

Term Information

Effective Term Spring 2016
Previous Value Spring 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Offering additional sections via Distance Learning.

What is the rationale for the proposed change(s)?

Threefold: (1) offering students unable to meet face-to-face with an alternative format, (2) part of our Major's Biology course redesign, (3) space management.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Biology
Fiscal Unit/Academic Org	Introductory Biology - D0326
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1141
Course Title	Peer Led Team Learning for Biology 1114 Students
Transcript Abbreviation	PLTL for Bio 1114
Course Description	Peer-led team learning (PLTL) provides a structure within which students will actively work together in groups to complete a series of activities and deepen their understanding of concepts associated with Biology 1114. A peer leader will work with the group on challenging and relevant activities to prepare biology students to apply scientific reasoning to authentic problems.
Semester Credit Hours/Units	Fixed: 1

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Satisfactory/Unsatisfactory
Repeatable	No
Course Components	Workshop
Grade Roster Component	Workshop
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Concur: 1114.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 26.0101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To help biology students actively work as groups to deepen each individual's understanding of Biology 1114 concepts and content, prepare biology students to apply scientific reasoning to authentic problems, and develop active learning & study habits.

Content Topic List

- Mechanisms of Evolution
- Diversity of Life
- Prokaryotes & Eukaryotes
- Plant Form & Function
- Fungi
- Animal Form & Function
- Behavior
- Ecology
- Problem solving
- Scientific literacy

Attachments

- Bio 1141 PLTL Syllabus Sp 2015_revised 20141017.pdf: Approved In-Class 1141 Syllabus
(Syllabus. Owner: Misicka, Matthew Alan)
- SP16 Biology 1141 Cyber PLTL Syllabus.docx: Proposed DL 1141 Syllabus
(Syllabus. Owner: Misicka, Matthew Alan)
- Biology 1141 cPLTL Review.pdf: ASC Tech Review of CPLTL
(Other Supporting Documentation. Owner: Misicka, Matthew Alan)

COURSE CHANGE REQUEST
1141 - Status: PENDING

Last Updated: Fink, Steven Scott
12/11/2015

Comments

- returned upon request of initiator (by Fink, Steven Scott on 12/11/2015 04:41 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Misicka, Matthew Alan	12/11/2015 04:13 PM	Submitted for Approval
Approved	Haddad, Deborah Moore	12/11/2015 04:19 PM	Unit Approval
Revision Requested	Fink, Steven Scott	12/11/2015 04:41 PM	College Approval
Submitted	Misicka, Matthew Alan	12/11/2015 04:42 PM	Submitted for Approval
Approved	Haddad, Deborah Moore	12/11/2015 04:48 PM	Unit Approval
Approved	Fink, Steven Scott	12/11/2015 04:50 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	12/11/2015 04:50 PM	ASCCAO Approval

Course Syllabus

Biology 1141

Peer-Led Team Learning of Form, Function, Diversity, & Ecology (1 credit hour)
Spring 2015

Course Coordinator: Sara Faust
Office Hours: By appointment

Email: faust.60@osu.edu
Phone: 688-1662

Office: JE 240A

Class meetings: 1.5 hrs per week (arranged), Jennings Hall (JE) 280, 330, or 336

Course Description:

The Biology 1141 peer-led team learning (PLTL) course provides a structure within which students will actively work together in groups of 6-8 to complete a series of activities and deepen their understanding of concepts associated with Biology 1114. A peer leader, who has previously taken Biology 1114 and has been trained to facilitate discussion, will work with the group. The workshop activities are challenging, relevant, and often have no single correct answer. In fact, the answer to the problem is less important than the exploration of the concepts and the analysis of the thought processes involved.

For each of the 10 workshops, students are required to complete a pre-workshop homework activity that will help them prepare for the group work. They will then meet with their group and peer leader to complete the workshop activities. Finally, students will complete a post-workshop activity designed to further assess their understanding of the workshop material through reflection and application.

Course Materials:

All materials will be provided through *Carmen* and during the workshop meetings. The Biology 1114 textbook is recommended but not required.

Goals of the Course:

- To help biology students actively work as groups to deepen each individual's understanding of Biology 1114 concepts and course content.
- To prepare biology students to apply scientific reasoning to authentic problems.
- To help students develop as successful active learners and cultivate college-appropriate study habits.

