

Online & Hybrid Course Readiness Checklist

This checklist has been created by the Augsburg eLearning Team for your use in developing online and hybrid courses. It is based on the research described in [Quality Practices for Online and Hybrid Courses](#) at Augsburg.

Criteria	Examples and Resources
Minimum LMS Requirements	
<input type="checkbox"/> Import Moodle Standard Template to your course shell	Create a clear pattern of learning incorporating the Moodle Standard Template .
<input type="checkbox"/> Course Introduction/Orientation	<p>Include instructions (text, audio, and/or video) to the course homepage on where students should first start upon entering the course for the first time.</p> <p>Examples include:</p> <ul style="list-style-type: none"> - Add an "Introduction", "Getting Started", or "Start Here" area or module. - Post a video on basic course navigation and where students should start first. - Create a scavenger hunt or syllabus quiz leading the learner through different parts of the course. <p>Review the best practices for video and audio accessibility featured later in this checklist.</p> <p>TIP: within this area or module, include the syllabus, schedule, or an icebreaker activity.</p>
<input type="checkbox"/> Syllabus	<p>Add the syllabus in an easy-to-find location. Make sure it can be found on the main page of course or within the "Getting Started" area or module. Make sure to include your course's grading policy in the syllabus, including a full list of activities, how they will be graded (points, percentages, weights), and relationship between points and letter grades. Review the CLASS Office website for a syllabus statement regarding accessibility and accommodations.</p> <p>TIP: post your syllabus in multiple logical areas. This will make it easier when students need to find it.</p>
<input type="checkbox"/> Course Schedule	Provide a course schedule that reviews broad topics for each class, required readings, and assignment due dates.

	<p>TIP: for more flexibility, you might only want to include the topic for each class and major assignment due dates.</p>
<input type="checkbox"/> Instructor Information	<p>Include necessary instructor information. Make sure to include contact information and office hours.</p> <p>TIP: To improve engagement, include a brief bio with a picture or an introduction video.</p>
<input type="checkbox"/> Course and institutional policies	<p>State course and institutional policies. For example late work, make-up assignments, plagiarism, etc. This can be included in the syllabus or elsewhere on the Moodle page.</p>
<input type="checkbox"/> Student Resources for Learning and Support	<p>Provide a link to available student resources. Some examples include: CLASS office, academic support, student services. These can be included in the syllabus or as separate links on the Moodle page.</p> <p>To find a list of appropriate services, please consult the Student Services Index page.</p>
<input type="checkbox"/> Technology Resources and Requirements	<p>Provide students with a summary of technologies used throughout the semester and give links to how they can be obtained. Define requirements for technology, including bandwidth, software, and hardware. Any hardware needed for completing class activities should also be clearly stated, including microphones, webcams, mobile devices, etc. This can be included in the syllabus but should also be linked directly on the Moodle page for easy student access.</p> <p>Along with the Student Services Index above, it may be appropriate to also have a link to the student tech desk website.</p>
<input type="checkbox"/> Gradebook	<p>Ensure that gradebook aligns with the syllabus, including major course assignments being listed, weighting being applied appropriately, etc.</p> <p>Review how to curate your Moodle gradebook and grade assignments within Moodle.</p>
<input type="checkbox"/> Communication Plan	<p>Communicate timeframe for grading and best ways to get in contact with instructor and when students should expect a response. This can be included in the syllabus or elsewhere on the Moodle page.</p> <p>TIP: there are many ways within Moodle to communicate with students. Review this link to understand how to communicate with students within Moodle.</p>

<input type="checkbox"/> Course Expectations	State expectations for both online and face-to-face environments as appropriate. This could include: respectful behavior, communication for student-student or student-instructor interaction, netiquette, etc. This can be included in the syllabus or elsewhere on the Moodle page.
Course Organization and Design	
<input type="checkbox"/> Announcements and Q&A Forum	<p>Include an announcements section that can be used to send important class information. Near the announcements section, also include a Q&A Forum that students can use throughout the semester to ask course- or module-related questions. It may be helpful to review the link above about different ways to communicate within Moodle.</p> <p>TIP: about one week before the semester, send out an announcement to students with essential information including syllabus, access to course, course requirements, etc.</p>
<input type="checkbox"/> Modules	Divide your course into modules in a manner appropriate for the course (e.g., by week, by topic, by chapter). Make sure that modules are structured in a consistent pattern.
<input type="checkbox"/> Learning Objectives	<p>Use the AAC or GAAC approved learning objectives and outcomes across all modalities. Include course-level objectives within the syllabus or in another appropriate place. Place module-level objectives that are specific and measurable into each module.</p> <p>TIP: try to explicitly connect your course-level objectives and module-level objectives. You can do this by stating your module-level objective and then writing which course-level objective it matches after. For example, “by the end of this course, you will be able to write an effective essay introduction (Course-level objective 1)”.</p>
<input type="checkbox"/> Naming Conventions	Ensure that instructional materials and activities have meaningful and descriptive names. Ensure that the names are consistent across the syllabus, schedule, modules, and gradebook.
Assessment and Feedback	
<input type="checkbox"/> Assessment Aligned with Learning Objectives	<p>Ensure that the assessments are directly measuring the outcome of both the course and modules.</p> <p>TIP: pay attention to the verbiage of your learning outcomes. For example, if you have the learning outcome of “write an effective essay introduction”, your assessment should evaluate the learner’s</p>

