

## Online Course Design Checklist

### Stage 1: Identify Desired Results

Learning Objectives (Competencies)	
1	<p>Write your course-level learning objectives.*</p> <ul style="list-style-type: none"> <li>• Begin with the end in mind. Consider the skills and abilities you want students to master by the end of the course.</li> <li>• Objectives must be measurable – written in terms of observable, behavioral outcomes.</li> <li>• Objectives must be student-centered, written with an effective action verb that targets a desired level of performance.</li> <li>• Objectives should target one specific aspect of expected performance.</li> </ul> <p><i>*If course-level objectives have already been written and are not measurable, focus the measurability in your module/unit-level objectives.</i></p>
2	<p>Draft module/unit-level learning objectives for each module of the course.</p> <ul style="list-style-type: none"> <li>• These should target the learning outcomes expected for each module. (Initially consider these objectives draft as you may need to revise them to match the assessment(s) for each module.)</li> <li>• Limit to 3-5 objectives per module.</li> <li>• Use measurable/observable verbs from <a href="#">Bloom's Taxonomy</a> (or other comparable learning taxonomy).</li> <li>• Align with the course-level objectives. Achieving the module-level objectives should ultimately help students achieve the course-level objectives.</li> </ul>
3	<p>Add course-level objectives to the Syllabus.</p>
4	<p>Module-level objectives should appear in one or more of these places:</p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Within each module</li> <li>• In a matrix (or other document or graphic organizer) that demonstrates the relationship/alignment between the course-level and module-level objectives. (It can also be helpful to include the assignments, activities, and assessments that align with the objectives.)</li> </ul>

### Stage 2: Determine Acceptable Evidence

Assessment and Measurement	
1	<p>Assessment strategies are varied.</p>

<b>Assessment and Measurement</b>	
2	Assessments are sequenced and build on previous knowledge.
3	Large assessments are benchmarked with opportunities for feedback built in along the way.
4	Timely feedback is built-in to grading & assessment plan to be provided regularly throughout the course.
5	Assessments align with learning objectives.* <i>*Recheck your learning objectives to assure they are being measured by the selected assessments. The verb used in the objective should align with the assessment. With the assessment(s), are you actually measuring what you say they should be learning to do (as stated in your objectives)? If not, revise your objectives or rethink your assessments.</i>
6	Students can self-evaluate their progress. (This could be self-check exercises, peer reviews, self-scoring practice tests, etc.)
7	Criteria to evaluate assessments/assignments is clear. Rubrics and examples provided as appropriate.

### Stage 3: Plan the Learning Experience

<b>Instructional Materials &amp; Exercises</b>	
1	Verify content, materials, and resources align with assessments.
2	Verify content, materials, and resources align with module-level learning objectives.
3	All material is properly cited.
4	All material is up to date and current.* <i>*Properly cite and note any older materials, explain why you are using older material (i.e. newer not available, seminal piece, etc.).</i>
5	Use materials from a variety of sources when appropriate.
6	Provide learning materials in a variety of formats (textual ( <i>documents, textbooks, links to articles, etc.</i> ), video, links to webpages, etc.).
7	Explain the purpose of the material where appropriate. (For example, if asking students to watch a video, introduce video textually, why it's important, and perhaps point out what they should be paying special attention to while watching.)

<b>Accessibility and Usability</b>	
1	Videos are captioned.
2	Audio files include transcripts.
3	Images include alternative text and are properly cited.

<b>Accessibility and Usability</b>	
4	Images are appropriately sizes and can be viewed in their entirety without scrolling.
5	Heading styles are used in documents you've created.
6	Files have been tested with an accessibility checker.
7	Font styles and size are consistent.
8	Contrast is sufficient between text (font color) and background so material is easily readable.
9	Design format is consistent throughout course.
10	Navigation is easy and intuitive.
11	All links provided in the course are active.

<b>Learner Interaction and Engagement</b>	
1	Course assignments/activities include interaction with instructor.
2	Course assignments/activities include interaction with learning materials (readings, videos, research, etc.).
3	Course assignments/activities include interaction with peers.
4	A student introductions discussion board is present.
5	A course Q&A discussion board is present. (This is a discussion area where students can post course-related questions, rather than emailing the instructor, so that others may also benefit from the answer.)
6	<p>Mid-term Evaluation <i>(NOTE: This is not a requirement but is a recommended best practice – especially for new courses or courses that are completely online. If students are struggling it is better to know before the end of the course.)</i></p> <p>This can be accomplished by using a variety of methods including:</p> <ul style="list-style-type: none"> <li>• <a href="#">Survey tool in D2L Brightspace</a></li> <li>• <a href="#">Qualtrics</a></li> </ul>
7	<p>Final Course Evaluation</p> <p>This can be accomplished by using a variety of methods including:</p> <ul style="list-style-type: none"> <li>• <a href="#">Online Course Evaluation tool</a></li> <li>• <a href="#">Survey tool in D2L Brightspace</a></li> <li>• <a href="#">Qualtrics</a></li> </ul>