

Checklist – Pedagogies, Strategies, & Activities

Instructional design literature and numerous course development rubrics point to the importance of systematically designing and aligning course elements (click here to see a brief overview of [systematic alignment guides](#) as well as a [course rubric comparison table](#)). A central part of these considerations are the course pedagogies, teaching strategies, and specific activities that one chooses during course design and development. In essence, course pedagogies and teaching strategies are the broader approaches that one takes in choosing and organizing the specific activities of a class. For example, service-learning is a pedagogy that can guide the selection of analysis, community engagement, and reflective activities that students engage in across the course.

The following checklist is therefore intended to help support you in your considerations of which pedagogies, strategies, and activities to use. Obviously, there are many resources that are available to guide you in any one of these areas in far greater detail (e.g., service-learning literature is quite extensive). As a result, the following are merely general and beginning considerations to think about as you design and develop your course. As always, please adapt this checklist to fit with your own needs.

GENERAL CHARACTERISTICS & GUIDELINES:

- ☐ The objective(s) that each activity supports is clearly identified
- ☐ The following kinds of interactions are intentionally and directly facilitated in ways that are appropriate to the specific course:
 - ☐ Learner-content interactions
 - ☐ Learner-instructor interactions
 - ☐ Learner-learner interactions – specifically helping to facilitate team-building skills as well as deeper learning and skill development
- ☐ Required versus optional/supplemental activities are clearly delineated and noted for learners
- ☐ Instructions are provided for each activity in ways that are easily understandable by learners
- ☐ All activities are accessible by all students (for more information on accessibility guidelines, see the [course organization](#) checklist)
- ☐ Wherever possible, activities mimic or engage in real-world applications of course content/skills

- ☐ All privacy and confidentiality policies are adhered to for each activity (for more information on accessibility guidelines, see the [course organization](#) checklist)

ADDITIONAL SYSTEMATIC ALIGNMENT CONSIDERATIONS:

- ☐ Course pedagogies, strategies, and activities (PSAs) are clearly and directly aligned with course objectives, content & materials, assessments, teaching and learning theories, tools and technologies, and contextual analyses (click here to see a brief overview of [systematic alignment guides](#)):
 - ☐ PSAs clearly and directly help learners to progress towards the stated objectives and all activities that are not directly aligned with objectives are minimized – click here to see guidelines for developing [objectives](#)
 - ☐ PSAs make comprehensive and adequate use of all content, instructional materials, and technologies that have been selected for the course and they facilitate deep, meaningful, and active engagement with these materials – click here to see guidelines for choosing [content, tools, and technologies](#)
 - ☐ Activities allow learners to engage with content in equivalent and diverse ways
 - ☐ The following pedagogies and strategies are currently favored in educational literature:
 - ☐ Real-world, Community-based
 - ☐ Project-based
 - ☐ Problem-based
 - ☐ Case studies
 - ☐ Collaborative, Team-based
 - ☐ Inquiry-based
 - ☐ Self-reflective, Metacognitive
 - ☐ Learner-centered, Student-driven
- ☐ PSAs support and facilitate the assessments that have been developed and each activity is itself a source of assessment data (formative or summative) – click here to see guidelines for developing [assessments](#)

- ☐ PSAs follow and help to facilitate the kinds of deeper learning and development that are depicted by the teaching and learning theories – click here to see guidelines for considering [teaching and learning theories](#)
 - ☐ In particular, the development of higher order thinking and problem solving skills should be facilitated by the PSAs
- ☐ PSAs are appropriate for the instructor's as well as each learners' abilities, diversities, and background, are able to be adequately implemented in the local context, and they align with the contextual analysis that has been conducted as well as the instructional design methods being utilized – click here to see guidelines for considering [contextual analysis and instructional design methods](#)
 - ☐ Advanced as well as remedial activities are provided (i.e., differentiated learning is facilitated in the course)
 - ☐ PSAs that engage and support diverse learning styles and multiple modes of learning are offered
- ☐ PSAs are aligned across discipline and institutional levels (e.g., PSAs that are commonly used in one's discipline are incorporated, institutional PSAs are utilized, etc.)
 - ☐ The pedagogies, strategies, and activities that are utilized that embody the kinds of engagement that are important and of high value to the organization. For instance, if community engagement is central, then service-learning and other community-based pedagogies are utilized.
- ☐ PSAs are aligned across course, module/unit, and lesson/topic levels such that the activities collectively and comprehensively support the teaching strategies and course pedagogies that have been chosen (e.g., if inquiry-based pedagogies are chosen, then the activities engage students in identifying and pursuing specific questions and hypotheses)

For more information and to see the references used to develop this template, click here to view the [Course Design & Development Guidelines](#).