MASTER COURSE DESIGN CHECKLIST

Use this list to apply effective practices in designing and developing your master course.

GETTING STARTED CONTENT

- ☐ Create an Announcement that directs students on how to get started in your course.
- ☐ Include a Start Here Module which contains placeholders for:
    - Welcome Page (welcomes students to course, gives course overview, and any other important information)
    - Accessible Syllabus (includes course schedule table),
    - Course Schedule widget (optional),
    - KSU Student & Academic Policies, ADA, Privacy, & Technical Help
    - Instructor Introduction (Video (w/captions) or Document),
    - Course Tour (Video (w/captions) or Document)
    - Student Introduction Discussion
    - A Q & A Discussion Forum where students can ask the instructor and other students questions about the course.
- ☐ Build the rest of your course structure (Module or Weekly format).
- ☐ Create a Syllabus Quiz to ensure that students have read and understand the syllabus and to help students familiarize themselves with the technology and testing environment.

LEARNING OBJECTIVES

- ☐ Describe the objectives in each module.
- ☐ Write objectives from students' perspective in a student-friendly language.
- ☐ Write objectives that are observable and measurable (Verb Wheel).
- ☐ Develop module objectives that are consistent with the course level objectives.
- ☐ Place objectives prominently in the beginning of each module.
- ☐ Create a course alignment table to demonstrate how course and module level objectives are aligned with one another.
- ☐ Create transparency between objectives, assessments, and content – explain to students how objectives will be measured (assessments) and what content is imperative to achieve these objectives (to be able to do what is learned).
- ☐ Begin the module with an introduction explaining what will be covered in that module.
- ☐ Conclude the module with a summary of the module and a preview of what to expect in the next module.

COURSE CONTENT AND INSTRUCTIONAL MATERIAL

- ☐ Course content must contribute to stated learning objectives and prepare students for assessments.
- ☐ Explain the purpose of the instructional material so students understand why and how they can use the material.
- ☐ Sequence instructional material in an obvious, consistent pattern to avoid confusion.
- ☐ Provide appropriate citations for all resources used and follow copyright laws.

- ☐ Ensure that instructional material is current and up to date. If the content is historical, ensure that only seminal work is included.
- ☐ Ensure that instructional material offers diverse perspectives.
- ☐ Provide instructional material in multiple formats to provide students with choices: (read/watch/listen/explore).
- ☐ Create a flexible design so other instructors can easily tailor it to their needs.
- ☐ Clearly mark optional material.
- ☐ Review all content using the AWA Course Accessibility Checklist.

ASSESSMENTS

- ☐ Connect assessments to associated learning outcomes and encourage engagement with the content.
- ☐ Use Blooms Taxonomy to create assessments that are measurable, aligned to module and course objectives, and use appropriate thinking order skills.
- ☐ Communicate assessment descriptions and state the learning objectives and assignment parameters.
- ☐ Include rubrics or specific grading criteria for all graded assessments.
- ☐ Design assessments for diverse learners and perspectives.
- ☐ Provide examples to ensure that students understand the task.
- ☐ Use a variety of assessment methods throughout the course that allow students to demonstrate learning in multiple modalities (write/present/video/audio/images etc.).
- ☐ Create practice tests/knowledge checks to determine the students' understanding of the course content.
- ☐ Provide formative self-tests to promote engagement and to check for student understanding of the course materials.
- ☐ Communicate due dates clearly and consistently throughout the course.
- ☐ Ensure that submission/completion requirements are clearly stated, including required learning technologies, word count, and other criteria.

ALIGNMENT

- ☐ Ensure that module objectives align with course objectives.
- ☐ Ensure that module objectives align with module and course assignments/assessments.
- ☐ Ensure that instructional material aligns with course and module objectives.
- ☐ Ensure that instructional material aligns with the course assessments/quizzes/final exams.
- ☐ Ensure that instructional activities (discussions/homework/projects, etc.) align with course and module objectives.
- ☐ Use numbering to check for alignment (For example: Course Level Objective 1 aligns with Module Objectives 1.1 and 1.3; Course Level Objective 2 aligns with Module objective 1.2, 2.1 2.2 and 2.3 etc.)

ONLINE INSTRUCTOR PRESENCE AND STUDENT ENGAGEMENT

- ☐ Include opportunities for students to interact with instructor and course material through active learning activities.
- ☐ Provide opportunities for students to interact with each other (Discussions, Group Projects, etc.).
- ☐ Provide students with options to communicate on emails, during virtual hours, during synchronous meetings/lectures, during office hours by appointment etc.
- ☐ Provide feedback for all assignments, test, quizzes, and discussions and provide a timeline for the feedback.

- ☐ Provide students with opportunities to engage and solve real world problems (through projects and real artifacts that get built or designed during the class through group-based projects/group work).

Tips for Success

- ☐ Use the Student Preview Option to ensure your students are seeing what you intend them to see.
- ☐ Check in frequently with weekly reminders or frequent discussion board contributions.
- ☐ Ensure students have time to obtain required resources such as readings, software, and other course requirements prior to the course start date.
- ☐ Offer regular opportunities for student feedback and schedule an optional synchronous session if needed.
- ☐ Preparation is key! Have the course ready to go so students can see the structure, timelines, expectations, and any other important information at their first login.
- ☐ Send weekly summaries that connect to course learning outcomes and include reflective questions and reminders to help keep students on track (hint: put reminders into your calendar to keep yourself organized).
- ☐ Send any Announcements also as emails to ensure your message is received by the students. **Note**: If using D2L email, students can only respond using their D2L email.
- ☐ Include a detailed instructor's guide, indicating everything that needs to be changed/customized, and create a copy of your course for disaster recovery.

Have Questions?

Contact the Digital Learning Innovations department at dli@kennesaw.edu.

RESOURCES

Adapted from Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). Taxonomy of Educational Objectives, Handbook I: e Cognitive Domain. New York: David McKay Co Inc.

Borgemenke, A. J., Fish, W., & Holt, W. C. (2014). *Universal Shell Design Template Design and Implementation to Enhance Student Outcomes in Online Coursework*. https://www.coconino.edu/. https://www.coconino.edu/resources/files/pdfs/institutional-research/env-scan/2014/universal_course_shell_design.pdf.

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

"Standards from the Quality Matters Higher Education Rubric, Sixth Edition. Quality Matters. Retrieved from Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

KENNESAW STATE UNIVERSITY

DIGITAL LEARNING INNOVATIONS

A UNIT OF THE OFFICE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT