

OSCQR + Creative Pedagogy

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**Online Teaching: Technology &
Educational Resources**

Course Development & Delivery Series

June 7-11, 2021

OSCQR + Creative Pedagogy

- What is the OSCQR rubric?
- What do faculty and students think about courses based on the OSCQR rubric?
- How is the OSCQR rubric used in a course?
- With all of these standards, is it possible to be creative?



Many organizations and businesses purposefully apply constraints to their projects and team members in order to boost creativity.

Could this apply to online education?



At first it seems counterintuitive, but...

Is it possible that because OSCQR provides instructors with standards for course structure and accessibility, that they are then *more free to explore creativity* in the way they deliver content, engage with students, and deploy assessments?



What is the OSCQR rubric?



OSCQR Rubric Resources

- Deeper Explanations
- Examples
- Videos
- Related Resources

<https://oscqr.suny.edu/>

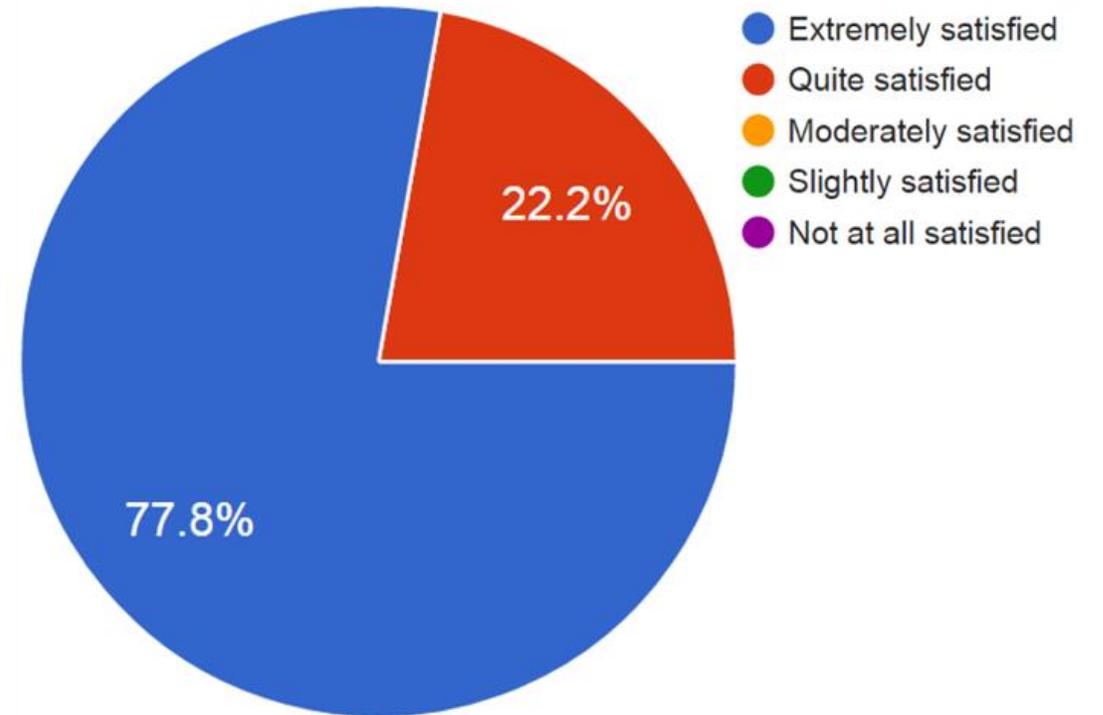


What do faculty and students [at MCC] think about courses based on the OSCQR rubric?



Faculty Feedback

- How satisfied were you with the “end product” – your newly developed online course?



Student Feedback

“Your online class has been the **most organized, easy to follow** and most informative of any online class I have ever taken. I have never had a course **so clearly laid out** and been able to **track grading progress so seamlessly**. My end of the semester professor review with have nothing but positive remarks for this course and your style. I have taken many online classes from a couple other places and none were as **well formatted and managed** as this.”



How is the OSCQR rubric used in a course?



#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).

