## A Checklist for Designing Effective Fully Remote or Hybrid Courses

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| ✔ Criteria | Prompts | Y | N | Comments |
| **Learning objectives**  (See [“Articulate your learning objectives”](https://www.cmu.edu/teaching/designteach/design/learningobjectives.html)) | The essential learning objectives can be achieved in a remote or hybrid learning context (e.g., considering physical equipment, skills, and interactions that may be required). |  |  |  |
| Learning objectives are measurable, i.e., they describe what students should be able to do/demonstrate. Assessments can be designed to gauge students’ degree of mastery of the learning objectives. |  |  |  |
| Learning objectives are communicated explicitly and in appropriate language for students (remember your students don’t have your expert knowledge). |  |  |  |
| **Summative Assessments**  (See [“Formative vs. Summative”](https://www.cmu.edu/teaching/assessment/basics/formative-summative.html) and  “[What do well-aligned assessments look like?](https://www.cmu.edu/teaching/designteach/design/assessments.html)”) | Summative assessments reveal whether students have achieved the learning objectives and, where possible, involve real- world tasks that involve transfer of learning. |  |  |  |
| Students receive sufficient practice and feedback to perform the assessment task. |  |  |  |
| The grading scheme is communicated to students up front (e.g., sharing rubrics for projects and essays) and is appropriate for the assessment (e.g., grading rigor, # of points) |  |  |  |
| Summative assessments are designed so they can be completed/administered online in a way that considers academic integrity and students in different time zones. |  |  |  |
| **Formative Assessments (assignments for practice & feedback)**  (See [“Formative vs. Summative”](https://www.cmu.edu/teaching/assessment/basics/formative-summative.html)) | Low stakes formative assessments are spaced throughout the instruction, providing multiple opportunities for students to practice and get feedback throughout the course. |  |  |  |
| I have considered [different assignment types](https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/index.html) (e.g., [concept maps](https://www.cmu.edu/teaching/assessment/assesslearning/conceptmaps.html), [write a few sentences on the main point of lecture](https://www.cmu.edu/teaching/assessment/assesslearning/CATs.html)). Selected types are feasible for remote and hybrid instruction, ideally involve real-world tasks, and will reveal students’ progress (to me and to them). |  |  |  |
| I incorporated grading/feedback strategies (e.g., peer review, automated feedback, class-level feedback on common issues) that decrease load on the instructional team. |  |  |  |
| Targeted feedback for each assessment task is provided in a timely way so that students can use the feedback on subsequent assignments. |  |  |  |
| **Instructional Activities and Materials (**Discussions, readings, lectures, videos, games)  NOTE: Consider these 4 checklist items for both synchronous and asynchronous activities  [General strategies for designing asynchronous learning](https://docs.google.com/document/d/1Rygtvoks7jJ6D97k-2E5s7_BmsXBD1FZhFZhhnliUpk/edit#heading=h.wjcj58bvesp) | Face-to-face/synchronous classroom instruction incorporates active learning (where students work with the material and each other rather than just passively receive information). |  |  |  |
| Asynchronous instruction incorporates active learning strategies (e.g., if video is used, it is accompanied by a related learning activity, such as students watching a short video and then responding to a discussion prompt). |  |  |  |
| I regularly provide explicit information to students regarding where they are in the course (e.g., a big picture of the course) and what they need to do next (e.g., a daily agenda). |  |  |  |
| Complexity is managed through breaking each lesson into manageable parts. |  |  |  |
| **Inclusivity and humanizing the remote learning experience** *Links to strategies:*  [Inclusive teaching strategies (website)](https://www.cmu.edu/teaching/designteach/teach/classroomclimate/strategies/) | I have strategies for checking in with students – ways they can provide input and express (directly, anonymously) how they are doing. |  |  |  |
| I have established norms for the fully remote or hybrid teaching and learning context that are [inclusive of all students](https://www.cmu.edu/teaching/designteach/teach/classroomclimate/strategies/) (e.g., ground rules and expectations for synchronous sessions). |  |  |  |
| I have strategies and policies for being flexible and equitable (e.g., flexible start times on exams, asynchronous activities for students in different time zones). |  |  |  |
| I have made appropriate accommodations for students who have letters of accommodation from the Office of Disability Resources. My online course content is digitally accessible. |  |  |  |
| **Technology toolkit** | I used the pre-identified toolkit (Canvas, Zoom, Canvas plugins, e.g., Gradescope, Piazza). |  |  |  |
| Canvas is the portal to my course. |  |  |  |
| I’ve done a cost-benefit analysis to consider that students may be overwhelmed with using too many tools; and that the tool(s) being used are a good fit to the instructional activities. |  |  |  |

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| Prioritize 1 to 3 areas to improve/revise |
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