

# TELAS COURSE ASSESSMENT SUMMARY

*Enhancing the quality of online learning in tertiary education*

<b>Combined Assessment Report</b>	
<b>Course Details</b>	
Course name	Test2
Course Package Type	--
Course Package Identifier	--
Course module Identifier	--
Study Area	technology
Course Level	Undergraduate
Faculty / Dept ( if applicable )	Science and Technology
Submit for Accreditation	Formal accreditation
<b>Combined Review Details</b>	
Review start date	06/08/2021
Review end date	06/08/2021
<b>Assessed Badge Level (per domain)*</b>	
1. Online Environment	Platinum
2. Learner Support	Gold
3. Learning & Assessment Tasks	Bronze
4. Learning Resources	Diamond
<b>Eligible Accreditation Badge</b>	<b>Gold</b>
<b>Assessment Data</b>	
<b>1.1. The online learning environment is inclusive.</b>	
1.1.1. Language used is consistently appropriate and inclusive (including consistent tone, voice, person).	Score:Yes
1.1.2. The online learning environment contains evidence that diverse perspectives are respected.	Score:Yes
<b>1.2. The online learning environment functions across devices and platforms.</b>	
1.2.1. The online learning environment is responsive across different contemporary devices (e.g. screen size adjusting automatically).	Score:Yes But

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1.2.2. The online learning environment and integrated technology are compatible across multiple platforms and operating systems.	Score:No But
1.2.3. The online learning environment and integrated technology are compatible with contemporary browsers.	Score:Yes But
<b>1.3. Online learning environment meets appropriate accessibility standards.</b>	
1.3.1. Site, content and activities meet a contemporary set of accessibility standards/guidelines (e.g. accessible font, contrasting colour).	Score:Yes But
1.3.2. External tools and applications adhere to accessibility standards (e.g. Turnitin, VoiceThread, Echo360, SPSS, Padlet).	Score:Yes
1.3.3. Files are appropriately optimised for screen readers, consistently named, then labelled by type and size.	Score:Yes But
1.3.4. Alternate formats are made available for multimedia (e.g. images and alternate texts, subtitling for video or audio, transcripts for video and audio).	Score:Yes
<b>1.4. Learners have opportunities to provide feedback.</b>	
1.4.1. Learners have opportunities to provide immediate feedback (e.g. thumbs up/down, stars, flagging).	Score:Yes
1.4.2. Learners have opportunities to provide feedback at different points in time (e.g. surveys polls, signposting).	Score:Yes
1.4.3. Learners are informed about how their feedback is going to be collected and used.	Score:Yes But
<b>2.1. The navigation and layout of the online learning environment is functional, consistent and intuitive.</b>	
2.1.1. The navigation is useable and functional.	Score:Yes But

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2.1.2. Instructions on how to navigate the site and where to find learning activities are provided.	Score:Yes But
2.1.3. There is a consistent style guide (e.g. heading hierarchies, bulleted or numbered lists are consistent and tables only used for data).	Score:Yes
2.1.4. All links and embedded resources are functional (i.e. not dead).	Score:Yes
2.1.5. Learners are informed if they need to leave the online learning environment to access learning resources.	Score:Yes
2.1.6. When learners are directed to external resources it opens in a new window/tab.	Score:Yes
2.1.7. The channel(s) of communication to learners is articulated (e.g. dates, notices, updates and reminders).	Score:Yes
<b>2.2.The online learning environment is logically sequenced and organised.</b>	
2.2.1. A summary is provided that gives an overview of the learning sequence/design.	Score:Yes But
2.2.2. The sequence of learning (i.e. order/flow) is logical.	Score:Yes But
2.2.3. The content is divided into manageable segments that are appropriately labelled.	Score:Yes But
2.2.4. The content is organised to enhance ease of navigation.	Score:Yes But
<b>3.1. Links to relevant services, information and policies are provided.</b>	
3.1.1. Links to academic support services and resources are provided.	Score:Yes But
3.1.2. Links to up-to-date, relevant policies (e.g. academic integrity, copyright, assessment procedures) are provided.	Score:Yes
3.1.3. Links to up-to-date, relevant institutional services (e.g. library, learner support) are provided.	Score:Yes But

