Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

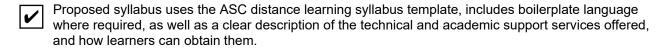Course Number and Title: History 3701: History of American Medicine

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

[✔] A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

[✔] Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

[✔] Syllabus is consistent and is easy to understand from the student perspective.

[✔] Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

[✔] If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

[✔] Regular instructor communications with the class via announcements or weekly check-ins.

[✔] Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☑ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☑ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

In addition to a weekly "update message" that reviews where the class finished the previous week, the instructor has created (scripted/recorded) a video lecture each week that lays the foundation for the rest of the content in each weekly module.

There are several opportunities for class discussions both synchronous (optional) and asynchronous (required and for extra credit)--the synchronous content is recorded for the rest of the class to review and focuses on helping students review particularly difficult readings (the two monographs) and the asynchronous discussions focus on either reinforcing the skills for several papers and preparing to work in groups for their final research presentation.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☑ The tools used in the course support the learning outcomes and competencies.

☑ Course tools promote learner engagement and active learning.

☑ Technologies required in the course are current and readily obtainable.

☑ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

No special technologies are required for this course but the course intentionally uses a wide variety of media (lectures videos, documentaries, podcasts) that are readily obtainable with direct URLs to promote engagement and active learning through mixed-modalities of content delivery rather than solely just narrated PowerPoint lectures.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

This is an asynchronous course. Students may watch instructor-provided videos and other multimedia provided through Carmen in weekly modules. All synchronous content, as noted above, is optional and are solely for the purposes of review/reinforcement for students who need extra direct support from the instructor.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

For the scaffolded final project, since students do not get to meet their peers face to face in a classroom, we use Carmen discussions as opportunities to "meet" one another and discover common interests. Similarly, presentations are prerecorded and posted to a discussion forum for peer review at the end of the term rather than given live in front of a classroom.

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☑ Course credit hours align with estimated average weekly time to complete the course successfully.

☑ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

"In-class" instruction each week includes: watching uploaded lecture and multimedia (either a podcast or video weekly) content (about 1.5 hours) and completing a comprehension quiz (30 minutes). Many weeks include an opportunity for ungraded (or extra credit), reflective discussions (hour).

"Out of class" instruction includes: completing the readings (about 3 hours), preparation of essays or work on projects (3 hours).

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☑ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☑ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.
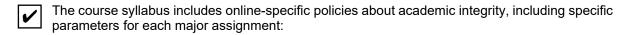
I have taught eight unique courses at OSU, and have had many diverse accommodations that students have needed. I have never had an accommodation I could not meet, including providing alternative means of viewing a silent film for a visually impaired student (I watched the film with him in real time and narrated it scene by scene for him). I have taken and will continue to take the Digital Accessibility training and will continue to ensure that activities provide opportunities to be successful to a diverse set of learners, including, as in the case above, of providing alternative means of accessing course materials when appropriate.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

✔ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

✔ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

A section of the syllabus (p. 9) lists both the general Academic Integrity policy for the University and specific guidance for papers and the quizzes. The quizzes are given from a large question bank with randomized answers to deter cheating. Students answer a preliminary question on each quiz acknowledging that they understand that they must complete the quiz on their own and failure to do so constitutes cheating.

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

✔ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

✔ Variety of assignment formats to provide students with multiple means of demonstrating learning.

✔ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.
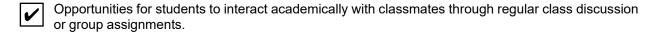
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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Weekly quizzes (multiple choice/true false) allow students to immediately self-check their comprehension of the weekly module content. Major assignments also give students the opportunity to practice both written and oral communication and demonstrate deeper/richer engagement with the course materials. Two primary source analysis essays give students the chance to think like an historian, by reading and evaluating texts from a period under consideration and a book review essay allows them to show their comprehension of scholarly analysis of sources. Students then apply both of these skills by reading more texts, found through research to build their own scholarly argument and make their case to their peers in a final research presentation developed with a small group of peers, to foster a greater community of learners.

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☑ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

- ☑ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

- ☑ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Students have periodic informal, ungraded (or extra credit) Carmen discussions throughout the semester. The instructor also provides a course Q&A discussion forum throughout the semester.

Students have the opportunity to participate in three optional synchronous Zoom sessions at various stages of the semester (twice to discuss the two books and once at the end of the course to reflect on the course at large).

Students work together to develop a research presentation throughout the semester that is presented to their peers, who reflect and provide feedback on what they learned from one-another.

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning*.

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☑ Instructor explanations about the learning goals and overall design or organization of the course.

- ☑ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☑ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☑ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☑ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☑ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Students are surveyed at the start of the semester about what they are seeking to takeaway from the course. To the extent possible, some lectures are tailored in their examples to include this content for the students.

The pedagogical underpinnings of the major assignments are are provided in the assignments, and are reiterated in regular course communications.

Students are encouraged to choose a topic of interest to them as the subject of their final project.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on 10/3/2022

Reviewer Comments:

I have a few recommendations that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

-        Since this class can be experienced as fully asynchronous, there needs to be more information about how the quizzes will be administered. How long (time window) will they be available? Will there be a time limit once started?

-        What software or webtools will be required or recommended for creating the podcast or video project? It has been our experience that one cannot assume that students will know what tools can be used for these types of assignments and that guidance should be provided for this.

Additional resources and examples can be found on ASC's Office of Distance Education website.

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