JGRAD 902 – MULTIPLATFORM JOURNALISM

Spring Semester 2013
University of Nebraska-Lincoln

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Credit hours: 3
Time: Asynchronous
Office hours: By appointment

COURSE READINGS

Books (in the order they are assigned)


Clay Shirky, Here Comes Everybody (2009) This books talks about the power and effectiveness of online news and discussions.


Reports and articles listed below in the weeks during which they should be read.
COURSE OBJECTIVES

This class is designed to further develop students' abilities to use journalistic techniques and skills to inform and engage audiences using mobile media to publish to multiple sites and platforms. Students will use written, audio and visual communication to showcase their research, to express their ideas and to create and lead online conversations. Students will study and research digital journalism and evaluate its impact on today's constantly changing flow of information. The course will emphasize interactive digital discussions via mobile devices. You may complete the class entirely on mobile devices, if you choose. This is an asynchronous distance course

COURSE COMPETENCIES

This course addresses the following competencies:

- Thinking critically and independently
- Evaluating research and online news, reports, information and conversations for fairness, accuracy and relevance
- Writing clearly and correctly in forms appropriate for the publishing platform
- Publishing multimedia formats appropriate for the platform

After completing the course, students will be able to

- DEMONSTRATE familiarity with finding and evaluating online research from individuals, companies and institutions, applying concepts of fairness, accuracy news worthiness and relevance
- PUBLISH text, audio and video to the multiple sites and platforms
- PRESENT a professional talk about an aspect of digital publishing using the tools of the relevant platforms.
- KNOW what makes an effective mobile site or application and how effective mobile communication differs from communication on other platforms
- EVALUATE the pros and cons of a mobile website vs. an application, and discuss the audiences the mobile site or app intends to reach
- IDENTIFY and EVALUATE characteristics of mobile business models.

ACEJMC COMPETENCIES: J-GRAD 902 meets the following competencies set forth by the Accrediting Council on Education in Journalism and Mass Communications:

- Write correctly and clearly in forms and styles appropriate for the journalism profession, audience and purposes students serve.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Conduct research and gather information for presentation on the Web.
• Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

COURSE ASSIGNMENTS

READINGS: according to the syllabus and as assigned.

WEEKLY DISCUSSION OF THE READINGS: (40 percent of your final grade)
From your course schedule you can see which readings are due that week. Readings, and their associated Blackboard discussion will be due the following Tuesday at 11:59 p.m. CST. Everyone is responsible for reading all of the assigned material each week, and each of you also will be assigned a discussion to lead on some of the reading material. Unless otherwise stated, you must start a discussion by 8 a.m. Central Time Friday of the week it is assigned. Then you must contribute three more times—responding to your classmates’ answers, refining your own and exploring and integrating the issues—before midnight CST the following Tuesday. My advice: Log in every day, even for a few minutes, to add to the discussion. This will guarantee that you will be part of the conversation. This is a graduate-level course, so the questions will require you to analyze and evaluate what you are reading. You are not simply to repeat what you have read. (See GUIDELINES FOR ONLINE DISCUSSIONS, GRADING RUBRIC FOR ONLINE DISCUSSIONS and GRADING RUBRIC FOR RESPONDING TO ONLINE POSTS below.) Your contributions to the discussion are worth a total of 45 percent of your final grade.

MULTIMEDIA PRESENTATION: (10 percent of your final grade)
Create a 2-3 minute multimedia presentation in which you explain your research topic. Also create a multimedia presentation for your final project

FINAL PROJECT: (50 percent of your final grade)
Throughout the semester, study a social networking site and its mobile app, a business’s mobile site and app and a news organization’s mobile site and app. Compare and contrast how each use their mobile site and/or app and how they differ from the online site. Compare and contrast the amount and quality of information on the mobile site, the app and the online site. Compare and contrast the presence and quality of the discussion. The following questions are guides: How does the app differ from the organization’s other media; who is the intended audience; is the user interface effective; what is the business model; what does the mobile site or app need to do in the next two years to be more successful and how should it accomplish that? Additionally, for all of the sites you study, compare and contrast effectiveness in informing and engaging the intended audience. Your report should include mobile video or screencast video of you discussing your sites with Power Point or Keynote slides stating your main points. You may also do this with Prezi.com and video that you upload to You Tube. Upload your multimedia report to a site of your choosing that the rest of the class can access on a mobile device. Discuss your project and others on a Blackboard discussion group, give feedback about your classmates’ projects, and take
the feedback you have been given to modify and revise your project. Then explain what you changed and why.