Learning Outcomes:

Successful students will be able to:

- *Work with groups to solve problems.*
- *Solve problems through appropriate application of course concepts.*
- *Understand and apply metacognitive strategies when learning new material.*
- *Critically evaluate scientific readings and popular media.*
- *Explain the mechanisms of microevolution.*
- *Use concepts associated with microevolution and macroevolution to explain patterns of speciation and extinction.*
- *Explain mechanisms of sexual selection and the evolution of social behavior.*
- *Describe, create, and evaluate methods used to infer evolutionary relationships.*
- *Explain the relationship between evolutionary hypotheses and the biological classification system.*
- *Use the geologic time scale to identify when major biological evolutionary events occurred.*
- *Describe the major features of and evolutionary relationships within the Kingdoms Fungi, Plantae, and Animalia.*
- *Explain how different groups of plants reproduce and transport water and food.*
- *Describe the major groups of animals in terms of their characteristics, such as modes of reproduction, feeding specializations, skeletal system, sensory system, gas exchange, and osmoregulation.*

- *Explain ecological phenomena related to populations and communities in terms of basic mathematical models.*
- *Trace chemicals and energy through an ecosystem to explain human and global impacts of perturbations.*
- *Describe the interrelationship between biodiversity and community interactions, such as predation, competition, and symbiosis.*
- *Describe the development and evaluation of scientific explanations of natural phenomena.*
- *Apply biological concepts in the assessment of contemporary issues.*

Distribution of Homework and Class Work:

Students will spend the workshop time discussing readings and solving problems. That means that each student needs to prepare for class by doing the assigned reading and pre-workshop activities. This approach encourages active learning and makes the most out of our instructional time. **Completion of the pre-workshop activity is required for attendance.**

Post-workshop activities are essential for completing the learning experience and being successful both in Biology 1141 and Biology 1114. Each pre- and post-workshop activity is a valuable opportunity to practice applying course material and to develop your ability to self-evaluate your level of understanding.

Completion of **both** the pre-workshop and post-workshop activities is required to earn credit for each workshop week. Students should anticipate spending at least 30 minutes on each pre-workshop and post-workshop activity.

Assignments:

- Pre-workshop activities** – These will be available on Carmen and must be submitted to the dropbox prior to the workshop meeting. Pre-workshop assignments will include reading or reviewing research papers, secondary sources, or other posted materials and answering a series of questions intended to prepare students for the workshop. Student responses to pre-workshop activities are what allow the peer leader to tailor workshop pace and depth of discussion to best suit the group’s current level of understanding.
- Workshop activities** – These will be completed and turned in during the workshop with the group. Workshop activity books and other supplies will be provided by the department. Students may occasionally be asked to bring resources to the workshop, such as a laptop or calculator.
- Post-workshop activities** – These will be completed following the workshop and should be submitted to a Carmen Dropbox within 48 hrs. The activity will vary from a reflection of the knowledge gained in the workshop and the knowledge still desired to an extension of the material and its application to novel situations.

Assignment Grades:

The primary goal of this course is to promote thoughtful discussion and develop lifelong active learning. Pre-workshop activities, workshop attendance and participation, and post-workshop activities will be graded by the peer leaders based on quality and effort rather than quantity or accuracy. Students will receive either full, half, or no credit. Late assignments can receive a maximum of half credit. Students will have ten (10) class days to challenge any grade/score presented on Carmen they feel may be incorrect, or to inquire about any grade not posted. The posted grade stands as permanent if left unchallenged past the ten class-day period.

Course Points:

10 Workshops @ 30 points each	300 points
▪ Pre-workshops: 10 points	
▪ Workshops: 10 points	
▪ Post-workshops: 10 points	
3 Concept Map Checks @ 20 points each	60 points
Student Assessment of Learning Gains survey (SALG)	5 points
Course total:	365 points

Course Grade:

This course will be graded Satisfactory/Unsatisfactory (S/U). Students must attend at least 2/3 of the workshops, complete all of the activities associated with those workshops, **and** earn a minimum of 70% of the total course points in order to pass the course. Completion of all three workshop components (Pre-workshop, Workshop, and Post-workshop) is required to earn credit for each workshop week. Peer leaders will post if students have completed the required work associated with each workshop within one week following the workshop. Assignment of the final grade (S/U) will be by the instructor of record.

