

Q17. Name:

Jessica Matheson

Q19. Course:

BIOL 1308



Q1. A. Learner Objectives & Interaction

	Evident	Not Evident	Not Applicable
The course learning objectives are measurable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning objectives are stated clearly and written from the student's perspective.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives are appropriately designed for the level of the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions make clear who the instructor is and how to contact the instructor.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course timeline and schedule of assignments is clear.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. Comments:

The course learning objectives were appropriate for a entry/beginning level biology course, written from a student perspective and measurable, using words like "describe," "discuss," and "analyze." The syllabus was detailed, and easy to follow and clearly described the purpose and expectations of the course. The course schedule was neatly outlined with clear information about the topics and assignments for each module of the course.

Q12. B. Learner Support (adapted from Quality Measures Rubric Standards Fifth Edition, 2014)

	Evident	Not Evident	Not Applicable
Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help the student succeed in the course and how the student can access them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institution's student services can help the student succeed and how the student can obtain them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. Comments:

There were links in the syllabus to various student services websites such as tutoring, open lab information, and disability services. There were links to financial aid, counseling, and help with grade issues. The addition of information about the location and accessibility of library services and the location of computer labs might be beneficial.

Q3. C. Instructional Design

	Evident	Not Evident	Not Applicable
The course organization and design is clear, coherent, and structured in an appropriate way.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Comments:

All of the materials for the course were very well organized and in an order typically seen in this type of biology class. These concepts and skills naturally build on each other, as you must understand the previous information to understand the current lesson. The plethora of activities in this course guide students very purposefully through the material, helping students to accomplish the learning objectives.

Q5. D. Instructional Materials

	Evident	Not Evident	Not Applicable
The instructional materials contribute to the achievement of the stated course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional materials are current.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities promote the achievement of the stated learning objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provide opportunities for interaction that support active online learning.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course is designed into stages of introduction, development, and assessment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The videos, graphics and articles are appropriate for the level of learning and focus for the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities are engaging and support active engagement with the content and course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Comments:

It is evident that each different type of activity was intentionally created to clearly correspond to the learning outcomes and a variety of different types of individual and group activities were used.

Q7. E. Assessment & Measurement

	Evident	Not evident	Not Applicable
The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment instruments selected are varied and appropriate to the student work being assessed.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. Comments:

This course used a variety of assessment instruments including group activities, individual activities focused on reading material and specific objectives, as well as quizzes.

Q9. F. Industry-Based Application

	Evident	Not Evident	Not Applicable
Course materials, activities, and learning outcomes reflect direct application to the target occupation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Is it clear that this course is foundational, intermediate, or advanced in preparing students for high-wage, high-skill employment?

- ☒ Yes
- ☐ No
- ☐ Unclear

Q14. Comments:

This course is clearly preparing students for more advanced classes in anatomy, physiology, and cellular and molecular biology, which will be necessary for employment in health care and science careers.

Q17. G. Do the openly licensed works appear to have the proper attributions?

Evident



Not Evident



Not Applicable



Q18. Comments:

It doesn't appear that this course uses openly licensed materials. The modules use publisher resources for interactive activities and it appears that materials were created by the Biology Innovations Lab specifically for this course, but these materials seem to only be available in the specific course. If these materials were intended to be openly licensed, then they would need to be labeled.

Q25. H. Do the course materials include features that make them accessible as a learning resource for all students, including students with disabilities?

Evident



Not Evident



Not Applicable



Q26. Comments:

This course would seem to work well for those with hearing impairment, as the materials are all either PDFs or Word Documents and the interactive portion does not use audio, but relies on text to provide instructions. For those with visual impairments, I'm not sure how well screen readers would work with the interactive, but the PDF and word documents should work well. For other disabilities, it is stated in the syllabus the procedure for requesting reasonable accommodations and the contact information for disability services.

Q19. I. After reviewing the course in total, are there content topics that are missing or need to be improved?

Yes



No



Q20. Comments:

All of the learning objectives were typical for this type of course and were addressed in the course material.

Q21. J. After reviewing the course in total, are there content variety (e.g. multimedia, project based learning, etc.) that are missing or need to be improved?

Yes

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No

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Q22. Comments:

There is a great variety of material used in this course, but it is used consistently in each module, so students would know what to expect with each one. There is a good mixture of group activities as well as individual activities. I don't think it is necessary, but the use of a problem-based learning project throughout the semester to deliberately point out connections in course material might be beneficial. Often I see that students fail to make the connections between units that helps to develop that deeper learning of the material.

Q23. K. After reviewing the course in total, are there instructional design elements that are missing or need to be improved?

Yes

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No

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Q24. Comments:

Very well designed course with intentional focus on learning objectives to prepare students for future classes and incorporates interactive learning of the course material, individual and group work.

Q11. Overall Review Comments: