Reviewed by Kahea   March 15, 2012

Team Members:Davilla, Kevin, & Nan   Course: STEM in secondary education

Criteria	8-10 Points	6-7 Points	4-5 Points	2-3 Points	0--1 Point	Score
Organization	Online course follows a well-planned structure. The main ideas of the course and its subsections are apparent. It immediately grabs the attention of the student. The course is easy to follow and builds upon itself adding to the cohesiveness of the course. All the links are relevant and presented in the appropriate places. 8-10 pts	Online course has an above average planned structure. The main flow of the course still grabs the student's attention. The capable student has little problem following the overall flow of the course. Some areas show weakness in the cohesiveness of the course. 6-7 pts	Online course has an average planned structure. The course is somewhat difficult to follow, and the student tends to spend too much time searching the course for the information needed to complete the task. Some areas show weakness in the cohesiveness of the course. Not all the links are relevant to support the learning objectives. 4-5 pts	There is a weak structure to the online course. It moves from point to point, but is weak. The course does somewhat build upon itself, but the order of the course is difficult to follow. The main idea of the course does not clearly present itself to the student. Some links do not support the learning objectives. 2-3 pts	The instructor does not encourage students to introduce themselves to one another at the beginning of the course. None of the course activities or assignments requires social interactions between students. Students are not encouraged to discuss content. 0-1 pt.	10 Well organized course.
Accessibility & Navigation	Navigation clearly flows in conjunction with the organizational structure. The online course is easily accessible. Materials can be found in the course site without the assistance from the instructor. The module can be viewed on multiple web browser platforms on any operating system. All of them are active and up-to-date. 8-10 pts	Navigation mostly flows in conjunction with the organizational structure. The online course can be navigated, but a little assistance is needed from the instructor. The instruction cannot be viewed properly on at least one web browser platform. A few links are not up-to-date. 6-7 pts	Navigation somewhat flows in conjunction with the organizational structure. The onlline course is still accessible, but with some difficlties, as the navigation and finding the necessary materials take some time. This will require some additional help from the instructor. Some links are not active and needed to be updated. [4-5 pts]	Navigation has minimal flow in conjuction with the organizational structure. The online course is poorly designed for accessibility. The materials cannot be found when needed. The instructor is required to show or write the step-by-step instruction on finding the materials in the course site. The course site is also inaccessible in few web browser platforms. Many links need to be updated.[2-3 pts]	Navigation barely flows in conjunction with the organizational structure.]The onlline course is impossible to access. The links are unclear and the materials cannot be found anywhere. The course site is poorly designed and inaccessible for multiple web browser platforms. The posted links are mostly inactive. [0-1 pt.]	9*
Instructional Design	The course instructional objectives and student outcomes are clearly stated. The course activities and assignments support the learning outcomes. Learning is scaffolded and course materials are presented in a logical progression. The course content appeals to multiple learning styles. 8-10 pts	The course instructional objectives and student outcomes are clearly stated. Most of the course activities and assignments support the learning outcomes. Learning is scaffolded and course materials are presented in a somewhat logical progression. The course content may appeal to a couple of learning styles. 6-7 pts	Most but not all of the course instructional objectives and student outcomes are clearly stated. Some of the course activities and assignments support the learning outcomes. Learning is not scaffolded well though course materials are presented in a somewhat logical progression. The course content may appeal to a single learning style.	Few of the course instructional objectives and student outcomes are clearly stated. Few of the course activities and assignments support the learning outcomes. Learning is not scaffolded well and course materials are not presented in a logical progression. The course content may appeal to a single learning style.	The course instructional objectives and student outcomes are not stated. The course activities and assignments do not support the learning outcomes. Learning is not scaffolded well and course materials are not presented in a logical progression. The course content may appeal to a single learning style.	10**

*Navigation is good, easy to follow, most links work. I had difficulty with the iTunes link,I suggest adding iTunes as a software requirement. Also, in week 3, #7 assignment link Understanding Ocean Acidification - I didnt' have access to that site, got a 404 error; but I could link to a similar worded object from the schedule link -just fyi.

**Objectives and outcomes are clear. Also good job on appealing to multiple learning styles, I really like how you included a Tactile/Kinesthetic activity for learners through your week 2 Random Sampling activity.

Intro at the beginning of the course is included and avenues to allow for instructor/student interaction (discussion board, last 15 min of F2F meetings)are present. However, from what I can tell about 60% of your activities require students to collaborate (i.e pair up, respond to each other on discussion board). But if you are doing some group work doing F2F then I am sure you are reaching the 90% collaboration mark. Also, since this is a F2F hybrid course, including the F2F meeting times in the schedule would be helpful.

