

A Draft Checklist for Updating an Online Curriculum

This basic template for considering ways to update and revise an online course can be tailored to various course revision situations by adding questions.

1. Legal Guidelines and Relevant Policies

_____ A. Do the course materials adhere to intellectual property (IP) laws and university/college guidelines? Do the teaching and learning practices in the course adhere to IP laws and organizational guidelines?

_____ B. Do the course materials and learning events adhere to accessibility requirements?

_____ C. Do the course materials and online teaching practices support learner privacy rights? Is there a formal course policy about student privacy rights?

_____ D. Is there a formal course policy about copyright? Is this policy made widely, transparently, and equitably available?

_____ E. Is there a formal course policy about academic honesty and an honor code? Is this policy made widely, transparently, and equitably available?

_____ F. Are the course policies transparent? Are they aligned with federal laws and university policies? Are these legal guidelines and policies applied fairly and equitably?

2. Progress/Change in the Domain Field

_____ A. Has there been a paradigm shift in the domain field? If so, has this been captured in the course curriculum and student learning?

_____ B. Have there been changes in the way that research is done? Are there new ways that fresh information is vetted and integrated into the field?

_____ C. Are there innovative methods of applied work in the field? Do practitioners in the field have to use new skill sets?

_____ D. Are there modern thoughts on ethical practices in the field? Has the definition of professionalism evolved?

_____ E. Have there been changes in related fields that have impacts on the learning?

_____ F. Does the curriculum include all relevant information for students in the particular field? If not, what is missing?

_____ G. What are some strategies to create effective learning for novice and amateur learners? What are some strategies to create value-added learning for “experts” from the field taking the course?

3. The Course Curricular Strategies/Teaching and Learning Methodologies

- _____ A. Have visual aids been integrated with the learning?
- _____ B. Have some multimedia-rich methods been applied to make the learning more engaging?
- _____ C. Is the e-learning trajectory or path sensible? Is this path adaptable to changing circumstances, resources, and instructor and learner needs?
- _____ D. Is the learning paced appropriately?
- _____ E. Is there sufficient flexibility in the curriculum to accommodate a range of learners with differing and unique learning and professional needs?
- _____ F. Is the curriculum tailored for the particular developmental levels of the learners? Are there ways to be more inclusive and supportive of learners?
- _____ G. Is the curriculum sufficiently flexible to accommodate the various needs of online learners?
- _____ H. Is the curriculum tailored to the particular learner group and its unique needs and characteristics? (if applicable)
- _____ I. Is the learning tailored to a particular context — whether cultural, geographical, social, political, technological, or domain field?
- _____ J. Are there sufficient opt-in help resources for students who engage in help-seeking? Are there sufficient resources for self-learners who pursue self-discovery learning?

4. Relevant Updated Technologies

- _____ A. Are the digital learning contents engaging? Are there engaging types of interactivity for the learners?
- _____ B. Are the core learning contents accessible to all learners (regardless of visual acuity, hearing loss, mobility, and symbolic processing challenges)?
- _____ C. Are the core digital contents portable between technological systems (learning/course management systems, digital repositories, websites, and socio-technical systems)? Do these deploy well on different systems and platforms?
- _____ D. Do the digital labs, simulations, and 3-D immersive experiences (if included) work as scripted (on various platforms and operating systems, with various browsers, alongside various software technologies)?
- _____ E. Are there value-added high-tech elements? Is the curriculum deployable on mobile devices (such as podcasts)? Do websites display well on mobile devices and other types of small-screens?