PADM 6150 . Information Technology and the Public Sector

Online 15-week course – Section 98 – FALL 2015

Description . (3 credits) “This course addresses how information technology influences public agencies’ structure, behavior and decision making as well as how IT affects managerial roles and shapes interactions with citizens and other organizations. Students examine topics such as: information security and safety, privacy, ethics, and implications for the workforce and employee morale. Attention is given to the Internet and government intranets. Required for MPA.”
--From the 2011-2013 Graduate Catalog

FALL 2015: Delivery method is ONLINE, in eLearn, TSU’s learning management system.

COURSE SCHEDULE . The course schedule is included in this syllabus. Updates will be announced in eLearn in the News area (you should set up notifications so that you get an email at your preferred address when a news update is posted). You are responsible for keeping up with assignments, readings, and due dates. While quiz dates will not change, I reserve the right to adjust content pacing based on class progress.

COURSE EVALUATIONS . Student course evaluations are now conducted at TSU online. Instructions will be provided. It is expected that all students in the course will complete the brief online evaluation process in order to provide important feedback to the instructor and the University, which will benefit future students.

Purpose and rationale . You may be surprised to find this is NOT a course about computers. Instead, it is about the way changes in information and communication technologies (ICT) have affected what public managers do and what the public expects from government. Thus, our focus is on understanding trends, theories and concepts that can help prepare managers for effective participation in decisions about ICT. In the process, we will explore some interesting and timely topics in public administration, such as privacy, information ethics, successful and extremely unsuccessful implementations of ICT, and more. You do not need to be a technical expert to participate in this course, beyond the required competency with eLearn expected of all online students (tutorials are available) and use of routine software (Word, PowerPoint), the internet, and library databases. Info on the MPA program

Audience and prerequisites . This course is a required core course in the MPA curriculum and a potential elective for PhD students in public administration. PADM 6150 does NOT count towards the standard curricula of any graduate certificate offered by the Dept. of Public Administration. There are no prerequisites for this course other than graduate student status in the MPA or Ph.D. programs.

Instructor . Meg Streams, Ph.D., Associate Professor
email . mstreams@tnstate.edu (regular, preferred) or use the email inside of eLearn (mstreams)
phone . 615.852.7112 – no evening calls please, instead use email. In general email is best.
fax . 615.345.0507 (instructor’s fax, NOT the College of Public Service and Urban Affairs number)
office location . Avon Williams Campus 4th Floor, Suite F 403
office hours . M 8:30am – 12:30pm; W 2:00-4:00pm and other times as needed by appointment. Please make appointments in advance whenever possible, to assist in planning and make the best use of your time. I will make every effort to work with you by email, Skype or phone if we cannot meet in person, so please do not hesitate to contact me at any point during the semester.
Themes, learning outcomes, and associated assignments. See mapping of themes and assessments to MPA competencies at the end of the syllabus.

Learning resources. Texts. One textbook are required for this class plus assigned readings posted in eLearn. Some articles or short pieces may be added to the readings listed at the beginning of the semester.

REQUIRED: You must have the following text to take the course, in the edition specified. No exceptions.


Learning resources. Online. All materials for this class will be posted on the TSU eLearn page for this course (https://elearn.tnstate.edu/) - this includes powerpoints, course objectives, example resources for assignments, etc. Note that the eLearn server is distinct from the tnstate.edu server: so even if www.tnstate.edu is down, you should try to access eLearn using the address above directly.

What tools do we use inside eLearn?

- News area on front page of course – set notifications so you get an email to your preferred address whenever I post an update in the news area, this is a very important mechanism for my communications with you
- Content: this is where you find modules with all the Course materials (PDFs, etc.)
- Discussions (in Communication area)
- Quizzes (in Assessment area)
- Dropboxes (in Assessment area) for written assignments

HOW TO PREVENT GETTING LOCKED OUT OF ELEARN: Password issues are the most common issue people encounter. Go to http://www.tnstate.edu/cit/password.aspx and follow the instructions to set up your profile ASAP – you have to do that ahead of time, not wait till you are locked out. You set up security questions. Then when you experience a lock-out, you can go to this page and unlock your account. If that doesn’t help, the Help Desk phone number you should use is at all times is 615-963-7777. You can also try emailing helpdesk@tnstate.edu for assistance.

Policies. Learning environment. You are expected to conduct yourself with civility and professionalism in all interactions connected to this course, so that a learning environment is maintained for all. This includes, but it not limited to, engaging with classmates and the instructor in a respectful manner. Communication online can unfortunately tend towards the informal, and even rudeness – such behavior will not be tolerated in this course. When writing to others in this course – peers or instructors – please use a business-appropriate tone, not a casual “texting” tone. This is a core course in a professional program, and you should strive to communicate maintaining the same standards you would expect to adhere to in the workplace.

