

## **Wright State Online** Course Design Checklist

### Purpose:

The Online Course Design Checklist is an essential tool for designing online courses. It integrates valuable information from Quality Matters and other leading course design practices. This tool assists in creating and delivering high-quality online courses by ensuring that they meet educational standards, improving the student learning experience, and maintaining consistency in all online offerings.

For support in building your online courses to meet these standards, contact Wright State Online at [online@wright.edu](mailto:online@wright.edu).

### Step 1: Establish Course and Module Learning Objectives (Weeks 1-3)

Define the foundation and structure of your course to align with educational goals.

|                          | Action Items  | Need Inspiration?                                     |
|--------------------------|---|---|
| <input type="checkbox"/> | Define measurable course learning objectives.                             | <a href="#">Learning outcomes generator</a>           |
| <input type="checkbox"/> | Segment your course into smaller segments or modules.                     | <a href="#">Chunking Content to Increase Learning</a> |
| <input type="checkbox"/> | Create measurable objectives for each of your modules.                    | <a href="#">Writing Module Level Objectives</a>       |
| <input type="checkbox"/> | The module learning objectives align with the course learning objectives. | <a href="#">Course Map Document</a>                   |
| <input type="checkbox"/> | Learning objectives are written from the learners' perspective.           | <a href="#">Learning Objectives Basics</a>            |
| <input type="checkbox"/> | The learning objectives are suited to the level of the course.            |   |

### Step 2: Select Assessments & Plan Feedback (Weeks 1-3)

Selecting appropriate assessments and planning effective feedback is fundamental to gauging student learning and promoting improvement.

|                          | Action Items   | Need Inspiration?   |
|--------------------------|--|---|
| <input type="checkbox"/> | Select assessments that align with stated learning objectives                              | <a href="#">Why Should assessments, learning objectives, and instructional strategies be aligned?</a> |
| <input type="checkbox"/> | Assessments are organized in a logical progress that aligns with the course content.       | <a href="#">Scaffolding Content</a>   |
| <input type="checkbox"/> | The timing of assessments corresponds appropriately with the introduction of new material. | <a href="#">Summative and Formative Assessments</a>   |
| <input type="checkbox"/> | Multiple types of assessments are used (e.g., quizzes, essays, projects, presentations).   | <a href="#">Varied Assessments</a>  |
| <input type="checkbox"/> | A plan for instructor response time and feedback on assignments is clearly stated.         | <a href="#">Time-Saving Strategies for Improving Instructor Feedback on Writing</a>                   |
| <input type="checkbox"/> | The course provides learners with multiple opportunities to track their learning progress. | <a href="#">How will I know what my students have learned?</a>  |

### Step 3: Design Instruction, Course Activities & Learner Engagement (Weeks 4-10)

Crafting engaging instructional materials and designing activities encouraging active participation is crucial to fostering deep learner engagement.

|                          | Action Items  | Need Inspiration? |
|--------------------------|---|-------------------|
| <input type="checkbox"/> | Learning activities should promote the achievement of stated learning objectives.                               |                   |
| <input type="checkbox"/> | Include activities that offer opportunities for interaction and support active learning.                        |                   |
| <input type="checkbox"/> | Clearly state the instructor's plan for responding to classroom interactions and providing assignment feedback. |                   |
| <input type="checkbox"/> | Clearly state the requirements for learner interaction.   |                   |

|                          | Action Items  | Need Inspiration? |
|--------------------------|---|-------------------|
| <input type="checkbox"/> | Ensure all instructional materials are up-to-date.  |                   |
| <input type="checkbox"/> | Use various instructional materials to cater to different learning preferences (e.g., Assigned readings, recorded lectures, external videos or simulations, links to publisher websites, and learning games). |                   |
| <input type="checkbox"/> | All materials used are appropriately cited.   |                   |
| <input type="checkbox"/> | The instructor's consistent and meaningful student engagement strategy includes virtual office hours, Q&A forums, grading criteria, feedback methods, and schedules.  |                   |
| <input type="checkbox"/> | Students are given ample opportunities to engage with their peers through various collaborative platforms, such as discussion boards, Zoom rooms, Microsoft Teams chats, group projects, and Wikis.           |                   |
| <input type="checkbox"/> | Plan a strategy for group management.   |                   |
| <input type="checkbox"/> | Consider adding some synchronous opportunities.   |                   |

#### Step 4: Select Course Technology (Weeks 4-10)

Choosing the right technology is crucial for boosting student engagement and learning. When selecting tools, ensure they align well with your tasks to optimize communication, activities, and assessments.

|                          | Action Items   | Need Inspiration? |
|--------------------------|--|-------------------|
| <input type="checkbox"/> | Ensure tools used in the course support learning objectives.                 |                   |
| <input type="checkbox"/> | Course tools should promote learner engagement and active learning.          |                   |
| <input type="checkbox"/> | All technologies required should be readily obtainable.                      |                   |
| <input type="checkbox"/> | Ensure all course technologies are up-to-date.                               |                   |
| <input type="checkbox"/> | Provide links to privacy policies for all external tools used in the course. |                   |

**Step 5: Establish Course Expectations (Weeks 10-11)**

Creating a comprehensive syllabus and clear course expectations are vital for guiding students through their learning journey.

|                          | Action Items   | Need Inspiration? |
|--------------------------|--|-------------------|
| <input type="checkbox"/> | The syllabus is easy to read and follows the University syllabus policy.     |                   |
| <input type="checkbox"/> | Learning objectives are clearly stated.                                      |                   |
| <input type="checkbox"/> | Participant and interaction expectations are clearly stated.                 |                   |
| <input type="checkbox"/> | Course calendar and due dates are displayed.                                 |                   |
| <input type="checkbox"/> | A grading scale is provided.   |                   |
| <input type="checkbox"/> | Communication expectations are stated for both students and the instructor.  |                   |
| <input type="checkbox"/> | Academic misconduct policy and accessibility resource statement are provided |                   |
| <input type="checkbox"/> | AI policy is clearly stated.   |                   |

**Step 6: Assemble Your Course in Pilot (Weeks 10-11)**

Use the Wright State Online Pilot template for quality online courses. It provides a comprehensive framework for course structure and ensures consistency while complying with online quality standards.

|                          | Action Items  | Need Inspiration? |
|--------------------------|---|-------------------|
| <input type="checkbox"/> | Instructions for accessing external content are provided.   |                   |
| <input type="checkbox"/> | Multimedia and external links have been checked for functionality.  |                   |
| <input type="checkbox"/> | Instructions clearly explain how to begin and where to find different course components.                    |                   |
| <input type="checkbox"/> | An introduction to the course’s goals and layout is provided to learners.                                   |                   |
| <input type="checkbox"/> | Expectations for netiquette during online discussions, emails, and other communications are clearly stated. |                   |
| <input type="checkbox"/> | Course and institutional policies are communicated,   |                   |

|                                     | Action Items   | Need Inspiration? |
|-------------------------------------|--|-------------------|
|                                     | or a link to current policies is provided.   |                   |
| <input checked="" type="checkbox"/> | Minimum technology needs are clearly stated, along with instructions on how to use necessary platforms or tools.   |                   |
| <input type="checkbox"/>            | Any required competencies or prerequisite knowledge needed to take the course are clearly outlined.  |                   |
| <input type="checkbox"/>            | The instructor's self-introduction is appropriate and available for students to view online.   |                   |
| <input type="checkbox"/>            | Encourage a learning community by having learners participate in an introductory activity to have learners start to build relationships.                                       |                   |
| <input type="checkbox"/>            | Build each learning activity and assessment in the appropriate module and populate it with instructions and appropriate settings, including assignment category and due dates. |                   |
| <input type="checkbox"/>            | Due dates for assignments and exams match the due dates in the syllabus.   |                   |
| <input type="checkbox"/>            | Build and attach grading rubrics to all activities as needed.  |                   |
| <input type="checkbox"/>            | Set up your gradebook and link assignments.  |                   |

### Step 7: Verify Your Course Meets Accessibility Requirements (Week 12)

Verifying that your course complies with accessibility standards is necessary for providing an inclusive learning experience. This approach supports legal compliance, enhances educational opportunities for all students, and promotes ethical practices.

|                          | Action Items  | Need Inspiration?                  |
|--------------------------|---|------------------------------------|
| <input type="checkbox"/> | Run the Pilot accessibility checker to scan for and fix accessibility issues.             |                                    |
| <input type="checkbox"/> | Verify all course material meets accessibility requirements.                              |                                    |
| <input type="checkbox"/> | Utilize the Broken Link viewer in Pilot to check for broken links and resolve any issues. | <a href="#">Broken Link Viewer</a> |

|                          | Action Items  | Need Inspiration? |
|--------------------------|---|-------------------|
| <input type="checkbox"/> | Provide accessibility information for all tools used in your course (i.e., Microsoft Teams, VoiceThread, Perusal, Google Docs). |                   |

**Step 8: Review and Launch Your Course (Weeks 13-16)**

Review your course thoroughly to ensure it meets all design, compliance, and accessibility standards. This evaluation helps to ensure that the course adheres to educational guidelines, is accessible to all students, and meets the highest quality standards.

|                          | Action Items   | Need Inspiration? |
|--------------------------|--|-------------------|
| <input type="checkbox"/> | Contact Wright State Online to submit a course for review. |                   |