

### MM3312 Computer Based Training

**Assignment:** Design and produce an interactive instructional project. Attention to user-centered design, interface, creating multiple interactions, and providing a clean (no misspellings!) presentation of your skills to date.

	<b>Beginner: 1 point</b>	<b>Novice: 2 Points</b>	<b>Intermediate: 3 points</b>	<b>Expert:4 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>	<b>Peer Evaluation</b>
<b>Topic/Content</b>	Includes little essential information and one or two facts	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited and enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Complete information. Encourages readers to know more.			
<b>Support Materials</b>	Provides little or no help to the teacher or the student. No outside means of reinforcement. No ability to track progress.	Offers limited option for help. Support materials are limited and do not directly relate to the lesson. There is some ability to track progress through feedback or documentation.	Various forms of help is offered, although sometimes may not be quickly accessible. Additional web sites are provided to encourage ongoing learning. Feedback on progress is provided	At every stage of the project, help is provided. Additional resources such as web links, bibliographies, tools, etc. are provided. Learner feels a sense of accomplishment through adequate feedback or other documentation.			
<b>Mechanics</b>	Includes more than 5 function errors, excessive download, dead links, missing alt attributes on graphics, misspellings, punctuation errors, etc.	Includes 4-5 errors such as dead links, missing alt attributes on graphics, misspellings, punctuation errors, etc.	Includes 2-3 errors such as dead links, missing alt attributes on graphics, misspellings, punctuation errors, etc.	No errors in the text. No errors in execution.			
<b>Multimedia</b>	Graphics absent or fail to assist learning. Poor contrast background and text. Poor use of color. Gratuitous animation. Multimedia is superfluous.	Graphics minimally support learning. Text is difficult to read. Animation and interactivity rarely complements learning. Multimedia unrelated to stated objective.	Graphics are intended to assist learning. Background and text has good contrast, easy to read. Use of color and graphics consistent with design and appropriate. Occasionally, multimedia and animations seem unrelated to learning objectives.	Graphics are consistent, appropriate and designed to optimize learning. Colors are used effectively to enhance the user experience. Interactivity, navigation and multimedia directly related to stated learning objectives.			
<b>Learning/engagement Interactivity</b>	Includes fewer than 2 instances of interactivity for the viewer. Project does not encourage click-throughs. Does not use multimedia to make learning interactive. Does not provide feedback. Does not motivate.	Includes fewer than 3 instances of interactivity for the viewer. Project has limited ability to encourage interaction with viewer. Sometimes requires learners to be actively engaged. Provides minimal feedback throughout the instruction. Rarely motivates learner to continue learning.	Project is useful and successfully leads target audience to interact with product. Viewer feels a sense of involvement with the presentation. Often motivates learner to continue learner and master concepts. Usually requires active participation by the learner.	Project is superior in quality. User is motivated through sequencing and navigational elements to stay within site and interact, using several different interactivity techniques. Multimedia enhancements encourage learning interactivity. Learners required to become actively involved. Appropriate feedback is provided throughout the project. Learner is highly motivated to continue to learn more about the subject.			
<b>Age/Target Audience Appropriate</b>	Reading level is not appropriate for target audience. Directions are inadequate and incomplete. Not suitable for the audience intended.	Reading level is often too easy or too hard for intended audience. Directions are sometimes unclear. Many features are not appropriate for target user.	Reading level, text, graphics are appropriate. Most features are suitable and useful for target audience. Most directions are clear, although some may be ambiguous or confusing.	Content is appropriate for intended user. Directions are clear, complete and useful.			
<b>Presentation</b>	Difficulty in communicating ideas. Little preparation or incomplete work.	Some difficulty communicating ideas, due to lack of skills, incomplete work and lack of attention to detail.	Communicates ideas with clarity and in an easy to understand format. Adequate preparation and delivery.	Communicates ideas with appropriate language, clear delivery, use of visual hierarchy and clean navigation. All interactions are easy to understand and target to audience.			

**Scale: 26 - 28=Expert 23 - 25=Intermediate 18 - 22 =Novice 14-17=Beginner**

**Total Points**