



Evaluating Your Course Design: Evaluating Objectives or Competencies

Directions

In this assignment, you will be evaluating the objectives or competencies of a module in your online course.

Based on what you read in the Evaluating Objectives or Competencies Lesson, answer the questions below for the online course you are evaluating.

Questions

Title of the course and module you are evaluating:

Learn to Speak Basic Middle Eastern Dance; Chapter 1: Slides, Lifts, & Drops

Course-Level Objectives or Competencies

1. What are the course-level objectives or competencies in the course you are evaluating?
 - a. The course uses the metaphor of learning to speak a language for learning to dance, so this metaphor is represented in the course-level objectives.
 - i. You will acquire a base “vocabulary” of Middle Eastern dance steps.
 - ii. You will utilize your dance step “vocabulary” to create combo “sentences” like the demonstrated course combos.
 - iii. You will combine combo “sentences” to produce a choreography “statement” like the sections of the demonstrated course choreography.
 - iv. You will perform the full 2.5 minute dance composed of your choreography “statement” added into the course choreography sections.
2. Where did you find these course-level objectives or competencies?
 - a. These objectives are in the syllabus/course overview, which is also the home page of the course.

Module/Unit-Level Objectives or Competencies

3. What are the module/unit-level objectives or competencies in the module of the course you are evaluating?
 - a. Chapter 1 Objectives/Competencies
 - i. You’ll perform examples of steps from the following step families individually and in combos: slides, lifts, and drops.

ii. You'll create and perform 2 combos of your own.

4. Where did you find these module/unit-level objectives or competencies?

a. These objectives are on the Chapter 1 Overview page.

Measurability

5. Are the course-level objectives or competencies in the course you are evaluating measurable? Explain why or why not.

a. I am not satisfied with the measurability of these course-level objectives. The word "acquire" is not measurable. I can also see that while "utilize," "create," "combine," "produce," and "perform" are measurable and accepted verbs for use with Bloom's revised taxonomy (University of Utah, n.d.), it would be better to break these multipart objectives out into their own single objectives and select more precise verbs to represent the intended measurable outcomes. I would, therefore, redo these objectives as follows:

i. You will be able to reproduce a base "vocabulary" of Middle Eastern dance steps.

ii. You will be able to reproduce prepared combo "sentences" comprised of your step "vocabulary."

iii. You will create original combo "sentences" from your step "vocabulary" with guidance.

iv. You will perform your original combo "sentences."

v. You will reproduce prepared sections of choreography "statements" comprised of combo "sentences."

vi. You will create an original choreography "statement" from original combo "sentences" with guidance.

vii. You will perform your original choreography "statement."

viii. You will perform the full 2.5 minute dance composed of your choreography "statement" added into the prepared choreography sections.

6. Are the module/unit-level objectives or competencies in the course you are evaluating measurable? Explain why or why not.

a. Yes. These objectives already contain the measurable verbs "perform" and "create;" however, I also need to break out these objectives more thoroughly, like the following:

i. You will reproduce examples of slides, lifts, and drops.

ii. You will reproduce prepared combos comprised of slides, lifts, and drops.

iii. You will create 2 combos of your own.

iv. You will perform your 2 original combos.

Consistency

7. Are the module/unit-level objectives or competencies in the course you are evaluating consistent with the course-level objectives or competencies? Explain why or why not.

a. Yes. Here is how the rewritten versions of the Chapter 1 objectives integrate with the rewritten course-level objectives:

i. Chapter 1 Objective: You will reproduce a base “vocabulary” of slides, lifts, and drops.

1. This objective is a specific part of the following course objective:

a. You will be able to reproduce a base “vocabulary” of Middle Eastern dance steps.

ii. Chapter 1 Objective: You will reproduce prepared combos comprised of slides, lifts, and drops.

1. This objective is part of the following course objective about combos:

a. You will be able to reproduce prepared combo “sentences” comprised of your step “vocabulary.”

iii. Chapter 1 Objective: You will create 2 combos of your own.

1. This objective is part of the following course objective about combos:

a. You will create original combo “sentences” from your dance step “vocabulary” with guidance.

iv. Chapter 1 Objective: You will perform your 2 original combos:

1. This objective is part of the following course objective about combos:

a. You will perform your original combo “sentences.”