Syllabus. I reserve the right to adjust this syllabus as the semester proceeds based on the class’ progress and development, with notice to students. Quiz dates will not change.
**Quality of written work.** As academics and professionals in service or in training, I expect you to adhere to a high standard in your written work. *Leave yourself time to reread and revise written work before the due date. Grammar and spelling errors distract the reader and lessen your credibility, in the classroom as in the workplace, and will affect the evaluation of your work.*

**Accommodation.** Please see official TSU policies detailed towards the end of this syllabus. If you have any accessibility/accommodation issue with the format of particular materials provided in eLearn related to file format, please notify me of the issue as soon as possible.

**Grading.** Due dates. Assignments are due to the appropriate eLearn dropbox by 11:59PM on the due date, or if an online discussion is assigned, full participation must be complete by that time. Remember that if the www.tnstate.edu website is down, you should try to access eLearn directly at https://elearn.tnstate.edu/. If you are unable to submit to eLearn, you must submit your written assignment or discussion posts in a Word document BY EMAIL TO mstreams@tnstate.edu OR FAX to 615-345-0507 (instructor’s fax NOT the department fax) BY THE DUE DATE/TIME. No hard copy assignments will be accepted. You should plan ahead so that last minute computer issues do not derail your submission of assignments on time.

I reserve the right not to accept late work for a grade. All deadlines are announced in advance to allow you to plan for completion. Late work may be assessed a substantial penalty or receive a zero depending on the reason and degree of lateness. The value I emphasize in making decisions about late work is equity, which includes weighing the efforts of students who also had demands on their time, but submitted work on time nonetheless. Most of the students in our program work full-time, and many have family commitments. Forgetting a deadline or not planning well to allow completion of work, given other demands on your time, is not a sufficient reason for not submitting an assignment on time. Job expectations and non-emergency family events are also time commitments you should seek to plan around, not appeal to at the last minute as an excuse. Online course format requires careful time management, self-motivation and attention to deadlines in order to achieve at the level desired, and this motivation must come from the student.

**Dropping or withdrawing from a class.** I cannot withdraw you from the class myself; if you want to withdraw, you need to complete the required actions in myTSU by the last date of possible withdrawal (you are responsible for knowing this date, always see the appropriate TSU Academic Calendar). Faculty are, however, obligated to report non-attendance/participation or stopped attendance/participation at certain intervals during the semester, which can result in your being taken out of the course by the registrar. If you stop fulfilling class requirements but do not take the proper actions to withdraw by the deadline, and you remain on my roster at the end of the semester, you will receive a course grade based on what you completed plus zeros for the course elements you did not complete. This often results in an F. Incompletes are given only after consultation with me, with documentation of the official reason, and for students who completed coursework satisfactorily past the point of the withdrawal deadline; they are rare and meant for unusual circumstances that arise late in the semester.

**ASSESSMENT GUIDELINE - Quizzes** will have 10-12 items each time, and you will have 30 minutes to complete a quiz once you start it. They are found under the “Assessments” tab in eLearn. The learning objectives which will be provided for each Module are your best guide to preparing for quiz content. In general, there will be any type of question appropriate to the content: multiple choice, quantitative, matching, etc.

You may retake a quiz one time after reviewing your material some more, to improve your performance, but only if you do this before the deadline for that week. You cannot go back after the week’s deadline to retake a quiz. So if you wait till the last minute to take it in the first place, you probably won’t get any
benefit! Some questions may change between the two attempts, but the items will still be related to the assigned readings.

You do NOT have to take a quiz at a specific date and time, once it “opens” in eLearn you can take it as soon as you have read the readings assigned and feel ready for your first attempt. But you must complete all your attempts at the quiz by the week’s deadline. Dates are shown in the course schedule included in the syllabus and also in the eLearn calendar.

Note that because it is the AVERAGE of the two attempts that yields your quiz grade, not the “best of two,” you should complete the readings with the learning objectives in mind before trying a quiz the first time!

My goal is for you to give you some feedback on understanding of new basic concepts by your performance on the quiz, before you participate in a discussion or reading reflection on more in-depth issues related to those same readings the next week. Ideally this quiz incentive encourages your “first exposure” to the readings and will result in thoughtful and prepared discussions or reflection assignments in the following week. You may use your textbook or other readings during the quiz: but if you need to refer to them often, you will likely find you do not have time to complete the quiz. The quiz will be timed to favor those students who have mastered the material by reading carefully ahead, rather than those who try to look up many answers.

