**BLENDED COURSE IMPLEMENTATION CHECKLIST**

**To Do Items to Help Guide Developing and Teaching a Blended Course**

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| checklist | **Before the Course Starts and the First Day of Class**  *Organization, clarity, and communication are key to a successful blended course!* |
| *Identify technologies and resources available for teaching blended courses*  tools  *Planning and developing the course*  organizational structure  *Communicate structure and expectations to students prior to and first week of course*  Icon of person speaking | * Identify and familiarize yourself with instructional technology needed to conduct a blended course:   + Brightspace/D2L tools for posting and organizing online content and grades   + Brightspace/D2L tools quizzes, assignments, and discussion forums for asynchronous online assessment and interaction   + [TechSmith Relay](https://ato.montana.edu/technologies/techsmith/index.html) for recording asynchronous lectures to post to Brightspace/D2L   + [WebEx](https://www.montana.edu/webex/facultystaff/index.html) for live, synchronous online sessions, breakout sessions for group work, and simulcasts for students who cannot attend lectures   + [Microsoft Teams](https://www.montana.edu/office365/teams/) for live, synchronous online sessions, online synchronous and asynchronous group work with chat, file sharing and collaboration * If possible, visit the classrooms that you will be teaching in and test out the technology that you will be using in the classroom, TechSmith Relay to record lectures, WebEx to simulcast with students who can’t attend the in-person meetings * Identify faculty technical support resources at MSU, [Academic Technology and Outreach (ATO)](https://ato.montana.edu/technologies/index.html) for Classroom Technologies and Brightspace/D2L support and UIT for WebEx and Microsoft Teams * Identify faculty pedagogical support resources, including for course consultations and trainings (current and recorded), at MSU, [Center for Faculty Excellence](https://www.montana.edu/facultyexcellence/) * Self-enroll in and review the materials in the Brightspace Blended Course Toolkit * Develop a clear and organized course structure that lays out what students will be doing for the in-person components and online components each week, what will they be doing in-person, what the students will be doing outside of class, and how the two connect or integrate   + Use Blended Course Template Schedule to help plan this out for each group of students   + Try to develop at least 4-5 weeks of the course before it begins to avoid becoming overwhelmed with teaching and developing the course and establish a pattern or routine of learning for your students   + Design the online components in Brightspace with weekly blended units with everything students need for their learning in each unit, reading lists, recorded lectures and videos to watch, links to online quizzes, assignments, and discussion boards   + Keep due dates and online components as consistent as possible from week to week * **AVOID teaching a course and a half by assigning too much out of class reading, video lectures or online assessments to make up for less in-person class time. The online components are not in addition to what students would have to do in a normal in-person course but replace parts of the in-person course** * Make a plan for providing content to students who cannot attend for COVID-19 related issues. Will you be recording live lectures and posting them? Providing slides and narratives? * Consider shorter, more frequent varied low-stakes assessments to keep students engaged and reduce their stress and anxiety levels, e.g. shorter, more frequent quizzes instead of a few high-stakes cumulative exams, weekly written reflections about what they are learning. When planning assignments, consider how much grading this will entail given the size of the class and other courses being taught. Consider simple pass/fail grading for shorter assignments to minimize grading. * Assign students to groups prior to the course start depending on which day they will be attending in-person class session and when they will complete online activities or assignments, i.e. A-M last names comes to class on Tuesday and N-Z comes to class on Thursday * Activate your course in Brightspace/D2L so students can access it on the first day of classes * Communicate blended course structure, group day assignments, expectations, and requirements to students   + Create a Course Overview and Getting Started section as a resource for course information and orientating your students to the blended learning     - Post Syllabus and Blended Course Template Schedule here     - Create section for how to communicate with you     - Develop and post protocol for attending class and completing assignments while in quarantine     - Technical support resources for any technologies used in the course, including Brightspace/D2L, TechSmith Relay, WebEx     - Post student support resources here such as Writing Center, Tutoring, Student Success Center   + Email your students before the class starts with this blended course structure, group day assignments, expectations, and requirements. See [video tutorial](https://montana.techsmithrelay.com/mhds) on how to email your class before it begins and contacting all your students at once in a Brightspace/D2L course   + Use the first day of the blended class to review and walk students through the online components of the course, including the Brightspace/D2L and instructional technologies that you will be using and the relationship between the in-person and online components. Perhaps, have an initial quiz in the form of a scavenger hunt to make sure students know where to find tools, resources etc. in your course   + Consider using the Brightspace/D2L Checklist Tool to help keep students organized and on track. See video tutorial on how to use the [Checklist](https://montana.techsmithrelay.com/gcFu) tool   + Consider adding all assignment, quiz, and discussion board due dates to the Calendar tool in Brightspace/D2L so students know when they are due all in one place * Establish expectations and recommendations for amount of time students will spend in the online components of the course each week * Offer and review with students strategies for being a successful learner and dealing with “Zoom” fatigue |
| checklist | **During the Course**  *Being present and available to your students in both the in-person and online portions is key to a successful blended course!* |
| *Check-in with students and make yourself available to them in multiple ways*  *person with a speech bubble* | * Provide corrective and affirming individual and whole class feedback early in the course so students know how they are doing and what they need to do to improve * Check in with your students individually if feasible and as a whole class with surveys on how it is going. If it is a large class, consider individual meetings for students with poor attendance or performance * Incentivize attending the in-person class meetings with discussion, application, and class polling activities that relate to what they are learning online. Include questions for online or in-person assessments that only could be answered by attending or viewing recordings of the in-person sessions * Have a plan for alternative assignment for those who are unable to attend for COVID-19 related reasons (e.g., email the questions to the students give them 24 hrs to respond after the lecture they missed is posted on D2L). * Identify students who are struggling early and reach out to them, students who are not involved in either the in-person or online components. Brightspace/D2L has built-in tools for monitoring progress including what students have been logging in and what they have viewed or completed * Send weekly course announcements or emails through Brightspace/D2L updating students on the course with progress made and reminders for upcoming topics and assignments * Set up and maintain virtual office hours through WebEx through your personal meeting room, use the Lockout feature to maintain student privacy * Be present in both the in-person and online portions of the course with announcements, live, synchronous WebEx meetings, online discussion forums etc. * Keep a running journal of modifications you wish to make to the course next time you teach it * Consider having a teaching/graduate assistant or rotating student in the course monitor chat tools for comments and questions in WebEx or other video conferencing tools to minimize the load on you while are presenting content and engaging students in discussion * Record in-person class meetings and post to Brightspace/D2L so students who miss class can access them * Communicate any and all course changes to students in advance |
| checklist | **After the Course**  *Reflect on what went well and Identify areas to make improvements* |
|  | * Review the course evaluation feedback and focus on comments about organization of the course and content, clarity of expectations, instructor availability, engagement with content and assignments, use of technology, and manageable workload to make changes in those areas * Prioritize and make incremental changes to the course based on patterns in student feedback |

Email the Center for Faculty Excellence at [cfe@montana.edu](mailto:cfe@montana.edu) if you have any questions about or suggestions for this checklist.