

# Online Course Review Instrument

Used for a course-reviewing partnership between Henry County Schools and University of West Georgia

To learn more about this instrument, visit the National Standards of Quality for Online Courses online.

<b>Course :</b>	Business Technology
<b>Grade Level:</b>	8th grade
<b>Teacher(s) of Course:</b>	Jason Watts
<b>School (HCOA or Luella):</b>	Luella
<b>Date of Review:</b>	2/21/2011
<b>Reviewer:</b>	David Robertson

## Rating Scale

**0 Absent - component is missing**

**1 Unsatisfactory - needs significant improvement**

**2 Somewhat satisfactory - needs targeted improvements**

**3 Satisfactory - discretionary improvement needed**

**4 Very Satisfactory - no improvement needed**

Instructions: As you move through the online course materials, score the course based on the criteria below. If you don't understand a particular criterion, hover over the cell of the criterion to see an additional note that offers additional information. These explanations come from a supplemental document (SD) created by iNACOL and Region 4, and are used with permission. When giving a score of 2 or below, please give a specific comment to explain the score, and offer recommendations to improve the course in this area. The "instrument" column is optional, and it provides a place where you are invited to give feedback on using the instrument for reviewing this course. You can give feedback on individual standard indicators by using the corresponding cell, or you can give general feedback in an optional cell at the bottom of the spreadsheet.

Standard A: Content		Score	Comments
A.1	The course goals and objectives are measurable and clearly state what the participants will know or be able to do at the end of the course.	4	It seems apparent right from the onset that Jason Watts is probably an experienced teacher in blended learning. He seems sharp as his well-developed course suggests. He appears to me as one who would make sure he meets all requisite criteria.

A.2	The course content and assignments are aligned with state's content standards or nationally accepted content standards set for Advanced Placement courses, technology, computer science, or other courses whose content is not included in state standards.	4	see above
A.3	Course tasks and assessments align with the required local, state, and national assessments that are associated with the course.	4	see above
A.4	The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.	4	
A.5	Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.	4	This course should be part of a core curriculum and mandatory (if it is not already) amongs 8th graders in his school system.
A.6	Sufficient learning resources and materials to increase student success are available to students before the course begins.	4	Watts provides helpful resources like a calculator, Google shortcut, dictionary link,
A.7	A clear, complete course overview and syllabus are included in the course.	0	A link for a syllabus existed but there was no syllabus to view.
A.8	Course requirements are consistent with course goals, representative of the scope of the course, and clearly stated.	4	A written standard for every lesson was present and an outstanding addition. Further, lesson learning objectives wee spelled out in a/b/c format and were easy to understand and served as a guide to follow. Excellent.
A.9	Information is provided to students, parents and mentors on how to communicate with the online teacher and course provider, including information on the process for these communications.	2	While the discussion boards and instructor email were provided for students, there was no overt outreach to parents and mentors explicitly included.
A.10	Issues associated with the use of copyrighted materials are addressed.	3	This was not overtly addressed but the project based learning tools utilized throughout the module indicated their authorship (ie., PowerPoint, Google, Wordle, Windows Movie Maker, etc.)
A.11	Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.	3	business." The lesson plan and presentation of data, in my opinion, held true to the scope of the course. Discussion board instructions gave clear and concise directives and did
A.14	Assessment and assignment answers and explanations are included.	4	The LMS was designed to enable students to track grade progress after completing assignments and assessments. Watts even explained in his training videos how this worked and what to do if a student did not see his/her grade.
<b>Standard B: Instructional Design</b>		<b>Score</b>	<b>Comments</b>
B.1	Course design reflects a clear understanding of student needs, and incorporates varied ways to learn and multiple levels of mastery of the curriculum.	4	Watts has given thought to the instructional design piece and put together a well thought-out design.

B.2	The course is organized into units and lessons.	3	Watts calls them "tasks" instead of modules, units, or lessons. He lists 12 such tasks but mysteriously omits task 9,10, and 11 and instead goes from Task 8 to Task 12 in a non-sequential order. There may be a plausible explanation for this but for a reviewer like myself, I am not privvy to that reasoning.
B.3	The course unit overview describes the objectives, activities and resources that frame the unit. It includes a description of the activities and assignments that are central to the unit.	4	This where Watts instrutlional design shines.
B.4	Each lesson includes a lesson overview, content and activities, assignments, and assessments to provide multiple learning opportunities for students to master the content.	3	While each task is built well and of reasonably length and scope, each unit does not always provide an assessment per se. I don't object to this at all and think that to place a quiz or assessment in each task, lesson, or module may be unnecessary and prefer to allow a student's work to speak for itself.
B.5	The course is designed to teach concepts and skills that students will retain over time.	4	Each componet are critical life skills to a student living in a 21st century culture.
B.6	The course instruction includes activities that engage students in active learning.	4	Some of the assignments were so interesting, I found myself as a reviewing stopping the review to actually do the assignments (example: Wordle)!
B.7	Instruction provides students with multiple learning paths to master the content, based on student needs.	4	
B.8	The teacher engages students in learning activities that address a variety of learning styles and preferences.	4	At the 8th grade level, I am not seeing the emergency of podcasts, vidcasts, or a lot of other projects and can be directly linked back to catering to multiple learning styles. But again, I don't see this as a negative. Watts has a limited amount of time to pesent a limited amount of basic information for business technology literacy and I think that he is very successful in doing so. Watts includes a learning style assessment in Task 2.
B.9	The course provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.	4	Watts has build in choice, rewards innovation, and makes room for opinion.
B.10	The course reflects multicultural education and is accurate, current and free of bias.	4	
B.11	The teacher can adapt learning activities to accommodate students' needs.	3	While this is not easily found in written form in the LMS, the assumption is that teaching at this public forum will comply with all ADA parameters and conform to Section 508 of the code.

B.12	Readability levels, written language assignments and mathematical requirements are appropriate for the course content and the students.	4	While this course is for an 8th grade student, I know there are adults in business technology professions that do not have the skills or experience that these students will have upon completion of this course.
B.13	The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.	4	
B.14	The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.	4	Discussion boards abound.
B.15	The course provides opportunities for appropriate student interaction with the content to foster mastery and application of the material.	4	
B.16	Students have access to resources that enrich the course content.	3	Good resources tab

<b>Standard C: Student Assessment</b>		<b>Score</b>	<b>Comments</b>
C.1	Student evaluation strategies are consistent with course goals and objectives, representative of the scope of the course and clearly stated.	4	Watts was careful to think the standard of student assessment through. He build in bonus points, 4 discipline steps when points begin to fall, he reviewed the scoring rubric for discussion posts, he accomodated peer grading (example: using stars to rate peer posts - 1 star for a poor post and 5 stars for a good post.)
C.2	The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	4	
C.3	Ongoing and frequent assessments are conducted to verify each student's readiness for the next lesson.	3	
C.4	Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades.	4	The LMS is designed to help students track progress and made course corrections.
C.5	Assessment materials provide the teacher with the flexibility to assess students in a variety of ways.	4	I think the teacher has built in flexibility with his ability to assign fair grades.
C.6	Grading rubrics and models of partially to fully completed assignments are provided to the teacher.	3	
C.7	Grading policy and practices are easy to understand.	4	

<b>Standard D: Technology</b>		<b>Score</b>	<b>Comments</b>
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D.1	The course architecture permits the online teacher to add content, activities and assessments to extend learning opportunities.	4	The technology piece of this course is excellent.
D.3	The course is easy to navigate.	3	
D.4	The course makes maximum use of the capabilities of the online medium and makes resources available by alternative means; e.g., video, CDs and pod casts.	4	
D.5	Hardware, Web browser and software requirements are specified.	4	
D.6	Prerequisite skills in the use of technology are identified.	4	
D.7	The course utilizes appropriate content-specific tools and software.	4	
D.10	The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access for all students.	4	

<b>Standard F: 21st Century Skills</b>		<b>Score</b>	<b>Comments</b>
F.1	The course intentionally emphasizes 21st century skills in the course, including using 21st century skills in the core subjects, 21st century content, learning and thinking skills, ICT literacy, self-directed learning, global awareness, and includes 21st century assessments, as identified by the Partnership for 21st Century Skills.	4	This is a wonderful class that, again, should be mandated as core curriculum if is not already.

**Course Strengths**

[NOTE: You may have to double-click this line to expand for full comment. - DSR] (1) I thought the instructor-designed Jing videos were outstanding and supe

**Instructor-student interaction (Describe the type of interaction and its frequency and quality.)**