

**ASCILITE TECHNOLOGY-ENHANCED LEARNING ACCREDITATION SCHEME**

DOMAIN	ONLINE ENVIRONMENT	LEARNER SUPPORT	LEARNING & ASSESSMENT TASKS	LEARNING RESOURCES
<b>DEFINITION</b>	This domain refers to the online environment within which learning transpires. The important elements in this domain are the user interface, the navigation strategies, the layout, functionality, accessibility and user experience	Learner support refers to how the online environment has been designed to support the online learner. The important elements in this domain are the quality of the instructions and directions, the teacher and student interactions and the assistance provided to learners beyond the delivery of the formal curriculum	Learning and assessment tasks refers to the online activities that are designed to authentically engage students and assist them to develop new capabilities. The important elements in this domain are the scope and quality of the learning and assessment tasks and student-centred nature of the learning	Learning resources are the tools that students have access to which promote their learning and engagement. The important elements in this domain are the quality and purpose of the provided learning resources
<b>STANDARD</b>	<b>1. The design of the online learning environment supports a positive student experience</b>	<b>3. The online environment includes administrative, technical and learning support details and information</b>	<b>5. Learning and assessment tasks engage students through planned experiences and opportunities for feedback are provided</b>	<b>7. Learning resources are inclusive, quality assured, available and functional</b>
<b>PERFORMANCE CRITERIA</b>	1.1. The online learning environment is inclusive	3.1. Links to relevant services, information and policies are provided	5.1. The aims, learning outcomes, assessment task details, schedule of learning and participation expectations are provided	7.1. Learning resources are available and functional
	1.2. The online environment is responsive across devices and platforms	3.2. There are clear instructions for how technical support resources can be accessed	5.2. Details about assessment tasks, their requirements, assessment criteria and feedback are provided	7.2. Learning resources are appropriately attributed and copyright compliant
	1.3. Online learning elements meet appropriate accessibility standards	3.3. Instructions/guides for using the technology are available, consistent and clear	5.3. Expectations and outcomes for the learning and assessment tasks are provided	7.3. Learning resources reflect diversity
	1.4. Students have opportunities to provide feedback	3.4. Support and information to answer student questions is available	5.4. There are opportunities for students to actively engage in a variety of learning and assessment tasks	
		3.5. Student analytics are available to learners	5.5. There are opportunities for students to receive feedback	
<b>STANDARD</b>	<b>2. The online environment is designed to support learning</b>	<b>4. The online environment includes student and teacher interactions that are designed to support and progress learning</b>	<b>6. Learning and assessment tasks leverage the affordances of digital technologies and support the development of digital literacies</b>	<b>8. Learning resources are relevant and promote student engagement</b>
<b>PERFORMANCE CRITERIA</b>	2.1. The design, layout and navigation of the online learning environment is consistent and intuitive	4.1. Opportunities for student-to-student interaction are evident	6.1. Learning tasks are supported by relevant digital technology	8.1. Learning resources are relevant
	2.2. The online learning environment is logically sequenced and organised	4.2. Opportunities for student-to-teacher interaction are evident	6.2 Opportunities to develop and demonstrate digital literacies are provided	8.2. Learning resources are provided in a range of modalities
		4.3. There are explicit activities to foster the learning community as well as establish relationships and connections		

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<b>ONLINE ENVIRONMENT</b>	
<b>PERFORMANCE CRITERIA</b>	<b>SUCCESS INDICATORS</b>
<b><i>STANDARD 1: The design of the online learning environment supports a positive student experience.</i></b>	
1.1. The online learning environment is inclusive	1.1.1. Language used is consistently appropriate and inclusive (including consistent tone, voice, person) 1.1.2. There is evidence that diverse perspectives are respected
** 1.2. The online environment is responsive across devices and platforms	** 1.2.1. The online environment is responsive across different contemporary devices (e.g. screen size adjusting automatically) ** 1.2.2. The online environment and integrated technology are compatible across multiple platforms and operating systems ** 1.2.3. The online environment and integrated technology are compatible with contemporary browsers
** 1.3. Online learning elements meet appropriate accessibility standards	** 1.3.1. A contemporary set of accessibility standards/guidelines are applied ** 1.3.2. Site, content and all activities meet a contemporary set of accessibility standards/guidelines (e.g. accessible font, contrasting colour) ** 1.3.3. External tools and applications adhere to accessibility standards (e.g. Turnitin, VoiceThread, Echo360, SPSS, Padlet) ** 1.3.4. Files are appropriately optimized for screen readers and size, consistently named, then labelled by type and size ** 1.3.5. Alternate formats are made available for multimedia (e.g. images and alternate texts, subtitling for video or audio, transcripts for video and audio)
1.4. Students have opportunities to provide feedback	1.4.1. Students have opportunities to provide immediate feedback (e.g. thumbs up/down, stars, flagging) 1.4.2. Students have opportunities to provide feedback at different points in time (e.g. surveys polls) 1.4.3. Students are informed about how their feedback is going to be collected and used
<b><i>STANDARD 2: The online environment is designed to support learning</i></b>	
2.1. The design, layout and navigation of the online learning environment is consistent and intuitive	2.1.1. The navigation is useable and functional 2.1.2. Instructions are provided on how to navigate the site and where to find learning components ** 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) ** 2.1.4. All links and embedded content are functional (i.e. not dead) 2.1.5. Students are guided/informed if they need to leave the online environment to access learning content ** 2.1.6. When students are directed to external content it opens in a new window/tab 2.1.7. The channel of communication for students is articulated (e.g. dates, notices, updates and reminders)
2.2. The online learning environment is logically sequenced and organised	2.2.1. A narrative is provided that gives an overview of the learning 2.2.2. Sequence of learning is provided 2.2.3. Content is arranged into manageable segments that are appropriately labelled 2.2.4. Content is structured to enhance ease of navigation

