*Use this checklist for designing your digital courses. The sections relate to the acronym ACCESS: Assessment, Content, Communication, Engagement, Summarizing and Support. Ensure your course has components of all six areas.*

|  |
| --- |
| **ASSESS*** Ensure a direct alignment of your assessments with your course learning outcomes.
* Plan for lots of formative feedback to give students a sense of how they are doing.
* Use encouraging and positive words.
* Consider alternative assessment ideas that are adaptations of what you might do in a face-to- face environment.
* Keep it simple. Do not overcomplicate.
* Keep the Universal Design for Learning (UDL) principle in mind: Provide multiple means of action and expression for students (e.g., provide learners with many ways of demonstrating what they have comprehended and ways of managing that information such as through assignments, media presentations, concept maps, portfolios, websites, diagrams etc.)
 |
| **Category** | **Item** | **Y/N** | **NA** | **Notes** |
| **Formative Feedback and Learner Self-Assessment** | Frequent opportunities for no or low stakes instructor feedback are provided (surveys, discussion posts, journals etc.) |  |  |  |
| Frequent opportunities for self-assessment are provided (Journals, blog posts etc.) |  |  |  |
| Feedback is substantive and meaningful |  |  |  |
| **Alignment of Assessments****and Learner Expectations**  | Assessment Activities occur frequently throughout the course and follow [Policy 3-33](https://www.nic.bc.ca/pdf/policy-3-33-evaluation-of-student-performance.pdf) *Evaluation of Student Performance* |  |  |  |
| Alignment of Assessments with Learning Outcomes is Clearly Explained |  |  |  |
| It is clear to the student how assessment performance will be evaluated (e.g. single point rubric or other grading document) |  |  |  |
| Examples of quality work are provided |  |  |  |
| **Other Design Considerations for Assessments** | A variety of assessment types is used |  |  |  |
| Assessments model authentic situations (simulations, role play, problem solving etc.) |  |  |  |

|  |
| --- |
| **CONTENT*** Ensure a direct alignment of your assessments with the course content.
* Not all content needs to be graded and not all content has to come from the instructor.
* Students can be co-creators of content and could have activities around developing their own content for the course.
* Ensure content is easy to locate and access.
* Keep it simple.
* Keep the Universal Design for Learning (UDL) principle in mind: Provide multiple means of representation (e.g., provide learners with many ways of engaging and comprehending information and experiences such as videos, audio clips, graphics, symbols, tactile objects, etc.)
 |
| **Category** | **Item** | **Y/N** | **NA** | **Notes** |
| **Learning Outcomes** | Learning Outcomes conform to the Authorized Course Description and are testable |  |  |  |
| Content, Assessment and Outcomes Align |  |  |  |
| **Content Composition and Structure** | Content is chunked in manageable pieces and broken down into weeks, topics, or modules in the LMS |  |  |  |
| Content has been flipped if using synchronous delivery |  |  |  |
| Content has been enhanced using multimedia |  |  |  |
| Course navigation is intuitive |  |  |  |
| There is clear guidance/signposting to promote student movement through the material |  |  |  |
| **Other Design Considerations** | There are transcripts or notes to cover audio and video material |  |  |  |
| All course documents have been checked for accessibility |  |  |  |
| High contrast text and web safe colours have been used in content areas |  |  |  |
| Where possible more than one pathway is provided through the content |  |  |  |
| **Texts and Materials** | Texts have been clearly identified |  |  |  |
| Open Educational Resources (OERs) have been selected where appropriate |  |  |  |
| There are clear instructions for using publisher and/or OER support materials |  |  |  |
| **COMMUNICATE*** Ensure you communicate frequently with your students during flexible instruction experiences.
* Keep communications positive and reassuring. Communicate with individual students if you can.
* Keep communications simple.
* Keep the Universal Design for Learning (UDL) principle in mind: Provide multiple means of engagement (e.g., provide learners with connections about their interests, support self-reflection, foster collaborations such as open class discussions, office hours, question and answer periods, etc.)
 |
| **Category** | **Item** | **Y/N** | **NA** | **Notes** |
| **Communication Plan** | A course syllabus has been provided per Policy [3-35](https://www.nic.bc.ca/pdf/policy-3-35-course-outline.pdf) Course Outline |  |  |  |
| Instructor availability (e.g. office hours) and contact information are published |  |  |  |
| Expected response time has been identified as has weekend and holiday availability |  |  |  |
| Plans for regular instructor check-in (e.g. weekly summaries, announcements) are evident |  |  |  |
| How assignments will be submitted and returned is identified |  |  |  |
| Course protocols for issues such as netiquette are published |  |  |  |
| Allowances for bandwidth issues and students living in different time zones are evident |  |  |  |

