



Partner Meeting

Wednesday, June 26, 2002

Partner Meeting

Academic ADL Co-Lab Partners

- ✓✓ University of Wisconsin System
- ✓✓ Wisconsin Technical College System
- Air Force Institute for Advanced Distributed Learning
- ✓ Atlantic Cape Community College
- Bloomsburg University
- California Virtual Campus
- ✓✓ Cameron University
- ✓✓ Capella University
- ✓✓ Carnegie Mellon University
- Central Texas College
- Defense Acquisition University
- Fairleigh Dickinson University
- ✓ Florida Community College Distance Learning Consortium
- Foothill College
- Indiana University, Bloomington
- Macquarie University (Australia)
- Miami Dade Medical College
- Minnesota State Colleges & Universities
- ✓✓ Mississippi State University
- ✓✓ Naval Postgraduate School
- ✓✓ Northern State University
- ✓✓ EduWorks
- ✓✓ Alexandria ADL Co-Lab
- Penn State
- Purdue University
- Rochester Institute of Technology
- ✓ Rutgers University
- St. Joseph's University
- ✓✓ Southern Regional Education Board
- ✓ Texas A&M University
- University of Alaska
- ✓✓ University of California - Berkeley
- University of California - Irvine
- University of Hawaii at Manoa
- University of Illinois at Urbana-Champaign
- University of Maryland University College
- University of Nebraska - Lincoln
- ✓✓ University of New Orleans
- University of Washington
- University of Wollongong (Australia)
- Vanderbilt-Northwestern-Texas-Harvard/MIT (VaNTH) Center for Bioengineering Educational Technologies
- West Virginia University

Academic ADL Co-Lab Partners

Agenda

- **New partner introductions**
- **Designers Guide and Sequencing update (Eric Roberts)**
- **Digital Rights activities update (Geoff Collier)**
- **Partner updates**
- **Plugfest 6 information**
- **August 13 meeting**
- **Vendor presentation schedule**

Agenda

Academic ADL Co-Lab

Partners Meeting

26 June 2002

SCORM

Sequencing

Slide 1

Sharable Content Object Reference Model

for:

- Individual
- Asynchronous
- Web-based instruction
- Managed by an LMS

Slide 2

For Use When:

- Interoperability
- Scalability
- Extensibility
- Reuse

Slide 3

SCORM version 1.3
introduces
Simple Sequencing

Slide 4

Technology
effects
on
Instruction

Slide 5

SCORM

Simple Sequencing Models

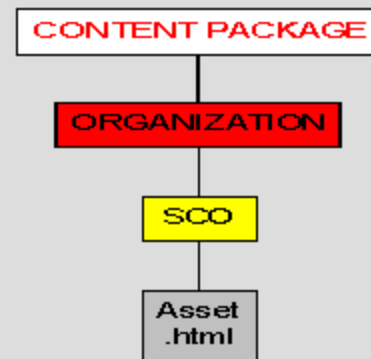
Bill Blackmon & Nina Pasini

May 14, 2002

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SCORM Simple Sequencing Models

Model 1 – SCO with No Assessment
The most simple SCORM package



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Model 1 ? SCO with No Assessment The most simple SCORM package

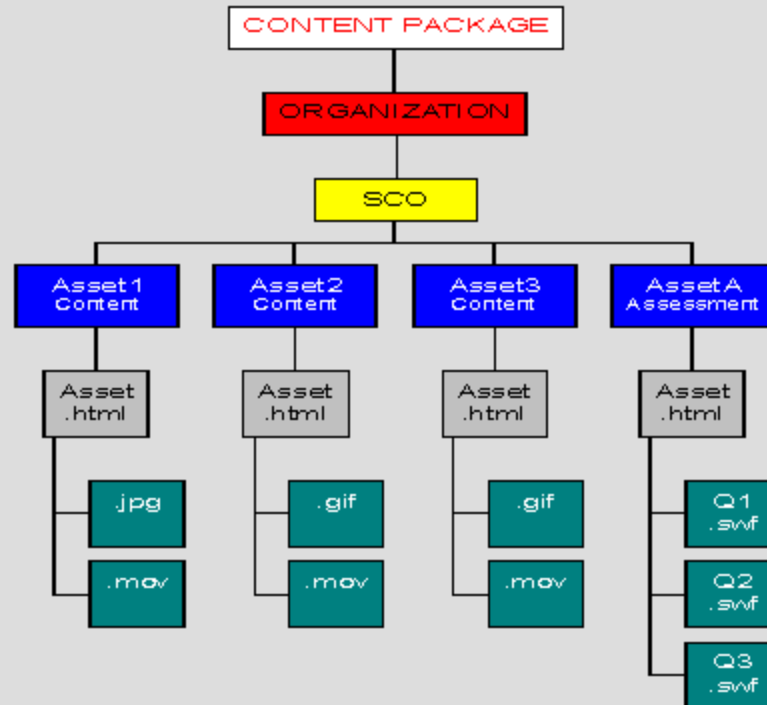
Model 1 - Rules

- User choice. Roll-up.
- To complete “lesson”, the learner must see the SCO.

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Model 1 - Rules

Model 2 – Multi-page SCO with an Assessment



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Model 2 ? Multi-page SCO with an Assessment

