



**Institution:** North Central Texas College

**Course Code:** ITSE 1391North C111616

**Course Number:** ITSE 1391

**Course Name:** Android Mobile Programming

**Course Representative:** Lin Hampton

**Review Start Date:** 2017-02-09

**Review End Date:** 2017-03-10

**Review Type:** Subscriber-Managed Review managed by a certified Course Review Manager (CRM)

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 Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The Begin Here page briefly outlines how the students should start the course. However, there are some confusing instructions. For example, there are links to a syllabus and a syllabus quiz which are broken.

**Reviewer Recommendations:**

Standard 1.1 asks us to ensure a good start for students by making sure the overview is clear with dates and other information students need from the very first day. Students will appreciate the fact that you included the information on the first page and an overview leading down to the Start Here link. In the Start Here Module, you have provided a detailed list of all activities the student needs to complete on day one. Of course, completing and adding the Navigation video on that page would add to the benefits of this page's content.

The introductory paragraph that begins with "Android Development is a course unlike any other," seems a little daunting to the beginner. You might consider making some of the sentences with multiple acronyms (Object Oriented Programming, JAVA, XML and Scripting Languages, User Interfaces (UI) and User Experience UX) into a bulleted list so it reads clearly. Or you may try to break the long paragraph down into a paragraph about what you will do, and a paragraph noting that you may feel challenged at times.

**Reviewer Recommendations:**

Standard 1.1 is successfully met through the very first module listed titled "Begin Here." It includes a comprehensive list of links and instructions to locate necessary course information. There are also instructions for a Syllabus Review which is also suggested in the annotation of Standard 1.1

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**STANDARD 1.2 - (3 Points) Required**

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The "About This Course" introduces learners to the purpose of the course and the course structure is outlined on the Course Learning Outcomes page, however, the link to the syllabus is broken. The syllabus is provided in the Module tab, but the course needs the link updated on clearer instructions about how to access that syllabus.

**Reviewer Recommendations:**

Students may find the sheer volume of information overwhelming. SRS 1.2 looks to make sure that student understand the purpose and structure of your course.. Again, you have provided the purpose of the course in the Course Description and the basic structure of the course in the Overview of Modules and Learning environment. You have reinforced this information in the Course Schedule of your Day 1 pages, but the information is incomplete. You may want to consider adding a full course map in this area that provides a table listing the Module objectives, Assessments, Learning Activities, Learning Materials for each module and highlight how each item meets certain MLOs.

**Reviewer Recommendations:**

Standard 1.2 is met through the "Begin Here" module that includes course instructions, calendar, and how and where to begin.

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**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:** 2

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

**Reviewer Recommendations:**

Netiquette expectations are included in Course Materials page.

**Reviewer Recommendations:**

By the nature of online, students must recognize and use effective, polite, and respectful online communication. This course addresses the concept in a clear link to a page on "Netiquette for discussion questions" on the Course Policies page in the Day 1 activities. Since Netiquette can apply to any online communication in the class including emails and chats between students (and you :), it might be a good idea to change the name of that page to Netiquette in the Online Course Environment. Making this change would ensure that students realize courteous and respectful behavior is expected in all parts of the course.

**Reviewer Recommendations:**

Standard 1.3 is met per the annotation standards that calls for an explanation of etiquette in the course. The course has a "netiquette" explanation in the Course Policies tab.

**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**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations:**

The course includes some of the basic policies such as Attendance, however, grading policy shows a link to the "syllabus" which has been disabled.

**Reviewer Recommendations:**

No institution can function without policies to standardize expectations for student actions or behavior in a wide variety of settings. You have a clear and well-populated page in your Day 1 Module. You mentioned on this page that the student can find more information in the syllabus. However, the syllabus will not open, so this fact cannot be verified. In addition, the Online Student Conduct Page link does not work. Fixing that link would provide important details to students as they begin the online learning process at your institution.

**Reviewer Recommendations:**

There is a Course and Campus Policies tab in the Begin Here module, so Standard 1.4 is met because "the policies are listed to which students are required to comply."

**STANDARD 1.5 - (2 Points)**

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

**Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations:**

The minimum technology requirements are clearly stated and links to Apache Open Office is provided.

**Reviewer Recommendations:**

To meet expectations for SRS 5.5, the "minimum technology requirements are clearly stated and instructions for use provided." You have met this expectation with the Technology page of your Day 1 Activities.

**Reviewer Recommendations:**

Standard 1.5 is met because students are provided with "clearly-stated technologies that are needed for the course" in the Technology Tab under the Begin Here module.

**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: 2, No: 1)**Reviewer Recommendations:**

Prerequisite knowledge and skills are outlined in the course introduction and again on the Course Learning Outcomes page.