You may use notes and textbook during the quiz but you are not to contact other students or any other individual. Evidence of doing so will be considered academic dishonesty and will be grounds for a zero on the quiz. Any short answers must be written in your own words, not copied from the internet, the book, notes or other source. Evidence of doing so will be considered academic dishonesty and will be grounds for a zero on the quiz. The point of these quizzes is really to help you assess your own learning of the basics of the readings – note there are NO EXAMS in this course, and these quizzes are rather forgiving compared to the standard exam. My pedagogical rationale for them is explained above. Sharing information about the quiz with other students is academic dishonesty, and it is also counterproductive for you and the learning of the other students. So please let your peers do their own work, and reap their own benefits, just as you are! Evidence of academic dishonesty will be cause for penalty as described in the TSU student handbook, and if I believe that student behavior is keeping these quizzes from accomplishing my pedagogical objectives (for example, because of sharing of answers by early quiz-takers) I reserve the right to change the format during the semester, including going down to 1 attempt instead of offering average of 2 attempts for the grade.

**ASSESSMENT - Discussions. MINIMUM PARTICIPATION:** For every discussion, you must make at least two substantive posts. If you don’t provide at least two substantive posts, you have not satisfactorily completed the discussion and you will receive a grade of 65 (provided one substantive post) or 0 (did not provide any substantive posts) on the discussion. **GRADING APPROACH:** You can post more than twice if desired; I will grade your two most substantive posts (i.e. I will not grade a post which is simply a short response to another post (“Good point! I agree with what So and So says.”) that does not add any information or original thought. You may make short, interactive posts in the interest of having a back-and-forth productive dialog, but remember I will only grade posts that make a meaningful, original contribution to the discussion – i.e. that are substantive. The average of your two graded posts for a discussion will be your grade for that discussion.

**ASSESSMENT - Reading Reflections** are graded on a 100-point scale. A guideline for this type of assignment will be provided in eLearn. Reading reflections are designed to be able to be completed within a week – however, they will likely take more time than a usual discussion participation; they will be 1-1.5 single-spaced pages long. Please plan accordingly with respect to time allocation in the week a reflection is due.
**ASSESSMENT - Case analysis proposal** – A guideline will be provided for this in eLearn.

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<thead>
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<th>Percent of grade</th>
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<tbody>
<tr>
<td>Quizzes (Average of top 5 scores out of 6 total quiz scores)</td>
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<tr>
<td>Discussions (3 total; top 2 will count towards grade)</td>
</tr>
<tr>
<td>Reading Reflections (2 total; all count)</td>
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<tr>
<td>Poster or case analysis proposal (1)</td>
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<tr>
<td>Poster or case analysis (1)</td>
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<td><strong>Total</strong></td>
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Scale (text descriptions adapted from TSU Catalog):

A  
90% - 100%
Excellent: work of exceptional, professional quality which indicates the highest level of attainment on an assignment.

B  
80% - 89%
Good: work above average which indicates a high level of achievement.

C  
70% - 79%
Work of average quality representing substantial fulfillment of the minimum essentials of an assignment.

D  
69% - 60%
Poor: representing passing work but below the standards of graduation quality. Some minimum essentials not completed.

F  
59% and below
Failure: representing unacceptable performance on an assignment. Few to no minimum essentials completed. May be assigned for plagiarism or academic dishonesty by the instructor (for an assignment or the course; see TSU Catalog, *Academic and Classroom Conduct*. **
Academic honesty and plagiarism. PLAGIARISM GUIDELINES APPLY FOR ONLINE DISCUSSION WORK, WRITTEN EXAM WORK, AS WELL AS FOR “PAPERS.” I will follow University procedures in dealing with any instances of plagiarism, cheating, and other types of academic dishonesty in this course (see TSU Student Handbook and Graduate Catalog). You should be aware that penalties can range from a lowered grade on an assignment from what it otherwise would have been, to no credit for an assignment, and on, up to dismissal from the program. My actions regarding plagiarism will depend on the severity of the individual case. In a severe case I may elect to assign a grade of zero for the assignment, or pursue other options according to TSU policy as described in the TSU Student Handbook. In summary, you are expected to do your own work and follow academic standards rigorously in crediting the ideas, words and findings of others. Resources are provided to you in the support modules in eLearn concerning various types of plagiarism, including patchwork plagiarism, and strategies for avoidance. I expect that you have reviewed and understood all resources I have provided to you regarding avoidance of plagiarism including the Statement of Academic Responsibility for Written Work before you turn in any written work in this class, and I expect you to reflect that understanding in your writing process and written work. Academic honesty is the foundation of the scholarly pursuit of knowledge; if you are not sure what constitutes plagiarism or how to handle a specific instance of crediting another individual’s work, feel free to bring these questions to me.

