

# Online Course Review Instrument

Course review of "Introduction to Digital Photo Editing" learning module by Barry Thibault

<b>Course :</b>	Introduction to Digital Photo Editing
<b>Grade Level:</b>	n/a
<b>Teacher(s) of Course:</b>	Barry Thibault
<b>School (HCOA or Luella):</b>	UWG
<b>Date of Review:</b>	2/17/2011
<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.

<b>Standard A: Content</b>		<b>Score</b>	<b>Comments</b>
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	Good job in this area.
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.	n/a	
A.3	Course tasks and assessments align with the required local, state, and national assessments that are associated with the course.	n/a	
A.4	The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.	4	There are many good resources, exercises, and discussion opportunities provided.

A.5	Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.	n/a	
A.6	Sufficient learning resources and materials to increase student success are available to students before the course begins.	4	
A.7	A clear, complete course overview and syllabus are included in the course.	4	
A.8	Course requirements are consistent with course goals, representative of the scope of the course, and clearly stated.	4	
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	Email outside of CourseDen was the only communication offered. It might be helpful to include a phone # plus expanded communication hours beyond 8:30-3:45pm.
A.10	Issues associated with the use of copyrighted materials are addressed.	n/a	
A.11	Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.	0	Component was missing
A.12	Privacy policies are clearly stated.	n/a	
A.13	Instructor resources and notes are included.	3	Many outstanding resources provided
A.14	Assessment and assignment answers and explanations are included.	4	

<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	Numerous opportunities to learn the basics of photo editing
B.2	The course is organized into units and lessons.	4	Six modules
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.	2	Modules 1,2,3 had an introduction (not always at the beginning of the module), 4,5,6 could have used an introduction / overview as well.
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.	1	Lesson instructions were sporadic. Some lessons were links that were not explained in the module overview
B.5	The course is designed to teach concepts and skills that students will retain over time.	4	The learning module was very comprehensive and provided long-term resources.
B.6	The course instruction includes activities that engage students in active learning.	4	Very well thought-out activities make this course not only helpful but fun.
B.7	Instruction provides students with multiple learning paths to master the content, based on student needs.	4	Instructor designed course to allow students to share personal favorites and tasked to explain why.

B.8	The teacher engages students in learning activities that address a variety of learning styles and preferences.	4	Readings, web sites, video tutorials, and interesting project assignments characterize this course.
B.9	The course provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.	4	This is a comprehensive introductory course that could literally take a novice to an intermediate level in photo editing.
B.10	The course reflects multicultural education and is accurate, current and free of bias.	4	Persons from all walks of life could thrive in this course.
B.11	The teacher can adapt learning activities to accommodate students' needs.	n/a	I feel certain that Mr. Thibault would accommodate any student need or accessibility issue that was made known.
B.12	Readability levels, written language assignments and mathematical requirements are appropriate for the course content and the students.	4	All the written work by the instructor - from the syllabus, to the module introductions to discussion board explanations - were well written in error-free, clear language.
B.13	The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.	4	The quiz was designed to allow instant grade feedback. I expect that the discussion boards would be monitored regularly by Mr. Thibault and meaningful feedback provided.
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 and reviewing the work of peers were emphasized aspects of the course.
B.15	The course provides opportunities for appropriate student interaction with the content to foster mastery and application of the material.	4	students ample opportunity for personal growth in the subject area. One example is requiring students to locate an online
B.16	Students have access to resources that enrich the course content.	4	This course provided a better-than-average suite of outstanding resources.

<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	good working knowledge of what each assignment was worth to earn a grade.
C.2	The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	4	requirements provide adequate tools to assess mastery of the content.
C.3	Ongoing and frequent assessments are conducted to verify each student's readiness for the next lesson.	3	designed the course to allow students to see what was due and when with dates and even offered instructions for those
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.	3	The assignment structure and discussion boards in particular offer opportunities for the student to exhibit progress.
C.5	Assessment materials provide the teacher with the flexibility to assess students in a variety of ways.	3	
C.6	Grading rubrics and models of partially to fully completed assignments are provided to the teacher.	4	The grading rubric was clear.

C.7	Grading policy and practices are easy to understand.	4	
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Standard D: Technology		Score	Comments
D.1	The course architecture permits the online teacher to add content, activities and assessments to extend learning opportunities.	4	The instructor utilized many good technology options.
D.2	The course accommodates multiple school calendars; e.g., block, 4X4 and traditional schedules.	n/a	
D.3	The course is easy to navigate.	4	The modular design with enumerated lessons worked well.
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.	2	Some of the links were not operational. Lesson 1.8, 6.1, and 6.2 didn't work within CourseDen and to go to an outside link forced the student to re-login CourseDen from scratch.
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.	n/a	

Standard F: 21st Century Skills		Score	Comments
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.	3	The topic of his class is a 21st century skill in itself.

Course Strengths
<p>The topic is relevant. The syllabus (1.1) was well-written. The student sample project (1.5) was excellent. The selected web tools were outstanding choices (1.8, 1.9, 2.3, 5.2). Discussion boards were clear with good discussion prompts (ie., 2.2, 5.1).</p>