

Appendix E

Blended Course Implementation Checklist

From [the Instructional Playbook](#)

Before the Course Starts

- Ensure that you have received any technical training necessary (e.g., Canvas, Zoom, and/or Camtasia), particularly for new classroom technology and simulcast lecturing.
- Identify faculty technical support resources available at Clemson (Clemson Online, CCIT, college IT support).
- Identify faculty pedagogical support resources available at Clemson (OTEL: Office of Teaching Effectiveness and Innovation).
- Identify colleagues to whom you can turn for assistance (technical or procedural) once your course begins.
- Identify student technical support resources available at Clemson (Clemson Online, CCIT).
- Remind yourself that it is OK to Keep It Simple Starting (KISS) with your Blended Learning Course. You can always add features in the second iteration.
- Set-up Canvas for the online portion of your blended course. Be sure to disable any navigation links for students they will not need. Remember that a well-built course will enable you to pivot online if needed.
- Complete and upload all course documents to Canvas (e.g., syllabus, schedule, protocols, rubrics).
- Complete and upload all online content/assignment modules. Plan to upload the full semester prior to course starting (if not feasible, complete and upload at least four weeks' worth of modules prior to course starting).
- Plan out assessments for the course of the semester, building the grade book as well. (If not feasible to have all the assessments created in detail, complete four weeks prior to starting.)
- Check the functionality of all links and online media components in Canvas.

- Be prepared to shift the entire class to online delivery at any point during the semester in case circumstances require it.
- Step back and self-assess your blended course design. What are you missing?
- Connect with OTEI for a course consultation.
- Ask a trusted colleague to review your course documents and online materials.

During the Course

- Ensure that students know they are enrolled in a blended learning course with both face-to-face and online messages (e.g., before day one, then again on first day of class, in an introductory message [via Canvas announcement or email message]).
- Orient students to the online portion of the course (e.g., via an in-class demo, an online screencast) and clarify for students the relationship between face-to-face and online.
- Reiterate to students the technical support resources available to them.
- Reiterate to students your preferred method(s) of receiving questions and other student communications. Beware of burdening yourself with too many communication venues.
- Post and emphasize student support services and any other course support (e.g. ASC, Libraries, Writing Center) not only in the syllabus but through links and cues throughout the course.
- Be present in both the face-to-face and online portions of the course (e.g., at a minimum use online announcements, discussions, or other tools to send periodic messages).
- Maintain virtual office hours, and coach students on how to “show up” for office hours, messaging while in the waiting room of Zoom etc. If considering f2f office hours, consult with your department regarding safety protocols.
- Be prepared to re-record classes/lectures that may have failed to record while in class (unless all students were able to access and be present for that session, both f2f and online).
- Strive for consistency between online and face-to-face communications with your course documents (e.g., syllabus). Hold students (and yourself) accountable to established procedures.
- Solicit feedback from students throughout the course.
- Keep a running journal of modifications you wish to make to the source the next time you teach it.

- If you need to adjust your course design during the term (e.g., change in assignment details, due dates), communicate these changes to students in writing well in advance. Avoid substantial changes (e.g. syllabus change) if at all possible.
- Ask for help from others when you need it. OTEI, Clemson Online, and CCIT are available for support at any point during your course.
- Consider having OTEI observe your teaching in both face-to-face and online contexts.

After the Course

- Make a back-up copy of all electronic communications/online components. You can export a copy of your course for an external back-up in Canvas.
- Review all student feedback received.
- Create a prioritized punch list of course changes based upon feedback from students, colleagues, and your own observations (review your journal notes). Be sure to include to-do items for checking links, reviewing currency of content, and changing any dates that appear in your materials immediately prior to the next iteration of your course.
- Decide when you will make the changes.
- Make changes as appropriate prior to teaching the course again.

Notes:

This document derived from the implementation checklist in the [Blended Learning Toolkit](#) prepared by the [University of Central Florida](#) (UCF) and the [American Association of State Colleges and Universities](#) (AASCU) with funding from the [Next Generation Learning Challenges](#) (NGLC). It is provided as an open educational resource under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).