COURSE PROCEDURES

This course is an asynchronous distance course, which means that we—you, the students, and I, the instructor—will be engaged in “anytime-anyplace” learning. As the instructor, I will no longer be the “sage on the stage,” as some have put it, but rather the “guide on the side.” As the students in the class, you are encouraged—and expected—to take an active part in your learning. You will learn not only from the readings and from me but also from one another. Instead of meeting in a traditional classroom at a specific time, we will use Blackboard, a course management system, to communicate, access and complete assignments, as well as interact with one another.

TECHNICAL REQUIREMENTS. We will communicate with one another primarily through Blackboard. All you need is a computer with high-speed Internet access.

IMPORTANT POLICIES

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated and will result in an F for that assignment. Repeat offenders will fail the course and could be expelled from the university. Refer to the current Undergraduate Bulletin for details. Academic dishonesty includes, but is not limited to: cheating, fabrication and falsification, plagiarism, abuse of academic materials, helping or attempting to help another student to commit an act of academic dishonesty, falsifying grade reports, misrepresenting (of illness or other emergency) to avoid academic work, etc.

DEADLINES

Deadlines are important. Discussion boards will be shut down after their deadline. You will receive written instructions for each assignment with clearly stated deadlines. Late assignments will not be accepted and will result in an F. Likewise, deadlines for posting responses to other students’ postings are absolute. Late responses will not count toward your participation grade. Each assignment is due by 11:59 p.m. CST on the due date listed in the syllabus. For those of you who take this course in different time zones, please take the time difference into account. It is important that I have access to all of your assignments by the time stated above.

ASSIGNMENTS

Assignments with poor grammar and/or spelling will be downgraded. Assignments are graded on organization, clarity of issues/arguments, content, as well as on grammar, spelling and punctuation. You are expected to turn in all assignments electronically via Blackboard unless otherwise instructed. Assignments that are submitted via email to the instructor will not be accepted.
**J-GRAD 902 COURSE SCHEDULE**
Spring Semester 2013
Gary Kebbel

**Week 1, Monday, Jan. 7**
Introduction

*Learning objective:* Demonstrate ability to distinguish and interpret key points from readings and to write an analysis that defends a point of view. Each week’s learning objective will be to practice a skill or technique that will be needed to complete the final project.

**Assignments:**

**Blackboard Post: Introduce yourselves (Due Friday, Jan. 11)**

**Readings and Blackboard posts on the readings (Due Jan. 15)** Read all assignments, but each student will create and manage a discussion about at least one reading.

Google Research report: [Multiscreen World](#)

[State of the News Media 2012](#), The Pew Research Center's Project for Excellence in Journalism Annual Report on American Journalism. (You will also have to read the 2013 report when it comes out during the semester.) Especially concentrate on the following sections:

- **Executive Summary**
- **Major Trends**
- **Key Findings**
- **Special Report: Mobile Devices and News Consumption**
- **Special Report: What Facebook and Twitter Mean for News**
- **Nieman Reports: Cover Story: Be the Disruptor: Finding a Way Forward; Breaking News**

Comscore: [2012 U.S. Digital Future in Focus](#)

Comscore: [U.S. Digital Future in Focus 2013](#) (pdf)

Comscore: [Mobile Future in Focus 2013](#) (pdf)
Media Post Research Brief: The Digital Future (Key insights from the Comscore 2012 U.S. Digital Future in Focus Report)

**Week 2, Monday, Jan. 14**
The News Ecosystem, the Mobile Media Ecosystem and the Mobile News Ecosystem

*Learning objective:* Gather, explain and report on information that will be used to research your final project.

**Assignments**

*Select a news website, a business or company website and a social networking website to follow throughout the semester.*

*Readings and Blackboard posts on the readings (Due Jan. 22)* Read all assignments, but each student will create and manage a discussion about at least one reading.


Perspective on the Future of News, Google's Richard Gingrich’s AEJMC Keynote Address

Niemanlab.org: Post-industrial journalism: A new Columbia report examines the disrupted news universe

Towcenter.org: Post-industrial journalism: Adapting to the present

MobileActive.org: A Mobile Voice: The Role of Mobile Phones in Citizen Media

Henry Blodget, CEO, Business Insider, The Future of Mobile (online slide deck) (March 21, 2012)

State of the News Media 2012 Digital by the Numbers

**Week 3, Monday, Jan. 21**
How to change people’s behavior with new ideas and new products
**Learning objective:** Apply the ideas in this week's reading to new media and mobile media. Discuss ways to help the audience adapt to mobile media.

