

Online Content Professional Standards Policy

Preamble

This Policy was first drafted in 2014 and has been updated for the Deakin College Academic Board of Studies approval granted on 19 April, 2018.

Purpose

Deakin College is focused on enhancement of the quality of teaching, learning design and the student experience with one specific focus on digital engagement.

The purpose of this policy is to set out the professional standard for learning and teaching materials on the Learning Management System (LMS) called Moodle.

Scope

This Policy applies to all teaching staff at Deakin College with specific responsibilities assigned to Unit Coordinators, Academic Coordinators and IT Department staff.

Policy

1. Overarching Principles

Deakin College has a set of three Learning and Teaching Principles, Spaces, Activities and Connections, that guide us in the creation and implementation standards of our online content:

1.1. Spaces

On-campus and online spaces are designed to engage, delight and guide students to success. This is supported in practice by ensuring:

- Templates to enable students to enjoy a logical and consistent learning experience in Moodle;
- Consistent 'narrative' designed to communicate links to work done face-to face in the classroom and online. Note some digital/online activities can be completed in-class and this can cause a blurring of boundaries;
- Delivery methods that incorporate Moodle and other technology enhanced activities in all units;
- Lists curated of preferred tools, chosen for equitable access that can be used as part of face to face teaching or purely online.

1.2. Activities

Designed for students to build discipline, academic, employability and English language skills, supported in practice by ensuring:

- **30%** student activity in all delivery hours.
- Facilitator guides to plan effective learning activities;
- Skills practice integrated in all units;
- Affirming early first task in all units, with feedback to build confidence;
- Preparation, in-class and homework activities;
- Where applicable, models and/or templates for assessment tasks and practice tests;
- Practice formative and summative assessments and exams (as applicable).

1.3. Connections

Students have connections with lecturers and classmates. The College supports and motivates students towards future success, supported in practice by ensuring:

- All units have transparent explanations about links to the whole program, industry or further study as part of a welcome video;
- All programs include opportunities for learning about, and being assessed on, group work;
- All assessment tasks have criteria, rubrics and models for students to follow.

2. Minimum Standards

- Every unit offered by Deakin College in a trimester is created in Moodle (LMS);
- Ensure consistent 'learning experience' for students across units in a course;
- The Academic Manager is responsible for determining which units are to be offered each trimester;
- Responsibility for creating and managing the unit teaching and learning content belongs to the Unit Coordinator of the unit;
- It is the responsibility of the Unit Coordinator to ensure the presented unit meets the minimum standards in this document prior to the beginning of week 1 of the trimester;
- Every unit created in Moodle should adhere to the detail in the following pages.

3. Initial Site Presence

- 3.1.** The Deakin College I.T. Department will be responsible for setting up a Moodle template for each unit and transferring the content from a previous trimester to a future trimester. The template includes:
- **Name and Unit Code** (*This must match the unit outline and the Deakin University instance of the unit*);
 - **Unit Outline** (*Delivered to Academic Services and signed off by Deakin University Unit Chair*);
 - **Deakin College start of Trimester PowerPoints** (*Placed in the top section of the Moodle presence*), including Unit Banner (large banner sized image at the top of the unit 1600px (w) x 300px (h), aligned to the left and in proportion).
 - **Unit Welcome** which includes an explanation of the aims and importance of the unit, and links to work related, further study or related units;
 - A **Style** that features:
 - Welcoming and inclusive language (the use of “you” instead of students’ for example);
 - Minimal underlining to emphasise text or headings;
 - Consistent use of text fonts throughout with minimal colour variation;
 - **Class announcement** and **Q & A discussion forums**;
 - A **Welcome Video** that outlines who the Unit Coordinator is, what content the unit will cover and how it relates to other units in the program of study and subsequent study; and
 - Unit teaching team contact details made available.