|  |
| --- |
| **ENGAGE*** Ensure a direct alignment of your assessments with your teaching and learning engagements.
* Keep it simple.
* Keep the Universal Design for Learning (UDL) principle in mind: Provide multiple means of engagement (e.g., provide learners with connections about their interests, support self-reflection, foster collaborations such as small group discussions, collaborative activities like Google Docs, Padlet, etc.)
 |
| **Category** | **Item** | **Y/N** | **NA** | **Notes** |
| **Engagement Strategy** | Course activities promote interaction based on outcomes and thinking skills goals (see Bloom’s Taxonomy), for example Discussion and Blog posts and student presentations |  |  |  |
| There are informal opportunities for synchronous and asynchronous contact between instructors--students and students—students |  |  |  |
| Clear instructions regarding the quality and quantity of interaction are provided. |  |  |  |
| If interactions are to be marked, rubric(s) and examples of good communications have been provided |  |  |  |
| Student-instructor and student-student interaction are encouraged through group and other formal activities |  |  |  |
| Activities are designed to foster community |  |  |  |
| **Other Design Considerations** | Appropriate 3rd party software/websites have been selected to fill gaps in supported technology |  |  |  |
| Student privacy has been protected |  |  |  |
| Alternative engagement activities have been provided so that all students can participate |  |  |  |

|  |
| --- |
| **SUMMARIZE*** When working in a flexible instructional format, it is even more important to provide summaries and consolidation of learning as each week goes by.
* Students are struggling with many new ways to engage with learning that they lose sight of the key messages and core concepts.
* Try to help learners capture the big ideas they are to be focusing on, as well as start giving them outlines for study notes and note taking.
 |
| **Category** | **Item** | **Y/N** | **NA** | **Notes** |
| **Progress, Summary and Closure** | Weekly summaries are being provided and/or co-constructed with students |  |  |  |
| There are regular email reminders of pending assignment, test, quiz, and project due dates |  |  |  |
| Evidence that student participation is being managed and plans for intervention if it falls off (as simple as an email check-in) |  |  |  |
| Use of various course tools (e.g., discussions, and announcements as reminders of where students should be in the course.) |  |  |  |
| A variety of closure activities are planned and implemented |  |  |  |

|  |
| --- |
| **SUPPORT*** All the supports and additional considerations we can give students will benefit them and their learning.
* Ensure you consider institution and course level supports
* Outline these supports in many ways and many times so students are aware of them
 |
| **Category** | **Item** | **Y/N** | **NA** | **Notes** |
| **Institutional Supports** | Links to institutional services have been provided:[Accessible Learning Services](https://www.nic.bc.ca/student-services/accessible-learning-services/)[Financial Support](https://www.nic.bc.ca/financial-support/)[Library and Learning Commons](https://www.nic.bc.ca/life-at-nic/library-learning-commons/learn-anywhere/)[Learn anywhere](https://www.nic.bc.ca/life-at-nic/library-learning-commons/learn-anywhere/)[Student Technical Services](https://library.nic.bc.ca/studenttech)[Student Services](https://www.nic.bc.ca/student-services/accessible-learning-services/) |  |  |  |
|  | Links to course related student policies have been provided:[3-17](https://www.nic.bc.ca/pdf/policy-3-17-instructional-accommodation-and-accessible-learning-services.pdf) Instructional Accommodation and Accessible Learning Services[3-30](https://www.nic.bc.ca/pdf/policy-3-30-student-appeal.pdf) Student Appeals[3-31](https://www.nic.bc.ca/pdf/policy-3-31-student-complaint-resolution.pdf) Student Complaint Resolution[3-33](https://www.nic.bc.ca/pdf/policy-3-33-evaluation-of-student-performance.pdf) Evaluation of Student Performance[3-35](https://www.nic.bc.ca/pdf/policy-3-35-course-outline.pdf) Course OutlineAlong with general advice to review [Sections 3 and 4](https://www.nic.bc.ca/student-services/student-policies/) of the policy manual |  |  |  |
| **Course Level Supports** | There is an orientation to the course (video and/or written) |  |  |  |
| Students are aware that an orientation to the LMS called Learn Student Training is available on their course list |  |  |  |
| Minimum technology required by students is specified |  |  |  |
| Instructor contact information and course protocols are easily found |  |  |  |
| Access to anonymous student course evaluations has been provided |  |  |  |