

# TELAS COURSE ASSESSMENT SUMMARY

*Enhancing the quality of online learning in tertiary education*

First Reviewer Assessment for Engineering 106	
Course Details	
Course name	Engineering 106
Course Package Type	Engineering 106
Course Package Identifier	Engineering 106
Course module Identifier	Engineering 106
Study Area	Engineering
Course Level	Undergraduate
Faculty / Dept ( if applicable )	Faculty
Review Commencement Date	26/05/2021
Review Completion Date	26/05/2021
Assessment Data	
1.3. Online learning environment meets appropriate accessibility standards.	
1.3.1. Site, content and activities meet a contemporary set of accessibility standards/guidelines (e.g. accessible font, contrasting colour).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
1.3.2. External tools and applications adhere to accessibility standards (e.g. Turnitin, VoiceThread, Echo360, SPSS, Padlet).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
1.3.3. Files are appropriately optimised for screen readers, consistently named, then labelled by type and size.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
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).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
1.4. Learners have opportunities to provide feedback.	
1.4.1. Learners have opportunities to provide immediate feedback (e.g. thumbs up/down, stars, flagging).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
1.4.2. Learners have opportunities to provide feedback at different points in time (e.g. surveys polls, signposting).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes

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1.4.3. Learners are informed about how their feedback is going to be collected and used.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
2.1.2. Instructions on how to navigate the site and where to find learning activities are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
2.1.5. Learners are informed if they need to leave the online learning environment to access learning resources.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
2.1.7. The channel(s) of communication to learners is articulated (e.g. dates, notices, updates and reminders).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer: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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
2.2.2. The sequence of learning (i.e. order/flow) is logical.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
2.2.3. The content is divided into manageable segments that are appropriately labelled.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
2.2.4. The content is organised to enhance ease of navigation.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer: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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
3.3.2. Learners are provided with instructions/guides for the technologies they will be using.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<b>3.4 Learners are provided with instructions/guides for the technologies they will be using.</b>	

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3.4.1. Answers to common questions (e.g. Q&A, FAQ) and/or a support-focused discussion forum are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
3.4.4. Information on ways to communicate with the teaching team is provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
3.4.5. Information about response timeframes expectations are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<b>3.5. Learning analytics are available to learners.</b>	
3.5.1. Learners are able to access analytics (e.g. via a dashboard).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
3.5.2. Learners are able to track their own learning progress using analytics.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
3.5.3. Information on how to interpret learning analytics is provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<b>4.1. Opportunities for learner-to-learner interactions are provided.</b>	
4.1.1. Opportunities and tools for both synchronous and asynchronous communication between learners are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
4.1.2. Opportunities and tools for learners to collaborate with each other are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
4.1.3. The intention of the learner-to-learner interaction (e.g. discussion forum - general or specific) is specified.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
4.1.4. Learner-to-learner interaction expectations (e.g. scope and frequency and/or Netiquette) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
4.2.2. Opportunities for both public and private/direct communication between learners and teachers are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes

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4.2.3. The intention of the learner-to-teacher interaction is specified.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
4.2.4. Learner-to-teacher interaction expectations (e.g. scope and frequency and/or Netiquette) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
4.3.2. An activity requiring learners to introduce themselves to the learning community (can be synchronous or asynchronous) is provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer: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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
5.1.2. A schedule of the learning and assessment tasks is provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
5.2.5. Assessment task examples (e.g. submissions by previous learners) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<b>5.3. Expectations and outcomes for the learning and assessment tasks are provided.</b>	

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5.3.1. Requirement for engagement with learning and assessment tasks is specified (e.g. essential or optional).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
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).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
5.4.2. Opportunities for learners to engage in a variety of tasks (e.g. co-creation, quizzes) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
5.4.3. Opportunities for learners to engage independently and in collaboration with others (e.g. independent work, pairs, groups) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
5.4.4. Opportunities for learners to respond in a variety of formats (e.g. presentation, written, audio, video) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
5.4.5. Opportunities for learners to observe the work of others (e.g. peers, teachers, industry leaders) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<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	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer: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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes

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6.1.2. Learners are provided with instructions on how to use the tools/technology for learning and assessment tasks.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
6.1.3. Where specific technologies are required, relevant access or directions to access the technologies (e.g. podcasting, blogs, graphics software) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer: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.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
6.2.2. Opportunities to develop and demonstrate digital literacies are appropriately scaffolded.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<b>7.1. Learning resources are available and functional.</b>	
7.1.1. Learning resources are available.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
7.1.4. Learning resources enable learner control.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
7.1.5. Learning resources are fit for purpose (e.g. any PDF form that learners are required to fill out online is editable).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
<b>7.2. Learning resources are copyright compliant and appropriately attributed.</b>	
7.2.2. Relevant levels of attribution (e.g. scholarly citations, Creative Commons) are provided.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer: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).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
7.3.2. Learning resources reflect diversity including but not limited to gender, culture, demographic groups.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes

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7.3.3. Learning resources are contextualized to more than one global region.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
8.1. Learning resources are relevant.	
8.1.1. Context is provided for the learning resource (i.e. what it actually is, why it is relevant and essential or recommended).	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
8.2. Learning resources are provided in a range of modalities.	
8.2.1. Learning resources utilise digital technologies and media (e.g. PDF, Video) in purposeful ways.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
8.2.2. Learning resources are presented using a variety of technologies.	Admin Reviewer:--*   First Reviewer:Yes But   Second Reviewer:Yes
Comments	
STANDARD 1:	
STANDARD 2:	
STANDARD 3:	
STANDARD 4:	
STANDARD 5:	
STANDARD 6:	
STANDARD 7:	
STANDARD 8:	

TELAS

Technology Enhanced Learning Accreditation Standards

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