

Blended Course Implementation Checklist

Before the Course Starts

- ☐ Ensure that you have received any technical training necessary (e.g., for your institution's course management system).
- ☐ Identify faculty technical support resources available at your institution.
- ☐ Identify colleagues to whom you can turn for assistance (technical or procedural) once your course begins.
- ☐ Identify student technical support resources available at your institution.
- ☐ Remind yourself that it is ok to Keep It Simple Starting (KISS) with your blended course. (You can add features in the second iteration.)
- ☐ Set-up course management system (or alternative) for online portion of blended course (e.g., disable CMS tools you will not be using, create/configure online quizzes, set-up grade book, etc.).
- ☐ Complete and upload all course documents (e.g., syllabus, schedule, protocols, rubrics, etc.).
- ☐ Complete and upload all online content/assignment modules (if not feasible, complete and upload **at least the first three weeks' worth** of modules).
- ☐ Check the functionality of all links and online media components.
- ☐ Step back and self-assess your blended course design. What are you missing? (You may find it helpful to consult the [Blended Course Peer Review Form](#) as a reference.)
- ☐ Ask a trusted colleague to review your course documents and online materials. (You may wish to share the [Blended Course Peer Review Form](#) with your colleague as a starting point.)

During the Course

- ☐ Ensure that students know that they are enrolled in a blended learning course with both face-to-face and online components (e.g., on first day of class/in an introductory email message).
- ☐ Orient students to the online portion of the course (e.g., via an in-class demo, an online screencast, etc.) and clarify for students the relationship between face-to-face and online.



- ☐ Reiterate to students the technical support resources available to them (other than you!). For instance, consider setting up an online “Technical Help” discussion area in which students can assist one another with technical issues.
- ☐ Reiterate to students your preferred method(s) of receiving questions and other student communications. (Beware of burdening yourself with too many communication venues.)
- ☐ Make an effort to “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).
- ☐ Strive for consistency between online and face-to-face communications and with your course documents (e.g., syllabus). Hold students (and yourself) accountable to established procedures.
- ☐ Solicit feedback from students periodically.
- ☐ Keep a running log of modifications you wish to make to the course the next time you teach it.
- ☐ If you need to adjust your course design in any way during the term (e.g., change in assignment details/due dates), do so, but communicate these changes to students in writing.
- ☐ Ask for help from others when you need it.
- ☐ Consider asking a trusted colleague to observe your teaching in both face-to-face and online contexts. (You may wish to consult the “Implementation of Blended Course” section of the [Blended Course Peer Review Form](#) for some focal points.)

After the Course

- ☐ Make a back-up copy of all electronic communications/online components. (Many course management systems provide a back-up utility.)
- ☐ Review all student feedback received.
- ☐ Create a prioritized “punch list” of course changes based upon feedback from students, colleagues, and your own observations. (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.

