



Virtual Campus
MONROE COMMUNITY COLLEGE



SUMMER REFRESH: MCC'S SUMMER WORKSHOP SERIES

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About Us



Tom Capuano

Instructional
Designer



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Instructional
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187 / 15

Unique Fully Online Courses/Hybrid (Spring 2019)

374

Individual Online Course Sections (Spring 2019)

70

New Online Courses Developed in the last 3 years

~20%

Updated to New Template/Reviewed w/ OSCQR



**Monroe
Community
College**

STATE UNIVERSITY
OF NEW YORK





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Background

How did it all begin?

2017

- Given funding for at least 20 people
- 11 individuals applied from multiple depts.
- 5 workshops with optional lab time
- \$500 stipend at completion
- Goal:
 - Overhaul courses using template
 - Review courses with OSCQR
 - Make courses more engaging



2018

- Same funding
- 26 participants (individual applicants & depts.)
- 2 cohorts (AM and PM)
- Cut peer review session (but did include earlier peer review using OSCQR)
- Increased focus on accessibility
- Rethought flow - more activities, less lecture
- Built in work time = greater impact courses

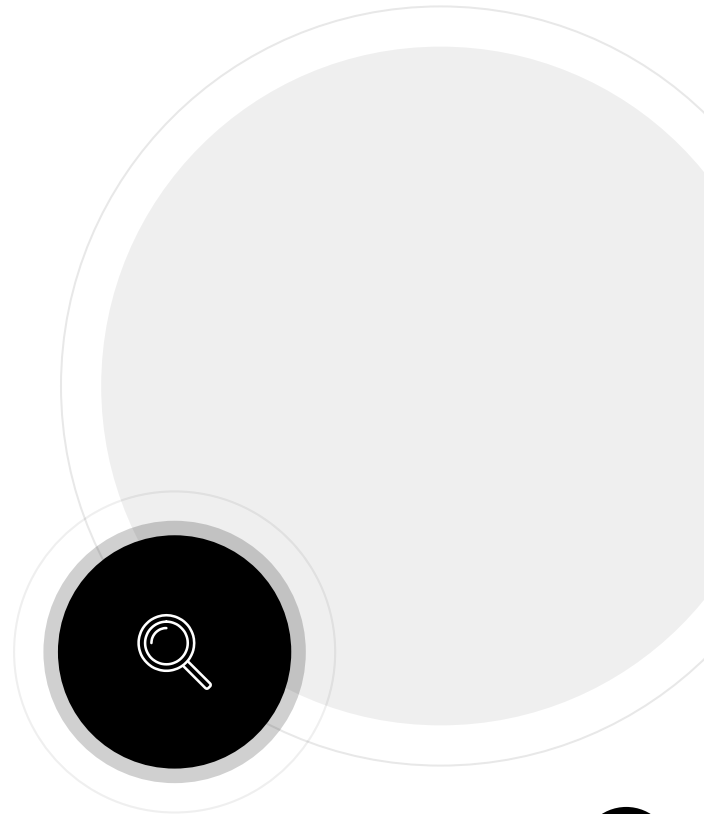


2019

- Same funding
- 1 day - tailored to specialized needs (new fully online HSP program / hybrid BUS & CRJ programs)
- Demand for specialized trainings
- Input from Reflective Practice Group
- No individual applicants, 15+ from departments
- Learning from this for next year




DEMO





“


I thought the overall organization and structure of the institute was well thought out and implemented. That first class where we were introduced to the SUNY rubric I think shocked many of us given how detailed it was. **I personally didn't think altering my course to the point I did was possible given that rubric, but the way the institute was structured I was wrong. I think your whole team did an excellent job of presenting the information and allowing us to immediately use it in a meaningful way.** I also appreciated the fact that we could easily transition between the development course and our actual course to make changes and alterations, which for me made life so much easier.





“

I just had to send this email to show appreciation. I just finished my first online course and it was a math course. It was a good experience, but some of the organization was a bit off and confusing. **I want to say thank you and you did a spectacular job on all of the organizing and making sure we know what we are responsible for.** It is extremely helpful!





Faculty Feedback





Questions & Resources

Any questions?

You can reach us at

- Anjali aparasnissamar@monroecc.edu
- Tom tcapuano3@monroecc.edu
- Andrea agilbert14@monroecc.edu

<https://tinyurl.com/MCCSummerRefresh>





Sessions

Workshop 1: Introduction to OSCQR

Workshop 2: ADA Compliance/ Virtual
Campus Online Course Template

Workshop 3: Tools You Can Use

Workshop 4: Peer Review and Course
Modifications

Workshop 5: Course Wrap-Up and
Sharing



Workshop 1



Workshop 1 Introduction



In Workshop #1 we will introduce you to the OSCQR (Open SUNY COTE Quality Review) rubric. The Open SUNY Center for Online Teaching Excellence (COTE) has developed an openly licensed rubric and process that addresses both the instructional design and accessibility of an online course. The aim of the Open SUNY Course Quality Review (OSCQR) Rubric and Process is to support continuous improvements to the quality and accessibility of online courses.

To help campuses ensure that their online courses are learner-centered and well designed, a team of COTE staff and campus stakeholders has designed the OSCQR Rubric, a customizable and flexible tool for measurement. The fifty incorporated standards focus on course design from the perspective of the Community of Inquiry (CoI) model, and help reviewers assess opportunities for social presence, cognitive presence, and teaching presence in addition to the overall online course educational experience. The OSCQR Rubric is intended to be used for reviewing course design rather than the actual course delivery.