Clarity

8. Is it clear to you what each course-level and module/unit-level objective or competency means? Explain why or why not.

a. The original course-level and module/unit-level objectives had room for clarity improvement. I believe that the rewritten versions of the objectives are sufficiently clear. Now they each contain one intended outcome with a precise, measurable verb that is accurate to the intention of the task.

Suitability

9. What is the level of your course (is it a lower-level, introductory course, or an upper-level course; for K-12 instructors, what is the grade level)?

a. The course is a beginning-level personal enrichment course for adults.

10. At what level(s) are your course-level and module/unit-level objectives or competencies? How did you determine your answer to this question (did you use a taxonomy? If so, which one)?

a. Lower-level objectives are expected in lower-level classes, and higher-level objectives are expected in higher-level classes (Quality Matters, n.d.).

i. According to Bloom's revised taxonomy (University of Utah, n.d.), tasks that require reproducing some sort of knowledge fall into the lowest level of the taxonomy, Remember.

1. The following objectives are consistent with this lowest level.

a. Course-Level Objective: You will be able to reproduce a base "vocabulary" of Middle Eastern dance steps.

b. Course-Level Objective: You will be able to reproduce prepared combo "sentences" comprised of your step "vocabulary."

c. Course-Level Objective: You will reproduce prepared sections of choreography "statements" comprised of combo "sentences."

d. Chapter 1 Objective: You will reproduce examples of slides, lifts, and drops.

e. Chapter 1 Objective: You will reproduce prepared combos comprised of slides, lifts, and drops.

ii. Tasks that require the use of knowledge to perform another task are part of the 3rd of Bloom's 6 revised taxonomy levels, Apply (University of Utah, n.d.).

1. The following objectives are consistent with this 3rd level.

a. Course-Level Objective: You will perform your original combo "sentences."

b. Course-Level Objective: You will perform your original choreography "statement."

c. Course-Level Objective: You will perform the full 2.5 minute dance composed of your choreography "statement" added into the prepared choreography sections.

d. Chapter 1 Objective: You will perform your 2 original combos.

iii. Tasks that require the ability to use knowledge to produce something new are part of the highest level of Bloom's revised taxonomy, Create (University of Utah, n.d.).

1. The following objectives are consistent with this 6th level.

a. Course-Level Objective: You will create original combo "sentences" from your dance step "vocabulary" with guidance.

b. Course-Level Objective: You will create an original choreography "statement" from original combo "sentences" with guidance.

c. Chapter 1 Objective: You will create 2 combos of your own.

11. Overall, are your course-level and module/unit-level objectives or competencies suited to the level of the course? Explain why or why not.

a. All the objectives at the Remember and Apply levels of Bloom's revised taxonomy would be expected in a beginning-level course. Objectives at the Create level would not necessarily be expected in a beginning-level course; however, I created this particular course to challenge the assumption that constructivist, higher-level elements are not appropriate for beginning-level students.

12. What are the prerequisites required for your course?

a. Ability to read, write, and understand spoken standard American English.

b. Sufficient good health for physical activity.

13. Where did you find information about these prerequisites?

a. In the syllabus.

14. Do you think your learners will meet these prerequisites before taking your course? Explain why or why not.

a. Yes. I do not believe learners would elect to take the course if they did meet these prerequisites.

15. What academic support services are available to your learners?

a. Learners can contact me with questions/issues through email or post in the course Q&A discussion. Canvas has help documentation for the LMS.

16. Where did you find information about these academic support services?

a. I provided my email address and Course Q&A discussion info in the Introduction section of the course. Canvas' help features are available in the Canvas menu.

17. What student services are available to your learners?

a. None. This course is not supported by a university or other institution.

18. Where did you find information about these student services?

a. Not applicable.

References

Quality Matters. (n.d.). *Evaluating your course design*. [Online Course]. Canvas.
<https://qualitymatters.instructure.com/courses/3941>

University of Utah. (n.d.). *Bloom's taxonomy revised for 21st century learners*. Martha Bradley Evans Center for Teaching Excellence. Retrieved July 1, 2022 from
<https://ctle.utah.edu/instructor-education/Blooms-Taxonomy.php>



Evaluating Your Course Design: Evaluating Assessments

Answer the questions below for the assessments in **the module/unit** of the online course you are evaluating. Evaluate the same module/unit you focused on in the Evaluating Objectives or Competencies Assignment.

