

Orientation: OEI Course Design Rubric. Read: 5 minutes



Content Overview

The [OEI Course Design Rubric \(2020\)](https://onlinenetworkofeducators.org/wp-content/uploads/2020/06/CVC_OEI_Course_Design_Rubric_rev_April_2020.pdf) was developed in 2014 by the [OEI Professional Development workgroup](https://cvc.edu/about-the-oei/) to ensure that all courses offered as part of the initiative promote student success and meet industry quality standards for online courses, Title 5, and accreditation requirements. Since then, it has undergone revisions and updates in response to changes in available instructional technology and feedback from both instructors and reviewers. Courses that are peer-reviewed and aligned to the OEI Course Design Rubric (2020):

- have met the CCC's highest level of design and accessibility standards to support online student success
- receive digital badges, which boost the course's search result placement in the [CCC's online course exchange](https://cvc.edu/about-the-exchange/)

How Camp Uses the OEI Rubric

In the Cabin 4 Competency Assignment, you submit four modules and course materials to demonstrate quality online course development, design, and facilitation that incorporates equity considerations. For each of the competencies, we will provide the corresponding rubric section(s) to see how the content you are building for Camp aligns with the OEI Course Design Rubric. Note: As you are not submitted an entire course, not all rubric sections will be relevant.

Optional Review of the Rubric

The Rubric is divided into four sections. While we encourage you to review it, this is an *optional* resource.

[Section A: Content Presentation](#) [Section B: Interaction Section](#) [Section C: Assessment Section](#) [Section D: Accessibility](#)

Section B: Interaction & Instructor Contact

Section	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact	Instructor initiates contact prior to or at the beginning of course.	Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact	The course design includes regular instructor-initiated contact with students using CMS communication tools and a clear explanation for students of when and how communication will happen.	The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact	Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.
B4: Student-Initiated Contact with Other Students	Opportunities for unstructured student-initiated interaction with other students are available and encouraged.	The course makes a variety of tools and methods available for unstructured student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students	Regular effective contact among students is designed to facilitate interaction with and about course content.	The design and facilitation of student interaction is responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels	Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.	A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.

Optional Self-Review

You can do an (optional) self-review of your content using the OEI Course Design Rubric by doing the following:

- Pick one of the criteria.
- Look at your content to see if it meets the aligned standard.
 - If aligned, pick another criterion and repeat.
 - If not aligned, consider what improvements might be made and make changes as needed.
- Repeat as desired.



 **Canvas Basics: Modules**

 **Canvas Basics: Studio**

 **Canvas Basics: Mediasite**

 **Canvas Basics: TechConnect Zoom**

 **Canvas Basics: Video Content**

Regular & Substantive Interaction Tools. Read: 45 minutes. Watch: 30 minutes

 **Canvas Basics: Announcements**

 **Canvas Basics: Groups**

 **Canvas Basics: Inbox**

 **Canvas Basics: Content Pages**

 **Canvas Basics: Message Students Who**

Assessment Creation Tools. Read: 25 minutes. Watch: 15 minutes

 **Canvas Basics: Assignments**

 **Canvas Basics: Discussions**

 **Canvas Basics: Quizzes**

Feedback Tools. Read: 15 minutes. Watch: 15 minutes

 **Canvas Basics: Grades**

 **Canvas Basics: Rubrics**

 **Canvas Basics: SpeedGrader Feedback**

Course Data Tool & Reports. Read: 5 minutes. Watch: 35 minutes

 **Canvas Basics: New Analytics**

Accessibility & Accommodation Tools. Read: 35 minutes. Watch: 40 minutes

 **Canvas Basics: Ally**

 **Canvas Basics: Canvas Accessibility Checker**

 **Canvas Basics: Extend Assignment Availability**

Canvas Basics: Announcements

Overview

One metaphor that is used in online education to describe communication is push-and-pull. There is a great need to push information out to students and pull them back into the course. Canvas Announcements are a terrific tool for doing just that. You can send course announcements or other messages regularly throughout the term. While Announcements often focus on procedural information, like reminders of course deadlines, they can also be used to support substantive instruction. For instance, a weekly announcement can:

- synthesize and then comment on questions from the previous week
- note trends observed in assignments and discussions
- highlight, contextualize, or illustrate key concepts students will encounter
- spotlight events/news items that support content learning
- provide whole class feedback on assignments, discussions, and exams

If you establish a general rhythm for course communications, this consistent and regular pattern will create the structure for the course.

Announcement Options

Announcements can invite students to engage with course content when they [open with comments](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-allow-or-disallow-announcement-replies-in-a-course/ta-p/707)  (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-allow-or-disallow-announcement-replies-in-a-course/ta-p/707>). Announcements can also be [pinned to the top of your Home page](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-show-recent-announcements-in-the-Course-Home-Page/ta-p/983)  (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-show-recent-announcements-in-the-Course-Home-Page/ta-p/983>). By doing this, you are offering an opportunity for students to initiate communication with you. This opportunity can pull them back into the course to ask questions about the content and information in your announcements.

