

D4.2: Course Design Checklist



projectteamcare.eu

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Health and Digital Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.





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.

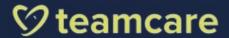
Please note that this checklist is intended to validate the course design before delivery, not its actual implementation during teaching.

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

1.1 SOCIAL PRESENCE

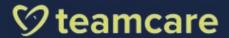
1

€	emotions,	included activities that allow learners to express feelings, and perspectives in a safe and respectful way? (e.g., introductory sonal reflection space, welcome announcement)
[] YES	How:
[] NO	Why:
1.1.25	S2. Open	and effective communication
ā	active par	course design provide opportunities for comfortable dialogue, ticipation, and mutual recognition among learners? (e.g., Q&A area, collaborative glossary, peer feedback activity)
a	active par discussion a	ticipation, and mutual recognition among learners? (e.g., $Q\&A$
a c [active par discussion a	ticipation, and mutual recognition among learners? (e.g., Q&A area, collaborative glossary, peer feedback activity)
<i>c</i> [[active par discussion a] YES	ticipation, and mutual recognition among learners? (e.g., Q&A area, collaborative glossary, peer feedback activity) How:
1.1.3 S	active par discussion a YES NO S3. Colla Have you sense of	ticipation, and mutual recognition among learners? (e.g., Q&A area, collaborative glossary, peer feedback activity) How: Why:
1.1.3 \$	active par discussion a YES NO S3. Colla Have you sense of	ticipation, and mutual recognition among learners? (e.g., Q&A area, collaborative glossary, peer feedback activity) How: Why: borative atmosphere planned strategies or spaces that foster trust, cohesion, and a community? (e.g., "café-style" informal forum, group project community-building icebreaker activity)



1.2 COGNITIVE PRESENCE

	encourag	u designed activities or prompts that stimulate curiosity and ge learners to identify topics of interest? (e.g., problem statements descriptions, case-based discussion prompts, brainstorming task)
	[] YES	How:
	[] NO	Why:
1.2	.2C2. Exp	loring problems with multiple perspectives
	problems	e course design include opportunities for learners to explore sources and viewpoints? (e.g., source repository, collaborative annotation tool, group debate forum)
	[] YES	How:
	[] NO	Why:
1.4	C.S. TIILE	grating and combining information
1.2	Are the	egrating and combining information The tasks that guide learners in constructing explanations, The grading solutions, and reflecting on key concepts? (e.g., group concept The activity, integrative essay assignment, collaborative summary task)
1.2	Are the	re tasks that guide learners in constructing explanations, g solutions, and reflecting on key concepts? (e.g., group concept activity, integrative essay assignment, collaborative summary task)
1.2	Are thei proposin mapping a	re tasks that guide learners in constructing explanations, g solutions, and reflecting on key concepts? (e.g., group concept activity, integrative essay assignment, collaborative summary task)
	Are their proposin mapping at [] YES	re tasks that guide learners in constructing explanations, g solutions, and reflecting on key concepts? (e.g., group concept activity, integrative essay assignment, collaborative summary task) How:
	Are thei proposin mapping a [] YES [] NO 2.4 C4. App Have you real-wor	re tasks that guide learners in constructing explanations, g solutions, and reflecting on key concepts? (e.g., group concept activity, integrative essay assignment, collaborative summary task) How: Why:
	Are thei proposin mapping a [] YES [] NO 2.4 C4. App Have you real-wor	re tasks that guide learners in constructing explanations, g solutions, and reflecting on key concepts? (e.g., group concept activity, integrative essay assignment, collaborative summary task) How: Why: lying knowledge in practice i included activities where learners can apply new knowledge to lid cases and test solutions? (e.g., scenario-based simulation,



1.3 TEACHING PRESENCE

	1.3.1 T1. Settir	na common	obiectives	and	organization
--	------------------	-----------	------------	-----	--------------

	-	strategies made explicit in the design documents? (e.g., course page, structured weekly modules, activity checklist, learning outcomes)
	[] YES	How:
	[] NO	Why:
L.3	.2T2. Faci	litating dialogue and exchange
	including	u designed mechanisms that support constructive dialogue, the management of agreement and disagreement? (e.g., guided prompts, weekly summary notes, collaborative feedback activity)
		Hour
	[]YES	How:
	[] NO	Why:
L.3	[]NO .3T3. Focution Does the keep the	
1.3	[] NO .3 T3. Focution Does the keep the learning?	Why:
1.3	[] NO Does the keep the learning?	Why:
	[] NO Does the keep the learning? activity) [] YES [] NO	Why:
Cou	[] NO Does the keep the learning? activity) [] YES [] NO	Why: