



D4.2: ***Course Design Checklist***



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Course Design Checklist

Instructions: For each item, answer **YES/NO** based on whether the principle has been explicitly addressed in the design of your course (e.g., syllabus, planned activities, or digital environment).

- If **YES**, briefly explain **how it has been incorporated into the course design** (for example, where it appears in the syllabus or how it is planned to be supported in the online environment).
- If **NO**, briefly explain **why it has not been considered at the design stage**.

Please note that this checklist is intended to validate the **course design before delivery**, not its actual implementation during teaching.

Note: Col framework applies to online components only (fully online courses or online portions of blended courses).

1.1 SOCIAL PRESENCE

1.1.1 S1. Communicating effectively

Have you included activities that allow learners to express feelings, emotions, and perspectives in a safe and respectful way? (e.g., introductory forum, personal reflection space, welcome announcement)

[] YES How: _____
[] NO Why: _____

1.1.2 S2. Open and effective communication

Does the course design provide opportunities for comfortable dialogue, active participation, and mutual recognition among learners? (e.g., Q&A discussion area, collaborative glossary, peer feedback activity)

[] YES How: _____
[] NO Why: _____

1.1.3 S3. Collaborative atmosphere

Have you planned strategies or spaces that foster trust, cohesion, and a sense of community? (e.g., "café-style" informal forum, group project workspace, community-building icebreaker activity)

[] YES How: _____
[] NO Why: _____

1.2 COGNITIVE PRESENCE

1.2.1 C1. Triggering active learning

Have you designed activities or prompts that stimulate curiosity and encourage learners to identify topics of interest? (e.g., problem statements in activity descriptions, case-based discussion prompts, brainstorming task)

☐ YES How: _____
☐ NO Why: _____

1.2.2 C2. Exploring problems with multiple perspectives

Does the course design include opportunities for learners to explore problems collaboratively, using multiple sources and viewpoints? (e.g., shared resource repository, collaborative annotation tool, group debate forum)

☐ YES How: _____
☐ NO Why: _____

1.2.3 C3. Integrating and combining information

Are there tasks that guide learners in constructing explanations, proposing solutions, and reflecting on key concepts? (e.g., group concept mapping activity, integrative essay assignment, collaborative summary task)

☐ YES How: _____
☐ NO Why: _____

1.2.4 C4. Applying knowledge in practice

Have you included activities where learners can apply new knowledge to real-world cases and test solutions? (e.g., scenario-based simulation, practice-based case study, applied project submission area)

☐ YES How: _____
☐ NO Why: _____

1.3 TEACHING PRESENCE

1.3.1 T1. Setting common objectives and organization

Is the course structure clearly organized, with shared objectives and planned strategies made explicit in the design documents? (e.g., course overview page, structured weekly modules, activity checklist, learning outcomes document)

[] YES How: _____
[] NO Why: _____

1.3.2 T2. Facilitating dialogue and exchange

Have you designed mechanisms that support constructive dialogue, including the management of agreement and disagreement? (e.g., guided discussion prompts, weekly summary notes, collaborative feedback activity)

[] YES How: _____
[] NO Why: _____

1.3.3 T3. Focusing discussion and providing feedback

Does the course design foresee moments where instructors or peers will keep the discussion on key topics and provide feedback to support learning? (e.g., feedback forum, annotated assignment submission, peer review activity)

[] YES How: _____
[] NO Why: _____

Course Name: _____

Course Designer / Teacher: _____

Date: _____