**Reviewer Recommendations:**

Students must always be aware of any pre-requisite knowledge or competencies required to begin the course. Your Course Objectives page lists "**Preferred Prerequisites.**" But the next page tells the student, "There are prerequisites for this class. But don't let that stop you. Instead double-time, work harder and spend some time on at least one or two of the following JAVA tutorials. " You might consider supplying a basic example of what you consider to be a "basic knowledge of Object Oriented Programming," to enable students to make a judgment if they are ready for this course. When you say to work on a couple of extra Java tutorials each week, what does that mean in study time needed by the student? You could provide a revised time frame of weekly content and engagement expectations for the student to use if he/she has no prior experience.

**Reviewer Recommendations:**

Standard 1.6 is met because under the Course Materials tab, "prerequisite knowledge" is stated. As a recommendation, however, I would recommend creating a tab titled "Course Prerequisites" because there is substantial information in the current tab, but "Course Materials" wouldn't be the first place I would look for prerequisites.

Recommended prereq. are listed in Learning Outcomes, I've found. However, I believe making them more centrally located would benefit the student.

**STANDARD 1.7 - (1 Point)**

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

**Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 3, No: 0)

**Reviewer Recommendations:**

Minimum technical skills are clearly stated.

**Reviewer Recommendations:**

You have identified many of the technical skills expected for student use and references to many tutorials that should outline the process of coding necessary for homework. You have also provided Canvas tutorials and options and a link to complete the Required Canvas Orientation Course. The information is all in the Day 1 module, but you may consider organizing it all in a Minimum Technical Skills page to enable the students to find it all in one place.

**Reviewer Recommendations:**

Standard 1.7 is met in the Course Materials tab. As I mentioned in Standard 1.6, I would recommend, especially for a course like this where technology and working knowledge in that field is very important, putting minimum technical skills and prerequisite knowledge in its own tab.

**STANDARD 1.8 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 0

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

**Reviewer Recommendations:**

While the instructor greets the students, the annotation for standard 1.8 states that the instructor's introduction should include "title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone" and also may include the instructor's teaching philosophy, background experiences in the field or other information.

**Reviewer Recommendations:**

The annotations for Standard 1.8 stipulate, "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." On your welcome page, you did provide your name but that's about all. In the area about office hours, on the Course Materials page, you mentioned your office number. You may want to consider adding a self-introduction page and image to the Day 1 module to increase your sense of presence and community with the students.

**Reviewer Recommendations:**

I could not find a clear introduction of the instructor for the course, so Standard 1.8 is not met. I would recommend putting an Instructor Introduction in the Introduction Discussion Board for the students.

**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)

**Reviewer Recommendations:**

Learners are required to introduce themselves to the class.

**Reviewer Recommendations:**

Your students are asked to introduce themselves to others in the Day 1 activities. It's a nice touch that you included the option to make the introduction a video recording. The option to use Padlet did not make sense, since you have not included it in the policies pages your Day 1 information, but students interested in App development probably enjoy learning new technology. Adding the purpose of the tool addition might help students make the transition to the new environment for Day 1.

**Reviewer Recommendations:**

Standard 1.9 is met under the "Begin Here" module with the requirement for the students to complete the Introduction Discussion Board.

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: 3, No: 0)

**Reviewer Recommendations:**

The course learning objectives are measurable

**Reviewer Recommendations:**

In order to form the base of the alignment process, SRS 2.1 checks to make sure the course level learning objectives are measurable. In your class, most of your CLOs are directly from Bloom's Taxonomy of measurable verbs including "define," "demonstrate," and "develop," so this Standard is met.

One objective is not as measurable, "Explore user input, variables, and operations with code in your app." How would you measure the level of exploration, and what is mastery? You might consider changing the objective verb sequence such as "Develop user input, variables, and operations with code in your app and select options that work to support the app's purpose." You can measure that the options were developed and that the student selected best options.

**Reviewer Recommendations:**

Standard 2.1 is met because the Learning Outcomes are listed in the namesake tab in the Begin Here module. The Learning Objectives are measurable as well as mentioned in the annotation.

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**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:** 3

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

**Reviewer Recommendations:**

The module learning objectives are measurable and consistent with the course level objectives.

**Reviewer Recommendations:**

Alignment needs a second building block composed of measurable module level learning objectives that are measurable and align with the CLOS. You have multiple measurable objectives in every module with robust verbs. For example, Module 2's objectives are: UNIT 2 objectives: Demonstrate basic skill of the Android User Interface, solve problems while troubleshooting JAVA code, create a recipe app. Among others, this relates to the CLO: Create and publish an Android App. These module level goals are listed on the module introduction page of each module. Students might be able to follow the process better if they were listed in a bullet format. In a paragraph format, it's easy to overlook them.

