This project will develop dynamic interactive learning modules to enhance the teaching and learning experience in an existing online course, ESEPSY 1259: Individual Learning and Motivation Strategies for Success in College, offered through the Dennis Learning Center. These modules will incorporate contemporary learning technologies and integrate authentic learning and collaborative learning strategies aiming to promote students’ motivation for learning in online classes. The learning modules will be designed for re-use in any online course, while the process of developing these materials will become the best-practices template for remaking the remaining modules of this and similar courses.
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Project Milestones and Major Deliverables
Project Committee

Educational Technology

Project Lead

- **Kui Xie** <xie.359@osu.edu>
  Assistant Professor in Educational Technology, Department of Educational Studies

Team

- **Lauren Hensley** <hensley.121@osu.edu>
  Interim Director, Dennis Learning Center, College of Education and Human Ecology

Task-Specific Team Members

- **Lynn Trinko** <trinko.1@osu.edu>
  Director of Educational Technology, College of Education and Human Ecology

Office of Distance Education and eLearning

Project Lead

- **Henry Griffy** <griffy.2@osu.edu>
  ODEE Grants Coordinator

ODEE Constituents

- **Robert Griffiths** <griffiths.44@osu.edu>
  Director, ODEE Digital Scholarship and Development
- **Tom Evans** <evans.1517@osu.edu>
  ODEE MOOCs Coordinator
- **Marcia Ham** <ham.73@osu.edu>
  Senior Instructional Designer
- **John Muir** <muir.25@osu.edu>
  Instructional Designer
Executive Summary

Background

ESEPSY1259, Learning and Motivation Strategies for a Success in College, is a three-credit elective focused on academic success strategies. In this course, students develop strategies for effective learning that are not restrained by the context of the class itself. Rather, the end goal is for students to transfer these strategies to a variety of other situations. This course has been identified as a large course and a key university course that makes a significant impact on students' success in college.

1. A Course with Large Enrollment: With more than 30 sections of ESEPSY1259 being offered each year, the course enrolls more than 1000 students every year. For example, from 2006 to 2012, this course has supported over 6000 students across campus, and this number is still growing, especially with expansions of the online (i.e., distance) sections.

2. A University-Wide General Elective Course: ESEPSY1259 is offered to every student who perceives a need to improve motivation and learning strategies at the Ohio State University. Students choose to enroll in ESEPSY1259 for myriad reasons, though the majority stem from deficiencies in motivation and cognition that have led to poor academic standing (e.g., low GPA) and stunted progress toward the attainment of a degree. Our statistical data show that students from all fifteen undergraduate degree-granting colleges have taken the course, most notably from Arts and Sciences, Business, and Education and Human Ecology. Students who are undecided about their majors—that is, in the University Exploration program—are commonly referred to the course by their advisors, as well.

3. A Course with Significant Broader Impact on Students' Success: Given its combination of imparting key principles of education and supporting learning at a broad level, ESEPSY1259 is both a key departmental course and a means of serving students throughout the University. In an early study on the effectiveness of the course, Tuckman (2003) found that the average ESEPSY1259 student could expect his or her GPA for the term in which he or she completes the course to exceed his or her prior cumulative GPA by an average of 0.5 points, or half a letter grade. When the ESEPSY1259 course grade is removed from the computation, students' GPAs for that quarter are still an average of 0.2 points greater than prior cumulative GPAs. An increase of similar magnitude is found in students' average GPAs for the term following participation in the course. Most recently, results of a longitudinal research project on students who took the course in their first-term of college indicated that these students, as compared with matched pairs who did not take the course, not only received higher grades but also were nearly six times more likely to return to the University for a second year. For academically at-risk students, in particular, the graduation rate was nearly 50% higher than for academically at-risk students who did not take the course (Tuckman & Kennedy, 2011).
Problems/Opportunities

