



Alternative Measures for Student Success in Online Courses

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Video Review

- ✓ Decide on video(s)
- ✓ Assign to student(s) to review
- ✓ Summarize
- ✓ Discuss



Video Reviews

Purpose:

After viewing a video on a topic related to adolescent development, the student will be able to summarize and report on the video content, describe how it relates to the chapter content, and find research to support or dispute the content.

Directions:

1. Go to the chapter module.
2. For those who are summarizing the video:
 - a. Go to the web link for the chapter video assigned to you.
 - b. Summarize the content of the video. The summary should include an accurate account of the video content, include all the main points covered in the video, and should be detailed enough that someone not viewing the video could understand the information. In addition, you should locate information from the text, the web, or a journal article that supports the information in the video. Finally, you should provide your own commentary as to whether you agree or disagree with the content of the video and provide support for your position from the text, the web, a journal article, or personal experience.
3. Respond to one of the postings. Responses should add to the discussion by bringing in additional information from the text or other outside resources, giving examples from personal experience, asking probing questions that take the discussion in to a new but related direction, or giving specific examples of why or agree or disagree with the content of the video. A response of nothing more than simply, "I agree", will result in zero points.



Video Review Scoring Rubric

Objective/Criteria	Performance Indicators			
	Meets Expectations	Almost Meets Expectations	Does Not Meet Expectations	Missing
Video Summary	(10 points) Student posted video summary. Summary was (1) an accurate account of the video, (2) included all the main points, and (3) was detailed enough that someone not viewing the video could understand the information.	(5 points) Student posted video summary. Summary was either not an accurate account of the video, did not include all the main points, or was not detailed enough that someone not viewing the video could understand the information.	(3 points) Student posted video summary. Summary was lacking in two of the required components.	(0 points) Not student's week to post summary.
Validity	(8 points) Student was able to verify the validity of the information presented in the video using at least one other source.	(4 points) Student attempted to verify the validity of the information included in the video but the sources cited were not relevant.	(0 points) Student did not verify the validity of the information in the video.	(0 points) Not student's week to post summary.
Interpretation/Explanation	(8 points) Student provided personal comments about the video content by either agreeing or disagreeing with the video content and supporting their position or including a personal example to support or dispute the video content.	(4 points) Student provided personal comments about the video content by either agreeing or disagreeing with the video content but did not support their position or include a personal example to support or dispute the video content.	(0 points) Student did not provide a personal account of the video.	(0 points) Not student's week to post summary.
Grammar	(2 points) Posting was free of grammar/spelling/or punctuation errors.	(1 points) Posting contained one or two grammar/spelling/or punctuation errors.	(0 points) Posting contained three or more grammar/spelling/or punctuation errors.	(0 points) Not student's week to post summary.

Objective/Criteria	Performance Indicators			
	Meets Expectations	Almost Meets Expectations	Does Not Meet Expectations	Missing
Timeliness	(2 points) Student posted summary by date indicated on course calendar.	(1 points) Student posted summary one day late.	(0 points) Student posted summary more than one day late.	(0 points) Not student's week to post summary.
Follow-up Response	(5 points) Student posted follow-up response. Response gave insight into why student responded to the original posting in the way they did, asked other probing questions or brought in other research that supports or disputes the information presented.	(3 points) Student posted follow-up response. Response attempted to give insight into why student responded to the original posting in the way they did, ask other probing questions or bring in other research that supports or disputes the information presented.	(1 points) Student responded but response is little more than "I agree".	(0 points) Student did not post follow-up response.
				out of 35



Interview

- ✓ Decide on interview topic
- ✓ Develop interview questions/protocol
- ✓ Conduct Interview
- ✓ Report Results
- ✓ Summarize
- ✓ Discuss

**Purpose:**

Add to your knowledge of online teaching and learning by questioning another professional involved in online education.

Directions:**Part 1: Develop Interview Questions, Sheet, and Protocol**

As a group you will come up with six interview questions that each of you will use to interview someone who is currently teaching online.

1. Post at least two interview questions to the *M2A3a: Ask the Expert Interview Question Development* discussion
2. As a group select the six questions that you would like to use in your interview with someone who is currently teaching online.
3. Develop an interview sheet that contains the six questions as well as questions about the interviewee, i.e., their name, place of employment, etc.
4. Develop the protocol you will use for the interview.
5. Post the final interview sheet and protocol to the *M2A3a: Ask the Expert Interview Question Development* discussion by the date on the class calendar.

Part 2: Conduct the Interview

1. Schedule an in-person, phone, or online interview, depending on the person's preference.
2. Ask for permission to tape the conversation or use a laptop or yellow pad to take notes. If note taking, be sure to go back to these within a day to keep your memory fresh.
3. The Interview Itself: Think of the interview in three simple stages: opening, body, and close. Here are some quick tips for each stage:
 1. **Opening**
 1. Establish rapport.
 2. Do not waste time.
 3. Remind about expected duration (e. g., 20-30 min).
 2. **Body**
 1. You are responsible for control.
 2. Ask prepared specific questions.
 3. Be prepared to deviate.
 4. Listen to the answers.
 5. Ask one clear question at a time. Follow up as needed.
 6. Act in a professional manner.
 7. Remember--the subject is the expert.
 8. Take notes--jotting down key points and quotes.
 3. **Closing**
 1. Pay attention to the time.
 2. You are in control.

3. Conclude the interview and summarize as needed.
4. Thank the person again.
5. Wind down informally as needed.

Part 3: Post and Discuss Your Interview Results:

1. Write your interview report.
 1. Identify interviewee by name, title, date, place of employment.
 2. State how interview was conducted (by in- person, phone, online).
 3. Report should take first-person voice (speaking for the person). That is, the report should read like a two-person conversation, using first person for both you and the interviewee. Be sure to include each question and the interviewee's response.
 4. Write a brief reflection of the interview including how you established rapport with the interviewee, comments regarding any comments that stood out, discussion of any topics to questions that came up during the interview, your overall interview experience, and
2. Share interview report with the person and get corrections as needed.
3. Get written permission to publish interview in the class discussion forum (you may want to do this during the interview or ask the interviewee to email you permission).
4. Send a note to thanks to the participant.
5. Post your interview report to the *M2A3b: Ask the Expert Interview Results and Discussion* forum no later than the date listed on the course calendar.
6. Respond to at least of your classmate's postings by the due date listed on the course calendar.

Interview Rubric Part 1



Interview Scoring Rubric Part 1

Objective/Criteria	Performance Indicators			
	Exceptional	Meet Expectations	Needs Improvement	Missing
Number of Questions	(3 points) Group developed six interview questions.	(2 points) Group developed three to five interview questions.	(1 points) Group developed at least two interview questions.	(0 points) No questions developed.
Question Content	(5 points) Questions cover six different aspects of online learning including course development, course delivery, course management as well as information regarding the expert's perceptions of online teaching.	(3 points) Questions cover three to five aspects of online learning including course development, course delivery, course management as well as information regarding the expert's perceptions of online teaching.	(1 points) Questions cover one or two aspects of online learning including course development, course delivery, course management as well as information regarding the expert's perceptions of online teaching.	(0 points) No questions developed.
Contribution	(2 points) Student contributed at least two possible interview questions.	(1 points) Student contributed at one possible interview questions.	(0 points) NA	(0 points) Student did not contribute any interview questions.
				out of 10

Interview Rubric Part 2



Interview Scoring Rubric Part 2

Objective/Criteria	Performance Indicators			
	Advanced	Proficient	Not Yet There	Not There at All
Expert Introduction	(3 points) Student posting includes an introduction of the expert they interviewed including name, title, subject area, and date and place interview took place.	(2 points) Student posting includes an introduction of the expert they interviewed but one or two of the following are missing: name, title, subject area, and date and place interview took place.	(1 points) Student posting includes an introduction of the expert they interviewed but three or more of the following are missing: name, title, subject area, and date and place interview took place.	(0 points) Student posting does not include an introduction or student did not conduct interview.
Report Format	(4 points) Interview report is in first-person voice (speaking from the person). The report reads like a two-person conversation, using first person for both you and the interviewee.	(2 points) Interview report is not in first-person voice (speaking from the person) or the report does not read like a two-person conversation, using first person for both you and the interviewee.	(1 points) Interview report is not in first-person voice (speaking from the person) and the report does not read like a two-person conversation, using first person for both you and the interviewee.	(0 points) Report missing or student did not conduct interview.
Question Responses	(6 points) Report includes answers to all six agreed upon questions.	(4 points) Report includes answers to three to five of the agreed upon questions.	(2 points) Report includes answers to one or two of the agreed upon questions.	(0 points) Report does not include answers to any of the agreed upon questions or student did not conduct interview.
Quality of Response to Other Students	(3 points) The responses are related to the content of the original message(s). It makes a point by focusing on specific issues that strike the learner as important.	(2 points) The responses are related to earlier message(s) but the point being made is somewhat vague.	(1 points) The responses do not make a clear connection to earlier responses, but has a specific point to make.	(0 points) Does not enter discussion.
Timeliness	(3 points) The responses are posted within a day or two of the original posting, and during the	(2 points) Individual message posted before deadline.	(1 points) Postings made after the deadline.	(0 points) No messages posted.

