

## E-Learning Module Assessment Criteria

This document is meant for the Online Curriculum Developers to use as an evaluation rubric when you develop any e-learning module. Ultimately, before the module is approved for e-learning transaction, the e-learning Curriculum Team will assess the appropriateness of the e-learning module against the e-learning assessment rubric, which is based on the evaluation criteria given in this document.

Any Module must obtain a minimum of a rating score of 3 for it to be approved for transaction.

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## Criterion 1: Compulsory Features for any E-learning Module

All Criterion 1 items are required, and should be first as either present in the module, or absent.

### 1.1 - Accessible and Current Module Outline

- Module Outline is current.
- Module Outline abides by current accessible best-practices, utilizing text, heading structures, no floating text boxes, and alt tags for any images.

## 1.2 – Program Goals and Objectives

- Students are introduced to the overall goals and objectives of the program to which this module caters for.

## 1.3 - Module Objectives or Intended Learning Outcomes

- ELOs are clearly listed.
- Corresponding ELOs are listed alongside the individual topics.

## 1.4 - Instructor Contact Information, Availability and Timing of Instructor Response

- Instructor contact information, including email, phone and physical office if available.
- Best times and methods to contact the lecturer.
- The amount of time in which a learning can expect to receive a response.

For Example: "I attempt to respond to all communications very quickly. If I am not able to respond immediately, students can expect a response with 24 hours during the week and 48 hours over the weekend."

## 1.5 - List of Textbooks, Hardware, Software and Required Materials

- Insert a detailed description of the reading material expected for the module. Enter the complete textbook citation, including the ISBN and information about where students can buy or access the text. Include a picture if possible as well as relevant options such as electronic versions or required supplemental tools like CDs or publisher website keys that might be required.
- Supply a description of any special module requirements, such as knowledge of specific software, and why it is necessary for successful completion of the module. Include software required to access module material or submit assignments such as Microsoft Word, SPSS, etc. Also include any hardware requirements for the module such as cameras, lab equipment, etc.

## 1.6 - Specific Module Requirements and Module Policies

- Information about such as how assignments should be submitted, in what format, and using what tool or method
- Information such as how quality will be assessed, what feedback can be expected, and how and when such feedback can be accessed.
- Other helpful information may include whether the assignment is group or singular work, templates, examples, etc.

## 1.7 - Sequential List of Assignments with Due Dates

- This should be a simple, single sheet or table with assignments and due dates. This can link to more descriptions and assignment directions.

## 1.8 - Grading Procedure and Grading Scale

- Enter a statement detailing how grades for the module will be calculated, including the percentage or point value allotted to graded assignments. Include any extra credit options, if available, and the circumstances under which they are available to students.
- Include the grading scale for the module.
- The grading procedure listed in the syllabus or information module should match the gradebook setup in LMS, Smart School and the MQA approved Module Outline

## 1.9 - Class Participation and Attendance Policy

- Insert a thorough module attendance policy including details on penalties for tardiness or absences and expected participation and engagement throughout the module.
- Recommended information includes expectations for participation that might be scheduled outside of regular class meetings such as field work, clinical assignments, etc. If the LMS discussion board or other electronic tools are required, detail guidelines for their appropriate use.
- If the module will require an attendance report to the MIC finances, for financial related reasons, make sure to be transparent in how that attendance will be calculated.

## 1.10 - Module ground rules

- List any assignment and submissions guidelines, communication expectations, testing, late and missing submission policies, and appropriate channels for support requests.
- Example participation and communication ground rules

### Online Module Ground Rules

- Participation is required
- Expected to communicate with other students in team projects
- Learn how to navigate in LMS
- Keep abreast of module announcements
- Use the assigned university email address as opposed to a personal email address
- Address technical problems immediately

- Observe module netiquette at all times. Instructor guidelines for communication by email, discussion groups, chat, and the use of web resources. Some examples of this include:
  - Email
    - Always include a subject line.
    - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
    - Use standard fonts.
    - Do not send large attachments without permission.
    - Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
    - Respect the privacy of other class members.
  - Discussion groups
    - Review the discussion threads thoroughly before entering the discussion.
    - Try to maintain threads by using the "Reply" button rather starting a new topic.
    - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas
    - Be patient and read the comments of other group members thoroughly before entering your remarks.
    - Be cooperative with group leaders in completing assigned tasks.
    - Be positive and constructive in group discussions.
    - Respond in a thoughtful and timely manner.

## 1.11 - Online Module Resources are current and Available

- Proper and easy to navigate mechanism for accessing information for students on MIC website should be incorporated.
- You can provide your own list or use this link to a pre-built list of services and resources:

## 1.12 - Instructional Material

- Instructional material current and present in the module.

## 1.13 - Instrument for Student/Student and Student/Faculty Interaction

- The module includes some method or activity for student-to-student interaction. In synchronous modules, the instrument is achieved through dynamic, live web conferences.
- Module includes some method or activity for student-to-faculty interaction. Some examples include feedback and response methods, discussion boards, pre-build interactive media, etc.

## 1.15 - Assessments

- The module includes some method of assessing student learning. Assessment methods can be varied and do not need to include formal quizzes or tests.

## 1.16 - Functional, Accurate Gradebook

- The LMS gradebook should be functional and built without calculation errors, while matching the stated grading procedure in the MQA approved program, and the module outline

## 1.17 - Module Respects Current Accessibility Recommendations

- Beyond the syllabus in criteria 1.1, all content must response current accessibility recommendations. Foremost among these recommendations is to remove all scanned material, as the text cannot be read aloud by screen-readers.

## 1.18 - Module hyperlinks are operational

- Web addresses often change. Ensure that all links in the module are current and operational.

## Criterion 2: Organizing Materials

### 2.1. Module materials are organized by topics or learning units

2.1 - Level 5	2.1 - Level 4	2.1 - Level 3	2.1 - Level 2	2.1 - Level 1
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<ul style="list-style-type: none"> <li>• An announcement welcomes students and provides clear information for getting started, directing students to the syllabus, and module instructions.</li> <li>• Module materials are organized by topics and use appropriate delivery formats such as HTML or text-based PDF formatting.</li> <li>• The Module design facilitates usability from the student's perspective. Text color, font size, and type are readable and consistent throughout the module with proper headings and formats.</li> <li>• Module topics, discussions, assessments, and Dropbox folders are named consistently within each tool.</li> </ul>	<ul style="list-style-type: none"> <li>• An announcement welcomes students and provides information for getting started, directing students to the syllabus and module instructions.</li> <li>• Module materials are organized by topics and mostly use appropriate delivery formats such as HTML or text-based PDF formatting.</li> <li>• The module design facilitates usability from the student's perspective. Text color, font size, and type are readable and consistent throughout the module with proper headings and formats in most cases.</li> <li>• Module topics, discussions, assessments, and Dropbox folders are named consistently within each tool</li> </ul>	<ul style="list-style-type: none"> <li>• No welcome announcement is present, but the module has an introduction.</li> <li>• Module materials are somewhat organized by topics and use appropriate delivery formats such as HTML or text-based PDF formatting.</li> <li>• The module design somewhat facilitates usability from the student's perspective. Text color, font size, and type are somewhat readable and consistent throughout the module with proper headings and formats.</li> <li>• Module topics, discussions, assessments, and Dropbox folders are named somewhat consistently within each tool</li> </ul>	<ul style="list-style-type: none"> <li>• No welcome announcement is present, but the module has an introduction.</li> <li>• Module materials are sometimes organized by modules and use appropriate delivery formats such as HTML or text-based PDF formatting.</li> <li>• The Module design facilitates usability from the student's perspective. Text color, font size, and type are somewhat readable and consistent throughout the module with proper headings and formats.</li> <li>• Module topics, discussions, assessments, and Dropbox folders are sometimes named consistently within each tool.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no welcome announcement or introduction in the module.</li> <li>• Module materials are not organized by modules and fail to use appropriate delivery formats such as HTML or text-based PDF formatting.</li> <li>• The module design does not facilitate usability from the student's perspective. Text color, font size, and type are not readable or consistent throughout the module with proper headings and formats.</li> <li>• Module topics, discussions, assessments, and Dropbox folders are not named consistently within each tool.</li> </ul>
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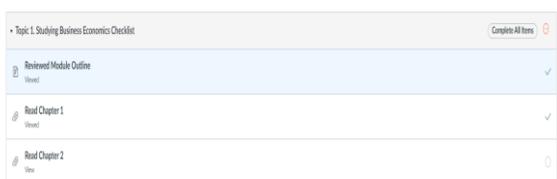
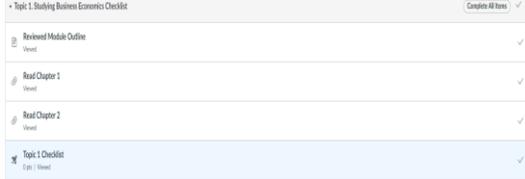
## Elements that Affect 2.1: Organization of materials

The presence and the quality in which you have developed the following elements will determine effectiveness of your organization of materials in the LMS.

