

Standard 1 ~ Design is driven by principles of learner-centred pedagogy

Learning at UWS refers to a strategic and systematic approach to combining times and modes of learning, integrating effective online, on campus and in community interactions for each discipline, using appropriate ICTs. The design of the unit and choice of communication and information technologies and tasks should reflect how students in the relevant discipline learn, rather than reflecting teaching preferences.

Criteria	Rationale
<p>1.1 The unit has been carefully planned and is aligned with the learning outcomes</p>	<p>Each unit has unique learning outcomes, according to its purpose and type. Learning activities, resources and ICTs are explicitly aligned with the learning outcomes for the unit. Design considerations include the characteristics of your students, determining what knowledge, skills and attitudes you want students to have, and the use of appropriate ICTs to facilitate learning.</p>
<p>Self-evaluation</p> <p>What types of learning activities will you design?</p> <p>If your cohort is studying fully online, how will they be supported in their learning and assessment?</p> <p>During the design process which frameworks have you used to develop the unit? e.g SAMR, SUNSET</p> <p>What ICT tools will you use?</p> <p>What existing, or open education resources, can you use in the unit? What else is needed, and is it available as an open resource or does it need to be developed?</p> <p>Progression status for this standard:</p> <p><input type="checkbox"/> I am satisfied I meet this criterion</p> <p><input type="checkbox"/> I am working towards meeting this criterion</p> <p><input type="checkbox"/> I require further assistance to achieve this criterion</p> <p>Comments:</p>	

Criteria	Rationale
2.2 Data and information collected from online assessment activities is used to improve future learning resources and assessment	Understanding how student learning is different when designing learning resources and assessment. There are reporting and monitoring mechanisms within vUWS that should be used to improve the student learning experience in your unit.
<p>Self-evaluation</p> <p>Describe the reporting and monitoring tools you will use to understand how students are learning in your unit? What changes will you make to improve the student experience next time?</p> <p>Progression status for this standard:</p> <ul style="list-style-type: none"><input type="checkbox"/> I am satisfied I meet this criterion<input type="checkbox"/> I am working towards meeting this criterion<input type="checkbox"/> I require further assistance to achieve this criterion <p>Comments:</p>	

Criteria	Rationale
<p>2.3 Provision of constructive feedback to students is enhanced by the use of relevant ICTs</p>	<p>There are a range of ways ICTs can be used to enhance the value of feedback to students on assessment tasks. Care should be taken to avoid overly 'automated' feedback as students benefit most from, and often expect, more personalised feedback. Consideration should be given to this issue when designing and using grading rubrics and a suitable balance should be sought between standardised responses or marking and individualised feedback. Ensure mechanisms and expectations for moderation and online feedback are outlined.</p>
<p>Self-evaluation</p> <p>Describe how you provide marks, feedback and important information in a timely, clear and well structured fashion?</p> <p>Tick any of the following that are provided to students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample answers and general feedback on a task is released <input type="checkbox"/> The vUWS rubric is used to provide feedback through the criteria and standards of the activity <input type="checkbox"/> Attach a file through the My Grades tool in vUWS with detailed feedback on the assigning of a grade <input type="checkbox"/> Linking students to resources they should revise in view of their performance on an assessment task <input type="checkbox"/> Online quizzes are structured to provide links to the relevant resources from incorrect answers <input type="checkbox"/> Annotated audio or video feedback on assessment tasks <input type="checkbox"/> Peer feedback in group assessment tasks <input type="checkbox"/> Formative feedback on drafts or at particular stages to assist students to refine their writing, ideas or thoughts <input type="checkbox"/> Via Turnitin <input type="checkbox"/> Blogging or eportfolio creation with feedback to show progression through the unit <input type="checkbox"/> Interactions on social media channels <input type="checkbox"/> Other (please specify below) <p>Progression status for this standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am satisfied I meet this criterion <input type="checkbox"/> I am working towards meeting this criterion <input type="checkbox"/> I require further assistance to achieve this criterion <p>Comments:</p>	

Standard 3 ~ Student interaction and engagement are facilitated by online communication and networking channels

An appropriate amount of regular interaction is critical to successful learning and in the development of an online learning community. Interaction occurs between students, between student and teacher, between students and content. At advanced level student interaction and engagement occurs through online communication and networking technologies that support student learning.

