**E-Learning Examples Assignment for Fall 2014**

**Due Thursday, September 4 before class**

*E-Learning Design Principles, 05-823*

Professor Ken Koedinger, Human-Computer Interaction and Psychology

Please *find and review two examples of e-learning activities.* Pick examples from *different categories of educational technologies* including online course activities, video lectures, educational games, intelligent tutoring systems, multimedia presentations, and educational simulations. The activities you illustrate may be within an educational technology you have used, one you are interested in, or one you have found on the web. Here are some suggestions for places to find examples:

|  |  |  |
| --- | --- | --- |
| **Name** | **Where to find** | **Content** |
| CMU’s OLI | <http://oli.cmu.edu/> | College level courses in science, languages, etc |
| CMU’s Mathtutor | <https://mathtutor.web.cmu.edu/> | Middle school math |
| Assistments | <https://www.assistments.org/> | Middle school math |
| Khan Academy | <https://www.khanacademy.org/> | Math & other topics |
| Phet Simulations | <http://phet.colorado.edu/> | Science & math |
| Andes Physics tutor | <http://www.andestutor.org/> | College physics |
| BrainPOP | <http://www.brainpop.com/> | Kids games for science, tech, math, social studies, English, art |
| edX | <https://www.edx.org/> | College level courses |
| Coursera | <https://www.coursera.org/> | College level courses |
| Duolingo | <http://www.duolingo.com/> | Spanish, English, French, German, Portuguese, Italian |
| Educational iPhone/iPad apps | Use App Store on an iPhone or iPad | All kinds of content, children’s reading & math games, language learning, etc. |
| ETC/HCII Engage | <http://www.etc.cmu.edu/engage/> | PreK-grade 3 science games |
| Schell Games | <http://www.schellgames.com/> | Various educational games |

For both of the two example activities you select, do the following:

1. *Where*: Indicate where you found the e-learning activity, most commonly, by giving a specific URL (or “I have it on a CD”).
2. *What*: Take *two or more screen shots* that illustrate student interactions with some typical aspect of the e-learning activity. These choices should anticipate steps 3 and 4. So, be sure to think about steps 3 and 4 before making your final choices for screen shots. Do not simply take a shot of the entry screen, but get into the activity (e.g., enter a wrong answer in a tutor, show a tutorial in a game, try out a simulation, etc.).
3. *Good or bad*: Indicate whether you think this activity is a good or a bad example of e-learning instruction. Select 1 good and 1 bad example.
4. *Why*: Give a reason why the activity is good or bad by indicating whether it is a positive or negative example of some general statement of good instruction. a) First, *state a reason* in the form of a general principle of good e-learning design, something like “A good e-learning activity should ….” b) Second, say *whether or not the example* matches or violates this principle, something like: “This activity is a good/positive [or bad/negative] example of this principle, because as you can see in the screen shot …”

For the two example activities, one should be (or include) a positive example (follows the principle you state in #4a) and one should be a negative example (violates the principle you state in #4a).

We will use these examples during the semester to help illustrate the principles and methods you will learn and to get a sense of what is in use in the world of educational practice. In fact, we will use one of your examples on Thursday (in two days). So, you need to get to step 2 above for one of your examples. *To class on Thursday, bring a print out of at least two screen shots from one example*. Be prepared to explain it to a partner.