Criteria	8-10 Points	6-7 Points	4-5 Points	2-3 Points	0--1 Point	Score
Interaction	At the beginning of the course, students have the opportunity to introduce themselves to one another and the instructor to increase social rapport. The social rapport is maintained throughout the course with collaborative activities and assignments (90% or more of assignments). Students are required to exchange ideas and information regarding course content and concepts using communication tools like discussion boards and forums. The instructor encourages open communication between the instructor and student. 8-10 pts	At the beginning of the course, students have the opportunity to introduce themselves to one another and the instructor to increase social rapport and most of the activities and assignments (70% or more) have collaboration aspects to maintain the social rapport. Also, students are encouraged and sometimes required, to exchange ideas and information regarding course content and concepts using communication tools like discussion boards and forums. The instructor encourages open communication between the instructor and student. 6-7 pts	While the instructor encourages students to introduce themselves to each other at the beginning of the course, only some of the activities and assignments (50% or less) have collaboration aspects to maintain the social rapport. Also, students are encouraged, but not required, to exchange ideas and information regarding course content and concepts using communication tools like discussion boards and forums. The instructor encourages open communication between the instructor and student.	While the instructor encourages students to introduce themselves to each other at the beginning of the course, most of the activities and assignments (70% or more) do not have collaboration aspects to maintain the social rapport. Also, students are not encouraged to exchange ideas and information regarding course content or concepts using communication tools like discussion boards and forums. The instructor does not encourage open communication between the instructor and student.	The instructor does not encourage students to introduce themselves to one another at the beginning of the course. None of the course activities or assignments requires social interactions between students. Students are not encouraged to discuss content and concepts with one another using communication tools like discussion boards and forums. The instructor does not encourage open communication between the instructor and student.	6, see note above
Visual Design	Visual design is very attractive and consistent. Fonts and graphics are related to the theme, are carefully considered, are of high quality and enhance reader interest, learning, and understanding. Color schemes, styles, and sufficient contrast allow easy reading. Layout is clear and information is presented in a format that is easy to locate, read and understand. Repetitive elements are used to assist the reader. -Melissa + Brien 8-10 pts.	Visual design is attractive and consistent. Fonts and graphics are related to the theme, are of good quality, and enhance learning and understanding. Color schemes and styles mostly allow for rather easy reading. Layout of information is mostly clear. Information is presented in a format that is easy to locate, read and understand. Repetitive elements are used frequently to assist the reader. 6-7 pts.	Visual design is fairly attractive and fairly consistent. Fonts and graphics are related to the theme, are of fairly good quality, and may enhance learning or understanding. Color schemes and styles allow easy reading with some small difficulties. Information is presented in a format that is fairly easy to locate, read and understand. Repetitive elements are sometimes used to assist the reader. 4-5 pts	Visual design is somewhat unattractive or somewhat inconsistent. Graphics are related to the theme and are of rather poor quality. Fonts, styles and color schemes allow fair readability with numerous small difficulties. Fonts and graphics are somewhat distracting and don't enhance reader interest, learning, or understanding. Information is rarely presented in a format that is sort of easy to locate, read and understand. Repetitive elements are not often used to assist the reader. 2-3 pts	Visual design is unattractive and inconsistent or is very distracting. Graphics seem random and unconnected to learning material OR may not exist in any of the pages in the course. Fonts may be difficult to read because of size and/or style and reading is difficult because of the color scheme, style chosen, or lack of contrast. Fonts and graphics do not enhance reader interest, learning, or understanding. Information is presented in a format that is NOT easy to locate, read and understand. Repetitive elements to assist the reader are lacking. 0-1 pt	9, Design is clear, concise, and consistent. My only remark would be regarding the picture you use as your header. It seems more geared toward representing the coral system. Is it possible to find an image that represents both topics your covering – ~~population~~ ecology as well as the ecosystem too.

Criteria	8-10 Points	6-7 Points	4-5 Points	2-3 Points	0--1 Point	Score
Assessment and Rubrics	Assessments are administered 100% of the time for each course objective. The assessment rubrics have a clear and direct relation to course outcomes and objectives to elicit student learning based on prior knowledge and the delivery of successful learning experiences. 8-10 pts	Assessments are administered 80% of the time pertaining to each course objective. The assessment rubrics have a mostly clear and direct relation to course outcomes and objectives to elicit student learning based on prior knowledge and the delivery of successful learning experiences. 6-7 pts	Assessments are administered 60% of the time pertaining to each course objective. The assessment rubrics have a somehat clear and direct relation to course outcomes and objectives to elicit student learning based on prior knowledge and the delivery of successful learning experiences.	Assessments are administered 40% of the time pertaining to each course objective. The assessment rubrics have an unclear and indirect relation to course outcomes and objectives to elicit student learning based on prior knowledge and the delivery of successful learning experiences.	Assessments are administered 0-39% of the time pertaining to course objectives. The assessment rubrics are unclear and do not relate to course outcomes and objectives to elicit student learning based on prior knowledge and the delivery of successful learning experiences.	7.5, see note above
Course Content	The course content is appropriate for the intended learners and their needs. It offers rich content and information appropriate for online learners. It also provides a great amount of course specific resources. 8-10 pts	Most of the course content is appropriate for the intended learners and their needs. It offers a good amount of content and information appropriate for online learners. It also provides a good amount of course specific resources. 6-7 pts	The course content is somewhat appropriate for the intended learners and their needs. It offers some good content and information appropriate for online learners. It also provides some good course specific resources.	Only part of the course content is appropriate for the intended learners and their needs. It offers minimal content and information appropriate for online learners. It also provides minimal course specific resources.	The content of the course is not appropriate for its intended learners and their needs. It offers poor content and information appropriate for online learners. It also does not provide course specific resources.	10, content is appropriate for intended audience, Punahou 9th graders Lot of great resources and learning objects are included here. Also, the help links for students to Laulima and Wikispace - great idea.
Meeting Requirements for Assignment	The online course meets all of the minumum requirements of the assignment. 8-10 pts	The online course meets all but one of the he minumum requirements of the assignment. 6-7 pts	The online course meets all but two of the he minumum requirements of the assignment.	The online course meets all but three of the he minumum requirements of the assignment.	The online course meets all but four of the he minumum requirements of the assignment.	10

Notes:

Overall great course design. I liked how you give instructions for your students on how to post the discussion.

Assignments and Gradebook is set up nicely.

So far a great course with some very cool learning objects. Seems like a lot is going on to be taught in five weeks

some weeks there seems to be a lot of assignments - just wondering how reasonable it is to complete it all. Do students have a certain amount

of time that they are expected to spend on the weeks assignments. If so, can they complete it all in the allotted time.

One side note: Assignment scores don't add up to 300, a minor oversight but I thought I'd mention it since it is the

same in all places - syllabus, gradebook, wikispace.