### 1) Checklists

- 2) Content Format
- 3) Module Welcome Announcement
- 4) Naming Conventions
- 5) Naming Guide or Road Map
- 6) Structure of Components

### 2.1.1. Checklists

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)
A level 3 checklist would be a text item or bullet list identifying all required actions for the student, easily found in a consistent place such as a module introduction.	A level 4 checklist would utilize the interactive LMS checklist tool to allow students to dynamically engage with their list	Beyond all level 4 recommendations, a quiz added checking on important concepts studied in the module asking whether student understood it or not.
<p>Topic 1: Introduction to Business Economics</p> <p>Topic 1 Checklist</p> <ul style="list-style-type: none"> <li>Read the Handout Topic 1</li> <li>Post in Topic 1 Discussion Forum before 12 December 2022.</li> <li>Complete the Topic 1 Quizz before 20 December 2022</li> </ul>		

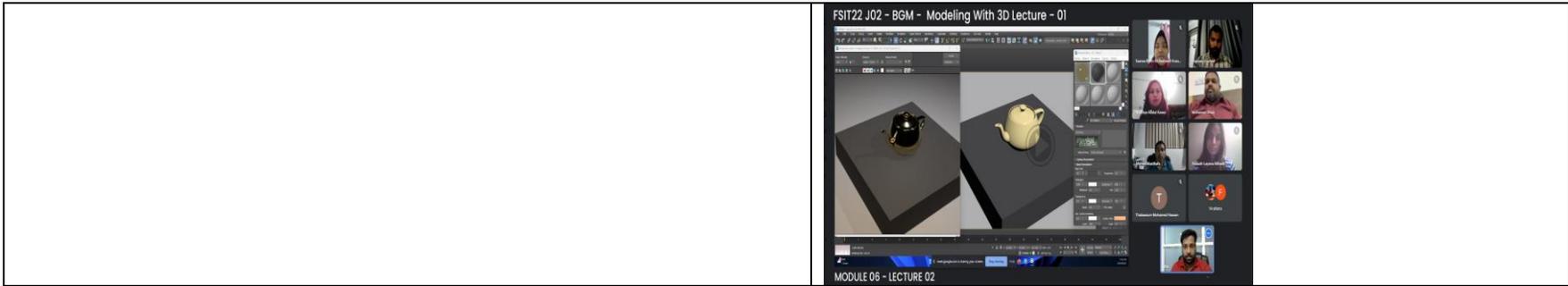
### 2.1.2. Content Format

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)
Standard online modules utilize PDF formats that can open natively in browsers and on mobile devices unless providing a template for student editing	Utilizes HTML formats and LMS smart links wherever possible. Embed all multimedia content into your HTML pages with context provided.	Beyond all level 4 recommendations, a quiz added checking on important concepts studied

		in the module asking whether student understood it or not.
		This page contains lectures, videos and clips that enhance the timeline of the module. All videos include closed captions. Some videos include interactive elements. While not graded, these questions often directly relate to the quiz questions at the end of module. Lecture script is recommended.
<p><b>Introduction: why study economics?</b></p> <p>There is an old joke in business circles about laying every economist in the world end to end and never reaching a conclusion. Underlying this witticism are at least two important and interrelated questions. Why should people in the business world listen to so-called 'experts' when they seem unable to agree amongst themselves about everyday issues and events? What can businessmen and women, dealing with day-to-day problems and concerns, really learn from people who tend to operate in a world which appears to be dominated by abstract theories and ideas? Put another way, what benefits can practi-</p>	<p>Market Demand</p> <p><b>Market Demand</b></p> <p>An essential part of production planning, businesses use market demand to estimate how many people are willing to buy a good or service. Market demand represents how much of a good or service consumers in the current marketplace are willing to buy at a particular price. Market demand is the sum of individual demands for a particular good at any given time.</p> <p>When companies use it to determine price level, market demand tends to follow the law of supply and demand. When prices rise, market demand tends to fall, and vice versa.</p> 	

### 2.1.3 Module Welcome Announcement

Level 4 (Good)	Level 5 (Excellent)
A Level 4 welcome announcement would introduce the instructor and the module, setting the tone and expectations for students and communicating important policies and procedures for the module.	Beyond all Level 4 recommendations, a welcome announcement should demonstrate the instructor's personality and enthusiasm, creating a polished, inviting presence..



2.1.4 Naming Conventions

Level 4 (Good)	Level 5 (Excellent)
All of the naming conventions should be consistent in capitalization, spacing, and punctuation and match the activities in the syllabus. Remove any dates, underscores/special characters, etc.	Beyond all Level 4 recommendations, names should be consistent across all tools in LMS, such as content, dropboxes, discussions, assessments, and grade items.

<p>▼ TOPIC 3: Describing Data 2</p> <p>Lectures</p> <ul style="list-style-type: none"> <li> Lesson 3 Handout.pdf</li> <li> Lesson 3 Presentation.ppt</li> </ul> <p>Supplimentary Readings</p> <ul style="list-style-type: none"> <li> Lesson 3 Reading.pdf</li> </ul> <p>Tutorials</p> <ul style="list-style-type: none"> <li> <b>Tutorial 3</b> Nov 26, 2020   20 pts</li> <li> Lesson 3 tutorial answers.pdf</li> </ul>	
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### 2.1.5. Navigation Guide or Road Map

Level 4 (Good)	Level 5 (Excellent)
A good road map will walk students through the navigation and expectations of the module. While this can be done with a long form guide with screenshots, a video screencast is recommended	An excellent road map series would include guides on navigating the material and specific examples or video walkthroughs on submitting assignments, making technical expectations for students extremely clear. All excellent videos should be produced at the highest quality.

Getting Started: Welcome to Numerical and Statistical Skills

Your Module Guide

Hi everyone,

This is a synchronous module which requires you to attend to weekly classes and complete a variety of activities each week. For most weeks you will have to attend a pre-recorded presentation, attend to discussion forums and complete third and fourth sections. You will also note that some graded assignments may not be available until you complete certain tasks and attend to discussion forums. It is very essential that you read each week's guide given and properly understand the requirements.

On your D2L in the home page you will find a list of assessments and deadlines. You must be very clear of your deadlines and make sure you complete your tasks accordingly.

Course Summary:

Week	Start	End
WEEK 001	21/01/2024	28/01/2024
WEEK 002	28/01/2024	04/02/2024
WEEK 003	04/02/2024	11/02/2024
WEEK 004	11/02/2024	18/02/2024
WEEK 005	18/02/2024	25/02/2024

It can be very difficult to navigate through the communication channels prescribed for you by your lecturer. You will find that details in the resources provided on this week's section on your D2L.

We suggest that you begin with the content provided under this week and make sure you clear all deadlines you have. Even if you do not have a doubt, reading them is important. There just might be a useful information for you.

### 2.1.6. Structure of Components

Level 4 (Good)	Level 5 (Excellent)
Level 4 structures ensure that the order of components in the module is intuitive and consistent, including an introduction, content area, and activity or interaction area	For added consistency, use a clear and well-delineated grouping structure for similar elements in every module. For example: • A module introduction and objectives • A Checklist • Reading/Viewing Assignments • Your Lecture Content • Third-Party Material • An Assessment Piece with appropriate links • A Conclusion

<p>▼ TOPIC 1: What is Statistics</p> <p>Topic Checklist</p> <p> Topic Checklist</p> <p> Topic Guide</p> <p>Topic Lecturers</p> <p> Lesson 1 What is statistics.pdf</p> <p> Lesson Presentation.ppt</p> <p>Topic Tutorials</p> <p> Class Work 1.docx</p> <p> Lesson1 Tutorial.pdf</p> <p>Graded Assignments</p> <p> Tutorial 1 20 pts</p>	
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**2.2. Topics contain learning objectives and a cohesive module narrative. The purpose of all instructional material is clear**

2.2 - Level 5	2.2 - Level 4	2.2 - Level 3	2.2 - Level 2	2.2 - Level 1
<ul style="list-style-type: none"> <li>Each topic contains learning objectives describing outcomes that are measurable and consistent with the overall topic-level objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Most topics contain learning objectives describing outcomes that are measurable and consistent with the overall topic-level objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Most topics contain learning objectives describing outcomes that are somewhat measurable and consistent with the overall topic-level objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Some topics contains learning objectives describing outcomes that are sometimes measurable and consistent with the overall topic-level objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Topics do not contain learning objectives describing outcomes that are measurable and consistent with the overall topic-level objectives.</li> </ul>