	ability to write an essay. If you only have learners identify an effective essay introduction (for example in a multiple-choice test question), the assessment wouldn't directly assess this learning outcome.
<input type="checkbox"/> Grading Criteria	<p>Provide a clear and complete description of the criteria used to evaluate work. This may be a rubric or grading guide.</p> <p>TIP: integrate your rubric and/or grading guide directly into Moodle. Learners will be able to use this to self-evaluate and instructors can use this when giving feedback.</p>
<input type="checkbox"/> Variety and Suitability	Include a variety of assessment types (e.g. essay, quiz, reflection, presentation, forum) and make sure they are suited to the level of the class.
<input type="checkbox"/> Feedback	<p>Provide regular feedback to learners so they are able to assess their mastery of content, as appropriate for the class content level and structure. Make sure to state a timeframe when learners can expect to receive this feedback.</p> <p>TIP: More frequent feedback is helpful in online courses as this is one of the main ways in which instructors can connect and communicate with students.</p>
<input type="checkbox"/> Self-Assessment	<p>Provide opportunities for learners to assess their own learning throughout the course.</p> <p>TIP: include pre-tests, automated self-tests, reflective assignments, etc.</p>
Activities	
<input type="checkbox"/> Engagement	<p>Include activities that call for a spectrum of cognitive abilities including higher-order thinking and problem-solving skills. This could include: critical reflection, analysis, presentations, discussions, etc.</p> <p>TIP: include learning activities that emulate real-world applications of the discipline, such as experiential learning, case studies, problem-based activities, etc.</p>
<input type="checkbox"/> Interaction	Add weekly activities that involve different types of interaction, including student-to-content, student-to-student, and student-to-instructor interaction.
<input type="checkbox"/> Instructions	Include explicit and transparent instructions (purpose, task, criteria for success, due dates) for activities.

	TIP: Sometimes it can be helpful to include a short instructional video for more complex assignments.
Instructional Materials	
<input type="checkbox"/> Variety	<p>Offer a variety of media (e.g., text, video, audio, websites, podcasts) for learning materials and resources. Review the best practices for course content accessibility featured later in this checklist.</p> <p>TIP: include culturally-relevant course materials and examples that are inclusive of identities and communities when possible.</p>
<input type="checkbox"/> Relevancy	Include instructional materials that are up-to-date in terms of theory and practice in particular discipline.
<input type="checkbox"/> Alignment with Learning Objectives	Ensure that the instructional materials and resources will allow students to gain knowledge needed to attain both course-level objectives and module-level objectives. For example, if you have a module-level objective of “be able to write an effective essay introduction,” include materials that will help students directly realize that objective.
<input type="checkbox"/> Links	Make sure that all links are working and have descriptive titles.
<input type="checkbox"/> Cost	Utilize Open Educational Resources, free, or low-cost learning materials where available.
Accessibility	Questions about course accessibility? Consult with your LFC and the CLASS Office early on.
<input type="checkbox"/> Accessible Documents	<p>Make sure that all documents, texts, and PowerPoints are accessible.</p> <p>TIP: Review the following Augsburg resources.</p> <ul style="list-style-type: none"> • Best Practices for Document Accessibility/Scanning Documents • Creating Accessible Content • Guidelines for Adopting Publisher Content
<input type="checkbox"/> Alternative Means of Access	<p>Provide alternative means of access to multimedia content to meet the needs of all learners. This could include ensuring that videos used within the class are closed captioned with accurate captions and providing transcripts when available for audio and video media.</p> <p>TIP: Try to find videos that have been professionally captioned (not just auto-generated captions).</p>

<input type="checkbox"/> Alt-Text on Images	<p>Include alt-tags for pictures and other visual elements.</p> <p>TIP: Review the following help guides to learn more.</p> <ul style="list-style-type: none"> • Adding Alt Text in Moodle • Adding Alt Text in Microsoft Documents • Adding Alt Text in Google Documents
<input type="checkbox"/> Descriptive Links	<p>Avoid pasting a link in full. Instead hyperlink content on Moodle, in emails, or in course material.</p> <p>Example: Augsburg Website vs https://www.augsburg.edu/</p>
Usability	
<input type="checkbox"/> Course Navigation	<p>Ensure that course navigation facilities ease of use. Some areas to consider are:</p> <ul style="list-style-type: none"> - Including a logical start point for students - Including consistent and logical modules - Including logical and easy-to-find areas for course and institutional resources - Ensuring that links within the course are working properly - Ensuring hierarchy through heading styles and indenting right/left
<input type="checkbox"/> Readability	<p>Promote readability of the course through these measures:</p> <ul style="list-style-type: none"> - Ensuring font type, font size, and colors are used consistently and effectively - Ensuring that heading and body styles are consistent throughout the course - Grouping similar content together - Using white space and negative space to help increase comprehension and reduce eye fatigue - Minimizing editing and proofreading errors (grammar, spelling, punctuation) - Conveying meaning not only by font color <p>TIP: increase readability and accessibility by including a sans-serif font. Some good examples are Arial, Helvetica, Calibri, etc.</p>
<input type="checkbox"/> Mobile-Friendliness	<p>Ensure that content is mobile-friendly and appropriately embedded or linked for easy navigation, intermittent access, and stream ability.</p>