rules, but there is no rationale or evidence of thoughtful deliberation of which rules to choose.	The rules are not appropriate or relevant or are just "lifted" from some other source.
<b>Resources</b> (1)	Resources from the course are cited along with additional resources used by the team.	Resources from course are cited.	Some resources are cited.	No resources are cited.



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# Assignment 3 - WebCT Discussion



## Participate in WebCT discussions

### Description

**Goal:**

The purpose of this activity is to share insights, reflections and experiences with your peers through the WebCT discussion.

**Objectives:**

- To share insights and learn from your peers
- To reflect on and discuss topics from Lesson 3

### Approaching the Assignment

To prepare for this assignment, you need to:

- Complete all activities up to this point.
- Think about the impact that technology has on distance learning in general.
- Reflect on how technology impacts interpreter education.

Look at what you will be asked to post and compose an articulate response. Think about it before you get online so that when you are ready to post, you know what you want to say.

## Completing the Assignment

Post a response to one of the following questions in the WebCT discussion group for Assignment 3:

1. Based on what you have seen so far in this course, and any experience you have with other online courses, what do you think are the critical characteristics/skills that students need to be successful?
2. Do you think the audience of interpreters who may be attending your future training courses has these characteristics or not? If not, what could you do to help them be successful in an online program?
3. What technologies would be the most effective for your teaching?
4. Give an example of an effective use of technology that you have found on the Web or experienced and explain why you think that technology worked so well in the situation. Post the website if possible.

## Grading

Grading for this assignment will be done using the Discussion Group Posting Rubric.

## Assignments 3 & 4: Rubric for Discussion Group Postings

CATEGORY	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D)
<b>Timeliness</b>	Late postings will lose one point each.			
<b>Number of postings</b>	Preferred number of postings is at least one original posting and one response to a fellow student.			
<b>Posted Correctly</b>	Posted in correct discussion and either starts a new message or responds to a prior message.		Not in correct group	
<b>Length (guideline)</b>	One paragraph (5-6 sentences)			
<b>Content</b>	Directly responds to the question or discussion topic and contains all information requested	Responds to the discussion topic, may be missing some information requested	May be slightly off topic	Does not respond to the required topic
<b>Quality</b>	Meets criteria of "good" posting AND contains multiple resources, examples or references.	Response shows understanding with thoughtful, substantive ideas concerning the topic along with one example, reference to relevant material or real-life.	Response demonstrates a basic understanding and some insight into the topic.	Does not show understanding, thought or insight into the topic.
<b>Response to another posting</b>	Meets criteria of "good" response and includes an outside resource, example, reference to relevant material or real-life	Meets criteria of "satisfactory" and clearly indicates your position in relation to what fellow student(s) said <i>e.g.- agreeing, disagreeing, adding to, modifying, extending or questioning it.</i>	Is responsive to at least one fellow student in a personalized, meaningful way	Fails to respond to fellow student(s) or response is trite, inane, or else quite simple and just a personal remark not a substantive reply ( <i>ex - "Good. I really liked your comment."</i> )
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Tone</b>	Is respectful and professional			
			Does not show appropriate respect or professionalism.	



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# Assignment 4 - WebCT Discussion



## Participate in WebCT discussions

### Description

**Goal:**

The purpose of this activity is to share insights, reflections, and experiences with your peers through the WebCT discussion.

**Objectives:**

- To share insights and learn from your peers.
- To reflect on and discuss topics from Lesson 4.

### Approaching the Assignment

To prepare for this assignment, you need to:

- Complete all activities up to this point.
- Think about the design elements of distance courses and how different designs might be appropriate for different audiences.
- Reflect on what type of course design would be appropriate for your audience.

Look at what you will be asked to post and compose an articulate response. Think about it before you get online so that when you are ready to post, you know what you want to say.

## Completing the Assignment

The following questions will be posted in the discussion for this assignment. You may respond to any of these questions or post a question of your own. You may also post any sample courses that you would like people to look at in the "SAMPLES" discussion thread.

