

BYU Scrum Lesson Check

Step 1: Student Perspective

Use student view, and review with student hat on

Read through the entire lesson and complete any assignments*as a student. Read the outcomes and check for alignment as you go. If there is an assigned textbook chapter or other course reading, do it. Read the lesson material, watch any videos, take the self check and do any assignments without the answer key when possible. **Essentially, are the objectives attainable through the content and assessments?**

*If an assignment is going to take a significant amount of time (e.g. 5 page essay), spend about 10 minutes starting the assignment and outline what you would do to complete it. Send your outline to your designer so they can see if it aligns with how they want the student to approach the assignment. Then submit the incomplete assignment so that you can see how the teacher would grade it.

Keep the following in mind as you go:

Is there alignment between outcomes, content, & assessments?

Does the content flow conceptually and display correctly?

Are large blocks of information divided into manageable sections?

Is the content engaging?

Did the content (in the textbook, lesson material, etc) adequately prepare you for assignments?

Are directions clear enough for students to understand and correctly complete assignments and activities?

For formative assessments (e.g. self-checks), does a question lend itself to learning before, during, and after the student answers question? (such as including feedback where appropriate)

Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).

Step 2: Teacher Perspective

With a teacher login, review the teacher perspective for any assignments that the teacher will need to grade or review. Check for rubrics, etc.

Step 3: Checklist

In addition to the following items, use the Accessibility checklist as you go through each page

Lesson Modules

Pages have lesson titles and readable names, and are consistent throughout the course.

Lesson Introduction

Introduction: Brief overview/introduction to the lesson, might be a video

Learning Outcomes: lists any learning outcomes for the lesson

Readings: Lists readings for the lesson, specifying which readings are optional and which are required

Activities: Lists any activities/assignments/assessments (including points and descriptions) that the student should complete, specifies what needs to be completed before starting the activities

Upcoming: Reminders for upcoming assignments

Media, Tables

References to media elements are consistent and helpful (Figure 2: Pie Chart, etc.).

Links work and go to the correct places.

Objectives

Each objective contains only one measurable action which are aligned to student learning activities and assessments

Each lesson should contain objectives

Assignment rubrics and test banks need objectives linked to them.

Instructor-Graded Assignments

Every graded assignment has a rubric

Writing assignments use Turnitin when there is a probability of cheating and plagiarizing.

Rubrics: "Use for grading" needs to be checked

Interactions

Course has weekly interactions. This can include discussion boards, conversation cafes, group work, etc.

Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).

Graded and Ungraded Quizzes

Check every question in the question editor. Make sure a correct answer is identified and that the correct feedback is in place where applicable

All Assignments

Review the settings

BYU Scrum Course Check

In addition to the following items, use the Accessibility checklist as you go through each page

Getting Started Module

Instructor Set Up Notes (unpublished)

Make sure this is updated with relevant information and that all sections are filled out correctly.

Course Administration (unpublished)

Make sure this is updated with correct information

The following pages are included in the module, but do not need content reviewed:

Welcome to Course

Using LMS

Learner Readiness Survey

Course Introduction Module

Welcome to Course-ID: Course Title

Includes a course welcome paragraph or video from the instructor

Instructor Information

Includes correct contact and autobiographical information for instructor and TA(s). If possible, pictures are included.

Textbook Information

Updated textbook information

Link to publisher works and goes to the correct place

Syllabus

Syllabus exists in the Table of Contents, not a module

Everything in the syllabus matches the course content

Course Purpose: Includes a course purpose that describes the overall expected learning outcome of the course which is engaging and inspiring.

Course learning outcomes: Outcomes should match the learning outcomes of the equivalent campus course and support the course purpose

Course Description: includes whether the course is blended or fully online

Prerequisites: If relevant, lists specific skills, knowledge, and competencies a student needs to do well (not just course numbers).

Course Materials: When applicable, contains textbook information (title, author, publisher, and so on) with any additional materials the student will need.

Technology Needs: Any hardware/software and technological skills needed for this course which are not in Canvas

Assignments/Exams: List and description of graded and ungraded assessments, including amount of points the assignment is worth.

Grade Breakdown: Table of assignments and exams, with the points per assignment and total weight in the course

Grade Scale: Breakdown of grading scale, with specific percentages for each letter grade (uses E instead of F)

Course Policies: Any course-specific policies, such as the policy for late submissions, are included here

Required University Policies: Honor Code, Preventing and Responding to Sexual Misconduct (Title IX Statement), and Student Disability policies are included

Exam Modules

Module contains the following pages:

Scheduling Online Exam Template (unless the course does not require exams to be taken in the testing center, like using Proctorio)

Exam Preparation Page: A page that helps students know how to prepare for the exam and what to expect (types of questions, number of questions, time limit, closed/open note, etc.)

Exam

Exams

Directions: Includes the number of questions on the exam, whether there is a time limit, allowed materials, and a statement that students must pass the final exam to earn credit for the course.

Check every question in the question editor. Make sure a correct answer is identified and that the correct feedback is in place where applicable

Check Settings are as expected/desired

Other

Interactions

Students have an opportunity to have meaningful, consistent interactions with the instructor - not just the TA.

Students are provided opportunities to share resources and inject knowledge from diverse sources of information in their course interactions.

Netiquette template is included on at least the first group discussion.

Other

Grading scale matches between the course and the Syllabus, "E" instead of "F"

Assignments appear in the correct order in the gradebook

Assignments have the correct weights in the gradebook

Mid-course and end-of-course surveys are published with requirements and prerequisites set or minimal points given for completing them.

Include support processes for Zoom and Adobe Connect, including where to call or email for help.

Fall and Winter semesters are based on 15 weeks of content and 1 week for finals; Spring and Summer are based on 7 weeks of content and a week of finals.

An assignment to be complete during the first couple of days of class is included for Financial Aid purposes. This could be a required class introductions discussion or other assignment.

Assignments and assessments have due dates.