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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: Dental Radiography Il  Hybrid – 2 Credits | Course Number: DA 167 Spring 2017 | | Reviewer: Jacquie Larson | Date Review Completed: June 2, 2017 |   Materials, Software and LMS: For the 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. | 2 |
| Learning Community | Students have the opportunity to introduce themselves to the teacher and their course mates and interact with one another regularly. | 4 |
| 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. | 5 |
| Comments: | The online students had an orientation and the cohort areas for the opening welcome was covered departmentally and the instructor used an introductory email. The syllabus is available in the course.  Because this course is tailored to the online student (concentrated labs instead of weekly as seen in the on campus series), it is a recommendation to tailor the syllabus even further and use the Standard 1 with Quality Matters© as guidelines. The online section syllabus should only include online student information and not on campus section info. Listing on two weeks for online and nine weeks for on campus is very confusing.  With the learning community the online students are on campus for concentrated labs, so the interaction is more cohort driven. 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. | 2 |
| 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 new course in MyPortal, the instructor shows progress on Standards 2 and 4 of Quality Matters©, which she has started to learn over the past year. The syllabus calendar and the online units in the LMS do not match.  Due dates consistently 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 resources to download in the pacing guide (add to the specialized online only syllabus calendar) would be a recommendation.  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. | NA |
| Interactive | Instructor uses technology to make the class interactive and engaging to the student. | 2 |
| 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. | 2 |
| 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. | 4 |
| 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. | 4 |
| 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 LAP. Standards 3, 5 and 6 of Quality Matters offers suggestions and guidelines for adding to the instructional level of the online portion of the course. The LAPs are very well constructed and include the main objectives.  The quizzes are mostly multiple choice or matching, and the instructor has been diligent to make sure all content in the new tests are accurate.  The online units don’t have the same labels (six units online and two LAPs on the syllabus). The online units are organized well, so the recommendation is to tailor the syllabus to the online structure.  Instructor-to-student interaction is needed and highly recommended to use best practices with the available Panopto system.  In the LMS, it is unclear how the clinical fits in with the coursework online units or when the online students are to attend labs.  The PowerPoints need to be chunked or moved into lecture capture for instructor-to-student interaction. How the PTTs content are linked to objectives is missing also in the LMS directions or instructions.  As a hybrid course, much of the interactivity is connected to the concentrated labs. The online relies heavily on student-to-content interaction, which can be a problem for struggling online students. The online uploads would be excellent discussion prompts to increase higher level of thinking with student-to-student interactivity. Also, the feedback feature available in each assignment would be useful to increase instructor-to-student interaction about the work.  The online section is used to give download access to the Learning Activity Packets (LAP). These LAP’s directions are well constructed and could easily integrate into the online rubric (for lab criteria) through the LMS. Increasing online student-to-student interactivity would be a recommendation based on the LAPs. | |

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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. | |

**Other Comments:**