UBC Faculty of Education

Checklist for Online and Blended Course Development

Course:_____
Course Developer(s):_____
Reviewer:_____

Course Overview and Introduction	Yes	Notes
Detailed directions are provided on how to get started in the course, and where to find course materials and activities.	☐	
An overview of the course is provided in the form of a syllabus or course outline that includes course purpose, learning outcomes and a schedule of due dates.	☐	
Required materials are listed, and directions on where and how to access them are provided.	☐	
Prerequisite knowledge is listed including prior discipline competencies, digital literacies, and computer competencies.	☐	
Student expectations, including online etiquette, frequency of participation, due date policies are provided along with links to resources on academic success and integrity.	☐	
Instructor has introduced themselves and contact information is provided, including office hours and a completed profile and biography.	☐	
Information on when the instructor will respond to messages and provide feedback is clearly communicated.	☐	

Engaging Learners / Social Presence	Yes	Notes
Students are asked to complete their profiles, including a short biography and profile picture.	☐	
Students participate in an introductory activity in which they have the opportunity to share their previous experience with the course's content (if any) and what they hope to gain from the course.	☐	
Throughout the course, students are given adequate opportunities to discuss their ideas, ask questions and collaborate, while interacting with peers, instructors and content.	☐	
An open discussion board is provided and its use is encouraged for course support issues.	☐	

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Course Presentation & Usability	Yes	Notes
The course provides announcements that clearly state what students are to be currently working on and are updated at least once a week.	☐	
The course is complete in its structure, including modules, tasks and materials.	☐	
The course is easy to navigate with content labelled appropriately, and displaying no extraneous or dead links to content.	☐	
The course is organized based on weeks, modules, sections or units with consistent, easy to understand content links contained in each.	☐	
Modules begin with Introduction / Overview page and end with a Conclusion / Summary page to serve as a bookend and introduction to next module.	☐	

Resources and Materials	Yes	Notes
Content / materials within the course are descriptively labeled, easy for students to access, marked as required or optional. Any potential barriers to access are addressed and supported with directions or documentation.	☐	
Online materials from external sources (e.g. Open Educational Resourses, videos, images…) are checked for copyright and cited appropriately.	☐	

Technology	Yes	Notes
Tools and media actively engage students in the learning experience (e.g. discussions, audio, images, video, collaborative documents…)	☐	
Tools and media enhance learning, support learning outcomes, increase engagement and do not create barriers for students	☐	
Technologies are accessible via desktop and mobile devices.	☐	

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Outcomes and Assessment	Yes	Notes
Outcomes are written from a student perspective and are appropriate to the level of the course and its learners (e.g. "At the end of this course, you will be able to…")	☐	
Outcomes are provided for each unit / module / week of the course.	☐	
Assessments accurately measure course learning outcomes through tasks that cover the application of knowledge and skills in the workplace or home life.	☐	
Students are provided with opportunities to explore their own interests related to the course subject matter to build unique competencies through learning activities and assessments.	☐	
Assessment tasks that give students the opportunity to reflect on their own learning processes are included in the course.	☐	
Detailed assessment criteria are stated for each assessment task, along with assignment samples.	☐	
Clear and consistent directions are given on how to complete and submit assessment tasks, including specific types of files and tools required.	☐	
A variety of assessment tasks are provided (e.g., discussion, collaborative documents, video, blog…)	☐	
Instructor uses assessment tools to provide detailed feedback on student progress and to make suggestions for improvement.	☐	

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Learner Support	Yes	Notes
The course clearly states how students can obtain accessibility accommodations that can help them succeed in class.	☐	
Technical, academic and advisory support resources for students are listed, along with new online learner support.	☐	
course includes an activity designed to assess student readiness for course content and mode of delivery.	☐	

Universal Design for Learning	Yes	Notes
Course materials are readable in terms of effective use of font size, color and spacing.	☐	
Course content is provided in a variety of modalities such as text, audio, video, etc.	☐	
Course materials provide equivalent alternatives to auditory and visual content (including ALT tags for images, Accessible PDFs, captioned videos, transcripts, etc.)	☐	

Evaluation	Yes	Notes
Survey is provided within the first 2 weeks of the course to collect information on ease of access of course materials, and to ask for suggestions for improvement.	☐	
Final course evaluation is provided to collect information on overall learning experience, addressing ease of access of course materials, the use of technology tools and suggestions for improvement	☐	