1. How do you think the audience characteristics affect the design of the course? If you make general comments, please give examples from the specific courses you viewed.
2. What are appropriate uses of media in courses and what are the limitations that you see?
3. What is your opinion about a very structured course (like the EICP sample) where students are taking the course at the same time, versus a course that is totally self-paced? What are the variations that exist in this continuum and how might different combinations/structure be used?
4. How difficult or easy was it for you to look at different courses and find your way around?
5. Pick a technique/idea from one of the courses and explain how you might use it in a course or training session online.

## Grading

Grading for this assignment will be done using the Discussion Group Posting Rubric (see Assignment 3).

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# Assignment 5 - Videotape Analysis



## Videotape Analysis

### Assignment Description

**Goal:**

The goal of this assignment is to provide practice in analyzing a signed message using the work of Taylor and articulating your observations to your online peers.

**Objectives:****Part A – WebCT Discussion**

- To reflect on and process your learning about the 10-step process and Marty Taylor's work in discussions with your peers.

**Part B – Videotape Analysis**

- To apply the 10-step discourse analysis process in analyzing a text that will be signed by a student for your review.
- To analyze a student's interpretation of a text in relationship to the features addressed in Taylor's text, Interpretation Skills: English to ASL.
- To practice and apply strategies for providing feedback to ASL students and interpreters on their signing and/or interpreting process.

### Approaching the Assignment

**Part A:**

After reading the lesson content about the 10-step process and self-assessment and feedback, reflect on these topics and respond to one of the discussion questions in the Assignment 5A discussion.

**Part B:**

As you approach this part of the assignment, read the English version of the text entitled "[American Goals](#)" and reflect on the 10-step discourse analysis process. Consider how you would complete each step in the process. Engage in a discussion with your online peers in response to the following questions:

- What are the main ideas you isolated in your map?
- What is the abstraction you created for this text?
- What are the salient linguistic features you feel need to be present in the ASL translation of this text and why?
- What step in the process was most challenging for you and why?
- What step do you feel will be most challenging for students and why?

After you complete the 10-step discourse analysis process, view the tape of the female student signing the text "American Goals."

Utilizing Taylor's work, jot down your observations about the student's performance in each of the first six categories in the blue text entitled Interpretation Skills: English to American Sign Language. Jot down your observations about the student's performance related to fingerspelling, numbers, vocabulary (lexicon), classifiers, structuring space, and grammar. Identify those behaviors that are effective and those that are less than effective. View the student's work as many times as you feel is necessary in order to generate a sufficient list of observations.

Now, isolate the observations that relate to errors that occurred in the student's work, and relate the errors to specific examples of error types from Taylor's work. For example:

**Major Feature:** Numbers (Taylor, 1993, p. 23)

11. DEF: Numbers are precise elements of information. There is often a lack of context in which to remember the information. Therefore, often numbers can be either incorrect or deleted. Skill #11 addresses the accuracy of the number only.

**Observed Behavior:** The signer produced the numbers 37 for the number 376 indicated in the source text.

**Associated Error Type:** 11.B. Numbers are deleted.

**Proposed Correction:** This behavior could be corrected by adding the deleted number after the formation of the 7. The interpreter appears challenged in accurately conveying numbers (particularly a group of numbers) and would benefit from practicing with the ASL Numbers series from Sign Media to enhance overall fluency.

You should strive to identify at least one error for each of the first six Major Features.

**NOTE: You do not need to address the features of Interpreting or Composure and Appearance for this assignment.**

The last step in this assignment is to translate your observations into a written feedback report that is between 1,000-1,500 words in length and incorporates principles of effective feedback. The written feedback report should be directed to the student on the videotape and focus on a balanced discussion of what she did that was effective and what she did that needs to be improved.

## Completing the Assignment

Successful completion of this assignment requires that you:

**Part A:**

Participate in the online discussion regarding the 10-step process and self-assessment and feedback.

