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