In general, should you have questions about academic honesty, your performance, or any other issue concerning this course, I encourage you to talk with me as soon as the concern arises throughout the semester. Problems in this area sometimes arise as a result of feeling pressured as a deadline approaches; promptly bringing questions and problems to the instructor can help to prevent this situation. Plagiarized work is never an improvement on whatever original work with correct citations you are able to generate on your own. This course is part of your training as a scholar and a professional, and only evaluation of your genuine effort can serve the learning objective. Also note that Ethics is listed first among the core values of our MPA program in the mission (below), and that you are being prepared to “promote trust and public value.” Plagiarism, even unintentional, and academic dishonesty are inconsistent with these statements.

DISABILITY ACCOMMODATION STATEMENT. TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or www.tnstate.edu/disabilityservices. You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor as soon as you receive it. Accommodations will only be provided AFTER the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

SEXUAL MISCONDUCT, DOMESTIC/DATING VIOLENCE, STALKING. TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.
Please be aware that most TSU employees, including faculty and instructors, are "responsible employees", meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU’s Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU’s SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: [www.tnstate.edu/equity](http://www.tnstate.edu/equity).

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or [www.sacenter.org](http://www.sacenter.org) or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or [www.tncoalition.org](http://www.tncoalition.org).

**HARASSMENT & DISCRIMINATION.** Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, [www.tnstate.edu/equity](http://www.tnstate.edu/equity).

**Ethics and professional preparation.** The focus of this course is on concepts and practical aspects of IT in the public/nonprofit sector. In application of this and other content learned in your program of study, you should be guided by the ethical standards of your field. I encourage you to consult the ethical code of the professional organization(s) relevant to your field of interest, and to continue to seek out information on their application throughout your studies. The following links are examples of ethical resources for public and nonprofit professionals.

- [How Ethical Is Your Nonprofit Organization?](#)
- [American Society for Public Administration](#)

**MPA Program Mission, including values statement (adopted 12/7/2010)**

The MPA program of the College of Public Service and Urban Affairs at Tennessee State University prepares individuals for professional public, nonprofit, and health sector careers. The program develops leaders and managers to promote trust and public value in the community.

We educate by providing the key knowledge, skills and abilities our students require to serve in diverse public, nonprofit and healthcare settings.

We work by conducting research and service activities supportive of these educational and instructional purposes which emphasize analytical thinking, problem solving and decision making and;

We serve a diverse and ever-changing public, nonprofit and healthcare environment as a source of
consultation with knowledge of public policy & public management issues to the community.

Through these endeavors, we create value with the community, our community partners, students and University by bringing expertise to bear in real organizational settings. In carrying out each of these core activities, we seek to reflect and instill distinctive public service values of: Ethics, Equity, Responsiveness, Diversity, Cultural Competency, Efficiency and Transparency.
**IMPORTANT CAVEAT ABOUT READINGS LISTED:** Please note that ICT is a rapidly changing area, and my thoughts about topics will evolve as I see your work develop in the class. Therefore, while core readings are shown below, I reserve the right to adjust the readings schedule by adding short pieces or articles in a given week as the semester evolves. If I do so they will be added to the module by the open time for Week 1 of that module. If you read ahead based on the schedule below, remember to check the Readings area when each module actually opens to look for any such added readings. NOTE: “C1” = Chapter 1 “PDF” – readings are available in PDF format in the eLearn content area.

