Priority 3: Use of Online & Technology-Enabled Learning

Deliverables: 1. Design and build sophisticated online modules containing contextualized STEM content

Displays US Department Of Labor Disclaimer: Yes ☐ No ☐

Name of Class: *Chemistry 117 : Chemical Concept + Applicatio*

Online Course Development			
CATEGORY	1	2	3
Course Organization	Has all required components.	Has all required components and limited additional information	Has all required components and additional information explained in detail
Course Content	Content only text based. No interactive media or web links. Activities do not appear to be related to the goals and objectives. Content and activities are not logically sequenced to support the goals and objectives. Follows ADA compliance.	Contains adequate course content. Few or no supplemental resources. Activities appear to support the achievement of goals and objectives. Content and activities are sequenced logically and seem to support the goals and objectives. Most instructional materials are easily accessible. Follows ADA Compliance.	Course content is up to date. Some supplemental resources. All activities are clearly related to the achievement and assessment of goals and objectives. All content and activities are sequenced logically to support the achievement of goals that are individually defined throughout the course. Instructional materials are offered in multiple formats allowing maximum flexibility for student access. Follows ADA Compliance.

To many different Periodic tables. Why so many different ones?
Use one in the book?

Assignments	Used to demonstrate content mastery. Meaningful assignments that require application and understanding of the theory.	Used to demonstrate content mastery. Meaningful assignments that require application and understanding of the theory. Case studies or comprehensive project that demonstrate the understanding and use of theory.	Used to demonstrate content mastery. Meaningful assignments that require application and understanding of the theory. Case studies or comprehensive project that demonstrate the understanding and use of theory. Research project that includes analysis of process and results.
Assessment of student learning	A. Course has limited activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are not closely aligned. C. Assessment strategies are used to measure content knowledge, attitudes, and skills. D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic.	A. Course has some activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are somewhat aligned. C. Ongoing strategies are used to measure content knowledge, attitudes, and skills. D. Opportunities for students to receive feedback about their own performance are provided. E. Students' self-assessments and/or peer feedback opportunities exist.	A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are closely aligned. C. Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes, and skills. D. Regular feedback about student performance is provided in a timely manner throughout the course. E. Students' self-assessments and/or peer feedback exist throughout the course.

Media use	Text based instruction with minimal multimedia use by instructor and students. No alternatives to large files are mentioned within the course. Poor quality graphics or unnecessarily large graphics present, graphics unrelated to content. Multimedia elements are unrelated to course content or multimedia elements are difficult to access, required plug-ins are not explained to students. Broken links present or links are immaterial to the course.	Uses some forms of media (powerpoint, I-movie, et..). Alternative options are available upon request. Graphics are present but do not support the content. Multimedia elements present in the course are logically linked to course content and assignments but no text alternative is provided. Links are all working and provide current information relevant to the course. *Powerpoint presentations available for lessons and content items. Interactive exercises using appropriate internet resources for the content. Online textbook supplementary material which supports the course content, which may include activities using CD's provided by the publishing company.*	Use of multiple forms of interactive media all Section 508 compliant. "New" media based materials used, shared, and training provided for instructors to use effectively and efficiently. Alternative options are available and posted for all content with large files. Graphics present help demonstrate a concept or illustrate a point. Graphics are high quality and formatted for the Web. Multimedia elements present in the course are logically linked to course content and assignments. Text transcripts of audio are available in the course. Links are all working, current, and provide supplemental information which supports course goals and objective. Webpage address is spelled out so as to be accessible to screen reader.

- Is this an advertisement for Khan Academy?
- Several lock-ups when moving from page to page.

| Level of Interaction, participation, and Collaboration | Little student interaction is designed or interaction needs consistency or clarification. Minimal use of communication tools present or instructor support and communication is not clearly defined. Participation expectations are vague or not communicated. *Minimal *interaction between students and instructor through the use of e-mail and overseeing class discussion threads; chat room used for student interaction.* | Communication tools are used to increase student interaction. Some communication tools are incorporated to provide adequate support to students. Participation expectations are communicated in the syllabus. *Chat rooms and discussion groups used for open discussion and dialogue between students and instructor and also for student to student interaction. Posted updates through the use of announcements and calendar.* | Regular interaction among students is facilitated by the use of multiple communication tools. Multiple communication tools are incorporated to provide several flexible options for students to seek instructor support. Expectations of use are clearly stated. Participation expectations are communicated to learner in the syllabus and throughout the course. *Day-to day interaction between students and instructor. Pervasive involvement, by the instructor and student in all activities in the course such as chat rooms, discussion threads, phone support, e-mail, and announcements.* |

- Locks up
  - delayed responses

- Java issues
  - not up-to-date

Instructional Materials	A. Learning objectives are identified and learning activities are implied. Primary course material - textbook. B. Course provides some visual textual, kinesthetic and or auditory activities to enhance student learning. C. Course provides some activities to help students develop critical thinking and/or problem solving skills.	A. Learning objectives are identified and learning activities are identifies and activities clearly implemented. Textbook is supplemented with study guides, web materials and other electronic sources. B. Course provides some visual textual, kinesthetic and or auditory. Activities to enhance student learning. C. Course provides some activities to help students develop critical thinking and/or problem solving skills.	A. Learning objectives are identified and learning activities are clearly implemented. Effectiveness of activities is analyzed and recommendations for improvement developed. Textbook is supplemented with multiple web and print sources. B. Course provides some visual textual, kinesthetic and or auditory activities to enhance student learning. C. Course provides some activities to help students develop critical thinking and/or problem solving skills. Research based projects.
Course evaluation			
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