



Standard 29

Variety in Course Content, Activities, and RSI

Overview

“Course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor.”

Learning should be active. Learners who engage in collaborative activities learn more than from passive presentation of content. An online course that presents course content in an engaging and appropriate manner, that facilitates interaction, application, and collaboration around course concepts, and that provides authentic online assessments and opportunities for engaging feedback makes learning experiences more effective.

Practices

1. Provide a variety of content for learners to engage with. Think about multimedia content: videos, podcasts, interactive learning objects, etc.
2. Create opportunities for collaboration.
3. Create opportunities for students to receive feedback early in the course and continue to receive it often.

Examples

Example 1

Virtual Lab Report (Group Project)

1. The instructor sets up an interactive virtual lab simulation that students can access online to conduct experiments. For example, mixing various chemical solutions to observe reactions.
2. Students are paired up or placed in small virtual lab groups of 3-4. Individually they log in to the virtual lab platform (or have an option to do a synchronous virtual call) to perform the lab following the protocol.
3. Students take shared notes in a cloud document (GoogleDrive or OneDrive) to reflect their observations.

4. After generating sufficient experimental data, student groups discuss their notes and results through video chat. They analyze patterns, graph data if applicable, and formulate explanations.
5. For the collaborative report, they divide up writing responsibilities:
 - Introduction
 - Methods
 - Results (data tables, graphs)
 - Discussion (analyzing the results)
6. Student groups create a shared rough draft, then provide each other editing feedback. They ensure logic flows, format is consistent, and explanations are thorough before finalizing and submitting.
7. The final step is completing a brief reflective assessment questionnaire provided by the instructor on how effectively they worked together remotely. They evaluate each other's contributions to the group project.

Example 2

This example provides ideas for course activities that would allow the instructor to provide early and frequent feedback.

- Knowledge check quizzes: short, low-stakes quizzes. Results and feedback are provided right after the attempt.
- Discussion boards: students may post early drafts of lab reports to seek peer feedback and instructor feedback.
- Reflective journals: students reflect on their learning for each unit/module/week. Instructor seeks opportunities to provide additional clarification and course-correct.

Additional Resources

- [OSCQR Standard 29](#)
- [Creating Effective Online Engagement](#) from *Journal of the Scholarship of Teaching and Learning*, Vol 10 (2010)

This standard aligns with the following federal guidelines:



This standard can support **regular and substantive interaction or RSI** in your online course by offering a variety of types of engagement and interaction with the instructor in ways that are predictable and scheduled. Early and frequent assessment through a variety of course activities offers opportunities for early and frequent feedback, an important element of RSI.



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

