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: | | |
|  | | |