**Reviewer Recommendations:**

The Course Learning Objectives are measurable and more specific than the Learning Outcomes as noted in the annotation. Standard 2.2 is met.

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**STANDARD 2.3 - (3 Points) Required**

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The learning objectives are clearly stated and written from the learner's perspective.

**Reviewer Recommendations:**

In order to meet expectations for Standard 2.3, both course and module level objectives need to be written from the learner's perspective. While the objectives meet expectations at the 85% level, the annotations for this Standard remind us "The learning objectives or competencies are written in a way that allows learners, including non-native speakers, to easily grasp their meaning and the learning outcomes expected. The use of educational or discipline jargon, unexplained terminology, and unnecessarily complex language is avoided." Many terms such as UI and UX should be written out in full to avoid confusion with inexperienced students.

**Reviewer Recommendations:**

Standard 2.3 is met through the Begin Here module in the Learning Outcomes tab. The Course Learning Objectives are clearly stated and measurable.

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**STANDARD 2.4 - (3 Points) Required**

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The course activities are aligned with the learning objectives in the Course Learning Objectives page.

**Reviewer Recommendations:**

SRS 2.4 is met at the 85% level because you do include a brief narrative in each unit's introduction that explains what activities the student will do to meet the objectives. In Unit 1, students learn they will Review the PowerPoint presentation, Watch the videos, Complete the Labs, Submit Labs & Demo your App using Video (Kaltura, JING, your phone or computer camera & sound)

Take the Chapter Review Quiz

The process would be greatly improved if you created a course map that clearly identified the alignment from CLOs to MLOs to Activities. When put into a table format, the process will be clear even to new students.

**Reviewer Recommendations:**

Standard 2.4 is met because the instructor has include assignments throughout the course that "support specific learning objectives or competencies."

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**STANDARD 2.5 - (3 Points) Required**

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The learning objectives are suited to the level of the course.

**Reviewer Recommendations:**

You have provided learning objectives that relate to this special topics class enough to justify a met decision at the 85% level. These measurable verbs happen at several levels of the Blooms Taxonomy, but this class as a Special Topics, may have unique needs. Students are expected to have prior knowledge and yet they are beginning a new skill and moving to the successful mastery of that skill. So, it's not really unusual to see levels from basic knowledge to creation. You may want to add a narrative that recognizes the special needs of this class and why the student will be asked to go from basic to high achievements in one semester.

**Reviewer Recommendations:**

The Learning Course Objectives are suited to an entry level course; the objectives begin with words like "discover", "explore", "demonstrate", and "describe" so Standard 2.5 is met per the annotation explanation.

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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:** 3

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

**Reviewer Recommendations:**

The assessments measure the stated learning objectives

**Reviewer Recommendations:**

In general this Standard is not met at the 85% level. Most of the units have assessments that do not measure objectives and are missing assessments for at least one objective. For example, the discussion forum in Module 1 tells students to develop a code and share it to develop a network of peers in the coding community. While this is a good idea, it's not related to any learning objective. The two assignments do involve actual app development and are related. The quiz does cover basic parts of the Android sdk and do align with the CLOs. I could not find an assessment that measured "differentiate between Android Emulators." In essence, it makes sense that you take one CLO for each module and then tell the student how he/she will master that objective. But your narrative does not really tell them that... not being happy with your career choice does not relate at all to mastery. Keeping the CLO intro for each module and then precisely listing the assessments that will demonstrate mastery (and why) would make this standard met.

**Reviewer Recommendations:**

Standard 3.1 is met because the instructor has included assessments that ask the students to "discover, develop, explain, review" in various assignments that correspond with the requirements from the course objections. The instructor also explains the connection of the objectives in each module.

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**STANDARD 3.2 - (3 Points) Required**

3.2 The course grading policy is stated clearly.

**Points Possible:** 3

**Points Awarded:** 0

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

**Reviewer Recommendations:**

There is a grading policy is stated on the syllabus, however, the syllabus link is broken (the syllabus template is included in the Modules, but it is difficult to locate). More importantly, the syllabus divides the coursework into percentages, yet the modules refer to a number of points (goal of 1000) which the students are to achieve. The first module lists the number of points for different types of course work on a scale that appears to be different (listing them as 1 to 4 points each) than that on the actual coursework. Module 2 provides a statement of the number of points for the first two labs, but not the other coursework.

**Reviewer Recommendations:**

SRS 3.2 is not met because the syllabus does list a grading policy with activities and assessments that provide the final grade totals. However, attendance is listed as 10% of the grade and that the Canvas analytics track log ins and forum participation. Beyond that note, there is no definition of how that percentage is calculated or applied. Therefore, students spend the semester with 10% of their total grade undefined. Adding a detailed narrative of how the attendance grade is calculated work clarify then entire grading process.