<ul style="list-style-type: none"> <li>• Content and activities are tied together by a topic narrative in which both the instructional materials and how those materials are to be used for learning activities are clearly explained.</li> <li>• Instructional materials and learning activities contribute to the achievement of the stated topic and topic learning objectives or competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Content and activities are tied together by a topic narrative in which both the instructional materials and how those materials are to be used for learning activities are explained.</li> <li>• Instructional materials and learning activities mostly contribute to the achievement of the stated topic and topic learning objectives or competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Content and activities are somewhat tied together by a topic narrative in which both the instructional materials and how those materials are to be used for learning activities are explained.</li> <li>• Instructional materials and learning activities somewhat contribute to the achievement of the stated topic and topic learning objectives or competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Content and activities are sometimes tied together by a topic narrative in which both the instructional materials and how those materials are to be used for learning activities are sometimes explained.</li> <li>• Instructional materials and learning activities sometimes contribute to the achievement of the stated topic and topic learning objectives or competencies..</li> </ul>	<ul style="list-style-type: none"> <li>• Content and activities are not tied together by a topic narrative in which both the instructional materials and how those materials are to be used for learning activities are clearly explained.</li> <li>• Instructional materials and learning activities do not contribute to the achievement of the stated topic and topic learning objectives or competencies</li> </ul>
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## Elements that Effect 2.2: ELOs and Narration

The presence and the quality in which you have developed the following elements will determine effectiveness of your presentation of ELOs and Narratives in the LMS.

- 1) Assignment Directions
- 2) Topic Narrative
- 3) Topic Introduction
- 4) Topic Conclusion
- 5) Objective Correlation

### 2.2.1. Assignment Directions

<b>Level 4 (Good)</b>	<b>Level 5 (Excellent)</b>
Assignment directions and guidelines should contain expected submission formatting requirements, naming conventions, rubrics or grading expectations, citation requirements, and the specific tool students should use to submit the assignment.	Beyond all level 4 recommendations, a quiz added checking on important concepts studied in the topic asking whether student understood it or not.

View All Pages

## Task 1: Contemporary Work Setting Assignment

**Task 1:**

Research and prepare a reflective paper of between 1200 to 1600 words on the various generations: baby boomers, Generation X, and the Y Generation (millennials). Compare and contrast five differences between the generations. How might these differences impact HRM? What are the challenges and opportunities for the millennials in the current and future job markets?

**Contemporary Work Setting: Task 1:**

**Assignment:**

Research and prepare a reflective paper of between 1200 to 1600 words on the various generations: baby boomers, Generation X, and the Y Generation (millennials). Compare and contrast five differences between the generations. How might these differences impact HRM? What are the challenges and opportunities for the millennials in the current and future job markets?

**Due:** 20<sup>th</sup> December 2022.

Dear all, Please note that good presentation of your work is as important as the research you do to get this appointment done, after all you will want your lecturer to award with the deserving marks for the time you have spent and the effort you have put.

So please do take your time to read through the following guidelines very carefully.

**Addressing the key question of the assignment:**

Clearly and effectively responding to the assignment is important!

You must show perfect understanding of the best practices referred. You must show your mastery by using technical jargons and using them correctly. Do not forget to give referencing where needed. Also remember a lot depends on the presenting of Valid Arguments, analysis of appropriate talent management practices with relevant support detail

Assignment supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.

You also must make sure that you display good grasp of the language. Use proper grammar and mechanics so your lecturer will find it pleasing to read.

Also you should thoroughly read the general presentation guideline of written components from the general guidelines of the university.

And last but not the least, following the given rubric is important. Your assignment will be marked according to the criteria outlined in the assessment grading criteria (see rubric).

**Getting a second opinion.**

Once you are done, please do get your work checked by a peer. You will often find you have missed on important points or made some silly errors which a second pair of eyes can always trace out.

**Submitting your work.**

Most important. Having your work done and failing to submit does not help anyone. We have very strict rules. If you miss on the deadline, you may not get another chance to submit, or in the least, you will be penalized and may end up losing a mark or 2 just for being LATE!

### 2.2.2. Topic Narrative

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)
Descriptions and introductions somewhat tie elements of the topic together, articulating connections between each piece of instructional material and activity.	Beyond level 3 recommendations, the topic employees a creative topic narrative, capturing students' attention and tying topic activities, assignments, and objectives together to create a unified experience	Beyond all level 4 recommendations, the developer has created an engaging and personal experience by injecting the narrative with unique experiences and expertise that go beyond topic facilitation.

	<p>Numerical and Statistical Skills Pre-Masters &gt; Pages &gt; Conclusion</p> <hr/> <p>Home <a href="#">View All Pages</a></p> <p>Assignments</p> <p>Discussions</p> <p>Grades</p> <p>People</p> <p>Pages</p> <p>Files</p> <p>Syllabus</p> <p>Quizzes</p> <p>Modules</p> <p>BigBlueButton</p> <p>Collaborations</p> <h2 style="text-align: center;">Conclusion</h2> <p><b>Conclusion</b></p> <p>Congratulations Students.</p> <p>In this week you have successfully completed all the requirements.</p> <p>During this week we addressed the following objective:</p> <p>Identify and explain the various methods of finding the average of given set of data.</p> <p>Check yourself if you know</p> <ol style="list-style-type: none"> <li>1. Types of data</li> <li>2. Formulae for finding mean, median, and mode</li> <li>3. Apply the right formula to find measure of central tendency. If you have scored more than 80% in the ungraded assignment, you are good.</li> </ol> <p><b>Next Week</b></p> <p>See you next week. We will be looking at presenting graphs. You will also learn some cool techniques to create beautiful graphs on excel.</p> <p style="text-align: center;"><b>HAVE A HAPPY WEEKEND</b></p> <p style="text-align: center;"><a href="#">← Previous</a></p>	
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### 2.2.3. Topic Introduction

Level 3 (Good)	Level 4 (Good)	Level 5 (Excellent)
At this level, topic introduction is present but brief, with simple information about the upcoming content	A level 4 topic introduction would include a welcome to the topic message, a summary of what material or information will be covered, and topic-level objectives. Topic introductions in video format are a great way also to include instructor presence	Beyond all level 4 recommendations, the developer should add some additional narrative that articulates the length of each topic and gives key insights to look out for. Topic introductions in video format are a great way to also include instructor presence but should be of the highest quality for a level 5 rating.

	<p style="text-align: right;"><a href="#">View All Pages</a></p> <hr/> <p><b>Week One Welcome Note:</b></p> <p><b>Welcome All to Your Week One of Public Administration</b></p> <p>During this week we will address the following ELOs of the Module.</p> <ol style="list-style-type: none"> <li>1. Explain various definitions of public administration</li> <li>2. Assess various administrative systems and modes of governance</li> </ol> <p>Week's Topic:</p> <p>For this week we will look at Topic 1: <i>Public administration as a subject and as a field</i></p> <p><b>Here are the expected Topic Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Define public administration from a number of perspectives including, political, legal, managerial, occupational, and cultural. (ELO I)</li> <li>• Discuss the various administrative systems in the Maldives (ELO II)</li> <li>• Explain how public governance varies in different administrative systems (ELO I, II)</li> </ul> <p><b>LEARNING ACTIVITIES:</b></p> <p><b>Lecture:</b> Live Lecture supported with presentation slides</p> <p><b>Discussion:</b> Administrative systems in Maldives and interpreting public administration definitions</p> <p><b>TLOs 1.1, 1.2, 1.3</b></p> <p><b>ASSESSMENTS AND RUBRICS</b></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Discussion Rubric - Not Graded (TLO 1.1 tot 1.3)</li> <li>• Quiz on LMS - Graded (TLO 1.3)</li> </ul>	
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#### 2.2.4. Topic Conclusion

<b>Level 4 (Good)</b>	<b>Level 5 (Excellent)</b>
A level 4 topic conclusion or round-up includes a summary of the topic and works to explain to students how the topic's content contributes to the large class conversation	Beyond all level 4 recommendations, a topic conclusion pulls out key conversations, questions, or other dynamic student-driven content to highlight.
See Example for 2.2.2	

#### 2.2.5. Objective Correlation

<b>Level 3 (Good)</b>	<b>Level 4 (Good)</b>	<b>Level 5 (Excellent)</b>
Each Topic has objectives listed in the introduction or description field	All Topics have listed objectives which clearly correlate to a topic goal or objective	Beyond all level 4 recommendations, all assignments and activities are clearly correlated to a topic learning objective and tied to an overall module objective or goal. A topic blueprint or correlation table is recommended. Objectives stress relevance by anchor each activity or piece of instruction to real-world issues.
	See Example for 2.2.3	

