

<b>Information about your course</b>	
<input type="checkbox"/>	<p><b>Provide a course outline</b></p> <p>An online course outline should be updated and published at least three weeks prior to the start of term, with a link directing students to the outline</p>
<input type="checkbox"/>	<p><b>Details about assessments and due dates</b></p> <p>These should include and be available for students:</p> <ul style="list-style-type: none"> <li>• Assessment methods</li> <li>• Detailed assessment descriptions and instructions</li> <li>• Weightings and alignment to learning outcomes</li> <li>• Due dates, including details about extensions, if any</li> <li>• Marking rubrics</li> </ul>
<input type="checkbox"/>	<p><b>A welcome message</b></p> <p>Students are feeling isolated and overwhelmed at the moment and would appreciate a personable message from their teacher at the start of the course.</p> <p>This could be in the form of a welcome video or a short presentation or via email. You could also use this opportunity to introduce the purpose, overview and structure of the course.</p>
<input type="checkbox"/>	<p><b>Course overview</b></p> <p>This should include weekly topics of discussion, activities, assessments and submissions.</p> <p>You can present the overview in several formats such as an infographic, visual course map, tabular outline or a presentation.</p>
<input type="checkbox"/>	<p><b>Expectations for student communication and online discussions</b> should be clearly stated.</p> <p>You can also include a link to <a href="#">student conduct</a></p>
<input type="checkbox"/>	<p><b>Consultation hours</b></p> <p>Your contact details should be made available, including consultation hours and preferred method for contact</p>
<input type="checkbox"/>	<p><b>Policies</b></p> <p>Policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. For example, links to <a href="#">special consideration</a>, <a href="#">student conduct</a>, <a href="#">privacy</a>, <a href="#">exams</a>, etc</p>
<b>Course alignment</b>	
<input type="checkbox"/>	<p><b>Learning outcomes</b></p> <p>Course learning outcomes should be clearly stated and prominently located in the course</p>
<input type="checkbox"/>	<p><b>Alignment of content, assessments and activities</b></p>

	The relationship between learning outcomes, assessments, activities and learning content should be clearly stated
<b>Course usability and accessibility</b>	
<input type="checkbox"/>	<p><b>Course instructions</b></p> <p>Keep them clear and easy to understand. Students should know how to get started and where to find various course components.</p>
<input type="checkbox"/>	<p><b>Navigation and ease of use</b></p> <p>Aim for a consistent and logical navigation throughout the course. Different sections should be clearly titled, with consistent formatting and design, as that encourages user predictability and intuitiveness.</p> <p>Icons and files should be labelled for ease of use – self-descriptive and mindful of the differing cultural-linguistic backgrounds of your students</p>
<input type="checkbox"/>	<p><b>Easy access to content and assessments</b></p> <p>Check for the following:</p> <ul style="list-style-type: none"> <li>• Broken links to files and websites</li> <li>• Downloadable files can open (ideally in a new window) and are not corrupted</li> <li>• External media and sites are not blocked</li> </ul>
<b>Course Content</b>	
<input type="checkbox"/>	<p><b>Clarity of video and audio quality</b></p> <p>Ensure your multimedia content are easy to use, and accessible across devices. Check for the following:</p> <ul style="list-style-type: none"> <li>• Quality of sound and visuals</li> <li>• Size of file</li> </ul>
<input type="checkbox"/>	<p><b>Content sequencing</b></p> <p>Sequence of course content should make sense with a clear rationale and description between content and activities</p>
<input type="checkbox"/>	<p><b>Assessment support</b></p> <p>Provide clear guidelines and marking rubrics for each assessment.</p> <p>You can also offer to run webinars or videos to address student queries or important course points, before the exams. Direct your students to the <a href="#">UNSW assessment guide</a>.</p>
<input type="checkbox"/>	<p><b>Feedback</b></p> <p>Aim for regular, constructive feedback through individual, class, automated or peer to-peer means.</p>

	<p>We have an entire space on <a href="#">providing feedback to students</a> in the ‘Deep-Dive’ section, with pedagogical advice on feedback loops, feed-forward mechanism and peer feedback</p> <p>Peter Neal in Engineering talks about <a href="#">building space into a course to allow students to receive timely feedback that they can integrate into their practice</a>. Svetlana Tyulkina in Law shares <a href="#">evidence-backed tips on meaningful feedback</a></p>
<input type="checkbox"/>	<p><b>Copyright law</b></p> <p>Sources for materials used in the course should be cited, including external content in lectures slides. Appropriate copyright notices and attribution should be provided.</p>
<b>Accessibility of content</b>	
<input type="checkbox"/>	<p>Be mindful of how your course content meets the needs of diverse learners in terms of accessibility</p> <p>Check for the following: Alternative text-based formats for interactive objects.</p> <ul style="list-style-type: none"> <li>• Contrast level in slides and documents (avoid white text on light backgrounds)</li> <li>• Image captions and alt-text</li> <li>• Transcripts for video content</li> </ul> <p>Here’s a <a href="#">Universal Design for Learning Checklist</a>. We also held a Professional Development Workshop on inclusivity in online educational delivery and applying UDL to the online classroom (<a href="#">get link from Josh, and include time stamp for that section</a>)</p>
<b>Student interaction and collaboration</b>	
<input type="checkbox"/>	<p>Create opportunities – formal and informal - for students to interact and collaborate with each other.</p> <p>This can be achieved through:</p> <ul style="list-style-type: none"> <li>• small groups</li> <li>• learning communities that enable students to interact with each other, with consideration for flexibility (e.g. time zones, asynchronous interaction, etc). Be mindful of matters relating to student access, inclusion and equity</li> </ul> <p>You can be inspired by what two EFs did in their maths course using <a href="#">online tutorials</a>. Natalie Oh, from the Faculty of Business, recently ran a <a href="#">workshop</a> on building quality online communities for a better learning experience. EFs from Engineering share their experience with <a href="#">running online forum</a> and collaborative spaces for students.</p> <p>And check out these <a href="#">webinars by David Kellermann</a> on using MS Teams to promote student engagement</p>
<input type="checkbox"/>	<p><b>Additional learning support</b></p>

Sign-post additional learning resources for students such as guides on academic writing, presentation and exam preparation for exams.

The PVCE Portfolio has launched a specific [Transitioning to Online Learning site](#) for UNSW students. You can also direct students to the [Learning & Career Hub](#).