**Reviewer Recommendations:**

Standard 3.2 is clearly met because the "grading policy is clearly stated" on the syllabus. Each grading section is indicated by it's percentage.

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**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 Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

There are specific criteria provided for the evaluation of coursework in the syllabus. However, the link to the syllabus is broken and the rubric for Discussion Board evaluation is left blank on the Course Policies page.

**Reviewer Recommendations:**

In addition to the syllabus information, you also provide information about the scoring of quizzes and the turn around times for grading in your FAQ section. That's a start, but the annotations for this Standard tell us "Learners are provided with a clear and complete description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated upfront at the beginning of the course." Adding the comments from your FAQ section, clarification of the attendance grade calculation and clarification on the impact of extra credit would allow students to fully understand their final grades. Since each of your app developments has specific details for successful completion, your grading might be clarified by the inclusion of a rubric in the Canvas Speed Grader tool. That way students could easily identify any problems and learn from mistakes.

Students are told that a cumulative grade of an A and less than 10% absences can excuse them from the final exam. How do they calculate 90% attendance? Adding this criteria would eliminate problems during finals week.

Another concern is the statement in the Module 1 discussion forum, "Remember your goal is 1000 points for this gig, and there are many ways to get those points. Entering into a Discussion Forum is one of those ways to get points, and expand your network." From the student perspective, this makes me wonder if I can still get a good grade if I skip this step.

**Reviewer Recommendations:**

Each assignment has "specific and descriptive criteria" for grading, so Standard 3.3 is met. The instructor provides point breakdown and what elements should be included in the submissions.

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**STANDARD 3.4 - (2 Points)**

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 (Yes: 3, No: 0)

**Reviewer Recommendations:**

The assessment instruments are sequenced, varied and suited to the assessment of the learning outcomes

**Reviewer Recommendations:**

Your assessment options include quizzes, and discussion forums and the development of a projects each week. This array of options does meet the Standard 3.4 request to ensure that assessments are varied. While the assessments are varied, the grade book could help students track progress if you created grade categories related to the grading policy. One other note to be careful in adding elements to the course. Your Syllabus Group Review is described as a discussion forum, but inserted as page content. While you do want to ensure that students have mastered the syllabus content, there's no way for them to prove it with this assessment.

**Reviewer Recommendations:**

Standard 3.4 is met because the instructor has included assignments that are "sequences and varied" such as labs, tests, quizzes, and group work.

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**STANDARD 3.5 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Good use of peer reviewing to assist students in tracking their progress.

**Reviewer Recommendations:**

Students in this course do have many different opportunities to track their progress. Students to have a robust grade book that includes feedback options through the Speed Grader comments, In addition, they have access the module level quizzes and feedback through the instructor interaction in the discussion boards. It's obvious that you find value in peer reviews, so you might formalize that process with discussions involving peer review of various projects or have the students create a portfolio of projects as they go through the course and share it with other students.

**Reviewer Recommendations:**

Standard 3.5 is met because the instructor has set up assignments has allow of peer participation and skill and summary assessments so students can track their learning progress.

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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

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The textbook is required for the achievement of the learning objectives.

**Reviewer Recommendations:**

In order to continue creating alignment, the course instructional materials should help the student to achieve the course and module level objectives. They should also align with the assessments, course tools, and activities. These materials in your course do include "textbooks, publisher- or instructor-created resources, multimedia, and websites," Your help websites are a valuable addition to the course.

**Reviewer Recommendations:**

Standard 4.1 and the alignment connections are met through the various types of course materials provided by the instructor. The instructor lists texts, provides links to tutorials, OERs, development resources for the students, all of which "contribute to the achievement of the course . . . and objectives."

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**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 Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The first unit modules include a list of the chapter readings and activities. But in later units, the course work is not as clearly linked to the chapter. I would recommend some additional clarification to improve the student's understanding of how the videos will be used in the course. At this time, the coursework includes a statement that the students should watch the videos if available, but the first videos do not appear until Chapter 10, by which point the overview for the modules no longer mentions videos and how they are to be used.



**Reviewer Recommendations:**

You have provided a wide array of instructional materials each week and even provide several help sites for students who may need content beyond the text. You have a narrative about the learning objectives and activities for the module, but no narrative or chart exists to tell students why they need to access the various instructional materials in each module. Since you provide not only required materials but also add additional resources, a short narrative for each section to emphasize the importance of the required items and benefits to be gained in the optional resources would provide the "why" for students looking at a large reading list each week.

For example, in Chapter 6, you have provided a page with current market stats. A narrative to relate this information to the Chapter 6 learning objective of "Deploy audio and music in your App. You will create and set up a splash screen, an Activity life cycle, and demonstrate the ability to pause and manipulate an Activity," might help students see the need for this information.