Objective/Criteria	Performance Indicators			
	Advanced	Proficient	Not Yet There	Not There at All
	current session.			
Writing	(2 points) The writing is clear and concise.	(1 points) Problems with typos, grammar, etc. are distracting but do not interfere with meaning.	(0 points) Problems with typos, grammar, etc. interfere with understanding the meaning of the response.	(0 points) Report missing.
Interview Reflection	(4 points) Reflection includes information about how rapport was established with interviewee and includes a summary of the results including one comment that stood out and any additional questions that were asked.	(2 points) Reflection includes information about how rapport was established with interviewee or includes a summary of the results including one comment that stood out and any additional questions that were asked.	(1 points) Reflection is included but does not contain information about how rapport was established with interviewee and does not include a summary of the results including one comment that stood out and any additional questions that were asked.	(0 points) Reflection missing.
				out of 25



Debate

- ✓ Select Teams/Captain
- ✓ Post First Point
- ✓ Post Rebuttal
- ✓ Decide on Winner
- ✓ Post Second Point
- ✓ Post Rebuttal
- ✓ Decide on Winner



Debate Directions

Purpose:

To encourage students to critically analyze a given topic and be able to support their point-of-view.

Directions:

1. Each group will have their own private discussion area to develop two major points of debate:
 - a. Group #1 will take the position that nutritional supplements are safe
 - b. Group #2 will take the position that nutritional supplements are not safe
2. As a group, select a debate captain who will be responsible for coordinating your group's debate strategy. Email the group captain's name to the instructor by 10:00 PM, **September 10**.
3. Working in your private group discussion area, identify the two major points you will debate. Have your captain submit your first point to the public debate discussion area by **September 15**.
4. Working in your private group discussion area, compose your rebuttal to the opposing group's first point of debate and have your captain submit your group's rebuttal statement to the public debate discussion area This is due by **September 18**.
5. Once you have submitted your rebuttals, I will determine the winner of the first point debate and give you your grades by **September 20**.
6. Have your captain submit your second point to the public debate discussion area by **September 21**.
7. Working in your private group discussion area, compose your rebuttal to the opposing group's second point of debate. Have your captain submit your group's rebuttal statement, for the second point, to the public debate discussion area by **September 24**.
8. Once you have submitted your rebuttals for the second point, I will determine the winner of the second point debate and give you your grades by **September 26**.

Debate Rubric



Debate Scoring Rubric

Objective/Criteria	Performance Indicators			
	Meets Expectations	Almost Meets Expectations	Needs Improvement	Missing
Captain Selection	(1 points) Selects captain and sends email to instructor on time.	(0 points) NA	(0 points) NA	(0 points) Does not select captain or send email to instructor on time.
First Point	(5 points) Point was clearly stated. Arguments were eloquent, complex, elaborated, and supported with evidence and examples. Point was well supported with several relevant facts, statistics and/or examples.	(3 points) Point was clearly stated. Arguments were complex, elaborated, and supported with evidence and examples. Point was adequately supported with relevant facts, statistics and/or examples.	(1 points) Point was not obvious or clearly stated. Arguments were supported with evidence and examples. Point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	(0 points) Point missing or arguments lacked evidence and support. Point was not supported with facts, statistics or examples.
First Rebuttal	(5 points) Rebuttal directly addressed each of the opponents' arguments with counter-evidence.	(3 points) Rebuttal directly addressed most of opponents' arguments with counter-evidence.	(1 points) Point was not obvious or clearly stated. Rebuttal directly addressed some of opponents' arguments with counter-evidence.	(0 points) Rebuttal did not directly address opponents' arguments and/or did not present counter-evidence.
Second Point	(5 points) Point was clearly stated. Arguments were eloquent, complex, elaborated, and supported with evidence and examples. Point was well supported with several relevant facts, statistics and/or examples.	(3 points) Point was clearly stated. Arguments were complex, elaborated, and supported with evidence and examples. Point was adequately supported with relevant facts, statistics and/or examples.	(1 points) Point was not obvious or clearly stated. Arguments were supported with evidence and examples. Point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	(0 points) Point missing or arguments lacked evidence and support. Point was not supported with facts, statistics or examples.
Second Rebuttal	(5 points) Rebuttal directly	(3 points) Rebuttal directly	(1 points) Rebuttal directly	(0 points) Rebuttal did not

Objective/Criteria	Performance Indicators			
	Meets Expectations	Almost Meets Expectations	Needs Improvement	Missing
	addressed each of the opponents' arguments with counter-evidence.	addressed most of opponents' arguments with counter-evidence.	addressed some of opponents' arguments with counter-evidence.	directly address opponents' arguments and/or did not directly address opponents' arguments and/or did not present counter-evidence.
Group Organization/Participation	(5 points) All group members participated in the process. Members submitted information to the captain in a timely fashion.	(3 points) Most group members participated in the process. Members who participated submitted information to the captain in a timely fashion.	(1 points) One or two group members participated. Members who participated submitted information to the captain in a timely fashion.	(0 points) Captain did most of the work and members did not submit information to the captain in a timely fashion.
Timeliness	(4 points) Both points and rebuttals submitted on time.	(3 points) Three items submitted on time.	(2 points) Two items submitted on time.	(0 points) One or fewer items submitted on time or not submitted at all.
				out of 30



Soapbox

- ✓ Decide on topic
- ✓ Decide on position
- ✓ Locate research to support position
- ✓ Post position discussion
- ✓ Comment/compare/contrast other position
- ✓ State final position



Soapbox Directions

Purpose:

To encourage students to critically analyze a given topic and be able to support their point-of-view.

Directions:

1. Think about the statement: "The use of multimedia in online classes does not influence learning."
2. Decide if you agree or disagree with the statement.
3. Locate two web sources that support your position.
4. Write a brief essay (approximately equivalent to 200-400 words) expressing your point of view.
5. Identify by quote the point or points from the web resources that support your position and elaborate on your point of view.
6. Before you compose your answer select the **Next Page** link from the action menu or the **M1A1: Multimedia Soapbox Discussion** and review the **Grading Criteria and Rubric** criteria for this assignment.
7. Once you have composed your answer, select the **M1A1: Multimedia Soapbox Discussion** link from the table of contents in the left frame to post your discussion.
 1. Please put your name and whether you agree or disagree with the topic: i.e, **Laura Agrees**
 2. List the hyperlinks for the two web sites you found. (It is best to copy the URL from the Address box in Internet Explorer) and also create a web link for both of them by selecting **Web Links** from the list of course tools. **(This is due by June 2)**
8. Reply to at least two other student's postings. Ask questions to clarify any of the information you don't understand. Post your comments, questions, and reactions as appropriate. You are NOT expected to comment on EVERYONE's postings - only those that interest you (but a minimum of two). **(This is due by June 9)**



Soapbox Scoring Rubric

Objective/Criteria	Performance Indicators				
	Advanced	Proficient	Average	Not There Yet	Not There at All
Quality of Information, Application of Key Concepts & Theories	(5 points) Information clearly relates to the main topic and adds new concepts, information. It includes several supporting details and/or examples.	(4 points) Information clearly relates to the main topic. It provides at least 1 supporting detail or example.	(3 points) Information clearly relates to the main topic. No details and/or examples are given.3	(2 points) Information has little or nothing to do with the main topic or simply restates the main concept.	(0 points) Nothing posted.
Critical Thinking, Creativity, Originality & Persuasiveness	(5 points) Enhances the critical thinking process consistently through premise reflection and difference questioning of self and others.	(4 points) Critical thinking and premise reflection is demonstrated in discussion by the individual only.	(3 points) Responds to question but does not engage in premise reflection.	(0 points) NA	(0 points) Does not respond to questions posed by the instructor.
Professional Language	(5 points) Both professional vocabulary and writing style are used consistently throughout the discussion. Postings are free of spelling and grammatical errors.	(4 points) Both professional vocabulary and writing style are used frequently throughout the discussion. Postings contain 1- 2 spelling and/or grammatical errors.	(3 points) Both professional vocabulary and writing style are used occasionally throughout the discussion. Postings contain 3-4 spelling and/or grammatical errors.	(2 points) Professional vocabulary and writing style are not used or posting contains 5 or more spelling and/or grammatical errors.	(0 points) Professional vocabulary and writing style are not used and posting contains 5 or more spelling and/or grammatical errors.
Timeliness	(5 points) Original Response is posted by due date. First response is posted within a day or two of the original posting, and during the current session. Second response is posted within a day or two of the original posting, and during the current session.	(2 points) Original response is one day late. The first response is posted several days or even a week after the original posting, during the current session. The second response is posted several days or even a week after the original posting, during the current session.	(1 points) The original response is posted too near the end of the session to allow for further discussion. The first response is posted too near the end of the session to allow for further discussion.or is posted quickly and/or frequently enough to risk putting pressure on others. The second response is posted too near the end of the session to allow for further discussion.or are posted quickly and/or frequently	(0 points) NA	(0 points) No deadlines met.

Objective/Criteria	Performance Indicators				
	Advanced	Proficient	Average	Not There Yet	Not There at All
			enough to risk putting pressure on others.		
Responses	(5 points) The first response is related to the content of the original message(s). It makes a point by focusing on specific issues that strike the learner as important. The second response is related to the content of the original message(s). It makes a point by focusing on specific issues that strike the learner as important.5	(3 points) The original posting contains relevant content. It makes a point by focusing on specific issues that support the student's position. One of the articles found and quoted includes support for the student's position. The first response is related to earlier message(s) but the point being made is somewhat vague. The second response is related to earlier message(s) but the point being made is somewhat vague.	(1 points) The original posting contains relevant content. It makes a point by focusing on specific issues that support the student's position. None of the articles found and quoted include support for the student's position. The first response doesn't make a clear connection to earlier responses, but has a specific point to make. The second response does not make a clear connection to earlier responses, but has a specific point to make.	(0 points) NA	(0 points) The original posting does not contain relevant content and doesn't. focus on specific issues that support the student's position. None of the articles found and quoted include support for the student's position. The point of the first response and the connection between it and earlier posting(s) is unclear. The point of the second response and the connection between it and earlier posting(s) is unclear.
					out of 25



Best Answer

- ✓ Decide on concept
- ✓ Develop a multiple choice question
- ✓ Assign question to one student
- ✓ Student selects best answer and explains
- ✓ Student explains why other answer not best
- ✓ Discuss



Best Answer Directions

Purpose:

To encourage students to critically analyze the course material and to be able to support their point-of-view.

Directions:

1. Go to the chapter module.
2. For those who are assigned a question, locate your assigned question.
3. Select the best answer and indicate why this is the best answer. Be sure to support your response with information from the text.
4. For each of the incorrect answers, indicate why each is not the best answer. Be sure to support your response with information from the text.
5. Post your response to the Best Answer discussion by the date indicated on the course calendar.
6. Respond to one of the postings. Responses should indicate if you agree or disagree with the chosen correct answer and why. A response of nothing more than simply, "I agree" or "I disagree," will result in zero points.

Sample Question and Answer:

Question:

In the section of Chapter 1 of Adolescence titled "Today's Adolescents," Santrock describes the status of adolescents. This section of the chapter reflects a larger emphasis on one of the following determinants of development than on the others. Which one is it? Select the best answer, explain why it is the best answer, and explain why each of the other answers is not as appropriate.

1. cognitive processes
2. nurture
3. maturation
4. discontinuity
5. change

Answer:

1. Cognitive processes **is not** the best answer. If this were so, the issues Santrock raised would have concerned how changes in thought, intelligence, or language influence the lives of adolescents or the quality of an adolescent's adaptation to the environment. But the contemporary concerns—status, idealized images, sociocultural contexts, and social police—are aspects of the adolescent's environment and how they potentially influence adolescent development.
2. Nurture **is** the best answer. As indicated in "A," the focus of the contemporary concerns is adolescents' environments and how they affect adolescents. These are explicitly discussed in the text as examples of the "nurture" side of the nature-nurture controversy.
3. Maturation **is not** the best answer. Maturation refers to genetic and biological developmental influences on behavior. This would entail a focus on heredity and, perhaps, genetic engineering

as a means of enhancing child development outcomes. Instead, the focus is on improving adolescents' environments to enhance developmental outcomes.

4. Discontinuity **is not** the best answer. If this were the concern, much would be said about the value of describing adolescent development as stages or about developing the notion of adolescence as a distinct stage from adulthood. This is not the sense of the contemporary focus at all.
5. Change **is not** the best answer. If it were, the issue would be that patterns of behavior expressed early in an adolescent's life are not especially predictive of later developmental outcomes. Again, the emphasis is on environmental conditions that promote optimal developmental outcomes.

Response:

I definitely agree that nurture is the best answer. Two of my son's best friends were twins. Both were always the model students and sons. However, during their sophomore year, one of the twin started partying. His partying included heavy drinking and occasional drug use. As a result, his social and intellectual development changed as he withdrew from many of his friends, including his brother who didn't approve of his partying, and his grades went from A's and B's to D's and F's. On the other hand, his brother continued the same friendships and his grades remained A's and B's. Influences from the environment (alcohol and drugs) resulted in these changes and not his heredity. The environment (nurture) and not heredity (genetics) played a role in his developmental changes (pg. 22).

Note: Taken from Santrock's 13th edition Instructor Manual

Best Answer Rubric



Best Answer Scoring Rubric

Objective/Criteria	Performance Indicators			
	Meets Expectations	Almost Meets Expectations	Does not Meet Expectations	Missing
Correct Answer	(5 points) Student selects correct answer.	(0 points) NA	(0 points) Student does not select correct answer.	(0 points) Not student's week to answer question.
Support for correct answer	(2 points) Student provides evidence from text indicating why answer is correct.	(1 points) Student provides information regarding correctness of answer but it is not supported by evidence from the text.	(0 points) No evidence is provided to support the correct answer.	(0 points) Not student's week to answer question.
Support for 1st incorrect answer	(2 points) Student provides evidence from text indicating why answer is incorrect.	(1 points) Student provides information regarding incorrectness of answer but it is not supported by evidence from the text.	(0 points) No evidence is provided to support the in correct answer.	(0 points) Not student's week to answer question.
Support for 2nd incorrect answer	(2 points) Student provides evidence from text indicating why answer is incorrect.	(1 points) Student provides information regarding incorrectness of answer but it is not supported by evidence from the text.	(0 points) No evidence is provided to support the in correct answer.	(0 points) Not student's week to answer question.
Support for 3rd incorrect answer	(2 points) Student provides evidence from text indicating why answer is incorrect.	(1 points) Student provides information regarding incorrectness of answer but it is not supported by evidence from the text.	(0 points) No evidence is provided to support the in correct answer.	(0 points) Not student's week to answer question.
Support for 4th incorrect answer	(2 points) Student provides evidence from text indicating why answer is incorrect.	(1 points) Student provides information regarding incorrectness of answer but it is not supported	(0 points) No evidence is provided to support the in correct answer.	(0 points) Not student's week to answer question.