You can also write your weekly Announcements or drafts of your Announcements ahead of time. Once you have written it, you can select the [Delay Posting option](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-delay-posting-an-announcement-until-a-specific-date-in/ta-p/1203)  (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-delay-posting-an-announcement-until-a-specific-date-in/ta-p/1203>) instead of posting it right away. This option will give you a calendar to choose the day and time the Announcement will send. Writing your Announcements ahead of time ensures that regular interactions are ready to go each week.

Another great thing about Canvas Announcements is that [students can tailor how they want to receive Announcements](https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434)  (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434>). By selecting "Right Away" as the Notification option, they will be pushed to emails and phones right away. **NOTE:** If you choose to use multimedia, like a video, let students know the message contains a video. If they choose to have the announcement forwarded to their non-district email, the video will not display, and they may miss important information. They will need to sign into Canvas to view the media content.

New: Announcement Redesign

Canvas is starting to update Announcements by redesigning the user interface. Instructors can opt-in, but be aware that this tool is still in the beta phase of its design and testing, which means that there will be glitches and updates while you're using it. [Explore Announcement Redesign](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-Announcements-Redesign-as-an-instructor/ta-p/478619)  (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-Announcements-Redesign-as-an-instructor/ta-p/478619>) to see if you want to [opt in to this tool on the Settings/Feature Options tab](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-manage-new-features-for-a-course/ta-p/710)  (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-manage-new-features-for-a-course/ta-p/710>). If you do opt-in, you can [download student support resources from Commons](https://community.canvaslms.com/t5/Canvas-Commons/How-do-I-import-and-view-a-Commons-resource-in-Canvas/ta-p/1808)  (<https://community.canvaslms.com/t5/Canvas-Commons/How-do-I-import-and-view-a-Commons-resource-in-Canvas/ta-p/1808>) for your Welcome modules (search term: RCCD Announcement).

[Canvas Video Tutorial](#)

[Dig Deeper](#)

New to using Announcements in Canvas? Here's a quick video:

Tutorial Video Series

- INSTRUCTOR -

Announcements Overview

0:00 / 2:23

Canvas Basics: Content Pages

Overview

An essential part of every online class is the content. No matter how instructors communicate the course content, Canvas has a tool that makes content presentation easier: Module Content Pages. All the content you put into the course can be tailored directly to your students.

Content pages are a great way to give students easy, quick, and accessible access to the content of different modalities. Instructors can add links to digital content such as digital textbooks, open-access articles, and library research and content. Content pages can also stream videos and podcasts. Best of all, DOCx and PDF files can be quickly converted into Canvas pages to save students from unneeded downloading. Add instructions above and below embedded videos, links, files, and content to add contextualization (see tab below) to the content.

Décor and Branding

Go ahead and let your personality show; you can reach out and engage your students with educational content that is text and picture-based. They will be so happy for the "[human](https://brocansky.com/humanizing)" touch ! And they'll be glad you had them in mind while you were building the course! Instructors can also use [decorative lines and other HTML tools](https://resources.instructure.com/courses/443/modules) (<https://resources.instructure.com/courses/443/modules>) to add personality. Creating banners (usually 1000x200 pixels) with graphic design tools like [Canva](https://canva.com).com (<https://rcccd.instructure.com/courses/25048/pages/canva>) or [Adobe Creative Cloud Express](https://rcccd.instructure.com/courses/25048/pages/adobe-creative-cloud-express) (<https://rcccd.instructure.com/courses/25048/pages/adobe-creative-cloud-express>) is one way to create a cohesive course brand. Another way is to use [DesignPLUS](https://rcccd.instructure.com/courses/25048/pages/designplus) (<https://rcccd.instructure.com/courses/25048/pages/designplus>)'s pre-built course banners and themes. Course branding can set the tone of your course and add encouragement. It also helps students build expectations and course confidence when they can instantly recognize the type of course page or item just by looking at the branding.

