Checklist for Meeting Quality Matters Standard 6
Course Technology

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>6.1</td>
<td>The tools used in the course support the learning objectives and competencies</td>
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<tr>
<td>6.2</td>
<td>Course tools promote learner engagement and active learning</td>
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<td>6.3</td>
<td>Technologies required in the course are readily obtainable</td>
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<td>6.4</td>
<td>The course technologies are current</td>
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<tr>
<td>6.5</td>
<td>Links are provided to privacy policies for all external tools required in the course</td>
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Active Learning: Active learning occurs when learners engage by “doing” something, such as discovering, processing, or applying concepts and information.

### Designing Course Activities and Student Interaction

- [ ] The technologies provide opportunities for students to interact with you (6.2)
- [ ] The technologies provide opportunities for students to interact with each other (6.2)
- [ ] The technologies provide opportunities for students to actively engage with the content instead of passively absorbing information (6.2)
- [ ] The computer peripherals required for the course are easy for students to purchase, like webcams or microphones, and required specifications are provided (6.3)
- [ ] The course contains instructions on how to purchase, download, and install any required software or plug-ins (6.3)
- [ ] Somewhere in the course or syllabus you have explained what days/times and how quickly you will respond to student emails as well (5.3)
- [ ] If the course uses discussion board assignments, you have explained how often you plan to reply to student posts (5.3)
- [ ] The course or syllabus clearly states the requirement and expectations for student interaction (5.4)

### Alignment

- [ ] Technologies chosen support students in achieving the course and module objectives (6.1)

### Tips (Recommended strategies to consider)

- Provide opportunities for students to practice new skills through ungraded activities or low-stakes assessments
- Provide students time and opportunity for reflective thinking