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<b>3.2. Clear instructions for accessing technical support resources are provided.</b>	
3.2.1. Clear instructions for accessing technical support contacts are provided.	Score:Yes
3.2.2. Instructions for accessing technical support services and resources are easy to find.	Score:Yes
<b>3.3. Clear and consistent instructions/guides for using the technology are provided.</b>	
3.3.1. The minimum technologies required to be successful are specified.	Score:Yes But
3.3.2. Learners are provided with instructions/guides for the technologies they will be using.	Score:Yes But
<b>3.4 Learners are provided with instructions/guides for the technologies they will be using.</b>	
3.4.1. Answers to common questions (e.g. Q&A, FAQ) and/or a support-focused discussion forum are provided.	Score:Yes But
3.4.2. All necessary contact details for the teaching team (e.g. name, email, telephone, office location) are provided.	Score:Yes But
3.4.3. Information on availability of the teaching team is provided.	Score:Yes
3.4.4. Information on ways to communicate with the teaching team is provided.	Score:Yes But
3.4.5. Information about response timeframes expectations are provided.	Score:Yes But
<b>3.5. Learning analytics are available to learners.</b>	
3.5.1. Learners are able to access analytics (e.g. via a dashboard).	Score:Yes But
3.5.2. Learners are able to track their own learning progress using analytics.	Score:Yes But
3.5.3. Information on how to interpret learning analytics is provided.	Score:Yes But
<b>4.1. Opportunities for learner-to-learner interactions are provided.</b>	

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4.1.1. Opportunities and tools for both synchronous and asynchronous communication between learners are provided.	Score:Yes But
4.1.2. Opportunities and tools for learners to collaborate with each other are provided.	Score:Yes But
4.1.3. The intention of the learner-to-learner interaction (e.g. discussion forum - general or specific) is specified.	Score:Yes But
4.1.4. Learner-to-learner interaction expectations (e.g. scope and frequency and/or Netiquette) are provided.	Score:Yes But
<b>4.2. Opportunities for learner-to-teacher interactions are provided.</b>	
4.2.1. Opportunities and tools for both synchronous and asynchronous communication between learners(s) and teacher(s) are provided.	Score:Yes But
4.2.2. Opportunities for both public and private/direct communication between learners and teachers are provided.	Score:Yes But
4.2.3. The intention of the learner-to-teacher interaction is specified.	Score:Yes But
4.2.4. Learner-to-teacher interaction expectations (e.g. scope and frequency and/or Netiquette) are provided.	Score:Yes But
<b>4.3. There are explicit activities to develop and foster the learning community as well as establish relationships and connections are provided.</b>	
4.3.1. Requirements for learner participation in the online environment are provided.	Score:--
4.3.2. An activity requiring learners to introduce themselves to the learning community (can be synchronous or asynchronous) is provided.	Score:Yes But
4.3.3. A welcome message (e.g. text or video) is provided.	Score:Yes But

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4.3.4. The teaching team is introduced (e.g. bios, video, Q&A).	Score:Yes
<b>5.1. The aims, learning outcomes, schedule of learning and assessment tasks, and participation expectations are provided.</b>	
5.1.1. The aims, learning outcomes, participation expectations and assessment tasks are provided.	Score:Yes But
5.1.2. A schedule of the learning and assessment tasks is provided.	Score:No But
<b>5.2. Details of assessment tasks, their requirements, assessment criteria and feedback are provided.</b>	
5.2.1. Assessment task details (e.g. type, weighting, size, nature of task/submission, requirements, approach) are provided.	Score:Yes But
5.2.2. Processes for assessment submission (method, mode, dates and times, linked to a specific time zone; as well as technical guidelines such as file upload format and size restrictions), handling, marking and feedback (including response times) are provided.	Score:Yes But
5.2.3. Assessment criteria (e.g. rubrics) for all tasks are provided.	Score:Yes
5.2.4. Instructions on how and when originality checking software will be used are provided.	Score:Yes
5.2.5. Assessment task examples (e.g. submissions by previous learners) are provided.	Score:--
<b>5.3. Expectations and outcomes for the learning and assessment tasks are provided.</b>	
5.3.1. Requirement for engagement with learning and assessment tasks is specified (e.g. essential or optional).	Score:Yes But
5.3.2. Expectations for extent of learner engagement in learning and assessment tasks are clearly stated (e.g. number of hours, length/depth of discussion).	Score:Yes But