**Part B:**

1. Prepare a 1,000-1,500 word written summary of feedback to the student that covers these areas:

Quality of translation in terms of:

- Effective incorporation of Major Features defined by Taylor during the translation
  - Patterns of errors that emerged and can be related directly to Taylor's work (provide at least one example for each of the first six Major Features from Taylor's 'Blue' book-Interpretation Skills: English to ASL)
  - Inclusion of all main ideas and supporting detail
  - Clarity and production
  - Equivalency of meaning to the original source language (SL) text
2. Submit your written report to the Assignment 5 drop box by the assigned due date listed in your roadmap.

## Grading

Grading for Part A will be done using the Discussion Group Rubric. Grading for Part B will be done using the following Rubric.



## Assignment 5B Rubric (20 points possible)

CATEGORY	Excellent (A=20-18.1 points)	Good (B=18-16.1 points)	Satisfactory (C=16-14.1 points)	Needs Improvement (D=14-12 points)
Timeliness	Assignment was postmarked by the required date. Loses one point per day late.			
Discussion	Participated in online discussion (1 point can be deducted for non-participation)			Did not participate.
Quality of Feedback to Student				
Effective incorporation of Major Features from Taylor addressed (8 points)	The feedback to the student addresses all of the Major Features and provides at least one (1) specific example for each feature addressed.	Most of the Major Features are addressed in the analysis with at least one (1) example of each feature.	Most of the Major Features are addressed in the analysis but a few of the features are missing examples.	Several of the Major Features are not addressed <b>AND</b> several of the Major Features addressed are missing examples.
Patterns of errors addressed (5 points)	Feedback includes at least three patterns of errors that emerged and can be related directly to Taylor's work and provides at least two examples to support each pattern.	Two patterns of errors are identified and related to the appropriate Major Features and are addressed with at least two examples.	One pattern of error is identified and related to the appropriate Major Feature and is supported with at least two examples.	One pattern of error is identified but not clearly related to the appropriate Major Feature <b>AND</b> an insufficient number of examples are provided.
Inclusion of all main ideas and supporting detail (3 points)	Specific feedback is provided to the student regarding their inclusion of all main ideas and supporting detail from the SL text. Ideas and details that the student missed are itemized with constructive feedback/suggestions	Specific feedback regarding most of the major ideas and details is included with constructive feedback/suggestions for improvement.	Feedback is included, but is missing some detail or constructive feedback/suggestions for improvement.	Feedback is missing or non-specific.

CATEGORY	Excellent (A=20-18.1 points)	Good (B=18-16.1 points)	Satisfactory (C=16-14.1 points)	Needs Improvement (D=14-12 points)
<p>for improvement.</p> <p>Equivalency of meaning to the original source language (SL) text (4 points)</p>	<p>Feedback about whether the interpretation represented an accurate and equivalent representation of the source language message and reflected appropriate semantic choice and register is given with specific examples and comments about areas of potential improvement.</p>	<p>Feedback about equivalency of meaning is provided, but a few examples or details are missing.</p>	<p>Feedback about equivalency of meaning is provided, but several examples or details are missing.</p>	<p>The feedback is missing or nonspecific.</p>
<p>Mechanics Up to 2 points can be deducted from total grade.</p>	<p>No grammar or spelling errors. Paper is organized and would be easy for a student to understand.</p>	<p>Few grammar or spelling errors. Paper is mostly organized.</p>	<p>Some grammar and spelling errors. Paper is somewhat organized, but may be hard for the student receiving the feedback to follow.</p>	<p>Several grammar and spelling errors. Paper is disorganized.</p>

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# Assignment 6 - Collaborative Assignment



**Collaborative project to lead a discussion group**

## Description

**Goal:**

The goal of this assignment is to collaborate with other students to research a topic and lead a discussion group.

**Objectives:**

- To use the WebCT discussion groups to collaborate on a project.
- To lead a discussion group.