## Criterion 3: Comprehensive Topic Content and Subject Matter Expertise

### 3.1. Topic content is comprehensive, varied, and communicates subject-matter expertise

3.1 - Level 5	3.1 - Level 4	3.1 - Level 3	3.1 - Level 2	3.1 - Level 1
<ul style="list-style-type: none"> <li>• Instructional materials make use of a wide variety of content types including developer-created text and/or audio/video presentations. Topics developed with a high percentage of third-party or publisher material (e.g. publisher topic packs) may not be eligible for compensation, or may only be eligible for partial compensation.</li> <li>• Instructional material is comprehensive enough to fulfil topic objectives.</li> <li>• The topic site to be reviewed is at the discretion of the reviewer.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials make use of a variety of content types including developer-created text and/or audio/video presentations. Topics developed with a high percentage of third-party or publisher material (e.g. publisher topic packs) may not be eligible for compensation, or may only be eligible for partial compensation.</li> <li>• Most instructional material is comprehensive enough to fulfil topic objectives.</li> <li>• The topic site to be reviewed is at the discretion of the reviewer</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials make use of some variety of content types including developer-created text and/or audio/video presentations. Topics developed with a high percentage of third-party or publisher material (e.g. publisher topic packs) may not be eligible for compensation, or may only be eligible for partial compensation.</li> <li>• Some instructional material is comprehensive enough to fulfil topic objectives.</li> <li>• The topic site to be reviewed is at the discretion of the reviewer</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials make use of a small variety of content types including developer-created text and/or audio/video presentations. Topics developed with a high percentage of third-party or publisher material (e.g. publisher topic packs) may not be eligible for compensation, or may only be eligible for partial compensation.</li> <li>• Some instructional material is comprehensive enough to fulfil topic objectives.</li> <li>• The topic site to be reviewed is at the discretion of the reviewer</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials have no variety of content types including developer-created text and/or audio/video presentations. Topics developed with a high percentage of third-party or publisher material (e.g. publisher topic packs) may not be eligible for compensation, or may only be eligible for partial compensation.</li> <li>• Instructional material is not comprehensive enough to fulfil topic objectives.</li> <li>• The topic site to be reviewed is at the discretion of the reviewer</li> </ul>

### Elements that Effect 3.1: Content Comprehensiveness and Subject Matter Communication

The presence and the quality in which you have developed the following elements will determine effectiveness of your Content Comprehensiveness and Subject Matter Communication in the LMS

- 1) Content Comprehensiveness
- 2) Content Variety
- 3) Subject-matter expertise

#### 3.1.1. Content Comprehensiveness

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)
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Direct faculty instructional material is present in an asynchronous modality or planned in a synchronous modality and is extensive enough to prepare students to succeed in the intended learning outcomes of the topic.	Direct faculty instructional material is present in an asynchronous or synchronous format and is extensive enough to prepare students to succeed in the intended learning outcomes of the topic. The approximate amount of direct instructional material and student work match the credit hours of the topic	Beyond all level 4 recommendations, the developer has provided an exceptional balance of direct faculty instruction and indirect student activities without overloading students with material or resources that do not correlate with stated learning objectives or outcomes.

### 3.1.2. Content Variety

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)
The topic employs two to three types of instructional materials such as reading assignments, audio/video/text-based lectures, interactive activities, discussions or group assignments, problem-based learning activities, etc.	Topic employees four to five types of instructional materials such as reading assignments, audio/video/text-based lectures, interactive activities, discussions or group assignments, problem-based learning activities, etc. Material is offered across a spectrum of modalities allowing students to read, listen and watch	Beyond all level 4 recommendations, the instructional material includes a variety of authors, sources, and points of view beyond the subject-matter expertise of the primary developer.
	The following video is an introduction for this week's lesson.	

Chapter One Video: 12 minutes and 42 second



Reflection Questions:

3.1.3. Subject-Matter Expertise

Level 4 (Good)	Level 5 (Excellent)
Typically, to achieve level 4, each topic should contain at least one substantial instructor-created lecture or information piece (video or notes) in addition to the visual aid and other third-party information	Beyond all level 4 recommendations, any media produced should be high-quality productions (fluid content delivery without simply reading; face, voice, and content all visible, with enthusiasm and clear understanding of the material. If text material is presented, the content should be extensive, well-formatted through HTML, and include graphic or multi-media elements.

### 3.2. Topic content is chunked according to best practices of instructional design.

The presence and the quality in which you have developed the following elements will determine effectiveness of your Chunking or Bundling of Lesson Components and content in the LMS

- 1) Topic Introduction
- 2) Topic Conclusion
- 3) Naming Conventions
- 4) Navigation Guide or Road Map
- 5) Structure of Components

3.2 - Level 5	3.2 - Level 4	3.2 - Level 3	3.2 - Level 2	3.2 - Level 1
<ul style="list-style-type: none"> <li>• Comprehensive instructional material is chunked into manageable topics that are cognitively appropriate for students.</li> <li>• Lecture presentations are at a length that is conducive to maintaining learner engagement.</li> <li>• A narrative exists that articulates a clear relationship among topic objectives, instructional material, and student success..</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive instructional material is mostly chunked into manageable topics that are cognitively appropriate for students.</li> <li>• Most lecture presentations are at a length that is conducive to maintaining learner engagement.</li> <li>• A narrative exists that articulates a relationship among topic objectives, instructional material, and student success</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional material is somewhat chunked into manageable topics that are cognitively appropriate for students.</li> <li>• Some lecture presentations are at a length that is conducive to maintaining learner engagement.</li> <li>• Some narrative exists that articulates a relationship among topic objectives, instructional material, and student success</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional material is sometimes chunked into manageable topics that are cognitively appropriate for students.</li> <li>• Some lecture presentations are at a length that is conducive to maintaining learner engagement.</li> <li>• A minimal narrative exists that articulates a relationship among topic objectives, instructional material, and student success</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional material is not chunked into manageable topics that are cognitively appropriate for students.</li> <li>• Lecture presentations are not at a length that is conducive to maintaining learner engagement.</li> <li>• The topic does not contain a narrative that articulates a relationship among topic objectives, instructional material, and student success</li> </ul>

### Elements that Effect 3.2: Chunking Content according to Best Practices

Elements that can impact this criteria are:

Criteria 3.2.1: Topic Introduction: Criteria 2.2.3: Topic Introduction

Criteria 3.2.2: Topic Conclusion: Criteria 2.2.4: Topic Conclusion

Criteria 3.2.3: Naming Conventions: Criteria 2.1.4: Naming Conventions

Criteria 3.2.4: Navigation Guide or Road Map: Criteria 2.1.5: Navigation Guide or Road Map

Criteria 3.2.5: Structure of Components: Criteria 2.1.6: Structure of Components

### 3.3. Topic design takes full advantage of appropriate tools and media, which are current, supported, and readily obtainable.

The presence and the quality in which you have developed the following elements will determine effectiveness of your Multimedia in the LMS

- 1) Content Item Descriptions
- 2) Feedback Statements
- 3) Gradebook
- 4) Hardware and Software Requirements
- 5) Intelligent Agents and Release Conditions
- 6) Interactive activities (Discussions, Chats, Synchronous Activities
- 7) Interactive Media
- 8) Media Hosting
- 9) Media Length
- 10) Media Recording Quality
- 11) News Tool
- 12) Rubrics

#### Structure of Components

3.3 - Level 5	3.3 - Level 4	3.3 - Level 3	3.3 - Level 2	3.3 - Level 1
<ul style="list-style-type: none"><li>• Tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the topic objectives.</li><li>• Software and audio/visual hardware requirements are up-to-date and do not extend beyond</li></ul>	<ul style="list-style-type: none"><li>• Most tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the topic objectives.</li><li>• Software and audio/visual hardware requirements are up-to-date and do not extend beyond</li></ul>	<ul style="list-style-type: none"><li>• Some tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the topic objectives.</li><li>• Some software and audio/visual hardware requirements are up-to-date and do not extend beyond</li></ul>	<ul style="list-style-type: none"><li>• Few tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are used appropriately to support the topic objectives.</li><li>• Few software and audio/visual hardware requirements are up-to-date and do not extend beyond</li></ul>	<ul style="list-style-type: none"><li>• Tools such as news items, discussions, assessments, checklists, rubrics, intelligent agents, etc. are not used appropriately to support the topic objectives.</li><li>• Software and audio/visual hardware requirements are not up-to-date and possibly extend</li></ul>