Objective/Criteria	Performance Indicators			
	Meets Expectations	Almost Meets Expectations	Does not Meet Expectations	Missing
		by evidence from the text.		
Response	(5 points) Response indicates why student agrees or disagrees with the chosen correct answer and provides an example to illustrate the point.	(3 points) Response indicates why student agrees or disagrees with the chosen correct answer but does not provides an example to illustrate the point.	(1 points) Response does not indicate why student agrees or disagrees with the answer. Answer is little more than "I agree" or "I disagree".	(0 points) Response Missing
				out of 20



Socratic Questioning

- ✓ Assign Readings
- ✓ Assign Questions
- ✓ Post Original Response
- ✓ Post Follow-up Responses

Socratic Questioning Discussion Directions



Socratic Questioning Discussion Directions

Purpose:

The questions serve as advance organizers to encourage critical thinking and informed participation. Specific discussion questions will be assigned to individuals with ensuing discussion from all course members. This ensures that all participants have ample opportunity to interact.

Directions:

1. Answer the discussion question assigned to you. You should answer the question that precedes your name.
2. Suggested length is a response approximately equivalent to 150-300 words. Your answer should include/quote information from the readings and other outside sources that support your position.
3. Submit your response to the topic called "*C2A2: FACS Mission and Theories Discussion*" by the date on the course calendar so we have time to discuss the implications of your response.
4. You should reading the textbook chapter before you answer your discussion question, and you should refer to the text in your response..
5. Please put the number of your DQ, and a brief description in the subject line of your message
6. Write out the question before you write your answer in your posting. This will help us focus on the content and keep things in order. Post the question and response as information in the message textbox for the discussion. **DO NOT attach a file with your response.**
7. Review the responses of your fellow classmates and post your comments and reactions as appropriate to. You are NOT expected to comment on EVERYONE's postings - only those that interest you (but a minimum of two). For a more lively conversation, please comment on responses to questions other than your own,

Your assigned Discussion Questions

1. The U.S. is often criticized as lagging behind other industrialized countries regarding family friendly policies. What are family friendly policies? If you are currently employed, what family friendly policies does your place of employment offer and what are the conditions? If you are not currently employed, ask a family member what family friendly policies their place of employment offers as well as the conditions of those policies. (Note: If confidentiality is an issue, you do not need to identify the place of employment.). **Brittney H., Katherine K., Monica D.**
2. Compare and contrast the family friendly policies at your place of work with those in Sweden or Australia. **Jordonna H.**
3. Compare and contrast the family friendly policies at your place of work with those in Italy or Germany. **Ashley A.**
4. Compare and contrast the family friendly policies at your place of work with those in China or Japan. **Meagan H.**
5. Compare and contrast the family friendly policies at your place of work with those in Iran or Iraq. **Shanna W.**
6. Identify and give examples of how the three environments in the human ecosystem affect your own quality of life. **Kristin G., Melissa M.,**
7. Identify two current television shows about families. Describe the families and discuss if you think

the family structures are realistic. Why do you think they are or are not realistic? **James B., Nellie H-L.**

8. Identify two recent movies (<1 year old) about families. Describe the families and discuss if you think the family structures are realistic. Why do you think they are or are not realistic? **Teresa C., Jessica M.**
9. Many childless couples feel family friendly policies are unfair because they often cannot take advantage of the policies. Do you think they have a legitimate complaint? If so, how can companies change their policies to make them fairer? **Torie A, Sandy S., Kristina P.**
10. What are the benefits of a place of employment having family friendly policies. What do you consider the most important benefit and why? **Cari W., Sandra M., Angie F.**
11. Identify the different stages of Brondenbrenner's Ecological Theory of Development Model and describe your environment in terms of this model. **Jamie P., Hannah F.**

Socratic Questioning Discussion Rubric



Socratic Questioning Scoring Rubric

Objective/Criteria	Performance Indicators			
	Meets Requirements	Meets Most Requirements	Meets Some Requirements	Does Not Meet Requirements
Original Posting Content	(6 points) Post contains correct content that is thoughtful, and analyzes the content or question asked.	(4 points) Post contains correct content that answers the assigned question is generally accurate, but the actual information seems thin and commonplace.	(2 points) Post contains mostly correct content that answers the assigned question but is rudimentary and superficial, lacking any degree of analysis or critique.	(0 points) Answer incorrect, incomplete, or not completed at all.
Original Posting Connections	(5 points) Post makes connections to real life situations.	(3 points) Post makes connections to real-life situations, but the connections are unclear, not firmly established or are not obvious.	(1 points) Post does not include any novel ideas, connections, or real-world applications.	(0 points) Post missing.
Original Posting Link to Book	(4 points) Post includes quotes from book to support information presented.	(2 points) Post includes quotes from book but information quoted is not related to information presented.	(0 points) Post does not include quotes from book.	(0 points) Post missing.
Original Posting Grammar/Spelling	(3 points) No spelling or grammar errors.	(2 points) One or two spelling or grammar errors.	(1 points) Three or four spelling or grammar errors.	(0 points) Five or more spelling or grammar errors or post missing.
Timeliness	(2 points) Original posting posted by date indicated on the course calendar.	(1 points) Original posting posted one day late.	(0 points) Original posting posted more than one day late.	(0 points) Original posting not posted.
Follow-up Posting 1	(5 points) Student posted follow-up response. Response added to the discussion by bringing	(3 points) Student posted follow-up response. However, response did not add to the	(1 points) Student posted follow-up response. Response was unrelated to the original	(0 points) Student's response was little more than "I agree" or it was missing.

Objective/Criteria	Performance Indicators			
	Meets Requirements	Meets Most Requirements	Meets Some Requirements	Does Not Meet Requirements
	in additional information from the book or other outside resources, giving examples from personal experience, asking probing questions that take the discussion in to a new but related direction, or giving specific examples of why the student agreed or disagreed with the original posting.	discussion by bringing in additional information from the book or other outside resources, giving examples from personal experience, asking probing questions to take the discussion in to a new but related direction, or giving specific examples of why the student agreed or disagreed with the original posting.	posting.	
Follow-up Posting 2	(5 points) Student posted follow-up response. Response added to the discussion by bringing in additional information from the book or other outside resources, giving examples from personal experience, asking probing questions that take the discussion in to a new but related direction, or giving specific examples of why the student agreed or disagreed with the original posting.	(3 points) Student posted follow-up response. However, response did not add to the discussion by bringing in additional information from the text or other outside resources, giving examples from personal experience, asking probing questions to take the discussion in to a new but related direction, or giving specific examples of why the student agreed or disagreed with the original posting.	(1 points) Student posted follow-up response. Response was unrelated to the original posting.	(0 points) Student's response was little more than "I agree" or it was missing.
				out of 30



Journaling

- ✓ Great for reflection
- ✓ Student posts at regular intervals
- ✓ Requires instructor responses/feedback



Journaling Directions

Purpose:

During this course you will be creating an online journal of the key concepts discussed in each module and in the course in general. This exercise has four functions:

- It helps the students reinforce and synthesize the material covered.
- Each student personalizes the material, adapting it to his/her own specific professional needs.
- Students get a multitude of perspectives on the chapter's subject and how it could be useful to them.
- It gives an instructor insight as to what parts of the course have been effective and what may need to be taught in more depth the next time.

Directions:

You will complete a total of five entries worth five points each. A link to your online journal will be available at the end of each module. You will enter your module 4 and course reflection entries using the link at the end of module 4. I have also included a link to the journal on this organizer page.

1. At the end of each module and at the end of the course, create a journal entry that summarizes the key items covered in class in this module and how they might apply to your role as an online instructor. In the entry you should:
 - a. Identify what you feel were the most important or useful points from the module.
 - b. Summarize those points so they reflect the "essence" of your most significant learning this module.
 - c. Connect what you knew (or believed) about online assessment prior to this module with any changes or modifications you have made.
 - d. Identify unanswered question you still have in regards to this module's main topics?



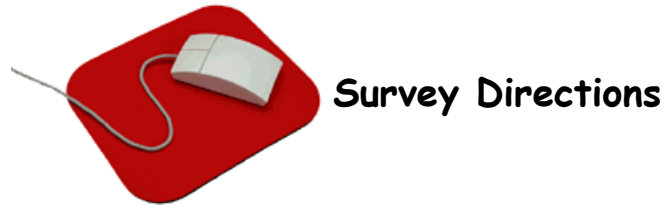
Journaling Scoring Rubric

Objective/Criteria	Performance Indicators		
	Proficient	Adequate	Not There at All
Evidence of Critical Thinking (5 x 2)	(10 points) Clear evidence of critical thinking--application, analysis, synthesis, and evaluation. Postings characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, relevance, and sometimes includes unusual insights. Points are well supported.	(5 points) Some critical thinking is evident. Postings tend to provide good general answers but may not always apply directly to the content of the module. Assertions not supported by evidence.	(0 points) Poorly developed critical thinking.
Ideas (5 x2)	(10 points) Well-developed; shows evidence of reflection and/or metacognition new ideas introduced.	(5 points) Poorly developed; shows little reflection or metacognition.	(0 points) Did not complete the assignment.
Questions (5x1)	(5 points) Student identified at least one unanswered question they had for the module/class.	(0 points) NA	(0 points) Student did not identify a question.
			out of 25