Questions

Title of the course and module/unit you are evaluating:

Learn to Speak Basic Middle Eastern Dance; Chapter 1: Slide, Lifts, & Drops

Alignment

1. What are the assessments in the module you are evaluating?
 - a. The learner creates 2 original combos with guidance. The learner submits these combos in writing and a video of them performing the combos.
2. Do the assessments align with the course and module/unit-level objectives or competencies? Explain why or why not.
 - a. Yes. This assessment is part of the following module-level and course-level objectives:
 - i. Course-level Objective: You will create original combo "sentences" from your step "vocabulary" with guidance.
 - ii. Course-level Objective: You will perform your original combo "sentences."
 - iii. Module-level Objective: You will create 2 combos of your own with guidance.
 - iv. Module-level Objective: You will perform your 2 original combos.

Grading

Criteria

3. Are specific and descriptive criteria provided for the evaluation of each assessment in the course? If so, where are these criteria found?
 - a. Yes. Each assignment has a rubric associated with it that is displayed on the assignment page. Every rubric makes clear the conditions for receiving the

specified assignment's points. The initial course quiz page presents information about the points possible, number of questions, and intention of the quiz.

Policy

4. Copy and paste the course grading policy from the course you are evaluating. Is it clearly stated? Explain why or why not.

- a. Course Grading Policy:

- i. Since this is a course for personal enrichment, the grading system is purely about completion of the assignments/quizzes and helping you remember and use what you learn. You will not receive a letter grade, and your overall score simply shows whether you took advantage of all the learning activities and retained important information.

- ii. There are a total of **50 points** for the course distributed over the following assessments:

1. 1.4A Chapter 1 Combo Creation - Written: 2 points

2. 1.4B Chapter 1 Combo Creation - Videoed: 3 points

3. 2.5A Chapter 2 Combo Creation - Written: 2 points

4. 2.5B Chapter 1 Combo Creation - Videoed: 3 points

5. 3.5A Chapter 1 Combo Creation - Written: 2 points

6. 3.5B Chapter 1 Combo Creation - Videoed: 3 points

7. 4.5A Chapter 1 Combo Creation - Written: 2 points

8. 4.5B Chapter 1 Combo Creation - Videoed: 3 points

9. 5.4 Performing Sections 1-3 of the Choreography - Videoed: 5 points

10. 6.4A Your Choreography - Written: 2 points

11. 6.4B Your Choreography - Videoed: 3 points

12. 6.6 Performing the Entire Choreography - Videoed: 5 points

13. Final Course Quiz: 15 points

- iii. When you submit an assignment, I will verify what you have completed and then post your score. For the course quiz, you will receive a score based on what you answered correctly. You can check your scores on

each assignment/quiz and overall course score by clicking on the Grades link in the course menu on the left.

- b. I believe the course grading policy is clearly stated because it touches on all the important course grading topics in simple terms. It includes the grading methodology, the total number of points possible, and the point distribution over the various assignments. It also covers the grading process and how students can check their scores.



Evaluating Your Course Design: Evaluating Instructional Materials

Directions

Answer the questions below for the instructional materials in **one module/unit** of the online course you are evaluating. Make sure to use the same module/unit you evaluated in the previous assignments.

When you're actually teaching, you'll want to evaluate the instructional materials in all modules/units of the course, but for the purposes of this assignment you are only required to evaluate one module/unit.

Based on what you read in the Evaluating Instructional Materials Lesson, answer the questions below for the online course you are evaluating.

