

UID Quick-Start Implementation Checklist

	DESIGN	DELIVERY	MATERIALS & TOOLS	ENVIRONMENTS
<i>1. Things that can be done immediately</i>	<ul style="list-style-type: none"> <input type="checkbox"/> provide ample time for assignments; determine how much time would be required by a typical student and add a “buffer” to address various contingencies <input type="checkbox"/> differentiate between need to know (required material) and nice to know (optional) information <input type="checkbox"/> allow students to work in pairs in labs where physical effort may disadvantage someone with a disability <input type="checkbox"/> use mid-semester feedback to discover any problems or areas of confusion <input type="checkbox"/> provide ample time for online work in case of system malfunction 	<ul style="list-style-type: none"> <input type="checkbox"/> always face the class and make eye contact when speaking <input type="checkbox"/> use a microphone when necessary <input type="checkbox"/> structure class time in a consistent manner <input type="checkbox"/> post course materials such as syllabi or handouts in D2L or readings in the Library Online Reserve <input type="checkbox"/> allow students to submit assignments electronically <input type="checkbox"/> if you use electronic presentation tools (e.g., PowerPoint) make sure that presentation is legible (minimum 20 pt. font, with a high contrast colour scheme) <input type="checkbox"/> provide feedback on work before the next assignment or assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> consider providing lecture outlines (not complete notes) and advanced organizers for lectures that students can annotate during class <input type="checkbox"/> structure and format material for easy readability <input type="checkbox"/> provide students with materials in multiple formats. At the very least, provide digital equivalents of hardcopy handouts <input type="checkbox"/> ensure that all digital materials you provide to students are in an accessible format (e.g., not providing PowerPoint files if not everyone has the software) <input type="checkbox"/> ensure all materials, case studies, etc., are free of negative stereotypes 	<ul style="list-style-type: none"> <input type="checkbox"/> ensure your course website is accessible and usable: use an accessibility checker to identify any potential problems or have someone review it for you <input type="checkbox"/> use “ALT” (alternate text) tags for any images on web pages so that they may be identified by screen readers used by students with disabilities or text-only browsers <input type="checkbox"/> do a “room check” to make sure there are no problems with hearing, sightlines, or the arrangement of the furniture (e.g., enough left-handed seats). Ask students experiencing problems hearing, seeing, writing, etc., to come forward. <input type="checkbox"/> when possible, request the proper room and/or arrange the room to facilitate the type of teaching you are doing <input type="checkbox"/> at the beginning of a course and/or in your syllabus, encourage anyone with a disability to come forward and speak with you about it <input type="checkbox"/> help ensure people feel free to engage in discussion in your course without fear of ridicule or harassment; encourage the open exchange of ideas

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<i>2. Things that can be done with some thought and effort</i>	<ul style="list-style-type: none"> <input type="checkbox"/> consider the wide range of abilities, backgrounds, and experiences of your students when designing your activities and assignments <input type="checkbox"/> use online quizzes and self-tests to provide feedback for students <input type="checkbox"/> for writing assignments, allow for drafts and revisions; consider using peer review <input type="checkbox"/> design assignments that don't unnecessarily penalize students for some experimentation and risk-taking <input type="checkbox"/> review activities and assignments for the course and assess whether any would present an insurmountable barrier for persons with cognitive or physical disabilities; provide equivalent alternatives if possible <input type="checkbox"/> design assignments to minimize non-essential tasks (e.g., learning irrelevant software just to access information) or non-essential physical travel. <input type="checkbox"/> provide choice in assignments if possible (including topic, format, and due dates) <input type="checkbox"/> consider using online conferencing for course support, discussion of content, and group work to foster peer-to-peer and collaborative learning <input type="checkbox"/> provide equivalent resources or materials for those that cannot be made accessible <input type="checkbox"/> provide grading schemes and sample assignments to students <input type="checkbox"/> apply grading standards consistently among students and across assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> consider using a variety of strategies during lecture periods including problem-solving, discussion, hands-on exercises, presentations, etc. <input type="checkbox"/> use techniques that increase interactivity in lectures such as think-pair-share <input type="checkbox"/> ensure examples and content used in class are relevant to people from diverse backgrounds and experiences <input type="checkbox"/> present information in multiple, complementary formats such as text, graphics, audio, and video <input type="checkbox"/> review your class written materials including overhead and PowerPoint slides for clarity, consistent formatting, and cognitive cues; ensure they are free from unnecessary jargon <input type="checkbox"/> if unaccustomed to teaching larger numbers of students in large auditoriums, seek advice or take a workshop on teaching larger classes <input type="checkbox"/> integrate your own research when it relates to the course of study; share successes and challenges 	<ul style="list-style-type: none"> <input type="checkbox"/> provide tutorials and resources that students that can reinforce learning outside of class <input type="checkbox"/> develop a list of Frequently Asked Questions and distribute to students <input type="checkbox"/> design documents that can be repurposed for multiple uses (e.g., in class, online) <input type="checkbox"/> use a variety of media such as text, graphics, audio, and video <input type="checkbox"/> where appropriate, offer a choice of file formats for content (e.g., Word, PDF, HTML) on your website and include labels which suggest when each might be useful <input type="checkbox"/> provide captioning or transcripts with any video used for class <input type="checkbox"/> develop a clear course outline that provides policies, procedures, and expectations <input type="checkbox"/> check CD or web-based tutorials for proper navigation and user feedback; conduct usability testing with some students 	<ul style="list-style-type: none"> <input type="checkbox"/> when possible, request the proper room and/or arrange the room to facilitate the type of teaching you are doing <input type="checkbox"/> in small classes, use circular seating arrangements

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3. Things that can be done when you develop or update your course	<ul style="list-style-type: none"> <input type="checkbox"/> ensure that learning objectives are SMART (specific, measurable, achievable, relevant, and timely) <input type="checkbox"/> involve experts in course and curriculum design <input type="checkbox"/> consider a variety of teaching and learning techniques that include active and passive learning <input type="checkbox"/> ensure that course content, assessment, and learning objectives are consistent and all activities and assessment relates to a learning objective(s) <input type="checkbox"/> consider using a variety of assessment approaches and techniques (e.g., portfolio-based assessment). <input type="checkbox"/> design a web-based course site with online resources <input type="checkbox"/> ensure that the number of student hours of work is consistent with guidelines <input type="checkbox"/> review your course in detail when it has grown in numbers and/or moved from a small room to large lecture hall <input type="checkbox"/> consider gender, culture, disabilities, learning preferences, language and experiences, prior learning <input type="checkbox"/> consult someone with instructional design experience/expertise <input type="checkbox"/> consider ways to increase active learning strategies and student responsibility for learning 	<ul style="list-style-type: none"> <input type="checkbox"/> consider if a “help room” may benefit your students in addition to regular office hours <input type="checkbox"/> break up each class into segments which use different teaching approaches 	<ul style="list-style-type: none"> <input type="checkbox"/> develop a process by which you can generate material and easily convert it to multiple forms <input type="checkbox"/> have any video you use in your course captioned 	<ul style="list-style-type: none"> <input type="checkbox"/> think about the kind of learning environment that would be optimal for your course <input type="checkbox"/> consider how blending online and face-to-face learning can allow you to enhance the range of learning materials and activities used in the course <input type="checkbox"/> design a course website that is accessible and minimizes the amount of clicking, hunting, or scrolling for information