**Assignments**

**Readings and Blackboard posts on the readings (Due midnight CT Tuesday, Jan. 29)**

Book: Chip Heath and Dan Heath: *Switch: How to Change Things When Change is Hard*

Book: John Maeda, *The Laws of Simplicity*

**Week 4, Monday, Jan. 28**
Publishing to Multiple Platforms

**Learning objective:** Demonstrate ability to use multiple media platforms to publish information and opinion

**Assignments**

**Readings and Blackboard posts on the readings (Due Tuesday, Feb. 5)**

Businessinsider.com: [Mary Meeker 2012 Internet trends year-end update](#)

Media Post Research Brief: [Unique Ways Millennials Engage With Media](#)

Media Post Research Brief: [Digitally Savvy Hispanics Get, Give Advice](#)

Media Post Research Brief: [Teens Viewpoint on Digital Lives](#)

Mediashift IdeaLab: [5 Reasons SMS Is Here to Stay](Jan. 14, 2013)

Mediashift: [How Oklahoma Students Beat the Press with Mobile Coverage of a Tornado](Jan. 22, 2013)

**Use medium.com to publish three items**

**Use Twitter, Facebook and Flickr or Picasa to practice publishing text, photos and video.**

**Week 5, Monday, Feb. 4**
Work on research topic and presentation
**Learning objective:** Interpret research, demonstrate understanding and distinguish key points for written or visual presentation

**Assignments**

Prepare a 2-3 minute video or 15-20 slide PowerPoint, Keynote or Prezi presentation that relates data and information from your previous readings to at least one of the websites you have selected to follow all semester. (Due midnight CT Tuesday, Feb. 12)

**Readings and Blackboard posts (Due midnight CT Tuesday, Feb. 12)**

- UC Berkeley Graduate School of Journalism: [Mobile Reporting Field Guide](#)
- Zmags: [Strategic Guide for Bringing Content to Mobile Devices](#)
- PBS Mediashift: [Ditch your bulky radio equipment for an iPhone 4](#)
- PBS Mediashift: [Audio production with cell phones](#)

**Week 6, Monday, Feb. 11**

Analyze a topic across your various websites

**Learning objective:** Examine, compare and contrast how different websites present the same news or topic

**Assignments**

- Readings and Blackboard posts on the readings (Due midnight CT Tuesday, Feb. 19)

  Mark S. Luckie: [The Digital Journalists Handbook](#)

  **Analyze a topic** across various websites in a 2-3 minute video or 15-20 slide PowerPoint, Keynote or Prezi presentation that relates data and information from your previous readings to at least one of the websites you have selected to follow all semester. (Examples: nytimes.com and New York Times app; bestbuy.com and Best Buy app; foxnews.com and Fox News app)

**Week 7, Monday, Feb. 18**

Mobile websites and mobile applications
**Learning objective:** Recognize, appraise and differentiate the benefits of a mobile website and a mobile application

**Assignments**

**Readings and a Blackboard post about the readings (Due Tuesday, Feb. 26).**

**TIME:** *The Wireless Issue: 10 Ways Mobile Technology Is Changing Our World* (Aug. 27 2012)

Pew Internet: *The Rise of Apps Culture*

Niemanlab.org: *The New York Times is trying to make its mobile apps more than simple containers for news stories*

Economistgroup.com: *New study reveals that news consumption has gone mobile*

Paidcontent.org: *Online audiences soar with new mobile measurements: 10 sites have 100 million+*

Cnet.com: *Pew study: News consumption up via mobile, social media*

**Address the following questions as you compare a company’s website and its app in a 2-3 minute video or 15-20 slide PowerPoint, Keynote or Prezi presentation.**

What are the pros and cons of a mobile website vs. a mobile application? Who are the audiences a site or app is trying to reach? What sites or apps are easier to use and why? How does the site or app engage the audience once it reaches the audience? What are the best ways to create and maintain a discussion on various social media sites?

