HIS119-20

Submitted to Maine is IT in fulfillment of the TAACCCT grant requirements

By

Emporia State University November 2016

EMPORIA STATE
U N I V E R S I T Y
■ INFORMATION TECHNOLOGY

Course Review for: Maine is IT
Course: NMCC HIS119-20
Reviewed by: Joseph Kern
Date: November 29, 2016

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Part 1: Course Review

Materials provided for this course review include a course syllabus, audio recordings of class lectures, and transcripts of the lectures. Transcripts were read to locate any information relevant to the review criteria. Finding none, the review is based entirely on course information provided in the syllabus.

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	**0**
1.2 Learners are introduced to the purpose and structure of the course.	3	**0**
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2	**0**
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.	2	**2**
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	**0**
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	**0**
1.7 Minimum technical skills expected of the learner are clearly stated.	1	**0**
1.8 The self-introduction by the instructor is appropriate and is available online.	1	**0**
1.9 Learners are asked to introduce themselves to the class.	1	**0**
Total	**2**	

Comments:

1.1 - No link to the LMS was provided. Consider adding instructions on how to access the course in the LMS. Consider adding the link to the actual course.

1.2 The purpose and structure for the course was not explained the course syllabus. A set of course objectives, learning outcomes, or program outcomes would be helpful to students.

1.3 The reviewer found no Etiquette explanations. Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication should be covered. Examples include:

- o - Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- o Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- o Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- o Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- o Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- o Use good grammar and spelling, and avoid using text messaging shortcuts.

1.4 Course and institutional polices were found in the course syllabus and references to those service locations and access was provided.

1.5 Technology requirements were not listed in the course syllabus.

1.6 Pre-requisite knowledge and course competencies were not included on the course syllabus.

1.7 Minimum skills were not addressed.

1.8 Even in a face-to-face course, it is desirable to have an instructor introduction/biography available for students to access online. A short introduction with some personal information will humanize the instructor in an online course and allow students to access the information at any time in a face-to-face course. This reviewer found no evidence of an introduction.

1.9 The reviewer found no discussion board or location for peers to introduce themselves, communicate, or seek help.

B. Learning Objectives & Competencies (15 points total)		
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	**0**
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	**0**
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	**0**
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	**0**
2.5 The learning objectives or competencies are suited to the level of the course.	3	**0**
Total		0

Comments:

2.1 The reviewer found no mention of course learning objectives or program competencies. It is best practice to include course outcomes that can be measured. The closest thing to measurable objectives were found in the transcript of "This Republic of Suffering," where it was stated:

- "I think we can make a pretty good example of furthering our understanding of several other societies by listening to this Prezi…";
- "What I really want to do is showcase how death… and the Civil War really shaped American society…";
- "… we can use the concept of death, and we can think about it in terms of our five key characteriscs, and by so doing we can better understand how America evolved as its own separate civilization."

Each of these could be stated in terms of an objective that will tell students exactly what is expected of them to demonstrate competency in the course material:

- Contrast how the United States and other countries dealt with death as a society.
- Describe three ways in which our treatment of Civil War deaths shaped American society.
- Apply the five key characteristics to our treatment of Civil War deaths to describe how America evolved as its own separate civilization.

2.2 No direct learning objectives or outcomes mentioned. The reviewer did note a weekly activity list, however the list did not give any detailed information or relate to any course outcomes.
2.3 Reviewer did not find any evidence of this.
2.4 Reviewer did not find any evidence of this.
2.5 No learning objectives to review.

C. Assessment & Measurement (13 points total)

3.1 The assessments measure the stated learning objectives or competencies.	3	0
3.2 The course grading policy is stated clearly.	3	3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	0
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	1
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	0
Total		4

Comments:

3.1 – No specific assessments other than the final project were listed in the syllabus, and no mention of assignments was found in the transcripts reviewed. No link between assessments and objectives was made.
3.2 – Yes, the reviewer did find the grade scale however there is on e mistake for the B- grade; please include a hyphen to separate 80 from 82. The final project does appear to be the major assessment for the course and the reviewer suggests including a rubric or detailed instructions on the final project in the course syllabus.
3.3 – No specific criteria were given for any assignments.
3.4 – The reviewer did not find any specific assignments, other than the final project. General types of assessments listed include: "quizzes, homework, online simulations, writing assignments, and exams." These offer a variety (the online simulations are especially intriguing), although it is not clear whether these are sequenced and suited to students and the content.
3.5 – The reviewer did not see any weekly checkpoints or a routine way for students to check his/her progress.

D. Instructional Materials (13 points total)		
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3	**1**
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	**1**
4.3 All instructional materials used in the course are appropriately cited.	2	**2**
4.4 The instructional materials are current.	2	**2**
4.5 A variety of instructional materials is used in the course.	2	**2**
4.6 The distinction between required and optional materials is clearly explained.	1	**1**
Total		**9**

Comments:

4.1 The instructional materials are all quite interesting and pose pressing questions to engage students, but without seeing any objectives or assignments, the reviewer is unable to determine whether these contribute to course success.