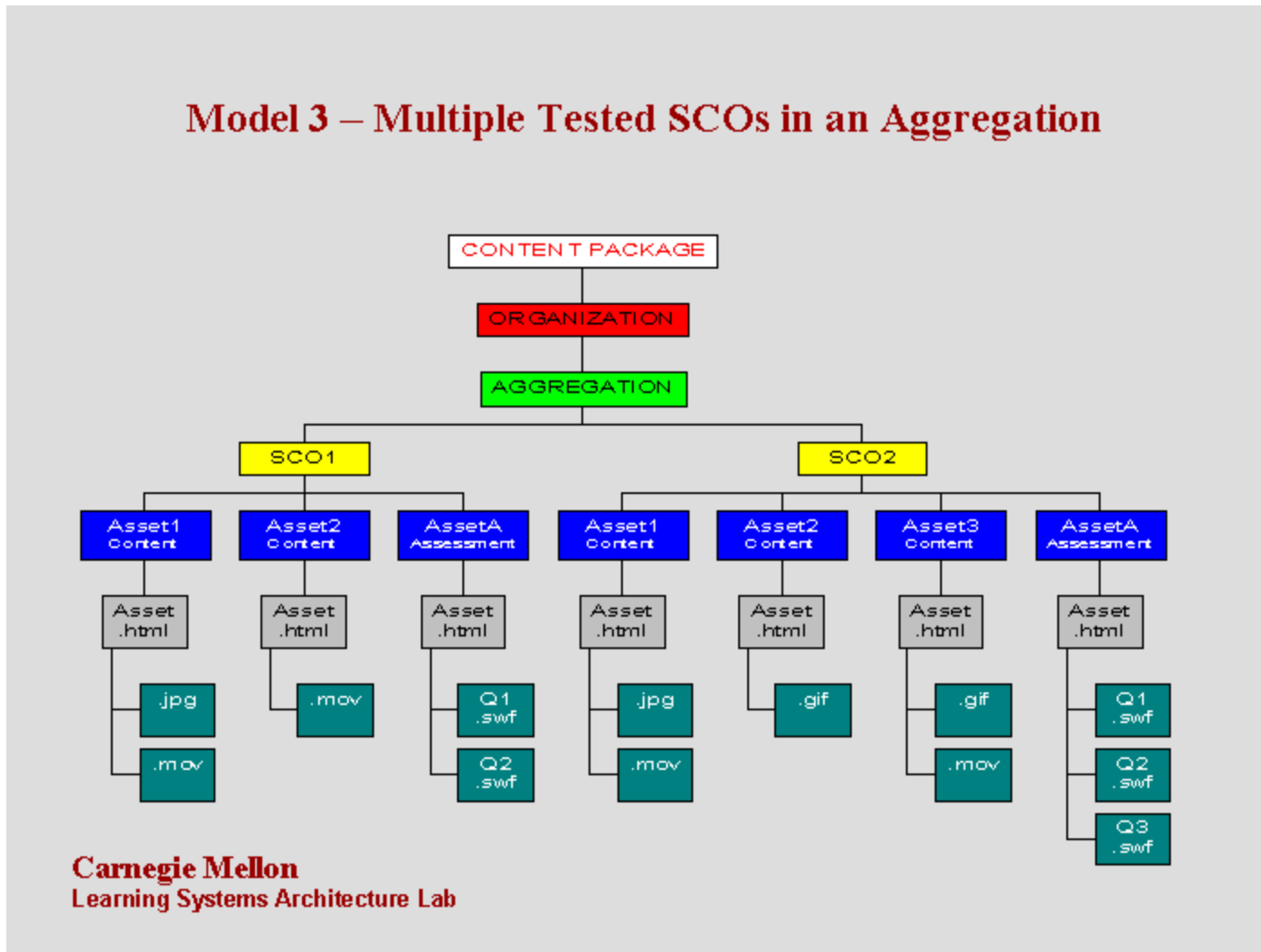
Model 2 - Rules

- To complete “lesson”, learner must complete the SCO.
- Play SCO assets in numeric order.
- To complete SCO, learner must complete the assessment (no score).

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Model 2 - Rules

Model 3 – Multiple Tested SCOs in an Aggregation



Model 3 ? Multiple Tested SCOs in an Aggregation

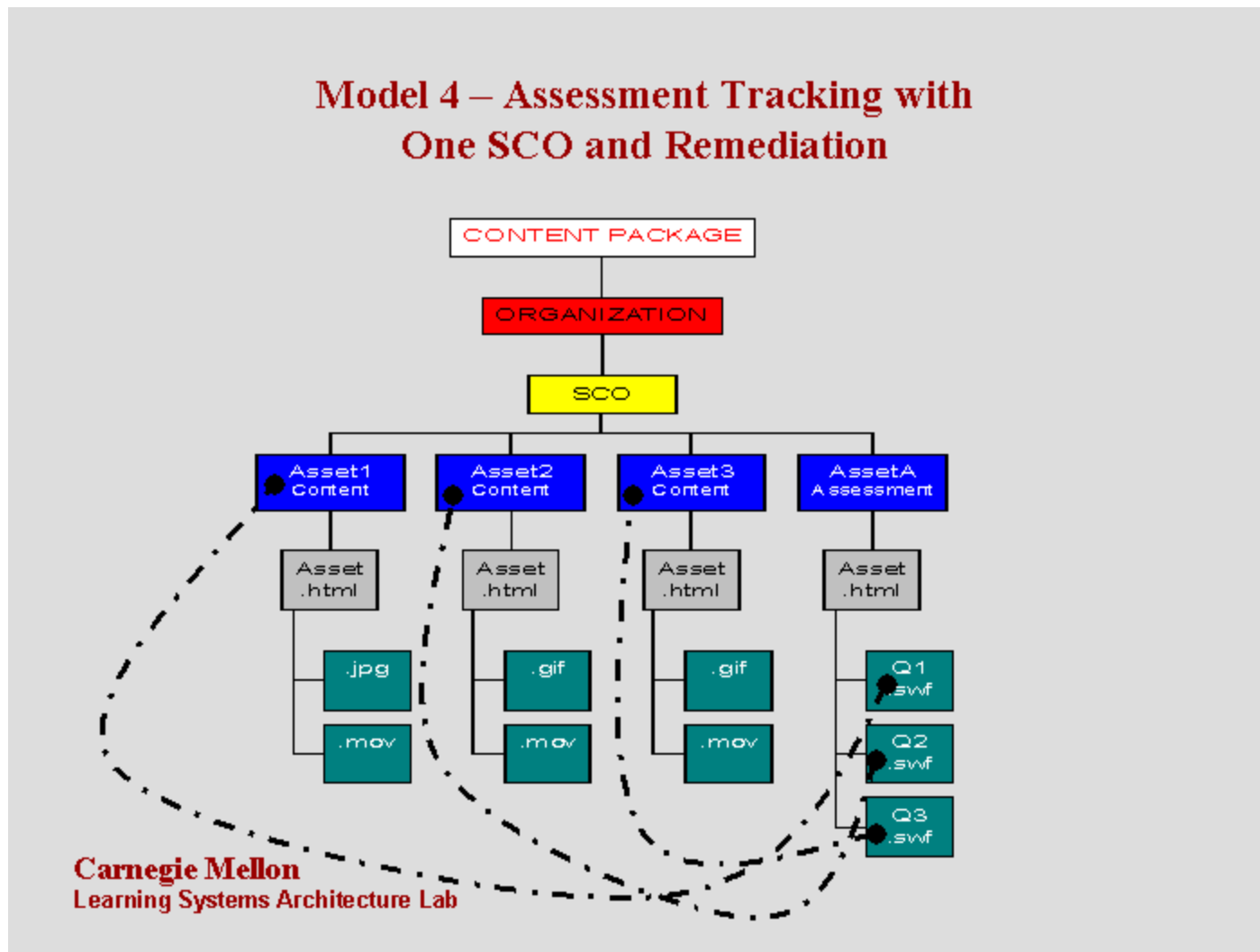
Model 3 - Rules

- To complete “lesson”, learner must complete Aggregation.
- Learner cannot start SCO2 until SCO1 is complete.
- Learner can return to SCO1 from SCO2.
- To complete each SCO, the learner must complete the assessment within the SCO.

