



Checklist Online Seminar

Examination

Exam type, exam format, exam preparation, exam consultation/chat

Activation

Get to know you, breakout sessions, Etherpad, poll, voting, live voting

Communication between students

Tutorials/workshop, forum, ILIAS, breakout sessions

Communication with the lecturer

Online office hours, forum, telephone office hours, email

Asynchronous teaching-learning materials & ILIAS course

Access, clear overview, periods for working on tasks, materials

Organizing courses

synchronous and/or asynchronous, semester schedule, deadlines, learning objectives

Synchronous teaching formats

Technical requirements, communication, tools, breakout sessions, discussion, visualizer



The questions in the checklist provide you with guidance on how to design your online seminars in line with the [Key points paper for the SoSe 2021](#) and how you can support your students in networking with each other. For seminar courses, the qualification goals are usually only achieved through active participation; asynchronous provision cannot enable the qualification goals to be achieved. The course may not be recorded for [data protection reasons](#).

The checklist is supplemented by links to more detailed instructions and useful information at the University of Hohenheim.

Organizing courses	✓
Which components of the course lend themselves to synchronous delivery?	
Which components should be provided asynchronously for additional support?	
Is there a semester schedule or syllabus with information on the distribution of topics and with all important dates (e.g. for synchronous courses, office hours, periods for working on assignments/tasks, deadlines)?	
How can students achieve the learning objectives in the online seminar?	
What information about the exam is important?	
By what means are students informed about the course schedule and organization?	
Have you taken account of copyrights in the context of teaching and learning?	
Synchronous Online Seminar: Communication and interaction	✓
Do all students have the technical capabilities to participate in the synchronous online seminar (achievement of qualification objectives)?	
Have the students received access data for the synchronous online seminar?	
How should communication during the synchronous online seminar be handled (e.g. use of camera, microphone, chat)?	
What tools are appropriate for reviewing content from the previous teaching session (e.g. breakout sessions , surveys , quizzes)?	
Can students share ideas in breakout sessions?	
How are students involved (e.g. voting questions, oral discussion sessions, presentations, surveys, etc.)?	
Asynchronous teaching-learning materials & ILIAS course	✓
Are all important teaching and learning materials (literature, learning modules, links to course recordings) available?	
Is all important information available for tasks/assignments (notes on ILIAS tools, periods for working on tasks, material)?	
Do students have access to and the necessary information for the ILIAS course that accompanies the course?	
Does the ILIAS course have a comprehensible and easy-to-use structure (session-by-session, object blocks, folders)?	

Communication with the lecturer	✓
Are there regular online office hours ?	
<ul style="list-style-type: none"> Are appointments announced to students in advance (e.g., in the semester schedule) or do they occur as needed? 	
<ul style="list-style-type: none"> How many students may attend (individual or group office hours)? 	
<ul style="list-style-type: none"> Do they have to register? 	
<ul style="list-style-type: none"> How is the communication organized in the office hour (audio or chat?) 	
<ul style="list-style-type: none"> Are appointments offered on specific topics or are student questions collected? 	
<ul style="list-style-type: none"> Are more office hours offered before the exam? 	
Is there a forum accompanying the course ?	
<ul style="list-style-type: none"> How will the topics in the forum be structured? 	
<ul style="list-style-type: none"> Who moderates the forum and answers questions (lecturer or student tutors)? 	
<ul style="list-style-type: none"> Are there instructions for the use of the forum for students? 	
<ul style="list-style-type: none"> Should students also answer each other's questions? 	
How else can students contact the instructor (email, phone office hours)?	
Communication between students	✓
Are there formats accompanied by tutorials that allow for students to discuss topics with each other (e.g. as a study workshop)?	
Is there a student forum where students can arrange to form study groups, for example?	
Is the ILIAS course set up so that members can contact each other?	
What other offers are there, e.g. from the Fachschaften?	
Activation	✓
What opportunities are used to actively engage students (breakout discussion sessions, breakout sessions , surveys , commenting or stamping on presentation slides, student presentations with screen sharing)?	
What possibilities are used during asynchronous phases to guide students to actively engage with the content (short ILIAS tests , discussion questions in the ILIAS forum, reading tasks that should be completed in advance, → flipped classroom)?	
What tools are used to enable students to work collaboratively (e.g. ILIAS Etherpad or ILIAS Wiki)?	
How and when is the handling of microphone and camera usage communicated (e.g., black tiles, mute, chat, raising hand)?	



Is the online seminar structured in varied phases with sufficient breaks that promote both attention and concentration?	
Does enough interaction take place (e.g. by changing the social form, variety of methods or virtual energizers)?	
Examination	✓
Are students informed at the beginning of the semester about the time of the exam and the type of exam?	
How will the exam be conducted without being on-site, if necessary?	
If it is a new type of exam that may be unfamiliar to students: How are students prepared for the exam type?	
What offers are there for students in time before the examination period to clarify open questions (question session in online seminar for everyone, office hours, chat)?	

Additional information and handouts on the individual topics:

[Teaching digitally](#)

[Teaching Service Portal](#)

[Going digital quickly](#)