## Approaching the Assignment

This assignment is important because it gives you an opportunity to collaborate with your peers and prepare to lead a discussion.

Groups will be posted in your Section Homeroom. As soon as the group members are posted, you can begin working.

One important aspect of collaborative assignments is organization. There are many ways to “organize” the tasks and accomplish the assignment. The first thing you need to do with your group is decide a plan of attack. From there it is easy!

## Completing the Assignment

This assignment has four parts.

### **Part A - Collaboration**

In order to complete this assignment you need to:

1. Decide with your group how you will approach the assignment.
2. Choose a topic (see list below).
3. Research the chosen topic using resources listed in the course activities and Resource page.
4. Work with your group to develop initial postings based on your research: There will be three types of postings:

#### **Introduction posting**

Your introduction posting should:

- Introduce your team members.
- Explain the role each member played in the collaboration.
- Explain your “plan” for facilitating the discussion (one person takes each question or each person takes a time period, etc.).

#### **Opening statement**

Summarize the results of your collaboration (1-2 pages).

This is the introduction to and foundation for the discussion questions that you are going to post and should include:

- A content statement or position statement that summarizes your research, describes any conclusions your group has made, or introduces dilemmas to be discussed.
- Real life examples, references to websites or references to course resources that support your ideas.
- Resources you used outside of those listed in the course.

#### **Discussion Questions**

Develop three to five discussion questions for the online discussion.

Note: Here’s an interesting resource about designing discussion questions:

[http://tlt.its.psu.edu/suggestions/online\\_questions/](http://tlt.its.psu.edu/suggestions/online_questions/)

**Choose one of these topics for discussion, or you may propose a new topic to your Section Facilitator.**

(The notes in parentheses are suggestions of areas that might be included in the topic).

- Learning styles (Impact and use of learning styles in online learning design and delivery)
- Facilitator roles and skills
- Assessment and rubrics (Assessment techniques, use of rubrics, how to evaluate discussion participation)
- Community of learners (How do you build? How do you overcome distance and lack of personal contact?)
- Facilitating discussions (How do you handle difficult situations? How active should the facilitator be? How do you keep on track, etc.)

### **Part B - Facilitate an Online Discussion**

In order to complete this assignment you need to:

1. Post your introduction, opening statement and discussion questions.
2. Facilitate the discussion by responding to student postings, summarizing information. Note: your team needs to decide how you will do this. For example, you could divide the task by time or by questions.

Note: this is an excellent resource on online facilitation:

[http://www.uwnyc.org/technews/v5\\_n3\\_a1.html](http://www.uwnyc.org/technews/v5_n3_a1.html)

### **Part C - Participate in Student Led Discussions**

In order to complete this assignment you need to:

1. Support your peers by reading their discussion postings and responding to their questions. If you don't post to each other's discussions, then no one in the class will get good experience with facilitation!!

### **Part D - Self Assessment**

To complete this part of the assignment, you need to:

1. Download the form from the drop box.
2. Fill in the form.
3. Submit the finished form to the Assignment 5 drop box.

## **Grading**

This assignment is worth 25 points and will be graded using the Assignment 6 Rubric.

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# Debriefing of Assignment 6D

## Description of Group Dynamics

Your name:

Please list the members of your group:

How did your group approach facilitating the discussion groups?  
(Describe organization, process any other information about how you completed this part of the assignment)

## General Thoughts on the Assignment

Please answer the following questions describing your thoughts/feelings on this project.

What did you like about the way your group facilitated the discussion?

What did you dislike about the way your group facilitated the discussion?

Are you satisfied with the outcome (the way the discussion turned out)?

If you were to facilitate a discussion again, what would you do differently?