It is **non-evaluative**: Conceptually the rubric and process approach course review and refresh as a professional development exercise, to guide faculty in their understanding of improving course design from an effective practices perspective, rather than as a course evaluation, or quality assurance procedure. It prioritizes changes. An Action Plan is automatically generated by the course review process that presents recommendations for course design improvements based on the review, and assists in prioritization of course revisions based on the estimated time to make those improvements. The rubric also provides suggestions for course design improvements for each standard that can be selected from a menu of options by each reviewer to supplement reviewer feedback.

Workshop Learning Outcomes:

- Examine an online course using the OSCQR Course Design rubric criteria.
- Develop an action plan that focuses on at least five criteria from the OSCQR Course Design rubric.
- Define the meanings of copyright and fair use as they pertain to an online course.



Workshop 1: Presentation



- Get familiar with OSCQR rubric
- Tailor session to cohort ([reflective practice exercise](#))
- Present content design standards and template
- Discuss copyright/Fair Use
- Complete course design rubric
- Identify individual goals



Top 5 List

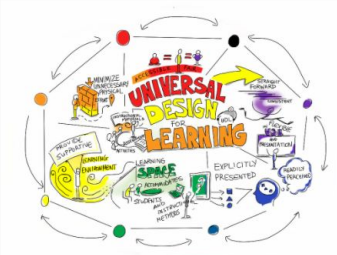
- 1** #42: **Learner to learner interaction and collaboration (42%)**
- 2** #46: Clearly articulated assessment criteria (37%)
- 3** #29: Variety of resources to facilitate content delivery and engagement (37%)
- 4/5** #40: Opportunity to get to know the instructor (32%)
- 4/5** #32: OER, free, and low cost materials (32%)
- 4/5** #1: Welcome and Getting Started content (32%)

Honorable mentions: Critical thinking, navigation, copyright, self-assessments



Workshop 2

Workshop 2: Introduction



The OSCQR Accessibility Rubric is based on the recommendations of SUNY's Office of General Counsel in their 2013 memo, "Accessibility Considerations in the wake of SUNY's Online Initiatives". The rubric has been reviewed by members of the FACT2 Accessibility Task Force, and addresses the legal considerations required to be compliant with Section 508 of the Rehabilitation Act of 1973, New York State Enterprise IT Policy NYS-P08-005, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. The OSCQR Accessibility Rubric also accommodates additions and customizations.

Module Learning Outcomes:

- Examine an online course using the OSCQR Accessibility rubric criteria.
- Develop an action plan that focuses on at least five criteria from the OSCQR Accessibility rubric.
- Translate existing course content into the Virtual Campus online course template.

Workshop 2: Presentation

- Accessibility presentation with special guest from our Services for Students with Disabilities office
- Built in reflection checkpoints
- Accessibility checkers & tools
- Review Accessibility section of the OSCQR rubric and identify your top 5 list



Workshop 3

Used feedback from top 5 lists to demonstrate several tools faculty can integrate into courses:

- Ally
- Library Resources
- VoiceThread
- Google Tools
- Rubrics
- Adding alt. text to Images in Blackboard
- Symbaloo - share resources
- Lecture Capture/Captioning (Sign up for a time slot to record an intro video)
- Zoom Conferencing



Module Introduction



Selecting appropriate tools in the online environment can be challenging. Student engagement is difficult to measure and motivation is harder to instill. In this module, we will explore tools that help to encourage student engagement and promote accessibility. Choosing appropriate course tools goes a long way toward providing enough varied activities for matching multiple learning styles, and maximize the chance that your students have mastered the material.

We will explore the following tools:

- Library Resources
- VoiceThread
- Google Slides
- Accessibility of Images (Alt Text)
- Rubrics for Grading
- Sharing Resources (Symbaloo)
- Zoom Conferencing
- Lecture Capture Studio/Captioning Options

Module Learning Outcomes:

- Paraphrase the common use cases for the tools presented in the workshop.
- Identify at least 1 new tool to use in your online course either now or in the future.
- Design an implementation plan for the selected tool.



Workshop 4



Online Peer Review Protocol

Purpose: A second pair of eyes on your course is helpful to your course revision process. In pairs, you will have the opportunity to informally show your course to a partner. You can ask for feedback on a problem area of the course, share your goals for the course, or share the current state and talk about your vision. Your partner will use the OSCQR rubric to informally give you feedback on the current state of the course to make your improvements.

1. **Individually:** Take 5 minutes to quietly reflect on your course and what you would like to show your partner.

2. **Show and Tell:** Take 15 minutes to present your course, showing the organization, and pieces of the rubric are met. While you are presenting, your partner can begin to fill out the rubric as they see criteria are met.

3. **Clarifying Questions:** Your partner should take 2 min to ask any clarifying questions about the course.

4. **Switch Roles:** Repeat "Show and Tell" and "Clarifying Questions" for the next presenter

5. **Complete the Rubric:** Take 12 minutes to complete the rubric for your partner. If you have any feedback to share, helpful tips, you can add them to the comments on the rubric.

6. **Share Feedback:** Take 3 minutes each to share feedback about the course.

This process should take about 1.5 hours

- Review another colleague's course with the OSCQR rubric as a guide
- Share feedback and reflect
- Use this discussion to make decisions about the next steps
- Time to work on course



- Each participant shared their final product with the class (5-7 minutes each)
- Final survey and time to record feedback from participants

Workshop 5