**Reviewer Recommendations:**

Standard 4.2 is met through the Course Materials tab. The instructor is very thorough and clear about the relevancy of the sources/resources provided and their connections to the "learning activities are clearly explained."

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**STANDARD 4.3 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

The instructional materials are appropriately cited.

**Reviewer Recommendations:**

Your syllabus does appropriately cite the text for this course. Each of your reference cites does include the name and URL, so you meet this standard at the 85% level. The annotations for Standard 4.3 state, "At a minimum, a citation includes the author or owner name; date of publication; resource title, if supplied; and URL or source." You might consider creating a Reference page for your Day 1 activities that provides an APA referenced list for all instructional materials in this course. Adding that step would give students a best practice reference list to keep for future use.

**Reviewer Recommendations:**

Standard 4.3 is met because the instructor provides the citation information/location for outside sources, even in the infographics used from other colleges.

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**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 are current

**Reviewer Recommendations:**

This course involves a bit of history in the development of Android apps, so some older information is included. However, most of the websites you provide including the App Developers site and the various meetup groups appear to be continually updated, so all content is appropriately current.

**Reviewer Recommendations:**

Standard 4.4 is met because the instructional materials seems up to date. Admittedly, I am not a content expert, but the textbook was published in 2015, so 18 months-2 years still seems relevant and current for the development of apps in the course.

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**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)

**Reviewer Recommendations:**

The course provides a variety of materials.

**Reviewer Recommendations:**

You have met the annotation expectations for Standard 4.5 by including "textbooks and other publications, instructor-created resources, websites, and multimedia." In addition to a multiple options of instructional materials for each week, you have provided developer content examples available from various user groups and collaborative work areas. You might consider a user-group discussion in each chapter for students to share content and questions specifically related to that chapter rather than just one discussion for the entire course.

**Reviewer Recommendations:**

Standard 4.5 is met, and the instructor has done extremely well with incorporating different types of materials in the course (tutorials, online resources, textbook, PDFs, powerpoints, etc.) to offer some variety.

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**STANDARD 4.6 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 0

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

**Reviewer Recommendations:**

The course needs additional information about the videos and how they are used (if they are required or optional).

**Reviewer Recommendations:**

Your syllabus clearly identifies required options, although it's not clear if the "Data files to complete apps in the text are available by searching www.cengagebrain.com for ISBN: 978-1305-85799-5" are fee based or not. This element may be important in the decision to purchase a new or used text. The various help sites in each module are also clearly identified. Although this standard is met at the 85% level, adding a list of optional materials to the syllabus page would provide information to improve the overall met decision.

**Reviewer Recommendations:**

Standard 4.6 seems not met to me because I can't find where the directly stated required materials are. It's assumed the textbook listed in Course Materials is required, but it's not clearly stated. Including some brief simply verbiage explaining what's required and what's recommended would be helpful to include.

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 learning activities promote the achievement of the learning objectives

**Reviewer Recommendations:**

A review of the learning activities does not provide evidence that the majority of them promote the achievement of the stated learning objectives. The module orientation pages do a nice job of providing a statement of the learning objective addressed in each chapter. Then a list of activities is provided as:

Review the PowerPoint presentation

Watch the videos (if available)

Complete the Labs

Submit Labs & Demo your App using Video (Kaltura, JING, your phone or computer camera & sound)

Take the Chapter Review Quiz

This list appears to be the same for each chapter (note the "if available" for videos.) So, in reality they do not specifically address the learning objective for that Module.

You might consider a solution that involves combining your Course Goals and Course Learning Outcomes. The Learning Outcomes only list to complete all of the work in the unit, which is not helpful to the students. Perhaps you could use a course map to address the Goals and the Learning Outcomes. Add a goal to join and participate in an Android Development community. That can be a competency goal, even if it does not measure student learning. Then your map could include the assignments and tell us which learning objectives are met by completing these assignments. Your discussion forums are activities, and you could then tie them to the Course Competency Goals.

**Reviewer Recommendations:**

Standard 5.5 is met because the varying types of assignments/assessments given by the instructor "promote the achievement of . . . the objectives" stated in the course. The instructor intentionally draws a connection to the assignments and the objective at the beginning of the modules as well.

**STANDARD 5.2 - (3 Points) Required**

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

This course includes good use of discussion boards and encourages the students to interact with each other and outside code developers to support active learning.

**Reviewer Recommendations:**

The three types of learner interaction possibilities are present in this course to meet Standard 5.2. Students have multiple options to interact with the course content through the text and added help options provided in each unit. Students interact with other students through the peer review discussions and reach out to other developers through the optional websites provided. Student-instructor interaction is through the graded assignments and the option to send and receive messages. Students are encouraged to take these options to develop a sense of competency and community within the Android development community.

