GET OFF TO A GOOD START CHECKLIST

Items to Consider during Week 1 of Course Delivery

Importance of instructor presence is key. Just as in f2f courses, the first time one does is introduce themselves to the class. It's no different in a course administered online. Below is a checklist of suggested items to complete first:

- ☐ Send out welcome email during the first day of instruction
- ☐ Create course walk-through video

- ☐ Create Introductory course Discussion board(s)
- ☐ Post Syllabus in Course content module of choice

- ☐ Create dedicated module titled "Start Here" that houses links to important campus
- ☐ Write Instructor bio with information about history and hobbies to place in instructor
- ☐ Complete instructor bio widget on course homepage

A module titled "Start Here" can go a long way in helping students understand the layout of the course and what is expected of them from the first day of instruction. Below is a checklist of suggested items to include in a "Start Here" module:

- ☐ Include resources such as:
  - ☐ The Bob Murphy Access Center (BMAC) website link with information
  - ☐ The Technology Helpdesk

  - ☐ Academic Advising
  - ☐ Syllabus

- ☐ A course page dedicated to the course expectations and requirements including:
  - ☐ Instructor-to-student and student-to-student communication expectations)
  - ☐ Assessment expectations
  - ☐ Netiquette

  - ☐ Time expectations student should dedicate to each module

Establish a trusting community in your course. Below is a checklist of suggested items to consider:

- ☐ Create an introductory post for your students to respond to
- ☐ Create a virtual space (often a discussion topic) for students to ask any questions related to the course

- ☐ Respond promptly to students requests for accommodations

- ☐ Place resources to the Bob Murphy Access Center and Accessible Instructional Materials Center (AIM) prominently in your course content of homepage

Create a cognitive presence in Alternative Mode of Instruction course. Consider designing the course to ask students to do one or more of the following:

- ☐ Indicate what their learning goals are through an informal Quiz or survey
- ☐ Post an image or video (allow Avatars) of themselves to create community
- ☐ Respond to a discussion board prompt

☐ Submit a Dropbox reflection of a course content resource which has an article reflection

Items to consider during Week 2 of Course delivery

Week 2 offers a great opportunity to continue the momentum an instructor has created during week 1 of instruction. Below are suggested methods of doing so.

By Week 2, there should be a variety of points of contact between the instructor and the students. As submissions are delivered, be sure to provide timely feedback.

☐ Grade any discussion posts
☐ Grade any Dropbox assignments
☐ Grade any quiz submissions

Design learning activities that actively engage--ones built around problems, projects, and tasks instead of relying on lectures. Below is a checklist of items that evoke active learning to consider adapting to your course that may not already be present:

☐ Have real world relevance
☐ Include activities with open ended definitions of problems
☐ Have complex tasks to be investigated by students over a sustained period of time
☐ Provide opportunities for students to examine the task from various perspectives
☐ Provide opportunities to collaborate during tasks of the course
☐ Provide an opportunity to reflect
☐ Activities encourage interdisciplinary perspectives
☐ Seamlessly integrated with assessments
☐ Produce valuable sub items with tasks
☐ (When possible) Allow competing solutions and diversity of outcomes
☐ Include rubrics that are attached to assignments whenever possible.