

# Self-Directed Learning (SDL) Evaluation Checklist

You Can Optionally Leave Comments in Text Areas or at the End of the Checklist Form.

Name:

## I. Course Structure

1. **Plans and Goals:** Are learners encouraged to make strategic course plans and set individual learning goals within the course including the targeted readings and activities, tests and evaluations, challenges, etc., that they plan to complete?
2. **Weekly Course Overviews:** Does the course contain weekly overviews and other support structures of upcoming activities and assignments that are chunked into manageable parts to help with learning?
3. **Introductory Material:** Are video introductions, course tutorials, frequently asked questions (FAQs), and a table of contents (TOC) provided?

## II. Time Management

4. **Course Reminders:** Does the course include task and activity reminders to help learners not only establish their personal learning goals and strategies for task completion, but also reassessment and refinement over time?
5. **Time Management Cues:** Does the system inform the learner approximately how much time remains in the learning activity, unit or module, or entire course and embed additional supports for effective time management routines?
6. **Content Chunking:** Is the content chunked into brief or time-limited units to provide easier mobile access from a variety of situations and settings (e.g., airport concourse, cafes, doctor's offices, subway or bus systems, etc.)?
7. **Succinct Learning Units:** Are short learning units and activities designed, including brief use of instructional videos (1 minute to 10 minute) and any synchronous sessions, so as to foster motivation and help with time management?
8. **Estimated Time Frames:** Are the estimated time frames highlighted for particular units and remaining activities within those units?

9. **Progress Indicators:** Are progress indicators and other summative visual cues, markers, or overviews inserted in the course or system as metacognitive aids or scaffolds to help with self-monitoring one's advancement within the course and task completion?

### III. Course Resources

10. **Resource Access:** Does the course offer free and easy ways to navigate and access different kinds of course resources including practice quizzes, video transcripts, glossaries, instructor lecture notes, e-books and other digital supplements, reports, videos, etc.?

11. **Conceptual Linkages:** Is the content and associated tasks and activities presented in an easy to navigate and understandable way, including linking key concepts to cases, examples, and current issues in the news?

12. **Intelligence and Resource Augmentation:** Are AI-based tools, resources, scaffolds, assessments, and examples utilized or provided in the course to help personalize and extend the learning possibilities?

### IV. Course Flexibility

13. **Course Flexibility Options:** Does the course provide flexible timelines and other mechanisms to grant the learner more power and autonomy in making their important learning-related decisions?

14. **Course Material/Content Options:** Does the course make available optional learning materials and self-selection options for those who want to explore areas tangential to the course or venture deeper within particular topics of interest?

### V. Interactive and Engaging Pedagogy

15. **Gamification Techniques:** Does the course or module incorporate the use of gaming principles or activities to support SDL (e.g., leaderboards, contests, posted streaks, rewards, timers, progress and performance indicators, points, badges, and avatars)?

16. **Opportunities for Learner Interaction:** Does the course offer opportunities for peer interaction such as peer-based task reviews and assessments, peer- or team-based assignments, or asynchronous discussion forums?

17. **Inclusionary Tactics:** Does the course address diverse learners and their needs including having lectures recorded with captions added, materials available in multiples languages, culturally diverse examples provided, and course contents made easily accessible and in multiple formats (e.g., print, visuals, audio, text to speech, etc.), and other methods related to universal design for learning (Gronseth & Dalton, 2020)?

## VI. Applications and Assessments

18. **Application Exercises:** Are there ways to try out, apply, or put course material into practice in the course in order to assess whether one has adequately learned the content?

19. **Reflection Questions:** Are learners intermittently provided with reflection questions for them to contemplate their knowledge gains?

20. **Embedded Self-Assessments:** Does the course embed quizzes and other forms of assessments and quick check tasks to give learners opportunities to self-assess their learning progress and mastery?

## VII. Instructional and System Supports

21. **Varied Forms of Feedback:** Are learners provided with timely and constructive forms of feedback by the instructor, peer, self, expert, and system (e.g., AI-based)?

22. **Learning Community:** Are attempts made to build a community of learners within the course, such as through interactive tasks and activities (e.g., polling, the use of social media, participant knowledge sharing task, learner profiles, and participant location maps)?

23. **Instructional Support Community:** Are instructional supports from experts offered such having a community mentors, tutors, and teaching assistants who have completed the course and can moderate discussion forums, post questions, and monitor the course activities overall?

24. **Automated Guidance:** Does the system offer some type of automatic or AI-based counseling or advisory services for learners who are falling behind or momentarily lost or confused?

Space for Additional Comments if Necessary: