

Hybrid (Blended) Course Checklist

1. Learner Support and Resources

- Tips for being a successful student in a hybrid or blended course
- Quiz to self-assess readiness to be a student in a hybrid course
- Contact information for technical support or Help Desk
- Checklist or other method for common troubleshooting tips
- Tutorial(s) or aids for how to use Blackboard tools
- Netiquette guidelines
- Contact information for the instructor
- Link(s) to Bookstore(s) to order textbooks or other instructional materials
- Checklist or other method for common troubleshooting tips
- Minimum computer hardware and software requirements
- Sources for any required plug-ins (and links)

2. Organization and Design

- Syllabus is easily located and includes:
 - Course objectives
 - Course completion requirements
 - Expectations of students' participation
 - Clear timeline for face-to-face and in-class activities
 - Expectations of availability of and turnaround time for contact with instructor
- Course content is "chunked" for more manageable learning
- Course content is organized in a logical format
- Topics are clearly identified and subtopics are related to topics
- Course schedule is available in a printer-friendly format for student convenience
- Layout of course is visually and functionally consistent
- Language of written material is friendly and supportive
- Clear directions are given for each task or assignment
- Expectations for synchronous versus asynchronous activities are clearly identified
- Sentences and paragraphs brief

3. Instructional Design and Delivery

- Promotes interaction and communication:
 - Students introduce themselves online and are encouraged to respond to classmate introductions to establish online learning community parallel to face-to-face class
 - Instructor introduces himself/herself online to model interaction
 - "Ice-breaker" activity or other orientation session to get acquainted online
 - Student participation is tracked and "wallflowers" drawn in to the discussions
 - Students are prompted by facilitator to expand on relevant points
 - Facilitator may play "devil's advocate"

- Activities integrated with learning objectives:
 - Each reading assignment and each activity matches a learning objective
 - Activities have an assessment piece that links to a learning objective
 - Tasks and activities are designated as synchronous or asynchronous
 - Summary provided frequently, particularly at the end of topics, to reinforce learning expectations for that module

- Activities to develop critical thinking and problem-solving skills:
 - Discussions center on questions without a single correct answer
 - Case studies
 - Critique classmates' assignments
 - Collaborative exercises
 - Discussions center on questions without a single correct answer
 - Small group projects
 - A variety of digital media, e.g., video, audio, images
 - Games and simulations
 - Interactive learning objects

4. Integration of Face-to-Face and Online Activities

- Face-to-face and online activities connect with each other in clear fashion
- What happens online affects and builds on what happens F2F, and vice versa
- Face-to-face and online activities are proportionately included in assessment plan
- Attempt is made to constitute both online and face-to-face peer learning community

5. Assessment of Student Learning

- Criteria used to assess participation in online discussion groups
- Students are not assessed solely on tests/quizzes but are provided ample opportunity to demonstrate proficiency in different ways
- Rich and rapid feedback – self-grading assignments released immediately
- Frequent and substantial feedback from the instructor
- Samples of assignments illustrate instructor's expectations
- Detailed instructions and tips for completing assignments
- Due dates for all assignments
- Rubrics for all assignments identify assessment guidelines
- Grading scale
- Peer review opportunities
- Students apply rubric to their own work and describe/defend their score

6. Evaluation and Student Feedback

- Student input sought at regular intervals
- Evaluation survey at end of course
- Instructor solicits feedback on how delivery can be more effective for student learning (e.g., a Discussion Topic for Feedback)
- Instructor is willing to modify course (live) as needed to improve or fix inadequacies