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Model 3 - Rules

Model 4 – Assessment Tracking with One SCO and Remediation



Model 4 ? Assessment Tracking with One SCO and Remediation

Model 4 - Rules

- To complete “lesson”, learner must complete the SCO and receive a score of 100% on the assessment.
- Learner is remediated from the missed question to the corresponding asset (eg: if Q1 is missed, learner remediates to to Asset1, etc.)
- Set number of attempts to 2. If learner fails attempt 2, provide feedback with correct answer and score SCO as “passed”.
- **There is NO SEQUENCING in this lesson. The LMS doesn't know what happens inside the SCO (“black box”)**

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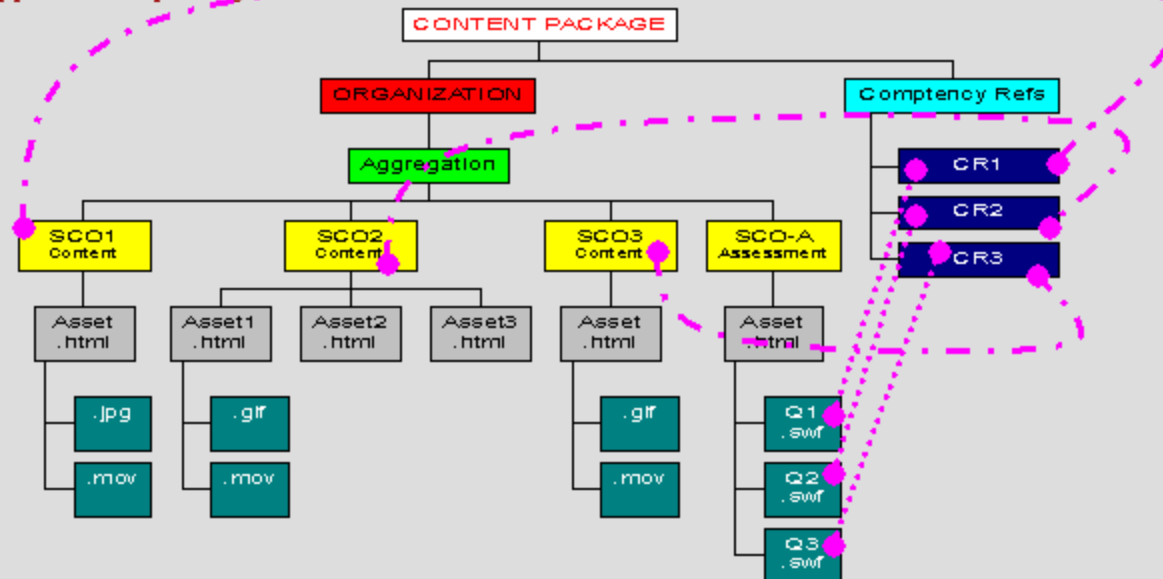
Model 4 - Rules

Model 5 - Competency Reference-based Assessment Tracking with Multiple SCOs

Using SS rules and global competency refs to do remediation between SCOs

Need rules to make this work.

Rules appear in the package.



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Model 5 - Competency Reference-based Assessment Tracking with Multiple SCOs Using SS rules and global competency refs to do remediation between SCOs

Model 5 - Rules

- To complete “lesson”, learner must complete the Aggregation by passing the assessment (SCO-A).
- Learner can choose the order in which SCOs are attempted.
- If a competency from SCO-A is not passed, the learner is remediated to the SCO corresponding to the failed CR.

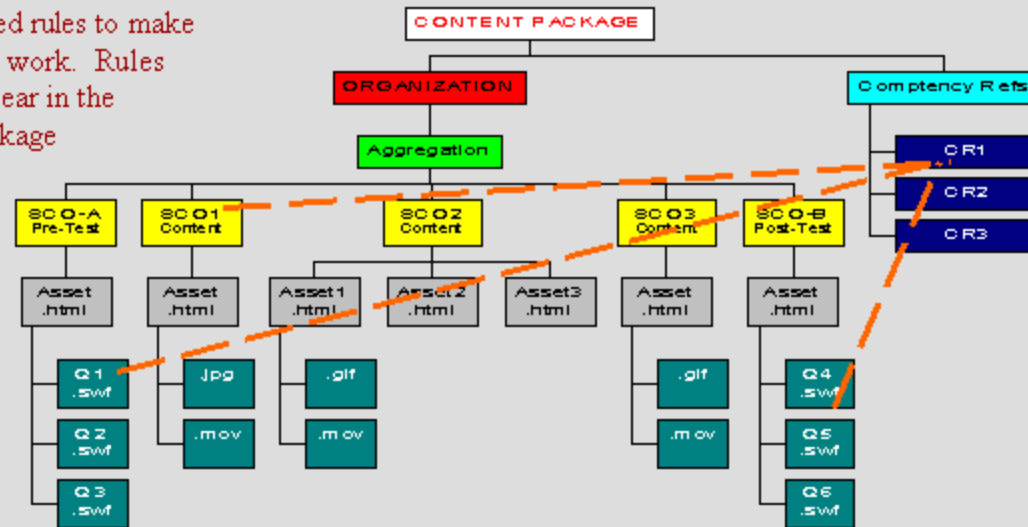
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Model 5 - Rules

Model 6 - Competency Reference-based Pre and Post Assessment Tracking with Multiple SCOs

Using SS rules and global competency refs to do pre assessment determination of learner competencies – learner can skip SCOs where they demonstrate competency