4.2 The purpose of the instructional materials (lectures/transcripts) is to convey information and pose questions, but without tying these specifically to course activities and student learning outcomes, these could be seen simply as rhetorical. More explicit connections between the content and its ultimate application/purpose should be made.

4.3 The instructional materials were properly cited.

4.4 The instructional materials are current, copyright 2012.

4.5 Providing both audio recordings and written transcripts of materials is more than many instructors do. Some transcripts refer to Prezis or other presentations. Extensive use of primary sources would be a natural addition to this course.

4.6 Optional materials are not noted. It is not apparent whether there are any.

E. Course Activities and Learner Interaction (11 points total)		
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	0
5.2 Learning activities provide opportunities for interaction that support active learning.	3	1
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	0
5.4 The requirements for learner interaction are clearly stated.	2	0
Total		1

Comments:

5.1 No learning activities are listed or described, nor are learning objectives.

5.2 No learning activities are inherently supportive of peer interaction. Individual or peer interaction may be possible through the online simulations.

5.3 The feedback plan is not clearly stated.

5.4 No requirements for class participation or peer interaction are provided. Attendance in class is graded, but there are no descriptions of what a student is expected to do in class.

F. Course Technology (10 points total)

6.1 The tools used in the course support the learning objectives and competencies.	3	**0**
6.2 Course tools promote learner engagement and active learning.	3	**3**
6.3 Technologies required in the course are readily obtainable.	2	**0**
6.4 The course technologies are current.	1	**0**
6.5 Links are provided to privacy policies for all external tools required in the course.	1	**0**
	Total	**3**

Comments:

6.1 No technology tools mentioned or discussed.

6.2 Online simulations would promote learner engagement, although the exact nature of these simulations is not explained.

6.3 No information is given regarding the availability of the simulations or other technology.

6.4 No way to determine.

6.5 Not present.

G. Learner Support (9 points total)		
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	**0**
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	**2**
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.	2	**1**
7.4 Course instructions articulate or link to an explanation of how the institution's **student** support services and resources can help learners succeed in the course and how learners can obtain them.	1	**0**
Total		**3**

Comments:

7.1 Providing students access to technology support is very important. Don't assume that students know how to obtain support from the institution. Provide instructions/links for students to access the technology help services available to them.

7.2 : The syllabus contains an excerpt from the institution website pertaining to accessibility and it does include the contact name and phone number, consider providing the link to the website for students.

7.3 Academic Success Center information is provided, with a description of location. In addition, a hyperlink and phone or email contact information would be extremely helpful for students undergoing academic emergencies, especially for students taking the course online.

7.4 As with academic support, student wellness and support is also critical. Consider providing instructions/links to the institutional student support services.

H.	Accessibility and Usability (12 points total)		
8.1 Course navigation facilitates ease of use.		3	**0**
8.2 Information is provided about the accessibility of all technologies required in the course.		3	**0**
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.		2	**2**
8.4 The course design facilitates readability.		2	**0**
8.5 Course multimedia facilitate ease of use.		2	**0**
	Total		**2**

Comments:

8.1 Unable to determine, based solely on the syllabus and transcripts.

8.2 If students must download/install technology other than the LMS, make sure clear instructions are provided.

8.3 Text files and audio files are provided. It is reasonable, based on the lecture content, that students would also be accessing presentation files or URLs. These provide a well-rounded set of instructional materials

8.4 Unable to determine. Pay special attention to fonts, text color, and background color. Most learning management systems have a default appearance that is ADA compliant. Also, be aware that screen reader software will not recognize bold or italicized fonts. Check with your office of disability services before changing the appearance of your course.

8.5 Unable to determine. If possible, embed presentation media into the LMS content pages to ensure ease of access. Reduce the instances of outside links to multimedia.

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Part II: Employment Data

Stakeholder Involvement and Employment Opportunities
Items Reviewed include: ☐   Internships, Job Shadowing Opportunities that exist with the outcomes and objectives with this course. ☐   Employment opportunities for these skills. ☐   Outcomes/Objectives are current and relate to job market.
Findings include: ☐   See Subject Matter Expert review for specific feedback.

Part III: Creative Commons

Items Reviewed include: ☐ All course materials presented in Creative Commons?   ☐ Creative Common license (including graphic) is represented on course materials.
Findings include: ☐ This material is licensed under the Creative Commons Attribution 4.0 International License.   ☐ Creative Commons graphic is included on the footer.

Course: NMCC HIS119-20

Course Name: World Civ

Reviewed by: Joseph Kern

Date: November 29, 2016

Background

Funded by a $13 million grant from the U.S. Department of Labor, ***Maine is IT!*** is building new educational and career pathways in information technology at all seven of Maine's community colleges. The programs funded by the grant are designed to support Maine workers eligible for the Trade Adjustment Assistance (TAA) program, un/underemployed adults, and workforce needs in Maine's growing IT sector. They have been built to serve individuals with a range of experience, from those interested in gaining basic IT skills to IT professionals looking to advance their careers through new industry certifications.

Overall Remarks and Reviewer Summary

In reviewing HIS119-20, it has been determined that inclusion of this course is based on the use of equipment purchased with TAACCCT grant funds. The technology purchased is specifically for transcription and does not pertain directly to Maine is IT!