Organizing Information

Remember to organize your content. Here are a few [accessibility suggestions](https://rcccd.instructure.com/courses/46929/pages/cabin-2-explore-accessibility-read-25-minutes-watch-5-minutes) (<https://rcccd.instructure.com/courses/46929/pages/cabin-2-explore-accessibility-read-25-minutes-watch-5-minutes>) that help all students read the page and use a screen-reader to listen to the content:

- Use [Heading structure](https://community.canvaslms.com/t5/Accessibility/General-Accessibility-Design-Guidelines/ba-p/252642)  (<https://community.canvaslms.com/t5/Accessibility/General-Accessibility-Design-Guidelines/ba-p/252642>) for organizing points and sub-points. **TIP:** Don't skip heading levels.
- Use [bullet points](https://community.canvaslms.com/t5/Accessibility/Making-Lists-Accessible-in-Canvas/bc-p/268904)  (<https://community.canvaslms.com/t5/Accessibility/Making-Lists-Accessible-in-Canvas/bc-p/268904>) for lists and numbered lists for processes and step-by-step directions.
- **Advanced:** Use [page tabs](https://atguides.humboldt.edu/m/canvas_instructor_guides/l/768704-how-do-i-create-tabs-in-my-canvas-page)  (https://atguides.humboldt.edu/m/canvas_instructor_guides/l/768704-how-do-i-create-tabs-in-my-canvas-page) to separate complex information and decrease scrolling.

Convert Content to Canvas Page

Where possible, do the following to keep students inside Canvas:

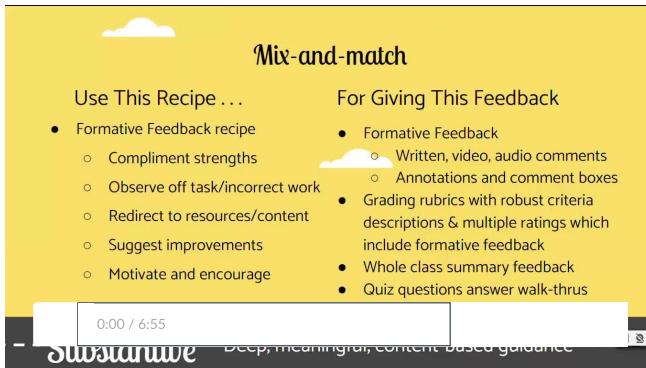
- convert files into Pages
- convert slide presentations into videos
- embed videos and podcasts on a Page
- embed images & build charts on a Page
- use modules to organize and group Pages and Assignments

[Contextualization](#)

[Canvas Video Tutorials](#)

[Dig Deeper](#)

[Contextualization](#)  (<https://rcccd.instructuremedia.com/embed/9be70253-b337-433e-9fd3-168e4baa82dc>) is the process of providing support for, explanation of, a frame of reference, and a lens through which to look at assigned content. We do this naturally in our face-to-face classes. The same information we would provide to our in-person students will also help our online students succeed. Watch this video to see an overview of contextualization and an example content page that includes contextualization. This contextualization is considered [substantive interaction](https://rcccd.instructure.com/courses/46929/pages/cabin-3-explore-interactions-with-students-read-15-minutes) (<https://rcccd.instructure.com/courses/46929/pages/cabin-3-explore-interactions-with-students-read-15-minutes>).



Mix-and-match

Use This Recipe ...

- Formative Feedback recipe
 - Compliment strengths
 - Observe off task/incorrect work
 - Redirect to resources/content
 - Suggest improvements
 - Motivate and encourage

For Giving This Feedback

- Formative Feedback
 - Written, video, audio comments
 - Annotations and comment boxes
- Grading rubrics with robust criteria descriptions & multiple ratings which include formative feedback
- Whole class summary feedback
- Quiz questions answer walk-thrus

0:00 / 6:55

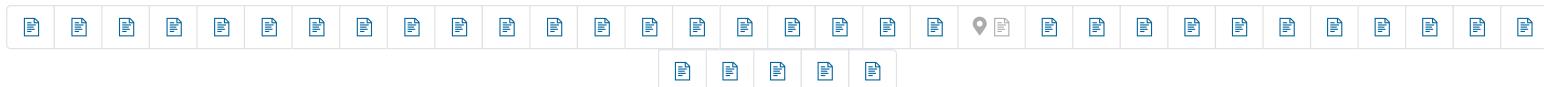
Substantive

Types of Contextualization

Providing links to the content or embedding it is a good start. Like in the classroom, we need to guide how to consume the content, resources to support it, and instruction on what to do with it. This contextualization explains how students will apply content & skills later in the module or course. Here are a few common contextualization ideas that can be mix-and-match to build Content Pages:

- Topic, author, and spotlighted overviews and explanations
- Historical and real-world examples
- Connections to learning objectives
- Questions for critical thinking and guidance
- Motivation and encouragement
- Guidance and note-taking advice for reading & watching
- Examples of previous students' work (with their permission)
- Samples and templates for modeling
- Study tips and resources
- Additional resources and support for technology
- Referral to office hours and tutoring
- Connections to additional course content

Canvas Basics (Optional Module) Trail Map



Click **NEXT** to move forward.

Canvas Basics: Groups

Overview

Groups provide a space for your students to meet and collaborate; they are an excellent space for student-to-student interactions, both guided by the instructor and student-initiated. Students can send each other announcements, create wiki pages together, create their own discussion boards, and even video conference with one another. Groups are good for community-building and cooperative learning.