Need rules to make this work. Rules appear in the package



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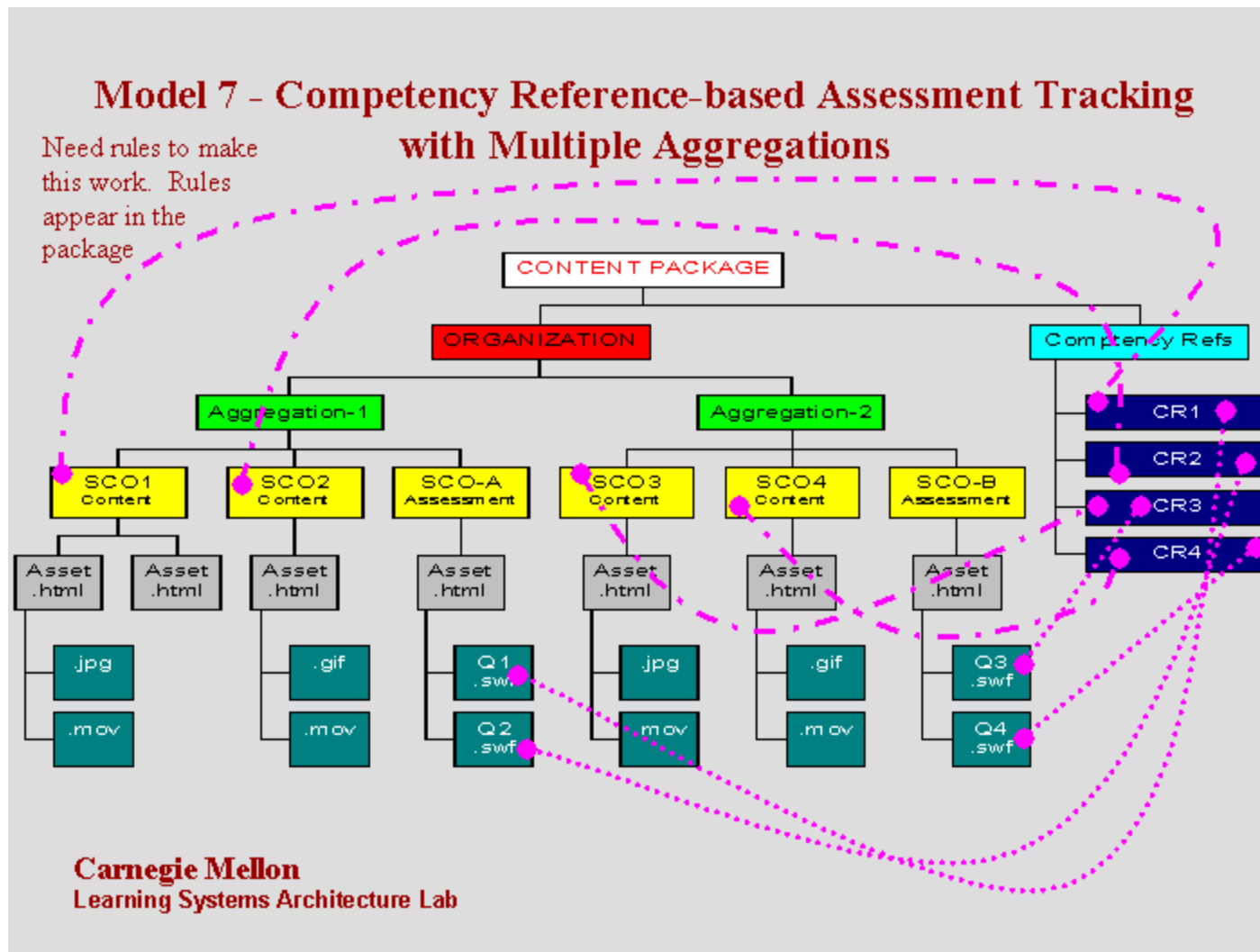
Model 6 - Competency Reference-based Pre and Post Assessment Tracking with Multiple SCOs Using SS rules and global competency refs to do pre assessment determination of learner competencies ? learner can skip SCOs where they demonstrate competency

Model 6 - Rules

- To complete the lesson, learner must pass the assessment in SCO-B. The learner must complete the pre-test before attempting any other SCOs.
- Learner can view SCOs 1, 2, or 3 at any time, even if they have demonstrated competency.
- If learner passes all competencies in SCO-A, then present SCO-B. For competencies failed in SCO-A, present list of corresponding SCOs. Learner chooses SCOs.
- If learner fails SCO-B, then learner is halted in training and cannot proceed without manual intervention.

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Model 6 - Rules



Model 7 - Competency Reference-based Assessment Tracking with Multiple Aggregations

Model 7 - Rules

- To complete “lesson”, learner must complete Aggregation-1 and Aggregation-2.
- To complete each aggregation, learner must score 100% on assessments (SCO-A and SCO-B).
- Learner cannot do SCO2 until SCO1 is complete, etc.
- Present SCOs in numeric order.
- Learner can review completed SCOs at any time.