How to Benefit From PLTL:

Unlike a traditional lecture or recitation where information is passively received and recited, PLTL students will benefit from discussion-based workshops by taking a serious, active role in the discussions each week. Biology 1141 is not “just a 1-credit S/U course”; by removing the fear of a “bad grade” harming a student’s course grade or their GPA, Biology 1141 frees students to explore and evaluate their understanding without perceived consequence. Active learning is new to many students, and like any new skill, requires effortful practice in order to become effective and reap benefits.

Absences:

Class attendance is essential for students to participate in class activities and have their achievement of learning outcomes assessed. Maintaining group cohesion and a motivated atmosphere is critical to deriving a benefit from each workshop. When even one member of a small group is absent, the cohesion and productivity of the group suffers. Please see the course coordinator if you have a circumstances that will interfere with your class attendance.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. The instructor will report all instances of alleged academic misconduct to the Committee on Academic Misconduct for adjudication (Faculty Rule 335-5-487). For additional information, see the University's Code of Student Conduct, http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf .

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the course coordinator of their needs within the first two weeks of the semester. The Office for Disability Services is located in room 150 Pomerene Hall, 1760 Neil Avenue; telephone 614-292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/> .

Sexual Harassment:

OSU and the Center for Life Sciences Education consider sexual harassment offenses to be unacceptable behaviors that disrupt opportunities for learning. Please report any concerns about questionable or unwanted behavior to the course coordinator. If you are uncomfortable speaking with CLSE staff, please feel free to contact:

Support | Student Advocacy Center
Natalie Spiert (spiert.7@osu.edu)
1120 Lincoln Tower
(614) 292-1111

Course Schedule

Week	Dates	Workshop Activity
1	8/27-9/1	No workshop – Complete pre-workshop for Week 2
2	9/2-9/8	First Meeting/Introductions • Workshop Topic: Active Learning
3	9/9-9/15	Evolution: Misconceptions and Teleological Language
4	9/16-9/22	Evolution: Quantitative Genetics
5	9/23-9/29	No workshop – Concept map Check due in dropbox Sept. 21 st
6	9/30-10/6	Phylogenetics: Mapping Evolutionary History
7	10/7-10/13	Critical Thinking: Biology in Popular Media
8	10/14-10/20	Phylogenetics: Modern Applications of Phylogenetic Analysis
9	10/21-10/27	Evolution: Simon's Giraffe
10	10/28-11/3	Evolution: Geologic Time Scales and the Fossil Record
11	11/4-11/10	No workshop – Concept map Check due in dropbox Nov. 2 nd
12	11/11-11/17	Mathematical Modeling in Ecology: Climate Change
13	11/18-11/24	End-of-Semester PLTL Review
14	11/25-12/1	No workshops – Thanksgiving Break
15	12/2-12/8	No workshops – Concept map Check due in dropbox Nov. 30 th
16	12/9-12/15	No workshops

Please note: Workshop weeks start on Tuesday and end the following Monday. Monday is the last day of any given workshop week.

Course Syllabus

Biology 1141 Cyber PLTL

Cyber Peer-Led Team Learning of Form, Function, Diversity, & Ecology (1 credit hour)
Spring Semester 2016

Biology 1114 Instructor: Dr. Calinger Email: calinger.2@osu.edu Office: JE 240B
Office Hours: TBA

Course Coordinator: Sara Faust Email: faust.60@osu.edu Office: JE 240C
Office Hours: By appointment

Workshop meetings: 1.5 hours per week (arranged) via Carmen Connect (online)

Course Description:

The Biology 1141 cyber (online) peer-led team learning (cPLTL) course provides a structure within which students will actively work together in groups of 4-5 to complete a series of activities and deepen their understanding of concepts associated with Biology 1114. **Students will meet online using CarmenConnect.** A peer leader, who has previously taken Biology 1114 and has been trained to host the CarmenConnect meetings and facilitate discussion, will work with the group. The workshop activities are challenging, relevant, and often have no single correct answer. In fact, the answer to the problem is less important than the exploration of the concepts and the analysis of the thought processes involved.

For each workshop, students are required to complete a pre-workshop homework activity that will help them prepare for the group work. They will then log in to Carmen Connect to meet with their group and complete the workshop activities. Finally, students will complete a post-workshop activity designed to further assess their understanding of the workshop material through reflection and application. All coursework will be submitted online via a Carmen Dropbox.

Course Materials:

All materials will be provided through *Carmen* and during the workshop meetings. The Biology 1114 textbook is strongly recommended but not required.

Course Skills and Technology:

- Required Skills
 - Basic computer and web-browsing skills
 - Navigation of and communication via Carmen and CarmenConnect
 - Creating, editing, and sharing documents using Microsoft Word, Microsoft Excel, Adobe Acrobat, Google Docs, and CmapTools

- Required Technology
 - Computer: Mac (OS X or more current) or PC (Windows 7 or more current)
 - High-speed Internet connection
 - Webcam (built-in or external)*
 - Headset with microphone*
 - Document camera*
 - A Google/Gmail account (to access Google Docs) – sign up for free at: <https://accounts.google.com/signup>
 - Google Accounts Privacy Policy: <https://www.google.com/intl/en/policies/privacy/>

* Webcam, document camera and headset will be provided to students.

- Required Software
 - CmapTools - free software download available at: <http://cmap.ihmc.us/cmaptools/cmaptools-download/>

- CmapTools Privacy Policy: <http://www.ihmc.us/privacypolicy>

- Technical Support

- Carmen: <https://odee.osu.edu/resourcecenter/carmen>
- Carmen Connect: <http://resourcecenter.odee.osu.edu/carmenconnect>
- Google Docs: <https://support.google.com/docs>
- CmapTools: <http://cmap.ihmc.us/documentation-support/>
- Technical support: Call OSU's 8-HELP (614-688-4357), available 24/7
- Contact your peer leader for questions concerning Carmen, submission of coursework, and policies
- Contact Sara Faust (faust.60@osu.edu) to request a replacement for defective headsets or document cameras

Goals of the Course:

- a. To help biology students actively work as groups to deepen each individual's understanding of Biology 1114 concepts and course content.
- b. To prepare biology students to apply scientific reasoning to authentic problems.
- c. To help students develop as successful active learners and cultivate college-appropriate study habits.

Learning Outcomes:

Successful students will be able to:

- *Work with groups to solve problems.*
- *Solve problems through appropriate application of course concepts.*
- *Understand and apply metacognitive strategies when learning new material.*
- *Critically evaluate scientific writing in both primary literature and popular media.*
- *Interpret, evaluate, and create graphical representations of data*
- *Explain the mechanisms of microevolution.*
- *Use concepts associated with microevolution and macroevolution to explain patterns of speciation and extinction.*
- *Explain mechanisms of sexual selection and the evolution of social behavior.*
- *Describe, create, and evaluate methods used to infer evolutionary relationships.*
- *Explain the relationship between evolutionary hypotheses and the biological classification system.*
- *Use the geologic time scale to identify when major biological evolutionary events occurred.*
- *Describe the major features of and evolutionary relationships within the Kingdoms Fungi, Plantae, and Animalia.*
- *Explain how different groups of plants reproduce and transport water and food.*
- *Describe the major groups of animals in terms of their characteristics, such as modes of reproduction, feeding specializations, skeletal system, sensory system, gas exchange, and osmoregulation.*
- *Explain ecological phenomena related to populations and communities in terms of basic mathematical models.*
- *Trace chemicals and energy through an ecosystem to explain human and global impacts of perturbations.*
- *Describe the interrelationship between biodiversity and community interactions, such as predation, competition, and symbiosis.*
- *Describe the development and evaluation of scientific explanations of natural phenomena.*
- *Apply biological concepts in the assessment of contemporary issues.*

Distribution of Homework and Class Work:

Students will spend the workshop time discussing readings and solving problems. That means that each student needs to prepare for class by thoughtfully completing all pre-workshop activities. This approach encourages active learning and makes the most out of our instructional time. **Completion of the pre-workshop activity is required for attendance.**

Post-workshop activities are essential for completing the learning experience and being successful both in Biology 1141 and Biology 1114. Each pre- and post-workshop activity is a valuable opportunity to practice applying course material and to develop your ability to self-evaluate your level of understanding.

Students should anticipate spending **at least 30 minutes** on each pre-workshop and post-workshop activity.

Completion of both the pre-workshop and post-workshop activities is required to earn credit for each workshop week. Failure to complete the post-workshop activity will result in a 0/30 for the entire week.

Assignment Descriptions:

- a. **Pre-workshop activities** – These will be available on Carmen and must be submitted to the dropbox at least 24 hours prior to the workshop meeting. Pre-workshop assignments will include reading or reviewing research papers, secondary sources, or other posted materials and answering a series of questions intended to prepare students for the workshop. Student responses to pre-workshop activities are what allow the peer leader to tailor workshop pace and depth of discussion to best suit the group’s current level of understanding.
- b. **Workshop activities** – These will be completed and turned in during the workshop with the group. Workshop activity documents and other digital supplies will be provided by the department. Students may occasionally be asked to use additional resources during the workshop, such as a calculator, CmapTools, or Google Docs.
- c. **Post-workshop activities** – These will be completed following the workshop and should be submitted to a Carmen Dropbox within 48 hours. The activity will vary from a reflection of the knowledge gained in the workshop and the knowledge still desired to an extension of the material and its application to novel situations.

Assignment Grades:

The primary goal of this course is to promote thoughtful discussion and develop lifelong active learning. Pre-workshop activities, workshop attendance and participation, and post-workshop activities will be graded based on quality and effort rather than quantity or accuracy. Students will receive either full, half, or no credit. Late assignments must be submitted within 24 hours of the original deadline and can receive a maximum of half credit. Scores for the entire week’s activities will be posted once the post-workshop has been graded. Students will have ten (10) business days to challenge any grade/score presented on Carmen they feel may be incorrect, or to inquire about any grade not posted. The posted grade stands as permanent if left unchallenged past the ten class-day period.

Course Points:

11 Workshops (30 points once all three items are complete)	330 points
Concept Map Foundation	10 points
3 Concept Map Checks (20 points each)	60 points
<u>Student Assessment of Learning Gains survey (SALG)</u>	<u>5 points</u>
Course total:	405 points

Course Grade:

This course will be graded Satisfactory/Unsatisfactory (S/U). Students must attend at least 70% of the workshops, complete all of the activities associated with those workshops, **and** earn a minimum of 70% of the total course points in order to pass the course.

How to Benefit From PLTL:

Unlike a traditional lecture or recitation where information is passively received from instructors, **students will benefit from PLTL’s discussion-based workshops by taking a serious, active role in the discussions** each week. Biology 1141 is not “just a 1-credit S/U course”; by removing the fear of a “bad grade” harming a student’s course grade or their GPA, Biology 1141 frees students to explore and evaluate their understanding without academic consequence. Active learning is new to many students, and like any new skill, requires effortful practice in order to become effective and reap benefits.

Absences:

CarmenConnect workshop attendance is essential for students to participate in class activities and have their achievement of learning outcomes assessed. Maintaining group cohesion and a motivated atmosphere is critical to deriving a benefit from each workshop. When even one member of a small group is absent, the cohesion and productivity of the group suffers. Please contact the course coordinator if you have a circumstances that will interfere with your class attendance.

Academic Integrity:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of

student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. The instructor will report all instances of alleged academic misconduct to the Committee on Academic Misconduct for adjudication (Faculty Rule 335-5-487). For additional information, see the University's Code of Student Conduct, http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.

Academic Resources:

Students have a number of university-provided resources including but not limited to: achieving academic success, discovering both scholastic and extracurricular opportunities, getting and staying healthy, and addressing personal issues. More information is available at the College of Arts and Sciences Student Resources website: <http://artsandsciences.osu.edu/academics/current-students/resources>

Students can seek help with registering for courses, paying tuition and fees, viewing grades, and other academic issues at the Student Service Center: <http://ssc.osu.edu>

Sexual Harassment:

OSU and the Center for Life Sciences Education consider sexual harassment offenses to be unacceptable behaviors that destroy opportunities for learning. While all members of the staff involved in this course have been trained in the OSU sexual harassment policies and procedures, this is not true for all OSU students. Please report any concerns about questionable or unwanted behavior to the Assistant Director, Dr. Judy Ridgway. If you are uncomfortable speaking with CLSE staff, please feel free to contact Natalie Spiert of the Student Advocacy Center. E-mail: spiert.7@osu.edu, Phone: 292-1111. <http://hr.osu.edu/cst/sexualharassment.htm>.

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform Dr. Ridgway of their needs within the first two weeks of the quarter. The Office for Disability Services is located in room 150 Pomerene Hall, 1760 Neil Avenue; telephone 614-292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Participation in this online course requires the ability to participate in audiovisual-based discussions without closed captions. Face-to-face sessions meeting in person are offered as an alternative version of the course.

