

Institution: Western Nevada College

Course Code: AIT 198Western022216 **Course Number:** AIT 198 **Course Name:** Special Seminar on Electronics **Course Representative:** Emily Howarth

Review Start Date: 2016-03-06 Review End Date: 2016-04-08 Review Type: QM-Managed Review

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

STANDARD 1.1 - (3 Points) Required

1.1 Instructions make clear how to get started and where to find various course components.

Points Awarded: 0

Points Possible: 3

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

The home page does offer information a syllabus. It is easy to locate. It is also recommended that the student explore the class navigation tools. The components are very clear. But, where to go next is not identified.

I would recommend a start here section. This will let the students know where to start and where to go to next. I would also include a link or statement as to where the student goes next once the student has completed reviewing the available links. This helps the student understand where to go for the next portion of the assignment and guides them. For example: Just put a start here instead of the links on the home page. Use this as a hyperlink to take the student to the next page that includes the syllabus and important course information. Use the links to the syllabus as you have on the home page, but also give them a brief description. Example: **Read the Syllabus** (hyperlink) *Contains textbook information, the course schedule, explanation of assignments, and other crucial information.* **Roadmap to Success** (hyperlink) *Tips on how to be successful in the course.* After a list of your hyperlinks, I would recommend a next button that links the student to what is expected of them next.

Reviewer Recommendations:

The course offers much of the initial information needed on the first page, which makes it easy to find some of the initial information. However, it may be more useful if you rework the organization. You could create a "Start Here" module on the right navigation, offer an introduction to the course, and then guide the learner through the appropriate documents to review. This would make the documents easy to access when the student is in the course, and not clutter the welcome screen with all of the information.

Reviewer Recommendations:

This standard has not been met, but the "Roadmap" was a great idea, but as a suggestion, I would put the links on the homepage in some content holder, like a table or a bulleted list. When I bring up the homepage the links just seem to be scattered. This may confuse the learner. There really isn't an organized "trail" for students to follow and complete the course.

STANDARD 1.2 - (3 Points) Required

1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations:

Learners are introduced to the purpose of the course through the learning outcomes link located in the home section. I also found a discussion post that is titled Set Up and Start Up.

This would be a good place to post the information on how a student can get started in the course instead of them having to ask how and where to get started.

I would also suggest including a course schedule in the syllabus or in a Start Here section that breaks the course modules into weeks or units with the order of the assignments. For example, use a 3 column table that lists each week, topic (Chapter title, etc), activities due in that module or week. Example: Module 1/The Study of Electricity/Chapter 1 Readings, Video Lecture, Graded Activity: Build an Electric Circuit; Graded Activity: Chapter 1 Homework; etc. This would be much more clear in a table and would make it easy for students to have a clear idea of the structure of the course.

Reviewer Recommendations:

This standard is met in the first paragraph in the course syllabus. You may want to consider reworking the course homepage to offer the description on the first page, and then give direction to view a "Start-up" module that would be accessed on the left navigation, with all of the appropriate documents in the section.

Reviewer Recommendations:

I find this standard to be met by stating the purpose and outcomes in the syllabus, but providing the purpose for this course on the homepage with a brief outline will really let the students know that they are in the right class from the beginning.

STANDARD 1.3 - (2 Points)

1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2

Points Awarded: 3

Netiquette is clearly defined for the expectations of the student. Nice job including many of the issues that are encountered on the discussion board.

Just a suggestion: the first comment is Do not dominate any discussion. I would re-word this. Students may see this as their excuse not to participate! It is difficult to get students involved in the discussion board.

Reviewer Recommendations:

The etiquette expectations are met in the document titled "Netiquette" on the first page. There are lots of separate documents on this single page. You may want to consider either a) integrating the information into the syllabus or b) creating a separate left navigation section for course "housekeeping" documents like this one.

Reviewer Recommendations:

The links are great, but how about providing a description to what the links are?

Example:

Netiquette - the correct or acceptable way of communicating in this class.

STANDARD 1.4 - (2 Points)

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Standard 1.4 is met through the home link and Student Resources and WNC Information. Policies included are Disability Support Services, Academic Integrity Policy, Student Conduct Policy, etc.

Instructor requirements are listed in the syllabus and include student responsibilities and expectations on due dates and late work.

Points Awarded: 2

Information on the grade of incomplete or withdrawal from the course is not found on Canvas or in the syllabus. This information can be added to the syllabus and/or the Important Information for students.

Reviewer Recommendations:

Standard 1.4 includes that institutional policies are provided for the learner. I can see most of the key policies on the initial course website, and the grading policy is in the syllabus. You may want to add the institutional policy about incompletes and withdrawals from the course.

Reviewer Recommendations:

The "Student Resources and WNC Information" link is great, but maybe providing descriptions to the link as in recommendations in Standard 1.3 would be very helpful to the students.

STANDARD 1.5 - (2 Points)

1.5 Minimum technology requirements are clearly stated and instructions for use provided.

Points Possible: 2

Result: NOT MET (Yes: 1, No: 2)

Reviewer Recommendations:

Standard 1.5 states that clear instructions are provided for obtaining, installing, and using technologies. It is mentioned that many assignments will require students to upload photos and/or videos of completed experiments. Good job including information on how to screen capture. I would also include information on how to upload a video or link to the canvas tutorial for students on how to upload a video. I would include the Entire section on Online Technology Skills in the Start Here Section. I'm not sure if the students will find this at the beginning of the term with it being located in the modules.

Reviewer Recommendations:

I can find technical skills required for the course, but I was unable to locate information regarding technology requirements for students. The annotation within this standard calls for any software and hardware required for the course. You may want to consider adding to the syllabus the various requirements such as web browsers, word processing systems, and other software that is required for the learner to use in the course.

Reviewer Recommendations:

I don't find any clearly stated requirements or instructions on using some of the technologies for this course.

Points Awarded: 0

Youtube instructions, and maybe instructions on posting assignments would be helpful for some students not familiar with "posting screenshots"

STANDARD 1.6 - (1 Point)

1.6 Prerequisite knowledge in the	discipline and/or any required competencies	are clearly stated.	
Points Possible: 1	Points Awarded: 1	Result: MET (Yes: 3, No: 0)	
Reviewer Recommendations:			
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Standard 1.6 deals with prerequisite knowledge of the discipline and/or competencies to be clearly stated.

You do mention how to be successful in the course and the course objectives.

Reviewer Recommendations:

The syllabus clearly states that this is an introductory level course, and the overall competencies needed to be successful.

This standard is met by posting the basic knowledge needed to be successful for this course in the syllabus,

Maybe providing the basic knowledge needed for this course would be helpful on the home page.

STANDARD 1.7 - (1 Point)

1.7 Minimum technical skills expected of the learner are clearly stated.

Points Possible: 1

Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

Minimum technical requirements of uploading screen captures and use of Canvas are covered in the syllabus and under the home section.

You also need information on math skill.

I would recommend putting all of this in an ordered Start Here section that requires the student to read through. This would be helpful in an important information area. I would also keep it in the syllabus.

Reviewer Recommendations:

The minimum technical skills for the learner are detailed in the syllabus, such as uploading files, etc. However, there are other technical skills needed in this course, including math skills and safety skills. You may want to consider adding all of this information to the syllabus or in the start here module introduction so it is clear and readily available to the learner.

Reviewer Recommendations:

One technical skill I don't see mentioned is the math level needed to manipulate formulas and work with scientific and engineering notated numbers.

Another skill that I think is very important is the safety precautions that every student should be aware of when working with electronic equipment, like the dangers of shock and burns and exploding components if not properly handled and assembled.

STANDARD 1.8 - (1 Point)

1.8 The self-introduction by the instructor is appropriate and is available online.

Points Possible: 1

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations:

The instructor information is found in a couple areas in the course. I found a brief introduction in the discussion area. Under the announcements, I found the office hours.

Although contact information is found in the syllabus, it is not located in the office area or found in the office announcement.

Points Awarded: 1

Reformat the home page to include the instructors name and contact information. I would put it just under the picture. You could also include a picture of yourself. It helps students when they can put a face with the person teaching them. It helps to build community. I would do the same in the office announcement. Be sure to include how and where you will meet your students for office hours.

Reviewer Recommendations:

Your introduction is found in the discussion area of the course, where students also introduce themselves. You may want to spend some more time detailing out your introduction at the beginning of the course, on the course homepage. Consider including key information about yourself (office hours, a picture, etc) and giving them a bit of professional and personal information. Then they can create a connection with you and know who the instructor is, and then they will get more information as they participate in the discussions.

Reviewer Recommendations:

This standard is met in the "Discussions" module of the class, but following the annotation of this standard may make the instructor more approachable and make the student more comfortable in the class.

Annotation

The initial introduction creates a sense of connection between the instructor and the learners. It presents the instructor as professional as well as approachable, and includes the essentials, such as the instructor's name, title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone.

Expectations of the relationship and communication style between teacher and learner are culturally influenced. Including information about the role of the instructor and how to address the instructor is helpful to learners from all backgrounds.

The self-introduction helps learners get to know the instructor and, in addition to the essentials mentioned above, could include

- 1. Comments on teaching philosophy
- 2. A summary of past experience with teaching online courses
- 3. Personal information such as hobbies, family, travel experiences, etc.
- 4. A photograph, audio message, or video (including alternative formats to ensure accessibility)

STANDARD 1.9 - (1 Point)

1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

The course introduction is found as the first discussion forum on the board. Students are asked to give a brief introduction and why they are taking the course. You introduced yourself to help break the ice and to get them started.

If you would like to try to get more interaction, you can ask them specific questions and have them answer those. Here's an example: (Keep your information there). Post a brief biography that outlines your education endeavors and your work experience. Be sure to include your name, location, what you expect to learn in the course, and one interesting item about yourself! Feel free to add a picture or include a video so the rest of us will have a face to put with our future discussions! (You can answer these questions as well to help them get started).

Reviewer Recommendations:

Students are asked to introduce themselves to the class in the initial discussion sections. You may want to give a bit more direction, so that students have a really good understanding of what they should post in this area.

Reviewer Recommendations:

The introductions discussion is included in the class, but providing the instructor expectations and requirements for participation would be very useful for the students.

Example;

Post 1 to 2 paragraphs about yourself, and post at least 2 replys to other posts in the discussion.

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Required

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No:	1)

Reviewer Recommendations:

The course learning objectives are measurable. Each of the verbs are action verbs found on Bloom's Taxonomy.

If you used the word construct instead of model (if they are constructing circuits), it gives you a higher question level but still a level appropriate for this course.

Reviewer Recommendations:

The four primary course learning objectives include measurable outcomes outlined by verbs that are part of Bloom's Taxonomy. You may want to consider adding a few more overall course objectives, as four seems somewhat short for a semester-long course.

Reviewer Recommendations:

Maybe rewrite these objectives like this:

- Identify fundamental theories of basic electronics.
- Demonstrate the use of fundamental theories of basic electronics.
- Model the operation of simple electronic circuits and components.
 - Ability to describe the operation of simple electronics circuits and components.
- Apply knowledge of the laws of electronics and the characteristics of components as troubleshooting tools.
 - Demonstrate the ability to analyze and troubleshoot basic electronics circuits

STANDARD 2.2 - (3 Points) Required

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3	Points Awarded: 0	Result: NOT MET (Yes: 0, No: 3)
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Reviewer Recommendations:

Standard 2.2 states that module or unit learning objectives are measurable and consistent with the course-level objectives.

Be sure to use action verbs that are measurable. You should start with the verb.

For example: Under Important Characteristics of Voltage Dividers:

1. The student will understand the design of voltage dividers.

Use an action verb:

1. Explain the design of voltage dividers.

or

1. Describe the design of voltage dividers.

All objectives must be measurable and should start with a measurable action verb.

I would also recommend breaking activities and instruction into units or weeks. This will help you to tie unit outcomes to the course level outcomes.

A good way to get organized is start by creating a course schedule that shows the number of weeks or units. Divide each of the activities into these units/folders. Each of these units should include learning outcomes for that material. It also provides guidance for the student on completion benchmarks.

Example for a unit on electricity:

Create a folder for the unit:

Module #: Overview and objectives

Overview:

This module deals with electrical energy. We will introduce the basic concepts of current, voltage......

Unit outcome:

1. Define electric current, the ampere, resistance.... (CO1)

2. Apply Ohm's Law

3. Explain the difference between direct and alternating current....

This would align with:

Course outcome: Model the operation of simple electronic circuits and components.

You can put these in a table or use (CO1) to link to course outcome #1.

I would also recommend breaking activities and instruction into units or weeks. This will help you to tie unit outcomes to the course level outcomes.

A good way to get organized is start by creating a course schedule that shows the number of weeks or units. Divide each of the activities into these units/folders. Each of these units should include learning outcomes for that material. It also provides guidance for the student on completion benchmarks.

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3. Explain the difference between direct and alternating current....

This would align with:

Course outcome: Model the operation of simple electronic circuits and components.

You can put these in a table or use (CO1) to link to course outcome #1.

Reviewer Recommendations:

Module learning objectives appear to be built into the elearning modules that have titles for each overall course section. These objectives are not all written from a learner's point of view. You may want to rewrite the learning objectives from a learner's perspective, beginning with a very and leveraging information from Bloom's Taxonomy. There are objectives in the audio of the elearning lessons, but you may want to consider adding this information to screen shots in these elearnings. I could not find objectives for the R-C Time Constraints, Voltage Dividers, Magnetism and Inductance, Transformers and Theory of Capacitors.

Reviewer Recommendations:

Module/unit learning objectives are not clearly stated ...

Annotation:

Module or unit objectives or competencies may be written by the instructor or may come from the textbook. Regardless of origin, these objectives or competencies must be prominently stated in the corresponding module or unit so they are available to the learner from within the online classroom. At some institutions learning objectives or competencies may be referred to as "learning outcomes."

STANDARD 2.3 - (3 Points) Required

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective. **Points Awarded:** 0

Points Possible: 3

Reviewer Recommendations:

Standard 2.3 requires all learning objectives to be clearly written from the learner's perspective. A good example would be your course specific objectives.

For the 4th objective: Demonstrate understanding of industrial electronics theory through experiments and demonstrations. I would re-phrase demonstrate or demonstrations. Example: Evaluate industrial electronics theory through experiments or demonstrations.

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

This standard calls for all objectives to be written from the learner's perspective. Not all of the course-level objectives are written from the learner's perspective. and could be rewritten. The module level objectives need to be rewritten from the learner's point of view, as described in 2.2.

Reviewer Recommendations:

See Standard 2.2.

STANDARD 2.4 - (3 Points) Required

2.4 The relationship between learning objectives or competencies and course activities is clearly stated. Points Awarded: 0

Points Possible: 3

Reviewer Recommendations:

The relationship between learning objectives or competencies and course activities is clearly stated. There is a blanket statement that institutional and course learning outcome fare the target for all less, exercises, and guizzes in the course. The statement doesn't clearly link activities to learning outcomes.

This will be easier to achieve if the activities are broken into units or modules. This will then give you a location for the unit outcomes. Here you can include a narrative that will help to tie the activities to the LOs.

Module #: Overview and objectives

Overview:

This module deals with electrical energy. We will introduce the basic concepts of current, voltage......

Unit outcome:

1. Define electric current, the ampere, resistance....

2. Apply Ohm's Law

3. Explain the difference between direct and alternating current....

The activities in the unit will show the link to the LO for example, building the direct and alternating current activity is a direct link to #3.

I did find some unit level outcomes, but I'm not sure that they are there for each graded activitity.

Reviewer Recommendations:

This standard calls for a clear link between the learning objectives and the key course activities. This relationship could become more apparent with a reorganization of the course. For example, it is difficult to understand all of the information that a student needs to review for each module. You may want to reorganize so that all of the information for Electrical Safet Basics is together: the eLearning, appropriate reference sheets, study guides and review materials. With the current organization, I have to dig through multiple sections to find materials that are related. By chunking materials with the appropriate module, it will be easy for the learner to find all of the information that they need to be successful for each module.

Reviewer Recommendations:

Many activities don't have learning objectives clearly stated. Being clear on the objectives on the activities and how they accomplish the goals of the course objectives really help and motivate the student to complete and do well on the activities.

STANDARD 2.5 - (3 Points) Required

2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3

Result: NOT MET (Yes: 0, No: 3)

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

Standard 2.5 states that the objectives are suited to the course. The verbs used in the LO are from the lower levels of Bloom's Taxonomy which is appropriate for this course.

You might want to consider: addressing content mastery and core learning skills. Core learning skills, including critical thinking, information literacy, and technology skills. For example one of your objectives states troubleshooting. The tests that are m/c and the basic labs do not incorporate this.

Reviewer Recommendations:

The overall course objectives from the overall course are from the lower levels of Bloom's Taxonomy, which are appropriate for the course. However, not all of the learning objectives are addressed in the content, such as evaluating industrial electronics through experiments and documentation. With only 4 course objectives, all competencies need to be addressed in order to meet the standard.

Reviewer Recommendations:

The level of this course does not match this learning objective.

• Demonstrate understanding of industrial electronics theory through experiments and demonstrations.

Points Awarded: 0

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Required

3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

The assessments measure some the course and unit/module level activities.

There is only 1 discussion which is not related to the course material, but discussions are mentioned on the syllabus. This activity is 10% of the final grade but does not assess the course learning objectives. A discussion or activity on troubleshooting could add value to the course and assess the material of the course.

There needs to be more m/c or critical thinking questions. The quizzes are few questions. There were also only 2 labs.

I would recommend adding instructions that explains what the student should do and how they get feedback.

Points Awarded: 3

Reviewer Recommendations:

The assessments in the course include 1 discussion (introductions), short quizzes and 2 experiments. The learning objectives call for students to be able to troubleshoot. The experiments / labs do not have troubleshooting aspects, and the quizzes are very short (typically just a few questions). You may want to consider adding a lab / experiment for each module of study that demonstrates both student ability and provides troubleshooting questions or scenarios.

Reviewer Recommendations:

The assessments in the course don't meet the stated learning objectives of the course. The assessment quizzes are great but not consistent, and the ones in this course can be done repetitively, so there are really very few assessments in this course.

Maybe using a fixed number of questions per module, and making them available only once will make the student study harder and learn the material better.

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly.

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations:

Points Possible: 3

Grading information is not clearly stated on Canvas. The syllabus states that class participation is 10% of the grade based on graded discussions, reading information and following instructions. There is no information on Canvas about how to earn this 10% or how it is broken down and graded. Quizzes are 50% of the grade. The quizzes consist of approximately 75 multiple choice questions for the entire course. One option would be incorporating assessment that requires the student to incorporate critical thinking skills. Adding quiz questions that require the student to apply a concept.

The syllabus mentions numerical grade, but assignments aren't listed in the syllabus with numerical points. It is difficult to find points and how they relate to the percentages.

Late work policy is very clear.

Reviewer Recommendations:

The course grading policy is stated in the syllabus, however it is difficult to understand how points correlate. For example, quizzes vary in the number of questions asked (such as 11 questions on one quiz) but those questions equate to 100 points.

Reviewer Recommendations:

This standard is met on the syllabus.

As a suggestion, a rubric or an explaination on how each assignment and quiz will be evaluated to determine the grade will help the student to complete the assignments to meet the instructors expectations. It will also have the student learn the content more completely.

STANDARD 3.3 - (3 Points) Required

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Awarded: 0

Points Possible: 3

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

Standard 3.3 requires that specific and descriptive criteria are provided for the evaluation of learner's work and tied to the grading policy.

In Canvas grade book class participation shows 10%, but nothing in the list shows class participation or explains how to get these points. The same for the syllabus, it mentions graded discussions, but nothing else. If you look through the grade book, it appears participation is all based on the brief introduction.

Create a table that is included in the syllabus and/or home section that is Grading or incorporate with grade scale by adding another column that includes evaluation items and weights.

Lab Exercises: list them by name 40%

Course Level Module Quizzes: list by name 50%

Class Participation: list by name 10%

After the table, create a description of each including percentage and points possible if using points. If percentages are used and not points, then remove all statements about points.

On subjective materials, such as the discussion board, I recommend using a rubric to score this instead of a description. That gives the student more information and helps them to determine how to earn the maximum points possible.

You will also want to consider the breakdown amounts and the number of questions/activities used to determine the final score in the course. For example, there are 2 experiments for this semester long course counting 40% of the course. Consider adding more labs that cover more of the course materials.

The course contains a grading policy for the guizzes (each guiz is 100 points, but the total number of guestions can vary based on each module) and each lab is 100 points. There is one introductory discussion that is worth 50 points. Overall, the point allocation and why points are assigned at these levels does not make sense to me. You may want to consider how the grading is put together. In addition, the course does not contain grading rubrics for labs / experiments, so it is difficult to understand how students are evaluated on these assignments. This standard calls for " criteria give learners the information they need to understand how a grade on an assignment or activity will be calculated." You may want to consider adding rubrics for each assignment, and then also detailing how the overall guiz grades are calculated because they are not calculated based on the traditional number of guestions assigned.

Reviewer Recommendations:

A checklist or rubric should be used to describe how quizzes are graded as well as how assignments are graded and used to assess their comprehension and give them a grade.

Examples:

- 1. Evidence that the instructor has stated the criteria for evaluation of all graded work. Criteria may be in the form of a detailed checklist, rubric, or other instrument for identifying the various levels of learner mastery.
- 2. A description of the how learners' participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of learners' comments and their responsiveness to classmates' comments; and the grade or credit learners can expect for varying levels of performance.

STANDARD 3.4 - (2 Points)

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

Standard 3.4 states that assessment instruments are sequenced, varied, and suited to the learner work being assessed.

The recorded activities are very similar with assessments being all multiple choice questions. For the entire course, the quizzes consist of less than 75 m/c questions. There are 2 lab experiments and 1 discussion post. There are only 8 graded activities total. There is no grading information on the participation portion of the course, so it's not possible to know if this is based on course objectives. It is difficult to know the order that the students complete the course without a schedule and due dates to know if there is a progression from the m/c tests to the labs or if the labs are completed at the end of the term.

Varied question types including those that promote critical thinking incorporated into the 5 graded quizzes would help to assess the student. You might want to consider incorporating more labs to cover all of the major points of the course.

Reviewer Recommendations:

The learning assessments include guizzes and labs. You may want to consider adding discussions that focus on troubleshooting scenarios so that students can demonstrate this learning objective.

Reviewer Recommendations:

There is no sequence to the assessments, with no real variation of how the student is assessed, and this is very important because learners have different learning styles.

STANDARD 3.5 - (2 Points)

3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Awarded: 0

Points Possible: 2

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

The lecture/presentations do incorporate ouizzes that allow the student immediate feedback. These also allow the student multiple attempts. But, there are limited opportunities for the student to track progress with the 2 experiments, no discussions, and limited quizzes.

If you would like to expand on this for your students, incorporate self-checks along with the videos. You will want to set these up so that the students get feedback.

Example: Component study

Create a self-check that allows the student to test their understanding of the materials after completing or during the process.

Example: Discussion Board

Use the discussions to have students discuss topics related to the weekly material. Current event discussions are another way to spark interest in the topics. Discussion of an experiment that was completed in a virtual lab. Allowing students to interact with one another helps them with the understanding of the material as well as have an idea if they are grasping the information.

Reviewer Recommendations:

Students are able to track their progress through quizzes and the 2 experiments; however, there are not enough assessments to truly measure progress for all of the modules of study. You may want to add additional assessments so that students can ensure that they understand all of the content in the course.

Although they can see their grades, alternate methods should be provided for self assessment:

Such as:

Examples:

- 1. Writing assignments that allow for the submission of a draft for instructor comment and suggestions for improvement
- 2. Self-mastery tests that include informative feedback with each answer choice
- 3. Interactive games and simulations that have feedback built in
- 4. Self-scoring practice quizzes
- 5. Practice written assignments
- 6. Peer reviews and critiques
- 7. Model papers or essays provided for learners' viewing
- 8. Sample answers or answer keys provided for learners' viewing
- 9. Portfolios with a self-evaluation component, journals, and reflection papers

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

Instructional materials do include labs, worksheets, videos, and text based instructional materials.

Points Awarded: 0

The materials offered align with some of the learning objectives but it is not clear as to how they tie to each objective. There is no clear and direct path for the learners to follow in order to achieve the stated learning objectives or competencies.

I would recommend meeting with an instructional designer on your campus to help you organize the materials into units that move from one assignment (learning area) to the next with precise instructions. This will help to create a more effective learning environment. This will also help to fill the gaps as to where assessment needs to be added to meet all of the stated learning objectives.

Reviewer Recommendations:

The instructional materials are varied, but it is difficult to tell how they work together to meet the overall course objectives. You may want to consider reviewing the materials and organizing them so that they are in an order that makes sense for the learner and that aligns with each objective.

Reviewer Recommendations:

There are errors in the instructional materials.

Example: the "voltage divider module" presentation is incorrect. It shows a parallel circuit which is not a voltage divider but a current divider, the narrator explained it well, but the figure 3-64(A) and it won't matter what load resister you put between b and ground, you will always get 25 V, it will only change if the supply is unregulated.

STANDARD 4.2 - (3 Points) Required

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Awarded: 0

Points Possible: 3

Reviewer Recommendations:

Learners are provided with an explanation of how the labs are to be used. The directions are complete and easy to follow. But, The resources and technologies don't have a direct path for their uses. With them having no organization that follows a learning path, it is difficult to determine what do do and how to complete the course. You might want to consider working with your campus instructional designer and/or a checklist for completing an online course. This will help you to organize the course so that it flows from one topic to the next, that there is continuity in the course. Once the course is divided into learning modules, it will be easy to determine the use of instructional materials and now the materials are used for the learning activities.

Reviewer Recommendations:

The course has a number of different, varied instructional materials including worksheets, videos, and other links. However, it is difficult to see how all of the documents work together for a module of study. You may want to consider reorganizing the course into modules focused on topics. Then you could have the appropriate online lesson, support documents, quiz, and lab all easily accessible to the student. You could then title each module based on the topic that the student will learn, and then help them move through the material in modules that make sense from a progression standpoint. You may also want to consider linking to appropriate learning materials at the beginning of the labs, because without a textbook, it can be hard to follow the right information.

Reviewer Recommendations:

There is no explanation of the how and what order to complete the learning activities and references, and they seem to be out of order.

Example: the 555 material seems out of place which is right after resistors, and RC circuits are covered before the Capacitor modules.

STANDARD 4.3 - (2 Points)

4.3 All instructional materials used in the course are appropriately cited.

Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

Points Possible: 2

Sources for materials used in the course are not clearly identified and cited.

There are materials posted, there is not a complete list found. One option might be creating a list of all materials. This can be included in the course syllabus. It also helps the student if it's divided by concepts or modules.

Reviewer Recommendations:

This standard calls for all instructional materials to be cited appropriately in the course. Although there are numerous different types of material posted, there is not a comprehensive list. To meet this standard, you may want to create a single reference page or pages that are attached to the course syllabus to make it easy for people to see all of the materials in the course.

Reviewer Recommendations:

There are no citations for modules or activities.

All tables, pictures, and information should be cited.

This requirement applies to instructor-created materials, publisher materials, textbooks, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia.

STANDARD 4.4 - (2 Points)

4.4 The instructional materials are current.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The instructional materials represent up-to-date thinking and practice in the discipline. Videos of Ohm's Law are used as well as methods for solving series-parallel circuits.

You might consider, employing examples that relate to real-life situations. This often helps the student relate to the topic. Example, Christmas tree lights. Show examples of the currents...when one light goes out, what happens. There are several of these type "experiments" found online with free use for educators.

Reviewer Recommendations:

The course material is current, and there is a variety of material that shows the information in a number of different ways.

Reviewer Recommendations:

Although the content of basic electronics doesn't change much, the use of some color pictures may seem to be more current to the student. Students see black and white content and they think they are learning obsolete material.

STANDARD 4.5 - (2 Points)

4.5 A variety of instructional materials is used in the course.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

The course presents a variety of relevant instructional materials that may include textbooks and other publications, instructor-created resources, websites, and multimedia.

You might want to consider organizing the course so that materials are grouped together so that it's easier for the student to understand the materials.

Reviewer Recommendations:

This course uses a number of different instructional materials including videos, job aids, study guides, and worksheets. You may want to consider reorganizing the instructional materials so it is easier for the learner to see how different types of material work together in the course.

Reviewer Recommendations:

The use of videos is great, as well as the transcriptions and discussions. . Good Job!

STANDARD 4.6 - (1 Point)

4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1

Reviewer Recommendations:

Clear explanations are not provided to learners regarding which materials and resources are required and which are optional.

Points Awarded: 0

I did not find any instruction within the course or syllabus that stated which material was optional. There was a mention of labs being mailed out, but no clear expectation. I did go to the grade book and looked at graded activities. These could be the required, but it was not clearly stated.

Reviewer Recommendations:

Based on conversation about this course, it is designed to help students learn about different types of information on an as-needed basis. As a result, it appears that much of the content is optional. You may want to consider identifying what is optional in the course reference sheet (see previous standard recommendations) or identifying what is optional by including it in the title that is posted on the course website.

No designations of what is optional is used.

Examples:

Clear explanations are provided to learners regarding which materials and resources are required and which are optional. Instructors are expected to clearly indicate which materials learners must acquire and use to complete course activities and assignments.

Optional resources are identified as such. For example, extra videos or resources included for enrichment purposes and not required for course completion are labeled as "optional."

General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Required

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3	Points Awarded: 3	Result: MET (Yes: 2, No: 1)

Reviewer Recommendations:

The activities do promote the achievement of the stated learning objectives. I would recommend looking at LO 3 and ensuring that the troubleshooting component is met. The students do complete labs, but these are very basic skills which may not require troubleshooting for many. You may also want to include detailed instructions for the student on where to start and how to move through the materials. For example what should be completed first, second, etc.

Reviewer Recommendations:

The learning activities all contain information to help the student achieve the course-level learning objectives. You may want to include instructions for each module as to how students should leverage all of the learning material in the course. For example, show students what order to read information, the different types of information that should be linked together, and how they relate to the appropriate labs.

Reviewer Recommendations:

Although the activities are great, the amount of learning activities will not achieve the stated learning objectives. Understanding "industrial electronics" theory would need much more instruction on equipment, components, and the theory and use behind them.

Restate tje objective as "understanding basic electronics theory" instead of industrial electronics theory.

STANDARD 5.2 - (3 Points) Required

5.2 Learning activities provide opportunities for interaction that support active learning.

Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

Points Possible: 3

There is limited learning activity that provides opportunities for interaction. There is one discussion post and it's an introduction. Although there is mention of participation in the course, there is no where that I could find for the students to participate. You may want to consider building a weekly discussion board activity that gives students a place to discuss the activities and troubleshoot. The introduction discussion post is worth 50 points but doesn't relate to the course materials. The tests are worth 100 points each. The total number of questions are less than 75. Students get multiple opportunities, but you may want to add additional learning activities. The labs are good, but there is just not enough assessment to determine learning.

Reviewer Recommendations:

This course includes opportunities for interaction including an initial discussion posting that focuses on introductions, and videos that are uploaded for instructor review. You may want to consider adding additional opportunities for interaction such as discussions that allow students to talk about their experiments / labs. Quizzes are worth 100 points, but it is unclear how students earn these points because the quizzes can be redone multiple times, and the questions do not equate to 100 points. Similarly, it is not clear how students earn 50 points for the introduction posting. I could also only find one discussion that allowed for student interaction. You may want to consider adding discussions for students to reflect on their learning or to teach critical thinking and trouble shooting skills.

Reviewer Recommendations:

There is very little interaction opportunities for student-student, student-technology, student-teacher interaction.

Activities encourage learners' engagement through different types of interaction as appropriate to the course. Interactions are designed as activities to support the course objectives or competencies and may vary with the discipline, purpose, and level of the course. Look for the purpose of the interactions and not just the number of opportunities for interaction.

STANDARD 5.3 - (3 Points) Required

5.3 The instructor's plan for classroom resp	ponse time and feedback on assignments is clea	urly stated.
Points Possible: 3	Points Awarded: 0	Result: NOT MET (Yes: 1, No: 2)
Reviewer Recommendations:		

Response times are clearly stated for email. I couldn't find information on a timeline for graded materials.

The syllabus is a good location to add this information.

Reviewer Recommendations:

This standard calls for classroom response time and feedback on assignments to be clearly stated. The syllabus details that email response time is within 48 hours, except on holidays or weekends; however, it does not include timelines as to when feedback will be provided for student assignments and grading. You may want to add this information to the course syllabus with the other information. The late work policy for the course is very clear.

This content I found in the syllabus, but may be made a little clearer by setting up specific days and times for discussions, even if only 1 day a week for 1 hour.

Instructor feedback is very important to the student for reinforcement on learning materials.

STANDARD 5.4 - (2 Points)

5.4 The requirements for learner interaction are clearly stated.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The syllabus states that discussions, participation and reading will account for a portion of the course. The information is there. I would recommend, using tools in Canvas. In Canvas, I could only find 1 location for students to interact. I could not find how the other discussions and reading would be graded. The labs were mentioned in the syllabus, but I had difficulty finding the information about them in the course. You might want to consider creating a timeline broken into units or weeks showing what is due in each unit/week and which assignments are grade/not graded.

Reviewer Recommendations:

Learner expectations for labs are detailed in the course syllabus. Discussion expectations are detailed in the initial discussion. You may want to consider combining all of the information about learner expectations into one area in the syllabus to make it easy for students to understand expectations for discussions, labs, how to use course materials and all aspects of the course.

Reviewer Recommendations:

In the syllabus, this standard is met, but the more interaction between the instructor and student, and even student to student involves the student and helps in retention and motivated work.

General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

Points Awarded: 3

Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Required

6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3

Result: MET (Yes: 2, No: 1)

Reviewer Recommendations:

Tools in the course include lab materials, eLearning materials, and a brief discussion. I would recommend expanding the use of the discussion board to incorporate active participation on a regular basis from the students. This can be built around the learning materials, labs, etc. I would consider adding a few more experiments for the labs. There are many virtual experiments that can be used for electronics and allow the students to work through circuits for example. Quizzes can also be expanded. The quizzes are a large portion of the grade and could incorporate real-life situations for example.

Reviewer Recommendations:

The tools in this course include eLearnings, the gradebook, and a brief discussion. You may want to expand your use of these tools. For example, you could use the quiz function to automatically grade quizzes and export them to the gradebook. You may also want to expand the use of discussions, so students get a chance to interact with each other throughout the course. Discussions could be used to help students focus on the troubleshooting course-level learning objective.

Reviewer Recommendations:

The lab assignments don't describe how they help to achieve the learning objectives, and I don't feel they are enough to achieve the learning objectives.

Example:

Clear information and instructions are provided regarding how the tools support the learning objectives or competencies. Technology is not used simply for its own sake. For example, a course might require posting to a discussion forum, but it may not be clear how the discussions support a learning objective or competency.

STANDARD 6.2 - (3 Points) Required

6.2 Course tools promote learner engagement and active learning.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Course tools promote learner engagement and active learning through labs and eLearning materials. One option to promote active learning in all modules is to add more experiments and incorporate discussion activity. You may also want to consider different testing options instead of all m/c questions with unlimited tries.

Reviewer Recommendations:

Students engage in active learning by completing experiments and posting them for the instructor to grade. You may want to consider adding more experiments (currently there are only 2, but it appears that there are more than 2 modules of study), identify discussion questions or activities that support all of the modules. Quizzes can also be taken as many times as a student needs to take them to submit a grade that they like - you may want to consider a different method for testing students considering this is such a significant grading component.

The use of videos and voutube videos are great, but maybe providing links to interactive tools online would be great as well.

Example:

https://www.wisc-online.com/learn/career-clusters/stem/ace4803/ac-capacitor-a-water-tank-analogy

STANDARD 6.3 - (2 Points)

6.3 Technologies required in the course are readily obtainable.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Technology requirements such as high speed internet and standard software are mentioned in the syllabus and additional information is found on the home page.

Reviewer Recommendations:

The technology for this course is easily obtained by the students. Hardware for experiments is mailed to students, and the course calls for high speed internet and standard software.

Reviewer Recommendations:

They may be, but clearly posted links to where the student can download or purchase materials for this course would make this course easier for the student to complete.

STANDARD 6.4 - (1 Point)

6.4 The course technologies are current.

Points Possible: 1

Points Awarded: 1 **Reviewer Recommendations:**

The technologies used are videos, discussions, tutoring services and are current technologies. The LMS used is Canvas, but there is mention of the former LMS on the syllabus that you might want to consider revising.

Reviewer Recommendations:

The course uses technologies such as videos, discussion, and links to tutoring services that are current. The course uses the college-standard Canvas system. There are some references in the syllabus to a former course management system (webClassroom) that you may want to consider updating.

Reviewer Recommendations:

The course technologies such at youtube and presentation videos are uptodate, but some of the course materials could be updated.

Example:

Resistor color code apps and websites could be linked to as well.

STANDARD 6.5 - (1 Point)

6.5 Links are provided to privacy policies for all external tools required in the course.

Points Awarded: 0

Points Possible: 1

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

The standard states that links are provided to privacy policies for all external tools required in the course. I could not find links to privacy policies for YouTube. You might want to consider creating an area for the privacy links.

Reviewer Recommendations:

This standard calls for links to privacy policies for external tools in the course (youTube, BrainFuse, etc.) I could not find links to privacy policies for external tools used in the course. You may want to consider creating a document to add to your course reference area that includes links to all of the external tools used and their privacy policies.

Reviewer Recommendations:

No links to privacy polices are listed or linked in the course.

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

STANDARD 7.1 - (3 Points) Required

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Standard 7.1 states that course instructions articulate or link to a clear description of the tech support offered and how to obtain it. I couldn't find the link or a description for support. There was a help link for Canvas, but I couldn't find how the student could find help for other technical problems. You may want to add a "Help" tab to Canvas and include how to get help/support from all areas including the instructor to make it easier to find.

Reviewer Recommendations:

This standard calls for links to the school's technical support for students. Although I could find this information, at times it was difficult. I could find a "Help" link at the top of Canvas, but I could not find a narrative about how students can get help for technical problems that may be related to either Canvas or the college's sites. You may want to add a section about "How to get Help" to the syllabus that is focused on the technology as opposed to how to get help from the instructor.

Reviewer Recommendations:

"Help" at the top of the page link

STANDARD 7.2 - (3 Points) Required

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

Points Awarded: 3

Points Awarded: 2

Points Possible: 3

Result: MET (Yes: 3, No: 0)

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The institution's accessibility policies and services are found in the course. You might want to consider a section in your syllabus for disability services.

Reviewer Recommendations:

The course instructions include a link to the institution's disability services which provide accessibility information for students. You may want to combine links to all of the appropriate policies into the syllabus so students have a single place to go to for all of this information.

Reviewer Recommendations:

Yes, I found the links for accessibility, after much searching, but placing a link on the homepage and/or the getting started page would help the beginning student to get a running start.

STANDARD 7.3 - (2 Points)

7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

Points Possible: 2

Reviewer Recommendations:

Course links to the institution's academic support services and resources are found on the homepage. You might consider a brief description of each. This will give students more information on how they can get help in the different areas.

Reviewer Recommendations:

The initial hompeage contains a link to a page that includes numerous links to academic resources for students. You may want to add a bit of explanation at the beginning of the page that explains to students how they can leverage these resources, and add all of ths information to the syllabus so that students have a single place to get all of this information.

Reviewer Recommendations:

Yes, I found the links for academic support, after much searching, but placing a link on the homepage and/or the getting started page would help the beginning student to get a running start.

STANDARD 7.4 - (1 Point)

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Points Possible: 1

Points Awarded: 0

Result: NOT MET (Yes: 1, No: 2)

Reviewer Recommendations:

There are many links to student services found in the course. But, Standard 7.4 states that for descriptions and guidance. I would recommend adding a few sentences at the top of the links giving details on the resources and what they can do to help the student.

Reviewer Recommendations:

The course provides a page that includes numerous links to student services. This standard calls for "descriptions and guidance" for students. You can add a paragraph at the beginning of this page detailing information about these resources, and that they are designed to help students succeed in the course. You may also want to integrate this information to the syllabus, so that students have a single place to find all of this information.

Reviewer Recommendations:

I found the link on the front page, but putting a description next to the link would be great assistance to the student.

General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.

*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

STANDARD 8.1 - (3 Points) Required

8.1 Course navigation facilitates ease of use.

Points Possible: 3

Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

Reviewer Recommendations:

Standard 8.1 states the course design reflects a commitment to accessibility and usability for all learners. The course navigation is difficult to follow. The navigation should flow from the starting point to the ending point with the students given direction as to where to go next. I would recommend using the services of your campus instructional designer to help you organize the materials in the course. I would recommend:

1. organizing the course by module/unit/week. Include deadlines for students. Be sure to include all documents/assignments/quizzes/etc in each module.

2. create a start here or similar area to give vital information to the student.

3. create a reference page for all of the materials you have used in the course.

Reviewer Recommendations:

The course navigation is inconsistent in this course. The standard calls for ease of use and consistency for students as you work through the course. You may want to leverage your college's instructional designer for assistance, but here are a few ideas to consider:

-Organize the material by module, and include dates so students can see clear deadlines for completing the work

-Create a section of the course for all of the basic information that students need for housekeeping, such as the syllabus, key policies, etc.

-Create a reference section for all of your reference material for the course topic, and tell students what to do with it at the beginning of the section

-Create a section for each module, and include all of the appropriate documents in each section (assignment, quiz, etc.)

Reviewer Recommendations:

The course layout is very confusing and hard to navigate. The lists of modules and assignments are very hard to follow and confusing on how to navigate and complete in a consistent manor.

Here are some annotated suggestions.

- Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness.
- 2. Course pages have links, files, and icons that are labeled with easy-to-understand, self-describing, and meaningful names. Icons used as links also have HTML tags or an accompanying text link.
- 3. The course design enables learners to easily locate where they are within the course and to easily return to the home page from any location.
- 4. Tables are used to organize data and have appropriate table headers. Data cells are associated with their appropriate headers, making it easy for learners to navigate and understand the data.
- 5. The hierarchy of material in a page or document is clearly indicated through heading styles (Heading 1, Heading 2, etc.). A table of contents can be included that allows learners to move easily throughout documents.

STANDARD 8.2 - (3 Points) Required

8.2 Information is provided about the accessibility of all technologies required in the course.

Points Possible: 3

Points Awarded: 3

Reviewer Recommendations:

The standard calls for information on all technologies concerning accessibility. The assessibility is found, but difficult to find. You may want to consider creating an area in your course to hold all of this information.

Reviewer Recommendations:

This standard calls for accessibility information for all technologies used in the course (Canvas, netTutor, Brainfuse.) I was able to find this information, but it is difficult to find. You may want to add it to the syllabus, or give it a clear place in the original module.

Reviewer Recommendations:

I found the link on the front page, but putting a description next to the link would be great assistance to the student.

STANDARD 8.3 - (2 Points)

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The college's disability policy is stated in the course. This gives students who need assistance for different formats the information needed to get help.

I would recommend creating a location in your syllabus to include this information as well.