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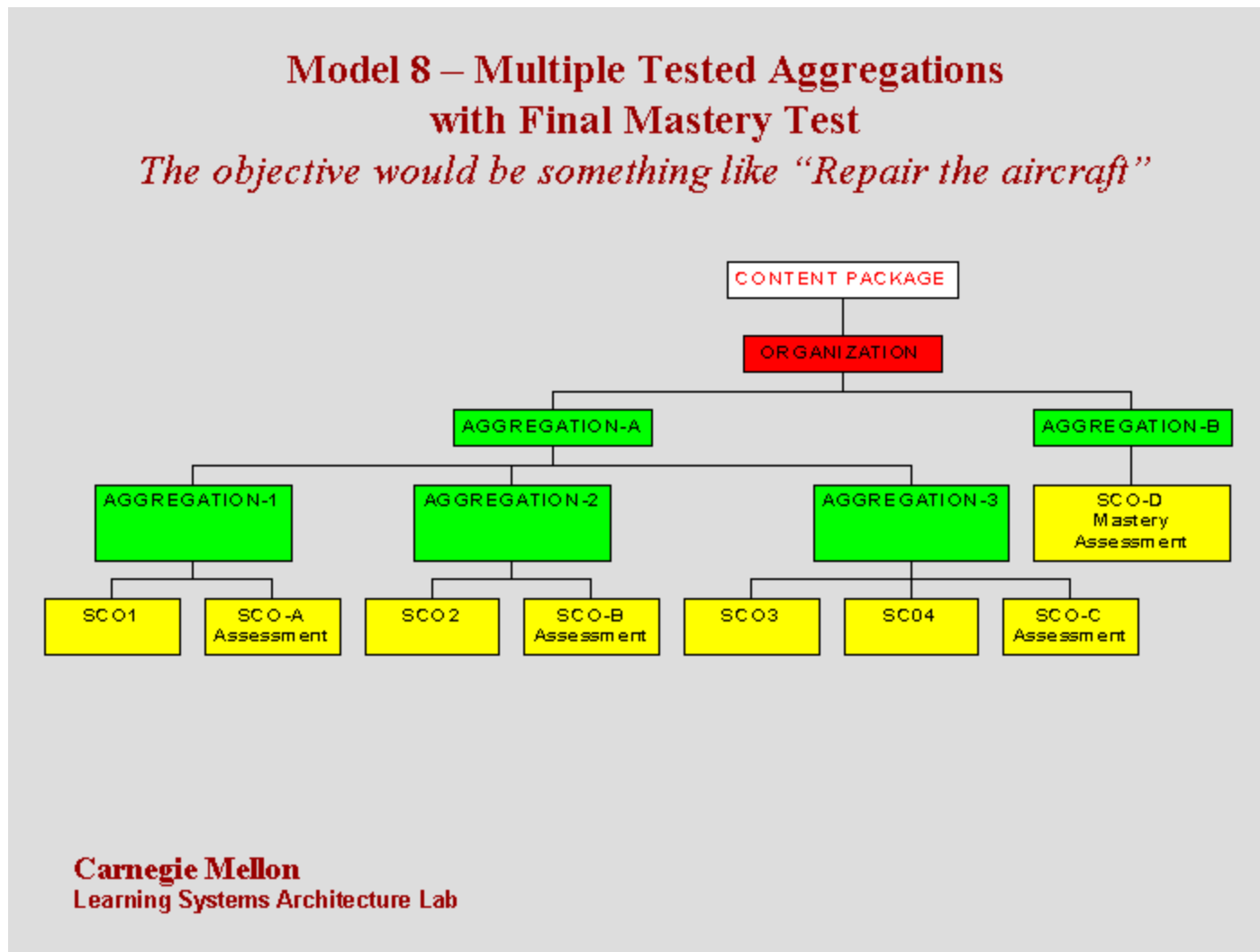
Model 7 - Rules

Model 7 – Rules (con't)

- Learner cannot start Aggregation-2 until Aggregation 1 is passed.
- If a competency from SCO-A is not passed, learner is remediated to the SCO corresponding to the failed CR.
- If a competency from SCO-B is not passed, learner is remediated to the SCO corresponding to the failed CR.
- Set number of attempts to 2. If learner fails attempt 2, learner is halted in training and requires manual intervention.

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Model 7 ? Rules (con't)



Model 8 ? Multiple Tested Aggregations with Final Mastery Test The objective would be something like "Repair the aircraft"

Model 8 - Rules

- To complete “lesson”, learner must master (100% score) on Aggregation-B.
 - If learner fails to complete Aggregation-B, then they must re-complete SCOs 1, 2, and 3 in Aggregation-A, and then retake Aggregation-B
- OR
- If learner fails to complete Aggregation-B, then provide feedback and allow learner to retake test) could be a different version of the test
- Learner cannot do Aggregation-B until they complete Aggregation-A
- Doing Aggregation-A requires completing Aggregations-1,the Aggregation-2, then Aggregation-3

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Model 8 - Rules

Model 8 – Rules (con't)

- Completing Aggregation 1 means completing SCO1 followed by the assessment (SCO-A), etc.
- Completing SCO1 means viewing all content within the SCO. Completion of SCO1 will be recorded by the LMS
- Completing SCO-A means the student has scored 80%. If score is <80%, then learner can re-view SCO1 or re-take the SCO-A
- When 80% is received on SCO-A, learner proceeds to Aggregation 2; learner can return to Aggregation 1 at any time, etc.

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Model 8 ? Rules (con't)

Digital Rights Expression Requirements for Learning Technology

Study Group Jointly Sponsored by
IEEE-LTSC and CEN/ISSS-WSLT

Geoff Collier
Eduworks Corporation
Workgroup Interim Chair
gcollier@eduworks.com
CELL: 661-803-8323

June 2002

1
Eduworks

Digital Rights Expression Requirements for Learning Technology

Objectives

Critical work

Without Digital Rights many initiatives are blocked

- **Gather DRE requirements for learning technology**
 - **Focus on requirements specific to learning**
- **Identify and involve key stakeholders**
- **Research existing practice, standards and ongoing standardization efforts**
 - **ODRL, XrML, MPEG, OeBF, et. al.**
- **Recommend next steps to the eLearning standards development community**

June 2002

2
Eduworks

Objectives

Activities

- **June 20 – Workshop in Kirkland, Washington**
 - 30 participants from a range of organizations
 - Schools, publishers, corporations, other standards groups
 - Materials available online at www.theCommonPlace.net/forum
- **July / August**
 - Early July – White paper summarizing findings from this workshop
 - Feed white paper and requirements to other standards groups
 - Gather additional requirements and information through the work group and their contacts
- **September / October**
 - Present preliminary findings at LTSC meeting the third week of September
 - Seminar and workshops in Europe co-located with Prometheus and CEN/ISSS
- **December**
 - Recommendations to the eLearning standards community

June 2002

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Eduworks

Activities

Issues

- **Multiple and Competing Digital Rights standards**
- **Patents and restrictions**
- **Implementing Digital Rights without jeopardizing Fair Use**
- **Integration with eLearning standards**
 - **Role of DREL in LOM, Sequencing, etc**
- **Understanding distinctions between rights themselves, expression and enforcement**
- **Insuring input from all stakeholders**

June 2002

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Issues

To Find out More

- Go to www.theCommonPlace.net/forum
 - Presentations and other information
 - Will be updated as additional material is available
- Sign up for mail reflector
 - Information for signing up available at the Common Place
- Contact the interim chair
 - Geoff Collier
 - gcollier@eduworks.com
 - (661) 803-8323

June 2002

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To Find out More

Web Slide: <http://www.thecommonplace.net/>

[Web Slide B]

Partner Updates

- **Atlantic Cape Community College**
 - Mike Kolitsky
- **Carnegie Mellon**
 - Dan Rehak
- **Co-Lab**

Partner Updates

Designing SCO's for Multiple Learning Strategies

Mike Kolitsky, Atlantic Cape Community College

- faculty workshop in July to learn iDesigner from IDL Systems
- faculty receive stipend equivalent to teaching a 3 credit class during July
- student Digital Media Assistants hired and trained to work with faculty to produce SCO's
- institution owns courseware but faculty have assignable copyright
- focus is also on discipline-specific "teaching strategies" (would set of multiple learning strategies be similar or dissimilar for different disciplines?)