4. Layout of topic and images

- 4.1.** Topic introduction (*Topic introductions are included, demonstrating all of the following*):
- Heading for the week/topic is informative;
 - Introduction explains what students will do during that week and how it links to previous/future work;
 - Connections between resources, activities and/or assessment in the topic are made explicit to the student; and
 - Learning Outcomes for the unit (knowledge and skills) are clearly stated for each topic or week.
- 4.2.** Topic image (*A topic image/video has been included, demonstrating all of the following*):
- The topic image is approximately 250px (w) x 250px (h);
 - The topic image is in proportion; and
 - Copyright ownership is acknowledged (or acknowledged as creative commons if no copyright) according to Harvard/Vancouver referencing style.

5. Content and resource design

5.1. Moodle: before/during/after content (*The topic includes before/during/after content that demonstrates all of the following*):

- Content or activities to be completed **before** class are provided. This could include videos, website links, activities, and readings;
- Content or activities to be completed **during** class are provided. This could include PowerPoints as PDF's and Sway links, Prezi's, Quiz solutions, Socrative links;
- Content or activities to be completed **after** class are provided. This could include any homework required (including due dates) and further study resources such as videos, quizzes and readings; and
- Sequencing of activities and resources is logical and comprehensible for the student.

5.2. Topic content (*The topic content must ensure accessibility and copyright coverage by demonstrating the following*):

- Videos/links/reading materials are relevant (breadth, representativeness, currency, level of difficulty, required background knowledge, amount);
- Audio and Video resources should include, in brackets, the length of the resources in minutes and seconds and the size of the resource (in KB or MB);
- Videos are supplemented by at least one, if not all of the following: English subtitles, a downloadable transcript (audio and video files), downloadable audio only file, closed captions;
- Images contain an alternative text image description for sight impaired students;
- Copyright ownership of audio and video and text resources is included.

5.3. Written text conforms to the Deakin Style Guide throughout and:

- Reading level is appropriate for audience (international cohort);
- Acronyms are avoided unless absolutely necessary;
- Underlining for emphasis of text or headings is kept to a minimum;
- Use of red or other prohibitive colours for text is kept to a minimum;
- Informative headings for weeks and/or topics are used;
- Use of complex tables (merged cells , nested tables) is kept to a minimum;
- Ensure foreground and background colours have a minimum contrast ratio of 4.5:1 (resource colour contrast calculator);
- Text used as image is avoided;
- Images used as clickable links are avoided.

5.4. Before/during/after alignment (*Resources and activities and lesson plans demonstrate all of the following*):

- Titles of resources and activities in Moodle are named in a way that is relevant to the topic/week and the activity being completed;
- Content built in Moodle compliments and aligns to content described in submitted lesson plans.

5.5. Staff Resources (*The unit needs a “Staff Resources” folder below the final Topic section that is “hidden” from students and demonstrates all of the following*):

- Lesson plans/Facilitator guides that cover the delivery of content in class for each topic. For specific details on minimum standards for lesson plans, please see Lesson Plan subject heading;
- Copies of any presentation materials, such as PowerPoints, Sway links, weekly content notes including Lecturers’ notes, Prezi’s or other material;
- Tutorial or activity instructions with solutions that incorporate documented active learning strategies;
- Assessment and Practical/Examination information to guide the lecturers in any specific Assessment dialogue with students. This will include marking rubrics, guides or mark sheets. It is critical that no exams or solutions to exams be posted to Moodle, only practice exams.