Course Schedule

Week	Date	Workshop Activity	
1		1	cPLTL Introduction: Active Learning & cPLTL Technology
2		2	Evolution: Misconceptions and Teleological Language
3		3	Population Genetics: Heritability
4		4	Critical Thinking: Biology in Popular Media
5		5	Phylogenetics: Mapping Evolutionary History
6			No workshops – MT1 Cmap Check due in dropbox Sep 27th.
7		6	Workshop Review Week (1-5)
8			No workshops
9		7	Evolution: Simon's Giraffe
10		8	Phylogenetics: Modern Applications of Phylogenetic Analysis
11			No workshops – MT2 Cmap Check due in dropbox Nov 2nd.
12*		9	Evolution: Geologic Time Scales and the Fossil Record
13		10	No workshops – Spring Break
14			Ecology: Human Perturbations of Natural Systems
15		11	Workshop Review Week (7-10)
16			No workshops – Final Cmap Check due in dropbox Dec 7th.

To preserve compatibility with the Biology 1114 lecture and lab schedule, the order in which workshop topics are covered may be adjusted in order to accommodate changes in lecture. Notice will be given as far in advance as possible, both on Carmen and through your peer leader.

Arts and Sciences Distance Learning Online Course Component Technical Review Checklist

Course: Biology 1141 Cyber PLTL

Instructor: Dr. Calinger

Summary: Online Cyber Peer-Led Team Learning

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	X			All tools and media that will be used in this course align to support the course learning objectives. This course will be delivered online with synchronous Carmen Connect online “workshop” sessions. These “workshop” sessions will be used to facilitate discussion and exploration of concepts amongst student groups in an online forum.
6.2 Course tools promote learner engagement and active learning.	X			Course tools included in the syllabus promote learner engagement and active learning in the following ways: <ul style="list-style-type: none"> • Pre-workshop activities focused on readings or reviewing research papers, secondary sources, or other posted materials within Carmen. Pre-workshop activities will also be used for attendance purposes. • Workshop activities centered around collaborative tools such as Google Docs and CmapTools will be used to reinforce concepts reviewed in the pre-workshop activities. These activities must be completed and turned in during each “live” online workshop session. • Post-workshop activities focused on reflection and the knowledge gained in the “live” online workshop sessions.
6.3 Technologies required in the course are readily obtainable.	X			The technologies used in this course are core common tools provided by the university (Carmen, Carmen Connect). Additional

				third party applications are also required for this course (CmapTools and Google Docs); these applications are available for free but require a user account to be made.
6.4 The course technologies are current.	X			The technologies used in this course are core common tools provided by the university (Carmen, Carmen Connect). Additional third party applications are also required for this course (CmapTools and Google Docs); Applications are current and supported by up-to-date operating systems.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			A link should be included in the syllabus to the privacy policies for both Google Docs and CmapTools. Since the students are required to make an account to use these tools they should be informed of privacy policies protecting their data.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			<p>Recommend that these links be included in the “Course Technology” section of the syllabus to address all technical support needs of students.</p> <p>The faculty member should add an overview and instructions for students to access technical support for Carmen and CarmenConnect.</p> <p>https://odee.osu.edu/resourcecenter/carmen</p> <p>http://resourcecenter.odee.osu.edu/carmenconnect</p> <p>Link to CmapTools support</p> <p>Link to Google Docs support</p>

7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font. http://ada.osu.edu/resources/Links.htm
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus. http://artsandsciences.osu.edu/current-students/university-resources
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu Recommend that this link be included in the "Other Course Policies" section of the syllabus.
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content. Please see comments for further notes.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			The OSU core common tool set used in this course meets the universities policies for accessibility. Recommend that a statement be included in the syllabus directing students to resources for any accessibility issues they might have with the Google Docs or CmapTools resources.

				<i>This might be a relevant place for the statement we discussed around accessibility issues and taking the course in the face-to-face section vs. the cPLTL section of the course.</i>
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			<p>Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.</p> <p><i>This might be a relevant place for the statement we discussed around accessibility issues and taking the course in the face to face section vs. the cPLTL section.</i></p>
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the core common tool set at Ohio State facilitate ease of use with embedded multimedia.

Reviewer Information

- Date Reviewed: November, 9 2015
- Reviewed By: Mike Kaylor
- Notes: Access to the ODEE Carmen Distance Learning Shell can be setup for this course at any time upon request.