



Pedagogical Design Checklist

The following checklist includes statements that describe some of the characteristics or components that the eCollege Academic Training & Consulting Team consider to be essential to “good” online course construction and teaching.

We find these items useful to consider when we develop courses, and we trust that you will find them worthy of your consideration. It is important to note that we are not suggesting that one has to use all the features listed to be successful. Nor have we listed everything we could think of. Some of these may not be appropriate for your course, your teaching style, your content or your objectives.

Course Homepage

- ☐ Includes a welcome statement on the Course Home Page.
- ☐ Provides brief text Course Overview/Introducing statement about the course.
- ☐ Provides clear steps for “getting started” with the course (what to do where to go).
- ☐ Prompts students to read the Syllabus carefully as their first assignment.
- ☐ Provides an image(s) that creates a visually inviting Homepage environment.
- ☐ Provides for general course discussion with a Class Lounge on the Course Homepage Left Navigation Area. (Or, Coffee Shop, Cyber Café, Water, Cooler, Class Lounge, Office, Q&A, etc)
- ☐ Provides supplementary link to audio or video introduction/welcome/course overview

Syllabus

The eCollege platform has seven default Syllabus categories: Instructor Information, Course Description, Course Objectives, Course Policies and Procedures, Grading Policies, Course Textbooks. These may be deleted. Additional Custom Items may be created.

- ☐ Provides instructor bio (if applicable) in “Instructor Information” (Make sure to scroll to bottom of this Syllabus category and click “Yes” by the “Display Instructor Information On Syllabus?”)
- ☐ Provides a detailed course description.
- ☐ Provides detailed course objectives/and or outcomes.
- ☐ Provides Course Policies and Procedures that, depending on you’re the design of your course may include: “Attendance” guidelines
- ☐ Clear instructions on how student work should be submitted Statement on when instructor will monitor and respond to emails (or other communication tools) and other email policies.
- ☐ Provides additional policies and procedures relevant to the course and/or educational institution (e.g. plagiarism, academic honesty, disabilities accommodation, etc) Provides clear directions with regard to navigating the course.
- ☐ Makes students aware that the Helpdesk (303-873-0005) is available 24x7 and can be contacted for any technical problems like pages not loading, connectivity problems, not able to view a video or hear an audio, things not working as they should.
- ☐ Provides a clear, detailed grading policy that may include:
 - ☐ A table of percentages of all grades or points that calculate a final course grade
 - ☐ A table of percentages or total points corresponding with a grade.
 - ☐ An explanation of how assignments will be graded

Units

(The large white buttons in the Left Navigation Area can be named anything, such as unit, module, or chapter.)

Each Unit Homepage

- __ Provides an introduction, an overview and/or objectives.
- __ Provides transition statement that bridges past activities and current ones.
- __ Gives clear instructions for navigating through the Unit, participating in it and reminders of how to turn assignments in (Email or Dropbox)
- __ Provides relevant and interesting Unit titles.
- __ May include links to relevant Websites
- __ May include textbook reading assignments

Content Presentation and Assignments (Generally presented in Content Items, which are the sub-topic bullets under the Unit Homepages).

- __ Includes presentation and lecture material (text, slides) that concisely convey your key points about the topic of the Unit
- __ Additional Resources: Employs hypertext links to WWW to amplify main points or to provide related supplementary, optional material. Or ask students to find websites related to Unit topic
- __ "Chunks" all Unit content into "digestible" segments for easier onscreen reading and comprehension.
- __ Text presentation is broken into short paragraphs for easier onscreen reading and comprehension.

Interaction and Communication (if instructor-led)

- __ Encourages student-to-student interaction with Threaded Discussion &/or Chat assignments.
- __ Provides opportunities for one-on-one student-to-instructor interaction via email, Journal or Dropbox assignments
- __ Gives clear, detailed directions in assigning learning activities and how they will be submitted.
- __ Formulates thoughtful questions that elicit critical thinking in weekly threaded discussions, chats, and/or journal assignments.
- __ Encourages (requires) students in threaded discussions to respond to peer responses in addition to initial questions. Or asks for a minimum numbers entries per week.

Beyond Text Possibilities

- __ Provides relevant images (e.g. photos, diagrams, graphs, charts, maps) to illustrate concepts and to create a visually engaging environment
- __ Uses brief (e.g. 2-5 minutes) audio or video -- Expert Commentary, "Points to Ponder," Demonstrations.
- __ Provides supplementary link to audio or video week introduction/ overview on Week Page
- __ Provides audio annotated text lectures or slideshows.

Evaluation

- __ Uses a variety of measures to assess student learning and performance, beyond just exams and a paper (e.g. Journal entries, discussion posts, research projects, practice quizzes).
- __ Assessment: Gives significant weight (e.g. 20%-25%) to participation for threaded discussions and other collaborative efforts.