

[OSCQR 3.1]

	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable		
<i>Estimated time needed for revision:</i>		<i>1/2 hour or less</i>	<i>1/2-2 hours</i>	<i>2+ hours</i>			Action Plan

1. COURSE OVERVIEW AND INFORMATION							
1	Course includes Welcome and Getting Started content. [1]						1. Need ideas?
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. [2]						2. Need ideas?
3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way. [3]						3. Need ideas?
4	A printable syllabus is available to learners (PDF, HTML). [4]						4. Need ideas?
5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc. [5]						5. Need ideas?
6	Course provides access to learner success resources (technical help, orientation, tutoring). [6]						6. Need ideas?
7	Course information states whether the course is fully online, blended, or web-enhanced. [7]						7. Need ideas?
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). [8]						8. Need ideas?
9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments. [9]						9. Need ideas?
10	Course provides contact information for instructor, department, and program. [10]						10. Need ideas?

2. COURSE TECHNOLOGY & TOOLS							
11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. [11]						11. Need ideas?
12	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate). [12]						12. Need ideas?
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu. [13]						13. Need ideas?
14	Course includes links to privacy policies for technology tools. [14]						14. Need ideas?
15	Any technology tools meet accessibility standards. [15]						15. Need ideas?

3. DESIGN AND LAYOUT							
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). [16]						16. Need ideas?
17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks. [17]						17. Need ideas?
18	There is enough contrast between text and background for the content to be easily viewed. [18]						18. Need ideas?
19	Instructions are provided and well written. [19]						19. Need ideas?
20	Course is free of grammatical and spelling errors. [20]						20. Need ideas?

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21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document. [21]						21. Need ideas?
22	Flashing and blinking text are avoided. [22]						22. Need ideas?
23	A sans-serif font with a standard size of at least 12 pt is used. [23]						23. Need ideas?
24	When possible, information is displayed in a linear format instead of as a table. [24]						24. Need ideas?
25	Tables are accompanied by a title and summary description. [25]						25. Need ideas?
26	Table header rows and columns are assigned. [26]						26. Need ideas?
27	Slideshows use a predefined slide layout and include unique slide titles. [27]						27. Need ideas?
28	For all slideshows, there are simple, non-automatic transitions between slides. [28]						28. Need ideas?

4. CONTENT AND ACTIVITIES

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

5. INTERACTION

38	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments). [38]						38. Need ideas?
39	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions). [39]						39. Need ideas?
40	Learners have an opportunity to get to know the instructor. [40]						40. Need ideas?

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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). [41]						41. Need ideas?
42	Course offers opportunities for learner to learner interaction and constructive collaboration. [42]						42. Need ideas?
43	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions. [43]						43. Need ideas?

6. ASSESSMENT AND FEEDBACK

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

OVERALL NARRATIVE

[1] By welcoming learners to the course and providing context for what they will be learning, the instructor sets a tone for success from the start of the course. Learners benefit from an overview of the course, with general information about the nature and purpose of the course, the course activities, grading structure, and where to find the specific information on each.

[2] Adult learners benefit from knowing what they are about to learn, as well as the scope of work and time commitment expected from them. For most adult learners, such "advanced organizers" help them plan around conflicting priorities (family, children, work) and manage their time.

[3] Deconstruction of the syllabus enables learners to find varied, discrete course information quickly with one or two clicks, rather than reading through the entire syllabus document. The preferred format for this section is short documents (one or two screens for easy scrolling) with narrow focus and clear titles.

Key findings have implications and support for the deconstructed syllabus, well named modules, etc. "Findability may have a significant effect on self-efficacy and motivation, as well as student perception of the instructor."

[4] Some learners prefer to print a syllabus for offline reference. A single document is preferred for easy printing.

[5] Course has clear policies and/ or links to institutional resources for learners to consult regarding how to file a grievance, campus computer use policies, and the disability office. Instructors can reinforce this in the Course Information section. Learners should feel connected to their campus through their online courses.

[6] Having easy access to support prepares learners for success in the online environment and reduces frustration.

[7] Make clear what the course format is- completely online, blended or web enhanced. This information should be included in the syllabus or course information area. For blended courses, learners will need a clear understanding of the ratio between synchronous and asynchronous requirements.

[8] Learners will likely try to access their online courses on several different devices. The Open SUNY HelpDesk, or campus-based Help Desk should be referenced (provide a link) for help and expertise with any issues that arise from different operating systems and devices (mobile, laptops, etc.)

[9] Learners need to know how what they are learning and what they are required to demonstrate and connect to the course outcomes. The relevance of what they are learning is important (Knowles, 1984). Connecting objectives to activities provides context and relevance. Program objectives, course objectives and module level objectives should all be aligned. Objectives should be aligned with the learners' perspective and appropriate to the level of rigor for the particular program of study. Ensure the activities and assessments are mapped to these outcomes. Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.

[10] Provide opportunities for private communication with the instructor. Include department and program information. This helps learners who are completely online get a sense of orientation and inclusion with the instructor and the overall program.

[11] For third party content (publisher websites, subscriptions), learners should be provided links to the relevant assistive resources provided by

those companies. If learners are required to use technology (microphone, webcam, etc.), the requirements for usage should be in the Course Information documents at the beginning of the course.

[12] Learners should be provided ample time to set up, practice and troubleshoot 3rd party tools.

[13] When faced with a large variety of LMS tools, it is important for course developers and faculty to select the tools that learners will be using most frequently, and make prominent links to those tools.

[14] Learners should be provided access to information about the degree to which their data (identities, submissions, logons) can be monitored, collected, and distributed either by the LMS or through the registration process for an external tool (online workbook, blog tool, etc.).

[15] LMS tools typically adhere to accessibility standards, but any technology tool or application outside of the LMS needs to be reviewed from an accessibility perspective before including it in the online course.

[16] Create cohesive online course structure that is logically sequenced and paced. This includes consistency in the design of learning modules, assignments, and rubrics. Redundancy (the same documents appearing in several locations) is favored, as such repetition helps learners navigate easily to relevant information without searching extensively.

[17] Reducing content to smaller “chunks” enables learners to make better use of working memory and recall. Organizing course content into manageable sections makes it easier for learners to work through, and process the information.

[18] Low contrast between text and background on computer screens and mobile devices can decrease readability and inhibit learner success in an online course.

[19] Clear instructions help learners to function in the online environment without having to repeatedly ask for clarification. It is recommended to repeat instructions throughout the course, a click or two from the assignment/activity to which they apply. While this may seem redundant, learners benefit from this "proximity."

[20] The instructor is considered the expert in the classroom, and course materials should reflect that expertise.

[21] By using titles and headings, instructors can effectively guide learners through an online course, while setting expectations on what to expect along the way.

[22] Online course content that flashes or blinks can cause seizures for some learners, and should be purposefully avoided.

[23] Font size and type face (serif vs. sans-serif) do factor into readability results.

[24] In order for screen readers to scan code properly, the table needs to be structured properly so that a learner who is blind, low-vision and/or using a screen reader can process the auditory output that is generated.

[25] If you have tabular data that you need to display, you will need to provide a title and summary description in order to guide learners using screen readers through the topic before the screen reader accesses the actual data in the table.

[26] In order for screen readers to process table information, row and column headers need to be in place.

[27] Using a consistent layout will set the stage for continuity and consistency in your course.

[28] Irrelevant sounds, motions, or animations in a presentation can reduce learner comprehension.

[29] Learners benefit more from tasks than from simple presentation of content. External readings, assignments, discussions, interactive web sites, online assessments (formative and summative) ... should all be connected clearly to learning the course content. Learners engage in these activities more readily when relevance to the course content is clear to them.

[30] Cognitive presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001). Where the learner thinks critically, he or she goes through the process of constructing knowledge, inquiring, exploring, and thinking.

[31] Relevance is central to adult learning. (Malcom Knowles) When the adult learner can apply a learning activity to practical value beyond the duration of the course, relevance is established between the stated learning objective, the learning activity, and the assessment of that activity.

[32] Open SUNY is committed to using low cost instructional materials wherever possible in order to reduce the financial burden on learners. Your campus librarian is a good resource for help on this; as well, see the Open SUNY Affordable Learning Solutions (ALS) webpage.

[33] Resources and materials in the course should all be properly cited. In doing so, instructors and programs model good academic citizenship.

[34] Providing content that is accessible is critical to keeping learners with visual disabilities on track.

[35] Screen readers do not read images, which makes them inaccessible to learners with visual impairments who rely on those readers. If images are used, ALT (alternative) text, descriptive text needs to be provided.

[36] Learners who have low vision or are color blind need high contrast between the text font and background in order to read.

[37] Screen readers provide learners with the ability to hear only the links that appear on a page. Should a learner come across a page with “click here” used for every link, there would be no context related to any implied action to take in the course, and the learner would need to read through the entire page each time to access a specific link.

[38] By setting learner expectations upfront, instructors avoid having a lot of questions asked via the Ask a Question discussion area or by email, thus reducing time on extra tasks. Learners will experience less frustration if they know what to expect.

State the expectations learners should have for answers to their questions, grades, and private communication in the Course Information documents, such as the syllabus.

[39] Expectations for assignments, class participation, proctoring, due dates, and attendance requirements should all be clear to the learner. Adult learners expect and benefit from understanding the parameters and rationale of the learning activities in a course up front. Outlining clear expectations for timing and frequency of contributions, as well as what type of standards should be upheld when working on particular activities helps learners to be successful and reduces frustration caused by ambiguity. For blended courses, provide clear guidelines for synchronous (in-class) and asynchronous (online) participation.

[40] Social presence is the ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as 'real people.' (Garrison, Anderson, & Archer, 2001).

When learners understand the background of their instructor, the "distance" between instructor/learners is mitigated. The tone and approach of the instructor in regard to self-introduction will serve as a model for learners. It is important that learners feel the instructor is easily accessible, and willing to communicate consistently throughout the course.

[41] Building a sense of community mitigates the solitude of the online learner. Courses that promote class community help learning occur "in a social context" (Dewey) and mitigate the perception of a correspondence course.

[42] Incorporate group work and peer review assignments as appropriate to support social, teaching and cognitive presences.

By requiring learners to engage with each other, the design of such activities requires them to assume more responsibility for their own learning. This often leads to a deeper level of engagement. The instructor's role changes more to facilitator, moderating and evaluating the quality and quantity of interaction between learners.

[43] Teaching presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001)

Inviting learners to reach out beyond a textbook or assigned readings empowers them to understand a wider scope of research and perspectives. When exposed to different information sources, learners have the opportunity to discern the integrity of those sources and (possibly) share those perceptions with each other.

[44] Learners need to know how their work will be assessed in a clear and transparent manner.

[45] Consistent and regular assessments help learners demonstrate their progress and deficiencies.

[46] Establish and communicate clear grading schema. Rubrics are recommended as a best practice for communicating criteria and achievement levels for particular assignments. Provide examples of work that model the performance you require of learners.

[47] Self assessment has been shown to play a role in self-efficacy, fosters learners' abilities to construct meaning, and promotes metacognition.

[48] Understanding learners who need more time for accommodations or extraneous circumstances is critical to promoting learner success in online courses.

[49] The gradebook should be easy to navigate and clear.

[50] Assess the efficacy of the online teaching and learning process.