



What to expect when you submit your DE course to the OEI Course Design Academy

*CALIFORNIA VIRTUAL CAMPUS-ONLINE EDUCATION INITIATIVE

CHRISTINA LEE & VICTORIA AUSTIN



Agenda:

- Introduction to the CVC-OEI
- OEI Course Design Rubric Feedbacks
- Examples from Chris's & Vicky's DE courses
- OEI Faculty Information Session

What is the OEI-CVC?

- ▶ Collaborative effort among all CA community colleges
- ▶ Intended to allow students to complete educational goals more easily
- ▶ Supports high quality online courses

What is Las Positas's role?

- ▶ May 2014 – 23 college pilot, not including us
- ▶ May 2018 – 33 new colleges added

We commit to:

- ▶ Putting 20% of our DE courses on the OEI in two years
- ▶ Creating a process to review courses for the exchange

What courses are eligible?

- ▶ Fully online class
- ▶ Taught at least one previous semester online
- ▶ Transfer eligible (IGETC or CSU) or CTE

What is the process to list my course on the OEI?

- ▶ Prepare your online course
- ▶ Review the standards on the OEI rubric
- ▶ Submit your course to the Course Design Academy

The OEI rubric is about **delivery**, not content



As a participant in Course Design Academy, faculty receive:

- **Confidential** feedback and **course design recommendations** from fellow online faculty through peer online course review.
- **Support from a Canvas Course Design Specialist (CCDS)** to assist instructors with applying the feedback and getting the most from the tools and features in Canvas.
- Badges awarded for aligning with each section of the OEI Course Design Rubric: ***Content Presentation, Interaction, Assessment, and Accessibility***.

Online Course Review Information

Faculty Name:	Christina Lee
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Date:	August 17, 2018
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College:	Las Positas College
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Local Course ID:	PCN 10
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Course C-ID:	Non-CID
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Information below this line will be completed by the Lead Reviewer

Lead Reviewer:	Teresa Borden
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Aligned Sections:	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
	<input type="checkbox"/> D	<input type="checkbox"/> E	

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Unit-level Objectives		
<input checked="" type="checkbox"/> Objectives are not included in individual learning units/modules.	<input type="checkbox"/> Objectives are included in the individual learning units/modules.	<input type="checkbox"/> Objectives are included in assessments.
A2: Clarity of Unit-level Objectives		
<input checked="" type="checkbox"/> Objectives do not include demonstrable learning outcomes.	<input type="checkbox"/> Objectives include demonstrable learning outcomes.	<input type="checkbox"/> Objectives are written in language that is student centered.
A3: Alignment of Unit-level Objectives		
<input checked="" type="checkbox"/> Unit content and activities are not aligned with unit objectives.	<input type="checkbox"/> Unit content and activities are aligned with unit objectives.	<input type="checkbox"/> The connection between the content/activities and the unit objectives are made explicitly clear to the students.

Criteria A1 – A3 Comments:

You do a good job of giving a clear overview at the beginning of each module.

A1: We did not find objectives in most modules though we did see nice overviews of what the focus is of each module.

A2: To align with criteria A2 consider adding or rewriting objectives that include demonstrable learning outcomes. While the course objectives highlight the information students will be learning it is difficult to determine how students actually demonstrate their learning. Use action verbs to communicate expectations (consider Googling Bloom's taxonomy for more information). For example, in Mod. 4, we saw an objective of the module written as "understand the different types of skills that exist in the work environment." This is a good overview but objectives need to

Example of How Objectives Are Placed on a Page

In this example, the objectives are placed under a Canva banner that states, "By the end of this module, you will be able to." Alternatively, some faculty create a Heading Level 2, "By the end of this module," "This Week's Take-Aways," or "Learning Objectives."

Learning Module 1 Objectives

BY THE END OF THIS MODULE

YOU WILL BE ABLE TO

- Summarize the importance of mental health services
- Identify multiple forms of distance mental health counseling

IN THIS MODULE

YOU WILL COMPLETE THE FOLLOWING ASSESSMENTS/ASSIGNMENTS

- Complete "Introduction" on the Discussion Board (10 Pts).
Initial response due Monday 2/5 11:59 PM & final response due Tuesday 2/6 11:59 PM.
- Complete the "Mental Health for Non-Clinicians Survey" (10 Pts). Due Monday 2/5 11:59 PM.
- Participate in "Mental Health Counseling Referral" Discussion (10 Pts).
Initial response due Wednesday 2/7 11:59 PM & final response due Thursday 2/8 11:59 PM.
- Participate in "Instructor Led Session 1 of 2" Learning Activity (15 Pts).
Be sure to join at least one Cranium Classroom Live Meeting, details available at current schedule.

