



Standard 43

Learner Contributions

Overview

“Course provides learners with opportunities in course interactions to share resources and inject knowledge from diverse sources of information with guidance and/or standards from the instructor.”

This standard is about active learning strategies and activities that go beyond publisher resources and provide opportunities for learners to connect what they learn to career as well as be exposed to various information sources and perspectives that can be different from the ones presented in the publisher resources/textbook.

Practices

1. Add diverse perspectives and voices to source content.
2. Activities that allow the students to share their voices and their personal examples.
3. Activities that ask students to find outside resources.
4. Activities in which students critique outside material.

Examples

Example 1

The following activities can help bring in various perspectives and allow for individual student voice:

- Providing recapitulations and summaries;
- Blogging
- Annotating code (or other artifacts)
- Make observations that integrate concepts and discussions
- Citing relevant personal examples
- Creating individual collections of resources
- Asking key questions that lead to revealing discussions
- Engaging in “devil’s advocate” type of discussion

- Annotated bibliography and researching external resources
- Debate and role plates
- Students post outside sources in discussions
- Disagreeing with the instructor in ways that promote further exploration of the issue.

Additional Resources

- [Art of Debriefing](#) from Stanford University
- Chase, B., Germundsen, R., Cady Brownstein, J., & Schaak Distad, L. (2001). Making the connection between increased student learning and reflective practice. *Educational Horizons*, 79, 143–147.
- [Cheng, A., Kolbe, M., Grant, V. et al. A practical guide to virtual debriefings: communities of inquiry perspective. Adv Simul 5, 18 \(2020\). <https://doi.org/10.1186/s41077-020-00141-1>](#)
- [OSCQR Standard 43](#)
- Chase, B., Germundsen, R., Cady Brownstein, J., & Schaak Distad, L. (2001). Making the connection between increased student learning and reflective practice. *Educational Horizons*, 79, 143–147.
- [The Big List of Discussion Strategies](#) from the Cult of Pedagogy
- [UCF TOPR for Active Learning](#)



Visit <https://www.ccri.edu/onlinefaculty> to learn more about OSCQR rubric and sign up to participate in a course review.

This standard aligns with the following federal guidelines:



This standard supports **regular and substantive interactions or RSI** if the course clearly communicates how feedback will be provided on student contributions. Examples and rubrics support clarity in expectations and should be used to support student learning. Directing learners to ask questions and interact with the instructor about such activities, for example, through Ask a Question discussion forum, further supports RSI. Remember that multiple course design components work together to facilitate sufficient RSI in a course.