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<b>5.4. Opportunities for learners to actively engage in a variety of learning and assessment tasks are provided.</b>	
5.4.1. Information is provided to learners to explain the connection between the learning and assessment tasks and their learning.	Score:Yes But
5.4.2. Opportunities for learners to engage in a variety of tasks (e.g. co-creation, quizzes) are provided.	Score:Yes But
5.4.3. Opportunities for learners to engage independently and in collaboration with others (e.g. independent work, pairs, groups) are provided.	Score:No But
5.4.4. Opportunities for learners to respond in a variety of formats (e.g. presentation, written, audio, video) are provided.	Score:Yes But
5.4.5. Opportunities for learners to observe the work of others (e.g. peers, teachers, industry leaders) are provided.	Score:Yes But
<b>5.5. Opportunities for learners to receive both formative and summative feedback are provided.</b>	
5.5.1. All opportunities for learners to receive feedback (e.g. automated, self, peer, teacher) are communicated	Score:Yes But
5.5.2. Information about feedback (e.g. timing, format, interpretation, use) is provided.	Score:Yes
<b>6.1. Learning and assessment tasks are supported by relevant digital technologies.</b>	
6.1.1. Learning and assessment tasks make effective use of technologies.	Score:Yes
6.1.2. Learners are provided with instructions on how to use the tools/technology for learning and assessment tasks.	Score:Yes

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6.1.3. Where specific technologies are required, relevant access or directions to access the technologies (e.g. podcasting, blogs, graphics software) are provided.	Score:Yes
<b>6.2 Opportunities to develop and demonstrate digital literacies are provided.</b>	
6.2.1. Learning and assessment tasks are designed so that learners with varying degrees of digital literacy can participate equitably.	Score:Yes
6.2.2. Opportunities to develop and demonstrate digital literacies are appropriately scaffolded.	Score:Yes
<b>7.1. Learning resources are available and functional.</b>	
7.1.1. Learning resources are available.	Score:Yes But
7.1.2. Learning resources to be downloaded or streamed are appropriately sized (e.g. large files/formats optimized/compressed where/when applicable).	Score:Yes
7.1.3. Learning resources are functional on contemporary devices.	Score:Yes
7.1.4. Learning resources enable learner control.	Score:Yes But
7.1.5. Learning resources are fit for purpose (e.g. any PDF form that learners are required to fill out online is editable).	Score:Yes
<b>7.2. Learning resources are copyright compliant and appropriately attributed.</b>	
7.2.1. Evidence is provided that copyright regulations have been observe.	Score:No But
7.2.2. Relevant levels of attribution (e.g. scholarly citations, Creative Commons) are provided.	Score:Yes
<b>7.3. Learning resources reflect diversity.</b>	
7.3.1. Learning resources are culturally considerate (e.g.Indigenous/sensitive topic warning, inappropriate images/language not evident).	Score:Yes



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7.3.2. Learning resources reflect diversity including but not limited to gender, culture, demographic groups.	Score:Yes
7.3.3. Learning resources are contextualized to more than one global region.	Score:Yes
<b>8.1. Learning resources are relevant.</b>	
8.1.1. Context is provided for the learning resource (i.e. what it actually is, why it is relevant and essential or recommended).	Score:Yes But
<b>8.2. Learning resources are provided in a range of modalities.</b>	
8.2.1. Learning resources utilise digital technologies and media (e.g. PDF, Video) in purposeful ways.	Score:No But
8.2.2. Learning resources are presented using a variety of technologies.	Score:No But
<b>Comments</b>	
STANDARD 1:	This is combined review #1 This is combined review #2 This is combined review #3
STANDARD 2:	
STANDARD 3:	
STANDARD 4:	This is combined comment #4 This is combined comment #5
STANDARD 5:	
STANDARD 6:	
STANDARD 7:	
STANDARD 8:	

*\* Badge levels rate (lowest to highest) Bronze, Silver, Gold, Platinum and Diamond.*

TELAS  
Technology Enhanced Learning Accreditation Standards

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