

Course Title

LEADING ORGANIZATIONAL CHANGE (Ed.D)

Course Design

Goals and Objectives

A “start here” module link would have been helpful in guiding the student throughout the course. As a professor, I know to look in the syllabus or modules for course goals/objectives. The syllabus does not contain goals/objectives. However, learners may not know to go into the module link to identify the course goals and objectives. A “start here” link would have been a great way to identify the components of your course.

Rating: 4

Content Presentation

Content is “chunked” in manageable segments. Navigation is intuitive. It would be helpful to advise students of links that require a login to access information. Content is presented using a variety of appropriate mechanisms. Discussion board links should be available within module for convenience. The Discussion Board could have simply been a hyperlink to bring learners to the discussion board without accessing left navigation menu. Awesome job on consistency. The “Course Expectations” content page should have been on the “Course Information” page. This is a great dialogue of the instructors expectations and what the instructor expects from students. I was not expecting to find this on the same page as learning modules.

Rating: 3

Learner Engagement

Instructional strategies are designed to help students to reach course goals and objectives, although this relationship may not be obvious to learners. Multiple instructional opportunities are not provided for nontraditional learners. Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models.

Rating: 4

Technology Use

LMS tools are made available to assist students, but could be organized or arranged for even greater usefulness, for example: The assignments/tests should have also been available within the module. A simple link to the Assignment/Test page would have been acceptable. Otherwise, learners must leave the module to access the assignment (only a few extra clicks, but consider some students may be using mobile phones, tablets or assistive technology). There is little variety in use of technologies within the LMS. This course would have greatly benefitted from the use of the LMS group features.

Rating: 3

Interaction and Collaboration

Communication Strategies

The discussion boards offer opportunities for synchronous and/or asynchronous interaction. Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives.

Rating: 6

Development of a Learning Community

A group exercise or group discussions would have been a great addition to building a learning community in this course. The discussion board activities require student-to-student interactions; however, rubrics are not available to display how learners are being assessed. More focus is needed on designing activities and a course climate that foster student-to-instructor interaction.

Rating: 3

Interaction Logistics

Little information is provided regarding what constitutes a “good” response or posting (rubric). Guidelines explaining required levels of participation (e.g., quantity of interactions) are provided.

Rating: 3

Assessment

Expectations

Great job on placing the objectives within the discussion board, as this course relies heavily on assessing students via the discussion board, therefore they are able to immediately link the assessment with its objective. Rubrics were available within the Assignment/Test menu. Assignments were only obtainable through this navigation menu. The assignments/tests should have also been available within the module. A simple link to the Assignment/Test page would have been acceptable. Otherwise, learners must leave the module to access the assignment (only a few extra clicks, but consider some students may be using mobile phones, tablets or assistive technology). The discussion boards are graded, however, I was unable to find the rubric to explain how I'm being assessed and guide me to appropriately communicate asynchronously. The syllabus did not contain rubrics, nor were they available with assessed learning activities.

Rating: 4

Assessment Design

The discussion boards provoke higher order thinking. The assessments are reliable in measuring if the learner achieved the course objectives. Student are assessed frequently through the discussion board and research papers.

Rating: 5

Self-Assessment

Learners can self-assess through discussions. Although self-assessments are not explicitly stated in the course, they will gain an understanding of their performance through the discussions as peer feedback.

Rating: 4

Learner Support

Orientation to Course and LMS

There are no tutorials on course navigation or the LMS. Tutorial materials that explain how to navigate the LMS and/ or the specific course may be included, but I was unable to find it. There is a link to CityU help center, but that required the student to leave the course and access an external Link. There should be a tutorial embedded within the course. I was unable to locate an orientation to navigating the course.

Rating: 2

Supportive Technologies

Required and optional technology needed for the course was absent. This should be included with the syllabus and as a part of the course orientation. There is a “Course Resource Guide”, it may have been available within that link, but it required a user login. Learners should be able to access this within the LMS without navigating to an external link.

Rating: 2

Instructor Role and Information

The instructor did a great job at creating a “Communications” navigation menu. This menu item was easy to find and provides the learner with instant and detailed communication options. The “Course Expectations” content page should have been on the “Course Information” page. This is a great dialogue of the instructors expectations and what the instructor expects from students. I was not expecting to find this on the same page as learning modules.

Rating: 6

Course/Institutional Policies & Support

Links to institutional policies, materials, and forms relevant for learner success are clearly labeled and easy to find. The Learning Resource Link on the left navigation menu provided academic support. The instructor included CityU’s course catalog on the Course Information page.

Rating: 6

Technical Accessibility Issues

The assignments/tests should have also been available within the module. A simple link to the Assignment/Test page would have been acceptable. Otherwise, learners must leave the module to access the assignment (only a few extra clicks, but consider some students may be using mobile phones, tablets or assistive technology). Alternative file types are not provided if specific technology is required to which some learners may not have access.

Rating: 4

Accommodations for Disabilities

Module 2 and Module 9 has bold/red due date reminder: ***Due Sunday: Organizational Transition Challenge*** and ***Due Sunday: Comprehensive Transition Plan***. Per ADA guidelines, important information, such as due dates, should not be conveyed or highlighted using color. Videos do not have supplementary transcripts (Closed Captioning) or compatible content to provide an ADA student with an alternative method to receiving the lesson.

Rating: 4

Feedback

Feedback mechanisms do not guarantee privacy to the student; however, learners do have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion.

Rating: 4