**Reviewer Recommendations:**

Standard 5.2 is met because the instructor has facilitated peer discussion which "supports active learning" through discuss boards, peer reviews, and skill and summary assessments.

**STANDARD 5.3 - (3 Points) Required**

5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The instructor's plan for response time and grading feedback is clear stated in the Course Policies section.

**Reviewer Recommendations:**

Standard 5.3 is met because the instructor does provide specific information on how to contact him and his response times.



**Reviewer Recommendations:**

Standard 5.3 is met where the instructor explains they will take "about a week to grade" the Labs. The instructor also mentions timeliness and response times on the "Course and Campus Policies" tab.

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**STANDARD 5.4 - (2 Points)**

5.4 The requirements for learner interaction are clearly stated.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

The requirements for learner interaction are clearly stated in the instructions for the assignments. I would recommend adding some of that information to the syllabus so that students are more aware of the need for student-student interaction when they first view the course. For example the course states that there is a syllabus quiz, but then it appears as a discussion board.

**Reviewer Recommendations:**

Standard 5.4 is not met because students reading the orientation pages could not plan out the semester. Varying statements in the introductory parts of this course give contrasting directions to the students for planning their active learning. On the first page, Begin Here page tells students, "**The course is very self-directed with four hours of reading and research each week, and a potential of an additional 10-12 hours of developing.**" the Home page tells them "you will need to work with your course peers, or plan on creating some liaisons with the Community Support groups ." And then the Course Description on that same page says "32 lecture hours + 32 laboratory hours." In addition, although the instructor does provide specific information on feedback, if you don't schedule online office hours at the beginning of the course, you cannot opt in later. In addition to clarifying time expectations and instructor interaction options, you may consider adding interaction expectations and credit to assignment grading rubrics.

**Reviewer Recommendations:**

Standard 5.4 is clearly met through the Course Policies section. Students attendance and participation are clearly discussed as well as the consequences if students are inactive or don't participate in assignments.

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

**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

**Points Awarded:** 3

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

**Reviewer Recommendations:**

The tools uses in the course support the learning objectives

**Reviewer Recommendations:**

In this Standard, it's not our job to judge the number or type of tools you use, but to make sure that the ones you have actually support your learning objectives. In this case, your learning objectives fall into two areas: Identify part of the app development, which is supported by your course quizzes. Your other objectives ask students actually develop various app options, which are supported by the dropbox assignments.

**Reviewer Recommendations:**

Standard 6.1 is met because the types of tools in the course (discussion boards, labs, demo app completion, skype and video conferences) "support the learning objectives for the course."

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**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:**

The course tools promote learner engagement and active learning

**Reviewer Recommendations:**

The annotations for Standard 6.2 as us to make sure Tools used in the course help learners actively engage in the learning process rather than passively absorb information." Your discussion forums with calendar linking, and automatic read notices meet that expectation. The self-checks through your feedback responses to quizzes are positive elements too. You might consider taking advantage of options to create simulations that ask the learner to make judgments and work through a given problem or issue in that week's app development.

**Reviewer Recommendations:**

Standard 6.2 is met because the instructor has included "discussion tools", summary and skill assessments, and "software that facilitates interaction" between the discussion boards, peer assessment, and demo app development with interactive components.

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**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)

**Reviewer Recommendations:**

The links to the course technologies are provided in the Start Here section

**Reviewer Recommendations:**

The Canvas platform works well and is structured in a logical format. There are easy-to-use and find orientation and support resources related to distance education technologies.

**Reviewer Recommendations:**

Standard 6.3 is met through the obtainable technologies. The instructor readily provides links to numerous tutorials, PDFs, OERs, and Help tabs for the technology systems used in the course as well as for skill leveling or practice. Most of the links can be found in the Course Materials tab.

**STANDARD 6.4 - (1 Point)**

6.4 The course technologies are current.

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

The course technologies are current

**Reviewer Recommendations:**

Using the Canvas lms is a great way to meet expectations for Standard 6.4. You have the assurance that your lms instance is always up to date. Your technology resources page provides the information to update any needed technology option. this page also provides information about the current Canvas app. In addition, you provide multiple options for the Andriod developer options and those appear to be continually updated.

**Reviewer Recommendations:**

Standard 6.4 is met because the technologies are current. With the changing nature of such content in this specific course, the technologies would have to be up-to-date, which the instructor has provided through resources as well as requiring the students to work in such programs, preparing well for this field of study.

**STANDARD 6.5 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 1

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

**Reviewer Recommendations:**

The privacy policies are linked in the Start Here section.

