OSCQR 3rd Edition

MATH 4A		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
	Estimated time needed for revision:		*1/2 hour or less*	*1/2-2 hours*	*2+ hours*		

1. COURSE OVERVIEW AND INFORMATION

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

2. COURSE TECHNOLOGY & TOOLS

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

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3. DESIGN AND LAYOUT

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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).						
17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.						
18	There is enough contrast between text and background for the content to be easily viewed.						
19	Instructions are provided and well written.						
20	Course is free of grammatical and spelling errors.						
21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.						
22	Flashing and blinking text are avoided.						
23	A sans-serif font with a standard size of at least 12 pt is used.						
24	When possible, information is displayed in a linear format instead of as a table.						
25	Tables are accompanied by a title and summary description.						
26	Table header rows and columns are assigned.						
27	Slideshows use a predefined slide layout and include unique slide titles.						
28	For all slideshows, there are simple, non-automatic transitions between slides.						

4. CONTENT AND ACTIVITIES

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

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5. INTERACTION							
38	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).						
39	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).						
40	Students have an opportunity to get to know the instructor.						
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).						
42	Course offers opportunities for student to student interaction and constructive collaboration.						
43	Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.						
6. ASSESSMENT AND FEEDBACK							
44	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.						
45	Course includes frequent and appropriate methods to assess students' mastery of content.						
46	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).						
47	Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).						
48	Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.						
49	Students have easy access to a well designed and up-to-date gradebook.						
50	Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.						

OVERALL NARRATIVE

#	OSCQR Action Plan
1.	On the Home page, Math 4A Start Here – I was expecting to get information about the course. But the page title says Welcome to Blackboard. Perhaps change to Welcome to Math 4A. And begin with info about the course and then Blackboard info. Or, on the Home page, Math 4A Start Here provides info only about the course, and have another page called Blackboard Introduction.
2.	Course Outline – since certain modules are covered in another semester, can't the covered modules be labeled as Modules One through Nine. (Or are the modules listed in the order of the textbook?)
3.	Syllabus covers only the basics. Missing – section for teacher contact information, late policy, class expectations, participation, academic honesty, online etiquette.
4.	No printable version of syllabus unless user ctrl P.
5.	No policies found.
6.	No link found but info in Welcome page.
7.	Not mentioned, likely assumed fully online.
8.	Perhaps provide device info on Textbook and Materials page.
9.	
10.	Missing contact info.
11.	No requisite skills mentioned.
12.	Might be ok, tech skills needed are constant through all modules.
13.	OK - Discussions, Messages, Announcements
14.	No link to privacy policy.
15.	OK, built into Blackboard
16.	Easy to get to lessons and modules. But the Assignments Navigation seems awkward. As a user I'm in Lesson 1.1 and click on Lesson 1.1 Assignments to read assignments. Then you have to navigate up 2 levels to Module One. Then down to click Lesson One Assignments, and then click Assignment 1.1 Quiz. Why not put the 1.1 assignments in Lesson 1.1? Inconsistent use of Lesson naming in module – mix of numerals and words: Lesson 1.1, Lesson 1.2, … vs Lesson One: Assignments. My guess it's a coding trick to put Assignments after the Lessons. If so, could try Module 2 Assignments. But my preference would have the submission of assignments within each lesson.
17.	Reasonable whitespace, but could be better.
18.	
19.	Lessons are explained well but in some cases seems too much for a 4th grader. Too much text on a page turns off young kids. Example: Lesson 16.1: Units of Time, page 2.

	Would like to see an explanation of the icons in the course intro.
20.	A typo was found, see Notes section below. Not every section was checked.
21.	Would like to see larger line spacing for paragraphs.
22.	
23.	Helvetica 13px is used which is 10pt. For 12pt use 16px or 1em. https://websemantics.uk/tools/convert-pixel-point-em-rem-percent/ http://endmemo.com/sconvert/pixelpoint.php
24.	
25.	Tables within blocks of text seem to be easily understood. Table 1 and Table 2 are labeled as Table 1 and Table 2, but no other tables are labeled as such.
26.	There are a variety of resources, but I didn't see resources for collaboration. Yes there is a Discussion board but depends how it is used.
27.	
28.	
29.	
30.	
31.	
32.	
33.	The print supplement displays a copyright. Many internet users are not clear about copyright laws. You could mention what can and cannot be shared regarding all TTU materials and material that are linked.
34.	
35.	Alt tags are not descriptive. For example, Lesson 1.1: Place Value and Patterns, page 4, the alt tag for Figure 1 is "model" and the same for Figure 2. In Lesson 1.2 page 5, the alt is "place value houses" which might be good enough. All alt tags need to be checked.
36.	
37.	
38.	Feedback not clearly stated.
39.	No mention of interactions.
40.	At this time, no information about the instructor.
41.	Discussion forum is present, but no classmate introduction found.
42.	Collaboration with Discussion forum.
43.	No mention of encouragement to share resources.
44.	No mention of late work in syllabus or assignment section.
45.	
46.	Would like students to see an example of an excellent and poorly written Journal Page.

47.	
48.	No mention of a time limit for quizzes. Not sure if accommodations are taken into account.
49.	
50.	Did not see multiple opportunities for students to provide descriptive feedback, except the possibility to use the Discussion forum. There could be a Discussion Topic called Feedback for Teacher, or Suggestion Box. Perhaps make it anonymous.

ADDITIONAL NOTES

General comments and suggested edits. Not in any order.

A.	Syllabus Course Introduction Broken link on all Syllabus pages. Alignments No Alignments found.
B.	Syllabus Textbook and Materials typo We strongly recommend that you purchase a the digital version and a paper textbook.
C.	Looked for a Download and or Print button on each page. Later found the Print Supplement (nice document). Maybe a note explaining to see Print Supplement.
D.	Lessons Inconsistency in module numbers – some are spelled others are numerals. Module Two, Modules 3-5
E.	Quiz Upon completion, for incorrect answers, is it possible to provide an explanation for students to arrive at the solution?
F.	Practice Answer Keys Download file name defaults to "document.pdf" instead of filename.
G.	General observation of materials. The material seems very formal as if an adult was taking the course.

	Kids like to see images of characters, animals, food etc to make the content more fun and visually appealing.

Modules

1	Mod One Checkpoint: Please post a brief description of yourself. In addition, perhaps add some specifics that helps the teacher understand the child. For example: Also, name two hobbies or interests. And name your favorite school subjects. etc