Multimodal Course Facilitation Checklist

Part 1: Pre-Semester Course Preparation

☐ Have an approved course copied into your D2L course section.

☐ Update the syllabus. Make sure all university policies are included. State your class policies that address topics like late work, AI (Artificial Intelligence) use, and expected behaviors.

☐ Course Schedule: Plan the course schedule in a way that evenly distributes workload throughout the semester. Update all dates and time in the LMS to match the syllabus.

☐ Content Preparation: Ensure all course materials, including readings, assignments, and multimedia resources, are prepared, and organized. Double check all links within the course shell.

☐ Plan Sustainable Course Facilitation: Based on the section's modality, identify the content in your sustainable course design that you will hide from students and when you will release it to be viewed.

☐ Accessibility: Make sure all materials are accessible to students with disabilities using the Ally score. Ask an instructional designer if you are unsure.

☐ Check for smooth navigation, broken links, closed captions for videos, transcripts for all media and use your Ally score for working on contrast issues in documents, and alt text for images used.

Part 2: Presence and Communication

☐ Instructor Introduction: Start the semester with an engaging introduction that establishes your presence and sets the tone for the course. Use your instructor introduction page for asynchronous course and your Face-to-Face time during synchronous, Hybrid, and FTF sessions.

☐ Student Introduction: Based on course modality create a discussion forum for asynchronous courses and have students introduce themselves during online or Face to Face sessions. Participate in discussion boards and forums to facilitate student engagement.

☐ Instructional Hook: Begin your course with an activity related to the course but which does not require students to have any in-depth knowledge regarding the topic. For example - showing a YouTube video of a current space launch before a class on Aerospace Engineering.

☐ Check on students who have not engaged within the first week and monitor attendance and logins using emails and intelligent agents in D2L for online courses.

☐ Use the Announcement tool in D2L for asynchronous, synchronous and hybrid and communicate clearly during FTF classes regarding assignments, deadlines, logins, and sessions.

☐ Office Hours: Schedule and adhere to regular office hours for student consultations.

☐Use Teams and/or Zoom for synchronous sessions.

☐Create instructor presence checking for students' understanding of learning content and concepts during FTF and online sessions. This can be done through quizzes (e.g. Kahoot), polls e.g., (Mentimeter, MS Teams), Discussion Boards, and assessments.

☐Check course alignment based on student queries and feedback - for example if students have questions/confusions regarding assignments, content, or objectives.

☐Promptly respond to student emails and queries within one business day.

☐Make Accommodations: Provide alternate formats for course content and options for course assignments. Work efficiently to provide appropriate accommodations to students who need them. Work with an Instructional Design or Student Disability Services if necessary.

☐Express Care: Provide students with individual messages of encouragement and care through emails, calls, discussion posts, or announcements.

Part 3: Grading and Feedback Practices

☐Transparent Grading: Clearly communicate grading policies, use rubrics, and ensure that grading is fair and consistent. If you grade on a curve communicate this early and frequently provide students with estimates of where their grade falls.

☐Timely Feedback: Set student expectations for when they will receive feedback on each assignment and meet those expectations. Ideally feedback will be provided within a week.

☐Feedback Quality: Make sure feedback is personalized, specific, actionable, and supportive to promote student learning and improvement. Balance constructive feedback with strengths and encouragement.

☐Feedback Type: Provide individual and generic feedback based on how students perform on assignments. Use audio, video, D2L Gradebook, hybrid sessions, or individual appointments to provide feedback, based on what you observe.

☐Discussions: For sensitive topics, be ready to moderate discussions (online and FTF) to maintain fairness, consistency and appropriate professional tone. Add a point value or rubric to help assess discussions in D2L.

☐Continuous Improvement: Regularly solicit feedback from students on your teaching and make necessary adjustments through midterm evaluations, module level Qualtrics surveys, or end of lesson/module reflections/surveys.

☐Use the D2L gradebook: Grades must be updated regularly, and students should be able to track their own progress and success to make informed decisions about dropping the course without filling your inbox.

Need further assistance? Make a one-on-one appointment with a [DLI Instructional Designer](#).