Module 4: Introduction

This module's objective is to help you understand the different types of skills that exist in the work environment. You want to articulate the skills you already have and would like to use in future majors and occupations. In addition, you may identify the need to develop specific skills for any desired careers.

As we move along the career development process, you are looking for common themes (areas) that encompass the majority of your top values, interests, personality preferences, and skills so that you can make better informed career decisions.

By the end of this module, you will be able to:

- analyze different types of skills.
- explain specific skills you have already demonstrated in your own life.

Click "Next" to begin the Module

◀ Previous

Next ▶

Module 2 Activities

**By the end of this
module**

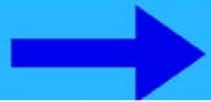
You will be able to:

- Learn how to change the appearance of the worksheet
Formatting text, numbers and dates, Change font colors and fill colors
- Create formulas and functions
- Align, indent and rotate cell contents
- Merging a range of cells into a single cell
- Apply cell styles
- Copy and paste formats using Format Painter
- Highlight cells with conditional formatting
- Printing tools - Insert print titles, set print areas and insert page breaks, Enter headers and footers

Learning Tasks

1. Textbook: Read and Do Module 2 - "Formatting Workbook Text and Data"
2. Canvas: [Add new terms and/or concepts](#) to the journal assignment
3. Canvas: [View PowerPoint](#) for key topics covered in this chapter.
4. Textbook: Answer Quick Check questions on pages 93 and 122. Review your answers with the [Module 2 Quick Answer key](#) attached in Canvas
5. Textbook: Complete and submit [end-of-chapter assignments](#):
 - Review Assignment - Menu Sales.xlsx
 - Case Problem 2 - Peak Bytes.xlsx
 - Case Problem 4 - Pandaisia Order.xlsx
 - Extra Credit: Courses and Calendar.xlsxBefore submitting your assignment compare with the Module 2 Solution files in Canvas. If your assignments do not match the answer key contact me or go to the computer lab assistants and get help.
6. Canvas: Discussion Board: "[What new Formatting feature did you discover?](#)"
7. Canvas: Complete the [Module 2 quiz](#)

Begin the Module



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A1: Placement of Unit-level Objectives



Objectives are not included in individual learning units/modules.



Objectives are included in the individual learning units/modules.



Objectives are included in assessments.

A2: Clarity of Unit-level Objectives



Objectives do not include demonstrable learning outcomes.



Objectives include demonstrable learning outcomes.



Objectives are written in language that is student centered.

A3: Alignment of Unit-level Objectives



Unit content and activities are not aligned with unit objectives.



Unit content and activities are aligned with unit objectives.



The connection between the content/activities and the unit objectives are made explicitly clear to the students.

Criteria A1 – A3 Comments:

A1: Aligned. The review team was able to locate weekly objectives with ease. In each module, the Activities page has a list of weekly objectives under a header, "By the end of this module You [sic] will be able to." Students will appreciate the consistent placement of these objectives. To add an exemplary element, include relevant objectives in assessments as well, for example at the top of an assignment or quiz.

A2: Incomplete. Many unit-level objectives include demonstrable learning outcomes, such as "Create formulas and functions," "Describe the parts of a Chart," and "Analyze types of Charts." To fully align with A2, objectives that don't use active, measurable verbs can be revised using Bloom's Taxonomy. For example, Module 5's "Work with data ranges" might become "Create a table using data ranges." Module 2's "Learn how to ..." could be revised by replacing this language with a measurable verb like explain, "interpret," or "create."

A3: Aligned. Assessments appear to align with unit-level objectives. For example, Module 3's objective: "demonstrate building functions using Insert Function dialog box" aligns with Module 3's assignment asking students to enter formulas and functions into cells. This clarity and cohesiveness is so beneficial for students! To move toward exemplary here, consider discussing objectives when introducing assignments. This explicit connection can increase motivation by showing students how the activity will help them meet the week's objectives.

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
<input type="checkbox"/> Navigation and content flow are not easily determined.	<input checked="" type="checkbox"/> Navigation and content flow are easily determined by the user.	<input checked="" type="checkbox"/> Clearly labeled tutorial materials that explain how to navigate the specific course are included.
A5: Unit-level Chunking		
<input type="checkbox"/> Content is not presented in visibly distinct learning units or modules.	<input checked="" type="checkbox"/> Content is presented in visibly distinct learning units or modules.	<input checked="" type="checkbox"/> Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.
A6: Page-level Chunking		
<input type="checkbox"/> Page content is not chunked in manageable segments using headings; long pages of text make online reading difficult.	<input checked="" type="checkbox"/> Page content is chunked in manageable segments using headings that facilitate online reading.	<input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.

