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| Subject Matter Expert (SME)  Curriculum/Simulation Review Rubric | | |
| |  |  | | --- | --- | | Name of Program: Dental Assisting | Consortium Member: Lake Area Technical Institute | | Name of Course: Advanced Clinical Skills  Hybrid - 4 Credits | Course Number: DA 148 Spring 2017 | | Reviewer: Jacquie Larson | Date Review Completed: June 2, 2017 |   Materials, Software and LMS: For the Panopto and LMS, full guest instructor and student view access was available to the reviewer.  Reviewer Background: M.Ed. Curriculum and Instruction, Quality Matters© Certified and Educational Technology Specialist  (title, credentials, special qualifications) | | |
|  | Each section is scored on a point scale as follows:  5=Strongly Agree; 4=Agree; 3=Neither agree nor disagree;  2=Disagree: 1=Strongly disagree or NA=not applicable | **SCORE** |
| Introduction | | |
| Welcome video | Welcome video introduces instructor to the students and briefly outlines what the course will cover. (If applicable) | NA Cohort |
| Syllabus | Clearly explains the grading system, outcomes, requirements, instructor availability, and timeline for the course. Rules for online participation and interaction are outlined. | 4 |
| Learning Community | Students have the opportunity to introduce themselves to the teacher and their course mates and interact with one another regularly. | 3 |
| Course Software | Course software requirements are clearly stated along with instructions for how to acquire the software. All links to external downloads are functioning and software is embedded or integrated into the Learning Management Software (LMS) whenever possible for single sign on and seamless course use. | 3 |
| Comments: | The online students had an orientation and the cohort areas for the opening welcome was covered departmentally. Some of these areas are covered then and with the instructor’s introductory email. The syllabus is not available in the course as a download. Because this course is tailored to the online student, it would be recommended to include the exact dates in the online course for labs. It is highly recommended to tailor the syllabus to the online section and not connected to the on campus. The syllabus would benefit from Quality Matters © guidelines to tailor the startup and syllabus structure.  Especially, in the course a reference or resource reference include how the lessons are in SoftChalk and Panopto videos, which is so important through the LATI LMS integration of this course, i.e. - how they would use their same sign on for access their videos. (The use of SoftChalk and the Panopto system as an instructional strength by the instructor in this course will be referenced later in the review.)  With the learning community the students are on campus for labs, so the interaction is more hybrid cohort driven. The ice breaker or student-to-student interaction is part of the Quality Matters course development recommendations too. The syllabus needs the updated link for the new website of online learner support. | |

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| Visual Design | | |
| Consistency | Chapters, pages, assignments follow a pattern of consistency for students. Students can easily navigate from one unit to the next. | 5 |
| Navigation | All links, handouts, and embedded files work. Navigation throughout the course is simple with as few clicks as possible and minimal scrolling. Only the portlets and pages needed are available for student view. | 4 |
| Technology | All integrated technology works seamlessly. | 5 |
| Handouts | All handouts are available in formats that are easy for students to access regardless of the software they have on their computer. | 5 |
| Comments | The course has been moved to the Jenzabar – MyPortal LMS from the Moodle system used in previous semesters. As a course in a new LMS, the instructor has worked to implement Standards 4, 5 and 6 of Quality Matters© of which she has started to learn over the past year. All the units in the syllabus are identified the same as in the LMS.  Due dates are the main driver in the way Jenzabar’s units open and close. Most of the units provided clear due dates to allow for ease of access for the students. Unfortunately, Jenzabar’s LMS does not allow for units to easily move through a most current reorganization at the top (only see what is active) and the check marks only indicate that the students have looked at the assignment and not necessarily completed the work. It is highly commendable that the instructor has made every effort to be clear in how to progress through the sequence of units when the LMS is visually awkward. Now, creating a checklist of the specific activities like those built in SoftChalk, videos and resources to download in the pacing guide (add to the specialized syllabus calendar) would be a recommendation. The distinct of saying that the lessons are with the Panopto or other integrated piece like SoftChalk help the students with the navigation.  Because some portlets (items on the left menu are not used, such as News & Announcements, Course Calendar and Resources), it is recommended to remove them from student view. The Academics Department can assist in this minor change. | |

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| Instruction | | |
| Outcomes | Outcomes are clearly defined at the beginning of the course as well as in each unit. | 5 |
| Chunking | Course content is presented in manageable chunks that are easier for the student to digest. Videos are no longer than 5-7 minutes. Assignments have no more than 5 questions per page. The focus of each lesson is on small chunks of information. | 4 |
| Interactive | Instructor uses technology to make the class interactive and engaging to the student. | 4 |
| Collaborative | Students have the opportunity to collaborate and communicate regularly. Forum posts and group projects are used to foster a Learning Community within the course. | NA Hybrid |
| Presentation | Content is presented in a variety of ways to meet the needs of all learners. Videos, text books, and handouts are available for each lesson. | 5 |
| Assessment | Assessments include a variety of formats. Online tests have a variety of question types and assessments in general are varied giving opportunities for oral presentations, papers, projects, and online exams. | 4 |
| Aligned | Assignments and Assessments are clearly aligned to the unit and course outcomes that were outlined. | 5 |
| Application | Assignments provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways that enforce learning outcomes. | 5 |
| Assignment Expectations | Clear instructions are available to the student. Grading expectations are specifically outlined and sample rubrics provided. Model assignments or examples are available for students to view for a clear understanding of expectations. | 5 |
| Student Centered | Learning activities structured to foster student-instructor, student-student, and student-content interactions. Active and engaging activities are included throughout the course. | 4 |
| Extended Learning | Opportunities are provided for the student to extend their learning on their own. Additional information or links are made available for students who are interested in learning more on the subject. | NA |
| Comments | Objectives are listed at the unit level and also with the assignments. Adding to the interactive use of discussions may assist in the higher thinking objectives where the student must come into lab to perform at the higher levels.  Though the videos are longer than the recommended 5-7 minutes of this rubric, the students are using the Panopto system. As such they have shown with the log in record that they do not necessarily watch all the way through the videos the first time, but they do return and watch more than once. It would be supportive to include one or two interactive activities in SoftChalk to check the main video points and to describe how the videos are supporting specific concepts in the LAPs.  The instructor is working to add original key concept materials for the course in connection to the required text and designates supplemental resources. The instructor has become highly skilled at the use of the lecture capture for concept development instead of just full lecture with the key concept approach. As a hybrid course, much of the interactivity is connected to the concentrated labs.  Interactivity: The instructor-to-student videos are very well planned. The online section is used to give download access to the Learning Activity Packets (LAP) which include the Performance Criteria in labs. These LAP’s criteria are well constructed and could easily integrate into the online rubric system available. The lab days have many of the assessment types and collaborative activities described in the LAPs. Increasing student-to-student interactivity would be a recommendation. The current online relies heavily on student-to-content interaction. Online students who struggle would benefit from some of the interactive and peer techniques mentioned. | |

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| Technical Accuracy | | |
| Technical Accuracy | Course materials are technically accurate for the profession/industry. | 5 |
| Current Practices | Course materials are up-to-date and reflect current industry and professional practices. | 5 |
| Relevant Material | Course materials are relevant to the program and will contribute to skills and knowledge needed for employment. | 5 |
| Comments | The department works directly with the industry advisory board and curriculum department for materials and course content review.  No curriculum changes are noted for the future. Quality Matters online guidelines are followed for the professional practices of course creation and will ongoing and added for standards not yet implemented. | |

**Other Comments:**