



**PEER COURSE REVIEW by Kam Chi Chan
RUBRIC**

(FY 05/06 – ABBREVIATED & EDITED)

I. COURSE OVERVIEW AND INTRODUCTION

General Review Standard: The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

| Specific Review Standards: | Points | Yes | No | Notes |
|--|---------------|------------|-----------|---|
| I.1 Navigational instructions make the organization of the course easy to understand. | 2 | 2 | | Course navigation instructions are presented clearly in Blackboard Learn (BL) and video demo – the webpage information is very easy to follow |
| I.2 A statement introduces the student to the course and to the structure of the student learning. | 2 | 2 | | Course introduction and the structure of student learning are explained clearly in the syllabus, and the BL announcements and orientation video |

Comments and Recommendations: The following comments and recommendations by the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments

Very thoughtful design of the course Blackboard Learn and syllabus – information presented in both orients learners effectively. Learners are easy to find information from the BL “Announcements,” “START HERE,” “Weekly Modules,” etc. Dr. Trekles also made BL available for students on January 4, several days before the semester started. It is obvious that Dr. Trekles tried to ensure that students had enough time to be familiar with the course design and ask questions in the 1st class online meeting.

II. LEARNING OBJECTIVES (COMPETENCIES)

General Review Standard: Learning objectives are clearly defined and explained. They assist the student to focus learning activities.

| Specific Review Standards: | Points | Yes | No | Notes |
|---|---------------|------------|-----------|---|
| II.1 The learning objectives of the course describe outcomes that are measurable. | 3 | 3 | | All learning objectives are aligned with state and InTASC standards and specific measurable course assessments such as rubrics and frequency and quality of joining online discussions. |
| II.2 The learning objectives address content mastery, critical thinking skills, and core learning skills. | 2 | 2 | | Learning objectives address content mastery, critical thinking skills, and core learning skills, as they were aligned with state and national standards which focus on specific content knowledge and core learning skills. |
| II.3 The learning objectives of the course are clearly stated and understandable to the student. | 2 | 2 | | Learning objectives are clearly presented in the syllabus and course assignments. |
| II.4 Instructions to students on how to meet the learning objectives are adequate and easy to understand. | 1 | 1 | | How to meet the learning objectives are clearly presented in syllabus and each assignment guideline, and they are easy to understand. Dr. Trekles always encouraged students to ask questions in her announcements. |
| II.5 The learning objectives of the course are articulated and | 1 | 1 | | Each weekly module has its objective(s). Dr. Trekles includes a short description for each |

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| specified on the module/unit level. | | | | weekly module. |
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| Learning objectives are clearly defined and explained in the syllabus and weekly module learning activities. | | | | |

III. ASSESSMENT AND MEASUREMENT

General Review Standard: Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

| Specific Review Standards: | Points | Yes | No | Notes |
|---|--------|-----|----|---|
| III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. | 3 | 3 | | Various types of assessments (e.g., lesson unit, online discussions via Flipgrid, digital portfolio via Seesaw, attendance in virtual meetings) to assess student learning that are consistent with course objectives |
| III.3 Assessment and measurement strategies provide feedback to the student. | 3 | 3 | | Dr. Trekles provides students with feedback through various assessments. Students are also encouraged to ask questions through email or BL Q&A Board. |

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| Comments and Recommendations: The following comments and recommendations by the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments |
| Assessments were well designed. Each assessment has its purpose: it measures how well particular lesson objectives are met and assesses student progress |

IV. RESOURCES AND MATERIALS

General Review Standard: Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

| Specific Review Standards: | Points | Yes | No | Notes |
|---|--------|-----|----|---|
| IV.1 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject. | 3 | 3 | | Although there is no textbook for the course, relevant videos and articles were posted in the BL Weekly Modules. Guest speakers who shared their views and thoughts in the videos are experts in the field. |
| IV.2 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student. | 2 | 2 | | Instructional materials are relevant to <i>Lifelong Health and Wellness for Teachers and Children</i> . Information is usable for elementary education candidates. |
| IV.4 The instructional materials are consistent in organization | 2 | 2 | | Instructional materials are well organized and presented in the BL Weekly Modules |
| IV.5 All resources and materials used in the online course are appropriately cited. | 1 | 1 | | Dr. Trekles provided a clear description of all resources and materials used in BL. |

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| Comments and Recommendations: The following comments and recommendations by the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments |
| Instructional materials are sufficiently comprehensive to achieve course objectives and learning outcomes. Information presented in the videos was from the guest speakers who are experts in the field. |

V. LEARNER INTERACTION

General Review Standard: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

| Specific Review Standards: | Points | Yes | No | Notes |
|---|---------------|------------|-----------|---|
| V.1 The learning activities promote the achievement of stated objectives and learning outcomes. | 3 | 3 | | Learning activities such as online discussions, videos reviewing and sharing, lesson planning support students to achieve course objectives. |
| V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction. | 2 | 2 | | Flipgrid and Seesaw learning activities foster instructor-student, content-student, and student-student interactions in an e-learning environment. |
| V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.) | 1 | 1 | | As stated in her course syllabus and BL Announcement, Dr. Trekles returns emails/calls within 24-48 hours, and returns completed assignments within 48-72 hours of the due date. It was indicated in the BL Announcements (as of April 29, 2019) Dr. Trekles has followed her prompt response policy. |

Comments and Recommendations: The following comments and recommendations by the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments

The learning activities are effectively designed for promoting instructor-student and student-student interactions.

VI. COURSE TECHNOLOGY

General Review Standard: To enhance student learning, course technology enriches instruction and fosters student interactivity.

| Specific Review Standards: | Points | Yes | No | Notes |
|--|---------------|------------|-----------|--|
| VI.1 The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments. | 2 | 2 | | The tools and media, learning objectives, and assessments are all aligned. |

Comments and Recommendations: The following comments and recommendations by the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments

The technology and e-learning environment are effectively and positively enhance student learning about lifelong health and wellness for teachers and children. The Flipgrid and Seesaw learning/assessment activities effectively enrich instruction and foster student interactivity.

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| TOTAL POINTS (out of 35 possible): | 35 |
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