HL Module Feedback Tool

HL Modules should have:

1. Relevant content
2. Authentic tasks
3. Clear learning objectives
4. Engaging and accessible delivery of content (any unit that is not a learning objective or learning activity -- the content between learning objectives and activities)
5. Clear and engaging learning activities aligned with learning content and objectives

Please be aware that when a checkbox is selected, it is automatically scratched out, however that is a positive selection meaning the module actually meets this criterion.

| **What is the title of the module you are reviewing?** |  |
| --- | --- |
| **Reviewer’s name** |  |
| **About page (Settings > Schedule & Details)** |
| Does the about page contain: |
| * Course short description

Course overview* + Problem statement
	+ Module overview
	+ Topics covered
	+ Prerequisites
	+ Learning objectives
	+ Course authors (with images)
	+ Solution keys
	+ Target audience
	+ Tools needed
	+ Course sharing and adaptation
	+ Recommended citation
	+ Expected effort (in hours of active student involvement)
	+ Adapted from information (if applicable)
* Course card image
* Hours of effort (## + “hours”)
* Course content license: attribution, noncommercial
 |  |
| **Introduction Section** |
| What is the topic of the module? |  |
| Is this a topic that is relevant to undergraduate or early-level graduate hydrology or water resources engineering courses? | 1 Definitely Not 2 Unsure 3 Definitely |  |
| Doyou have any comments/feedback on the relevance of this content? |
|  |
| Module Author's response: |
|  |
| **Do the learning objectives in this module:** |
| * Represent different levels of Bloom’s Taxonomy
* Use measurable verbs (i.e., not understand or know)
* Are listed in a “Summary and Learning Objectives” unit at the start of the module
 |  |
| Do you have any feedback/comments on the learning objectives in this module? |
|  |
| Do you have any general feedback/comments on this part of the module? |
|  |
| Module Author's response: |
|  |
| **Section 1 review**We will now assess each section for Engaging and Accessible Instruction & Clear and Engaging Learning Activities |
| What is the title of this section? |  |
| **Engaging and Accessible Instruction**  |
| Is sufficient text/video presented to clearly explain key ideas? | 1. Definitely Not
2. Unsure
3. Definitely
 |  |
| Does this section contain: |
| * Pictures/diagrams are embedded within the text (This supports reading comprehension)
* Check your understanding activities are included throughout the instruction subsections
* Videos include closed captioning/transcripts to provide access to people with auditory disabilities
* Pictures include captions to provide access to people with visual disabilities
* Texts and software used are open-source/freely available
* Content presented is aligned to Learning Objectives
 |  |
| Do you have any feedback/comments on engaging and accessible instruction within this section? |
|  |
| Module Author's response: |
|  |
| **Clear and Engaging Learning Activities**  |
| *The following is an assessment of one learning activity* |
| What is the title and/or number of this learning activity? |  |
| Are these characteristics present in the learning activity? |
| * Clear directions (including screenshots/screen captures)
* List of expected results
* Resource table if needed
* Templates for reporting results if needed
* Rubric aligned to objectives and tasks
* The rubric captures how well students do on the high cognitive demand learning objectives
 |  |
| Do you have any feedback/comments on this particular learning activity? |
|  |
| Module Author's response: |
|  |
| Are these characteristics present in all of the learning activities within this section? |
| * All learning objectives are present across all learning activities in the section
* The learning activities in the section assess ONLY the learning objectives
 |  |
| The authentic tasks in this section: |
| * Require students to evaluate different options and make a decision
* Do not have just one correct answer
* Simulate the type of problem that a professional in the field might solve
* Build upon/complement the findings of other sections
* Assess higher levels of Bloom’s taxonomy
* There are no authentic tasks in this section
 |  |
| Do you have any feedback/comments on the authentic tasks in this section? |
|  |
| Do you have any general feedback/comments on this part of the module? |
|  |
| Module Author's response: |
|  |

| **Section 2 review**We will now assess each section for engaging and accessible instruction and clear and engaging learning activities |
| --- |
| What is the title of this section? |  |
| **Engaging and Accessible Instruction**  |
| Is sufficient text/video presented to clearly explain key ideas? | 1 Definitely Not 2 Unsure 3 Definitely |  |
| Does this section contain: |
| * Pictures/diagrams are embedded within the text (This supports reading comprehension)
* Check your understanding activities are included throughout the instruction subsections
* Videos include closed captioning/transcripts to provide access to people with auditory disabilities
* Pictures include captions to provide access to people with visual disabilities
* Texts and software used are open-source/freely available
* Content presented is aligned to Learning Objectives
 |  |
| Do you have any feedback/comments on engaging and accessible instruction within this section? |
|  |
| Module Author's response: |
|  |
| **Clear and Engaging Learning Activities**  |
| *The following is an assessment of one learning activity* |
| What is the title and/or number of this learning activity? |  |
| Are these characteristics present in the learning activity? |
| * Clear directions (including screenshots/screen captures)
* List of expected results
* Resource table if needed
* Templates for reporting results if needed
* Rubric aligned to objectives and tasks
* The rubric captures how well students do on the high cognitive demand learning objectives
 |  |
| Do you have any feedback/comments on this particular learning activity? |
|  |
| Module Author's response: |
|  |
| Are these characteristics present in all of the learning activities within this section? |
| * All learning objectives are present across all learning activities in the section
* The learning activities in the section assess ONLY the learning objectives
 |  |
| The authentic tasks in this section: |
| * Require students to evaluate different options and make a decision
* Do not have just one correct answer
* Simulate the type of problem that a professional in the field might solve
* Build upon/complement the findings of other sections
* Assess higher levels of Bloom’s taxonomy
* There are no authentic tasks in this section
 |  |
| Do you have any feedback/comments on the authentic tasks in this section? |
|  |
| Do you have any general feedback/comments on this part of the module? |
|  |
| Module Author's response: |
|  |

| **Section 3 review**We will now assess each section for engaging and accessible instruction and clear and engaging learning activities |
| --- |
| What is the title of this section? |  |
| **Engaging and Accessible Instruction**  |
| Is sufficient text/video presented to clearly explain key ideas? | 1 Definitely Not 2 Unsure 3 Definitely |  |
| Does this section contain: |
| * Pictures/diagrams are embedded within the text (This supports reading comprehension)
* Check your understanding activities are included throughout the instruction subsections
* Videos include closed captioning/transcripts to provide access to people with auditory disabilities
* Pictures include captions to provide access to people with visual disabilities
* Texts and software used are open-source/freely available
* Content presented is aligned to Learning Objectives
 |  |
| Do you have any feedback/comments on engaging and accessible instruction within this section? |
|  |
| Module Author's response: |
|  |
| **Clear and Engaging Learning Activities**  |
| *The following is an assessment of one learning activity* |
| What is the title and/or number of this learning activity? |  |
| Are these characteristics present in the learning activity? |
| * Clear directions (including screenshots/screen captures)
* List of expected results
* Resource table if needed
* Templates for reporting results if needed
* Rubric aligned to objectives and tasks
* The rubric captures how well students do on the high cognitive demand learning objectives
 |  |
| Do you have any feedback/comments on this particular learning activity? |
|  |
| Module Author's response: |
|  |
| Are these characteristics present in all of the learning activities within this section? |
| * All learning objectives are present across all learning activities in the section
* The learning activities in the section assess ONLY the learning objectives
 |  |
| The authentic tasks in this section: |
| * Require students to evaluate different options and make a decision
* Do not have just one correct answer
* Simulate the type of problem that a professional in the field might solve
* Build upon/complement the findings of other sections
* Assess higher levels of Bloom’s taxonomy
* There are no authentic tasks in this section
 |  |
| Do you have any feedback/comments on the authentic tasks in this section? |
|  |
| Do you have any general feedback/comments on this part of the module? |
|  |
| Module Author's response: |
|  |