Slide 7

Co-Lab Updates

- ✓ **Forum**
- ✓ **White papers**
- ✓ **Grants**
- ✓ **Repository**

Co-Lab Updates

Plugfest 6

- **Tuesday – Thursday, July 30 – August 1**
- **Fort Belvoir, VA**
- **www.adlnet.org**

Plugfest 6

Web Slide: <http://www.adlnet.org/index.cfm?fuseaction=Plugfest6>

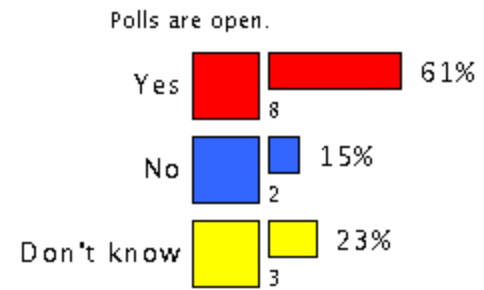
Plugfest 6 Web

August 13

- **Face-to-face Partner meeting** *8:30 - 4:30*
- **Monona Terrace**
- **Workshops from Plugfest**
- **Discussions**
- **Demonstrations**

August 13

Are you planning to attend the Partner meeting in Madison?



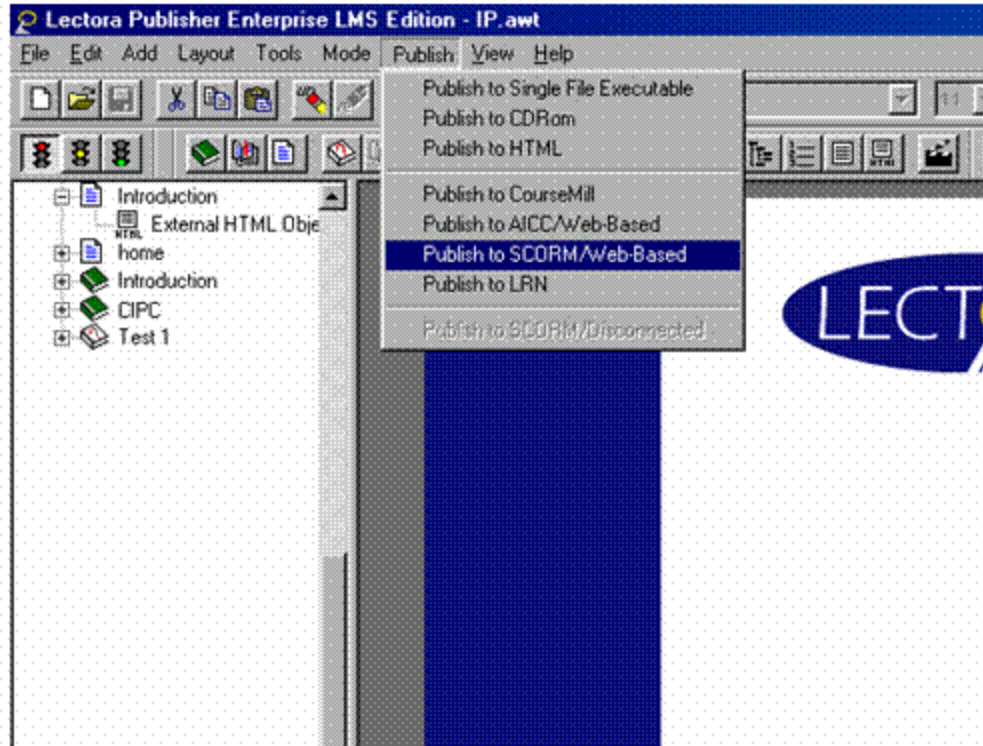
August 13

Vendor Presentations

- **3rd Wednesday** *July 17*
- **3:00 Eastern**
- **Authoring tools**
- **Meta-data tagging**
- **Repositories**
- **Lectora (Trivantis)**
- **FLEXeLEARN**
- **Boxer SCOMaker**
- **Macromedia**
- **Suddenly Smart**
- **Microsoft LRN**