Reviewer Recommendations:

The college's disability policy is detailed on the course website, which allows for students who need assistance for different formats to get to the information. You may want to include all of the key college policies in a single section in your syllabus, so students only have one place to go to get to all course policies. Another idea may be to create a "Policy" section in Canvas in the left navigation and include all of the appropriate information in that area. Transcriptions help to meet this standard.

Great job!

STANDARD 8.4 - (2 Points)

8.4 The course design facilitates readability.

Points Possible: 2

Points Awarded: 0

Result: NOT MET (Yes: 0, No: 3)

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Standard 8.4 states the course design facilitates readability. The course documents can be downloaded. All of the links open, videos open easily. Depending on the connection, you may want to include information that it may take a few seconds for the videos to open. There are many different fonts and colors. You Tube CC is not correct, but transcripts are provided. I would recommend grouping the transcripts with the activity.

Reviewer Recommendations:

This course leverages the Canvas standard set-up for documents. All documents can be downloaded, and they print easily. The eLearnings all open without challenges, and are easily read and transcripts are provided. However, there are some challenges with readability in this course. There are numerous fonts and colors used in the syllabus, creating consistency here will help students. In addition, you may want to consider a more consistent layout for the course. Each module should have all of the appropriate information grouped together, and in a similar order (elearning, additional job aids, assignments, rubric, etc.)

Reviewer Recommendations:

I believe there are too many different fonts and colors that make the material difficult to follow.

Points Awarded: 2

Consistency is key in helping the student navigate the course.

- 1. Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness.
- 2. Course pages have links, files, and icons that are labeled with easy-to-understand, self-describing, and meaningful names. Icons used as links also have HTML tags or an accompanying text link.
- 3. The course design enables learners to easily locate where they are within the course and to easily return to the home page from any location.
- 4. Tables are used to organize data and have appropriate table headers. Data cells are associated with their appropriate headers, making it easy for learners to navigate and understand the data.
- 5. The hierarchy of material in a page or document is clearly indicated through heading styles (Heading 1, Heading 2, etc.). A table of contents can be included that allows learners to move easily throughout documents.

STANDARD 8.5 - (2 Points)

8.5 Course multimedia facilitate ease of use.

Points Possible: 2

Reviewer Recommendations:

Course multimedia facilitate ease of use. Everything opens easily for the course. A recommendation might be noting that some of the videos may take a few seconds to load.

Reviewer Recommendations:

Links and documents all open easily for the course. The elearnings include instructions and are easy to use, and videos download easily from Youtube.

Reviewer Recommendations:

This standard is very useful well covered

Additional Review Comments:

Reviewer

Navigating the course is difficult. I couldn't figure out where to get started and where to go next. Most of the problems with navigation can be fixed by organizing the course by units/modules. If you have an instructional designer on campus, that person will be able to help. If not, try dividing the course into groups, similar to chapters in a book. One follows the next. Be sure to give enough detail so that the students knows where to go next. Creating a calendar for the course would help. This gives the student deadlines to follow. I would also consider revising or increasing the assessment of the course. There are not enough activities for each learning unit to determine understanding of the course. There are only 2 labs and approximately 75 questions total for all quizzes. There is 1 discussion post, but it doesn't relate to the course materials. I would consider adding weekly/module discussions that allow the student to analyze a concept and discuss it with others. Consider alternate forms of quizzes. All of the questions now are m/c. Consider including questions that require the student to work out a solution for a real-life problem that includes theory from the course. These can be in the form of test questions, journals, blogs, or discussions. Consider incorporating virtual labs for other materials. There are many online that are free to use and good options. Your instructional designer may be able to help you find these as well.

Reviewer

Overall, the goals of this course make sense, but following the content is very difficult. I think you could solve this problem through reorganizing the course. Consider organizing all of the information that pertains to each module together. I could not find a document that would help the learner navigate through all of the information. You may want to consider a Course Schedule and Assignment Guide so students know exactly what to read and the appropriate activities for each module. I could also not find a calendar for the course, so students could understand how to progress through all of the information on the course website.

I do like the use of different media, and how it could work together to help students really understand the concepts. Assessment for this content is also a bit

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TOTAL POINTS AWARDED: 49		
FINAL RESULT: DID NOT MEET STANDARDS		
Amendments		
STANDARD 1.1 1.1 Instructions make clear how to get started	d and where to find various course components.	
Points Possible: 3	Points Awarded: 3	Result: MET
Course Representative Notes:		
I have cleaned up the Home page of the class	s to add a link to a "Start Here" page.	
The "Start Here" page has a numbered list of class materials.	steps for students to accomplish, starting with the Sy	llabus and ending with 'First Module' as the entry point to the
Chair Notes:		
The course home page was cleaned up, and i	t is much easier to get started.	
STANDARD 1.5		
1.5 Minimum technology requirements are c	learly stated and instructions for use provided.	
Points Possible: 2	Points Awarded: 2	Result: MET
Course Representative Notes:		
This information is included in the course sy Here page.	llabus and is also available on the "course technology	requirements and instructions for their use" link from the Start
Chair Notes:		
This information has been integrated into the	syllabus.	
STANDARD 1.7 1.7 Minimum technical skills expected of the	e learner are clearly stated.	
Points Possible: 1	Points Awarded: 1	Result: MET
Course Representative Notes:		
This information is included in the syllabus a page.	and is also available on the "course technology require	ements and instructions for their use" link from the Start Here
Chair Notes:		
This information is now available in the cour	rse syllabus.	
STANDARD 2.2 2.2 The module/unit learning objectives or co	ompetencies describe outcomes that are measurable a	nd consistent with the course-level objectives or competencies.
Points Possible: 3	Points Awarded: 3	Result: MET
Course Representative Notes:		
Module level objectives start with action ver	bs that are measurable and in line with course objectiv	ves.
The 'Course Schedule and Assignment Guide to on the Start Here page.	e' document aligns the objectives with the weekly mod	dules, the learning resources, and the assessments. This linked
Chair Notes:		
The module level objectives are now in each provides a good structure for the information	module, and includes appropriate verbs from Bloom's	s taxonomy. The Course Schedule and Assignment Guide
STANDARD 2.3 2.3 All learning objectives or competencies a	ire stated clearly and written from the learner's perspe	cctive
Points Possible: 3	Points Awarded: 3	Result: MET

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challenging. While there are 2 labs, there is little reflection or focus on the troubleshooting aspect that is part of the core course design.	You may want to consider
adding additional labs, and discussions to help students develop these skills.	

Although I believe the instructor has good intentions and ideas and knowledge, the course outcomes can not be achieved with the learning materials used in this course. Changes to the objectives need to be made to make them more accurate, or more materials need to be included such as DMM and oscilloscope tutorials need to be included, as well as many other tools.

Reviewer

Course Representative Notes:

Learning objectives have been rewritten to come from the learner's perspective.

Chair Notes:

The learning objectives have been appropriately rewritten and include verbs from Bloom's taxonomy.

STANDARD 2.4

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

Points Possible: 3 Points Awarded: 3 Result: MET

Course Representative Notes:

A page at the top of each module explains the point of the materials and how the activities will tie the lesson to the practice and assessment.

Points Awarded: 3

The course schedule and assignment guide tie the objectives to the list of learning resources and tasks as well.

Chair Notes:

The explanation with each module explains the overall links between the resources, assessments and learning objectives. The Course Schedule and Assignment Guide also links this information appropriately.

STANDARD 2.5

2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3

Course Representative Notes:

This is an introductory course and the language of the objectives has been altered to make this more clear using terms from the appropriate levels of Bloom's taxonomy.

Chair Notes:

This course is an introductory level course, and it uses verbs from the lower levels of Bloom's taxonomy.

STANDARD 3.1

3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3

Course Representative Notes:

Graded discussions are targeted to the material in the modules, quizzes ask questions from the material and these relate to the stated objectives.

Points Awarded: 3

Discussions ask students to talk about module materials.

Quizzes embedded into multimedia lesson material have been changed to Self Review quizzes to allow students to evaluate their own learning, and the Canvas quizzes require students to demonstrate their learning for a recorded score.

Chair Notes:

The assessments are much improved in this course. The discussions are targeted and allow students to discuss work in the course. The quizzes are now set-up so they make sense in a learning environment, and submission and grading are automatic to ensure accuracy. I also appreciate the self-reviews integrated into the content.

STANDARD 3.3

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Awarded: 3

Points Possible: 3

Course Representative Notes:

Grading criteria is more clearly explained in the syllabus and at the assignment level. Rubrics are used for discussions, and % of final grading has been more equitably adjusted.

Students are referred to the Assignments link in Canvas, which shows assignments by grouping, and graphics in the syllabus show the breakdowns.

Chair Notes:

Rubrics are now assigned for each assignment, which makes it easy for students to understand how they will be evaluated throughout the course.

STANDARD 3.4

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2

Points Awarded: 2

Result: MET

Result: MET

Result: MET

Result: MET

Course Representative Notes:

The Assignments link in Canvas shows assignments by % grouping.

Tables are shown in the syllabus to detail which assignments are in which grouping.

Rubrics are attached to the grading description of several discussion posting assignments.

More labs have been added, both hands-on and multi-media, adn the graded ones have been balanced in the overall grading scheme.

Chair Notes:

There are now a number of assessments in the course, including graded quizzes, discussions, and labs. There is much more balance within the grading to ensure students are gaining the appropriate knowledge.

STANDARD 3.5

3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2Points Awarded: 2Result: MET

Course Representative Notes:

Students will complete Self Reviews embedded in teh multimedia assignments.

Most of the online lab and interactive activities are not scored but allow students to explore what they are learning.

There is a discussion posted for each weekly study module.

The Assignments link in Canvas is pointed out to students as a way to check graded progress in the class.

Chair Notes:

Students can track their progress in the gradebook through graded assignments in each weekly module. The self-reviews provide added benefit to pretest knowledge before the Canvas quizzes and labs.

STANDARD 4.1

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3 Points Awarded: 3

Course Representative Notes:

The learning environment consists of weekly modules that contain study materials and assessments for students to complete in order.

The modules are grouped by overall topic and the learning module containers provide lecture, presentation, interaction, discussion, and assessment activities all geared towards the module learning objectives.

Chair Notes:

The modules in this course are now tied together so students understand what content and assignments need to be completed each week in order to achieve the stated objectives. There are a number of different learning activities and materials used to ensure transfer of knowledge.

STANDARD 4.2

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Possible: 3

Points Awarded: 3

Points Awarded: 2

Course Representative Notes:

The module level learning objectives have been fleshed out to explain how the topics are tied to the activities, and the module structure has been adjusted to reflect a progressive pattern and flow.

Chair Notes:

The module-level learning objectives tie to the overall activities in each module. It is visually demonstrated in the Course Schedule and assignment guide.

STANDARD 4.3

4.3 All instructional materials used in the course are appropriately cited.

Points Possible: 2

Course Representative Notes:

All citations have been added to reflect referenced and adapted materials.

Chair Notes:

All citations are now provided in the course.

STANDARD 4.6

4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1

Points Awarded: 1

Result: MET

Result: MET

Result: MET

Result: MET

Course Representative Notes:

Most optional items have been removed to make the required items more clear. Optional resources have been labeled as such.

The syllabus discusses the technical requirements with some detail, and the Course Schedule and Assignment Guide explains expectations and descriptions of assignments.

Chair Notes:

All optional materials are labeled optional, with the majority of content being required for students.

STANDARD 5.2 5.2 Learning activities provide opportunities	es for interaction that support active learning.	
Points Possible: 3	Points Awarded: 3	Result: MET
Course Representative Notes:		
The quizzes have been more carefully tied	to the lesson materials, and additional topic-specific labs h	nave been added.
Weekly discussions have been added to all	ow students to talk amongst themselves about the lesson n	naterials and topics learned.
Rubrics are used for grading lab exercises.		
Chair Notes:		
There are a number of learning activities in	the course, including labs, discussions, readings, videos a	and other information for students.
STANDARD 5.3 5.2 The just rule of a plan for elegeroom room	nonse time and feedback on assignments is clearly stated	
Points Possible: 3	Points Awarded: 3	Besult: MET
Course Representative Notes:	Tomits Awarucu. 5	Result. WILL
This detail has been clarified in the syllabu	S.	
Chair Notes:		
Response and grading time are now provide	ed in teh syllabus.	
STANDARD 6.5		
6.5 Links are provided to privacy policies f	for all external tools required in the course.	
Points Possible: 1	Points Awarded: 1	Result: MET
Course Representative Notes:		
This information has been added to the cou	rse syllabus and linked to from the Start Here page.	
	1. d. 11.1	
All appropriate privacy policies are provide	edin the corse syllabus.	
STANDARD 7.4 7.4 Course instructions articulate or link to obtain them.	an explanation of how the institution's student services ar	nd resources can help learners succeed and how learners can
Points Possible: 1	Points Awarded: 1	Result: MET
Course Representative Notes:		
These resources have been articulated and	linked to in the course syllabus.	
Chair Notes:		
Student resources are now explained and li	nked in teh course syllabus.	
STANDARD 8.1 8.1 Course navigation facilitates ease of use	e.	
Points Possible: 3	Points Awarded: 3	Result: MET
Course Representative Notes:		
The course has been organized into weekly	modules.	
The course has a Start Here page linking to	vital information and showing a sequence of how to get s	tarted and progress thought the course.
References are included at the begining of	each module on the page of objectives, and also in the mu	ltimedia modules files.

Chair Notes:

The navigation in the course is much easier to follow. Each module is formatted in a similar way so students are able to easily follow the content from week to week.

STANDARD 8.4 8.4 The course design facilitates readability.		
Points Possible: 2	Points Awarded: 2	Result: MET
Course Representative Notes:		
Fonts and colors have been toned down to support readability.		
Layout and language for each module has been	standardized for the course.	
The Course Schedule and Assignment Guide d	ocument provides a table layout with consistent	formatting and layout.
Chair Notes:		
The format and font have been standardized, making the course easier to read and follow. Much of the content is in PDFs and other uploaded files. The course makes the best use of the formatting and navigation provided in Canvas.		

Additional Course Representative Comments:	I very much appreciate the time and energy of this team to assist me in sorting out this course. The initial submission was a bit of a group project on this end, but I am ultimately responsible for the course and so I have taken your input and advice very seriously to reconstruct it for the resubmission. Thank you.	
Additional Chair Comments:	Thank you for all of your work in revising this course! From a learner's perspective, the course follows a similar format so students know what to expect, so they can spend most of their time focused on learning the content. The adjustments have made the course much better for its future students!	
TOTAL POINTS AWARDED (Initial Review): 49		

TOTAL POINTS AWARDED (Upon Amendment): 99

FINAL RESULT (Upon Amendment): MET STANDARDS