**Week 8, Monday, Feb. 25**

**Social Media Conversations**

**Learning objective:** Evaluate what contributes to a successful online conversation and give examples

**Assignments**

**Readings and Blackboard posts about the readings (Due Tuesday, March 5)**

Nielsen.com: *The social media report*
Pew Internet: Why Americans Use Social Media

Poynter.org: One-third of adults under 30 get news on social networks now

NewYorker.com: Why the Revolution Will Not be Tweeted

Niemanlab.org: Twitter’s real-time debate analysis, and the rise of mobile news

**Week 9, Monday, March 4**

Evaluating online discussions

*Learning objective:* Examine, compare and contrast how different websites present and manage public discussions about the same topic

**Assignments**

**Readings and Blackboard posts about the readings (Due Tuesday, March 12)** How do your sites handle online discussions around a common topic? Take the same topic from Week 6, and evaluate the quality of the discussion around that topic on your various websites, where applicable.

Book: Clay Shirky, *Here Comes Everybody*

Theatlantic.com: Dark Social: We have whole history of the web wrong

Niemanlab.org: Anonymity and free speech at Reddit, and the cause of Newsweek’s decline

**Week 10, Monday, March 11**

Ethics and privacy considerations of mobile media conversations

*Learning objective:* Discuss ethical dilemmas and support and defend your observations

**Assignment**

Each student will select a question below to research and lead the discussion on Blackboard

- How have your views of privacy and ethics changed since you started using social media?
- What brand do you want to create online? How do you do it?
- What determines quality and ethics of using user-supplied content?
How do you find truthful or helpful information when anyone can be a publisher at any time?

How should you or business sites correct misinformation?

How do you back away from an impetuous and hurtful post?

How do you manage an online community?

How do you handle off-topic posts

Who owns your comments on social media sites?

How do social media sites use your comments to profile you?

When are you invading someone’s privacy?

Week 11, March 18-22
SPRING BREAK

Week 12, Monday, March 25
Business models

Learning objective: Identify and recognize different business models and appraise their chances of success

Assignments

Readings and Blackboard posts about the readings (Due Tuesday, April 2):

Book: Mark Briggs, Entrepreneurial Journalism

Columbia University Graduate School of Journalism: The Story So Far

HubSpot: The Essential Step-by-Step Guide to Internet Marketing

HubSpot: 50 Amazing Facts About Mobile Marketing

Nieman Journalism Lab: The newsonomics of the digital-only paywall parade

Businessinsider.com: The future of digital
CNET.com: Facebook: We’re ‘very focused’ on putting ads in newsfeeds

Mediapost.com: Video ups mobile ad engagement

WSJ.com: Mobile Ads: Here’s What Works and What Doesn’t

**Week 13, Monday, April 1**
Publishing local information

*Learning objective*: Demonstrate how to use location-based media to publish and support an opinion statement

**Assignment**

Write a Blackboard post describing Lincoln, NE, using only Yelp, Foursquare, Flixster and a maps application as your sources.

**Week 14, Monday, April 8**
Class votes on what to read and discuss

**WEEK 15, Monday, APRIL 15**
Final Class presentations

**Final Project**: Throughout the semester, study a social networking or sharing site and app, a business’s mobile site and app, and a news organization’s mobile site and app. Answer how the mobile site or app differs from the laptop or desktop computer site; how it differs from the organization’s other media; who is the intended audience; does it differ from the laptop or other media audience; is the user interface effective; what is the business model; what does the site or app need to do in the next two years to be more successful and how would it accomplish that?

**Produce** a 3-5 minute video or 35 to 40-slide presentation to answer the questions above. (Due midnight Tuesday, April 23)

**Discuss**: Each of you give feedback on Blackboard about ways to strengthen each of the other final projects. Respond to the feedback you are given, and then, if necessary, modify your final project based on the feedback you received. (Due midnight Tuesday, April 23)
**WEEK 16, Monday, APRIL 22**
Final Class presentations

**Assignment**

*Publish* your revised final project to Blackboard with a discussion about what, if anything, you revised based on your feedback and why you made that revision.

**WEEK 17, Monday, APRIL 29**
FINAL EXAMS WEEK

No final exam in this class
RUBRICS

J-Grad 902
Gary Kebbel
Spring Semester 2013

The following rubrics are edited combinations of rubrics previously used by Prof. Ruth Brown and Assoc. Prof. Tim Andersen, College of Journalism and Mass Communications, University of Nebraska-Lincoln.

GUIDELINES FOR ONLINE DISCUSSIONS

**BE ACTIVE.** In web-based discussions, participants need to be active. You should do your part in the discussion to keep the discussion alive. Try to write and read messages daily. It is hard to read long discussions and participate long after and initial post. Each of you is expected to participate in each discussion topic at least three times: one analysis about the reading for which you are responsible and at least two replies to other group members.