Questions

Title of the course you are evaluating: **Learn to Speak Basic Middle Eastern Dance**

Title of the module you are evaluating: **Chapter 1: Slides, Lifts, & Drops**

Alignment

1. What are the instructional materials in the module/unit you are evaluating?
 - a. **Brief video about the origins of Middle Eastern Dance**
 - b. **Physical warm-up video to prepare the body for dancing**
 - c. **Video introducing and offering practice of Middle Eastern dance slides**
 - d. **Video introducing and offering practice of Middle Eastern dance lifts and drops**
 - e. **Video introducing and offering practice of combos composed of slides, lifts, and drops**
 - f. **Text guidelines for creating original combos with a copy of the module's practice song**
 - g. **Cool-down video to stretch after dancing**
2. What are the course-level and module/unit-level objectives or competencies for the module/unit?
 - a. **Course-level Objectives:**

- i. You will be able to reproduce a base “vocabulary” of Middle Eastern dance steps.
- ii. You will be able to reproduce prepared combo “sentences” comprised of your step “vocabulary.”
- iii. You will create original combo “sentences” from your step “vocabulary” with guidance.
- iv. You will perform your original combo “sentences.”
- v. You will reproduce prepared sections of choreography “statements” comprised of combo “sentences.”
- vi. You will create an original choreography “statement” from original combo “sentences” with guidance.
- vii. You will perform your original choreography “statement.”
- viii. You will perform the full 2.5 minute dance composed of your choreography “statement” added into the prepared choreography sections.
- ix. You will be able to give examples of important course facts, like movement types, step types, choreography patterns, and choreography questions.

b. Module-level Objectives:

- i. You will reproduce examples of slides, lifts, and drops.
- ii. You will reproduce prepared combos comprised of slides, lifts, and drops.
- iii. You will create 2 combos of your own.
- iv. You will perform your 2 original combos.

3. Do the instructional materials align with the objectives or competencies? Explain why or why not.

- a. Most of the instructional materials align with the objectives. The warm-up video is a prerequisite to students being able to safely reproduce steps and combos. The videos introducing the slides, lifts, drops, and combos directly teach and offer practice for these skills that students need to reproduce. The guidelines for creating original combos prepare students to create and perform 2 combos that they generate themselves. The cool-down video is a safety measure after students have reproduced steps and combos and created and performed their own original combos. The video about the origins of Middle Eastern dance should be marked as an optional enrichment aid.

Credibility

4. Does the information in the instructional materials you are evaluating reveal biases or affiliations? Explain why or why not.

- a. Yes. The course was originally developed as part of my capstone project/study for my master's degree from Western Governors University. I mention this in the course syllabus, even though the course is not affiliated with Western Governors University. The syllabus and course welcome also disclose that the course takes a different approach to delivering beginning-level dance instruction by including constructivist, creative elements. In the course welcome, I also make it clear that while I have been a devoted and respectful student of Middle Eastern dance for many years, I am not of Middle Eastern descent.

Clarity

5. Is the information in the instructional materials you are evaluating understandable given your content area and student audience? Explain why or why not.
 - a. I believe so. I have made every effort to present the course information in simple, easy-to-understand ways suitable for beginning-level dancers. The survey feedback I have received from students who have completed the course also indicates that the students have greatly increased their skills and knowledge of Middle Eastern dance through use of the course. These documented gains suggest that the target learners can understand the content and that it is appropriate for them.

Active Engagement

6. Do the materials you are evaluating engage the learner cognitively, behaviorally, and/or emotionally? Explain why or why not.
 - a. Yes. The dance instruction materials involve the students learning to reproduce the demonstrated steps, combos, and choreography, which is a type of behavioral involvement. Learners are cognitively engaged through the systematic way the dance steps, combos, choreography, and creation guidelines are presented. I hope that learners are emotionally engaged by finding satisfaction in learning a beautiful art form and finding their ability to create within it.

Advocacy for Inclusion

7. Does the information in the instructional materials you are evaluating promote respect for multiple perspectives and invite inclusive discourse? Explain why or why not.
 - a. Yes, it promotes respect for multiple perspectives. As this course is specifically about an art form from Middle Eastern cultures, it offers new perspectives to Western students who are unfamiliar with the style of dance and the cultures from which it originates. I also address being a respectful student of the art form and cultures.

Accuracy

8. Are data in the instructional materials you are evaluating presented without errors or omissions? Explain why or why not.
- a. Yes, insofar as it has been in my ability to do so. I am the only designer and creator for the course, which has many hours of video content that I created and edited, along with other types of resources. I have been careful and conscientious as I have created the materials, but I do not know if they are 100% free of any kind of small video editing error, typo, etc. I believe I have caught all the major errors and, hopefully, most of the minor ones, too. But the course could still use more reviews from others to help me catch anything I may have missed.

