***TRAINING PRECISION AG TECHNICIANS***

***TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANT***

***THIRD PARTY REVIEW OF DELIVERABLES***

Priority 3: Use of Online & Technology-Enabled Learning

Deliverables: 1. Design and build sophisticated online modules containing contextualized STEM content

Displays US Department Of Labor Disclaimer: Yes  No

Name of Class: SOIL 210

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| **Online Course Development** | | | |
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| CATEGORY | 1 | 2 | 3 |
| **Course Organization** | Has all required components. | Has all required components and limited additional information | Has all required components and additional information explained in detail-**Awesome Job! Very easy to follow along and allows to students to get in a groove the way you have the units set up! They know what to expect each time, which puts them at ease!** |
| **Course Content** | Content only text based. No interactive media or web links. Activities do not appear to be related to the goals and objectives. Content and activities are not logically sequenced to support the goals and objectives. Follows ADA compliance. | Contains adequate course content. Few or no supplemental resources. Activities appear to support the achievement of goals and objectives. Content and activities are sequenced logically and seem to support the goals and objectives. Most instructional materials are easily accessible. Follows ADA Compliance. | Course content is up to date. Some supplemental resources. All activities are clearly related to the achievement and assessment of goals and objectives. All content and activities are sequenced logically to support the achievement of goals that are individuallydefined throughout the course. Instructional materials are offered in multiple formats allowing maximum flexibility for student access. Follows ADA Compliance.-**Love how you try to incorporate lots of different ways to learn.** |
| **Level of Interaction, participation, and Collaboration** | Little student interaction is designed or interaction needs consistency or clarification. Minimal use of communication tools present or instructor support and communication is not clearly defined. Participation expectations are vague or not communicated. \*Minimal *interaction between students and instructor through the use of e-mail and overseeing class discussion threads; chat room used for student interaction.* | Communication tools are used to increase student interaction. Some communication tools are incorporated to provide adequate support to students. Participation expectations are communicated in the syllabus. *\*Chat rooms and discussion groups used for open discussion and dialogue between students and instructor and also for student to student interaction.  Posted updates through the use of announcements and calendar.* **I feel there could be more done to help students interact more-maybe assign different discussion groups or have the groups lead the topics each week? Would like to see more…some of the discussions have points and others do not, which is not addressed in your syllabus. Maybe assign all of them points.** | Regular interaction among students is facilitated by the use of multiple communication tools. Multiple communication tools are incorporated to provide several flexible options for students to seek instructor support. Expectations of use are clearly stated. Participation expectations are communicated to learner in the syllabus and throughout the course. *\*Day-to day interaction between students and instructor. Pervasive involvement, by the instructor and student in all activities in the course such as chat rooms, discussion threads, phone support, e-mail, and announcements.* |
| **Media use** | Text based instruction with minimal multimedia use by instructor and students. No alternatives to large files are mentioned within the course. Poor quality graphics or unnecessarily large graphics present, graphics unrelated to content. Multimedia elements are unrelated to course content or multimedia elements are difficult to access, required plug-ins are not explained to students. Broken links present or links are immaterial to the course. | Uses some forms of media (powerpoint, I-movie, et..). Alternative options are available upon request. Graphics are present but do not support the content. Multimedia elements present in the course are logically linked to course content and assignments but no text alternative is provided. Links are all working and provide current information relevant to the course. *\*Powerpoint presentations available for lessons and content items. Interactive exercises using appropriate internet resources for the content. Online textbook supplementary material which supports the course content, which may include activities using CD's provided by the publishing company.* **Maybe work to become more 508 compliant, but a great start for your students! Need to do text to audio transcripts, but the notes do a great job of summing it up.** | Use of multiple forms of interactive media all Section 508 compliant. "New" media based materials used, shared, and training provided for instructors to use effectively and efficiently. Alternative options are available and posted for all content with large files. Graphics present help demonstrate a concept or illustrate a point. Graphics are high quality and formatted for the Web. Multimedia elements present in the course are logically linked to course content and assignments. Text transcripts of audio are available in the course. Links are all working, current, and provide supplemental information which supports course goals and objective. Webpage address is spelled out so as to be accessible to screen reader. |
| **Assignments** | Used to demonstrate content mastery. Meaningful assignments that require application and understanding of the theory. | Used to demonstrate content mastery. Meaningful assignments that require application and understanding of the theory. Case studies or comprehensive project that demonstrate the understanding and use of theory. **I did not see any big project for them or a paper to really show their understanding of theory. Could be a possibility.** | Used to demonstrate content mastery. Meaningful assignments that require application and understanding of the theory. Case studies or comprehensive project that demonstrate the understanding and use of theory. Research project that includes analysis of process and results. |
| **Assessment of student learning** | A. Course has limited activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are not closely aligned. C. Assessment strategies are used to measure content knowledge, attitudes, and skills. D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic. | A. Course has some activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are somewhat aligned. C. Ongoing strategies are used to measure content knowledge, attitudes, and skills. D. Opportunities for students to receive feedback about their own performance are provided. E. Students' self-assessments and/or peer feedback opportunities exist. | A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are closely aligned. C. Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes, and skills. D. Regular feedback about student performance is provided in a timely manner throughout the course. E. Students' self-assessments and/or peer feedback exist throughout the course. **The only thing I was not sure of was getting feedback to students in a timely manner-would be nice to have something stated in your syllabus about when you will get assignments back to them.** |
| **Instructional Materials** | A. Learning objectives are identified and learning activities are implied. Primary course material - textbook. B. Course provides some visual textual, kinesthetic and or auditory activities to enhance student learning. C. Course provides some activities to help students develop critical thinking and/or problem solving skills. | A. Learning objectives are identified and learning activities are identifies and activities clearly implemented. Textbook is supplemented with study guides, web materials and other electronic sources. B. Course provides some visual textual, kinesthetic and or auditory. Activities to enhance student learning. C. Course provides some activities to help students develop critical thinking and/or problem solving skills. **I did not see the research based projects or how you are analyzing and recommending activities for improved development. Again great work in this area!** | A. Learning objectives are identified and learning activities are clearly implemented. Effectiveness of activities is analyzed and recommendations for improvement developed. Textbook is supplemented with multiple web and print sources. B. Course provides some visual textual, kinesthetic and or auditory activities to enhance student learning. C. Course provides some activities to help students develop critical thinking and/or problem solving skills. Research based projects. |
| **Course evaluation** | General Comments: Maybe make an introduction video of yourself so students can see you and get to know you are a human and just like them. Discussion and online interaction-maybe post or include in syllabus a general netiquette of what and what not to do in discussion and email interaction. In the FAQ section there was a question about if they need a text book and the answer basically said all quizzes and tests are based on lecture, then why have them purchase one? Looking at your syllabus I could not tell if this was an online or on campus class, maybe clarify that. If you are going to assign point for discussion they should be notes in the assessment tools or a points area so students can keep track. Attendance and the cellphone sections in the syllabus do not really apply to students who are online; maybe you have a different attendance policy which seemed to be evident in the FAQ section. Is there a lab that goes with this? Is there a separate syllabus for that? Possibly have something about questions before exams need to be submitted 24 hours prior to the exam, to give you enough time to respond…happened to me! Love how you have a calendar at the beginning of the week and a to-do list for them with the objectives. I think it would be great to include that calendar in their syllabus so they know from day one what is going on. |  |  |
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