Blended Course Implementation Checklist

Before the Course Starts

☐ Ensure that you have received any technical training necessary (e.g., for the Wits-e/Sakai platform, Turnitin, VTC and Respondus software applications).

☐ Identify faculty technical support resources available at your institution (e.g. eLSI, CNS, your school ICT administrator, Wits-e Alerts site).

☐ Identify colleagues to whom you can turn for assistance (technical or procedural) once your course begins. (e.g. eLearning champion at your School, dedicated eLSI staff member).

☐ Identify student technical support resources available at your institution. (e.g. eLSI online resources, eLSI staff, Wits-e/Sakai help, CNS, Library, Disability Unit).

☐ Remind yourself that it is ok to Keep It Simple Starting (KISS) with your blended course. (You can add features in the second iteration.)

☐ Set-up course management system (or alternative) for online portion of blended course (e.g. disable or hide tools you will not be using on Wits-e/Sakai, create/configure online quizzes, set-up Gradebook, etc.)

☐ Complete and upload all course documents (e.g. syllabus, schedule, rubrics, etc.).

☐ Complete and upload all online content/assignment modules (if not feasible, complete and upload at least the first three weeks’ worth of modules using the Lesson Builder tool).

☐ Check the functionality of all links and online media components. (Using the Web Links tool, embedded content in Lesson Builder or YouTube).

☐ Make sure all images are uploaded and placed in the appropriate folder under Resources. (e.g. Course Resources/images)

During the Course

☐ Ensure that students know that they are enrolled in a blended learning course with both face-to-face and online components (e.g., on first day of class/in an introductory email message using the Announcements or Messages tools).

☐ Orient students to the online portion of the course (e.g., via an in-class demo, link to the welcome tutorial, etc.) and clarify for students the relationship between face-to-face and online.

☐ Reiterate to students the technical support resources available to them (other than you!). For instance, consider setting up an online “Technical Help” discussion area in which students can assist one another with technical issues. Ensure that the help info and contacts are on the home page of the course.
☐ Reiterate to students your preferred method(s) of receiving questions and other student communications using the Messages tool, Dropbox or Chat Room. (Beware of burdening yourself with too many communication avenues.)

☐ Make an effort to “be present” in both the face-to-face and online portions of the course (e.g. At a minimum use online Announcements, Forums, or other tools to send periodic messages). Acquaint yourself with moderating strategies

☐ Strive for consistency between online and face-to-face communications and with your course documents (e.g. Syllabus). Hold students (and yourself) accountable to established procedures.

☐ Solicit feedback from students periodically. (e.g. Polls tool, surveys in Tests & Quizzes tool).

☐ Keep a running log of modifications you wish to make to the course the next time you teach it.

☐ If you need to adjust your course design in any way during the term (e.g. change in assignment details/due dates), do so, but communicate these changes to students in writing. (e.g. Enable notification alerts on tools.)

☐ Check the Site Members student list regularly against the SIMS list.

After the Course

☐ Review all student feedback received.

☐ Create a prioritized “punch list” of course changes based upon feedback from students, colleagues, and your own observations. (Be sure to include to-do items for checking links, reviewing currency of content, and changing any dates that appear in your materials immediately prior to the next iteration of your course.)

☐ Decide when you will make the changes.

☐ Make changes as appropriate prior to teaching the course again.

☐ Use the Course Rollover tool at the end of the year to migrate to a new instance of the course.