BOLD Learning Standards - Level 2

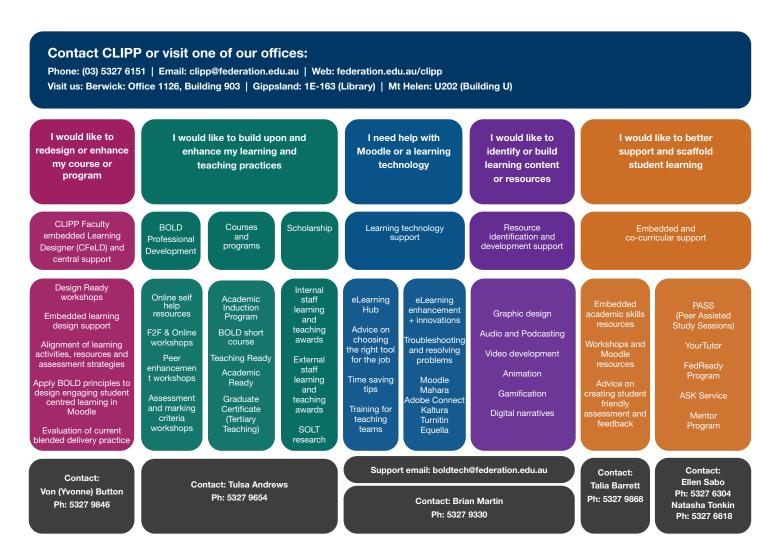
Elements to include in your online course (Delivery Mode Specific Standards)

This document has been developed to assist you to meet the minimum requirements of Federation University's Blended On-Line and Digital (BOLD) learning standards, and provides recommendations on how to excel in delivering blended and online learning.

The following table highlights elements that can be included in an online course (general course elements, learning resources, learning activities and interaction). Broken down by delivery mode (face-to-face, blended and wholly online), a tick indicates which elements should be included in your online course as a minimum as well as outlining recommended additional features for improved blended and online delivery.

The set of recommendations in the 'Delivery Mode Specific Standards' table can be used to help you identify where your practice currently is, where you would like it to be, and what you need to include to get there.

Help available:





Delivery Mode Specific Standards (Draft)

Elements to include in your online course

					BOLD Learning Delivery			
Purpose (Instruction for student)				Face-to-face	Blended		Online (Wholly Online)	
	Elements of your online course			Minimum Moodle	Minimum	Additional	Additional	
	General Element	Specific Components	Examples/items/Moodle tools	Presence		Minimum	imum	
To achieve consistent student experience of Moodle site organisation & presentation across courses for basic administrative and course management content and activities (Familiarise)	General course content & activities	Admin content	Course outline	\checkmark	\checkmark	✓		
			Link to necessary School information (recommend Schools develop Moodle resource page)	\checkmark	\checkmark	~		
		Basic communication (Asynchronous)	News forum	\checkmark	\checkmark	✓		
			General discussion & questions forum	\checkmark	\checkmark	~		
			Resources/activity establishing teacher presence online, e.g: • Introductory video • Welcome post to News forum			\checkmark		
			Ongoing teacher presence/ support online (Recommend including statement setting expectations for students)	✓ +	✓ +	✓ +		
		Assessment	Online submission of assignments	\checkmark	\checkmark	 ✓ 		
			Quiz			√ *		
			Other tools available for assessment: Forums, SCORM Workshop, Database, Lesson			√ *		
To present information based content (Read/ Watch)	Learning resources	Resources / Content	Readings / Web Links / Moodle Book / Moodle page/other	✓	\checkmark	~		
		Audio/video lecture style content	 Audio/Video recordings of live lectures or Pre-prepared video and/or YouTube & open content 			~		
To facilitate student-	Individual learning activities	Self-paced learning activities	Interactive learning objectsMoodle Lesson				\checkmark	
content interaction (Reflect/ Research/ Respond/ Check your learning)		Topic consolidation opportunities	 Quiz Choice Moodle Lesson Reflective activity (ePortfolio) (Could also be group activity such as topic discussion forum) 			V		
To generate student- student & student- teacher interaction (Write, talk, answer, discuss)	Group learning activities/	Communication & interactive engagement	Teacher-led topic discussion forum(s)			~		
			Introductory forum/activity for socialisation			~		
			 Group/class collaboration (e.g. Wiki, Forum) Peer review (Workshop, Forum, Survey) 			√ *		
			Live virtual classrooms (Synchronous)				\checkmark	

* Where appropriate to subject matter

+ Expectations for response times and levels of teacher presence online will vary depending on delivery mode. Centre for Learning Innovation and Professional Practice (CLIPP) | Federation University Australia.

