

Online Course Observation Form

Instructor: Daphne Boston

Class: OSH 230: Ergonomics

Date: 4/29/20

Observer: Elisabeth Fredrickson, Associate Dean of Instruction

Standards

1. Course Overview and Introduction

Comments: This course is well-organized with a learner-centered design. The course homepage takes students directly to the Modules, where they are instructed to begin the course, starting with Week Zero activities. The most recent weekly course announcement is pinned to the top of this page, which is a really nice strategy for keeping students up to date.

The Week Zero module is very helpful in introducing students to the instructor, the course, college support resources, Canvas resources, and their classmates. I like the way the module is divided into READ and COMPLETE, for ease of navigation. Also, the subheadings about Course Information, Communication, and Support are nicely done!

2. Learning Objectives (Competencies)

Comments: This is a real strength of the course design. Course learning outcomes are clearly stated in the syllabus and Week Zero module, and module-level outcomes are stated on the introductory page of each weekly module. In addition, this course uses the Learning Mastery Gradebook, which embeds course outcomes into the assignment rubrics so that students can easily see how they are progressing.

The only slight change I might suggest here is to rephrase “understand basic concepts of ergonomics” since “understand” is not technically measurable. You might use a verb like “explain” or “summarize” instead. Both of those represent tangible ways of measuring understanding.

3. Resource and Materials

Comments: The course text is *Ergonomics Practical Guide 2nd Edition & CD Kit* by the National Safety Council. The textbook content aligns with the course learning outcomes and the companion CD includes checklists and questionnaires.

Each weekly introduction page tells students the purpose of the reading and assignments: why they are being assigned and what students will learn and be able to do as a result. This is a nice use of the TILT framework to make the assignments transparent to students!

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4. Learner Activities, Interaction, and Engagement

Comments: There are several types of learning activities in this course: reading and viewing (emphasizing student-content interaction), quizzes (student-content interaction), projects (student-instructor interaction), and discussions (student-student interaction). All are clearly tied back to the learning objectives.

The screencast lectures for each module are an effective way to engage students with a combination of visuals (Google Slides) and instructor narration. These are very clear and professionally done.

The grading criteria (including requirements for interaction) are outlined in the rubrics. Again, there is a clear alignment of activities and learning objectives. Very nice!

5. Assessment and Measurement

Comments: Many of the course activities (see Standard 4 above) also serve as assessments of student learning. They feature clear instructions and rubrics so that students understand how their work will be evaluated. The course grading policy is stated clearly in the syllabus.

I may have missed it, but I did not see any self-check or practice quizzes in the modules. It could be that these exist in the textbook. If not, you might consider adding in some mini-quizzes to help students check their knowledge before they attempt the module quizzes. You might do this with a short, ungraded Canvas quiz, with quiz questions embedded into your Panopto lectures, or with [Quizlet](#) activities.

6. Course Technology

Comments: The course uses Google Slides and Panopto screencast lectures to engage students with the materials and promote instructor presence. Additionally, quizzes and discussion forums promote learner engagement and interaction, and projects promote active, hands-on learning.

The course is beautifully designed for clarity and ease of navigation. I'm especially impressed with the consistent module and page designs, the use of banner headings and tabs, and the balance of text and white space. If I were a student in this class, I would feel very confident in my ability to navigate the course and be successful!

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7. Accessibility

Comments: From what I can tell, you have done a nice job of using document structure (Headings, bullets, etc) to create accessible content in your Canvas page designs. In addition, I am seeing descriptive links, good color contrast, and consistent page design.

It looks like your Panopto lectures are not yet closed captioned. That would be a good next step, and something you can request through the TRC.

In terms of course accessibility, it looks like you have done well there -- an 86% score in Ally. There are a few simple issues you can fix, such as adding descriptions for images.

In terms of your lecture slides and PDFs, you could run an accessibility check on those using Grackle Slides, which is a (free for now) accessibility checker that works as an add-on: <https://www.grackledocs.com/how-it-works-grackles-slides/>

Notes:

Daphne, thank you for inviting me into your beautifully-designed online Ergonomics course! It was a delight to see all of the improvements you've made to the course. The module and page designs are consistent and clear, and I love the way you have incorporated the TILT framework into all elements of the course, including the Purpose statements and the Tips for Success sections. If I were a student in your course, I would feel very confident in my ability to navigate the course, meet the learning objectives, and be successful!

I like the way you are narrating your slides, participating in discussions, and sending out weekly announcements (pinned to the homepage). Those are all really nice ways of creating and maintaining a strong instructor presence, which is especially important in helping students persist in an online course.

You've clearly done a lot of work on this course. I wonder if you would be interested in sharing some of your modules in the Canvas Commons as a model for other instructors. That's purely optional, of course, but I think a lot of people could learn from your design. I learned a lot myself!

Thanks again, and keep up the great work!

~Elisabeth