

**Peer Review**  
**Sharon Russell's Online**  
**EDEC 663 OLA Intervention in Literacy Learning**  
**Fall 2019**

**Performed by Cathryn Chappell**

I had the privilege of reviewing Sharon's online in the Fall of 2019. I have included my version of the Quality Matters Rubric below, just to make sure I have looked at everything that matters in an online course. But first, I will review my journey through the Blackboard site as an observer/student.

The course opens to the Announcements page and the first announcement has lots of information. I would include this information on the syllabus as well. The course and the rationale for assignments are well described and make the course sound interesting. I did not see a Start Here link on the left that was referenced in the announcement, however.

Instructor intro: What is the ACRI model (spell it out)? Also a picture of you, maybe one of Penn State logo, would be nice.

Discussions – I would put a link to the how to succeed in discussions document in the initial welcome. I would also call it by your name – “Dr. Russell’s instructions and rules for discussions” or something like that. It appears to be a generic how-to which some may ignore, however, reading it shows that there are tons of info specific to your grading and the course. Great tool by the way.

Including a place for students to introduce themselves, either with bios or pictures or both, would also make the beginning seem more welcoming.

The syllabus was very thorough and included all the things that the Quality Matters rubric specifies (a very comprehensive list). The following is a list of suggestions:

- FYI there are no Ds in Graduate courses (page 2).
- After the Grade distribution on page 2, I would insert the description of field and the course outline (schedule).
- I would add a column on the outline with what is due each week.
- Move the KSDs etc later – students may refer to them but they don’t need to read all of them right away.

Module One was very intense. If it is at all possible, I would have them identify, get permissions, etc. their struggling student but not have so much due about that child the first week. Busy teachers may fall way behind right from the start so if you can push the pre-assessments etc. of the student forward a week, I think it will lessen the stress and anxiety. I can tell there is a lot for them to cover but see if you can make that work.

I would like to see a brief list of what to do, what is due, etc. at the beginning of the first few modules so they can wrap their head around it. The way it is now makes it seem very daunting. A quick list at the beginning may make it seem more doable.

The Content was a nice mix of readings, ppts, video links, contemporary content, as well as important historical references. I found the directions and the expected content, to be very comprehensive. The course looks rigorous and very instrumental in educating reading specialists. Most of my suggestions, etc. are minor and designed to make a great course even better.

All in all, the course looks very effectively done online and the content and analysis required of the students is equal to, or greater than what would be done in a face-to-face course. I would certainly say that the “seat time” if we even really measure this anymore, is more than met in this course.

**Quality Matters Rubric Standards 2011 - 2013 edition  
with Assigned Point Values**

Course:	Possible Points	Scored Points	Comments
Reviewer: Dr. Cathryn Chappell 12/17/19			
<b>GETTING STARTED</b>			
1.1 Instructions make clear how to get started and where to find various course components.	3	<u>3</u>	Lots of info right away on announcements page.
1.2 Students are introduced to the purpose and structure of the course.	3	2	Purpose very clear – structure a bit confusing.
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.	2	<u>2</u>	Good discussion board instructions and communication is clear.
1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.	2	2	All policies are clearly stated.
1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	1	Clear.
1.6 Minimum technical skills expected of the student are clearly stated.	1	1	Very clear.
1.7 The self-introduction by the instructor is appropriate and available online.	1	1	Good
1.8 Students are asked to introduce themselves to the class.	1	<u>0</u>	Did not see this.
<b>LEARNING OBJECTIVES</b>			
2.1 The course learning objectives describe outcomes that are measurable.	3	3	Yes
2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3	3	Yes
2.3 All learning objectives are stated clearly and written from the students' perspective.	3	3	Yes
2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3	3	Yes
2.5 The learning objectives are appropriately designed for the level of the course.	3	3	Yes
<b>ASSESSMENT</b>			
3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3	3	Yes
3.2 The course grading policy is stated clearly.	3	3	Yes except for page 2 on syllabus.

3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.	3	3	Rubrics available for all assignments.
3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.	2	2	Much variety, in sequence, and relevant.
3.5 Students have multiple opportunities to measure their own learning progress.	2	2	Gradebook is specific and accessible.
<b>INSTRUCTIONAL MATERIALS</b>			
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3	3	Yes
4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	3	Yes, although a bit disjointed in some modules.
4.3 All resources and materials used in the course are appropriately cited.	2	2	Yes
4.4 The instructional materials are current.	2	2	Yes
4.5 The instructional materials present a variety of perspectives on the course content.	1	1	It appears so.
4.6 The distinction between required and optional materials is clearly explained.	1	1	I believe all are required?
<b>ACTIVITIES &amp; ASSIGNMENTS</b>			
5.1 The learning activities promote the achievement of the stated learning objectives.	3	3	Very hand-on.
5.2 Learning activities provide opportunities for interaction that support active learning.	3	3	Yes, discussion boards and real life experiences.
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	3	Yes
5.4 The requirements for student interaction are clearly articulated.	2	2	Yes
<b>TECHNOLOGY AND TOOLS</b>			
6.1 The tools and media support the course learning objectives.	3	3	Very clearly.
6.2 Course tools and media support student engagement and guide the student to become an active learner.	3	3	Yes
6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	3	2	Yes but not as much within the first few modules.
6.4 Students can readily access the technologies required in the course.	2	2	Yes
6.5 The course technologies are current.	1	1	Yes
<b>SUPPORT SERVICES</b>			
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	3	3	On syllabus
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	3	On syllabus
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	2	2	On syllabus
7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.	1	1	On syllabus.
<b>ACCOMODATIONS</b>			
8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.	3	3	On syllabus
8.2 The course contains equivalent alternatives to auditory and visual content.	2	1	Not sure. Rating meter shows a range here.
8.3 The course design facilitates readability and minimizes distractions.	2	2	Yes
8.4 The course design accommodates the use of assistive technologies.	2	?	Unsure