<p>basic sound cards, speakers, and video players unless needed to meet topic goals and objectives. Any special requirements should be communicated to the student in advance.</p> <ul style="list-style-type: none"> <li>• Audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube.</li> <li>• Multimedia materials are high quality without audio or video disturbances. Multimedia file length is adequate to meet topic goals without being too large to restrict users' ability to download the file on computers with lower bandwidth.</li> </ul>	<p>basic sound cards, speakers, and video players unless needed to meet topic goals and objectives. Any special requirements should be communicated to the student in advance.</p> <ul style="list-style-type: none"> <li>• Most audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube.</li> <li>• Multimedia materials are mostly high quality without audio or video disturbances. Multimedia file length is adequate to meet topic goals without being too large to restrict users' ability to download the file on computers with lower bandwidth</li> </ul>	<p>basic sound cards, speakers, and video players unless needed to meet topic goals and objectives. Any special requirements should be communicated to the student in advance.</p> <ul style="list-style-type: none"> <li>• Some audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube.</li> <li>• Multimedia materials are somewhat high quality without audio or video disturbances. Multimedia file length is somewhat adequate to meet topic goals without being too large to restrict users'</li> </ul>	<p>basic sound cards, speakers, and video players unless needed to meet topic goals and objectives. Any special requirements should be communicated to the student in advance.</p> <ul style="list-style-type: none"> <li>• Few audio and video materials are hosted and streamed outside of the Learning Management System, using hosting services such as YouTube</li> <li>• Multimedia materials are sometimes high quality without audio or video disturbances. Multimedia file length is sometimes adequate to meet topic goals without being too large to restrict users' ability to download the file on computers with lower bandwidth</li> </ul>	<p>beyond basic sound cards, speakers, and video players unless needed to meet topic goals and objectives. Any special requirements should be communicated to the student in advance.</p> <ul style="list-style-type: none"> <li>• Audio and video materials are not hosted and streamed outside of the Learning Management System, using hosting services such as YouTube</li> <li>• Multimedia materials contain audio or video disturbances. Multimedia file length is not adequate to meet topic goals without being too large to restrict users' ability to download the file on computers with lower bandwidth</li> </ul>
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## Elements that Effect 3.3: Use of Media and Media Tools

### 3.3.1. Content Item Descriptions

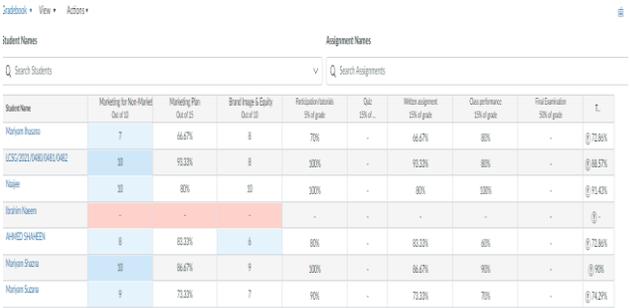
Level 4 (Good)	Level 5 (Excellent)
Use the description field to embed the assignment guidelines and submission instructions. This way, the instructions appear wherever the assignment is embedded and will eliminate the need for duplication	Beyond all level 4 recommendations, all description fields, especially for assignments and activities, should be formatted consistently and utilize LMS smart-links to associate appropriate resources.
See Example 2.1.4	

### 3.3.2. Feedback Statements

Level 4 (Good)	Level 5 (Excellent)
The topic includes detailed and transparent descriptions of what type of feedback students can expect for each activity or assignment. The descriptions include when the student can expect feedback to be available, how the feedback will be presented and how the student can access it. For	Beyond all level 4 recommendations, developer feedback statements make it clear that the students can expect comprehensive and timely feedback in written or audio/video formats for each assignment.

more complex feedback methods (Word track changes, Turnitin Grademark, etc.) a video guide is helpful	

### 3.3.3. Gradebook

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)																																																																																
The gradebook should consistently match the naming conventions and point structure listed in the syllabus. Bonus items and other information should be limited and transparent.	Beyond matching naming conventions and consistent point structures, all graded activities should be correctly linked to the grade items.	Beyond all Level 4 recommendations, an excellent grade book allows students instant information on how they are doing in the topic with a released and up-to-date final calculated grade item.																																																																																
	 <p>The screenshot shows a gradebook interface with the following data:</p> <table border="1"> <thead> <tr> <th>Student Name</th> <th>Marketing to Non-Market</th> <th>Marketing Plan</th> <th>Brand Image &amp; Equity</th> <th>Participatory</th> <th>Q&amp;A</th> <th>Write assignment</th> <th>Class performance</th> <th>Final Calculation</th> <th>T</th> </tr> </thead> <tbody> <tr> <td>Mohsen Alzahrani</td> <td>7</td> <td>66.67%</td> <td>8</td> <td>70%</td> <td>-</td> <td>66.67%</td> <td>80%</td> <td>-</td> <td>72.86%</td> </tr> <tr> <td>LCSJ 2021 FARHAD/FAHAD</td> <td>10</td> <td>92.33%</td> <td>8</td> <td>100%</td> <td>-</td> <td>92.33%</td> <td>80%</td> <td>-</td> <td>88.57%</td> </tr> <tr> <td>Naqeeb</td> <td>10</td> <td>80%</td> <td>10</td> <td>100%</td> <td>-</td> <td>80%</td> <td>100%</td> <td>-</td> <td>92.43%</td> </tr> <tr> <td>Arshad Naqeeb</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>AHMED SHAHEEN</td> <td>8</td> <td>83.33%</td> <td>6</td> <td>80%</td> <td>-</td> <td>83.33%</td> <td>80%</td> <td>-</td> <td>72.86%</td> </tr> <tr> <td>Mohsen Shara</td> <td>10</td> <td>86.67%</td> <td>9</td> <td>100%</td> <td>-</td> <td>86.67%</td> <td>90%</td> <td>-</td> <td>90%</td> </tr> <tr> <td>Mohsen Sazani</td> <td>9</td> <td>72.22%</td> <td>7</td> <td>90%</td> <td>-</td> <td>72.22%</td> <td>70%</td> <td>-</td> <td>74.29%</td> </tr> </tbody> </table>	Student Name	Marketing to Non-Market	Marketing Plan	Brand Image & Equity	Participatory	Q&A	Write assignment	Class performance	Final Calculation	T	Mohsen Alzahrani	7	66.67%	8	70%	-	66.67%	80%	-	72.86%	LCSJ 2021 FARHAD/FAHAD	10	92.33%	8	100%	-	92.33%	80%	-	88.57%	Naqeeb	10	80%	10	100%	-	80%	100%	-	92.43%	Arshad Naqeeb	-	-	-	-	-	-	-	-	-	AHMED SHAHEEN	8	83.33%	6	80%	-	83.33%	80%	-	72.86%	Mohsen Shara	10	86.67%	9	100%	-	86.67%	90%	-	90%	Mohsen Sazani	9	72.22%	7	90%	-	72.22%	70%	-	74.29%	
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### 3.3.4. Hardware and Software Requirements

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)
Software and audio/video hardware requirements are up-to-date and do not extend beyond basic sound cards, speakers, and video players unless needed to meet topic goals and objectives. Any special requirements should be communicated to the student in advance.	Beyond listing hardware and software requirements, each requirement is explained in detail with non-technical terms. Resources, guides, and support options are easily accessible.	Beyond all level 4 recommendations, resources, and guides for each hardware and software requirement are explicitly demonstrated. In particular, any requirements beyond typical supported technology include high-quality, instructor-created video guides going over access, installation, and common trouble-shooting options.

### 3.3.5. Intelligent Agents and Release Conditions

Level 4 (Good)	Level 5 (Excellent)
Intelligent agents can be easily utilized to automate certain messages to students, helping them stay on track. A good first intelligent agent notifies students who have not logged into a topic in a certain number of days	More advanced intelligent agents and release conditions can help students stay on track by automating the opening and closing of information. For example, topic 2 may not open until a student has mastered topic 1. These agents can give the students a more adaptive learning experience.

