OFFICE OF INSTRUCTIONAL TECHNOLOGY

Online Course Checklist

Prior to the Start of Course

Information to Review	Resources
❑ Online Teaching and Learning Course Creation Guide ❑ Moodle Quick Start ❑ Online Learning: What works for Low-Income Students (OCICU)	• Instructional Technology Website • IT Knowledge Base ○ Moodle For Faculty

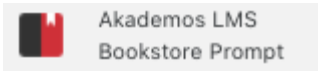
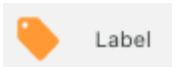
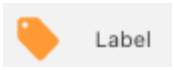
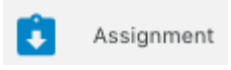
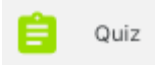
Course Setup	Resources
Course Navigation ❑ Course Banner is clear and identifies the course id and name. ❑ Opening statement explains how to start the course ❑ All links used in the course are accurate and up-to-date. ❑ Course made visible *(automatically done on first day of start of session unless the instructor has changed it)* ❑ Check Self-Service roster vs Participants	• How to check Moodle Participants and participation • Set Course Visibility • How to Access Course Roster in Self-Service

Welcome Section	Resources

❑ Announcements forum
  ❑ Used for all general course announcements including:
  ❑ Initial Welcome email
  ❑ Weekly overview and reminders
  ❑ Course / assignment changes
	• Create a Moodle Announcement
	• Welcome Letter Example

Gradebook Setup /Grading	Resources
❑ Setup Gradebook to correlate with grading scheme from syllabus	• Gradebook setup (Weighted categories) • Gradebook Setup Video

Course Essentials / Start Here	
Information students will need prior to the start of the Course ❑ **Moodle Resources** ❑ Getting Started with Moodle (Book) ❑ **Course Information**	

❑ **Akademos Bookstore link**  ❑ Course **Syllabus** in book, pdf or google doc format ❑ Links, dates and images updated ❑ Instructor information & Office Hours ❑ **Additional Course Resources**  ❑ Optional additional resources, links or files	• How to add a Bookstore link to your course (Video)
Weekly Structure	
Week or Module Overview	**Resources**
❑ Introduction or a brief overview (e.g. In this unit you will learn…). ❑ The module/unit learning objectives ❑ *describe outcomes that are measurable and consistent with the course-level objectives or competencies.* ❑ Learning outcomes ❑ *describes the knowledge or skills students should acquire to meet objectives.*	• How to write clear learning Objectives • Creating-Learning-Outcomes-Stanford.pdf
Week or Module Activities	**Resources**
Learning Materials  ❑ **Weekly Overview (Week at a glance template)** ❑ **Student learning Materials** ❑ Lecture equivalent (*recorded lecture, Video (YouTube, TedTalk, etc)* ❑ Assigned Readings *(textbook, case studies, articles)* ❑ Online Resource Link ❑ **Forum** ❑ Week 1 Introduction Forum ❑ Discussion Forum ❑ (Text, Video or Audio) ❑ **Assignments or Assessments** ❑ Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy. ❑ Rubric provided. ❑ Assignment Directions (page, pdf or google doc) and/or ❑ Assignment (Dropbox)  **and/or** ❑ Quiz 	• SEU Credit Policy • Moodle Teaching and Assessment Tools for Online Learning • Best practices for developing a module • Moodle Discussion Forums • Introduction Examples • Discussion Rubrics • Moodle Assignment • Turnitin Assignment • Moodle Quiz Guide • Online assessment alternatives

Day 1 of Classes

By Day 1 of Week 1, most of the online course design work is complete and students have access to course content. Students will be logging in and the learning begins. As with any course, starting off right is important. Online learning brings with it a certain amount of anxiety and uncertainty for some students. The goal is to get students engaged and comfortable with this type of learning.

The First Week

In addition to sending a **Welcome Letter or Announcement** to your students, you could plan a few first week activities that help orient your students to your course format and Moodle. Having students check for required software and hardware, post an introduction message on the Discussion forum, read the Academic Integrity and Conduct Policy or participate in a scavenger hunt that takes students to different areas in Moodle—and also your publisher's content, if used—are all good ways to help orient and familiarize your students to the online environment.

Week One: What do online instructors suggest?
Many online faculty members advocate for dedicating the first part of the first week of the course to orientation-type activities, and stress the importance of building an effective foundation for student engagement and course success should be a high priority. Take time for activities that introduce the students to each other and to the faculty in order to create a sense of community, a sense that "we are all in this together."

Here are additional recommendations from faculty:

- "Be available online with office hours to 'chat'"
- "Take advantage of interactive technology"
- "Clear deadlines/expectations for discussions"
- "Reinforcement is important, build your class while learning"
- "Prepare your course shell early"

Weekly

Many online students have voiced one of their main dislikes of online courses is the feeling of working in isolation. An online course should provide students with multiple opportunities to engage with the content and their classmates:

- Provide a weekly schedule *(week at a glance in template)* at the beginning of the term for readings, assignments and assessments, with clear due dates so students can plan their school demands in concert with work and family schedules

- Utilize structured asynchronous discussion forums, formative learning checks, breakout groups for assignments that build interpersonal relationships, and audio/video tools ideally within the LMS (though other software such as Zoom, and Google Meets and Hangouts can also be used).

- Individual audio/video feedback on assignments communicates an instructor's attention to individual learning

Teaching Online @ SEU

All Online courses are expected to use and follow the SEU Online template.

Please contact Jeff Gutkin, Director of Instructional Technology to schedule an appointment or learn about upcoming training opportunities

Contact information:
jgutkin@steu.edu

973 - 290 - 4046 (office)
973 - 290 - 4044 Moodle Help Line

Request Help (open a ticket)

References:

Rochester Institute of Technology - "Online Course Quality Checklist" - https://www.rit.edu/academicaffairs/tls/content/online-course-quality-checklist-ocqc
Quality Matters Rubric Workbook - "The Quality Matters Higher Education Rubric Fifth Edition" - https://www.qmprogram.org
OCICU - Online_learning--what_works.pdf