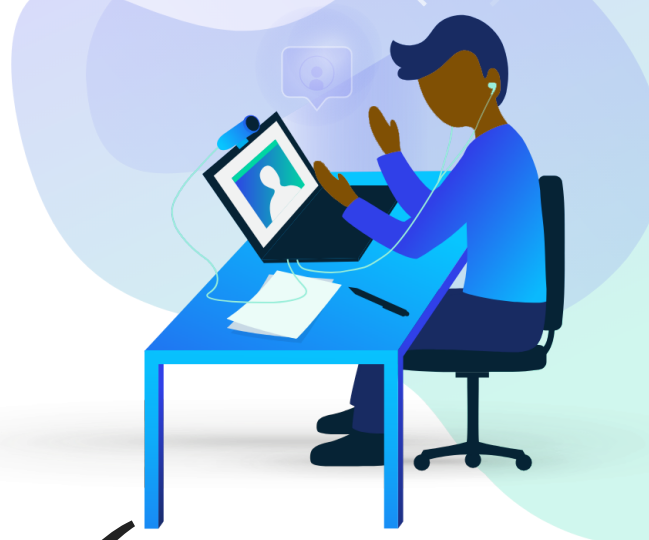


# ENGAGEMENT AND COMMUNICATION CHECKLIST FOR ASYNCHRONOUS LEARNING



## 1 OUTCOMES

The course objectives are:

- Clearly defined
- Easy to locate in Blackboard
- Measurable
- Aligned to learning activities

## 2 FACULTY PROFILE

The course includes a faculty profile and an introduction of personnel who will engage with students during the course.

Faculty profile should include:

- E-mail
- Office hours and format (online or F2F)
- Best way to reach instructor
- Brief introduction

## 3 FACULTY-STUDENT INTERACTION

Communication between faculty and student should be:

- Frequent
- Substantive
- Occurring in a regularly scheduled manner

Regular course activities are utilized by faculty to further student learning and, when appropriate, build community among the students.

Course should have at least one substantial interactive activity or communication per week; 2-3 are expected for accelerated courses.

Students are provided with a rubric, course participation requirements, and other appropriate guidelines, indicating how their course interaction will be assessed.

## 4 LEARNER SUPPORT

Students are provided with information about appropriate support services.

These links should include:

- ACCESS
- Writing Center
- Lovejoy Library
- Online Orientation
- Tutoring Services
- ITS

Course and institutional policies regarding appropriate use of online resources, plagiarism, netiquette and other student conduct concerns are provided for the students.

## 5 ACCESSIBILITY

The course provides ADA compliant, accessible design by ensuring the required course materials can be read with assistive technology and have appropriate captioning, where needed.

## 6 ONLINE ENGAGEMENT TOOLS

The course incorporates online learning tools and technology to regularly engage students.

Students are encouraged on a regular basis to engage with the faculty, other students, course content and resources.

Tools may include:

- E-mail
- Discussion Forums
- Wikis
- Blogs
- Videos
- Podcasts

## 7 FACILITATION TECHNIQUES

Instructor plans and facilitates introductions among students at the beginning of the course.

Instructor will regularly convey his/her presence and interest by initiating communication with students as a group and as individuals, providing direction and feedback when necessary.

Courses are organized in weekly or standard course modules that support a sequential scaffolding for meeting course objectives and facilitating student learning.

## 8 FEEDBACK

The instructor's role and expected response times are clearly explained and communicated.

Students are encouraged to give feedback on course content, use of technology, and accessibility.



This checklist was developed in alignment with the The OSCQR rubric. For more information on online student engagement, consult the IDLT Teaching Toolkit. For additional training resources, visit the Center for Faculty Development and Innovation.