1. Students' Motivation Suffers: The course, which is ostensibly about motivation, is not very motivating to students. The crux of the issue is that when students do not deeply engage with or having a compelling way to become interested in what they are learning, the likelihood that they will be motivated to internalize and apply it is low (Sansone & Harackiewicz, 1996). This is particularly a concern for courses like ESEPSY1259 that address not only subject-specific knowledge but also aim to develop strategic approaches to learning that students can then apply to various other academic experiences throughout their college careers. The learning and motivation that fail to occur in this one course may, in turn, bear some of the responsibility for the learning and motivation that may fail to occur in future courses. Conversely, should immersive learning experiences and intrinsically motivating assignments cause students to experience engagement and deep learning in this one course, the benefits are likely to extend to the ways in which students approach future courses.

2. Systemic Challenge for Renovation: Two formats for the course exist: hybrid and online. Students in the hybrid course have the opportunity to meet with classmates and the instructor to have discussions, complete in-class activities related to the course content, and listen to lectures presented in a dynamic manner. Given the rapid advances in technology-enhanced learning and changing demographics of college students, it is no longer reasonable to keep instruction location-bound or classroom-bound. Unfortunately, at present, no suitable means for simulating or replicating the ESEPSY1259 classroom experience have been integrated into the online version of the course. Online students participate in text-only discussion boards, complete written assignments in Carmen, and view PowerPoint slides without dynamic forms of student-student, student-instructor, or student-content interaction that reflect recent technological advances or research on immersive online learning environments. Enhancements to ESEPSY1259 would most notably and immediately impact online students, yet such changes would also impact the hybrid version of the course by complementing and extending in-class experiences.

Solutions

This project will address both problems by piloting a thorough revision of one crucial module in ESEPSY1259, informed by pedagogical theories of student engagement and motivation. The note-taking module will be re-built to make use of the best e-learning tools to promote students’ motivation in the learning activities. The best practices and templates developed during this pilot will then be used to perform similar revisions on the rest of the course.

This pilot will also develop detailed and theoretically informed assessments of these revisions. Using surveys that have been validated and refined through peer-reviewed research and analytic data about students’ participation drawn from the logs of the content management system and elsewhere, this project will aim to develop a generalizable model for assessing student motivation and its impact on learning.
**Project Goal(s)**

The general goal of this proposed project is to design and develop instructional strategies and learning technology interventions to support students’ motivation and promote their engagement in the ESEPSY1259 course. The project will focus on the note-taking module of this class and bring new learning technologies to improve students’ learning experience. This general goal will be achieved through the implementation of the following enhancements to note-taking module of ESEPSY1259:

**Project Objectives contributing to Project Goals**

**Objective 1: Revise Course Learning Materials for the Module on Note-taking**

Design and develop learning materials, instructional strategies, and course artifacts for the note-taking module that will heighten motivation and engage students

- Design authentic learning activities for note-taking module
- Select authentic video lectures for the note-taking activities.
  - Instructional videos to provide guidance on note-taking skills
  - Content videos to serve as the basis for note-taking
- Design collaborative learning activities for note-taking module
- Design supporting materials (including instructions, examples, guidelines, etc.) for the note-taking activities
- Design and implement learning outcome measures and grading rubrics for instructors to use for note-taking activities

These materials will be the equivalent of three class "sessions." Collectively, these "sessions" will include roughly an hour of reading, an hour of learning material, and seven hours of individual or group activity. These learning materials will be built around the following activities:

- Video Lectures with Note-Taking Activity
- Peer-Feedback Activity for Note-Taking
- Collaborative Note-Taking Activity
- Open Badges for Note-Taking Achievement
- Self-Reflection Activity for Note-Taking

**Objective 2: eLearning Tools and Dashboard**

Select, configure, and implement tools for the note-taking module and integrate the tools in the Carmen LMS as a centralized system
• Select, configure, and implement tools for the activities described for Objective 1
• Incorporate these tools into the course in Carmen
• Design and prototype an integrated interface for the note-taking activities

**Objective 3: Research Assessment Measures**

Design, develop, and implement assessment measures to answer notable research questions related to students’ motivation, and ascertain success of project as perceived and experienced by students

• Select, design and implement self-reported instruments to measure motivation
• Identify relevant learning outcome measures (e.g., grades on assignments)
• Define and refine five analytical measures (e.g., learning analytics in Carmen)
• Identify potential relationships among these three sources of evidence

**Project and Process Goals**

**GOAL 1: Reusability**

Build course components so that they're maximally reusable/adaptable in other contexts, such as ODEE distance education courses.

