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Page 1: After reviewing the LB iLearn course, complete the following questions based on your expertise.

Q1 What is the name of the course you are evaluating?

MTH 105

Q2 Describe the background, expertise, experience, qualifications and education that make you qualified as a Subject Matter Expert to review this course.

- Ph.D. Mathematics Education. Graduate of the respected Mathematics Education Doctoral Program at Illinois State University with the world-renowned Cindy Langrall as Dissertation Chair.
 - Instructor of online university courses for 11 years at both the graduate & undergraduate level.
 - Lifetime certified as State of Missouri Teacher in Mathematics 7 – 12, with 5 years public and private experience in middle and high school settings, including recent high school teaching experience in 2014 – 2015.
 - Title I Math Teacher with experience teaching the mathematically at-risk. Doctoral Dissertation research focus on mathematics intervention programs.
 - Qualified to teach Math, Statistics, and Education at both the graduate and undergraduate levels with at least 18 graduate hours in each.
 - Course Development in Algebra and Statistics with the Canvas and Blackboard LMS, using three approaches to teaching: Traditional Online, Competency-Based Education, Personalized Learning
 - Teacher Leader for Math and Statistics, including supervision of teaching assistants, mentor of new online instructors, lead mathematics faculty, subject matter expert, lead tutor and trainer.
 - Professional math tutor specializing in SAT and ACT test prep.
 - Learning Management Systems Expert, having taught in of the following platforms: | Blackboard | Canvas | D2L Brightspace | Sakai | ANGEL | Moodle | LoudCloud | eCollege |
 - Math and Statistics Software Applications expert, including extensive work with: | SPSS | Minitab | StatCrunch | Excel | SAS | R | Tableau | Fathom | GeoGebra| Geometer's Sketchpad | Excel QM | POM-QM | TI Calculators | |Pearson MyMathLab | ALEKS | Connect Math | Thinkwell | NROC Math |
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Q3 Are the outcomes for the course appropriate to what students should be able to do or know to be successful in the profession and/or field?

Yes,

Explain.:

The outcomes are appropriate for students in liberal arts and non-science majors. The topics covered are well chosen for a Contemporary Math course. All of the outcome stated are an integral part of statistical, financial, and mathematical literacy that are important for citizens of a media-driven global society. The main focus of the outcomes is statistical literacy which will raise students awareness of data in everyday life and prepare them for careers in the age of information.

Q4 Do the skills taught in the course prepare students for the profession?

Yes,

Explain:

The first unit description says it covers topics related to Logic. However, the first module covers percents which does not fall under Logic. However, percents is an important topic to cover for future work in the course. Two other topics seem forces together - growth models and probability for Unit 2. However, the topics covered are appropriate and clearly organized into modules with readings, videos, and self-assessments. The skills taught cover topics liberal arts and non-science majors should be using in their future academic and professional work. The most important of these being probability, statistics, and finance.

Q5 Does the course holistically contain appropriate content related to the profession?

Explain:

Yes, overall the content is a great mixture that will be useful to students in the liberal arts and non-science majors. A course in Contemporary Math pulls mathematics from many different areas. The areas covered are wide enough to encompass many majors and careers. The topics the students will find most useful to their academic studies and professional careers are statistics, probability, and finance. Growth models yield themselves well to problem-solving applications and logic introduces critical thinking. Student will find these two topics the least application to "real-life" but important to development of critical thinking.

Q6 What recommendations so you have for improvement that would make the course better align with the profession?

The objectives of the course state that "Topics are selected from areas such as management science, statistics, social choice, the geometry of size and shape, and computers and their applications." There is no coverage of geometry and computers. Adding content related to these topics would make the course better align with a contemporary coverage of mathematical topics for the global citizen. I recommend reducing the content on growth models and logic/sets and adding content relating to geometry and computers. Growth models and logic/sets are the least applicable to students future academics and professional careers.

Q7 What content needs to be developed to meet upcoming industry needs?

The objectives of the course state that "Topics are selected from areas such as management science, statistics, social choice, the geometry of size and shape, and computers and their applications." There is no coverage of geometry and computers. Adding content related to these topics would make the course better align with a contemporary coverage of mathematical topics for the global citizen. I recommend reducing the content on growth models and logic/sets and adding content relating to geometry and computers. Growth models and logic/sets are the least applicable to students future academics and professional careers.