Currency

9. Is the information source in the instructional materials you are evaluating current and applicable to the current state of the content area? Explain why or why not.
- a. Yes. Middle Eastern dance is an old, established art form, so the beginning-level information of the course will remain current. I created the course in 2021, so the materials are compliant with current technology, as well.

Accountability

10. If the instructional materials you are evaluating include digital resources, do those resources protect student privacy and data? Explain why or why not.
- a. Yes. The digital resources are all housed within a learning management system. Students create their own password-protected accounts. Student information is only available to me as the instructor in my own password-protected account, and I have turned off the ability for students to view other students in the course.

Breadth and Variety

11. Do the instructional materials you are evaluating come from multiple sources? Explain why or why not. If the instructional materials do not come from multiple sources, is it appropriate in this particular case? Explain why or why not.
- a. Yes, the materials come from multiple sources. The dance knowledge I present comes from my years of study with many teachers. The cultural videos contain information from Wikipedia, Middle Eastern dance websites, Wikimedia, and image websites (like Canva). The music was created by a composer who allows his music to be used for educational purposes.
12. Do the instructional materials you are evaluating provide learners with options for how they consume content (reading, viewing, listening, etc.)? Are materials presented in a

variety of formats (web sites, audio, video, interactive elements, and other multimedia formats)? Explain why or why not.

- a. The materials include information dispensed through several mediums, like videos, text, and audio, but there are not options for consuming the same information in multiple mediums. Because the learning process for dance is so visual and kinesthetic, it would be much more difficult to present dance step information in formats other than video. The course music can only be presented in audio and video formats.

Accessibility

13. Are the instructional materials you are evaluating accessible? Explain why or why not. If the instructional materials you are evaluating are not accessible, what support is available to you and your learners from the institution?

- a. The course text, by virtue of Canvas' accessibility features, should work for screen readers. The text .pdf Course Companion Guide should also have some innate accessibility for screen readers, but I have not tested this yet. The videos for the course are not closed-captioned because they consist of over seven hours of instruction and I have not gotten around to doing this time-consuming process yet. The videos were also not created according to a strict script, so there isn't existing text for them anywhere. Since I'm not affiliated with any institution, I don't have institutional support resources available to me. I might be able to use YouTube's automatic captioning service, though.

Required or Optional?

14. Are the instructional materials you are evaluating all required, or are some optional? How do you (and how will your learners) know?

- a. Up to this point, I have not marked materials as required or optional. I should mark all the brief cultural videos at the beginning of the chapters as optional, however. Students would then know that everything not marked as optional is required.



Evaluating Your Course Design: Evaluating Activities and Tools

Answer the questions below for the learning activities and tools in **one module/unit** of the online course you are evaluating. Make sure to use the same module/unit you evaluated in the previous assignments.

When you're actually teaching, you'll want to evaluate the instructional materials in all modules/units of the course, but for the purposes of this assignment you are only required to evaluate one module/unit.

Title of the course you are evaluating: **Learn to Speak Basic Middle Eastern Dance**

Title of the module you are evaluating: **Chapter 1: Slides, Lifts, & Drops**

Activities

Types

1. What are the learning activities in the module/unit you are evaluating?
 - a. Continuing practice activities for use after completing the instructional materials and turning in the assignments. Students can choose any 2 of these, or more if they wish.
 - i. Practicing the predesigned course combos
 - ii. Practicing the student's original combos
 - iii. Creating more original combos
 - iv. Trying out other students' original combos posted on the chapter discussion board
 - v. Practicing the Chapter 1 steps with the practice quiz
2. What type of interaction (Learner-Instructor, Learner-Content, or Learner-Learner) is represented by each of the learning activities?
 - a. Learner-Content: practicing the predesigned course combos, practicing the student's original combos, creating more original combos, practicing the Chapter 1 steps with the practice quiz
 - b. Learner-Learner: trying out other students' original combos posted on the chapter discussion board
3. Do the learning activities promote active learning? Explain why or why not.

- a. Yes. They all require the learner to “engage by ‘doing’ something, such as discovering, processing, or applying concepts and information” (Quality Matters, n.d.) from Chapter 1.