**GOAL 2: Process Sustainability**

Build a team and set up working procedures and documentation that can continue this work in the future, especially in the enhancement of the remaining modules of ESEPSY1259
Project Scope

In-Scope

- Objective 1: Content and Activities
  - Enhancing the motivation and engagement aspects of the note-taking module in online sections of ES EPSY 1259
  - Designing learning materials (i.e., content) and activities for the note-taking module that will take approximately 10-15 hours over the course of three "class sessions" (e.g., W, F, W or R, T, R). We anticipate producing roughly 6 activities, built around a shared set of content resources.
  - If time and resources allow, instructional activities will be designed for additional modules in the course.

- Objective 2: Tools
  - Selecting appropriate methods for content delivery and learning activities, using tools that already exist
  - Integrating tools into existing OSU/ODEE systems (e.g., Carmen)
  - Designing and prototyping a unifying interface ("dashboard") for these tools

- Objective 3: Assessment and Research
  - Adapting existing measures and instruments to be appropriate to context of course, and formatting for use in Qualtrics
  - Answering the research question of whether the redesigned note-taking module enhances motivation, as conceptualized by self-determination theory
  - Examining grades and any comments on graded work, self-report survey data, and learning analytics

Out-of-Scope

- Objective 1: Content and Activities
  - Redesigning additional modules besides the note-taking module
  - Creating hybrid versions of the course or additional courses
  - Producing new videos for this project (suitable video will be chosen from existing resources)
  - Implementation of additional instructional modules

- Objective 2: Tools
  - Designing the course for use on other platforms (e.g., iBooks, itunes U, or Coursera)
  - Building new tools, maintaining and updating the tools/system for newer versions of learning management systems

- Objective 3: Assessment and Research
  - Designing new measures
  - Designing an interface for display or interaction with data
  - Other research questions related to the project but not listed in the objectives
• Other:
  o Partnerships with other courses, colleges, and/or institutions beyond OSU
  o Utilization of model in other courses
  o Writing grant applications, etc.
  o Developing instructor training program
  o Connecting ESEPSY 1259 online instructors to training offered through existing OSU outlets (e.g., Stein et al.’s online instructor bootcamp)

**Strategic Projects Alignment**

• Aligns with University-wide priority to "Put students first"
• Aligns with the Dennis Learning Center’s goal to: "provide students of all backgrounds with strategies for college success that will enable them to enter, excel in, and complete programs of postsecondary education; and to accomplish this by applying our expertise in education, psychology, instruction, and technology to the enhancement of learning and motivation"
• Aligns with ODEE Distance Education program in several ways, especially development of best practices in design and evaluation and mandate to provide professional development and skills instruction for students
• Aligns with Digital First’s goal of "inspiring instructors to offer engaging digital learning content to students"
• Aligns with Interdisciplinary Initiatives (across colleges) by enhancing students' online learning strategies, particularly with note-taking skills that can be applied to other courses
• Aligns with the College’s goal to "cultivate a student-centered, technology-enhanced learning experience," "develop collaborative ‘team science’ culture approach to research and grant funding," and "establish state leadership in e-learning"
**Success Criteria**

**Objective 1: Course Learning Materials**

Based on the theoretical framework that we adopted for this project, Self-Determination Theory, we expect the proposed project will demonstrate significant impact on students' motivation for learning in this key course. More specifically, meeting the following five criteria would demonstrate the success of this project:

<table>
<thead>
<tr>
<th>Outcome 1:</th>
<th>Students will demonstrate a significantly higher level of interest in learning activities in the proposed learning environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2:</td>
<td>Students will demonstrate a significantly higher level of perceived value of the learning content and activities toward their future educational practice at OSU as well as in their life-long learning.</td>
</tr>
<tr>
<td>Outcome 3:</td>
<td>Students will demonstrate a significantly higher level of autonomy when participating in learning activities.</td>
</tr>
<tr>
<td>Outcome 4:</td>
<td>Students will demonstrate a significantly higher level of self-efficacy in their learning tasks.</td>
</tr>
<tr>
<td>Outcome 5:</td>
<td>Students will perceive stronger social relatedness to other class members as well as to the learning content.</td>
</tr>
</tbody>
</table>

**Objective 2: eLearning Tools and Dashboard**

Upon the implementation of the eLearning tools, meeting the following criteria would demonstrate the success of this project:
- Students will express preference for the tools selected versus other tools or non-electronic ways to conduct similar activities.
- eLearning tools (individually and/or collectively) will impact student motivation, as measured by the 5 outcomes listed above.
- eLearning tools (individually and/or collectively) will impact student engagement as reflected by analytic measures (e.g., performance in activities).

**Objective 3: Research Assessment Measures**

The research objectives will have been met if the research instruments and analytic data measures chosen and developed for this project successfully measure the impact of revised course materials on student engagement, motivation, and learning. If the new materials have no impact, this objective will be successful if that lack of impact can be decisively established. Specifically:
• The motivation instruments will show satisfactory internal reliability.
• The learning outcome measures will show satisfactory validity.
• The five analytical measures will show correlations with motivation and learning outcomes.

**Project and Process Success Criteria**

• ODEE distance education coordinators will provide positive assessment of the suitability of materials for use in online courses.
• Final report will document progress and effectiveness of the team structures and work processes.
Project Assumptions

- All the financial support required for this project will be available (including $15,000 from ODEE and $7,500 from Department of Educational Studies).
- All the support provided by ODEE for this project will be available (including 200 hours of support from ODEE).
- The support provided by EHE Educational Technology for this project will be available (including 5% of Lynn Trinko’s time, equivalent to 96 hours, and 25 hours of support from EHE Educational Technology team). Offered in the support letter from Dr. Jackie Blount.
- The support provided by Dennis Learning Center will be available (including 10% of Lauren Hensley’s time, equivalent to 192 hours, and the cooperation from the course instructors).
- Kui Xie will get the needed off-duty time in the summer for this project.
- No major EHE educational technology projects would usurp this grant.
- Eric Anderman, Jackie Blount, and Chris Wolters (the new director of Dennis Learning Center) will support this project.
- The project team will be able to identify and hire the needed programmer and assistants for this project.
- It will be feasible to gather analytic data to measure relevant impacts.
- The project goals and objectives will be in line with university policy (including data accessibility, etc.).
- Suitable tools are available to use to conduct every learning activity.
- ODEE’s Learning Systems team will provide resources for gathering learning analytics and integrating tools in a single dashboard.
- Research instruments exist suitable for measuring relevant impacts.