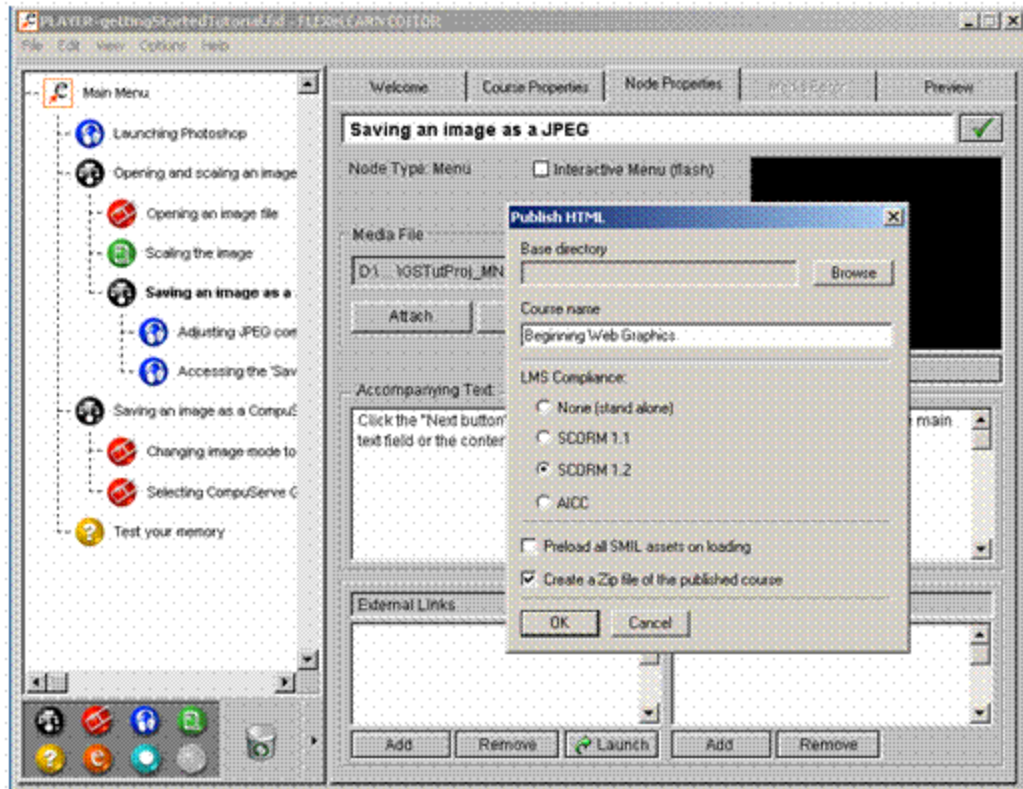
Vendor Presentations

Lectora by Trivantis



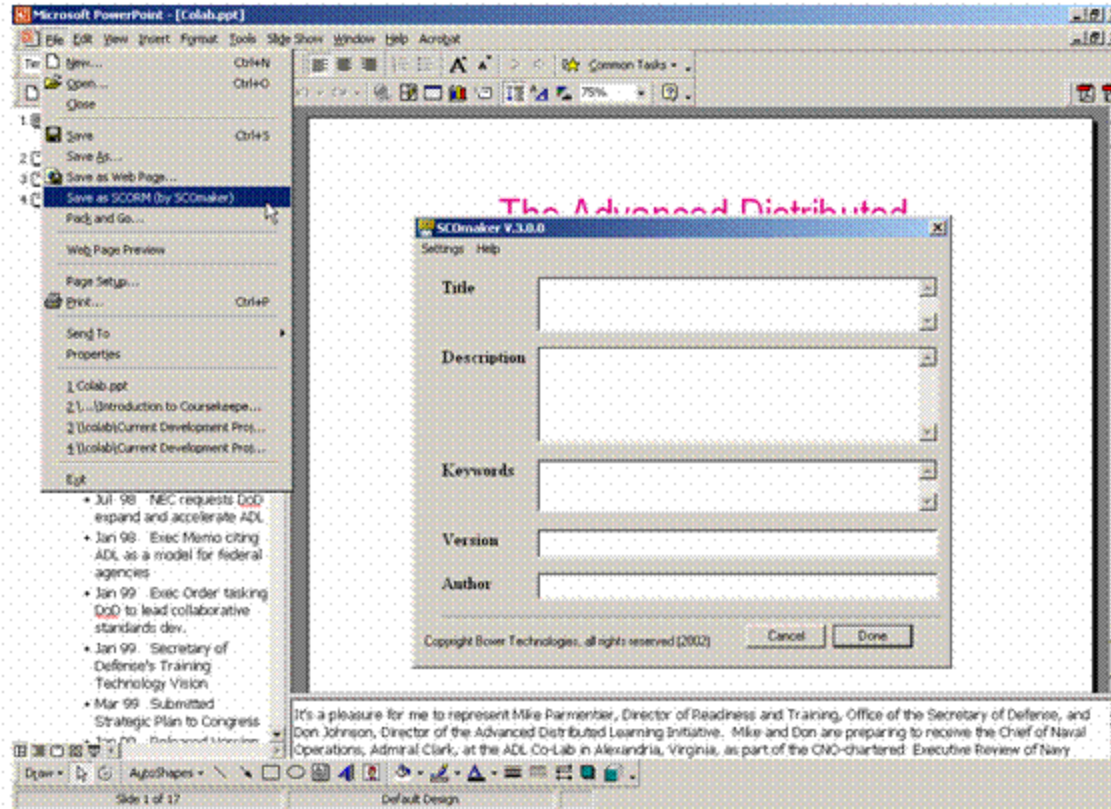
Lectora by Trivantis

FLEXeLEARN



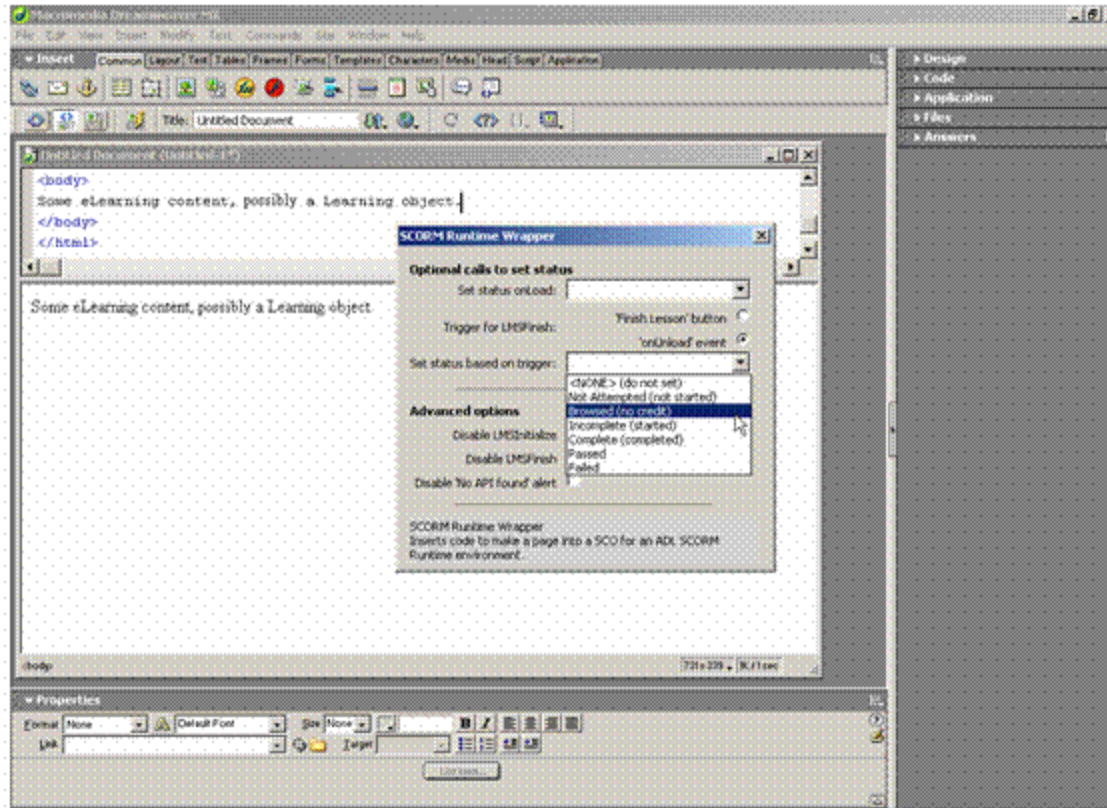
FLEXeLEARN

Boxer SCOMaker



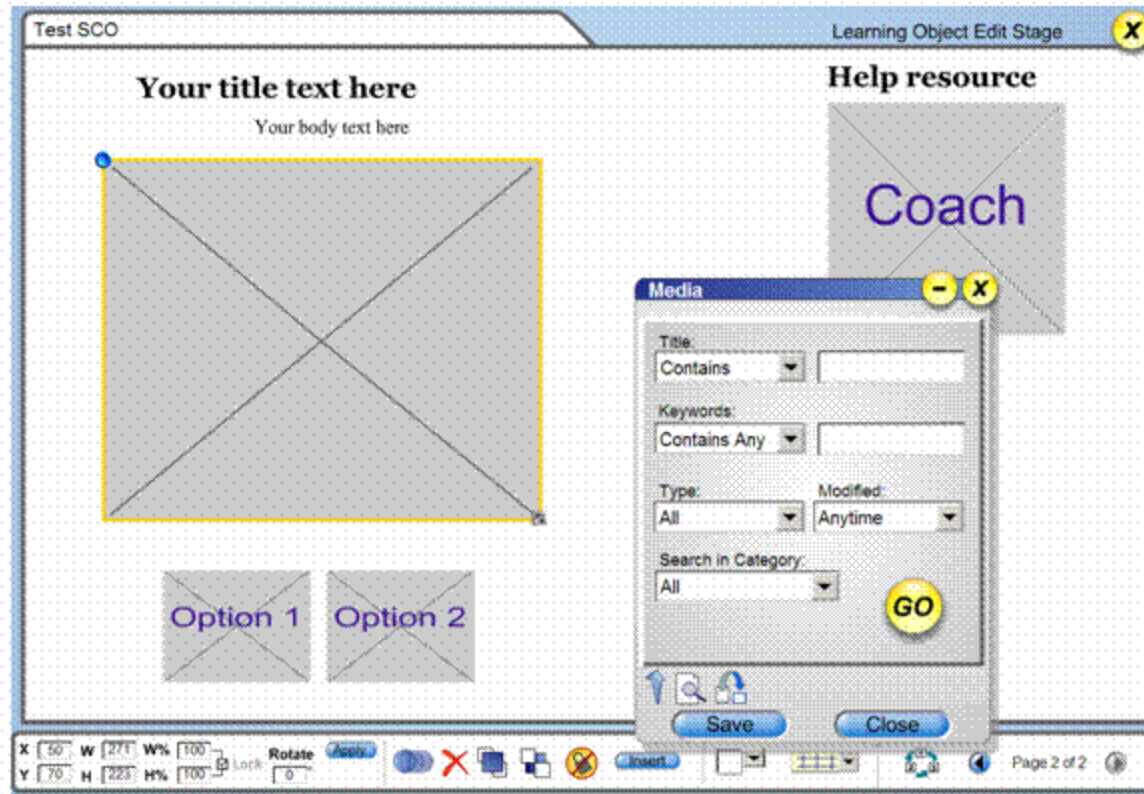
Boxer SCOMaker