**Reviewer Recommendations:**

When you provided the information on accessibility, you also provided the appropriate privacy policies. While not "interesting" to most learners, it's important to add for the few who are concerned. You may want to consider adding privacy policies for the various Android developer groups since those take the student outside the "safety" of the lms system.

**Reviewer Recommendations:**

Standard 6.5 is met because the instructor provides links to "privacy policies for all external tools" through the Privacy Policies tab including Canvas, Adobe, Google, YouTube, Microsoft, and Apache.

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: 2, No: 1)

**Reviewer Recommendations:**

The link to technical support is provided in a Get Help link within the Course Information page. Using a discussion board as a place to include all of those links was an interesting choice.

**Reviewer Recommendations:**

Your various parts of the first module and syllabus have elements that support Standard 7.1 such as where to go to get software on campus and labs the student can access. It is not clear what a student would do if he/she were a true distance ed student and could not come to campus. General technology support for issues such as password reset and computer problems is not provided. Students would appreciate this information if added to the Technology page of your first module.

**Reviewer Recommendations:**

Standard 7.1 is met because there is an FAQ sheet, "Get Help Discussion Board", and a "Get Help" tab that directs students to the eCampus Help Desk.

**STANDARD 7.2 - (3 Points) Required**

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

**Points Possible:** 3

**Points Awarded:** 3

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

**Reviewer Recommendations:**

Information about the institution's accessibility policies and services was included on the syllabus and a link to Disabilities services was provided in the Get Help page. I would recommend adding that to the Accessibility Policies page that includes the policies for the technologies used in the course.

**Reviewer Recommendations:**

You have met the request in SRS 7.2 to provide students with accessibility information in the Accessibility Policies page. It would be much stronger if you added Accessibility Policies for the various Android developer sites where you refer students. These are areas where the developers may not be aware of the need for accessibility for all.

**Reviewer Recommendations:**

Standard 7.2 is met because there is a like directly to the campus's policies under the "Accessibility Policies" tab.

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**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**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations:**

There is a Get Help link in the Course Information page which includes some of the academic support such as a link to the library. However, I would recommend a link to the tutoring services also be included or additional information about what types of services are available under the Student Support Services link. It is <http://www.nctc.edu/Academics/SupportServices/Tutoring.aspx>

**Reviewer Recommendations:**

As outlined in the QM Rubric this course meets the guidelines outlined in standard 7.3. Your syllabus clearly directs students to the Student Success Center and the Counseling and Testing Center. In addition, you have provided several places around campus for students to access lab help. Students would appreciate links to university tutors who could help with the actual Android development. Community groups are valuable, but they do not replace the need for the university to support student success.

**Reviewer Recommendations:**

I believe Standard 7.3 is met under the "Get Help" tab as well because it has a separate section explaining the "institution's academic support services" and how "students can obtain them."

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**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:** 1**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations:**

The course includes a link to Student Support services was provided in the Get Help page.

**Reviewer Recommendations:**

In addition to academic resources, the purpose of Standard 7.4 is to look at other institutional services and resources that may foster student success. These include, "support services and resources include advising, registration, financial aid, student or campus life, counseling, career services, online workshops, and student organizations." Your syllabus does provide most of this information and links to appropriate offices.

**Reviewer Recommendations:**

Standard 7.4 is not met because there is not a link to "the institution's student services"; however, I think it would be helpful to put a link or a clear distinction between the student services and academic services under the "Get Help" tab.

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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:** 3**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations:**

The course is overall easy to navigate, but I would recommend that the links to the syllabus be reconnected or that the syllabus be brought in as a page for the Start Here Module.

**Reviewer Recommendations:**

The annotations for Standard 8.1 seek to "confirm that the course's navigation strategies facilitate ease of movement through the course and course activities." The module design of Canvas serves to meet this standard at the 85% level. However, page design aspects available in Canvas would allow multiple information items to be consolidated and eliminate excessive scrolling down the module area. For example, each chapter could have its own page with the PowerPoint embedded in it with a tool like Slideshare (which would also allow you to narrate it) and then links to the two assignment areas. This would consolidate in one line what now takes 4-5 lines.

**Reviewer Recommendations:**

Standard 8.1 is met because the course is, for the most part, easy to navigate and is organized well. One suggestion is to include links to the syllabus when the instructor mentions that "more information is included on the syllabus." So, providing a link right there might be helpful. Also, I don't believe the same syllabus is provided through the course. Consistency may need to be checked there.

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**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

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

**Reviewer Recommendations:**

The Start Here module included links to the accessibility policies for the required technologies

**Reviewer Recommendations:**

This course has the required information about the accessibility of technologies required in the course and meets Standard 8.2. Via the first Module, links to the accessibility statements for all the required technologies are listed.

