

# Online Teaching Academy

## Optimizing Digital Learning Training Course (ODL)

### Module 1: Getting Started: Design-Enhance-Optimize



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<https://nccconlinelearning.com/>

# Course Overview

## **Upon completion of this course, your course:**

- Will have a standard course template and getting started information to support student success
- Will meet quality design standards
- Will meet ADA compliance
- Will meet DOE, SUNY, State Ed, and Middle States compliance requirements- RSI
- Will be easier for you to manage and teach
- Will meet or be close to meeting all OSCQR Standards
- Will be more enjoyable to teach

# Audience



## This course is designed for:

- All faculty regardless of level of experience
- Faculty new to online, hybrid, hyflex, or blended teaching
- Faculty teaching remote transitioning to “truly” teaching online, hybrid, hyflex, and blended courses
- Seasoned/Experienced Online Educators looking to revise and refresh courses with new updates and templates
- Faculty who have already completed QbD “Quality by Design”
- You can teach an old dog new tricks!!

# Overarching Goal: Course Quality and Compliance

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

## The SUNY Online Course Quality Review Rubric OSCQR



To help campuses ensure that their online courses are learner centered and well designed, a team of SUNY staff and campus stakeholders has designed the OSCQR rubric, a customizable and flexible tool for online course quality review.

The OSCQR rubric specifically targets online course design. The OSCQR rubric is unique and differs from other online course quality rubrics in several ways. It is not restricted to mature online courses. The rubric can be used formatively with new online faculty to help guide, inform, and influence the design of their new online courses, and, it is non-evaluative.

Conceptually, the rubric and the online course review and refresh process are implemented as a professional development exercise designed to guide online faculty to use research-based effective practices and standards to improve the quality, effectiveness, and efficiency of their online course design, rather than as an online course evaluation, or quality assurance procedure.



<https://www.msche.org/policies/faqs-for-covid-related-distance-education/>

<https://onlinelearningconsortium.org/consult/oscqr-course-design-review/>



### OLC OSCQR Course Design Review Scorecard

DOWNLOAD SCORECARD



**Course Name/Location: Online Teaching Academy Course: Optimizing Digital Learning in Blackboard (see the no term section in courses)**

**Module Learning Outcomes: Upon completion of this learning module, you will be able to:**

- Provide students key information to successfully start your course(s)
- Identify Quality and Compliance Standards Set forth by [OSCQR](#)
- Utilize the Optimizing High-Quality Digital Learning Experiences: A Playbook for Faculty
- Discuss concerns about teaching online, blended, and hybrid courses and provide key takeaways from module 1



# Donna's Demo

- **Demonstration will include:**
- Locating practice course, fixing and customizing the course navigation menu, adding a picture to Banner.

# Resources

- Follow the [NCCC Online Teaching Faculty Support Center](#) (Blog)
- Join our [Online Teaching Academy Social Bookmarking Group](#)

# Your Next Steps

Work through the reading, discussion, and course activities in the ODL course in Blackboard. All due dates are posted in the course.

## **Module #1: Getting Started: Design-Enhance-Optimize**

If you have questions, please ask us in the course question area or via email at:  
[onlinelearning@niagaracc.suny.edu](mailto:onlinelearning@niagaracc.suny.edu)



# Q&A

