Teaching Materials and Learning Design – Self Audit Checklist

This Self-Audit Checklist is to help you get ready for 2021-22. We suggest you use it to review your existing teaching materials and learning designs you created this year. Think about any changes you might want to make to enable re-use in the 2021/2022 academic year. The checklist is aligned to the BL Rubric v2 baseline actions and is intended to help you make decisions about improving and updating materials in terms of design, content, and accessibility.
The audit should be read in conjunction with the **RVC Blended Learning Rubric V2** and the **Review and Renew** guidance.

1. **Course Orientation**

☐ Clear instructions on how to get started with the course and where to find various components.
☐ Self-introduction by the instructor using a photo or video.
☐ Acceptable communication methods for contacting you (e.g. phone; email; chat, other) with response times.
☐ Learning plans which clearly explain the sequence of weekly learning activities are posted in advance.
☐ All files are given appropriate titles and saved in appropriate course specific areas on LEARN.

2. **Learning Design**

☐ Learning sequences align activity and delivery mode using ABC design principles
☐ Learning outcomes are displayed next to each learning sequence so students know how a learning outcome is being achieved.
☐ Total learning hours are included for student planning.
☐ Lectures are chunked into smaller segments to provide flexibility using personal capture software (Panopto)
☐ Synchronous digital teaching sessions (live sessions, chats, Q&As) are aligned to activity purpose.
☐ Neither synchronous digital teaching nor asynchronous recordings should exceed their allotted time.
☐ Accurate closed captions are provided for all recorded teaching materials.
☐ Teaching materials are created using RVC accessible templates.
☐ All resources and materials used in the course are appropriately cited.

3. **Learning Activities**

☐ A range of ABC learning activity types are included for different types of student participation.
☐ Activities are designed to help build a sense of community, rather than each student studying independently.
☐ Learning activities provide opportunities for interaction between students, instructors and peers.
☐ Use technology creatively to enhance learning activities in synchronous and asynchronous teaching.
☐ Students are told when and how instructors will interact with them for each activity.

4. **Learner support**

☐ Students are told what is expected of them in terms of behaviour, netiquette, and interaction for all activities.
☐ Timescales for responses to online discussions and email are clearly stated.
☐ Students are provided with quick links to appropriate policies, procedures and student support services.
☐ Feedback – Students are given opportunities to provide feedback on content and delivery.

5. **Assessment**

☐ The assessments measure the achievement of the stated learning outcomes or competencies.
☐ Assessments are clearly signposted and include instructions to access the assessment and the grades.
☐ Specific assessment criteria are provided for the evaluation of students work, and their connection to the course grading scheme is clearly explained.
☐ The assessments used are sequenced, varied, and suited to the level of the course.
☐ The course provides students with multiple opportunities to track their learning progress with timely feedback.