

| | SME's Comments | My Responses |
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| Step 1 Introduction | <p>The SME, Angela Norris, is a Social Studies teacher with 10 years' experience, who teaches high school students about the constitution and elections. I added her as a student to the class and she evaluated the module alone, at her home. She had very few constructive comments to make and asked for explanations several times. She said the course was interesting.</p> <p>She said that when she first logged into Blackboard Coursesites she didn't know where to start, so she called me to ask. She said the first lesson was much too long.</p> | <p>I did not make any changes because the lesson starts with a section labeled "Welcome/Start Here". I cannot make it any more obvious where students should start. I shortened the video. I also deleted all parts of the constitution in lesson 1 that weren't directly related.</p> |
| Step 2 | <p>Angela told me that there was inconsistency with some of the formatting and that some of the headings didn't have anything underneath them.</p> | <p>I went through my lesson and corrected formatting inconsistencies.</p> |
| Step 3 | <p>Angela said I had some answers to questions wrong; they were true/false questions. She also pointed out that on the multiple choice had more than one answer I needed to change the instruction. She said the quiz questions are the appropriate level of difficulty.</p> | <p>I corrected the answers that were wrong and added "select all the answers that apply" to the multiple-choice questions as was appropriate.</p> |

| | One-to-One Evaluation | My Responses |
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| Step 1 Introduction | <p>Because of COVID we did this evaluation via the phone. The evaluation was performed by Maxine Nichols, a Post Office mail handler with limited computer experience. Before starting she said the class looked a lot longer than 30 minutes.</p> | <p>I shortened one of the videos.</p> |
| Step 2 | <p>She said it was difficult to read. I wasn't sure if she meant it was poorly written or that visually it was hard to read. She clarified that when she learns something new, she likes bullet points</p> | <p>I did not add bullet points, but I did improve the labeling of sections with headers and sub-headers. I added to the summaries.</p> |

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| Step 3 | She said that the quality of the audio on the videos was poor. | I can't do anything about the audio. It's me reading, I had esophageal surgery in January and the problem is my voice, speaking puts a strain on my chest, I am not redoing the audio recordings. |
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| | Small Group Evaluation | My Responses |
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| Step 1 Introduction | Because of COVID each evaluator worked remotely. The group consisted of three college educated women in their 50's. One of them is a high school English teacher, one a nursing home administrator and one is an office manager. They all had adequate ability to operate a computer We did this evaluation as a Zoom meeting. | I shortened one of the videos. |
| Step 2 | They found the course interesting but said it needed more images. | I did a search for images and added them. |
| Step 3 | They said the Lesson 1 was too long. Reading the Constitution was boring, and they didn't really understand it. They said that since I had a link to the constitution in the in the welcome section, I could delete lesson 1. | I disagreed; I think narrowing it down to the parts that are related to the Electoral College had merit. I pared down the amount of the constitutional text in lesson 1. |