

Course Information

Course Title:

Introductory Mathematics

Course Number (if applicable)

ECON10061

Please note, the entire review form (without reviewer identifying information) is sent to the course submitter.

Reviewer Evaluation: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as the structure of the course, learning objectives, and instructional strategies. Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

Goals and Objectives

- Goals and objectives are easily located within the course
- Goals and objectives are clearly written at the appropriate level and reflect desired outcomes
- Goals and objectives are written in measureable outcomes (students know what they are expected to be able to do)
- Goals and objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit)

Rating:

4

Content Presentation

- Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)
- Navigation is intuitive
- Content flows in a logical progression
- Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources)
- Content is enhanced with visual and auditory elements; supplementary resources are made available and are well-integrated with other course materials (integrated publisher resources, e-textbooks, course manuals, etc.)

Rating:

6

Learner Engagement

- It is clear how the instructional strategies will enable students to reach course goals and objectives
- Course design includes guidance for learners to work with content in meaningful ways
- Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models
- Individualized instruction, remedial activities, or resources for advanced learning activities, such as integrated publisher resources, are provided

Rating:

6

Technology Use

- Tools available within the LMS are used to facilitate learning by engaging students with course content
- LMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials)
- Technologies are used creatively in ways that transcend traditional, teacher-centered instruction
- A wide variety of delivery media are incorporated into the course
- An effort has been made to use low-cost or no-cost materials when available

Rating:

6

Reviewer Feedback: Please provide detailed, constructive feedback about the course design of the course you reviewed. Explain why you selected the ratings you did. Add what could be done to improve/modify the course. Your comments mean much to the nominees.

Comments:

This course has a clean layout with redundant links to help facilitate navigation. The Course outline and Welcome provide easy to understand navigation and learning outcomes. The objectives could be more narrowly defined to offer clear connections to the learner in regard to specific measurable assessments. The grouping of the topics into three main areas makes a clear divide of the skills necessary to succeed however without focus on the details students may not have a clear understanding of their initial expectations. It is wonderful that technology is being utilized so fully in this course, the rich media does take longer to render so possibly further dividing the sessions into brief segments may reduce the size of the pod casts and reduce the burden to load. Also utilizing a streaming player may assist in delivery and allow integrated speed playback controls.

Reviewer Evaluation: Interaction & Collaboration

Interaction and Collaboration can take many forms. The ECP criteria place emphasis on the type and amount of interaction and collaboration within an online environment. **Interaction** denotes communication between and among learners and instructors, synchronously or asynchronously. **Collaboration** is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently. Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

Note: To protect student information, the course nominee may have copied several examples of student interaction, hide student identity, and re-post in a course folder titled “For the Reviewer.” Please be sure to explore these examples as part of your review of the course for Interaction and Collaboration.

Communication Strategies

- There are plentiful opportunities for synchronous and/or asynchronous interaction, as appropriate
- Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives
- Synchronous communication activities benefit from real-time interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information)

Rating:

5

Development of a Learning Community

- Communication activities are designed to help build a sense of community among learners
- Student-to-student interactions are required as part of the course Students are encouraged to initiate communication with the instructor
- Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building

Rating:

6

Interaction Logistics

- Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided
- Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined
- A rubric or equivalent grading document is included to explain how participation will be evaluated
- The instructor actively participates in communication activities, including providing feedback to students
- The instructor uses communication tools to provide course updates, reminders, special announcements, etc.

Rating:
5

Reviewer Feedback: Please provide detailed, constructive feedback about interaction and collaboration in the course you reviewed. Explain why you selected the ratings you did. Add what could be done to improve/modify the course. Your comments mean much to the nominees.

***Comments:**

The required learning groups are a great idea to build community, however based on some of the feedback from students the peer leaders really determine the success and value of these resources. It is wonderful that you provide the students examples of what constitutes quality submissions. Being able to observe past interactions can help guide current student success.

Reviewer Evaluation: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course. Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

Expectations:

- Assessments match the goals & objectives
- Learners are directed to the appropriate objective(s) for each assessment
- Rubrics or descriptive criteria for desired outcomes are provided (models of “good work” may be shown, for example)
- Instructions are written clearly and with sufficient detail to ensure understanding

Rating:
4

Assessment Design:

- Assessments appear to measure the performance they claim to measure (e.g., activities are explained using appropriate reading level and vocabulary)

- Higher order thinking is required (e.g., analysis, problem-solving, etc.)
- Assessments are designed to mimic authentic environments to facilitate transfer
- Assessment activities occur frequently throughout the duration of the course
- Multiple types of assessments are used (research project, objective test, discussions, etc.)

