



Online Course Construction Checklist

Use this checklist to ensure your course is consistent and contains critical components.



COURSE HOMEPAGE

QM Standards 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.3
Online Best Practices 1.1, 1.2, 1.3

- ☐ A welcome video from the instructor that introduces what the course is about, gives learners a brief tour of how the course is structured, and shows learners where to get started.
- ☐ A course overview section that gives a student-friendly introduction to the course and lists the course competencies.
- ☐ A resource and technology section that indicates what students will need to be successful in the course. Where appropriate, links are provided to Module 0 for detailed information and instructions.
- ☐ An instructor section that includes a photo of the instructor along with a brief personal introduction so that learners have an idea of who they will be interacting with.
- ☐ A contact information section that lists your student hours, a link to connect to your student hours, and details on alternative ways learners can get in contact with you.



SYLLABUS

QM Standards 1.4, 3.2, 7.2, 7.3, 7.4
Online Best Practices 1.3, 2.1

- ☐ An up-to-date and accurate syllabus is submitted in WIDS.
- ☐ The late work policy for the course is made explicit and clear.
- ☐ A link to your WIDS syllabus is given in the "Syllabus" section.
- ☐ The Course Summary section of the Syllabus area accurately reflects course assignments and due dates.



MODULES

QM Standards 2.2, 5.3, 5.4
Online Best Practices 3.1

- ☐ The theme or topic is listed in the name for each module so learners can easily refer back to them when need be.
- ☐ Module names start with a numbered prefix for ease of reference.
- ☐ Module requirements are enabled, with "Mark as Done" used for all content except those mentioned below.
- ☐ The "Contribute to the Page" or "Submit the Assignment" module requirements are used for assignments that require the learner to either post or submit something through Canvas.
- ☐ Modules use appropriate lock until dates.
- ☐ Each module starts with an overview page that includes a video introducing the content and clearly explains how the learners and the instructor will interact in the module.
- ☐ Each module starts with an overview page that contains a list of the competencies and learning objectives that will be covered.



MODULE 0

QM Standards 1.9, 7.1, 7.2, 7.3, 7.4, 8.6
Online Best Practices 1.2, 2.1

- ☐ A pre-course survey allows learners to indicate their preparedness for the course and communicate details about themselves to better inform the instructor of how best to support them.
- ☐ Students complete an introduction activity in which they share some details about themselves, respond to a prompt related to the course as a whole, and contribute to establishing class norms.
- ☐ Detailed guides and access information are provided for any resources or technologies that will be used in the course.
- ☐ Links and contact information are provided for college resources that are especially relevant to the content of the course.



LEARNING CONTENT

QM Standards 4.1, 4.2, 4.4, 4.5, 8.4, 8.5
Online Best Practices 2.5

- ☐ Each piece of learning content is introduced with appropriate context and is clearly aligned to one or more course competencies.
- ☐ A variety of different types of content are presented to learners.
- ☐ Learning content avoids unnecessary barriers where possible (third-party logins, cumbersome interfaces, outdated technology).
- ☐ The instructor includes their own personal guidance or key takeaways for each piece of learning content.
- ☐ Learning content is divided into manageable chunks.
- ☐ Learners are given opportunities to interact with each piece of learning content by taking some form of measurable action.



COLLABORATIVE ACTIVITIES

QM Standards 2.4, 3.1, 3.3, 3.4, 5.1, 5.2, 5.4
Online Best Practices 3.2, 3.3, 4.1, 4.2

- ☐ Collaborative activities are given proper context and task learners to take actions that align to one or more course competencies.
- ☐ Collaborative activities have appropriate prompts that invite learner input and align to course competencies.
- ☐ Due dates for collaborative activities are staggered in such a way that learners have adequate time to respond to their peers.
- ☐ Collaborative activities include follow-up activities in which students are given clear guidance in how to reflect and respond.
- ☐ All criteria related to assignments are also present in collaborative activities.



ASSIGNMENTS

QM Standards 2.4, 3.1, 3.3, 3.4, 5.1, 5.2, 5.4
Online Best Practices 3.2, 3.3

- ☐ Assignments provide an aligned and measurable indicator of comprehension to one or more course competencies.
- ☐ Explicit instructions and grading criteria are provided to give learners all the information they need to be successful.
- ☐ Rubrics are included with appropriate assignments as a means to communicate assessment criteria and expectations.
- ☐ When possible, learners are given appropriate options for how they go about completion of assignments.
- ☐ Each assignment is given an accurate due date.
- ☐ The "Available Until" section of each assignment is populated to give students a grace period to submit late work.
- ☐ When appropriate, step-by-step instructions are provided with regard to any technology used to complete assignments.



ACCESSIBILITY

QM Standards 8.1, 8.2, 8.3, 8.4, 8.5
Online Best Practices 2.3, 2.4, 5.2, 5.3

- ☐ Canvas accessibility checker is utilized to ensure each item in the course passes basic checks.
- ☐ Video content presented to learners has captions available.
- ☐ Text-based content uses headers, lists, and is easy to read.
- ☐ Course navigation follows standard organization with unused items hidden.
- ☐ When possible, alternative methods to access course content are presented to learners.



Online Course Facilitation Checklist

Use this checklist on a weekly basis to facilitate your online course and support your learners.



WEEKLY ANNOUNCEMENTS

Online Best Practices 4.1

- Summarize the main takeaways from previous week, including both learning content and student contributions
- Recognize learners who made thoughtful contributions in the previous week. Try to call out different learners each week
- Remind learners of important upcoming events and deadlines that should be prepped for
- Consider including a reflection thinking prompt that learners can respond to for a small incentive



INTERACT WITH LEARNERS

Online Best Practices 4.1

- Browse your learners' contributions to collaborative learning activities - look for common themes and thoughtful insights
- Contribute by giving clarifications, expanding on ideas, and challenging perspectives
- Vary which students you respond to from week to week
- Be mindful how you contribute to avoid shutting down the discussion your learners are having



HOST STUDENT HOURS

- Ensure a functional link along with accurate days & times are listed on your course homepage
- Use your weekly check-ins as an opportunity to remind learners of your virtual hours and why they should stop in
- Consider sending invitations to students who are struggling and offer to meet at a time that suits them if necessary
- Offer extra credit or make-up points for learners who are willing to meet with you to review content they struggled with



DELIVER FEEDBACK

QM Standards 3.5
Online Best Practices 4.3

- Consider whole-class feedback for discussions and other collaborative activities (include in your weekly check-ins)
- Look for opportunities to incorporate rubrics to make feedback delivery faster and more precise
- Consider recording video or audio based feedback as an alternative to text
- Narrow the focus of your feedback to make it clear and actionable



UPDATE GRADEBOOK

QM Standards 3.5
Online Best Practices 2.2

- Enter grades ASAP so learners know their current standing and can use the "What if" grade calculator
- Enter zeros for missing work so students know how their grade is being impacted and are spurred to act
- Check assignments with status indicators of "Late" or "Missing" for accuracy and modify if necessary
- Check the "Total" column to ensure grades look relatively accurate and are not skewed by improper course settings



MESSAGE STUDENTS WHO

QM Standards 3.5

- Message students who are missing work with an offer of support and indicate their options
- Consider messaging students who have performed poorly with an offer to meet and make-up points
- Consider messaging students who have performed well with a shout-out and recognition of their accomplishments
- Be mindful how often you message students to avoid becoming a nuisance



RE-ENGAGE LEARNERS

- Check course analytics for students who have not logged in recently or are not engaging
- Reach out to learners who may be struggling to see how they are doing and how you can help get them on track
- Consider a phone call if messages aren't working
- If a student is at high-risk academically, extend an offer to flex your policies if they are willing to meet you halfway



USE E-LEARNING SPECIALISTS

QM Standards 6.4, 7.1

- Get advice from a specialist ahead of time regarding technology you plan to use for upcoming activities
- Consider coordinating a power hour with a specialist and advertising it in an announcement
- Ensure specialist contact information is mentioned in tech-heavy activities
- Remember that eLearning Specialists are a partner with faculty - don't hesitate to seek their help!



SUBMIT EARLY ALERTS

- Ensure you have already reached out with support to learners who are struggling
- Give details in your alert about the student's current academic standing and how they can potentially get back on track
- Let the student know that you have submitted an alert so it does not come as a surprise
- Go back and check the status of alerts you have submitted



PREP UPCOMING CONTENT

- Check the module unlock date, assignment due dates, and other assignment settings for accuracy
- Ensure all links, videos, and other content are functioning correctly
- Check to see if all content in the next module is the most up-to-date version
- Consider whether supplemental content or assessments would be appropriate given where your learners are at



Online Course Assessment & Collaboration Tools

Use this list of assessment tools to allow learners to interact with course content and each other.



DISCUSSIONS

QM Standards 6.1, 6.2, 6.3

Use Canvas discussions as a means for learners to reflect and respond to prompts. Discussion posts can include text, video, links, images, and other media. Examples of discussion activities include:

- Key Takeaways
- Devil's Advocate
- Hypothetical Scenarios
- Peer Critique



QUIZZES

QM Standards 6.1, 6.2, 6.3

Use either Canvas Quizzes, Google Forms, or Microsoft Forms to facilitate brief formative assessments between sections of learning content. Examples of assessments that can be conducted include:

- 3-2-1 Assessment
- Entrance/Exit Tickets
- KWL
- Minute Papers
- Muddiest Point
- One Sentence Summary



COLLABORATIVE SLIDES

QM Standards 6.1, 6.2, 6.3

Use either Google Slides or PowerPoint Online to turn traditional slides into interactive workspaces for learners to contribute ideas and reflections alongside their peers. Examples of collaborative slide activities include:

- Virtual Sticky Notes
- Emoji Value Line
- Emoji Four Corners
- Virtual Gallery Walk
- Virtual Venn Diagram
- Stop-Jot-Share
- Jigsaw



CANVAS STUDIO

QM Standards 6.1, 6.2, 6.3

Use Canvas Studio to create web cam videos, screen recordings, or a combination of the two. Add YouTube links to your Canvas Studio library to take advantage of the interactive features it offers. These include:

- Canvas Studio Quizzes
- Canvas Studio Discussions
- Canvas Studio Annotations



PADLET

QM Standards 6.1, 6.2, 6.3

Use Padlet as a virtual bulletin board that allows learners to contribute text, links, images, and other media alongside their peers. Different Padlet templates allow for a variety of activities to be facilitated, including:

- Categorizing Columns
- Virtual Bulletin Boards
- Virtual Image Boards
- Virtual Mind Mapping
- Virtual Timeline



FLIPGRID

QM Standards 6.1, 6.2, 6.3

Use Flipgrid as an alternative to a traditional text-based discussion board that allows learners to record short video-based responses to a prompt. Flipgrid prompts could include:

- Live Demonstration
- Video Entrance/Exit Tickets
- Virtual Turn & Talk



H5P

QM Standards 6.1, 6.2, 6.3

Use H5P to embed interactive content into your Canvas course. H5P offers a variety of tools to create different types of activities, including:

- Drag & Drop
- Fill in the Blank
- Virtual 360 Tours
- Image Hotspots
- Flashcards
- Branching Scenarios