Checklist – Getting Started Module

The following checklist is intended to help guide you in the development of your course as it relates to the Getting Started Module. It contains items that have been identified as being important to include in order to introduce students to your course and help them to get started with the class. Some courses may not need a Getting Started module, or you may choose to address the areas below in a different way. As a result, you may use this checklist as a guide to help ensure that you are not missing any important elements. Finally, your specific course may not need every item that is listed below so please use this checklist as it best fits with your course. Also, design this and each of your course modules/units following course organization and module/unit guidelines.

COURSE ORIENTATION & OVERVIEW:

☐ General Orientation to the Learning Management System (LMS) (e.g., Angel, Blackboard, etc.) – Cover how to navigate the LMS and where to find and how to access at least the following course elements:

  ☐ Syllabus

  ☐ Instructor Contact Information

  ☐ Course Content & Schedule

  ☐ Grades

  ☐ Technical, Academic, and Student Support Services

  ☐ LMS Communication Features (if applicable) (e.g., LMS email)

☐ Course Overview – Provide an overview of the course by reviewing the syllabus in part or in whole (click here to view the Syllabus Checklist). In order for a syllabus to be "legally sound," it is recommended that the following items be addressed at a minimum (click here see the Sample CSM Syllabus Template for more information on this). Additional recommended elements have also been added to this list:

  ☐ General course description as stated in the Student Catalog, summarizing the major topics to be covered in the class

  ☐ State succinctly the objectives of the course (click here for the objectives checklist)

  ☐ List the prerequisite knowledge and skills for the course (click here to learn more about what to consider in relation to student backgrounds and other instruction design factors)

☐ List the required resources needed for the course (click here for the content, tools, and technologies checklist)

☐ Course Schedule, noting in particular the following:

    ☐ Dates & times for class meetings, distinguish between face-to-face and online components for hybrid courses

    ☐ List the dates that major projects are to be submitted

    ☐ List the dates for tests and examinations (click here for the assessments checklist)

☐ Enumerate the expectations of students including attendance, make-up work, plagiarism, honor code policies, etc.

☐ State the general criteria for grading students' performance and where specific criteria for assignments may be generally found

INTRODUCTIONS:

☐ Instructor Introduction – Consider addressing the following; at a minimum cover how students can contact you for help. Click here to see the Instructor Introduction Checklist that has been developed.

    ☐ Name

    ☐ Office Location

    ☐ Office Hours

    ☐ Office Phone

    ☐ E-Mail

    ☐ Your response times to emails, graded submissions, etc.

    ☐ Statement of teaching/learning philosophy and your role in the course (see the Teaching & Learning Theories checklist for support with this)

    ☐ Personal information (e.g., hobbies, interests, etc.) – particularly as they relate to the course (e.g., why are you teaching this course, what interests you about the subject, etc.)

☐ Learner Introductions – Consider having students share the following with you and one another:

    ☐ Name

    ☐ Major

    ☐ Why are they taking this course?

☐ Background and/or interests in the course topic

☐ Additional information that will help you as the instructor to better prepare for the course

GETTING STARTED WITH THE COURSE:

☐ Before beginning the course, some of the <u>essential elements discussed above should be assessed</u> to ensure that students understand the basic features of the course and what will be expected of them. It is therefore recommended that some sort of quiz, scavenger hunt, etc. be developed for this beginning module.

☐ You might also <u>administer a pre-assessment for the course</u> in order to help gauge its overall effectiveness. Such pre-assessment data can also be gathered at the start of each module/unit.

☐ By the end of this module, <u>students ideally will have used the main technologies and kinds of activities that they will be using regularly across the course</u> (e.g., discussion boards, assessments, drop boxes, think-pair-share, etc.) so that any technical difficulties can be addressed at the start of the course. Consider having students use these technologies and engage in these kinds of activities to complete the assignments in this module (e.g., their introductions, initial assessments, etc.). For more guidance on choosing such activities, click here to see the <u>pedagogy, strategy, and activity</u> checklist.

☐ Complete this Getting Started module by <u>directing students to the first module/unit</u> for the course. Provide a link to this module/unit. Click here to see the <u>module/unit checklist</u> which can be used to help guide the development of these.

For more information and to see the references used to develop this template, click here to view the <u>Course Design & Development Guidelines</u>.