Fall 2020 ACE Course Checklist

This checklist was based upon several tools developed at other organizations, including the Bowdoin Remote Learning Checklist, the Quality Matters (QM) full higher education recommendations, and the QM recommendations for emergency remote teaching. We have aligned many items from these source checklists with the ACE Framework and created a combined tool. It is also embedded in our ACE Framework Workshop.

While checklists can't capture every nuance of designing a course experience, many may find this a useful tool as they review their plans for the fall.

Adaptability

- ☐ I've developed a course course model plan.
- ☐ I've planned my course with some contingencies baked in, either by considering HiFlex or modular approaches to my course design.
- ☐ In the case of a modality change, I'm prepared to explain to students how the course has changed from the original format and what they need to do to continue their work.
- ☐ I've considered and established how I can be flexible with my students with regards to deadlines.
- ☐ If I teach courses with experiential components (labs, field trips, clinicals, performances, etc.), I've researched and prepared for alternative assignment ideas.
- ☐ Regardless of whether we are coming back f2f, hybrid, or remote, I have a Moodle course, Microsoft Team, or course Web site for each of my courses with current course information, and I've organized this online course environment to make it easy for students to find what they are looking for.
- ☐ I have communicated clearly with my students what is expected of them with regards to class interaction and communication, and how they can use the tools chosen for the class to achieve this.

Connection

- ☐ Students have a way to contact each other and collaborate remotely/online, and I've invited them to introduce themselves to the class using one of the communication tools for the class.
- ☐ I have thought deliberately about how to foster community and connection in my classes, regardless of modality.
- ☐ I have a way to facilitate discussion with groups of students remotely, and I'm comfortable using the tool(s) I've chosen. (Some options: Teams, LMS Discussion Forum, Twitter)

☐ I've chosen technologies and tools that will facilitate active, participatory learning.

☐ I have acknowledged the context in which the course sits, and have weighed options for connecting the curriculum to current events and discourses.

☐ If I've decided to deliver lectures online, I know what tools I want to use to use and how to make these lectures accessible.

☐ When sharing media online, I've considered ease-of-use (e.g. shorter "chunks" of video) for content I'm creating or sharing.

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Equity

☐ I've thought intentionally and deliberately about how I want to teach my class.

☐ I know my objectives and how I want my students to reach those goals, whether through careful, deliberate planning or a more organic and emergent process.

☐ I know how to share any media files I use (images, audio, video) with my students.

☐ Regardless of whether we are coming back f2f, hybrid, or remote, my students know how to contact me, what to expect from me, and when I'm available.

☐ I've provided clear information about how, when, and where students can access information about their progress in the class. I have a plan for communicating with students about this progress and providing feedback on their work.

☐ I have chosen a way to distribute course assignments and materials to my students that will help them meet the course's instructional goals, and I've made clear how students should use materials to complete their work and assignments.

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Further Considerations

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Tying It Together

☐ Regardless of what pedagogical approach is most important and natural to me, I've considered how modality impacts this choice, and I've prepared to be adaptive, connected, and equitable in my approach to teaching.

☐ I have a fall course syllabus that reflects my engagement with the ACE Framework.

☐ If I need help, I've reached out to the instructional design and academic technology staff at my institution to talk about my teaching approach and my course planning.