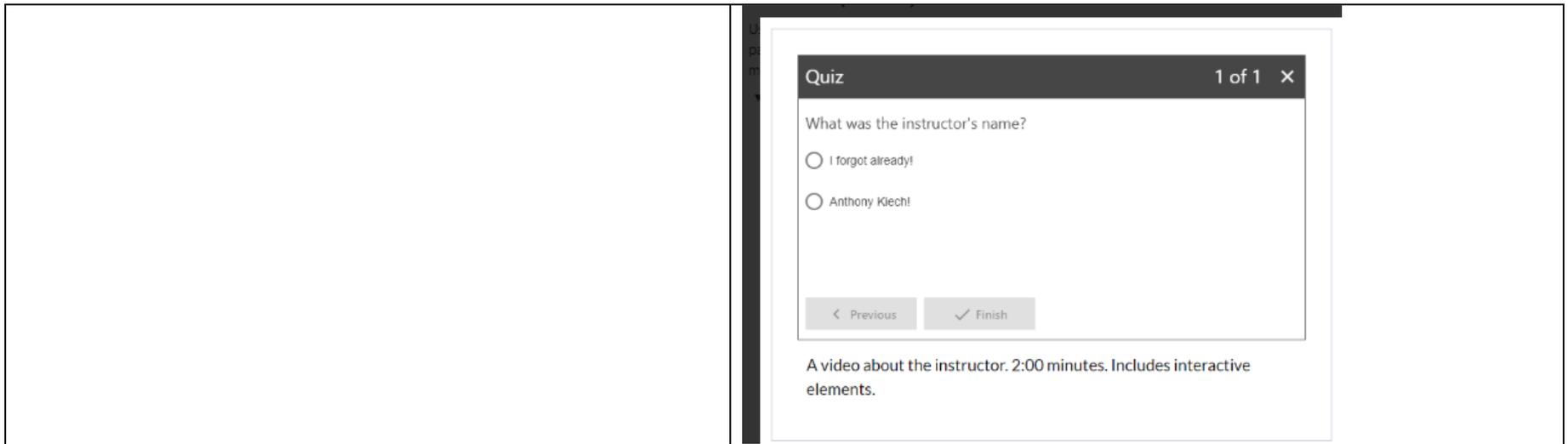
	<h2>Module 1 - 1920s - 1950s ▾</h2> <p>  Due January 24 at 11:59 PM               Starts Jan 18, 2021 9:00 AM         </p> <p>  All conditions must be met            Receives greater than or equal to 100 % on the quiz: <b>Course Information Quiz</b> </p>	
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### 3.3.6. Interactive Activities (Discussions, Chats, Synchronous)

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)
Discussion boards exist and provide some opportunities for student-to-student communication.	Discussion board prompts are consistent and designed to foster interaction and engagement	The discussion boards are lively and have good activity. The instructor communicates through feedback and the discussion board. Video or audio modalities in the discussion forum are encouraged through Video Note, Panopto, or other media means.

### 3.3.7. Interactive Media

Level 4 (Good)	Level 5 (Excellent)
Use interactive questions or elements on videos to engage students, test knowledge, and track participation. Interactive elements can often be placed on instructor-created videos and third-party media.	In addition to level 4 recommendations, add comprehensive feedback to questions to allow for more immediate feedback as students test their knowledge.



### 3.3.8. Media Hosting

Level 4 (Good)	Level 5 (Excellent)
Audio and video materials are hosted and streamed outside of the Learning Management System, using appropriate hosting services such as Panopto, YouTube, or other MIC Online approved services. Materials are fully accessible and transcripts are provided.	Beyond all level 4 recommendations, audio material is closed captioned and media uses a consistent embed method, format, and well-designed thumbnails, persistent student experience. Usage analytics can be collected to identify participating students if needed.

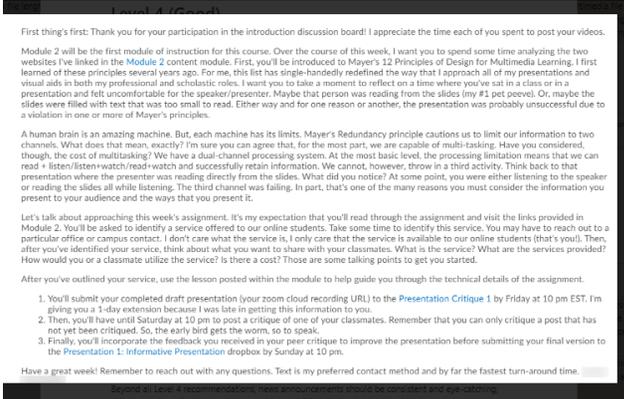
### 3.3.9. Media Length

Level 4 (Good)	Level 5 (Excellent)
Multimedia materials are of appropriate length to fit the requirement of the content in terms of depth and credits allowed	Beyond the Level 4 recommendations, media uses good production values and consistent themes including titles, thumbnails, lower-thirds, etc.

### 3.3.10. Media Recording Quality

Level 4 (Good)	Level 5 (Excellent)
Recordings must of good quality without disturbances	All multimedia materials are recorded at the highest audible and visual quality. Media uses good production values and consistent themes including titles, thumbnails, lower-thirds, etc.

### 3.3.11. News Tool

Level 3 (Standard)	Level 4 (Good)	Level 5 (Excellent)
A few news items are used throughout the semester to notified students of important information. New items are sparse and bland.	The news tool should announce changes, upcoming topics, or due dates and highlight other key information that can also be found in the content area. New information should not reside in the News tool alone as students can easily hide it from their feed.	Beyond all Level 4 recommendations, news announcements should be consistent and eye-catching, utilizing multimedia such as video, graphics, and LMS intelligent links allowing students to jump to associated content items, assignments, etc.
	 <p>First thing's first: Thank you for your participation in the introduction discussion board! I appreciate the time each of you spent to post your videos.</p> <p>Module 2 will be the first module of instruction for this course. Over the course of this week, I want you to spend some time analyzing the two websites I've linked in the Module 2 content module. First, you'll be introduced to Mayer's 12 Principles of Design for Multimedia Learning. I first learned of these principles several years ago. For me, this list has single-handedly redefined the way that I approach all of my presentations and visual aids in both my professional and scholastic roles. I want you to take a moment to reflect on a time where you've sat in a class or in a presentation and felt uncomfortable for the speaker/presenter. Maybe that person was reading from the slides (my #1 pet peeve). Or, maybe the slides were filled with text that was too small to read. Either way and for one reason or another, the presentation was probably unsuccessful due to a violation in one or more of Mayer's principles.</p> <p>A human brain is an amazing machine. But, each machine has its limits. Mayer's Redundancy principle cautions us to limit our information to two channels. What does that mean, exactly? I'm sure you can agree that, for the most part, we are capable of multi-tasking. Have you considered though, the cost of multitasking? We have a dual-channel processing system. At the most basic level, the processing limitation means that we can read + listen/listen+watch/read+watch and successfully retain information. We cannot, however, throw in a third activity. Think back to that presentation where the presenter was reading directly from the slides. What did you notice? At some point, you were either listening to the speaker or reading the slides all while listening. The third channel was failing. In part, that's one of the many reasons you must consider the information you present to your audience and the ways that you present it.</p> <p>Let's talk about approaching this week's assignment. It's my expectation that you'll read through the assignment and visit the links provided in Module 2. You'll be asked to identify a service offered to our online students. Take some time to identify this service. You may have to reach out to a particular office or campus contact. I don't care what the service is, I only care that the service is available to our online students (that's you!). Then, after you've identified your service, think about what you want to share with your classmates. What is the service? What are the services provided? How would you or a classmate utilize the service? Is there a cost? Those are some talking points to get you started.</p> <p>After you've outlined your service, use the lesson posted within the module to help guide you through the technical details of the assignment.</p> <ol style="list-style-type: none"> <li>1. You'll submit your completed draft presentation (your zoom cloud recording URL) to the <a href="#">Presentation Critique 1</a> by Friday at 10 pm EST. I'm giving you a 1-day extension because I was late in getting this information to you.</li> <li>2. Then, you'll have until Saturday at 10 pm to post a critique of one of your classmates. Remember that you can only critique a post that has not yet been critiqued. So, the early bird gets the worm, so to speak.</li> <li>3. Finally, you'll incorporate the feedback you received in your peer critique to improve the presentation before submitting your final version to the <a href="#">Presentation 1: Informative Presentation</a> dropbox by Sunday at 10 pm.</li> </ol> <p>Have a great week! Remember to reach out with any questions. Text is my preferred contact method and by far the fastest turn-around time.</p>	

### 3.3.12. Rubrics

<b>Level 4 (Good)</b>	<b>Level 5 (Excellent)</b>
A rubric or assignment grading criteria should be identified for each assignment and easily linked or associated with the activity.	Beyond level 4 recommendations, rubrics should be constructed using the integrated and interactive LMS rubric tool. All rubrics' point values should be aligned throughout the topic, including the syllabus, learning activity, rubric, and grade book.

