

Course Information (Reviewer to complete)

DATE COMPLETED:	/ /	ROLE:	<input type="checkbox"/> Course Coordinator <input type="checkbox"/> Program Coordinator <input type="checkbox"/> Learning Designer <input type="checkbox"/> Learning Skills Advisor
STAFF MEMBER:		ROLE:	<input type="checkbox"/> Other <i>(Specify):</i> <input type="text"/>
COURSE CODE:		TITLE:	
TEACHING PERIOD:		URL:	

DELIVERY MODES:

Note: Please tick the mode which applies to this course

ON CAMPUS (BLENDED)

Delivery of teaching and learning activities occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.

OFF CAMPUS (FLEXIBLE, BLOCK)

Delivery of teaching and learning activities including communication, learning activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.

WHOLLY ONLINE

Delivery of all teaching and learning activities including communication, learning activities, resources and assessments occurs online.

RECOMMENDATIONS FOR CRITERIA:

All criteria are strongly recommended for all delivery/study modes, except where indicated. Exceptions fall into two categories:

- Items strongly recommended only for wholly online and optional for other delivery/study modes are indicated by #. This applies to criteria 2.5.2.
- Items strongly recommended for wholly online and off campus (flexible, block) and optional for on campus (Blended) are indicated by *. This applies to criteria 5.3 and 5.5.

DESCRIPTION		CRITERIA MET				COMMENTS
Good organisation and presentation of course information and learner support resources helps orient students to the delivery/study mode and their course of study, and helps achieve a consistent student experience across Moodle course sites. Teachers also benefit as they are familiar with the location of items and can update them quickly and efficiently.		Yes	No	Working towards	Not applicable	
CRITERIA						
1.1	Moodle course uses appropriate program and/or template	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Moodle course is logically organised and facilitates ease of navigation by learners through both:					
1.2.1	- Sections (e.g., Course Information, Assessments, Topics/Modules etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2.2	- Activities/resources are appropriately labeled and use of icons and/or images is meaningful and consistent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	Moodle course includes the current official course description, appropriately formatted (i.e., .pdf, .docx) and titled (i.e., BUMGT5921_SEM12019_coursedescription.pdf).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Contact details and availability of all course teaching team members are clearly visible (e.g., via Teaching team block).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	A course welcome/introduction is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	A Moodle course orientation is provided that:					
1.6.1	- Guides learners through course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6.2	- Encourages learners to engage with academic (e.g. Academic Integrity Module (AIM)) and technical support resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Staff expectations as to the approximate time required for students to complete each section (e.g., Topic/Week/Module) is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	All hyperlinks within the Moodle course are checked, and are operational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.9	If Moodle Groups and/or Groupings are used, they are set up and applied appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.10	All third party content is appropriately referenced and compliant with copyright legislation (e.g., readings, images, lecture materials and activities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.11	Moodle course (including learning activities and resources) complies with accessibility legislation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DESCRIPTION		CRITERIA MET				COMMENTS
<p>While the level of teacher online presence will vary depending on the delivery/study mode, teachers should establish their online presence by clearly stating how they, and students are expected to communicate in a Moodle course. Students need to know where in the course to ask questions and when they can expect a response.</p> <p>By frequently and actively participating in the online learning community, teachers facilitate ongoing interactions and connectedness, which is critical to student retention and success.</p>		Yes	No	Working towards	Not applicable	
CRITERIA						
2.1	The strategy for using the Moodle News Forum/Announcements tool for (one way) posts is clearly stated and implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	Learners are provided with a Moodle Forum for general course discussions/questions. <i>(Staff should consider subscribing to Moodle Forums to receive email notifications of student posts).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Expected staff response time to learner queries is clearly communicated and responses are timely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4	Online communication etiquette (netiquette) expectations are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5	Learners are provided with opportunities for teacher/learner interaction around learning activities and resources via:					
2.5.1	- Asynchronous communication (i.e., Active use of Topic/Module and Q&A Forum discussions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.2 #	- Synchronous communication (i.e., Active use of Adobe Connect for virtual classes and/or office hours).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6	Expected learner query response times are clearly stated and responses are provided in accordance with the stated strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

