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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?

HST 201 US History: Colonial & Revolutionary

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

See attached resume

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 material is inline with an introductory level history course. The course provides a basic overview of important themes in US History. It also covers basic social content within the period, such as the experiences of Native Americans and women. Students should be able to meet basic standards of historical knowledge by the end of the course. They should also be able to write a basic research novel, use primary and secondary sources, and formulate an argumentative essay which is appropriate for this collegiate level class. If student choose to go on to higher level history classes, they should be prepared and able to build on the skills they learned in this class. Also, the new student orientation was helpful and easy to navigate. It was easy to locate tasks, assignments, modules, and the syllabus. I think the program itself is user friendly and students should have no trouble taking the class online with the software provided.

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

Yes,

Explain:

As a historian, being able to write a well researched essay and examine/use both primary and secondary sources is vital. This course offers a basic introduction to both primary and secondary sources. There is a link to 'historical writing essentials' for students to review which outlines how to formulate an essay and how to identify and use sources, however I didn't see a peer review option for this class. I feel that peer review would help a lot of students with their writing skills. Peer review often helps students make the transition from writing primarily for themselves or an instructor to writing for a broader audience which is important for students learning to write at a university level and prepare for graduate work or advancement in the profession. On the whole though, the assignments were interesting, thought provoking, and creative with expectations clearly noted. I especially liked the Facebook project which I feel brought a fun and engaging element that will appeal to a broad age range of students and adds modern relevance to a field that is notoriously antiquated. The essay questions/assignments should prepare students for the profession or higher level history classes.

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

Explain:

Yes the course does provide comprehensive content related to the profession. The video lectures were a little elementary and the lecturer distracting, but they provided a basic foundation to supplement the readings. Because the narrator of the videos was so animated, it did make the content more memorable. The narrated timeline slides were a little hard to follow. I didn't feel like they needed the narration piece since the narrator was just reading the slides verbatim. Also the narrator for the slides went a little too fast and they were hard to hear. I thought the slides would have been better if a teacher lectured and used the slides as a reference to a larger discussion rather than being read word for word. I thought the textbook was very helpful and provided the students with a lot of relevant dates, themes, and events. It provided a great overview and foundation for students wanting to go on in the profession. I especially liked the use of primary sources like maps and drawings as well as the visual diaphragms of things like the migration of goods etc. It was a textbook and it read very much like a textbook with basic facts and some might consider that 'dull' however, its function is to provide students with a basic overview rather than focusing on one particular event (that's what higher level history classes are for). I think the text did its job and was useful.

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

I think it would be useful to have the teacher create their own lecture series on some of the topics. Maybe not for the entire course but I think providing an expert perspective as well as a more personal touch, would help generate more thoughtful discussions in the discussion board. I like the writing prompts and assignments and the video lecture was alright but for me the timeline slides didn't seem as useful as they were meant to be. If I were teaching the class I would probably add my own discussion of PowerPoint to the timeline slides so that students had a better idea of things that were happening in history beyond just the dates. As students advance in the history profession, discussion about topics become the focus rather than just memorizing or knowing dates so more thoughtful discussions are important.

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

I thought the grading rubric needed some tweaking. The assignments themselves were appropriate for students and thoughtful, but the grading piece needed more detail and focus. Academic writing in history is vital and I thought the grading rubric didn't address some of the standards for advancement in the industry. For example, the Native Americans and Colonists Outline assignment only had scoring in four areas: thesis, body paragraphs, support and sources. I think it would be helpful for students (especially those wanting to go on in the industry or need a writing intensive class) to be scores in areas such as: content/development, organization, research, style, and mechanics as well as some of the areas listed in the course. I think it would also be helpful to have more detail in regards to what constitutes a 4 versus a 3 etc. It might also be useful to have a peer review component in this course. As I advanced in my degree/profession, peer review became a huge part of my work and extremely helpful in the industry. I think students would greatly benefit from something like that in addition to the course work and curriculum in this program. Overall I think this is a satisfactory course and students will find it both manageable and educational.
