

A Design Checklist for Courses Incorporating Technology

Version 1.0, undergoing initial development, December 2004. This checklist is not intended to provide a comprehensive evaluation of a course. Course design should be an ongoing process based on sound pedagogy, faculty reflection, and student feedback. This checklist is a tool for faculty to use in the design/redesign process as one way to obtain a greater degree of confidence that the course is likely to be successful.

| SYLLABUS ELEMENTS | |
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| Outcomes/Goals/Objectives | |
| <input type="checkbox"/> | Outcomes are clear and measurable. |
| <input type="checkbox"/> | Outcomes are inclusive of the learning in the course. |
| <input type="checkbox"/> | Outcomes have an appropriate scope and sequence within the course. |
| <input type="checkbox"/> | Outcomes are aligned with a curriculum framework. |
| Important Information for Learners | |
| <input type="checkbox"/> | Expectations for student participation and conduct are clear. |
| <input type="checkbox"/> | The role of technologies within the course is explained. |
| <input type="checkbox"/> | Technical and non-technical prerequisites are delineated. |
| <input type="checkbox"/> | Technical and non-technical resources/materials needed are delineated. |
| <input type="checkbox"/> | Instructor credentials, availability, and contact information are easy to locate. |
| <input type="checkbox"/> | Course calendar, deadlines, and estimated time for course activities are provided. |
| <input type="checkbox"/> | Grading plan includes assessment strategies, criteria, and contribution of each assignment to the overall grade. |
| <input type="checkbox"/> | Expectations and policies relating to academic integrity are explicit. |
| SUPPORTIVE LEARNING ENVIRONMENT | |
| Technical Usability/Design | |
| <input type="checkbox"/> | Technologies support learning outcomes and add value to the course. |
| <input type="checkbox"/> | Technologies facilitate learning for diverse learners. |
| <input type="checkbox"/> | Readability is enhanced through careful, consistent page design, use of graphics/icons, and text layout. |
| <input type="checkbox"/> | Navigation is intuitive and consistent. |
| <input type="checkbox"/> | Multimedia resources are provided in consideration of the technical capabilities of |

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| <input type="checkbox"/> | computers from which students access the material. |
| Support for Technology Use | |
| <input type="checkbox"/> | Up front, learners are able to self-assess technical skills, and resources are provided to ensure minimum technical proficiency levels. |
| <input type="checkbox"/> | Resources and guidelines for issues of electronic privacy, security, and "netiquette" are given. |
| <input type="checkbox"/> | On-demand technical tutorials and help resources are present. |
| <input type="checkbox"/> | Provisions are made for technology interruptions/failures. |
| Provision of Resources | |
| <input type="checkbox"/> | Access to library resources is facilitated. |
| <input type="checkbox"/> | Expectations for the use of links and resources are clear. |
| <input type="checkbox"/> | Resources reflect a variety of points of view and learning styles. |
| <input type="checkbox"/> | Resources have been obtained and provided in accordance with copyright and intellectual property regulations. |
| <input type="checkbox"/> | Resources and links work properly. |
| COURSE DESIGN | |
| Content | |
| <input type="checkbox"/> | Course content is accurate, current, and aligns with stated learning outcomes. |
| <input type="checkbox"/> | Content is chunked into well-organized, appropriately sequenced segments. |
| <input type="checkbox"/> | Presentations of content are interactive and use language effectively, according to the presentation media. |
| <input type="checkbox"/> | Course content includes models/examples of required skills and performances. |
| Activities | |
| <input type="checkbox"/> | Course activities align with stated learning outcomes. |
| <input type="checkbox"/> | Course activities effectively build on prior knowledge through scaffolding to support diverse learners. |
| <input type="checkbox"/> | Course activities use a variety of instructional strategies to address needs and preferences of diverse learners. |
| <input type="checkbox"/> | Course activities require critical thinking, problem-solving, and creativity. |
| <input type="checkbox"/> | Course activities encourage reflection and other metacognitive processes. |
| <input type="checkbox"/> | Course activities can be realistically completed given the time and resources available to learners. |
| <input type="checkbox"/> | Instructions for activities are clear and concise. |

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| Engagement/Interaction/Collaboration | |
| <input type="checkbox"/> | The course is characterized by frequent and meaningful interaction among learners, instructor, and content. |
| <input type="checkbox"/> | Learning communities are enabled and modeled through a variety of formats, including technologically. |
| <input type="checkbox"/> | Course activities encourage and facilitate collaboration whenever appropriate. |
| <input type="checkbox"/> | Expectations and guidelines for group work are given. |
| <input type="checkbox"/> | Course includes elements designed to reinforce student motivation and confidence. |
| ASSESSMENT/EVALUATION | |
| Assessment/Evaluation Procedures | |
| <input type="checkbox"/> | Assessment strategies are aligned to course outcomes. |
| <input type="checkbox"/> | The timeline for submission, grading, and return of assignments is clear. |
| <input type="checkbox"/> | Formative and summative assessment include a variety of strategies (quizzes, projects, tests, group work, participation, etc.). |
| <input type="checkbox"/> | Whenever possible, assessments are situated in contexts relevant to the learners and/or congruent with the instructional activities supporting the learning being assessed. |
| <input type="checkbox"/> | Explicit assessment criteria are available to students prior to assignments. |
| Feedback to Students | |
| <input type="checkbox"/> | Activities throughout the course allow for self-assessment and/or peer feedback. |
| <input type="checkbox"/> | Mechanisms are in place for timely, constructive feedback from the instructor (or other sources). |
| <input type="checkbox"/> | Mechanisms are in place for monitoring and communicating student progress through the course. |
| Feedback to Faculty | |
| <input type="checkbox"/> | Students have mechanisms for ongoing feedback regarding course content, teaching effectiveness, technologies used, and resources/support provided. |
| <input type="checkbox"/> | Student feedback is used to continuously improve the course. |

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