Keeping your hybrid course in check

	YES	NO	Comments
Basic steps			
Did you adapt your syllabus to the new context by reviewing graded elements and the assessment approach, ensuring that synchronous and asynchronous activities promote the same learning outcomes? *See comments →*	☐	☐	[Chapter 4: Methods of teaching with an online focus](#) [Assignments bank from Bard Experimental Humanities](#)
Is your syllabus up-to-date? Are the dates correct?	☐	☐	[Here](#) is a new Academic Calendar.
Have you enabled your electronic courses? *See comments →*	☐	☐	To request a **new course** just click [here ->>](#) and provide **full** and **short course names.** Also, select a category your course belongs to from the dropdown list. Here is an example: *Digital Literacy/COM107/GenEd/Fall2024*. To renew your **past course(s)** from the archive, go to your Dashboard or My courses page on e-Course, then copy and email the course links to ecourse@auca.kg. Here is an example: *https://ecourse.auca.kg/course/view.php?id=3234* If you forgot your password and could not log in to e-Course, please send a message to it@auca.kg.
Have you tested links to your e-course pages to make sure they are active and up to date? *See comments →*	☐	☐	Once you are logged in e-Course, locate the Dashboard and My courses links (top-left) to view your active and archived courses. *Active courses are blue color; archived courses are grey.*
Have you checked if your Zoom account is working? *See comments →*	☐	☐	Contact your Program's office-manager to request a **Zoom license**.
Have you checked the technology in the classroom: sound, vision, and screen?	☐	☐	
Have you shared with your students the Zoom meeting link and enrollment key (password) for your electronic course? *See comments →*	☐	☐	[Visual Instructions](#) on how to update and/or change an enrollment key. Your **students' emails** are available at [study.auca.kg](#) site. [Template email to students](#)
Before class begins			
Did you greet your students with a welcome message (text, audio, or video) and explain how to navigate your course page, work with the content, and where to turn for technical support? *See comments →*	☐	☐	[Student's Guide to e-Course System](#)
Did you post the Zoom meeting link on your e-course page?	☐	☐	

	☐	☐	
Did you include a forum in which students can ask and answer class-related questions? See comments →	☐	☐	Visit the Online Campus course to see in practice real examples of different tools available in the e-Course. Password to enroll: **online**.
Did you set a forum for your students to introduce themselves to the class? See comments →	☐	☐	Even if your course is offline, you can include an introduction forum on the e-Course.
Did you upload or otherwise share with students major course materials? See comments →	☐	☐	e-Course Toolkit Guide
Did you post information on how to contact you, and when students should expect replies? See comments →	☐	☐	Make sure that communication channels and response times are clearly stated. Set deadlines for yourself on how long it will take to respond to student requests, and share this information with your students.
Did you set office hours?	☐	☐	
Did you check with your students their technical equipment? See comments →	☐	☐	Online students may experience connectivity issues. Ensure they receive a copy of your presentation and have the ability to ask and answer questions digitally, using tools such as Zoom polls, Padlet, the e-course forum, or Google Docs.
Have you familiarized yourself with the Turnitin tool to check students' works for plagiarism? See comments →	☐	☐	Consult the instructions here on basic settings for Turnitin assignments in e-Course.
During the semester			
Is your assessment aligned with the learning outcomes of your course and clearly described? See comments →	☐	☐	Syllabus Audit: Learning outcomes Examples of assessments by cognitive level
Have you duplicated the participatory activities for the students who attend online? See comments →	☐	☐	See a template of activities and resources for you and your students to differentiate between the types of activities that need to be done offline and online to achieve the learning outcomes.
Are you giving diverse options for students to demonstrate their learning? See comments →	☐	☐	Consider whether written assignments are the most or only appropriate way for students to demonstrate their knowledge. For some students, such as those with dyslexia, preparing a written assignment can be significantly more challenging. Therefore, consider offering the option to submit audio or visual assignments. See more examples 1, 2, and 3 for ideas on various assessment formats.
Are you providing opportunities for students to actively participate in class? See comments →	☐	☐	You can provide a forum for students to ask/answer each other's questions. Use Liberating Structures to diversify your classroom

	☐	☐	activities. These structures allow everyone to have a voice. For examples, check here and here.
Have you planned polls, Q&As, or other participatory activities where online students can participate equally with those in the physical classroom? See comments →	☐	☐	Use the poll function in Zoom, Kahoot, Mentimeter, or Slido, whichever you are used to. Keep the Zoom chat displayed on a large screen so that in-class students can see reactions and comments from online students
Are your online and offline students engaged in collaborative learning? See comments →	☐	☐	Consider opting for group assignments that allow students to work across modes of study. This way, your fewer online students won't feel isolated from the rest of the class.
Have you adjusted assessments for the participation mode? See comments →	☐	☐	Consider whether your online students will be assessed the same way as your offline students; is this putting all in equal conditions? Can you modify the assessment for the different groups? See a template of assessment for you and your students to differentiate between the types of assessments and the conditions each group would experience.
Do you promote the Turnitin Draft Coach to help your students to improve their writing skills through immediate feedback on text originality, grammar, and citation mistakes? See comments →	☐	☐	Visit the CTLT page to get assistance.
Before midterm, make sure to reach out to those students who have not been attending or participating in classes. They might have technical, health, or family issues, and not feel comfortable reaching out to you first.	☐	☐	