

Course Code: ETH301

Title: Business Ethics

Reviewer: Keyonda Smith, Ph.D
Instructional Designer

ACHIEVED

- Information is provided to help learners understand the purpose of the course and how the learning process is structured and executed, including course schedule, delivery modalities (online or blended), modes of communication, types of learning activities, and how learning will be assessed.
- Learner introductions are available at the beginning of the class. This helps create a welcoming learning environment and a sense of community. Learners are asked to introduce themselves and given guidance on where and how they should do so.
- The course and modular level objectives are measurable, aligned, and clearly describe what learners will learn and be able to do if they successfully complete the course.
- All learning objectives are stated clearly and written from the learner's perspective.
- The relationship between learning objectives and course activities is clearly stated. Learning objectives are integrated throughout the course and are not just listed in the syllabus. A relationship exists between the stated learning objectives and course activities.
- The learning objectives are suited to the level of the course.
- Learners are provided a clear, written statement that fully explains how course grades are calculated.
- Learners are provided with a clear and complete description of the criteria that will be used to evaluate their work and participation in the course.
- Multiple assessment strategies are used: Case, SLP, and Discussion, which require learners to apply what they learn and to think critically. The assessments are sequenced to promote the learning process and to build on previously mastered knowledge and skills gained in this course.
- The instructional materials contribute to the achievement of the stated course and modular learning outcomes.
- The purpose of instructional materials and its use for learning activities are explained at the end of the modules. I would recommend placing this connection in the [beginning of the module](#) to prepare learners on how they are going to achieve the objectives based on the Case Study, SLP, and Discussion.
- Your course presents a variety of instructional material sources to include textbooks and other publications, instructor-created resources, websites, e.g., and multimedia to ensure learners have a variety of options for how they consume content, e.g., reading, viewing a video, listening to a podcast.
- The distinction between required and optional materials is clearly outlined on the background page of each module.
- Learning activities align with the course and module objectives, assessments, and instructional materials, by engaging learners in activities that promote mastery of the stated learning objectives

- Learning activities provide interactions that support active learning. Learners are provided with the opportunity to engage with the content and with one another. It would be beneficial to implement a strategy to promote learner-instructor engagement.
- The requirements for learner interaction are clearly stated. A clear explanation of the requirements for learner interaction is provided in the discussions section. This helps learners plan and manage their class participation, and is important for promoting learners' active involvement in the course.
- The tools used in the course support the stated learning objectives.
- Your use of the discussion boards promotes learner engagement and active learning. I would recommend to improve collaboration investigate Interactive tools, real-time software, such as real-time collaborative tools, webinars, and virtual worlds
- Technologies required in the course are readily obtainable. The hardware and peripherals necessary to complete all course activities are obtainable.
- The course's homepage contains a section titled, "[Help for Students](#)", articulate, or link to a clear description of the technical support offered and how to obtain it.

NEEDS DEVELOPMENT

- It may be helpful for learners to receive instructions that provide a general course overview, schedule of activities, guides them to explore the course site, and indicate what to do first, in addition to listing detailed navigational instructions for the whole course. This can be achieved with a "Start Here" heading that details course exploration.
- Particularly new learners benefit from being provided with the expectations for how they are to communicate in the online classroom. This can be achieved by including a "Netiquette" section on the [policies page](#) that clearly stating expectations for online discussions, email, and other forms of communication. Since learner behavior is culturally influenced, it is important to be explicit about standards for communication that apply in the course.
- [Here on the Policies page](#), you provide a listing of institutional policies. However, provide no direct information or direct links (ADA issue). This can be achieved by including a short description of policies surrounding address such matters as student conduct, academic integrity, late submission of assignments, the grade of "Incomplete," withdrawal without penalty, confidentiality in the classroom, student grievances, electronic communication, etc., or a **direct** hyperlink to its location within the student handbook.
- Minimum technology requirements and instruction for use are not stated in the course. To achieve this provide learners with detailed, clearly worded information regarding the technologies they will need throughout the course. The word "technologies" covers a wide range, including hardware, software, subscriptions, and plug-ins. For example, speaker, microphone, high-speed internet, software, etc.
- Adult Learners are more likely to inquire about any prerequisite knowledge and/or competencies. Discipline knowledge prerequisites specify other courses that would enable the learner to meet the requirements. To achieve this include prerequisite knowledge and/or competencies within the course, in documents linked to the course, or in supporting material

provided to the learner by another means. It is acceptable to employ a link to that information and/or a reminder of it for the learner.

- I was unable to locate a section providing learners with an initial introduction from the instructor. This creates a sense of connection between the instructor and the learners. It presents the instructor as professional as well as approachable, and includes the essentials, such as the instructor's name, title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone. A good place for this is in the syllabus section "About Your Instructor" and/or the "[Introduce Yourself](#)" message board.
- I was unable to identify how Module 2 Learning Outcome, "Describe how ethically grounded organizations evolve" is assessed. To make certain this outcome is met and achieve this component, include a prompt to provide learners with an opportunity to demonstrate their ability to "describe" the event. Additionally, use succinct language so learners can make connections between objectives and assessments, for example, the term "evolve" is only used in the learning objective, as it is the action, it's integral and should be used again in the assessment.
- Learners are not provided opportunities to self-check via quizzes and activities, or other types of practice opportunities that provide timely feedback. Such assignments may be voluntary and/or allow multiple attempts. This can be achieved by allowing "draft" submissions, self-mastery tests, interactive simulations, or providing them with a "model" "exemplar" paper for reference.
- I was unable to locate your plan for classroom response time and feedback on assignments. Learners are better able to manage their course activities when they know upfront when to expect feedback from the instructor. This can be achieved by providing clear information about when learners will receive feedback responses to emails and discussion postings, assignments, and grades. A good place for this would be in the syllabus.
- Course instructions do not include information pertaining to the institution's accessibility policies and services. I suggest including accessibility policies or accommodation statements of services and accommodations that are available for learners with disabilities and inform the learner how such services may be obtained. This is typically placed in the syllabus.
- **Within** the course, I was unable to locate an explanation of how the institution's academic support services and resources can help learners succeed in the course and how they can obtain them. This can include an online orientation; access to library resources; a readiness assessment or survey; testing services; tutoring; non-native language services; writing and/or math centers; tutorials or other forms of guidance on conducting research, writing papers, citing sources, using an online writing lab, and using course-specific technology; supplemental instruction programs; and teaching assistants. If it is available **outside** of the course, a link to this information is sufficient.
- The course navigation may pose challenges to learners with limited dexterity. The LMS requires extensive scrolling which may make it difficult for learners to locate where they are within the course and return to the home page from any location.

- Your course lacks information about the accessibility of all technologies required in the course. For example, you are using Pearson's third party plug in's for tutorials and podcasts. A link to Pearson's accessibility statement for that software plug in is beneficial to some learners.