Review of
Practice: Computing the Probability of an Event

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OER: https://lumenlearning.com/courses?course=201 [New Window]

Interactive Learning Materials Evaluation[1]

(for quizzes, simulations, tutorials, self-directed learning modules, etc.)

1. Content Quality

(validity of the information and alignment with learning objectives)

The outcomes for this section include:

- Describing a sample space and simple and compound events in it using standard notation
- Calculating the probability of an event using standard notation
- Calculating the probability of two independent events using standard notation
- Recognizing when two events are mutually exclusive
- Calculating a conditional probability using standard notation

The questions being asked in the learning activity indeed align with the aforementioned outcomes. The answers associated with each question also appear trustworthy.

2. Activity Types

(learning activity, e.g. exercises, case studies, games, etc., matches the type and nature of the learning process)

The learning activity involves exercises that are fill-in-the-blank (with mathematical expressions). This type of activity is typical for math. Some questions also have a tutorial video linked. (Note: This video link disappears after answers are submitted. It probably would be more helpful if the link remained.)

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[1] The Interactive Learning Materials Review Criteria is from Shank, J. D. (2014). *Interactive open educational resources: A guide to finding, choosing, and using what's out there to transform college teaching.* San Francisco: Jossey-Bass.

3. Interactivity

(level of student engagement with the material)

The learning activity may serve as a “quick check” for students’ understanding of the reading. Some questions are complex enough in which a student may want to use scratch paper or a calculator on the side.

4. Feedback

(built-in feedback component to gauge understanding of the material)

After submitting answers, the student will receive immediate feedback in the form of question parts being marked either correct or incorrect. Unfortunately, no information is given as to why a part may be marked incorrect, and the student is NOT allowed another attempt. If the student wishes to attempt a question again, the current practice session needs to be closed and a new session opened. All entries from a previous session are not saved, and new numbers are generated (though the overall intent of each question remains the same).

5. Usability

(navigation and ease of use)

Overall, navigation between questions and entry of answers seem pretty straight-forward. MathQuill (a web based formula editor) is utilized, so students do not have to type in “code” - they can preview what their answer will look like in standard notation. Fractions do not need to be reduced. However, students should not round decimal answers. For example, if the answer is suppose to be 5/9, the answer 0.56 will be marked as incorrect.

6. Technical Requirements

(uses standard software programs which are accessible using common web browsers and operating systems)

The learning activity was accessed using both Chrome and Firefox. No add-ons, plug-ins, or program installations were necessary.