Course Title

EDUCATIONAL COMPUTING LEVEL I

Course Description

This course is study of a variety of applications of computers within the curriculum to improve learning and educational opportunities. Includes software evaluation, selection, and use of various computer-based applications. Approved by the California Commission on Teacher Credentialing to meet Level I requirements for a Preliminary Credential.

Course Design

Goals and Objectives

Course objectives were clearly stated in the syllabus and aligned with modular content. Objectives were measureable and observable. I would suggest logically sequencing the syllabus course objectives with the modular content. This way, as the students' progress through the course, the sequential order can guide their next objective.

Rating: 6

Content Presentation
Content is chunked and organized in the LMS as modules. Each module is consistent with the cover page including course objectives, assignments, and an agenda of what will be covered during that module.

Rating: 6

Learner Engagement
The instructor provided screenshots of interactions with students during the course, while protecting their identities. Learners were engaged with discussions and began to show signs of community building and social presence with guidance from the instructor. The instructor included a video demonstrating how learners can upload pictures of themselves to increase engagement.

Rating: 6

Technology Use
Instructor utilized "Move Note" to demonstrate procedures. The instructor included video instructions for some assignments, which were embedded and did not require the student to leave the course. Moreover, the Excel Project Simulation in Week 5 using Adobe Captivate was a great addition. It may be helpful if the instructor's weekly check-in's were embedded into the LMS instead of opening a new window to the full YouTube site.

Rating: 5

Interaction and Collaboration

Communication Strategies

The instructor did a fantastic job at staying present in the course! She performed regular video check-in's and appropriately facilitated the message boards. The instructor provided video instructions for assignments providing learner's with her voice and a better sense of human behind the screen.

Rating: 6

Development of a Learning Community
Learners were actively engaged with the instructor on the message boards. The instructor provided opportunities for fun and relaxed exchanges of communication while also incorporating the achievement of course objectives and enhancing opportunities for knowledge acquisition. For example in an introduction message board, the instructor requested students to upload their favorite meme. She explained the definition of a meme, as the activity was an introduction, fun and light-hearted it adhered to Objective #1: "Students are familiar with basic principles of operation of computer hardware and software…."

Rating: 6

Interaction Logistics
The instructor provides a section of the syllabus "Regular Effective Feedback" which explicitly outlines student and instructor feedback expectations. Assignment rubrics provide peer feedback guidelines and online collaboration expectations.

Rating: 6

Assessment

Expectations
The syllabus displays graded assignments and point values. The course schedule displays learning activities and its associated graded assignment. The modular assessments appear to measure course objectives sufficiently. Course objectives and assignments are listed on module front page to further display alignment.

Rating: 6

Assessment Design
Course assessments scaffold and accurately measure objectives. For example Module 2 "Obj.7 -- Collaborate and communicate with colleagues online using a variety of technologies" is satisfied through several assignments requesting learners to participate in variety of collaboration

and communication technologies. Week 1 asks learners to join a website team, Week 7 tasks learners to participate in a blog, and Week assigns learners to provide peer feedback.

Rating: 6

Self-Assessment
Peer review and assessment opportunities are available within the course. However, I was unable to locate self-checks or self-scoring quizzes to allow learners to self-assess their knowledge. I would suggest self-checks or knowledge checks at reasonable intervals throughout the course. Additionally, interactive games or simulations that allow learner manipulation may be assist with progress tracking.

Rating: 4

Learner Support

Orientation to Course and LMS
The instructor provides excellent videos explaining resources for students new to the course, the institution, and online learning. She provides links for technology assistance, catalogs, instructions on how to access their grades, and a plethora of additional orienting information. As the instructor has set the course to open on the "Home" page, when learners select "syllabus", it is linked directly to the syllabus tab and misses the awesome "Welcome" message. The learner would have to double back to see the message and frankly may miss it. I would recommend a "Start Here" button on the left navigation that links to "Welcome", "Syllabus", "Introductions", etc.
Rating: 5

Supportive Technologies
The syllabus explicitly outlines required texts and resources to include software and versions and provides links to free downloads.

Rating: 6

Instructor Role and Information
The instructor outlined her role in the course during her Welcome video and in the syllabus.

Rating: 6

Course/Institutional Policies & Support
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Great way to provide thorough and valuable detail and a video of the syllabus. I would like to suggest including a withdrawal policy in the syllabus or linked to the university's withdrawal policy. Students may benefit from knowing how much time they have to withdraw from the course without penalty. Moreover, if students need information regarding grievances, the syllabus is a common place where they go to locate the policy. It might be helpful to include the grievance procedure here or a link to the University's grievance policy.

I like the way you included the Academic Honesty, instead of using "Dishonesty". Awesome detail regarding "Late Assignments". It may be helpful if you placed the "Regular Effective Contact" information after "Instructor Contact Information". This edit will reduce scrolling and better satisfies section 508 ADA best practices for learners with limited or reduced mobility/dexterity.

As students will be assigned a project related to building a website, they may have questions regarding confidentiality procedures in regards to who may, or may not, be able to access their finished products. It would useful to address the confidentiality of their assignments and products preemptively.

Rating: 3

Technical Accessibility Issues
Course materials are accessible. All videos are accompanied with a transcript. Videos are streamed.

Rating: 6

Accommodations for Disabilities
Transcripts, transcripts, transcripts!!! This instructor exceeded expectations to ensure course access equity and outstanding universal design. Instead of transcribing videos, the instructor included the transcript, which was simply the PowerPoint presentation with notes. The transcripts provided in Microsoft Word passed the Word Accessibility checker with "no issues found". One minor note, in the instructor's narrative, she stated "alt text" was used. However, when I attempted to obtain "alt text" descriptions for the tables on the syllabus page, they would not appear in student view. Besides that minor hiccup, this is a very accessible course. KUDOS!

Rating: 6

Feedback
The instructor provides a mid-course and end of course evaluation.

Rating: 6