Alignment

4. What are the course-level and module/unit-level objectives or competencies for the module/unit?

- a. Course-level Objectives

- i. You will be able to reproduce a base “vocabulary” of Middle Eastern dance steps.
- ii. You will be able to reproduce prepared combo “sentences” comprised of your step “vocabulary.”
- iii. You will create original combo “sentences” from your step “vocabulary” with guidance.
- iv. You will perform your original combo “sentences.”
- v. You will reproduce prepared sections of choreography “statements” comprised of combo “sentences.”
- vi. You will create an original choreography “statement” from original combo “sentences” with guidance.
- vii. You will perform your original choreography “statement.”
- viii. You will perform the full 2.5 minute dance composed of your choreography “statement” added into the prepared choreography sections.
- ix. You will be able to give example of important course facts, like movement types, step types, choreography patterns, and choreography questions.

- b. Module-level Objectives

- i. You will reproduce examples of slides, lifts, and drops.
- ii. You will reproduce prepared combos comprised of slides, lifts, and drops.
- iii. You will create 2 combos of your own.
- iv. You will perform your 2 original combos.

5. Do the learning activities align with the objectives or competencies? Explain why or why not.

- a. Yes.

- i. Practicing the predesigned course combos aligns with the following objectives:

1. Course-level objective: You will be able to reproduce prepared combo "sentences" comprised of your step "vocabulary."
 2. Module-level: You will reproduce prepared combos comprised of slides, lifts, and drops.
- ii. Practicing the student's original combos aligns with the following objectives:
1. Course-level objective: You will perform your original combo "sentences."
 2. Module-level objective: You will perform your 2 original combos.
- iii. Creating more original combos aligns with the following objectives:
1. Course-level objective: You will create original combo "sentences" from your step "vocabulary" with guidance.
 2. Module-level objective: You will create 2 combos of your own.
 - a. This optional learning activity allows a student to create even more original combos than 2 if they wish.
- iv. Trying out other students' original combos posted on the chapter discussion board aligns with the following objectives:
1. Course-level objective: You will be able to reproduce prepared combo "sentences" comprised of your step "vocabulary."
 2. Module-level objective: You will reproduce prepared combos comprised of slides, lifts, and drops.
- v. Practicing the Chapter 1 steps with the practice quiz aligns with the following objectives:
1. Course-level objective: You will be able to reproduce a base "vocabulary" of Middle Eastern dance steps.
 2. Module-level objective: You will reproduce examples of slides, lifts, and drops.
6. Do the learning activities align with the instructional materials you evaluated in the previous assignment? Explain why or why not.
- a. Yes. The instructional materials (with the exception of the optional video about the origins of Middle Eastern dance) are in alignment with course-level and module-level objectives, as well. Practicing predesigned course combos and peer-generated combos builds on a student's ability to reproduce prepared combos introduced in the instructional materials. Practicing original combos and creating more original is related to the original combo creation instructional

materials. The practice quiz is directly tied to the instructional materials that introduced the chapter's new steps.

Other

7. Are the requirements for learner interaction in the course you are evaluating clearly stated? Explain why or why not.
 - a. Yes. The syllabus explains that the course is self-paced; however, it gives a suggested schedule of 1 day of a given chapter's learning materials and 2 days of practice activities per week before the student moves on to another chapter. The syllabus also sets forth the interaction expectations for assignments. In the course itself, students are encouraged to post their combos and choreography for others to practice, but this is not a required interaction.
8. Are the netiquette expectations for the course you are evaluating clearly stated? Explain why or why not.
 - a. Yes. The following is in the Netiquette and Behavior section of the course syllabus: "Please be courteous and respectful in your communications for this course. I will be courteous and respectful to you." As this is a low-interaction, personal enrichment course, I did not feel a need for extensive netiquette guidelines.
9. Are policies such as student conduct, late submission, and academic integrity clearly stated? Explain why or why not.
 - a. A policy for student conduct is included in the Netiquette and Behavior section of the syllabus. Again, this policy is simple due to the nature of the course: "If you engage in any form of bullying, post anything inappropriate, or otherwise depart from norms of good online behavior, you will be removed from the course. Please just play nicely and enjoy what this learning experience has to offer."
 - b. There is no late submission policy because the course is self-paced.
 - c. There is no academic integrity policy because the course is for self-enrichment, not a grade.
10. Is the instructor's plan for interaction in the course clearly stated? Explain why or why not.
 - a. Yes. The following is in the course syllabus: "I generally respond to emails and Q&A discussion posts within 24 hours and assignment submissions within 48 hours. I often include a few encouraging notes about the good things you do in your assignments, especially in your original choreography. I may also make similar comments on the optional practice activity discussion boards."