**Reviewer Recommendations:**

Standard 8.2 is met through the "Accessibility Policies" tab provided by the instructor that "explains about the accessibility of all technologies required in the course."

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**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)

**Reviewer Recommendations:**

Closed captioning is provided for the videos

**Reviewer Recommendations:**

Diverse learning styles are best met by providing alternative options for access to course materials. According to the annotations, "The Standard is met if the equivalent textual representations are located or linked within the course." Most alternative content is composed of YouTube videos and they either included transcripts or closed captioning

**Reviewer Recommendations:**

Standard 8.3 is met because there are "alternative means of access to course materials" when necessary. Most of the sources are in written texts and do not rely only on color for differentiation. In the few YouTube video links, there are closed captioning options as well to the video itself.

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**STANDARD 8.4 - (2 Points)**

8.4 The course design facilitates readability.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

Overall the course design facilitates readability, I would recommend changing the title headings in the powerpoints to another color besides green as the shade is light and might be difficult for students who have vision problems or are color blind.

**Reviewer Recommendations:**

Standard 8.4 suggests facilitating ease of readability by using text and font options in a consistent manner and making good use of white space for emphasis. You do group your content together by Chapters, and the font styles are consistent. Text across the course is consistent. You might consider changing the large blocks of color in your syllabus and let the resulting white space help you to organize and emphasize content.

**Reviewer Recommendations:**

Standard 8.4 is met because the course design is easy to read. The organization and grouping of the content displays thoughtfulness and clarity for the assignments.

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**STANDARD 8.5 - (2 Points)**

8.5 Course multimedia facilitate ease of use.

**Points Possible:** 2

**Points Awarded:** 2

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

**Reviewer Recommendations:**

The Course multimedia facilitate ease of use

**Reviewer Recommendations:**

Most of your multimedia options are YouTube videos which is normally a good way to meet Standard 8.5. "Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions," is the direction of the annotations though and many multimedia options are small parts of web page links to other developer sites. If the student was accessing from a tablet or phone, these options would be hard to center and watch with any degree of ease.

**Reviewer Recommendations:**

Standard 8.5 is met because the technologies are easy to use and clearly labeled. The links work and provide the navigation to information needed for the course.

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**Additional Review Comments:****Reviewer**

There are a few typos you might want to correct. In the "About this Course" you include a statement "Work hard NOT to become discouraged." I think you meant "Work hard. Do NOT become discouraged."

**Reviewer**

You asked for comments on the workload. If the student has the text, he/she should be able to do the assignments as listed. However, the text is rarely the first option--developer websites are. If I were a student, I would be overwhelmed just trying to figure out the optional from the required activities. To ask beginners to seek most of their help from developer groups is throwing a group of beginners into an environment where technical jargon is the norm versus the exception.

The overall course design could greatly help students if you had modules for required items only and then an area for extra work at the end. If you allowed motivated students to work through the required areas at their own speed, then hopefully many would take advantage of the other parts.

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**TOTAL POINTS AWARDED: 94****FINAL RESULT: DID NOT MEET STANDARDS**

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## Amendments

**STANDARD 1.8**

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

**Points Possible: 1****Points Awarded: 1****Result: MET****Course Representative Notes:**

Statements were edited and updated on Home Page, and an Intro Video was added for the course...utilizing images from previous courses.

**Chair Notes:**

Good revisions to the self-introduction on the Home page

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**STANDARD 3.2**

3.2 The course grading policy is stated clearly.

**Points Possible: 3****Points Awarded: 3****Result: MET****Course Representative Notes:**

The correct Syllabus was added and broken links were resolved. Please note that the links were working correctly when I initially taught and even when I submitted this course.

The Syllabus Tab was also activated and updated, at the QM Review request. Clarification was added to the Attendance statement in the Syllabus, and the Grading Policy was reviewed, improved and edited.

**Chair Notes:**

Grading policy is now clear and the syllabus link is working.

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**STANDARD 4.6**

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

**Points Possible: 1****Points Awarded: 1****Result: MET****Course Representative Notes:**

This information was already in the correct syllabus. The information was updated and added within the course as well. I thought of some nice OPTIONAL devices and added them to the course.

**Chair Notes:**

The difference between optional and required materials is now clear.

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**Additional Course Representative Comments:**

Additionally, missing or broken links were again reviewed and updated. This is part of teaching a course like this...a moving target, where materials constantly change and update. There is an unpublished part in the modules, visible to anyone taking the course on as an Instructor - that tells them WHAT they will need to verify and update in the course.

**Additional Chair Comments:**

The course looks great.

**TOTAL POINTS AWARDED (Initial Review): 94****TOTAL POINTS AWARDED (Upon Amendment): 99****FINAL RESULT (Upon Amendment): MET STANDARDS**