Course: US History

Course Design

Goals and Objectives
Course competencies are listed in the syllabus link on the left navigation menu. Each module lists the course competencies and modular objectives. The modular level objectives are measurable. In reviewing module 1 Course Competencies, it is not clear how they align with the modular Objectives. Specifically, the second Course Competency: Relate the human experience using history to contemporary times, does not appear to have a modular objective that aligns. The objectives you have listed for Module 1 are:
- Discuss reasons for studying history.
- Identify primary and secondary source materials.
- Identify examples of plagiarism.

Additionally, you have "Identify examples of plagiarism" as a modular objective. However, this does not align with any of the three course competencies you listed. It may be helpful to place the Course Competencies and Objectives in a table, draw lines connecting the Competency with the Objective, and ensure each module reflects your findings.

Rating: 4

Content Presentation
Content is "chunked" into manageable pieces. There are learning modules that open to learning activities, practice, and discussion. Navigation is intuitive as each module kept a consistent format. The content flows in a logical order, as learning activities precede discussions and assessments in each module. The content is presented in a variety of ways, I like the way you incorporated the use of e-texts. Awesome integration between the e-textbook and the LMS.

Rating: 6

Learner Engagement
As you were consistent with the course design, it is clear how learners will be able to achieve the course and modular objectives. You offer the e-texts within the module and as a stand-alone component where learners can directly access the complete e-textbook. This allows learners to work with the content in a meaningful way. Without access to the entire e-text, they may have found difficulty in referencing specific chapters or visualizing all chapters in one setting. In Module/Week 4, learners are tasked to create a meme, in Module/ Week 6 learners are assigned to develop a historical Facebook profile, in Module/Week 12 learners are assigned to complete a recorded interview, these learning activities and assessments encourage higher order thinking. Learners are provided several opportunities for advanced learning through integrated publisher resources. For example, Module/Week 6, the practice exercise consists of learning activities involving the use of Quizlet and providing learners with a hyperlink to the publisher's website.

Rating: 6

Technology Use

You utilized several native BB LMS tools to include discussion boards, Blogs, Wikis, multimedia integration, and Quiz features. By use of these tools, you reduced labor-intensive learning for students. Your use of Quizlet was creative and learner-centered. There were several media types incorporated into the course to include external websites, interactive activities, and multimedia plug-in's. The use of e-textbooks demonstrated your consideration of providing low-cost instructional materials to learners.

Rating: 6

Interaction and Collaboration

Communication Strategies

The weekly discussion forum allows an appropriate amount of asynchronous learner-learner interactions. I was unable to identify any opportunities for synchronous interactions. This can be accomplished by incorporating a live webinar session or live chat session into the course.

Rating: 4

Development of a Learning Community

The Personal Introductions discussion forum provides a useful environment that allows learners to build a sense of community. The Module/Week discussions require learners to respond to a peer, which increases learner-learner interactions. Additionally, the inability for learners to view threads until they have posted supports critical thinking and research skills.

Rating: 6

Interaction Logistics

You provided expectations for discussion board postings. They could be more specific in providing learners with a recommended word count or examples of acceptable and non-acceptable discussions postings to demonstrate further how they can best benefit from use of the forum. A rubric is provided in the Grade center. However, you also stated in discussion forum that a rubric was available "*under the Grading Information tab of the Discussion area*", which I was unable to locate. It would be helpful to learners if you added a word count suggestion and placed the rubric in the stated discussion area or remove the sentence.

Rating: 5

Assessment

Expectations

The assessments appear to match the course and modular level objectives. Instructions are written clearly with sufficient detail. Learners are not directed toward the appropriate objective for each assessment. For example, in Module 3, learners are assigned a Nano-History Research Paper. I would recommend for you to state explicitly the objective that this assignment aligns with. In Module 4 and Module 15 Meme projects, you provide descriptive criteria for desired

outcomes as "*This assignment is worth 15 points: 5 points for the meme itself and a total of 10 points for the questions that follow*". If I were a learner I would assume that the quality of the meme and the quality of the questions do not matter, as you are allotting points for only completion and not quality. This descriptive criterion is vague. I would suggest the addition of quality expectations, if necessary.

