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| **Course Design Evaluation Checklist**  **Use the following checklist to help you evaluate your course design.** | | |
| **Course Structure** | Yes | **No** |
| Are course learning outcomes aligned with the program learning outcomes? |  |  |
| Are the teaching activities and assessments aligned with the course learning outcomes? |  |  |
| Have you mapped out exactly what knowledge and skills (e.g. research, critical thinking, writing, data analysis, technology etc.) students will need in order to successfully complete the course? Do you provide supports for those that you know students will struggle with? |  |  |
| Have you sequenced your teaching and learning activities to support students in achieving the skills that are critical to your learning outcomes? |  |  |
| Have you ensured that information is primarily transmitted through readings (or other media) that students complete on their own, while class time is devoted to active discussion and engagement with the material? |  |  |
| Are the deadlines for assignments manageable for students, given the expectations and other commitments? |  |  |
| If any students were derailed early on (for whatever reason, including illness, need for accommodation, misunderstanding of expectations, etc.), were there sufficient supports in place to help them recover and get back on track? |  |  |
| Does the structure of the course provide multiple opportunities for students to interact (a) with each other, (b) with the instructor, and (c) with the content? |  |  |
| Do the learning outcomes for assignments reflect those of the course as a whole? |  |  |

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| **Assessment** | | |
| Are the critical thinking skills required to complete assessments commensurate with your expectations? |  |  |
| Are your assignments based on authentic genres or tasks in the discipline? If not, do they have other characteristics that would make them compelling and engaging for students? |  |  |
| Are your assignments tied closely to course material? If not directly, do you provide additional supports to help students make the transition to a new topic/theme? |  |  |
| Are your assignments broken down into stages that correspond with your overall course scaffolding and main learning objectives? |  |  |
| Have you provided appropriate disciplinary models or clear descriptions of the genre(s) you are looking for? |  |  |
| For any written assignments, have you defined an audience? And if so, is that audience one that students will likely be able to address? |  |  |
| Have you thought about how long it will take students to complete the assignment (or the various stages), and arranged to give them all the required information well in advance of your deadline? |  |  |
| Are opportunities for students to receive continuous formative feedback built into your assessment plan? |  |  |
| Is the weighting of the assignment appropriate to the amount of work that will be required for students? Is this true for each stage in the assignment? |  |  |
| Do you have a rubric (holistic or analytic) that specifies your evaluation criteria? |  |  |
| Does the feedback provided reflect your rubric or stated expectations? |  |  |
| Will completion of all assessments accurately and reliably measure student achievement of all course learning outcomes? |  |  |
| **Technology** | | |
| Is the technology employed in the course currently most pedagogically sound option readily available at your institution? |  |  |
| Is there a plan in place to train all teaching staff (including instructors and TAs) in the use and support of any new technology? |  |  |
| Is there an introduction to new software or tools that will allow students to practice using unfamiliar technology \*before\* the course begins? |  |  |
| Does the technology comply with all AODA standards (eg. provide transcripts for videos, scalable documents, machine-readable formats), and best practices for accessibility? |  |  |