Criteria	Rationale
<p>3.1 Students have access to quality communication and interaction with staff</p>	<p>Students need to be able to contact teaching staff in the unit, particularly the unit Co-ordinator throughout semester and vice versa. vUWS incorporates a large range of features that support such interaction and may be used to ensure contact is maintained throughout semester.</p>
<p>Self-evaluation</p> <p>Tick any of the following ICTs you are using to facilitate interaction between teaching staff and students in your unit.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate web conferencing <input type="checkbox"/> Discussion board <input type="checkbox"/> Email through vUWS <input type="checkbox"/> vUWS messages <input type="checkbox"/> Announcements <input type="checkbox"/> Chat – moderated <input type="checkbox"/> Chat – unmoderated (social) <input type="checkbox"/> Reflective journal <input type="checkbox"/> Wiki <input type="checkbox"/> Blog <input type="checkbox"/> Twitter <input type="checkbox"/> Facebook <input type="checkbox"/> Other (please specify below) <p>What ‘ground rules’ have you established in relation to frequency of checking communication tools, both for yourself or other teaching staff and students?</p> <p>Progression status for this standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am satisfied I meet this criterion <input type="checkbox"/> I am working towards meeting this criterion <input type="checkbox"/> I require further assistance to achieve this criterion <p>Comments:</p>	

Criteria	Rationale
<p>3.3 Students have opportunities to collaborate and build peer learning communities</p>	<p>The ability to collaborate facilitates the development of peer learning behaviours and builds learning communities. Collaboration need not always be assessable, as in a formal collaborative assessment task, to be of value to student learning. Collaboration involving informal peer learning methods is also beneficial to students achieving learning outcomes.</p>
<p>Self-evaluation</p> <p>Tick any of the following instances of interaction and collaboration that is happening between students and that it is contributing to their learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate web conferencing <input type="checkbox"/> Discussion board <input type="checkbox"/> Email through vUWS <input type="checkbox"/> Chat – moderated <input type="checkbox"/> Chat – unmoderated (social) <input type="checkbox"/> Group learning journals <input type="checkbox"/> Group file exchange <input type="checkbox"/> Blogs <input type="checkbox"/> Group presentations <input type="checkbox"/> Online study groups <input type="checkbox"/> Instant Messenger <input type="checkbox"/> Twitter <input type="checkbox"/> Facebook <input type="checkbox"/> Other (please specify below) <p>Progression status for this standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am satisfied I meet this criterion <input type="checkbox"/> I am working towards meeting this criterion <input type="checkbox"/> I require further assistance to achieve this criterion <p>Comments:</p>	

Criteria	Rationale
<p>3.4 Students have opportunities to co-construct knowledge</p>	<p>Interaction between students and learning resources is not confined to traditional, linear approaches, such as reading through portions of text. Where appropriate for the discipline and level of unit, advanced learning design allows students to interact with each other and the learning environment to co-construct knowledge.</p>
<p>Self-evaluation</p> <p>Tick any of the following ways students engage and interact with learning resources relevant to the unit.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students co-create glossary or quiz questions <input type="checkbox"/> Wiki <input type="checkbox"/> Discussion forums <input type="checkbox"/> Webinars <input type="checkbox"/> Group tools, e.g file exchange, journals, blogs <input type="checkbox"/> Group presentations <input type="checkbox"/> Online study groups <input type="checkbox"/> Instant Messenger <input type="checkbox"/> Twitter <input type="checkbox"/> Other (please state) <p>What explanations have you provided to help students discover, share and use learning resources in their learning?</p> <p>Progression status for this standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am satisfied I meet this criterion <input type="checkbox"/> I am working towards meeting this criterion <input type="checkbox"/> I require further assistance to achieve this criterion <p>Comments:</p>	

Criteria	Rationale
3.5 Teachers act as facilitators, maintaining a peer-focussed rather than teacher-centred learning environment	At advanced level, students are the focus of interaction. Although the teacher has an important role as online facilitator or moderator, the overall environment should remain peer-focussed rather than teacher-centred. This concept is at the centre of the learner-centred approach to learning.
<p>Self-evaluation</p> <p>In what ways do you undertake, or organise, online facilitation or moderation?</p> <p>What are the rules around moderation and expectations?</p> <p>Progression status for this standard:</p> <ul style="list-style-type: none"><input type="checkbox"/> I am satisfied I meet this criterion<input type="checkbox"/> I am working towards meeting this criterion<input type="checkbox"/> I require further assistance to achieve this criterion <p>Comments:</p>	



Standard 4 ~ Students have access to a range of quality resources and supports

This Standard focuses on facilitating student access to a range of good quality learning resources and associated supports to enable students to effectively engage in learning activities. The learning resources should be available in a variety of media types and could include resources such as articles, web links, case studies, online lectures, webinars, videos and podcasts. Learner supports can be provided by teaching staff, peers or through access to information such as team activities, use of mentors, templates, models, instructions and guides.

Criteria	Rationale
<p>4.1 Students are provided with access to a variety of good quality learning resources that are of current relevance to the discipline and are suitable for learning</p>	<p>At an advanced level, students have access to a rich selection of learning resources suitable to the discipline, the unit level and a variety of student learning styles. The range should allow opportunities for students to extend their learning where appropriate, but should not be overly detailed such that would confuse students or lead to 'information overload'. Learning resources should also be relevant to the discipline, the level of the unit, particularly in terms of currency and address multiple perspectives.</p>
<p>Self-evaluation</p> <p>Have you researched and made use of open educational resources?</p> <p>How do you ensure that resources are relevant and suitable for the unit?</p> <p>Tick any of the following learning resources available in the unit.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Photos / images <input type="checkbox"/> Audio podcasts <input type="checkbox"/> Video (vodcasts) <input type="checkbox"/> Online lectures <input type="checkbox"/> Webinars <input type="checkbox"/> Simulations <input type="checkbox"/> Animations <input type="checkbox"/> Case studies <input type="checkbox"/> Articles <input type="checkbox"/> Weblinks <input type="checkbox"/> Tutorials <input type="checkbox"/> Games <input type="checkbox"/> Animated explanations <input type="checkbox"/> Publishers content <input type="checkbox"/> Open educational resources <input type="checkbox"/> Other (please specify) 	

Progression status for this standard:

- I am satisfied I meet this criterion
- I am working towards meeting this criterion
- I require further assistance to achieve this criterion

Comments:

Criteria	Rationale
4.2 Student learning is supported and enhanced by structured processes	Learning supports should be applicable to the discipline, appropriate to the learning activities, suitable for the unit level and the experience of the cohort and may include team activities, use of mentors, peer feedback, templates, models, instructions and guides.

Self-evaluation

How do you ensure that students are appropriately supported in their learning?

Progression status for this standard:

- I am satisfied I meet this criterion
- I am working towards meeting this criterion
- I require further assistance to achieve this criterion

Comments:



Criteria	Rationale
4.3 Resources are sensitive to a diversity of social, cultural and gender perspectives	As outlined in UWS Policies, our University is committed to providing social justice, inclusivity, access and equity for students from a wide range of backgrounds. Resources should reflect the UWS Mission and Vision statements and should comply with policies amplifying those principles.
<p>Self-evaluation</p> <p>Progression status for this standard:</p> <ul style="list-style-type: none"><input type="checkbox"/> I am satisfied I meet this criterion<input type="checkbox"/> I am working towards meeting this criterion<input type="checkbox"/> I require further assistance to achieve this criterion <p>Comments:</p>	