**BE EARLY.** A new discussion question will be posted each Monday morning. Mark it on your calendar and reserve some time for it. Do not leave writing to the last evening. Aim at being the first one.

**BE SUCCINCT.** Your posts do not have to be – and should not be – long. One idea per post is often enough. New points of view deserve their own posts.

**BE INTERACTIVE.** Strive for true dialogue, not monologue. Try to understand what the others think and answer from your own point of view. Do not write for yourself. Feel free to express your own opinion. Ask open questions and try to find new points of view on the subject. Use this as an opportunity to learn not only from the instructor and the reading but also from one another.

**BE RELAXED.** Web-based discussion is not the same as face-to-face discussion. You have plenty of time to formulate what you want to say. Still, don’t worry about being refined. It is more important to keep the discussion going. Use conversational language. You can always go back to your original thoughts and amend them later, if needed. Offer new thoughts and problems. Be provocative.

**BE POLITE.** Not sitting across from the person to whom you are talking can sometimes encourage disrespectful responses. You should all feel free to fully express yourselves without the fear of being ridiculed or attacked. You and your fellow students are likely to be of different ages and be at different points in your lives. You won’t all be sharing the same
perspective. Disagreement is encouraged – it’s a great way to arrive at new thinking – but please respect one another. I will remove offending posts.

**BE CORRECT.** I expect we will disagree regularly about the answers we give to the questions asked, and that’s fine. We will agree, however, on the mechanics of writing, whether in your written assignments or in the online discussion. You are expected use proper spelling, grammar and sentence structure.

**GRADING RUBRIC FOR ONLINE DISCUSSIONS**

Plan on writing about 250 well-chosen words a day. Put quotation marks around anything that is a direct quote.

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Excellent Post (A)</td>
<td>Post is accurate, relevant and well written. <strong>Offers original thinking and cites evidence from the texts or elsewhere</strong> to support that thinking. (Author, page number.) The post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The post reflects in-depth engagement with the topic. Excellent post adds substantial teaching presence to the course, and stimulates additional thought about the issue under discussion. The student contributes well-explained, thoroughly addressed, thoughtful and reflective ideas that have substance and depth. Includes pertinent questions and additional or reference resources. Posts refer to the readings and are used to support the student’s positions. The student’s posts stimulate an open discussion. Posts include references to student’s own experiences. The subject line of the post is intriguing and encourages others to read and respond. Answer is posted first day of discussion period. Posts are free of misspellings and grammatical errors. Posts maintain respectful language, tone and content.</td>
</tr>
<tr>
<td>17</td>
<td>Above Average Post (B)</td>
<td>Posts are free of misspellings and grammatical errors. Posts maintain respectful language, tone and content. The post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence.</td>
</tr>
<tr>
<td>Score</td>
<td>Category</td>
<td>Description</td>
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<td>------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Average Post (C)</td>
<td>Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic. The subject line of the post is descriptive and might encourage others to read it.</td>
</tr>
<tr>
<td>13</td>
<td>Minimal Post (D)</td>
<td>Post presents little or no new information. Minimal post may provide important social presence and contribute to a collegial atmosphere but add little to discussion. The post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.</td>
</tr>
<tr>
<td>11 or less</td>
<td>Sub-minimal Post</td>
<td>Post adds no real value to the discussion. But a post was, nonetheless, made.</td>
</tr>
<tr>
<td>0</td>
<td>No Post</td>
<td>No post was made, or post is insignificant and consists of one or two disconnected sentences or post is more than two days late.</td>
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# Grading Rubric for Responding to Online Posts