6. Lesson Plan design

6.1. Lesson Plans (*Each topic must have a lesson plan that demonstrates all of the following*):

- Alignment to the specific Unit Learning Objectives being addressed in the lesson;
- Alignment to the specific Deakin College Transitional Attributes addressed in each lesson;
- Atmosphere: The lesson plan provides a clear indication that students will engage in a number of active learning activities throughout the duration of the lesson – before, during and after class (at least one active learning task for each 30 minutes of the lesson);
- The Students: The lesson plan describes a wide variety of different activities (at least three different types of activities/tasks) that students will engage in to develop and demonstrate skills development;
- Aims: The lesson plan clearly states the subject matter and where it fits within the broader picture of your unit;
- The tasks and teaching procedures: The lesson plan clearly states the activities to be completed before, during and after class, and clearly states how students will be provided with feedback on the task;
- The challenge: The lesson plan identifies difficult concepts/tasks where appropriate for the benefit of the student AND/OR the lesson plan has attempted to provide a variety (at least one other activity) of activities to accommodate the development of reading, writing and listening skills relevant to the concepts being taught;
- Materials: Materials and resources for each stage of the lesson are clearly stated. If students are required to bring a device to class, these instructions are made clear-cut in the lesson plan;

6.2. Classroom management: *the following information should be included:*

- Lecturer activity and student activity are clearly described in the lesson plan;

- Time on task is clearly recorded in the lesson plan;
- Instructions for setting up physical or online learning spaces are included as part of lecturer activity;
- Each learning activity should run within the 30 minute guideline.

6.3. Revision Content (*Suitable revision content must be made available to the student that demonstrates the following*):

- Practice exams (if there is an exam) with solutions provided;
- Assessment examples for all assessments;
- Suggested study for exams (if there is an exam);
- A glossary of terms is maintained throughout the trimester;
- Practice tests for internal tests.

6.4. Assessment Submission (*All units must have a topic labelled “Resources and Assessments” within which the students will find*):

- Links to submission inboxes for each assessment item. Please note, the assessment titles must match the exact title used in class and in the unit outline;
- Instructions for submission for each assessment;
- Instructions on how the students can access feedback for each assessment;
- All assessments must be submitted online. Paper assessments are no longer acceptable. At a minimum, paper assessments must be scanned and uploaded to the assessment portal;
- All assessments with any component of research and written evaluation must be submitted via a Turnitin link. This is applicable to all courses and units;
- All assessments will state the Learning Outcomes achieved through successful completion of the assessment;
- Marking criteria and rubrics to be shared with students for each assessment.

7. Responsibilities

Responsibility	Content	Role
Upload	Unit Outline	I.T. Department
Created in Moodle	Unit of Study presence, Name and Code	I.T Department
Audit against minimum standards	All Unit of Study material in Moodle	Academic Coordinator
Build/Create/Upload	All Unit of Study materials required to be added to the Unit’s presence in Moodle	Unit Coordinator

Related Policies

Information and Communication Technology Service Provision and Acceptable User Policy

Assessment Policy
Attendance Policy

Procedure

Learning and Teaching Plan

Definitions

Key Terms or Acronyms	Definition
Unit of Study	A defined component of a course to be studied by students. For Deakin College Diploma Course consists of 8 single credit units, In some cases double credit units can be taken for a Diploma that remains a total of 8 credit points (Please note units of study are called courses in Moodle)
LMS	Learning Management System
Moodle (LMS)	The online learning management system used at Deakin College where students interact electronically with unit material.
Professional	In the context of these standards, this relates to the staff member's qualified and expert role as an employee engaged in a specified activity.
Standards	Criteria or measures of quality or a model in comparative evaluations. In this case, the standards expected for online content provided to students in the Deakin College LMS.
DCDL (Deakin College Digital Learning Strategy)	An approach to learning driven by the redesign of curriculum and teaching methods designed to make unit content more accessible to and engaging for contemporary students. The strategy emphasises creating digital content and narratives for students to navigate this content, both in and out of the classroom.
Activity	A pursuit in which a person is active. Active learning involves students undertaking tasks and thinking about what they are doing. This can include discussing, critical thinking, reflective thinking, solving problems and similar activities. Active learning strategies result in meaningful learning for the learner and thus are an important component to consider when developing a unit of study.

Status and Details

Status	Current
Domain	Governance
Effective date	19/04/2018
Review date	30/04/2020
Approval Authority	Academic Board of Studies
Implementation Officer	IT Manager
Enquiries Contact	Adam Hannan