Rating:

4

Self-assessment:

- Many opportunities for self-assessment are provided
- Self-assessments provide constructive, meaningful feedback

Rating:

4

***Reviewer Feedback:** Please provide detailed, constructive feedback about assessment in the course you reviewed. Explain why you selected the ratings you did. Add what could be done to improve/modify the course. Your comments mean much to the nominees.*

***Comments:**

Each section appears to utilize a number of assessments but they all appear to be extremely low stakes with the final assessment equaling 90 percent of the course points. This may prevent students from putting forth the effort necessary for success on the homework. The clicker sessions are wonderful additions to personalize the learning but they appear to only be used twice for test review, we believe this could be utilized more to engage the students throughout the course.

Reviewer Evaluation: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services. Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

Orientation to Course and CMS:

- Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included
- Tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course
- Tutorial materials support multiple learning modalities: audio, visual, and text based

Rating:

6

Supportive Software (Plug-ins):

- Clear explanations of optional and/or required software including any additional costs are provided within the course
- Software required to use course materials is listed with links to where it can be captured and installed
- Links are located within the course where learners will use the software (i.e., near the materials requiring its use)

Rating:

4

Instructor Role and Information:

- Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)
- Expected response time for e-mail replies is included
- The instructor's role within the course is explained (for example, whether he/she will respond to "tech support" type questions)
- The instructor's methods of collecting and returning work are clearly explained

Rating:

5

Course/Institutional Policies and Support:

- Links to institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find
- Links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion
- Links to institutional services such as the library, or writing center, are clearly labeled and easy to find

Rating:

5

Technical Accessibility Issues:

- Course materials use standard formats to ensure accessibility
- If specific software is required to which some learners may not have access, alternative file types are provided
- Large files are identified to help learners consider download times
- Alternative (smaller) files are provided where appropriate
- Videos are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling

Rating:

4

Accommodations for Disabilities:

- Supportive mechanisms allow learners with disabilities to participate fully in the online community
- The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation
- Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find
- Design factors such as color, text size manipulations, audio and video controls, and alt text reflect universal accessibility considerations

Rating:

4

Feedback:

- Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion
- Feedback mechanisms allow students to participate anonymously in course evaluation

Rating:

6

***Reviewer Feedback:** Please provide detailed, constructive feedback about learner support in the course you reviewed. Explain why you selected the ratings you did. Add what could be done to improve/modify the course. Your comments mean much to the nominees.*

***Comments:**

This course as well as the university have wonderful resources to help guide the learner. The integration to cross resources allow for seamless flow for the users. There could be additional links for supportive software like video players or pdf readers when accessing specific files. Also offering alternatives or transcripts may also be beneficial for some of the lecture captures that take longer to load.

Reviewer Evaluation: Identify Exemplary Practices

Describe what you think are three “stand-out practices” in the course you reviewed. These are the top three items you wish to highlight for the Exemplary Course Program Directors to consider as exemplary practices to share with the broader eLearning community.

1)

PASS groups encourage student mentor relationships to build success and learn in a community.

2)

Past Feedback Provided -- Exposes students to instructor grading methodology before submitting exercises, as well as showcasing common stumbling blocks students may experience in the section.

*3)

Clicker Sessions -- Offering immediate and personalized feedback to help students customize their learning and assess their current competency readiness.

Reviewer Evaluation: Overall Comments

Please provide overall comments of the course.

*Comments:

Wonderful course! The adaptive release helps students stay focused as they navigate the material necessary to guarantee their success for the fundamental skills. Including peer learning groups is a great way to build community. Having the students exposed to past submissions including professor annotations can really ease anxiety in learners who fear the unknown. Utilizing multiple methods to deliver information and capturing lectures allows students to proceed at their own pace and master the information necessary for the final outcome exam.

Please provide constructive feedback on how specific areas of the course can be improved.

*Comments:

The menu on the left is very clear but there are some categories that we believe could be combined to help make the navigation more intuitive.

The welcome message lays out nicely the steps that each student should complete before they begin however including links and using concise language may make it easier for students as well as more visually engaging. Blackboard also allows for mail merge fields to be inserted in any item to further personalize your messages. Statistics of pass rates can be helpful but when the numbers show a large percentage of failure it can be very intimidating for individuals who may already feel fear about the topic.

Overall Score

The overall score for the course is auto-calculated based on your individual scores for each sub-category and takes into account the weighting of each sub-category. Any course that receives at least one exemplary rating (145 - 174) will advance to the next level. For more information about the evaluation process, please visit www.blackboard.com/ECP.

Rating	Overall Score
Exemplary	145 - 174
Accomplished	87 - 144
Promising	58 - 86
Incomplete	1- 57
Not	0

Rating	Overall Score
Evident/Disqualified	

Overall Score
143.5