Projects Risks

<table>
<thead>
<tr>
<th>Risk Description</th>
<th>How Likely</th>
<th>Impact</th>
<th>Score likely x impact</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No adequate financial support</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>Seek financial support from other sources or reduce scope of project</td>
</tr>
<tr>
<td>No adequate support from ODEE and ET</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>Reduce learning analytics scope of project</td>
</tr>
<tr>
<td>Off-duty time not granted</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>Reduce intensity of research component of project</td>
</tr>
<tr>
<td>Issue</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Action</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>No adequate support from administration</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>Involve ODEE team in meeting with administrators to demonstrate importance of project</td>
</tr>
<tr>
<td>Personnel hiring problem</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>Ask ODEE team to aid in identification of appropriate candidates</td>
</tr>
<tr>
<td>Limited/No data accessibility</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>Reduce learning analytics scope of project</td>
</tr>
<tr>
<td>ODEE Learning Systems not able to implement dashboard</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>Build equivalent interface using existing Carmen functionality.</td>
</tr>
<tr>
<td>No suitable tools for activities</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>Substitute another activity; use less suitable tool with revised activity</td>
</tr>
<tr>
<td>Not feasible to gather suitable analytic data</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prepare alternative data measures; make preemptive contact with other institutions making use of D2L analytic data to ask for suggested measures and ways to gather them</td>
</tr>
<tr>
<td>Insufficient or too expensive research instruments</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Instructors are aware of suitable research instruments currently available</td>
</tr>
</tbody>
</table>
Obstacles / Constraints

- Constraint: The project must be implemented for Spring 2013.
- Constraint: Team members have a finite amount of time to dedicate to the grant activities
- Constraint: Team members will have other duties during the time of the grant process.
- Constraint: Revision of note-taking module should not disrupt student experience of the remainder of the course.
- Constraint: The newly designed components (experimental group) must fit into an appropriate amount of time within the course so as to provide a realistic comparison with the control group

Schedule Considerations / Other Projects / Related Projects

Overview

- Spring semester begins Monday, January 6, 2014. Course updates are typically made and copied over in December.
- The note-taking module will be completed by students in the middle of spring semester.

Department

- ESEPSY 1259 instructor orientation occurs Tuesday, August 13
- Biweekly instructor meetings occur every other week (most likely on Monday afternoons)

ODEE

- 5 other Impact Grant projects will overlap in whole or in part
- Impact Grant application/selection processes in October-November and April-May
- Innovate Conference March 25-26, 2014
## Project Milestones and Major Deliverables

<table>
<thead>
<tr>
<th>Milestone/Deliverable</th>
<th>Target</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter submitted</td>
<td>8/1/2013</td>
<td>All Team</td>
</tr>
<tr>
<td>ADDIE Analysis Meeting</td>
<td>8/8/2013</td>
<td>Lynn, Lauren, Marcia, John</td>
</tr>
<tr>
<td>Content Videos Chosen</td>
<td>8/15/2013</td>
<td>Lynn, Lauren</td>
</tr>
<tr>
<td>Document of Understanding with Carmen Team about Analytics</td>
<td>8/22/2013</td>
<td>Henry, Kui</td>
</tr>
<tr>
<td>Exempt IRB Submitted (for Fall baseline data)</td>
<td>8/30/2013</td>
<td>Kui, Lauren</td>
</tr>
<tr>
<td>Qualtric Surveys + Grade-gathering Plan Completed</td>
<td>9/6/2013</td>
<td>Kui, Lauren, Henry</td>
</tr>
<tr>
<td>ADDIE Design Completed (activities, instructions, rubrics)</td>
<td>9/26/2013</td>
<td>Lynn, Lauren, Marcia, John</td>
</tr>
<tr>
<td>Inventory of Tech Tools Required for Project (including badges)</td>
<td>9/27/2013</td>
<td>Lynn, Lauren, Marcia, John</td>
</tr>
<tr>
<td>Pre-Module Survey (baseline data)</td>
<td>10/2/2013</td>
<td>Kui, Lauren</td>
</tr>
<tr>
<td>Unrevised Module #6 presented to students (Fall)</td>
<td>9/26 - 10/12/2013</td>
<td>Lauren, Course Instructors</td>
</tr>
<tr>
<td>Dashboard Designed</td>
<td>10/14/2013</td>
<td>ET team + ODEE Learning Systems</td>
</tr>
<tr>
<td>Post-Module Survey (baseline data)</td>
<td>10/15/2013</td>
<td>Kui, Lauren</td>
</tr>
<tr>
<td>Dashboard built</td>
<td>11/20/2013</td>
<td>ET team + ODEE Learning Systems</td>
</tr>
<tr>
<td>Pilot of Module Built</td>
<td>11/21/2013</td>
<td>Lynn, Lauren, Marcia, John</td>
</tr>
<tr>
<td>ADDIE Content Developed</td>
<td>11/21/2013</td>
<td>Lynn, Lauren, Marcia, John</td>
</tr>
<tr>
<td>IRB Submitted (ODEE)</td>
<td>11/22/2013</td>
<td>Kui, Lauren, Henry</td>
</tr>
<tr>
<td>Module Tested/Previewed</td>
<td>12/6/2013</td>
<td>Lynn, Lauren, Marcia, John</td>
</tr>
<tr>
<td>Module Uploaded in final form</td>
<td>12/16/2013</td>
<td>Lynn, Lauren, Marcia, John</td>
</tr>
<tr>
<td>FIRST DAY OF CLASSES</td>
<td>1/6/2014</td>
<td>N/A</td>
</tr>
<tr>
<td>Instructors trained on new module</td>
<td>1/10/2014</td>
<td>Lauren</td>
</tr>
<tr>
<td>Surveys ready for students</td>
<td>2/4/2014</td>
<td>Kui, Lauren</td>
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<tr>
<td>Pre-module Survey (treatment data)</td>
<td>2/11/2014</td>
<td>Kui, Lauren</td>
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<tr>
<td>Module #6 presented to students</td>
<td>2/11 - 2/28/2014</td>
<td>Lauren, Course Instructors</td>
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<tr>
<td>Post-module survey (treatment data)</td>
<td>2/27/2014</td>
<td>Kui, Lauren</td>
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<tr>
<td>Analytics Dimensions Identified</td>
<td>3/31/2014</td>
<td>Kui, ODEE Learning Systems</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Determination of feasibility of gathering analytic data</td>
<td>4/7/2014</td>
<td>Kui, ODEE Learning Systems</td>
</tr>
<tr>
<td>Analytic data gathered and/or progress report written</td>
<td>5/1/2014</td>
<td>Kui, ODEE Learning Systems</td>
</tr>
<tr>
<td>LAST DAY OF CLASSES</td>
<td>4/21/2014</td>
<td>N/A</td>
</tr>
<tr>
<td>Final Report Due</td>
<td>6/30/2014</td>
<td></td>
</tr>
</tbody>
</table>

In addition, the following interactions are anticipated:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog #1 (Project Launch)</td>
<td>5/2013</td>
<td></td>
</tr>
<tr>
<td>Idea Lab (Introductions)</td>
<td>6/2013</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Idea Lab (IRB)</td>
<td>7/2013</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Blog #2 (Charter)</td>
<td>7/2013</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Idea Lab (Accessibility)</td>
<td>8/2013</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Idea Lab (Rights)</td>
<td>9/2013</td>
<td>ODEE Team</td>
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<tr>
<td>Idea Lab (TBD)</td>
<td>10/2013</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Idea Lab (TBD)</td>
<td>11/2013</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Idea Lab (TBD)</td>
<td>12/2013</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Idea Lab (TBD)</td>
<td>1/2014</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Blog #3 (Project Launch)</td>
<td>1/2014</td>
<td></td>
</tr>
<tr>
<td>Idea Lab (TBD)</td>
<td>2/2014</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Idea Lab (TBD)</td>
<td>3/2014</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Innovate</td>
<td>3/25-26/2014</td>
<td></td>
</tr>
<tr>
<td>Idea Lab (TBD)</td>
<td>4/2014</td>
<td>ODEE Team</td>
</tr>
<tr>
<td>Blog #4 (Mid-term)</td>
<td>2/2014</td>
<td></td>
</tr>
<tr>
<td>Idea Lab (TBD)</td>
<td>5/2014</td>
<td>ODEE Team</td>
</tr>
</tbody>
</table>