## Course Checklist for SLN Workshops 3 and 4

The following checklist is derived from Quality Matters® standards, SLN course quality standards, and standards used at Niagara Community College.

SLN highly recommends that **faculty establish a relationship with campus-based instructional design support** to review these items, as well as all other aspects of course design.

### INTERACTION AND ASSESSMENT

<table>
<thead>
<tr>
<th>1. Learner Engagement</th>
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<tbody>
<tr>
<td>1.1 The learning activities promote the achievement of the stated learning objectives.</td>
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<tr>
<td>1.2 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.).</td>
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<tr>
<td>1.3 Learning activities are designed to foster learner engagement and interaction:</td>
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**Student/Content Interaction**

- 1.3.1 Instructional materials appeal to diverse learning styles and interests.
- 1.3.2 Materials and content presentation are engaging and assist students with technologies and strategies for learning online.
- 1.3.3 Writing style (tone/voice), naming conventions, labels, titles, instructional and navigational cues throughout the course are logical, consistent, and efficient.

**Student/Instructor Interaction**

- 1.3.4 Interaction is facilitated in a variety of ways (*Talk with the Professor/Question Area, Contact Information Area, Bulletin Board*).
- 1.3.5 It is clear to students how/where to contact the instructor and how/where the instructor will contact them (both public and private).
- 1.3.6 It is clear to students how, where, and when they will receive feedback from the instructor.

**Student/Student Interaction**

- 1.3.7 Students are provided opportunities to interact with each other in a variety of ways in the course.
- 1.3.8 Requirements for student interaction are clearly articulated.
1. Learner Engagement (continued)

☐ 1.4 The requirements for student interaction are clearly articulated:
   - ☐ 1.4.1 The initial discussion document adequately sets up the topic and expectations of the interaction.
   - ☐ 1.4.2 The time frame for discussions is clearly communicated.
   - ☐ 1.4.3 The length and nature of student postings are clearly communicated.
   - ☐ 1.4.4 The instructions state whether the students should respond to the main topic, other student postings, or both.
   - ☐ 1.4.5 The students know how their participation in the discussion will be evaluated (discussion grading rubric).

☐ 1.5 There is a mechanism in the course to collect feedback from students on their experiences in the course.

☐ 1.6 Learning activities present students with the opportunity for some real-world challenges that require them to apply their relevant skills and knowledge.

2. Assessment

☐ 2.1 Assessments align with course objectives, program requirements and stated institutional goals and standards.

☐ 2.2 The types of assessments selected measure the stated learning objectives and are consistent with course learning activities and resources.

☐ 2.3 The course grading policy is stated clearly.
   - ☐ 2.3.1 Instructions and due dates are clearly stated for students.

☐ 2.4 Specific and descriptive criteria are provided for the evaluation of students’ work and interaction (e.g., How You Will Be Evaluated document).

☐ 2.5 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed. All learning activities and interactions require feedback and assessment.