Ensuring Online Course Quality with OSCQR

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Workshop Goals

• Learn about the OSCQR & Rubric.
  – Earn a badge.

• Begin a Course Review.
  – Explore and discuss standards.
  – Customize and/or add standards for your context.
  – Give us feedback.

• Join our community.
  – Become “Friend of SUNY” to network, access resources, and continue the conversation. And, earn another badge.
We are glad you chose this workshop!

Please share:

– Your name/institution.
– Main concern about online course quality.
– One thing you are hoping to get out of this workshop.
– One fun fact about yourself! 😊
April 2017 – New OLC interactive OSCQR tools are launched.
December 2016 – OLC announces new suite of scorecards
November 2016 – OLC Partnership announced
September 2016 – NUTN Innovation award
June 2016 – OSCQR 3rd Edition launched
November 2015 – OLC Effective practice award
October 2014 – OSCQR 2.0 with dashboard used Open SUNY+ Wave II
September 2014 – OSCQR 1.0 online rubric used for Open SUNY+
June 2014 – OSCQR dashboard and rubric design begins
January 2014 – Open SUNY launch
Meet OSCQR!

Open SUNY Course Quality Review Rubric

Alexandra M. Pickett & Rob Piorkowski
The OSCQR Rubric: Instructional Design & Accessibility Standards
• **http://bit.ly/OLCoscqr**
  – Fill out form.

• Open the Course You will Review.

• **http://OSCQR.org**
1. Course includes Welcome and Getting Started content.

2. An orientation or overview is provided for the course overall, as well as in each module. Students know how to navigate and what tasks are due.

3. **Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.**

4. A printable syllabus is available to learners (PDF, HTML).

5. Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc.
6. Course provides access to campus and Open SUNY resources (technical help, orientation, tutoring).

7. Course information states whether the course is fully online, blended, or web-enhanced.

8. Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).

9. **Course objectives/outcomes are clearly defined, measurable, and aligned to student learning activities and assessments.**

10. Course provides contact information for instructor, department, and program.
Select a standard from this category, and apply it to the course you are reviewing.

- Present?
- Minor, moderate or major revision?
- Not applicable?
- Recommendations to improve?
  - Review examples, explanations for ideas.

Questions? Observations?
11. Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.

12. Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, & application - where appropriate).

13. Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.

14. Course includes links to privacy policies for technology tools.

15. Any technology tools meet accessibility standards.
Hands-On: Review Your Course

Select a standard from this category, and apply it to the course you are reviewing.

– Present?
– Minor, moderate or major revision?
– Not applicable?
– Recommendations to improve?
  • Review examples, explanations for ideas.

Questions? Observations?
16. A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).

17. Large blocks of information are divided into manageable sections with ample white space around and between the blocks.

18. There is enough contrast between text and background for the content to be easily viewed.

19. Instructions are provided and well written.
20. Course is free of grammatical and spelling errors.

21. Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.

22. Flashing and blinking text are avoided.

23. A sans-serif font with a standard size of at least 12 pt is used.
24. When possible, information is displayed in a linear format instead of as a table.

25. Tables are accompanied by a title and summary description.

26. Table header rows and columns are assigned.

27. Slideshows use a predefined slide layout and include unique slide titles.

28. For all slideshows, there are simple, non-automatic transitions between slides.
Select a standard from this category, and apply it to the course you are reviewing.

– Present?
– Minor, moderate or major revision?
– Not applicable?
– Recommendations to improve?
  • Review examples, explanations for ideas.

Questions? Observations?
29. Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement.

30. Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.

31. Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.

32. Where available, Open Educational Resources, free, or low cost materials are used.

33. Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.
34. Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.

35. A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).

36. Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.

37. Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").
Hands-On: Review Your Course

Select a standard from this category, and apply it to the course you are reviewing.

– Present?
– Minor, moderate or major revision?
– Not applicable?
– Recommendations to improve?
  • Review examples, explanations for ideas.

Questions? Observations?
38. Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).

39. Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).

40. Students have an opportunity to get to know the instructor.

41. Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).
42. **Course offers opportunities for student to student interaction and constructive collaboration.**

43. **Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.**
Select a standard from this category, and apply it to the course you are reviewing.

– Present?
– Minor, moderate or major revision?
– Not applicable?
– Recommendations to improve?
  • Review examples, explanations for ideas.

Questions? Observations?
44. Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.

45. **Course includes frequent and appropriate methods to assess students’ mastery of content.**

46. Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).

47. Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).
48. Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.

49. Students have easy access to a well designed and up-to-date gradebook.

50. Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.
Select a standard from this category, and apply it to the course you are reviewing.

- Present?
- Minor, moderate or major revision?
- Not applicable?
- Recommendations to improve?
  - Review examples, explanations for ideas.

Questions? Observations?
Campus and Program Implementation of the OSCQR Rubric
Campuses create and manage their own OSCQR rubrics.

Rubrics can be customized for particular programs.

Activity can be tracked and aggregated.

Reviews are conducted on copies of courses (no student activity).
review and refresh on a regular basis. Through the OSCQR Process a fresh set of eyes or a fresh idea can lead to a better experience for students and faculty alike.

In the process, courses are reviewed using the OSCQR Rubric, and viewed from three different perspectives:

- **The online faculty** perspective (a review by the course author).
- **The online instructional design** perspective (a review by someone with an online instructional design or faculty development background).
- **The external reviewer** perspective (a review by someone unfamiliar with the course, preferably a librarian, technologist, or other faculty member). Incorporated in this are additional opportunities for specific insights from the librarian and/or technologist perspectives.

These perspectives combine to provide rich feedback on the design of the online course and inform a plan to refresh specific design elements.
1. Identify who will be part of the review team
2. Provide access to the course
3. Provide access to the OSCQR Rubric
4. Have the course developer complete the profile
5. Review the course
6. Monitor the review progress
7. Discuss the suggestions proposed by the review team
8. Create a ‘refresh plan’
9. Refresh the course
10. Provide reports on progress
11. Conduct a ‘Learning Review’ to inform future reviews

The focus remains on continuous improvement and is an iterative process.
• Mobile Learning
• Virtual & Alternative labs
• Short Format Courses
• Large Enrollment Courses
• Foreign Language
• Blended Learning
• MOOCs
• Open Education Resources
• Course Delivery
• Experiential Learning

Other Ideas? Interest in Collaboration?!
Join our community as a “Friend of SUNY”


- [http://bit.ly/OpenSUNYonlineTeachingCommunity](http://bit.ly/OpenSUNYonlineTeachingCommunity) - join!

• [https://credly.com/](https://credly.com/) - Create account

• Claim Codes: 80E-929C-563 F21-6372-1F1

• Share!

Claim your badges!

Friend of SUNY

Intro to OSCQR
Learn more about OSCQR
– [http://OSCQR.org](http://OSCQR.org)

Download the Rubric
Thank YOU! Any Questions?

Learn more about Open SUNY
- [http://commons.suny.edu/opensuny/faq/](http://commons.suny.edu/opensuny/faq/)
- [http://commons.suny.edu/cote/](http://commons.suny.edu/cote/)
- [https://commons.suny.edu/cotehub/](https://commons.suny.edu/cotehub/)
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