## Criterion 4

### 4.1. Assessment methods are varied and provide multiple opportunities for students to measure their progress.

4.1 - Level 5	4.1- Level 4	4.1- Level 3	4.1- Level 2	4.1- Level 1
<ul style="list-style-type: none"> <li>• Learning outcomes are assessed on a continuous basis through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular topic.</li> <li>• Topic includes a clear and detailed statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.</li> <li>• Assessments and activities help measure the student's degree of competency in relation to topic objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes are assessed frequently through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular topic.</li> <li>• Topic includes a general statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.</li> <li>• Assessments and activities help measure the student's degree of competency in relation to topic objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Some tools such as news items, Learning outcomes are assessed intermittently through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular topic.</li> <li>• Topic includes a general statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.</li> <li>• Assessments and activities help measure the student's degree of competency in relation to topic objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes are rarely assessed through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular topic</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes are not assessed on a continuous basis through quizzes, group and individual projects, take-home tests, open-book exams, and/or other assessment means applicable to the particular topic.</li> <li>• Topic does not include a statement regarding the method, timing and tools used by the instructor to provide feedback on assignments and activities.</li> <li>• Assessments and activities do not help measure the student's</li> </ul>

				degree of competency in relation to topic objectives
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## Elements that Effect 4.1: Varied and Multiple Assessment Methods

The presence and the quality in which you have developed the following elements will determine effectiveness of Assesmensts in the LMS

- 1) Assignment Spacing
- 2) Low-Stakes Knowledge Checks
- 3) Support Options

### 4.1.1. Assignment Spacing

Level 4 (Good)	Level 5 (Excellent)
Assignments are spaced throughout the semester, and feedback is provided promptly, allowing students to accurately gauge their progress and opportunities for topic correction if needed.	Beyond all level 4 recommendations, multiple opportunities exist for automatic and detailed feedback. For example, multiple-choice quiz answers contain contextual information about how why the student might have been wrong and where they can find the information in the topic.

### 4.1.2. Low-Stakes Knowledge Checks

Level 4 (Good)	Level 5 (Excellent)
Implement some low-stakes "check your understanding" quizzes (ungraded or additional credit) to ensure that topic material is being interpreted correctly. Low-stakes knowledge checks are best paired with immediate (often automatic) feedback	Beyond level 4 recommendations, all assignment or activity types have multiple and diverse opportunities to practice and receive feedback through the topic. This might take the form of practice tests, draft assignment options, or progressive papers.

<p>☰ Chapter 17 Knowledge Checkpoint ✓</p> <p>📄 Quiz</p> <p>This quiz contains 10 multiple choice and true/false questions. The questions cover material included in Chapter 17: <i>Strategy-- The D.I.R.E.C.T. Digital Dynamo</i> and the lecture videos. No time limit will be enforced for the quiz, so take as long as you need. You will also have unlimited attempts to achieve at least an 80 before gaining access to the required, graded discussion activity for this chapter. The checkpoint should take less than 20 minutes.</p> <p><b>You will not be given access to the required discussion board activity until you've scored an 80 or more on this quiz.</b></p>	
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#### 4.1.3. Support Options

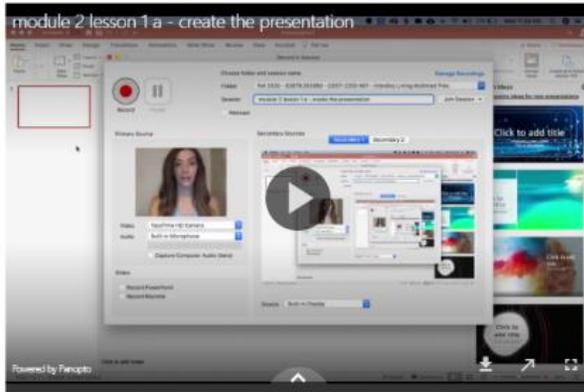
Level 4 (Good)	Level 5 (Excellent)
Technology services and support options are posted clearly, with detailed action plans for common issues such as an internet connection or power failure during a test. The instructor is always the first point of contact for technical problems, followed by the ITS Help Desk	Beyond all level 4 recommendations, proactive support steps are potent. They may include video walkthroughs of what to do if there are issues and contextual resources such as the library, writing center, counseling and advising centers, etc.

## Module 2 Lesson

In this lesson, we will walk through the process of creating a PowerPoint presentation that will then be narrated and recorded using the ETSU Zoom web conferencing system. Remember that you have SEVERAL options available to you when constructing a narrated PowerPoint presentation. This workflow covers only one of the many, many options!

### Part 1: Constructing your Presentation (12:50)

The following video will walk you through the steps I would recommend you follow in an effort to design and develop an effective presentation. I'll overview the assignment and then provide some instructions on how to set up and create a basic PowerPoint presentation using Office 365 (mac edition).



Remember that, as you construct your presentation, think back to the information you learned from [An Explanation of Mayer's 12 Principles of Multimedia Learning](#) and [The 10/20/30 Rule Explained](#). Granted, this presentation should only run about 5 minutes or so instead of 20 minutes. But, both of these resources provide some great information about presenting information to an audience. There are a couple of things I want to encourage you to avoid at all costs. The first is: please do not read off of your slides. One of my dear friends posted this status on her Facebook and I feel that it sums up the purpose and position of a visual aid perfectly:

**Criterion 4.2: Assignment expectations are explicitly communicated, including detailed submission directions.**

The presence and the quality in which you have developed the following elements will determine effectiveness of Assessments in the LMS

- 1) Assignment Directions
- 2) Assignment Examples
- 3) Feedback Statements
- 4) Gradebook

## 5) Rubrics

4.2 - Level 5	4.2- Level 4	4.2- Level 3	4.2- Level 2	4.2- Level 1
<ul style="list-style-type: none"> <li>• Topic includes a clear and detailed statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the topic dropdown), any file type requirements, etc.</li> <li>• Assignments include detailed expectations such as rubrics and/or examples.</li> <li>• Practice tests are included to help students become familiar with the Learning Management System assessment tool before an actual test.</li> <li>• Guides, instructions and/or demonstrations for required software, hardware, or services are provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic includes a somewhat detailed statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the topic dropdown), any file type requirements, etc.</li> <li>• Most assignments include detailed expectations such as rubrics and/or examples.</li> <li>• Practice tests are included to help students become familiar with the Learning Management System assessment tool before an actual test.</li> <li>• Guides, instructions and/or demonstrations for required software, hardware, or services are mostly provided</li> </ul>	<ul style="list-style-type: none"> <li>• Topic includes a general statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the topic dropdown), any file type requirements, etc.</li> <li>• Some assignments include detailed expectations such as rubrics and/or examples.</li> <li>• Practice tests are not included to help students become familiar with the Learning Management System assessment tool before an actual test.</li> <li>• Guides, instructions and/or demonstrations for required software, hardware, or services are sometimes provided</li> </ul>	<ul style="list-style-type: none"> <li>• Topic statements regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the topic dropdown), any file type requirements, etc. are unclear.</li> <li>• Few assignments include detailed expectations such as rubrics and/or examples.</li> <li>• Practice tests are not included to help students become familiar with the Learning Management System assessment tool before an actual test.</li> <li>• Guides, instructions and/or demonstrations for required software, hardware, or services are rarely provided</li> </ul>	<ul style="list-style-type: none"> <li>• Topic does not include a clear and detailed statement regarding the method and tools used by students to submit assignments, including location of assignment submission (typically the topic dropdown), any file type requirements, etc.</li> <li>• Assignments do not include detailed expectations such as rubrics and/or examples.</li> <li>• Practice tests are not included to help students become familiar with the Learning Management System assessment tool before an actual test.</li> <li>• Guides, instructions and/or demonstrations for required software, hardware, or services are not provided</li> </ul>

## Elements that Effect 4.2 Communicating Assignments

Elements that can impact this criteria are:

Criteria 4.2.1: Assignment Directions: Refer to [Criteria 2.2.1: Assignment Directions](#)

Criteria 4.2.2: Assignment Examples

Level 4 (Good)	Level 5 (Excellent)
Assignment directions and guidelines should contain expected submission formatting requirements, naming conventions, rubrics or grading expectations, citation requirements, and the specific tool students should use to submit the assignment	Beyond all level 4 recommendations, assignment directions should include technical example submissions (not necessarily assignment examples) and opportunities to practice. Video walkthroughs can be very helpful here but should be done to the highest quality for an excellent rating.

