**Blended Course Redesign Checklist[[1]](#footnote-1)**

Together the ten areas below represent critical components and considerations in a blended course: skill/knowledge development, technology competency, communication, integration, etc. Use this blended course redesign checklist to ensure you’ve addressed each.

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| **Blended Course Planning Considerations** | **Notes** |
| 1. When students successfully complete my course, they will have obtained the following types of knowledge and abilities:   * Foundational knowledge * Process skills * Communication skills * Critical thinking abilities * Applied knowledge abilities * Production skills * Organizational skills |  |
| 2. I’ve determined which learning objectives would be better achieved online and which would be best achieved face-to-face? |  |
| 3. I’ve developed challenging and engaging out-of-class learning activities that complement face-to-face activities. Out-of-class activities may serve any of these or other purposes: reinforcement, practice, evidence, application, introduce new content, etc. |  |
| 4. I have considered and prepared for the opportunities and challenges that arise from asynchronous and synchronous communications in a blended course. |  |
| 5. I have considered how the face-to-face and out of class components will be integrated into a single course and how the work done in each component will feed back and inform the other. |  |
| 6. Considering students taking blended courses frequently have problems managing their time, and understanding the implications of the blended course and learning, I’ve made some plans to help students address these issues? |  |
| 7. I’ve considered and determined how to divide the percent of time between the face-to-face portion and the online/outside of class portion of your course each week (i.e. one two hour face-to-face followed by one two hour online session each week). |  |
| 8. My course grading scheme and assessment strategies clearly addresses both the face-to-face and online/outside of class activities and the relationship between the two. |  |
| 9. I’ve considered and determined the technologies I’ll be using in my course and have made plans on how to assist students in becoming familiar with those technologies (e.g., the learning management system, web 2.0 tools)   * Early in the course and as technologies are introduced * Before any high stakes assessments or activities are to take place |  |
| 10. I’ve carefully reviewed my course to ensure that I’m requiring an adequate amount of work throughout the course. As I facilitate the course, I’ll note my observations on student workload in case any adjustments need to be made in the future. |  |

1. Based on the 10 Questions to Consider from UWM Learning Technology Center [↑](#footnote-ref-1)