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
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<tbody>
<tr>
<td>20</td>
<td>Excellent Post (A)</td>
<td>The student is central to the discussion. Posts are made at least three different times after initial answer is presented, spanning the discussion period (beginning, middle, end). Posts indicate student is “listening to others’ positions, ideas and questions by responding reflectively and with substance. Contributes multiple interactions and responses that foster a sense of community. Student has more posts of substance than those of short comment or praise. Posts are free of misspellings and grammatical errors. Posts maintain respectful language, tone and content.</td>
</tr>
<tr>
<td>17</td>
<td>Above Average Post (B)</td>
<td>The post lacks one of the required criteria for an excellent post. The presence of the student is noticeable. Posts are made at two or more times in two of the discussion periods (beginning, middle, end). Posts indicate student is “listening” to others’ positions, ideas and questions. At a minimum, the student responds to one post per group member. Responses include items both of substance and of brief comment or praise. Posts are free of misspellings and grammatical errors. Posts maintain respectful language, tone and content.</td>
</tr>
<tr>
<td>15</td>
<td>Average Post (C)</td>
<td>The presence of the student is barely noticeable. Posts are made once or twice, leaving no time for reciprocal conversation and commenting. Posts do not “listen” to others and respond. Student responds to a minimum of others’ posts. Responses are mostly brief comments or praise statements and contain almost no posts of substance.</td>
</tr>
<tr>
<td>13</td>
<td>Minimal Post (D)</td>
<td>Post adds no real value to the discussion. But a post was, nonetheless, made. (Or average post that was one day late. Or above average post that was two days late.)</td>
</tr>
<tr>
<td>0</td>
<td>No Post</td>
<td>No post was made</td>
</tr>
</tbody>
</table>
Rubric examples

This rubric is designed to provide descriptions and examples of quality contributions to a threaded discussion. Everyone should contribute meaningfully, adding his or her own ideas and perspectives. Remember, we all learn from one another, but that can only happen if we all share!

During the discussion it is certainly OK to send a friendly reply to a message to let someone know that you agree with what they said, or to give someone additional information or ideas. However, do that somewhat sparingly – don’t let the discussion fill with “agreement” replies that don’t really add new ideas to what is being presented. Remember, you can always send a private email to that person and continue the sidebar conversation.

<table>
<thead>
<tr>
<th>Score</th>
<th>Quality of Discussion</th>
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<tbody>
<tr>
<td>Excellent Post</td>
<td>New and original ideas tangent to the discussion; insightful and reflective discussion; reference to and elaboration of ideas throughout the discussion; multiple contributions to the discussion</td>
</tr>
<tr>
<td>(20 points)</td>
<td>Example:</td>
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<tr>
<td></td>
<td>“I agree with Olivia in that diversity and exposure to new ideas, culture, and people would be greatly enhanced.</td>
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<tr>
<td></td>
<td>However, I would like to see specific data that empirically touts the efficacy of eLearning. If you did the study correctly, you could measure how well eLearning works.</td>
</tr>
<tr>
<td></td>
<td>Here's the key: each group will receive the exact same instruction/materials/notes/lectures/etc. Even the professor would be the same. Essentially, variables that could potentially influence the outcome would be controlled.”</td>
</tr>
<tr>
<td>Above Average Post</td>
<td>Insightful and reflective discussion; reference to and elaboration of ideas throughout the discussion; multiple contributions to the discussion</td>
</tr>
<tr>
<td>(17)</td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>“I agree with Olivia in that diversity and exposure to new ideas, culture, and people would be greatly enhanced.</td>
</tr>
</tbody>
</table>
On a side note, I believe that eLearning has the potential to be wonderful and bring an excellent return on investment - the key word though is potential. If all the variables are not in line (i.e. enrollment, technology, professor interest, tech specialists, etc.) then the eLearning may fail. This is no different than traditional teaching.”

<table>
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<th>Average Post (15)</th>
<th>Elaboration and contribution to one idea within the discussion; singular contribution to the thread</th>
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<tbody>
<tr>
<td></td>
<td>Example:</td>
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<td></td>
<td>“I feel that there can be many positive advantages to eLearning. One advantage would be that students would have the opportunity to interact with students from different parts of the country and the world. This would, in turn, give them many diverse perspectives to the material they would be learning and could open doorways they would have never previously considered.”</td>
</tr>
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<table>
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<tr>
<th>Minimal Post (13)</th>
<th>Simple insight or contribution to the topic; single message posting</th>
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<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>“As with the printing press reaching all kinds of learners with whatever subject matter and information are the main outcome.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No post (0)</th>
<th>oops – didn't participate at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“agreement” statements; single message posting</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>“Yes, I agree!”</td>
</tr>
</tbody>
</table>

|                  | “flaming” and derogatory comments to individuals |
"I am tired of your longwinded responses – I don’t really have time to read everything you prattle on about."

"Yeah, well just because I don’t work full time doesn’t mean I’m not busy – so don’t tell me what to write or not write"

messages totally unrelated to the topic of the threaded discussion

Example:

"What were you doing in the lab yesterday? Trying to copy the files from the web site?"