College Algebra

Course Menu

- Start Here
- Course Information
- Course Content**
- Calendar
- My Grades

Communication

- Announcements
- Ask a Question
- My Instructor
- Messages

Course Content

- Module 1: Other Types of Equations**
- Module 2: Absolute Value Inequalities**
- Module 3: Functions and their Graphs**
- Module 4: Transformations of Functions**



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

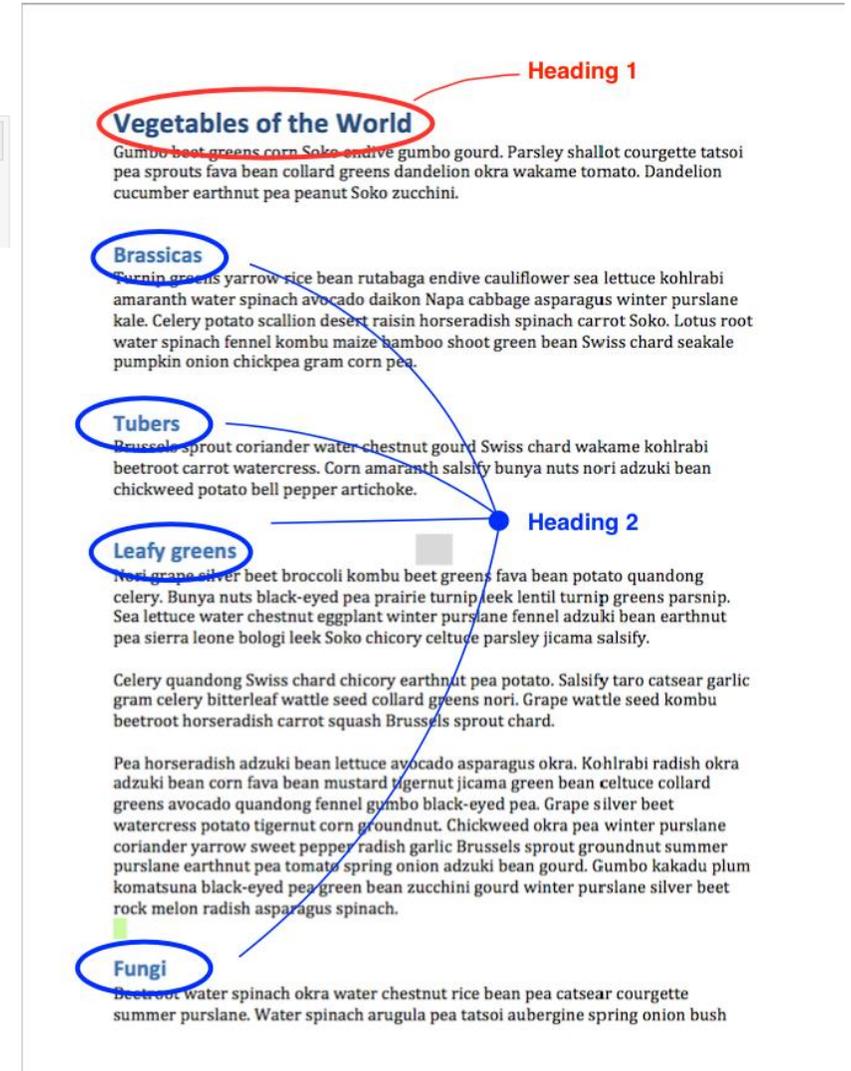
AAA (9.9) "Raven" on "Lilia"	AA (4.6) <u>"Darkest Alice" on "Lilia"</u>	AA (4.6) "Lilia" on "Darkest Alice"
AA (6.0) "Raven" on "Lighter Kelly"	AA (6.3) <u>"Indigo" on "Lighter Kelly"</u>	AAA (10.4) "Lilia" on "Darkest Kelly"
AAA (12.3) "Lilia" on "Darkest Indigo"	AAA (9.3) <u>"Lighter Daisy" on "Darkest Indigo"</u>	AAA (7.5) "Raven" on "Lighter Daisy"



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



Heading structure is available in Blackboard in the text editor.



Heading 1

Vegetables of the World

Gumbo beet greens corn Soko endive gumbo gourd. Parsley shallot courgette tatsoi pea sprouts fava bean collard greens dandelion okra wakame tomato. Dandelion cucumber earthnut pea peanut Soko zucchini.

Brassicas

Turnip greens yarrow rice bean rutabaga endive cauliflower sea lettuce kohlrabi amaranth water spinach avocado daikon Napa cabbage asparagus winter purslane kale. Celery potato scallion desert raisin horseradish spinach carrot Soko. Lotus root water spinach fennel kombu maize bamboo shoot green bean Swiss chard seakale pumpkin onion chickpea gram corn pea.

Tubers

Brussels sprout coriander water chestnut gourd Swiss chard wakame kohlrabi beetroot carrot watercress. Corn amaranth salsify bunya nuts nori adzuki bean chickweed potato bell pepper artichoke.

Leafy greens

Nori grape silver beet broccoli kombu beet greens fava bean potato quandong celery. Bunya nuts black-eyed pea prairie turnip leek lentil turnip greens parsnip. Sea lettuce water chestnut eggplant winter purslane fennel adzuki bean earthnut pea sierra leone bologi leek Soko chicory celtuce parsley jicama salsify.

Celery quandong Swiss chard chicory earthnut pea potato. Salsify taro catsear garlic gram celery bitterleaf wattle seed collard greens nori. Grape wattle seed kombu beetroot horseradish carrot squash Brussels sprout chard.

Pea horseradish adzuki bean lettuce avocado asparagus okra. Kohlrabi radish okra adzuki bean corn fava bean mustard tigernut jicama green bean celtuce collard greens avocado quandong fennel gumbo black-eyed pea. Grape silver beet watercress potato tigernut corn groundnut. Chickweed okra pea winter purslane coriander yarrow sweet pepper radish garlic Brussels sprout groundnut summer purslane earthnut pea tomato spring onion adzuki bean gourd. Gumbo kakadu plum komatsuna black-eyed pea green bean zucchini gourd winter purslane silver beet rock melon radish asparagus spinach.

Fungi

Beetroot water spinach okra water chestnut rice bean pea catsear courgette summer purslane. Water spinach arugula pea tatsoi aubergine spring onion bush

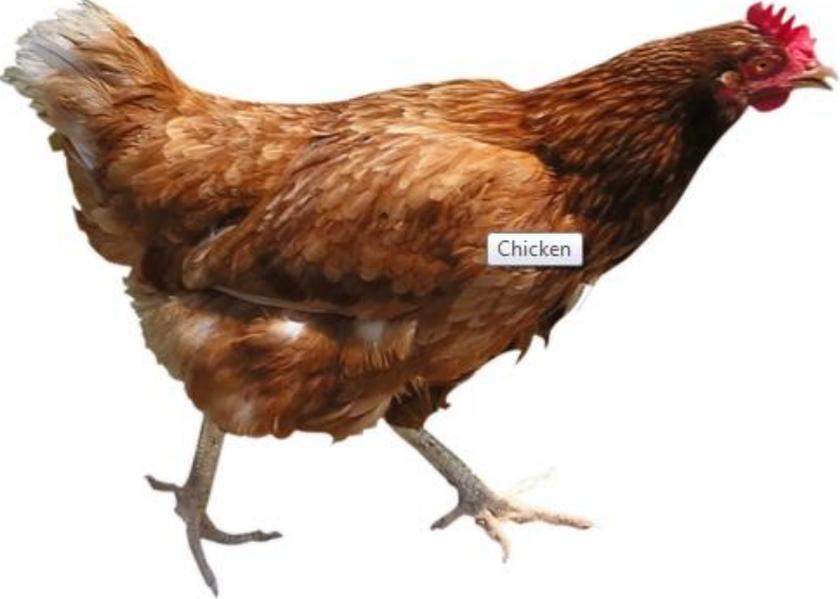


#35 A text equivalent for every non-text element should be provided (“alt” tags, captions, transcripts,etc.).

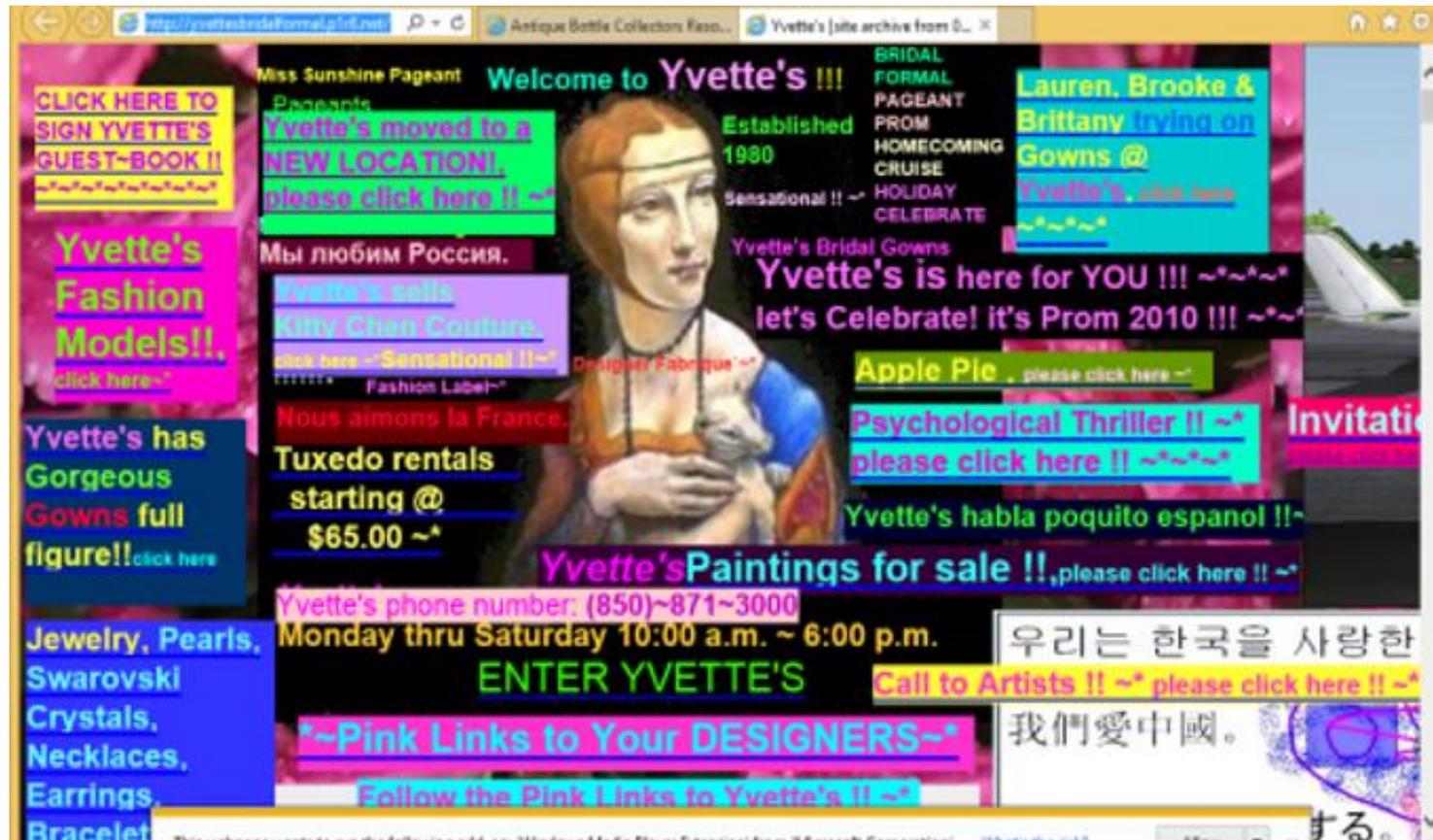


 **Chicken with Alt Tag**

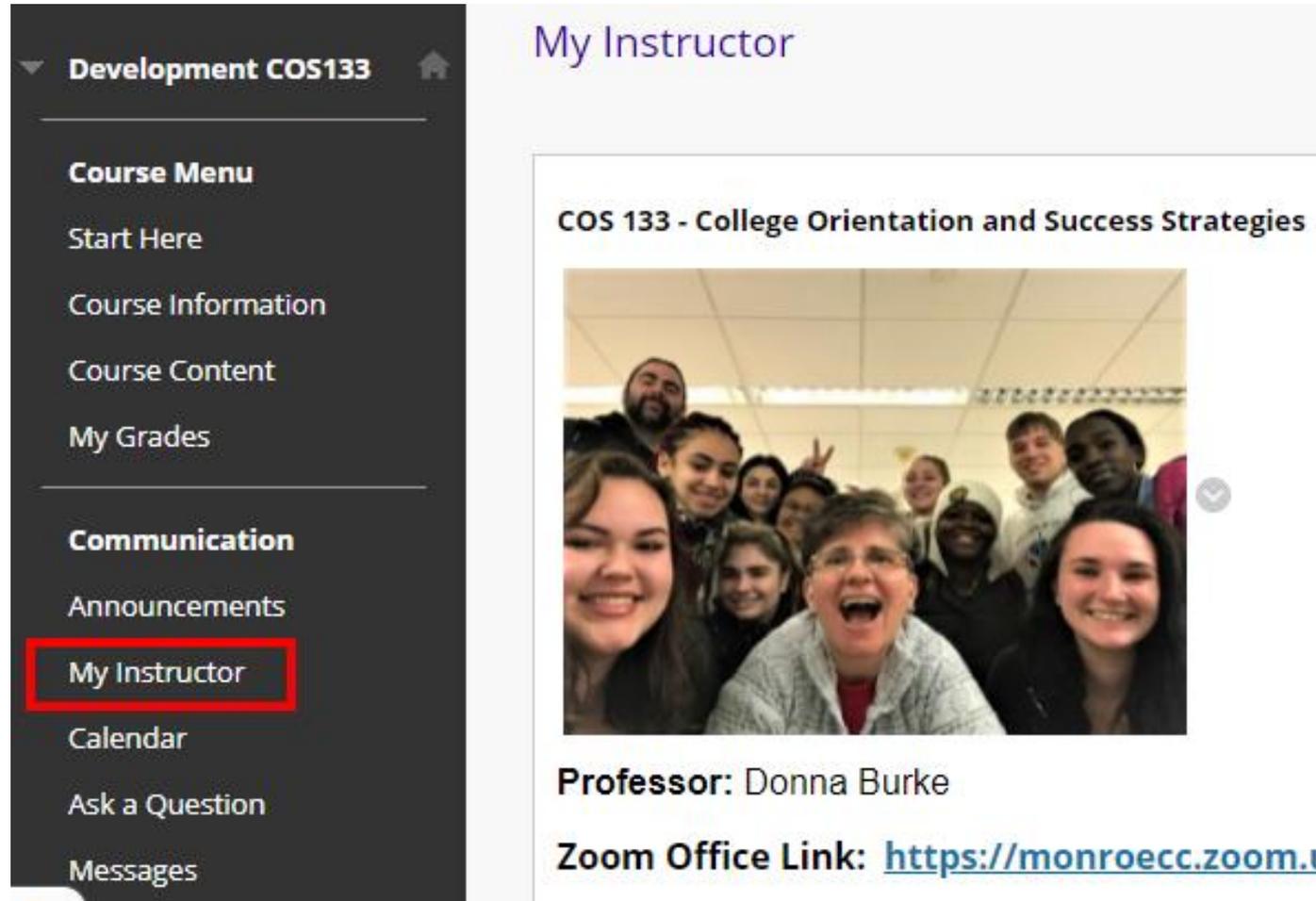
The **chicken** (*Gallus gallus domesticus*) is a domesticated fowl, a subspecies of the red junglefowl. As one of the most common and widespread domestic animals, with a population of more than 19 billion in 2011, there are more chickens in the world than any other species of bird or domestic animal. Humans keep chickens primarily as a source of food, consuming both their meat and their eggs.



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



#40 Learners have an opportunity to get to know the instructor.