<p><b>Level 4 (Good)</b></p> <p>Assignment examples are included, helping to clarify formatting and technical processes for submitting work. Examples can use filler-text to avoid leading students and decreasing student creativity.</p> <p>Example</p> <p>First Major Project - Module 5 Discussion and Turn In</p> <p>Discussion Topic</p> <p>Directions for the First Major project. It is due Sunday.</p> <p>Note - one chair is required, two is better.</p> <p>This week we have our first major project. We will be improving our current models the chair, crate, and die. After we have improved them we will render and light them.</p> <p>Once we have output our renders we will post them on to artstation.com come linking them back to the discussion forum.</p> <p>NO screen shots!</p> <p>Minimum of</p> <p>The edited and improved Dice= 1 rendered and lit, 1 Wire frame. Posted on artstation.com.</p> <p>The edited and improved Crate= 1 rendered and lit, 1 Wire frame Posted on artstation.com.</p> <p>Both chairs edited and Improved Chair= 1 rendered and lit x2, 1 Wire frame x2. Posted on artstation.com.</p> <p>These examples are not perfect, each could be better. But these give you a starting place.</p> <p>Also please critique 3 other students work.</p> <p>Example of the dice</p> <p><a href="https://www.artstation.com/artwork/gA2xy">https://www.artstation.com/artwork/gA2xy</a></p> <p>Example of the dice</p> <p><a href="https://www.artstation.com/artwork/ybE3K5">https://www.artstation.com/artwork/ybE3K5</a></p> <p>example of the chair</p> <p><a href="https://www.artstation.com/artwork/4b6m3L">https://www.artstation.com/artwork/4b6m3L</a></p> <p>example of crate</p> <p><a href="https://www.artstation.com/artwork/YuJwvV">https://www.artstation.com/artwork/YuJwvV</a></p>	
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Criteria 4.2.3: Feedback Statements: Refer to [Criteria 3.3.2 Feedback Statements](#)

Criteria 4.2.4: Gradebook: Refer to [Criteria 3.3.3: Gradebook](#)

Criteria 4.2.5: Rubrics: Refer to [Criteria 3.3.12: Rubrics](#)

## Criterion 5.1 Topic clearly demonstrates instructor presence.

The presence and the quality in which you have developed the following elements will determine effectiveness of Assesmensts in the LMS

- 1) Assignment Spacing

- 2) Topic Narrative
- 3) Topic Welcome Announcement
- 4) Instructor Presence and Engagement
- 5) Interactive Activities (Discussions, Chats and Synchronous Activities)
- 6) Topic Introduction
- 7) Subject Matter Expertise

5.1 - Level 5	5.1 - Level 4	5.1 - Level 3	5.1 - Level 2	5.1 - Level 1
<ul style="list-style-type: none"> <li>• An introduction sets the tone for the topic by establishing instructor presence, providing an overview of the topic, and initiating a positive learning environment.</li> <li>• Instructor frequently and consistently interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a topic.</li> <li>• The developer has authored a narrative that clearly demonstrates the instructor's teaching style, subject matter expertise, and clearly explains the relevancy of each topic throughout the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction sets the tone for the topic by establishing instructor presence, providing an overview of the topic, and initiating a positive learning environment.</li> <li>• Instructor frequently interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a topic.</li> <li>• The developer has authored a narrative that demonstrates the instructor's teaching style, subject matter expertise, and explains the relevancy of each topic throughout the topic</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction somewhat sets the tone for the topic by establishing instructor presence, providing an overview of the topic, and initiating a positive learning environment.</li> <li>• Instructor sometimes interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a topic.</li> <li>• The developer has authored a limited narrative that demonstrates the instructor's teaching style, subject matter expertise, and explains the relevancy of each topic throughout the topic</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction is present in the topic that somewhat establishes instructor presence, but does not provide an overview of the topic or initiate a positive learning environment.</li> <li>• Instructor rarely interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a topic.</li> <li>• The developer has not authored a narrative that demonstrates the instructor's teaching style, subject matter expertise, and explains the relevancy of each topic throughout the topic</li> </ul>	<ul style="list-style-type: none"> <li>• No introduction is present in the topic to establish the instructor presence, provide an overview of the topic, or initiate a positive learning environment.</li> <li>• Instructor never interacts with students, provides timely feedback on assignments, and gives opportunities for q/a. Not this list is not exhaustive, as there are additional ways to add presence to a topic.</li> <li>• The developer has not authored a narrative that demonstrates the instructor's teaching style, subject matter expertise, and explains the relevancy of each topic throughout the topic</li> </ul>

## Elements that Effect 5.1: Demonstrating Instructor Presence

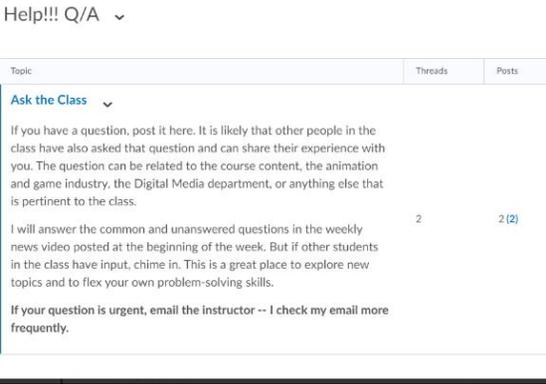
Criteria 5.1.1. Assignment Spacing: Refer to [Criteria 4.1.1. Assignment Spacing](#)

Criteria 5.1.2. Topic Narrative: Refer to [Criteria 2.2.2. Topic Narrative](#)

Criteria 5.1.3. Topic Welcome Announcement 2.1.3: Refer to [Criteria. Module Welcome Announcement](#)

Criteria 5.1.4. Instructor Presence and Engagement

Level 4 (Good)	Level 5 (Excellent)
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<p>It is recommended to demonstrate presence in a variety of ways. For example, a welcome announcement, both to the topic and each topic, feedback on assignments throughout the topic, abundant use of announcements through the news tool, participation in discussions, and a narrative that clearly demonstrates the instructor's subject matter expertise. Note: this list is not exhaustive, as there are additional ways to add presence to a topic</p>	<p>Beyond all Level 4 recommendations, a level 5 rating would include high-quality, instructor-led subject matter demonstrations, lectures, information offerings, or interactive discussions. We recommend either live, synchronous sessions or video recordings to more easily include non-verbal cues and enthusiasm for the subject.</p>
 <p>Help!!! Q/A</p> <p>Topic: Ask the Class</p> <p>If you have a question, post it here. It is likely that other people in the class have also asked that question and can share their experience with you. The question can be related to the course content, the animation and game industry, the Digital Media department, or anything else that is pertinent to the class.</p> <p>I will answer the common and unanswered questions in the weekly news video posted at the beginning of the week. But if other students in the class have input, chime in. This is a great place to explore new topics and to flex your own problem-solving skills.</p> <p>If your question is urgent, email the instructor -- I check my email more frequently.</p>	

Criteria 5.1.5. Interactive Activities (Discussions, Chats, Synchronous): Refer to [Criteria 3.3.6 Interactive Activities \(Discussions, Chats, Synchronous\)](#)

Criteria 5.1.6. Topic Introduction: Refer to [Criteria 2.2.3 Topic Introduction](#)

Criteria 5.1.7. Subject-Matter Expertise: Refer to [Criteria 3.1.3: Subject Matter Expertise](#)

## Criterion 5.2 Topic fosters student/student and student/faculty interaction.

The presence and the quality in which you have developed the following elements will determine effectiveness of Assessments in the LMS

- 1) Interactive Activities (Discussions, Chats and Synchronous Activities)
- 2) News Tool

5.2 - Level 5	5.2 - Level 4	5.2 - Level 3	5.2 - Level 2	5.2 - Level 1
<ul style="list-style-type: none"> <li>• Learning activities foster instructor-student, student-</li> </ul>	<ul style="list-style-type: none"> <li>• Most learning activities foster instructor-student, student-</li> </ul>	<ul style="list-style-type: none"> <li>• Some learning activities foster instructor-student, student-</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities do not foster instructor-student, student-</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are not present in the topic.</li> </ul>

<p>content and student-student interaction.</p> <ul style="list-style-type: none"> <li>• Student participation and attendance is defined, including how early semester progress reporting and attendance reporting will be determined. A mechanism for measuring quality and quantity is provided.</li> <li>• Students have a wide range of opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects..</li> <li>• Topic interaction requirements and expectations are clear and include rubrics and/or examples..</li> </ul>	<p>content and student-student interaction.</p> <ul style="list-style-type: none"> <li>• Student participation and attendance is defined and a mechanism for measuring quality and quantity is provided.</li> <li>• Students have opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projectsTopic interaction requirements and expectations are somewhat clear and include rubrics and/or examples</li> </ul>	<p>content and student-student interaction.</p> <ul style="list-style-type: none"> <li>• Student participation and attendance is defined.</li> <li>• Students have some opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects..</li> <li>• Topic interaction requirements and expectations are clear, but no rubrics are provided</li> </ul>	<p>content and student-student interaction.</p> <ul style="list-style-type: none"> <li>• Student participation and attendance is not defined.</li> <li>• Students have limited or no opportunities to interact through a robust discussion forum, chat sessions, audio conferencing or group projects.</li> <li>• Topic interaction requirements and expectations are unclear, but no rubrics are not provided</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation is not defined.</li> <li>• Students have no opportunities to interact</li> </ul>
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## Elements that Effect 5.2: Many-way interactions

Criteria 5.2.1. Interactive Activities (Discussions, Chats, Synchronous): Refer to [Criteria 3.3.6 Interactive Activities \(Discussions, Chats, Synchronous\)](#)

Criteria 5.2.2. News Tool: Refer to [Criteria 3.3.11 News Tools](#)