Rating: 4

Assessment Design
The Quizlet practice activities are a great addition to preparing learners for true assessments within the course. The assessments see to measure key performance indicators. Higher order thinking is supported with their development of meme's and discussion forum parameters. The learners are assessed regularly throughout the course and offered multiple types of assessments to include research papers, quizzes, and discussions.

Rating: 6

Self-Assessment
Learners are provided multiple opportunities to self-assess through the Quizlet feature. These practice exercises are easy to navigate and allow multiple attempts.

Rating: 6

Learner Support

Orientation to Course and LMS
Nice orientation module! The module is easily identified by its own menu item on the left navigation bar. The orientation module covers how to navigate the LMS with guided tutorials. It may benefit some learners if you were to offer the "Orientation Tutorial" in textual format, such as a PDF.

Rating: 6

Supportive Technologies
You did a great job at providing comprehensive information in the orientation module regarding technical requirements for the course. Additionally, you provided a link to the institutions website where learners can obtain more information regarding specific course and technical requirements. It would be helpful to learners if you were to add links or a statement near where the technology will be needed. For example, in Module 2, under "Semester Project", insert a statement or link with information regarding any software or system requirements learners may need in order to complete the project.

Rating: 5

Instructor Role and Information

Contact information for the instructor is easy to find and includes multiple forms of communication. As the instructional designer, you placed a communications folder within the orientation and that is a good place to have this information as well. The instructor offered an audio introduction as well as the written transcript. There was no mention of the instructor's role in the course or her methods of collecting or returning work. A good location to insert this information is in the syllabus, as well as the instructor's introduction.

Rating: 4

Course/Institutional Policies & Support
Links to institutional policies, materials, and forms relevant for learner success were located in the orientation module. That is a great place for these details as it is easily found and organized intuitively. Links open in a new window, which allows easy navigation from the course to an external site, and return without losing their place. I found the library link within the student support left navigation menu after searching around. A clearly marked hyperlink to the institution's library would be helpful for learners to directly access the library's resources.

Rating: 4

Technical Accessibility Issues
Materials used within the LMS are standard format to ensure accessibility. The Weebly website you assigned is not accessible, as the images do not contain Alt Text for learners with visual impairment. I would suggest offering, in addition to Weebly, an alternative site for learners who may have difficulty selecting a meme image due to low/no vision. In Module 4, Create A Meme, assignment, you provided a link for learners to view examples. This hyperlink goes to a google search. If learners were using a screen reader, they would be unable to identify the images. It would be helpful to insert a document with "Alt Text" images for individuals with low/no vision. Additionally, you provide a link to the Meme Creation Tool, which opens to a Word Document. You may want to consider this format, as you're using text boxes and text boxes are not accessible. Explore utilizing the "fillable forms" feature in lieu of text boxes for this document.

Rating: 2

Accommodations for Disabilities
In several module Discussions, you state, "Note: You will not be able to view or respond to any of your classmates' posts until AFTER you have posted your initial response", as this information is integral to learner success, using color may create difficulty for individuals who are colorblind or visually impaired. In Module 6, the Historical Facebook assignment has several words in red "not required", and "five (5) extra credit points". On the "Schedule" page, you state, "Refer to each learning module for details regarding course work" using red color. In the "Learning Modules" front page, you state "Student Announcement Note: The content in this course will become available once you've completed your Orientation Quiz" using red color. It may useful to learners if you utilize the LMS announcements or calendar reminders in addition to stating Reminders in the LMS. Red cannot be used to convey essential information in online courses. As these words are imperative to learner's success, they should not be conveyed strictly using color. The syllabus contains several tables without Alt Text descriptions. To meet the

Americans with Disabilities Act (ADA) Section 508, tables in online courses are to contain Alt Text descriptions. This is necessary for screen reader software. The e-textbook site is accessible; however, the texts are fully justified. Screen readers struggle with justified text. If you have an opportunity to inform the creator that e-textbooks should follow standard left justification to fully meet Section 508 requirements.

Rating: 2

Feedback
Learners are not provided the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion. There are no feedback mechanisms in place to ensure anonymity. To remedy this, a course evaluation can be inserted as an anonymous survey using the LMS native survey tool.

Rating: 1