Here are a few things to remember as you're using Groups:

- Students will see the Groups icon in the global navigation menu, but instructors do *not* see it.
- Instructors can create, edit, and access all Group spaces through the People Index Page.
- Instructors can give students a low-stakes Group assignment early in the semester, such as a meet-and-greet discussion, to learn about the Group space before completing a more challenging group assignment later on.
- The only graded work visible in the Group space are discussions assigned to Groups.
- Instructors can create one Group set used all semester long, and/or Group sets can be changed weekly, similar to what happens in a face-to-face class setting.

[Canvas Video Tutorial](#) [Dig Deeper](#) [Screenshots of the Group Space](#)

New to the Groups tool? Here's a quick overview:

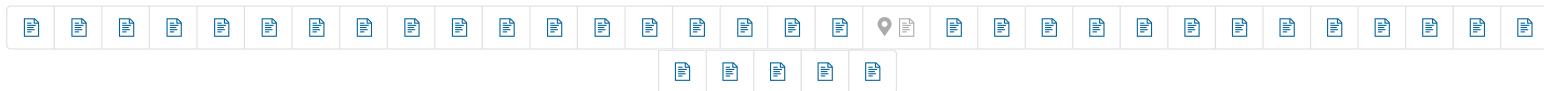
Tutorial Video Series

- INSTRUCTOR -

Groups Overview

0:00 / 4:51

Canvas Basics (Optional Module) Trail Map



Click **NEXT** to move forward.

Canvas Basics: Inbox

Overview

Canvas has an internal messaging system called "Conversations." You can access conversations from the "Inbox" icon on the global navigation menu. The Inbox is a powerful tool for communicating with students for two important reasons. First, students are already in Canvas, and using this tool to communicate keeps them there. In Canvas, they are much less likely to get distracted by something shiny in their non-district emails. The other main reason is that your Inbox communications can be counted toward your RSI; observers will be able to see these conversations as they are recorded as part of your course analytics.

- **Inbox Tips**

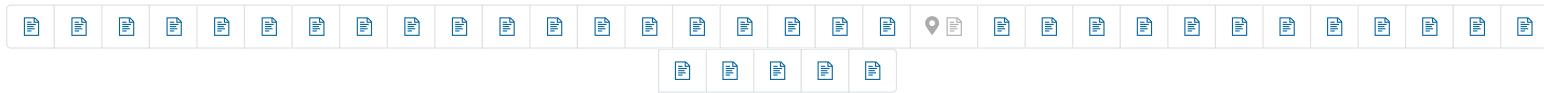
- Submission comments are archived in Canvas Inbox.
- Inbox messages allow for attached files.
- No course links or embedded media can be added to Inbox messages; use Announcements for that.
- Inbox messages can be forwarded to your district (and non-district) email; set this up in [Notifications and Account Settings](https://rccd.instructure.com/courses/46929/pages/canvas-basics-notification-and-profile-set-up) (<https://rccd.instructure.com/courses/46929/pages/canvas-basics-notification-and-profile-set-up>).

[Canvas Video Tutorial](#) [Dig Deeper](#) [Inbox Options](#)

New to the Canvas Inbox? Here's a quick video on using Conversations:

The video player displays a red header bar with the text "Tutorial Video Series". Below it is a large teal rectangular area containing the text "- ALL USERS -" and "Inbox Overview". At the bottom of this teal area is a white progress bar with the text "0:00 / 4:13".

Canvas Basics (Optional Module) Trail Map



Click **NEXT** to move forward.

Canvas Basics: Message Students Who

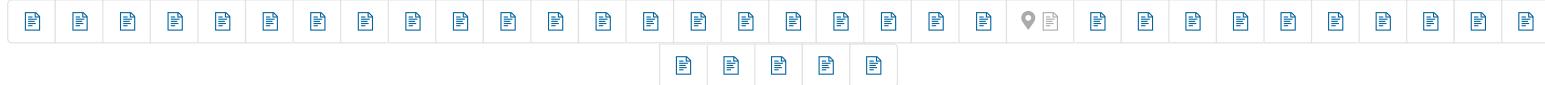
Overview

Occasionally, you might need to send a targeted message to a specific student or a subset of students. The Message Students Who tool allows instructors to send Inbox messages to students from Grades. This tool helps you save time when you need to send the same message to multiple students. **NOTE:** Students receive individual messages, so be sure to write a general message with no personal student information.

This is a simple tool with a powerful impact on student engagement and learning. Read this Canvas Guide to get started:

- [How do I send a message to students from the Gradebook? ↗\(https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-send-a-message-to-students-from-the-Gradebook/ta-p/741\)](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-send-a-message-to-students-from-the-Gradebook/ta-p/741)
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Canvas Basics (Optional Module) Trail Map



Click **NEXT** to move forward.