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<tr>
<th>MODULE</th>
<th>THEME</th>
<th>CORE READINGS</th>
<th>ACTIVITIES</th>
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| 1      | What is information? | • Floridi (2010) C1, C2 - PDF  
• Pearlson and Saunders (2010) C. 12 - PDF  
• Bush (1945) – “As we may think” – PDF  
• Gopnik (2011) - PDF | Week 1 – Introductions online (DISCUSSION AREA)  
opens 10am Monday 8/24 – closes 11:59pm Monday 8/31  
Week 2 – QUIZ  
opens 10am Monday 8/31 – closes 11:59pm Monday 9/7 |
| 2      | ICT AND ORGANIZATION | Systems  
• Reddick (2011) C7, C8, C9  
• Pearlson and Saunders (2010) C. 12 – PDF (you read this already in Module 1)  
• Center for Digital Government (2012) | Week 1 – QUIZ  
opens 10am Monday 9/7 – closes 11:59pm Monday 9/14  
Week 2 – DISCUSSION  
opens 10am Monday 9/14 – closes 11:59pm Monday 9/21 |
| 3      | Leading and doing | • Reddick (2011) C5, C6  
• Pearlson and Saunders (2010) Intro, C1 (p.34-38 only), C3 – PDF  
• Partnership for Public Service and IBM Center for the Business of Government (2011) – PDF  
• Ganapati (2011) | Week 1 – QUIZ  
opens 10am Monday 9/21 – closes 11:59pm Monday 9/28  
Week 2 – PROPOSAL FOR CASE ANALYSIS DUE (to DROPBOX)  
Due by 11:59pm Monday 10/5 |
| 4      | ICT AND THE PUBLIC | Delivery  
• Reddick (2011) C4  
• Kvasny and Lee (2011) – PDF  
• Gauld (2007) – PDF  
• Goldfinch (2007) | Week 1 – QUIZ  
opens 10am Monday 10/5 – closes 11:59pm Monday 10/12  
Week 2 – DISCUSSION  
opens 10am Monday 10/12 – closes 11:59pm Monday 10/19 |
| 5      | Privacy vs. Disclosure | • Reddick (2011) C10  
• Floridi (2010) C8 - PDF  
• Bertot, Jaeger et al. (2010) - PDF | Week 1 – QUIZ  
opens 10am Monday 10/19 – closes 11:59pm Monday 10/26  
Week 2 – READING REFLECTION (to DROPBOX)  
Due by 11:59pm Monday 11/2 |
| 6      | Social Choices / Social Data | • Reddick (2011) C2, C3  
• Powell, Williams et al. (2012) - PDF | Week 1 – QUIZ  
opens 10am Monday 11/2 – closes 11:59pm Monday 11/9  
Week 2 – DISCUSSION  
opens 10am Monday 11/9 – closes 11:59pm Monday 11/16 |
| 7      | Disruptive technological change and policy | • Lind (2012) C. 1, C. 15 - PDF  
• Bush (1945) – “Science: the Endless Frontier” excerpt - PDF | Week 1 – CASE ANALYSIS DUE (to DROPBOX)  
Due by 11:59pm Monday 11/30  
Week 2 – READING REFLECTION (DROPBOX)  
Due by 11:59pm Monday 12/7 |
REFERENCES


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<th>Assessment</th>
<th>Bloom level</th>
<th>Learning objectives</th>
<th>Related MPA competencies</th>
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| Case Analysis project (all formats) | CREATE/EVALUATE   | • Written Expression – Demonstrates written communication practices (organization, clarity, spelling, grammar) expected of an entry-level professional public administrator.  
• Analysis and Synthesis, Originality of Thought/Approach  
• Creation of Original Figures or other Visual Communication of Information  
• PLUS OTHERS DEPENDING ON CONTENT CHOICE                                                                 |
|                             |                   | • Apply systematic research processes to novel problems and produce research in written format                                                                 |
|                             |                   | • Prepare communications– both written and oral–in appropriate medium and depth for diverse audiences and stakeholders  
• PLUS OTHERS DEPENDING ON CONTENT CHOICE                                                                 |
| Reading Reflections        | ANALYZE/APPLY     | • Written Expression – Demonstrates written communication practices (organization, clarity, spelling, grammar) expected of an entry-level professional public administrator.  
• Accuracy and precision – Demonstrates specific, detailed understanding acquired about the assigned topic, questions or issues.  
• Critical thinking – Demonstrates critical thinking, including synthesis and evaluation, in written work.  
• Various, depending on content assessed in that module                                                                 |
|                             |                   | • Prepare communications– both written and oral–in appropriate medium and depth for diverse audiences and stakeholders  
• Various, depending on content assessed in that module                                                                 |
| Discussions                | ANALYZE/APPLY     | • Communication - Demonstrates communication practices (organization, clarity, spelling, grammar) expected of an entry-level professional public administrator  
• Accuracy and precision – Demonstrates specific, detailed understanding acquired about the assigned topic, questions or issues.  
• Critical thinking – Demonstrates critical thinking, including synthesis and evaluation, through novelty and or depth of contribution.  
• Various, depending on content assessed in that module                                                                 |
|                             |                   | • Prepare communications– both written and oral–in appropriate medium and depth for diverse audiences and stakeholders  
• Various, depending on content assessed in that module                                                                 |
| Quizzes                    | UNDERSTAND/REMEMBER | • Various, depending on content assessed in that module                                                                 | • Various, depending on content assessed in that module                                                                 |