## Assignment 6, Rubric for Collaborative Assignment

CATEGORY	Excellent (A) 35-32 points	Good (B) 31-28 points	Satisfactory (C) 27-24 points	Needs Improvement (D) 23-20 points
<b>Timeliness</b>	Required postings are made by the due date. Late assignments will lose one grade level.			
<b>Part A (10 points)</b>				
<b>Collaborative Work</b>				
<b>Group Work (1 point)</b>	There is evidence in the discussions (and on the later self-assessment) that this group developed a plan and followed through with contributions from all team members.	There is evidence of a group plan and follow through although all members were not able to contribute or there may have been some problems in the process.	There is little evidence of a plan or subsequent follow through.	There is no evidence of a plan or follow through.
<b>Introduction Posting (1 point)</b>	Introduction posting includes required information and is organized with no mechanical errors.	Introduction posting includes required information, but may have minor organization or mechanical errors.	Some of the introduction information may be missing or there are mechanical errors.	Introduction does not include required info or is not done.
<b>Opening Statement (4 points)</b>	The opening statement demonstrates a strong understanding and synthesis of the various course materials and resources by accurately summarizing the information and placing it in an interesting and meaningful context by using real life examples and/or references to information in the readings. If a position is stated, it is stated clearly and is supported by references to the course materials and other resources.	The opening statement demonstrates basic understanding of the topic with some examples and references. Some support and references for any stated position are given.	The opening statement demonstrates some understanding of the topic, but is lacking in examples and references. A position may be stated, but it is not supported by citations and references.	The opening statement shows little understanding of the topic and does not indicate that the group used the course materials and resources available.
<b>Quality of Questions (4 points)</b>	The questions adhere to the following guidelines: <ul style="list-style-type: none"> <li>Relate to the topic.</li> </ul>	The questions adhere to the following guidelines: <ul style="list-style-type: none"> <li>Relate to the topic.</li> </ul>	The questions are lacking in one of the areas identified in the "Good" response.	The questions are lacking in more than one of the areas identified in the

CATEGORY	Excellent (A) 35-32 points	Good (B) 31-28 points	Satisfactory (C) 27-24 points	Needs Improvement (D) 23-20 points
	<ul style="list-style-type: none"> <li>• Are clearly stated.</li> <li>• Encourage thought on the part of the student.</li> <li>• At least one of the questions requires students to use the higher levels in Blooms taxonomy, such as apply, analyze, synthesize.</li> <li>• Have no grammatical or spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>• Are clearly stated.</li> <li>• Encourage thought on the part of the student.</li> <li>• There are few grammatical or spelling errors</li> </ul>		"Good" response.
<b>Part B (15 points)</b>	Facilitation of discussion group			
<b>Posting</b>	Questions are posted in appropriate place and on time			
<b>Facilitation</b>	<p>The facilitation of the discussion:</p> <ul style="list-style-type: none"> <li>• Responds to student comments and questions</li> <li>• Elaborates on student comments or encourages new discussion on the point.</li> <li>• Keeps the discussion focused by summarizing or indicating topics that are off topic or outside the scope.</li> <li>• Models good behavior by being friendly, respectful of others opinions and encouraging.</li> </ul>	<p>The facilitators missed an opportunity to do one of the four items listed under the "Excellent response" (In other words, a situation occurred in the group, but was not handled ideally).</p>	<p>The facilitators missed multiple opportunities to do one of the four items listed under the "Excellent response" (In other words, a situation occurred in the group, but was not handled appropriately).</p>	<p>Little or no facilitation of the discussion took place. The facilitators did not establish a presence or guide the discussion.</p>
<b>Part C (5 points)</b>	Participate in Student Led Discussion			
<b>Posting</b>	Student supports other groups by posting a thoughtful response to at least two different	Student supports other groups by posting a thoughtful response to two discussion	Student supports other groups by posting a thoughtful response to one other	Student posts a minimal response.