03 | Learning resources | BOLD Learning and Teaching Practices

DESCRIPTION		CRITERIA MET				COMMENTS
<p>Selecting a diverse range of high quality learning resources and carefully planning how they are organised and presented will motivate students by maximising their opportunities to engage in ways appropriate to their learning preferences. Learning resources should support knowledge building activities, be informed by learning outcomes and focused on enabling students to achieve them.</p> <p>Learning resources should also be monitored for currency and relevance, for compliance with copyright legislation and license agreements, and for their accessibility by all students.</p>		Yes	No	Working towards	Not applicable	
CRITERIA						
3.1	Alignment of learning resources to course learning outcomes is identified and clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	Learning resources are logically structured and sequenced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	Learning resources are updated to ensure currency and relevance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	Instructions for using learning resources are clearly stated (e.g., why students need to interact with this resource and what they should be thinking about).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5	The distinction between required, recommended and optional learning resources is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6	Reading are uploaded to, or created and stored in eReadings and linked to via Moodle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7	Teacher generated videos are uploaded to, or created and stored in Kaltura and linked to via Moodle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8	Resource selection should be fit for purpose and cohort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

04 | Learning activities | BOLD Learning and Teaching Practices

DESCRIPTION		CRITERIA MET				COMMENTS
<p>Different types of learning activities that help students engage with learning resources and collaborate and interact with their peers and the teacher are crucial for active and dynamic learning. Individual activities help students acquire and consolidate their knowledge and assess and reflect on their learning. Group activities provide opportunities to ask and answer questions, workshop ideas and be exposed to others' perspectives.</p> <p>A range of activities that assist student comprehension and the development of critical thinking and analysis are key to a successful online student experience.</p>		Yes	No	Working towards	Not applicable	
CRITERIA						
4.1	Alignment of learning activities to course learning outcomes is identified and clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	The distinction between required, recommended and optional in-class and online activities is clearly stated (i.e. what, where (e.g. in-class/online) and when).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	Instructions for completing learning activities independently or collaboratively are clearly stated (e.g., why, how, and relevant timelines).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	Activities support learner independence and/or collaborative communities (i.e., peer-peer, learner-teacher, teacher-learner and learner-content).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	Learners are provided with regular opportunities to consolidate (digest, reflect, review) their learning (i.e., at the end of each Topic/Module and the course).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	Activity selection should be fit for purpose and cohort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

05 | Student progress, assessment and feedback | BOLD Learning and Teaching Practices

DESCRIPTION		CRITERIA MET				COMMENTS
		Yes	No	Working towards	Not applicable	
<p>Assessments should be aligned to learning outcomes and designed to enable students to demonstrate they have met them. Formative assessments (i.e. self-tests and self-paced lessons) allow students to work at their own pace, reviewing concepts, consolidating their learning and receiving feedback about their progress. They may be worth zero marks or contain a summative element e.g. 'completion of all online quizzes comprises 5% of your total mark for this course'. Summative assessments are therefore a tool for measuring what students have learned.</p>						
CRITERIA						
5.1	All assessment tasks and assessment information is clearly stated and aligned with the course description, learning outcomes and marking criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	Assessments comply with Federation University Assessment Policies and Procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 *	Staff monitor learner progress (e.g., via gradebook, progress bar or completion settings and boxes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	Staff monitor learner completion of the AIM (e.g., via AIM completion report).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5 *	Learners can monitor their own progress through the course (e.g., via gradebook, progress bar or completion settings and boxes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6	Learners are provided with formative feedback to enhance and support learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.7	Assessments are sequenced, varied and allow learners to demonstrate their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.8	Marking criteria are provided in the Moodle course for each assessment (e.g., rubric, marking guide, criteria).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.9	All assessments (e.g., written, video, audio etc.) are submitted through the Moodle course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.10	Instructions for completing and/or submitting assessments are clearly stated in the Moodle course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.11	Support materials are provided for completing and/or submitting assessments that require a level of technical expertise (e.g., audio/video assignments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.12	For group assessments, support materials for working in groups effectively are provided, and Moodle assessment settings are configured appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.13	Grades and feedback for assessments during the course are provided through Moodle in a timely and equitable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.14	Moodle Gradebook has been configured appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	