Dreamweaver MX



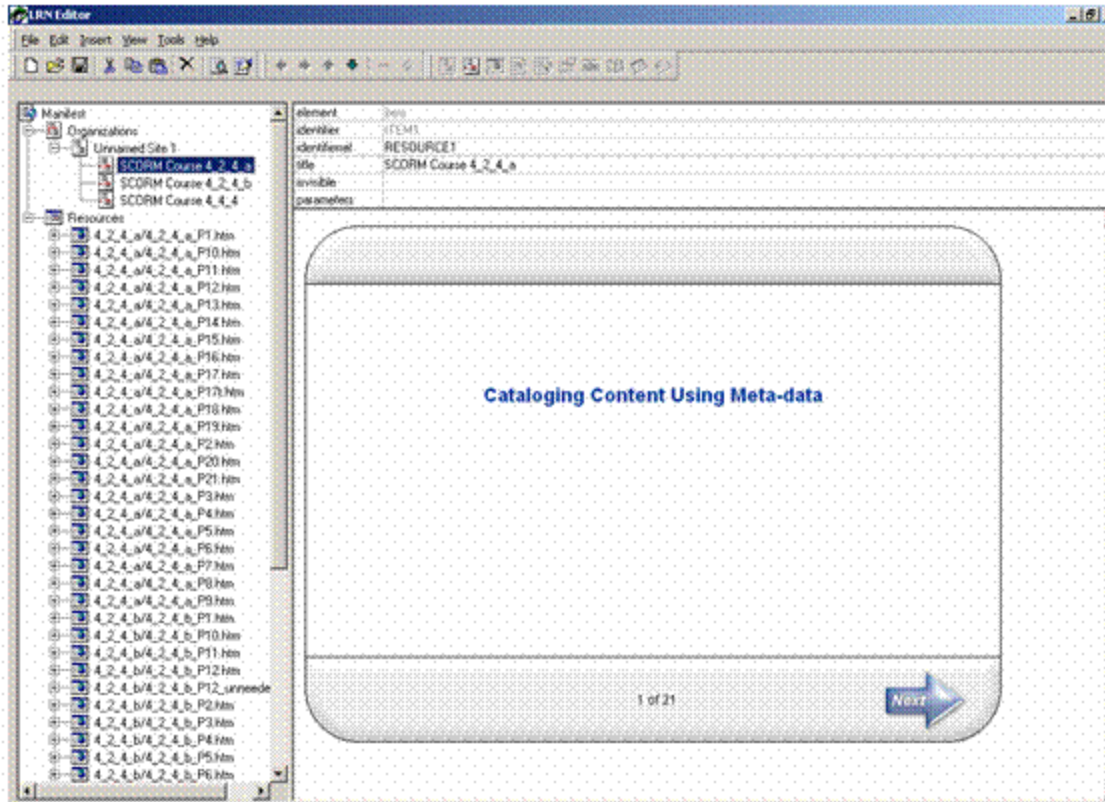
Dreamweaver MX

Suddenly Smart SmartBuilder



Suddenly Smart SmartBuilder

Microsoft LRN



Microsoft LRN

Questions / Discussion



Questions / Discussion

SCORM help desk?

Working groups

Repositories

[Text Slide A]