Tools

Alignment

11. What are the tools in the module/unit you are evaluating?

- a. Course Companion Guide .pdf
- b. Canvas discussion board, "Share Chapter 1 Combos"
- c. Canvas Chapter 1 Steps Practice Quiz

12. Do the tools align with the course-level and module/unit-level objectives or competencies? Explain why or why not.

- a. Yes.
 - i. The Course Companion Guide .pdf is used in the following practice activities for which alignment with course- and module-level objectives has already established in this document (see question 5):
 1. Practicing the predesigned course combos
 2. Practicing the student's original combos
 3. Creating more original combos
 - ii. The Canvas discussion board, "Share Chapter 1 Combos," is used in the following practice activity for which alignment with course- and module-level objectives has already been established in this document (see question 5):
 1. Trying out other students' original combos posted on the chapter discussion board
 - iii. The Canvas practice quiz is used in the following practice activity for which alignment with course- and module-level objectives has already been established in this document (see question 5):
 1. Practicing the Chapter 1 steps with the practice quiz

13. Do the tools align with the learning activities and instructional materials in the module/unit? Explain why or why not.

- a. Yes. The Course Companion Guide .pdf contains the written predesigned course combos, the student's original combos, and space for writing down more original combos, which are used in several of the practice activities. The "Share Chapter 1 Combos" discussion board is the vehicle through which a student can try out other students' original combos. The Chapter 1 Steps Practice Quiz delivers the

various slides, lifts, & drops of Chapter 1 in random order so that students can test their ability to reproduce the steps.

Other

14. What technologies (hardware, software, subscriptions, plug-ins, mobile applications) are needed to use the tools in the module/unit you are evaluating?
 - a. A computer and/or mobile device that can run the Canvas learning management system and record video
 - b. The Canvas learning management system for desktop and/or the Canvas Student mobile app
 - c. Adobe Acrobat Reader DC
15. Is information on how to obtain these technologies provided? If so, where is this information provided?
 - a. Yes, in the Technical Matters section of the syllabus.
16. Is information about the accessibility of the technologies provided? If so, where is this information provided? If not, search for a vendor accessibility statement for each technology and copy and paste the links here.
 - a. Yes, in the Accessibility section of the syllabus.
17. Are the technical skills learners need to succeed in the course clearly stated? Explain why or why not.
 - a. Yes. In the syllabus, the Skills and Support subsection of the Technical Matters section states that students will need to be able to generally use the Canvas learning management system, submit text and video assignments in Canvas, take quizzes in Canvas, and use Adobe Acrobat Pro DC to view the Course Companion Guide. This section also provides technical support links for how to accomplish all these skills.
18. Is information about the technical support available to learners provided? If so, where is this information provided? If not, search your institution's website for information about technical support and copy and paste the link here.
 - a. Yes. Links for Canvas and Adobe support are included in the Technical Matters syllabus section. This course is not associated with an institution that provides technical support.

Reference

Quality Matters. (n.d.). *Evaluating your course design*. [Online Course]. Canvas.
<https://qualitymatters.instructure.com/courses/3941>



Evaluating Your Course Design: Areas for Improvement in Objectives or Competencies, Assessments, Instructional Materials, and Activities and Tools

On the last page of your combined file, list the **area for improvement** you identified in each discussion and **how you plan to overcome this area for improvement as the course instructor**. Be sure to review the feedback you received from your colleagues on your discussion posts and incorporate any additional ideas not included in your original post.

