Planning Your Remote to Quality Journey

A pre-conference workshop focused on reflection & continuous improvement across the institution!

OLC ACCELERATE 2021
September 17, 2021
The Pandemic: A Where Were You When Situation
Our Focus Today

- Reflecting on what we’ve learned during the pandemic
- Examining quality online and blended learning practices
- Exploring where we all might be on our quality journeys
- Determining a plan to advance quality efforts
How are we going to get there?

Collaborative Google Doc

Sharing

Breakout Rooms
Introductions

Nicole Weber
AVP, Learning OLC

Dylan Barth
Senior T&LC
UW-Milwaukee

Tina Rettler-Pagel
Faculty, COLO
Madison College

Beth Harrold
QSS Coordinator
OLC
What have we learned?
Collaborative Document Work


◎ Connect with Session Facilitators
◎ Dig Deeper into Links & Resources
◎ Reflection Activities
  ○ Take 5 minutes to introduce yourself & do the initial reflection!
Let’s Debrief!

◎ Who is here with us today?

◎ What are the good and not-so-good things we’ve seen during the pandemic?
Initial Reflections from Beth

The Good
◎ Institutions embracing online learning as a part of their strategic plan were able to pivot more quickly to fully online.
◎ Instructors learned new methods to engage and interact with students in an online classroom.

The Not-So-Good
◎ The pandemic forced many instructors to endure a crash course in remote learning. Online learning can be as good or better than in-person when individuals choose this modality.
Initial Reflections from Dylan

Good/Not-So-Good Thing #1
"The impediment to action advances action. What stands in the way becomes the way."—Marcus Aurelius

Good/Not-So-Good Thing #2
"Provide for the worst; the best can take care of itself."—Yiddish proverb
Initial Reflections from Tina

The Good

◎ Movement towards digital equity
◎ Increased online student services and awareness of mental health needs and support
◎ New online academic opportunities

The Not-So-Good

◎ Returning to “normal”
◎ Continuing to use elements (or full versions) of rushed, remote course pivots
What does quality look like?
Collaborative Document Work


Let’s take 5 minutes to reflect on what quality online courses look like and why quality is important!
Let’s Debrief!

- What do quality learning experiences look like?
- Why is quality important?
Remote vs. Online

“In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances.”
Our Toolbox for Today:
OLC’s Quality Scorecard Suite
OSCQR Course Design Scorecard

- Course-level quality rubric
- Partnership with SUNY Online
- Contains 50 instructional design and accessibility standards to identify areas for improvement
About OSCQR

**Major Areas**
- Course Overview & Information
- Course Technology & Tools
- Design & Layout
- Content & Activities
- Interaction
- Assessment & Feedback

**Great For**
- **Instructors** to do self-checks
- **Instructional Designers & Faculty Developers** to design courses, support consultations, and frame instructional development
- **Leaders** to build programmatic, college, or institutional minimum requirements
## Course Overview and Information

<table>
<thead>
<tr>
<th>1. COURSE OVERVIEW AND INFORMATION</th>
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<tbody>
<tr>
<td>1. Course includes Welcome and Getting Started content.</td>
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<tr>
<td>2. An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.</td>
</tr>
<tr>
<td>3. Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.</td>
</tr>
<tr>
<td>4. A printable syllabus is available to learners (PDF, HTML).</td>
</tr>
<tr>
<td>5. Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.</td>
</tr>
<tr>
<td>6. Course provides access to learner success resources (technical help, orientation, tutoring).</td>
</tr>
<tr>
<td>7. Course information states whether the course is fully online, blended, or web-enhanced.</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>9. Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.</td>
</tr>
<tr>
<td>10. Course provides contact information for instructor, department, and program.</td>
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## 2. COURSE TECHNOLOGY & TOOLS

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<tr>
<td>11.</td>
<td>Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.</td>
</tr>
<tr>
<td>12.</td>
<td>Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).</td>
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<tr>
<td>13.</td>
<td>Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.</td>
</tr>
<tr>
<td>14.</td>
<td>Course includes links to privacy policies for technology tools.</td>
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<tr>
<td>15.</td>
<td>Any technology tools meet accessibility standards.</td>
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</table>
## 3. Design and Layout

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).

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

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

Instructions are provided and well written.

Course is free of grammatical and spelling errors.

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

Flashing and blinking text are avoided.

A sans-serif font with a standard size of at least 12 pt is used.

When possible, information is displayed in a linear format instead of as a table.

Tables are accompanied by a title and summary description.

Table header rows and columns are assigned.

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

For all slideshows, there are simple, non-automatic transitions between slides.
## Content and Activities

<table>
<thead>
<tr>
<th>4. CONTENT AND ACTIVITIES</th>
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<tbody>
<tr>
<td>29. Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.</td>
</tr>
<tr>
<td>30. Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.</td>
</tr>
<tr>
<td>31. Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.</td>
</tr>
<tr>
<td>32. Where available, Open Educational Resources, free, or low cost materials are used.</td>
</tr>
<tr>
<td>33. Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>35. A text equivalent for every non-text element is provided (&quot;alt&quot; tags, captions, transcripts, etc.).</td>
</tr>
<tr>
<td>36. Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.</td>
</tr>
<tr>
<td>37. Hyperlink text is descriptive and makes sense when out of context (avoid using &quot;click here&quot;).</td>
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## 5. INTERACTION

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<tr>
<td>38.</td>
<td>Expectations for timely and regular feedback from the instructor are clearly stated</td>
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<td>(questions, email, assignments).</td>
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<td>39.</td>
<td>Expectations for interaction are clearly stated (netiquette, grade weighting,</td>
</tr>
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<td>models/examples, and timing and frequency of contributions).</td>
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<tr>
<td>40.</td>
<td>Learners have an opportunity to get to know the instructor.</td>
</tr>
<tr>
<td>41.</td>
<td>Course contains resources or activities intended to build a sense of class community,</td>
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<td>support open communication, and establish trust (at least one of the following - Ice-</td>
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<td>breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).</td>
</tr>
<tr>
<td>42.</td>
<td>Course offers opportunities for learner to learner interaction and constructive</td>
</tr>
<tr>
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<td>collaboration.</td>
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<tr>
<td>43.</td>
<td>Learners are encouraged to share resources and inject knowledge from diverse sources of</td>
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<td>information in their course interactions.</td>
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</table>
# Assessment and Feedback

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<tbody>
<tr>
<td><strong>6. ASSESSMENT AND FEEDBACK</strong></td>
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<tr>
<td>44.</td>
<td>Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.</td>
</tr>
<tr>
<td>45.</td>
<td>Course includes frequent and appropriate methods to assess learners’ mastery of content.</td>
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<tr>
<td>46.</td>
<td>Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).</td>
</tr>
<tr>
<td>47.</td>
<td>Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).</td>
</tr>
<tr>
<td>48.</td>
<td>Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.</td>
</tr>
<tr>
<td>49.</td>
<td>Learners have easy access to a well designed and up-to-date gradebook.</td>
</tr>
<tr>
<td>50.</td>
<td>Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.</td>
</tr>
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Administration of Online Programs Scorecard

- This scorecard is a tool to conduct programmatic or institutional reviews of an institution’s online programs.
- Consists of 70 quality standards to examine online programs and highlight areas for continuous improvement.
About the Administration of Online Programs Scorecard

**Major Areas**
- Institutional Support
- Technology Support
- Course Development & Instructional Design
- Teaching & Learning
- Faculty Support
- Student Support
- Evaluation and Assessment

**Great For**
- *Leaders* across the institution to see if the right supports are in place for quality online learning.
Our Work Today

Quality Journey Reflection Tool
Instructional Designers & Faculty Developers

About this Tool
This tool, adapted from the Online SUNY Course Quality Rubric (OSCQR), highlights major areas to begin reflecting around quality in our online course design efforts. For more detailed indicators, please download the OSCQR Scorecard.

Directions
Please do not edit the table below as it is serving as the template for all workshop participants. Instead, make a copy of this document to use for your personal reflection on your quality journey. You can do this one of two ways:

1. If you are a fan of Google, please make sure you are signed in (any Google account will be fine) before going to "File" and selecting "Make a Copy" to save your very own copy to your Google Drive.

2. If you prefer Microsoft Word, you can download your own copy by going to "File" and selecting "Download" before clicking "Microsoft Word." This should create a copy that you can save to your computer.

After you have your copy all set, move to the table below where you will read about the major areas of quality online design. Reflect on how well you do those things currently in your online course design, placing an “X” in the box that most resonates with your current state of online course design or support efforts.
A Quick Panel With Our Experts!

Have questions for Tina & Dylan? Put them in chat!

Tina Rettler-Pagel
Faculty, COLO
Madison College

- Where are you at in your quality journey?
- What have been your big wins?
- What challenges have you encountered?
- What are your next steps?
- Questions from our participants!

Dylan Barth
Senior TLTC
UW-Milwaukee
Where are you in your quality journey?
It’s Time for Breakouts!

- Staying in the Main Room (Instructional Designers & Faculty Developers)
- Breakout Room 1 (Instructors)
- Breakout Room 2 (Leaders)
What are We Doing in Breakouts?

- Breakout Activity 1: Reflecting on Where You Are
- Breakout Activity 2: Advancing Quality
- Breakout Activity 3: Challenges & Strategies
Let’s Debrief!

◎ What major themes emerged during the breakouts?

◎ Where are people and institutions at in their journeys? How do they want to move forward? What challenges do they anticipate?
10-Minute Break!
Wrapping Things Up!
Why is Quality Important?

- Enhances the student experience, putting them at the center of learning
- Supports retention, success, and learning
- Assists with accreditation efforts
Quality Throughout the Institution

- Courses
- Programs
- Institutional Strategy
  - Administrative Support
  - Technology Infrastructure
  - Faculty & Student Support
  - Evaluation & Continuous Improvement
Used in Different Roles...

Instructors

Instructional Designers & Faculty Developers

Leaders
For Different Purposes

Scorecards for Self-Check

Guiding Online Quality Initiatives & Support

OLC Quality Review Process

Flexible and Adaptable!
Course Design Scorecard Review

Phase One -
◎ Consists of the initial Quality Scorecard review using the OSCQR Course Design Review by one expert to review all 50 standards.

Phase Two -
◎ This phase is for any institutions seeking an OLC Course Design Review Endorsement.
The Administration of Online Programs Official Review

- Quality Scorecard Official Review
- Internal Review
- Navigator Review
Program or Institutional Internal Review

- This review process is ideal for individuals that want the flexibility to complete the scorecard on your timeline.
- Review process allows you to establish your milestones to hold individuals accountable to adding to their area of expertise.
OLC Navigator Review

- This review process was designed to help guide institutions through the quality scorecard review process.
- Time is often the biggest challenge institutions face.
Final remarks on these scorecards
Let’s take 5 minutes to reflect on how you initially describe quality and its importance. In the “Reflecting on Quality Online Learning, Part 2” table, share if and how your thinking might have changed during this workshop experience.
Collaborative Document Work


Let’s take a few final moments to reflect on one final actionable item that you would like to take that focuses on moving quality forward at your institution.
Key Takeaways

- We can leverage what we have learned to grow
- Quality online learning and emergency remote teaching are different
- We can utilize tools, like the OLC QSS, to support our work across the institution
- It’s all about planning for continuous improvement
Questions?