<b>CATEGORY</b>	<b>Excellent (A) 35-32 points</b>	<b>Good (B) 31-28 points</b>	<b>Satisfactory (C) 27-24 points</b>	<b>Needs Improvement (D) 23-20 points</b>
	discussions. Each posting directly responds to the chosen discussion question, includes examples from real life or citations from the course.	questions.	discussion.	
<b>Part D (5 points)</b> Self Assessment Forms				
<b>Collaborative Work (2.5 points)</b>	Self-assessment shows excellent understanding of the collaborative process and honest and thoughtful answers to the questions in the form.	Self-assessment shows good understanding of collaborative process and honest and thoughtful answers to the questions.	Self-assessment shows only a basic understanding of the process and surface answers to the questions.	Self-assessment shows little understanding of the process or ability to evaluate group and individual performance.
<b>Facilitation (2.5 points)</b>	Self-assessment includes an honest evaluation of the facilitation process and a thoughtful analysis of what was successful, what was not successful and ways that the discussion could have been improved.	Self-assessment includes an honest evaluation of the group facilitation and some basic analysis of successes, failures and areas of improvement.	Self-assessment may not accurately represent what happened in the discussion or may not indicate successes, failures or areas of improvement.	The self-assessment shows little understanding of what happened in the discussion or how it might have been improved.



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# Assignment 7- Action Plan



## Develop your action plan

### Description

**Goal:**

To evaluate your skills and develop a plan for continued professional development as a distance learning facilitator.

**Objectives**

- To develop an action plan for professional development.
- To begin planning your internship project.

### Approaching the Assignment

If you have been completing all the activities in this course and keeping a record of your work, then this assignment should be relatively easy. It is important, however, for you to truthfully evaluate where you are relative to the skills required to facilitate distance learning and to develop a specific plan to acquire or hone your skills. The action plan contains sections for you to complete on the following topics:

- **Technology**  
Evaluate your technological skills and areas that you could improve including skills such as Word Processing, PowerPoint, using Search Engines, WebCT, creating web pages.
- **Distance Learning Design**  
Evaluate your level of understanding and ability to apply the instructional design process, make technology choices, use collaborative projects in courses.
- **Media**  
Evaluate your knowledge of media choices, creating media, finding media resources, and using media in online courses.
- **Facilitation Skills**  
Evaluate where you think you are in your ability to facilitate discussions, incorporate learning styles into courses, develop a community of learners.

- Skills Development  
Evaluate your ability to use the 10-step process, apply Taylor's work, facilitate the self-assessment process, and provide feedback.

In addition, the plan requires you to choose your next step in DLTI (Option A or B).

## Completing the Assignment

In order to successfully complete this assignment, you need to:

1. Go to the Assignment drop box and look at Assignment 7.
2. Download the document named "Action Plan." This Word document contains a form for your plan including areas for professional development and a tentative plan for your internship project.
3. Fill in the Action Plan form and save it as a Word document.
  - Focus on at least two areas of the action plan.
  - For each of the chosen topics, complete the section on your strengths in the area.
  - For each of the chosen topics, indicate at least one, not more than three, specific skills you would like to improve, how you plan to work on that skill, and when you plan to work on the skill. Try to be as specific as possible.
4. For the Next Step in DLTI, complete the section relating to the option you would like to pursue for the rest of DLTI:
  - Option A - Distance Learning Project
  - Option B – Observe and Analyze DO IT Center courses
5. Use Student Files to upload the document to the drop box.
6. Submit your assignment.

## Grading

This assignment is worth 10 points and will be graded using the Assignment 7 Rubric.

# Action Plan

Student Name	Technology (including, but not limited to Word Processing, PowerPoint, Internet Searches, WebCT, Creating Web Pages)		
My strengths in this area:			
What I want to improve	How I Plan to Improve	When?	
Design of Distance Learning (including but not limited to audience analysis, technology choices, use of collaborative projects)			
My strengths in this area:			
What I want to improve	How I Plan to Improve	When?	