Criteria A4 – A6 Comments:

You have done a fantastic job with this aligned section!

A4: Good work! Navigation and content flow are easy to determine. Your excellent home page includes a "Start Here" link as well as instructions below the video of how to navigate the course. In addition, the "Next" button on the Introduction page is highlighted to guide learners, and there are links to Canvas tutorial materials (on the "Is This Your First Canvas Course" page), an exemplary element.

Module 4: Skills and A...

Prerequisites: Module 0: Getting Started

Complete All Items



- Module 4: Introduction**
View
- Ground Rules**
View
- Your Tasks**
- Transferable Skills Video**
- Module 4: Instructions for PPT presentation**
- Module 4: MicroSkills**
Sep 25 | 20 pts | Submit
- Module 4: My Accomplishment**
Sep 25 | 20 pts | Submit
- Check in survey for Module 4 (extra credit)**
Sep 25 | 0 pts | View

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A7: Effective Use of CMS Tools		
<input type="checkbox"/> CMS tools that could reduce the labor intensity of learning are not used effectively.	<input checked="" type="checkbox"/> Course Management System (CMS) tools are used to reduce the labor intensity of learning in a way that streamlines access to materials and activities for students.	<input checked="" type="checkbox"/> CMS Tools are used to provide integrated and innovative learning materials and activities for students.
A8: Student Centered Teaching		
<input type="checkbox"/> Content is presented using only one modality.	<input checked="" type="checkbox"/> A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.	<input checked="" type="checkbox"/> Technology is used creatively to emphasize student-centered learning throughout the course.
A9: Instructions		
<input checked="" type="checkbox"/> Instructions for working with course content is incomplete, or non-existent.	<input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource).	<input type="checkbox"/> Instructions are directly embedded with the content or activity.
A10: Individualized Learning		
<input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	<input checked="" type="checkbox"/> Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.	<input type="checkbox"/> Numerous individualized learning opportunities are provided throughout the course.

Criteria A7 - A10 Comments:

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Module 4: Instructions for PPT presentation

The following PowerPoint presentation (PDF file) is a summary of the unit material. As you watch the presentation, take notes about specific skills that you have demonstrated in your life and note any specific examples. Pause the presentation whenever there's something you don't understand and write down your question (for the anonymous check in survey). You'll be asked to provide examples of your skills in this week's discussion.

[Mod. 4 Introduction to Skills](#)

[Minimize File Preview](#)

Page < 1 > of 12   ZOOM  

easy to find.

A13: Student Services



Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.



Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.



Links to institutional services are provided in units or activities when they may be needed most.

LPC Student Support Services (Disability, Counseling, Career, Transfer)

[Disability Resource Center](#)

[Counseling](#)

[Career & Employment Center](#)

[Transfer Center](#)

Counseling Services

Professional counselors are available to assist current and prospective students in identifying, clarifying, and reaching their educational and career goals. Counselors provide Academic, Transfer, Career, Personal, and Online counseling services. All counseling appointments are confidential. More information available at [LPC Counseling Department](#) ↗ .










Online Counseling Drop Ins and/or Appointments

[Virtual real-time drop ins or appointments](#) ↗ are also available.

Email Services

If you like, you can also [email a counselor with specific questions](#) ↗ (note: there are specific topics that are not handled via the email system).

Section B: Interaction

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
 Instructor does not initiate contact prior to or at the beginning of the course.	 Instructor initiates contact prior to or at the beginning of course.	 Instructor provides multiple resources to help students successfully start the course.
B2: Instructor Initiated Contact		
 The plan for communication is unclear or missing.	 The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.	 The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.
B3: Technology Support		
 The instructor's role for supporting course technology is not explained to the students.	 The instructor's role for supporting course technology is explained to students, and links to technology support are provided.	 Links to technology support are provided where needed throughout the course.

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Course Syllabus

[Jump to Today](#)

 Edit

In addition, if you do NOT submit any work for two consecutive weeks, you may be dropped for non-attendance/no participation.

Instructor Initiated Contact

I am looking forward to working closely with you this semester, and you can expect me to play an active role in the course. I will post announcements every week, facilitate class discussions in the Discussion Forums in CANVAS by commenting on at least 10 students' posts every week, and provide detailed feedback on major assignments using the featured rubrics.

I plan on providing feedback about one week after the module closes. When you click on the Grades link, you can view feedback in two possible spots: one is the rubric and one is written in the "comments" area. While you can view your points for an assignment, please refer to the feedback so that you can see what you are doing well and what areas you can still improve on.