Survey

- ✓ Locate statistics from the text
- ✓ Develop survey
- ✓ Have students complete survey
- ✓ Have a one or two students report results
- ✓ Have other students discuss

**Purpose:**

To compare class statistics regarding current issues in family and individual resource management with national data and to discuss and support the similarities and differences

Directions:

1. Go to the web link for the chapter survey and complete it by the due date indicated on the course calendar.
2. For those who are reporting on survey results:
 - a. Go to the web link for the chapter survey results.
 - b. Summarize and report the results, i.e.
 - i. Twenty-six students completed the survey. Of those who completed the survey, 28% have taken an online survey before and 72% have not. These results are very similar to those outlined in the chapter. According to the chapter 30% of Americans have completed an online survey. When it comes to taking online surveys, our class is very similar to the national population. These results are very similar to a study by Johnson and Jones (2008) who found that 35% of Americans between the ages of 25-40 have taken one or more online surveys. What are your reasons for taking or not taking an online survey? OR
 - ii. Twenty-six students completed the survey. Of those who completed the survey, 70% have taken an online survey before and 30% have not. These results are very different from those outlined in the chapter. According to the chapter 30% of Americans have completed an online survey. One of the reasons this might be the case is that all the students in this class are taking an online class and tend to be slightly more computer savvy than the general population. These results are very similar to a study by Starr (2001) who found that after surveying 1000 college students, 80% have taken one or more online surveys. What are your reasons for taking or not taking an online survey? OR
 - iii. Twenty-six students completed the survey. Of those who completed the survey, 10% have taken an online survey before and 90% have not. These results are very different from those outlined in the chapter. According to the chapter 30% of Americans have completed an online survey. One of the reasons this might be the case is that all the students in this class tend to be younger than the general population and are more focused on their school work than completing online surveys. These results are very similar to a study by Nixon (2008) who found that after surveying 500 teenagers between the ages of 14 and 19, only 10% have taken one or more online surveys. This is despite the fact that 80% of them have a Facebook account and 95% have a Twitter account. What are your reasons for taking or not taking an online survey?
3. Respond to one of the postings. Your response should give insight into why you responded to the survey in the way you did, ask other probing questions or bring in other research that supports or disputes the findings. A response of nothing more than simply, "I agree", will result in zero points.

Survey Rubric



Survey Scoring Rubric

Objective/Criteria	Performance Indicators			
	Meets Expectations	Almost Meets Expectations	Does Not Meet Expectations	Missing
Survey Completion	(5 points) Student completed weekly survey.	(0 points) NA	(0 points) NA	(0 points) Student did not complete weekly survey.
Follow-up Response	(5 points) Student posted follow-up response. Response gave insight into why student responded to the survey in the way they did, asked other probing questions or brought in other research that supports or disputes the findings.	(1 points) Student posted follow-up response but response did not give insight into why student responded to the survey in the way they did, did not ask other probing questions or did not bring in other research that supports or disputes the findings.	(0 points) NA	(0 points) Student did not post follow-up response.
Results	(10 points) Student posted survey results. Results indicated the percentage of students for each possible response for all the questions.	(5 points) Student posted survey results. Results did not include the percentage of students for each possible response for all the questions.	(0 points) Student posted results but they were not in the required format.	(0 points) Not student's week to post results.
Comparison	(5 points) Student included an accurate comparison of the class results and those in the text.	(3 points) Student included an inaccurate comparison of the class results and those in the text.	(0 points) Student's response did not include a comparison of the class results and those in the text.	(0 points) Not student's week to post results.
Interpretation/Explanation	(8 points) Student provided at least one reason for how the class did or did not	(4 points) Student provided at least one reason for how the class did or	(0 points) Student did not give explanation.	(0 points) Not student's week to post results.

Objective/Criteria	Performance Indicators			
	Meets Expectations	Almost Meets Expectations	Does Not Meet Expectations	Missing
	compare to the results in the text. Explanation made sense in terms of the class composition.	did not compare to the results in the text. Explanation did not make sense given the class composition.		
Support	(5 points) Student included a reference to at least one other source to support their interpretation/explanation.	(0 points) NA	(0 points) Student did not included at least one other source to support their interpretation/explanation.	(0 points) Not student's week to post results.
Timeliness	(2 points) Student posted results by date indicated on course calendar.	(1 points) Student posted results one day late.	(0 points) Student posted results more than one day late.	(0 points) Not student's week to post results.
				out of 40