<b>Media</b>		
<b>(including but not limited to understanding media choices, creating media, finding media resources, using media in online courses)</b>		
<b>My strengths in this area:</b>		
<b>What I want to improve</b>	<b>How I Plan to Improve</b>	<b>When?</b>
<b>Facilitation Skills</b>		
<b>(including but not limited to facilitating discussions, understanding learning styles, developing a community of learners)</b>		
<b>My strengths in this area:</b>		
<b>What I want to improve</b>	<b>How I Plan to Improve</b>	<b>When?</b>

**Skills Development at a Distance**

**(including but not limited to applying the 10 step process, using Taylor's work, self-assessment, feedback)**

**My strengths in this area:**

<b>What I want to improve</b>	<b>How I Plan to Improve</b>	<b>When?</b>

<b>Plans for Next Step in DLTI</b>	
<b>Option A – Distance Learning Project</b>	
<b>Project Name</b>	
<b>Audience</b>	
<b>Purpose of Project</b>	
<b>Brief Description</b>	

**Option B – Observe and Analyze DO IT Courses**

**What did you learn in this course that you can when you observe and analyze some DO IT Center courses?**

**What do you think you will be able to learn from the observation and discussion about the courses?**



# Assignment 7 Rubric

CATEGORY	Excellent (A) 10-9.1	Good (B) 9-8.1	Satisfactory (C) 8-7.1	Needs Improvement (D) 7-6.1
<b>Timeliness</b>	Late postings will lose one grade level			
<b>Posting</b>	Submitted to the drop box.			
<b>Strengths (2 points)</b>	Specific strengths are identified for at least two topics with examples or explanation. The description is concise and meaningful and provides the reader with a quick insight into the student's abilities.	Specific strengths are identified for two topics with some examples or explanation.	Strengths for some areas may be missing or lacking examples or specifics.	Strengths in several areas are missing or not explained.
<b>What you want to improve (2 points)</b>	One to three specific areas of improvement are listed. The area of improvement needs to be <b>specific</b> , not general. For example "I want to improve my use of PowerPoint" is general. "I want to learn how to make animated PowerPoint presentations for use in online courses" is more specific.	One to three areas of improvement are listed. Most are specific according to the criteria for an A paper.	One to three areas of improvement are listed. Several are not specific according to the criteria for an A paper.	One to three areas of improvement are listed. Some are not specific.
<b>How you will improve and when (3 points)</b>	Improvement strategies are included for <b>each chosen</b> area. The improvement strategy is specific and indicates some thought and research. At least two dates are specific based on a course or convention or learning opportunity.	Improvement strategies are included for <b>each chosen</b> area. Most improvement strategies are specific according to the criteria for an A response. One specific date is included.	Improvement strategies are included for <b>most</b> chosen areas, but some are missing. Some improvement strategies are non-specific. No specific date is included.	Improvement strategies are missing and/or are very general. Dates are missing.

CATEGORY	Excellent (A) 10-9.1	Good (B) 9-8.1	Satisfactory (C) 8-7.1	Needs Improvement (D) 7-6.1
<b>Plan for next step in DLTI (2 points)</b>	One of the two options of the "Plan for Next Step" is completed and includes all of the requested information.	One of the two options of the "Plan for Next Step" is completed and includes most of the requested information.	One of the two options is completed. Some information is missing.	An option is completed, but most information is missing.
Option A	Purpose of project and project description are clear and within the suggested scope. The reader can tell exactly what the student intends to do in the project from the description.	Purpose of project and project description are mostly clear and within the suggested scope. There may be some minor parts of the description that lack clarity.	Purpose of project and project description are included but may lack clarity or indicates that the student has not totally thought out the intent of the project.	Information is missing or very unclear.
Option B	Response to question "What did you learn that can be applied" is specific, concise and demonstrates an <b>excellent</b> understanding of both the course content and how it would be applied in a DO IT Center role.	Response to question "What did you learn that can be applied" is specific, concise and demonstrates <b>good</b> understanding of both the course content and how it would be applied in a DO IT Center role.	Response shows a basic understanding of course content and how to apply it.	Response to both questions is unclear and shows only very rudimentary understanding of the course content and how to apply it.
<b>Mechanics (1 point)</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.