Please reach out to me if you need help—that is why I'm here!

Section C: Assessment

Incomplete	Aligned	Additional Exemplary Elements
<p>C5: Rubrics/Scoring Guide Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities.</p> <p><input type="checkbox"/></p>	<p>Rubrics or descriptive criteria for desired outcomes are included.</p> <p><input type="checkbox"/></p>	<p>Rubrics and/or descriptive criteria for desired outcomes include models of "good work."</p> <p><input type="checkbox"/></p>
<p>C6: Assessment Instructions Assessments include little or no instruction.</p> <p><input type="checkbox"/></p>	<p>Instructions clearly explain to students how to successfully complete the assessments.</p> <p><input checked="" type="checkbox"/></p>	<p>Instructions are written clearly and with exemplary detail to ensure understanding.</p> <p><input type="checkbox"/></p>
<p>C7: Feedback There is little to no evidence of meaningful feedback on student assessments.</p> <p><input type="checkbox"/></p>	<p>The course includes a clear plan for providing meaningful, timely feedback on assessments.</p> <p><input checked="" type="checkbox"/></p>	<p>Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.</p> <p><input type="checkbox"/></p>
<p>C8: Self-Assessment There is little to no evidence that students are provided opportunities for self-assessment</p> <p><input type="checkbox"/></p>	<p>Opportunities for student self-assessment with feedback are present.</p> <p><input checked="" type="checkbox"/></p>	<p>There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.</p> <p><input checked="" type="checkbox"/></p>

Criteria C5 – C8 Comments:

C5: Incomplete. Most assignments include rubrics, but a few major assessments do not: the Final Paper and Final Assignment. C5 can easily be aligned by adding rubrics for the final project and assignment. To strengthen existing rubrics, consider expanding levels of achievement (current full points or no points) and replacing the Canvas default "marks" language with descriptions that align with this course and assignments.

C6: Aligned. All assignments include very clear instructions, with step-by-step guides, tips, and links to solution files. Given the precise nature of the work this class requires, this level of detail is very helpful. Note that we found instructions to "attach in Blackboard" in the Final Project. In contrast to assignments, quiz instructions seem rather sparse and could benefit from added details about topic, allowed materials, time limit, etc.

C7: Aligned. The syllabus explains that feedback is provided during the week after the assignment is due. Explaining the format and depth of this feedback would be helpful for both students and reviewers. For example, will feedback be text comments, rubric notes, screencast videos, or some combination? To add an exemplary element, you might create a video walking students through how to find the feedback for different types of assessments. We loved finding answer feedback on quiz questions!

Midterm 1 Assessment Project

Published

Edit



Follow the instructions to create a winter budget for Sun & Ski Rental. You will begin with a blank workbook. I will be looking to see that you completed each step, entering the data, formatting, formulas and functions, and create the 3 charts. Your formatting does not have to match the handout. The Page Layout of the document should fit on one page.

[Assessment Ski Rental.pdf](#)

Points 30

Submitting a file upload

Due	For	Available from	Until
Oct 1	Everyone	-	Oct 8 at 11:59pm

Midterm 1 Assessment Project   			
Criteria	Ratings		Pts
Data entered correctly	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Formulas entered correctly	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
Formatting	3.0 pts Full Marks	0.0 pts No Marks	3.0 pts

Anonymous mid-semester survey

The responses here will help me understand how this class is working and not working for all of you. I will see your responses, but I won't know whose responses I am looking at when I read them. You will receive 5 points for completing this survey.

Quiz Type Graded Survey

Points 5

Assignment Group Assignments

Shuffle Answers No

Time Limit No Time Limit

Multiple Attempts No

View Responses No

One Question at a Time No

Anonymous Submissions Yes

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View Progress

+ Module

☰ ▾ **Goodies From Cheryl for You!**

⊘ + ☰

☰ 📄 [Zoom Room and Course Design Plan Links](#)

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☰ [A-C Alignment Resources](#)

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☰ 📄 [The ABCs of Online Course Design](#)

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☰ 📄 [Course Design Resource course \(examples to get you started\)](#)

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☰ 📄 [Module Overview Examples](#)

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☰ 📄 [Module Wrap-Up Examples](#)

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☰ 🚀 [A11 - Anonymous Graded Survey - Mixed Questions](#)

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OEI Course Design Plan

Name: Christina Lee

CCDS: Cheryl Chapman

College: Las Positas College

Local Course ID:: PCN10

C-ID: Non-CID

Alignment area(s): A1, A2, A3, A9, A11, A13, B3, C7, C8

Action Plan Begun: 08/29/2018

Action Plan Completed:

