

## COURSE ENGAGEMENT VALIDATION CHECKLIST

**COURSE NAME:** \_\_\_\_\_

OPTIMIZE ENGAGEMENT FROM THE START	YES	NO
1. Did I include an icebreaker to build rapport?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did I include a warm-up exercise that keeps learners engaged before the course even begins?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did I introduce myself in a way that personifies who I am and creates a connection with the learners?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did I use a variety of techniques to personalize the learning experience?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did I make the attendee list visible to all attendees to create a sense of community?	<input type="checkbox"/>	<input type="checkbox"/>
PRESENT CONTENT	YES	NO
6. Did I introduce each new task in an interesting/captivating way?	<input type="checkbox"/>	<input type="checkbox"/>
7. Did I verbalize a clear link/transition between each task?	<input type="checkbox"/>	<input type="checkbox"/>
8. Did I make a clear link from the task to the summary objective?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did I vary the engagement techniques I used for each new presentation method?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did I use a variety of virtual platform tools when similar presentation methods or techniques were used?	<input type="checkbox"/>	<input type="checkbox"/>
11. Were the platform tools used frequently and with intent (i.e. was there instructional value associated with using the tool)?	<input type="checkbox"/>	<input type="checkbox"/>
12. Did I pair each passive virtual platform tool with an active platform tool when presenting content?	<input type="checkbox"/>	<input type="checkbox"/>
13. Did I prioritize the use of simultaneous application activities to keep all learners involved?	<input type="checkbox"/>	<input type="checkbox"/>
14. Were learners who were not sharing during consecutive interaction periods given a task to accomplish while they were not active?	<input type="checkbox"/>	<input type="checkbox"/>
15. Was the visual content I shared appealing?	<input type="checkbox"/>	<input type="checkbox"/>



## MAXIMIZING ENGAGEMENT IN THE VIRTUAL CLASSROOM

ENHANCE APPLICATION	YES	NO
16. Did I prioritize the use of active virtual platform tools to help learners apply the skills learned?	<input type="checkbox"/>	<input type="checkbox"/>
17. Did I use a variety of virtual platform tools when similar application methods were used?	<input type="checkbox"/>	<input type="checkbox"/>
18. Did I use clear instructions to explain each exercise (e.g. including timing, expectations, role description, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
19. Did I prioritize the use of simultaneous application activities to keep all learners involved?	<input type="checkbox"/>	<input type="checkbox"/>
20. Did I provide a task for all learners to complete if lengthy consecutive application activities were required?	<input type="checkbox"/>	<input type="checkbox"/>
21. Did I prioritize pair or small group work?	<input type="checkbox"/>	<input type="checkbox"/>
PROVIDE FEEDBACK	YES	NO
22. Did I prioritize the use of active virtual platform tools to provide feedback and conduct debriefs?	<input type="checkbox"/>	<input type="checkbox"/>
23. Did I utilize different tools used when similar feedback methods were used?	<input type="checkbox"/>	<input type="checkbox"/>
24. Did I vary the source of the feedback (e.g. instructor, peers, individual)?	<input type="checkbox"/>	<input type="checkbox"/>
25. Did I include adequate time in the session for feedback and debriefs?	<input type="checkbox"/>	<input type="checkbox"/>
26. Did I prioritize the use of simultaneous interactions for feedback and debriefs?	<input type="checkbox"/>	<input type="checkbox"/>
END ON A HIGH NOTE	YES	NO
27. Did I include a closing activity or opportunity for reflection at the end of each session?	<input type="checkbox"/>	<input type="checkbox"/>
28. Did I build momentum for the next session by linking the content to the following day's content?	<input type="checkbox"/>	<input type="checkbox"/>
29. Did I use virtual platform tools that allowed learners to share key takeaways collectively?	<input type="checkbox"/>	<input type="checkbox"/>
30. Did I call learners to action, so they felt compelled to go back to the job and apply their new skills immediately?	<input type="checkbox"/>	<input type="checkbox"/>



## MAXIMIZING ENGAGEMENT IN THE VIRTUAL CLASSROOM

OVERALL	YES	NO
31. Did I include activities throughout the session to enable learners to interact with the platform, the instructor, the content, or one another every 3-5 minutes?	<input type="checkbox"/>	<input type="checkbox"/>
32. Did I divide up the content into short “bursts” (i.e. separated by sub-tasks)?	<input type="checkbox"/>	<input type="checkbox"/>
33. Did I choose words that place the focus on the learners (e.g. “let’s,” “we will now,” rather than “I want you to” or “I will now”)?	<input type="checkbox"/>	<input type="checkbox"/>
34. Did I include questions that require learners to simultaneously share experiences in chat?	<input type="checkbox"/>	<input type="checkbox"/>

### IDEAS TO INCREASE ENGAGEMENT

Based on the results of the Course Engagement Validation Checklist, brainstorm ideas to increase engagement.

TASK	IMPROVEMENT OPPORTUNITY	SUGGESTED CHANGE