Title of the course you are evaluating: **Learn to Speak Basic Middle Eastern Dance**

Title of the module you are evaluating: **Chapter 1: Slides, Lifts, & Drops**

Areas for Improvement

Objectives or Competencies

1. What was the biggest area for improvement in the course you evaluated in terms of its course- or module-level objectives or competencies?
 - a. My course- and module-level objectives weren't as specifically measurable or clear as I could make them. One objective used a verb that is not measurable ("acquire"), and the others verbs I used, while measurable, were not as precise as they should have been to the desired outcomes.
2. How will this area for improvement affect you as the instructor of the course?
 - a. Improving the measurability and clarity of the course objectives will help me better inform students about what they be able to do as a result of the course.
3. What can you do to overcome this area for improvement as the course instructor?
 - a. I have already rewritten the course- and module-level objectives. Now they each contain one intended outcome with a precise, measurable verb that is accurate to the intention of the task.

Assessments

4. What was the biggest area for improvement in terms of the assessments you evaluated?
 - a. The grading system for this course is very simple because the course is for personal enrichment, not for a letter grade and not for credit. The assignment grades are based on whether the student completes all aspects of the assignment (like turning in both a written and video component). There is no distinction made for the quality of the submissions. The overall course quiz is the only assessment that has correct and incorrect responses.

- b. I wonder if this is the best way to handle “grading” for a personal enrichment course like this. In my mind, the scores for the assignments are a way of encouraging learners to actually complete the assignments and gain the benefits that come from the completion process. But maybe there is a better way.
- 5. How will this area for improvement affect you as the instructor of the course?
 - a. I realize that I need to learn more about the most effective ways to motivate learners to complete all the learning activities in enrichment courses. Is staying with a more “traditional” grading-type system most helpful to enrichment learners? What about providing some sort of “credential” for those who complete everything, even if the credential doesn’t really mean much to anyone else? Or is thoroughly explaining the benefits of learning activities enough to make “grading” or “credentials” unnecessary?
- 6. What can you do to overcome this area for improvement as the course instructor?
 - a. I need to do some research about this topic. I don’t know that there have been many formal studies in this area, but maybe there is some information to be found. And if there isn’t, maybe I need to conduct my own action research.

Instructional Materials

- 7. What was the biggest area for improvement in terms of the instructional materials you evaluated?
 - a. Accessibility is my biggest area for improvement.
- 8. How will this area for improvement affect you as the instructor of the course?
 - a. I have been learning a lot about accessibility lately, so I now have a much greater awareness of the issues around designing for and implementing accessibility than when I created this course in 2021. I need to backtrack and make this particular course more accessible, but in the future I can design with accessibility in mind.
- 9. What can you do to overcome this area for improvement as the course instructor?
 - a. The course includes many hours of video content, and I need to get it all captioned. I think I will try YouTube’s automatic captioning feature to see how well it will work.

Activities and Tools

- 10. What was the biggest area for improvement in the course you evaluated in terms of its learning activities and the tools used to facilitate them?

- a. Because it is an asynchronous, personal enrichment course that students may begin or end at any time and progress through at their own pace, the course relies very heavily on learner-content interactions.

11. How will this area for improvement affect you as the instructor of the course?

- a. I'm definitely thinking about the 3 types of interaction more now. I'm pondering ways to increase learner-instructor and learner-learner interaction in asynchronous courses with no set schedule or student cohorts.

12. What can you do to overcome this area for improvement as the course instructor?

- a. In this course, there is learner-instructor interaction with assignment submissions and learner-learner interaction with students using dance combos and choreography generated by other students. It's not difficult to imagine more learner-instructor interaction through increased feedback opportunities. However, the learner-learner interaction is more difficult to envision with this particular type of class. The idea of a wisdom wall (Pacansky-Brock, 2020), which I've read about in the QM Creating Presence in Your Online Course workshop (Quality Matters, n.d.), is something that comes to mind. I think I will need to do more research about learner-learner interaction types that could work for this particular type of course.

References

Pacansky-Brock, M. (2020). *How to humanize your online class, version 2.0* [Infographic]. Retrieved July 10, 2022 from [https://humanizeol.org/infographic/Links to an external site](https://humanizeol.org/infographic/Links%20to%20an%20external%20site).

Quality Matters. (n.d.). *Creating presence in your online course*. [Online Course]. Canvas. <https://qualitymatters.instructure.com/courses/3968>