Exchange Ready

Green items are completed

Rubric Item	Reviewer Feedback copied directly from your rubric	Action Taken - Status Describe what you've done to address the particular rubric item. Please write the date and your initials (or choose a text color) prior to each note.	Evidence Now Seen Where will we see this in the course?
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Action Plan Begun: 08/29/2018

Action Plan Completed:

Exchange Ready

Rubric Item	Reviewer Feedback copied directly from your rubric	Action Taken - Status Describe what you've done to address the particular rubric item. Please write the date and your initials (or choose a text color) prior to each note.	Evidence Now Seen Where will we see this in the course?
A1 Placement of Unit-level Objectives INCOMPLETE ALIGNED 10.14.18	You do a good job of giving a clear overview at the beginning of each module. A1: We did not find objectives in most modules though we did see nice overviews of what the focus is of each module.	10/9/2018: CL. Placed Unit-level objectives in all the modules within each module's introduction page.	Found in each introduction page of each module
A2 Clarity of Unit-level Objectives INCOMPLETE ALIGNED 10.14.18	A2: To align with criteria A2 consider adding or rewriting objectives that include demonstrable learning outcomes. While the course objectives highlight the information students will be learning it is difficult to determine how students actually demonstrate their learning. Use action verbs to communicate expectations	10/9/2018: CL. Worded all Unit-level objectives using action verbs (e.g., Bloom's taxonomy) to communicate expectations for each module.	Objectives are now measurable!

<p>A11 Learner Feedback INCOMPLETE ALIGNED 09/14/2018</p>	<p>You have done a good job of including institutional policies that are relevant for student success. A11: Learners are provided an opportunity in Module 15 to provide anonymous feedback to you at the end of the course. There is some discrepancy, however, since you state the survey is worth two points indicating the survey is not anonymous. To align with this standard, the survey should be anonymous and thus have no point value. (Although you could offer extra credit as an incentive.) Adding an opportunity for students to provide anonymous feedback during the course as well would add an exemplary element to the course.</p>	<p>9/3/2018. CL. Actually there are anonymous check in surveys throughout the course (these are optional and worth extra credit points in Module 2, 4, 6, 7, 10, 13, & 14). The final survey in Module 15 is anonymous (optional and worth extra credit points).</p>	<p>You can see them in Modules link. They are in the specified modules as "Check In Surveys". ALIGNED 09/14/2018</p>
<p>A13 Student Services INCOMPLETE ALIGNED 09/14/2018</p>	<p>A13: We did not find a link to the library. Adding this, and more clearly labeling other institutional services would help online students access these services and align the course with this criteria. With some easy</p>	<p>9.8.2018. CL. In Module 0, created three pages for Student Support Services and Learning Assistance</p>	<p>In Module 0. CC Tabbed pages are great! ALIGNED</p>

	<p>modifications, this section will be aligned.</p>	<p>(including Library).</p>	<p>09/14/2018</p>
<p>B3 Technology Support INCOMPLETE ALIGNED 09/14/2018</p>	<p>B3: Although links to technology support are included in the Welcome announcement, syllabus, and Mod. 0, we could not find anything about the instructor's role for supporting course technology. To align with this standard, consider adding an explanation of how you will (or will not) be able to support course technology.</p>	<p>9/3/2018. CL. Added a Tech Help page in Mod 0: Getting Started and included a Tab about Instructor's role.</p>	<p>In Module 0. CC Tabbed pages are great! ALIGNED 09/14/2018</p>

D10 PDFs			
D11 Excel Files			
D12 Audio/Video			
E1 LTI/Apps	<i>External apps and LTIs are part of the course. The instructor/college should verify the accessibility of the platform.</i>		
E2 Media Players	<i>Media players are part of the course. The instructor/college should verify the accessibility of the platform.</i>		
E3 Websites	<i>Students are directed to 3rd party websites. The instructor/college should verify the accessibility of any websites that are a required part of the course content.</i>		
E4 Publisher Content / Inherently Inaccessible Materials	<i>Students are asked to interact with a publisher website. The instructor/college should verify the accessibility of content used there. There is inherently inaccessible content present in the course for students with _____ impairment. The instructor/college should find a comparable alternative.</i>		

Fixes / To Do's

Cheryl's Notes:

- It is recommended to type out the word instead of using abbreviations such as Mod.3 as the screen readers will read it mod dot3 and the student might not realize it is "module 3". **DONE!-CL Thank you!**
- The files and images that were in the root folder: I moved the pdfs and docs into accessibility folder so I could download all at one time to check. All images are in one folder also. Tip: If you change the name of a file in the Files folder, Canvas will update the link within the pages....so cool!



Questions?

Thank you!