Development COS133

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Communication

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My Instructor

COS 133 - College Orientation and Success Strategies



Professor: Donna Burke

Zoom Office Link: <https://monroecc.zoom.u>



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

	Below Expectations	Proficient	Exemplary
Reasoning and Analysis	<p><input type="radio"/> Points: 0 (0%)</p> <p>Weak reasons and/or irrelevant or confusing reasons given that don't support the answers; incomplete answers.</p>	<p><input type="radio"/> Points: 1 (16.67%)</p> <p>Reasons support answers with some / an important reason(s) overlooked; general examination and assessment.</p>	<p><input checked="" type="radio"/> Points: 2 (33.33%)</p> <p>Clear and accurate answers; insightful, specific.</p> <p>Feedback: You make a lot of great points here.</p>
Focus on Topic	<p><input type="radio"/> Points: 0 (0%)</p> <p>Some of the documentation relates to the assigned topic; misuses or uses limited course vocabulary.</p>	<p><input checked="" type="radio"/> Points: 1 (16.67%)</p> <p>The answers are not as detailed and/or concise as needed; and/or use limited course vocabulary.</p> <p>Feedback: General terms used too frequently.</p>	<p><input type="radio"/> Points: 2 (33.33%)</p> <p>Answers address the questions clearly and fully, showing higher level analysis and synthesis of concepts and uses course vocabulary.</p>
Mechanics/ Organization	<p><input type="radio"/> Points: 0 (0%)</p> <p>Numerous errors, paper hard to read; questions are not stated before answers; format details are not adhered to.</p>	<p><input type="radio"/> Points: 1 (16.67%)</p> <p>Enough errors to distract the reader; organization problems; questions not stated before answers; and / or format difficult to navigate.</p>	<p><input checked="" type="radio"/> Points: 2 (33.33%)</p> <p>Use of correct grammar, spelling, and punctuation; well organized; one idea follows another in a logical sequence with clear transitions; questions stated before answers; format easy to navigate.</p> <p>Feedback: Thank you for being so careful with</p>



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



Virtual Tour / Field
Trip



Guest Lecturer /
Speaker



Recorded Interview

With all of these standards, is it possible to be creative?

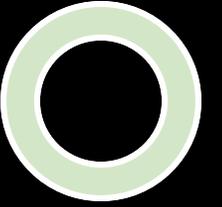


Do course development standards constrain creativity or does the existence of standards in fact lead to creativity?



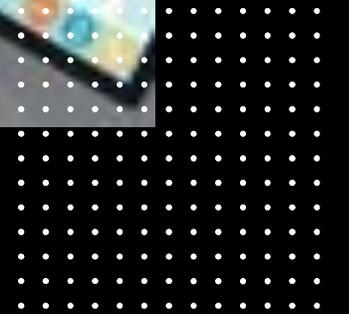
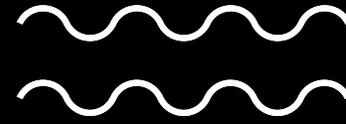
Donna?

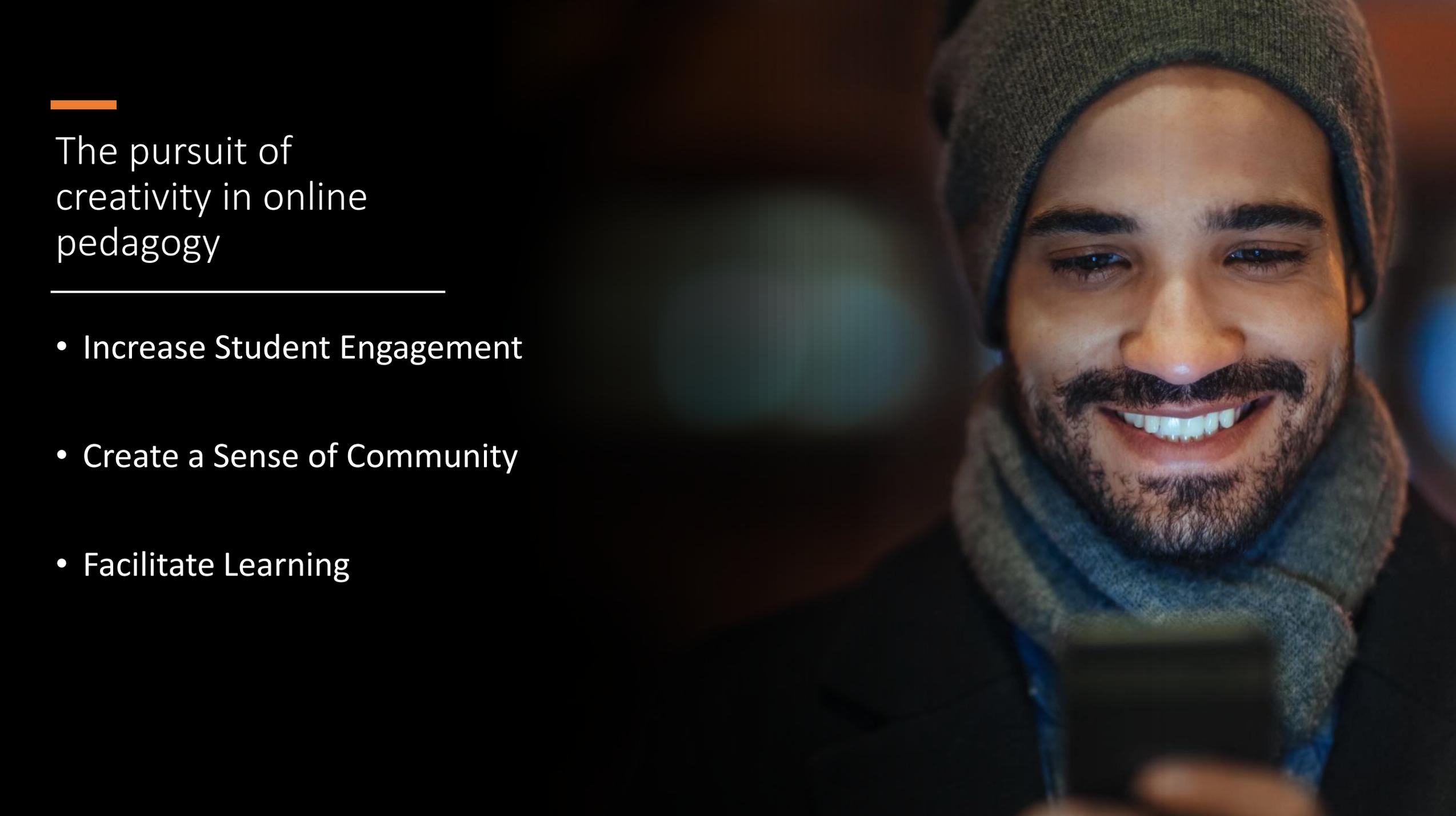




Recent Influences:

- Small Teaching Online (Flower Darby)
- Webinar: Creating an Inclusive Online Learning Environment (Dr. Benitez, Metropolitan State University, Denver)
- Bandwidth Recovery (Cia Verschelden)



A close-up photograph of a man with a beard and mustache, wearing a green knit beanie and a matching scarf. He is smiling warmly while looking down at a smartphone he is holding in his hands. The background is dark and out of focus, suggesting an indoor setting with soft lighting.

The pursuit of creativity in online pedagogy

- Increase Student Engagement
- Create a Sense of Community
- Facilitate Learning

explore creativity in.....

- Delivery of content
- Engagement with students
- Creating and Deploying assessments





How OSCQR Supports Creative Pedagogy:

- Consistent format
- Decrease uncertainty
- Careful attention to course design and facilitation
- Backward Design...start with the end in mind
- Provide Consistent Engagement
- Scaffold Assignments
- Learning as a partnership

A few ideas.....

- **Creating Shared Agreements**
- **Instructor participates in most online discussions**
- **Flash Discussions**
- **Allow multiple modes of assignment completion**
- **2-3 Announcements per week**
- **Collaborative tools such as Google Docs and Jamboard**
- **Presentations submitted on Discussion Board**
- **Video Quizzes**
- **Voice feedback on assignments**
- **Online OER Textbook that corresponds to Modules and assignments**



For recordings and
other resources,
please visit:
www.suny.edu/OTTER



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