\*\* Assessed by an Administrator

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<b>LEARNER SUPPORT</b>	
<b>PERFORMANCE CRITERIA</b>	<b>SUCCESS INDICATORS</b>
<b><i>STANDARD 3: The online environment includes administrative, technical and learning support details and information.</i></b>	
** 3.1. Links to relevant services, information and policies are provided	** 3.1.1. Links to academic support services and resources are provided
	** 3.1.2. Links to up-to-date relevant policies (e.g. academic integrity, copyright, student grievances, assessment procedures) are provided
	** 3.1.3. Links to up-to-date relevant institutional services e.g. library, student support are provided
** 3.2. There are instructions for how technical support resources can be accessed	** 3.2.1. Instructions for accessing technical support contacts are provided
	** 3.2.2. Instructions for accessing technical support services and resources are easily located
3.3. Instructions/guides for using the technology are available, consistent and clear	3.3.1. Minimal technology required to be successful are specified
	3.3.2. Students are provided with information/help guides for the technologies they will be using
	3.3.3. Requirements for student participation in the online environment are provided
	3.3.4. Expectations for communication in the online environment (e.g. Netiquette) are provided
3.4. Support and information to answer student questions is available	3.4.1. Answers to common questions (e.g. Q&A, FAQ), or a support focused discussion forum are provided
	** 3.4.2. All necessary contact details for the teaching and learning team (e.g. name, email, telephone, office location) are provided
	** 3.4.3. Information on availability of teacher is provided
	3.4.4. Information on ways to communicate with staff is provided
	3.4.5. Service and response timeframe expectations are provided
3.5. Student analytics are available to learners	3.5.1. Students are able to access analytics (e.g. via a dashboard)
	3.5.2. Students are able to track their own learning progress using analytics
	** 3.5.3. Instructions on how to interpret student analytics are provided
<b><i>STANDARD 4: The online environment includes student and teacher interactions that are designed to support and progress learning.</i></b>	
4.1. Opportunities for student-to-student interaction are evident	4.1.1. There are opportunities and tools for synchronous and asynchronous communication between students
	4.1.2. There are opportunities and tools for students to collaborate with each other
	4.1.3. Instructions provided define the intention of the student-to-student interaction (e.g. discussion forum - general or specific)
	4.1.4. Student to student interaction expectations are provided
4.2. Opportunities for student-to-teacher interaction are evident	4.2.1. Instructions provided define the intention of the student to teacher interaction
	4.2.2. There are opportunities for both public and private/direct communication between students and teaching staff
	4.2.3. Student-to-teacher interaction expectations are provided
	4.2.4. There are tools for synchronous and asynchronous communications between student(s) and teacher(s)
4.3. There are explicit activities to foster the learning community as well as establish relationships and connections	4.3.1. There is an activity requiring students to introduce themselves to the class (can be synchronous or asynchronous)
	** 4.3.2. There is a welcome message (e.g. text or video)
	** 4.3.3. Teaching team are introduced (e.g. bios, video, Q&A.)

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<b>LEARNING AND ASSESSMENT TASKS</b>	
<b>PERFORMANCE CRITERIA</b>	<b>SUCCESS INDICATORS</b>
<b><i>STANDARD 5: Learning and assessment tasks engage students through planned experiences and opportunities for feedback are provided.</i></b>	
5.1. The aims, learning outcomes, assessment task details, schedule of learning and participation expectations are provided	5.1.1. Details of the aims, learning outcomes and assessment tasks are provided
	5.1.2. A schedule (i.e. order/flow) for learning is provided
5.2. Details about assessment tasks, their requirements, assessment criteria and feedback are provided	5.2.1. 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
	** 5.2.2. Assessment criteria (e.g. rubrics) for all tasks are provided
	** 5.2.3. Instructions on how and when originality checking software will be used is provided
	5.2.4. Assessment task examples are provided
5.3. Expectations and outcomes for the learning and assessment tasks are provided	5.3.1. Learning and assessment task requirements are clearly explained, including the nature of the engagement (e.g. marked as essential or optional)
	5.3.2. Expectations for learner engagement in learning and assessment tasks are clearly stated (e.g. number of hours, length/depth of discussion)
5.4. There are opportunities for students to actively engage in a variety of learning and assessment tasks	5.4.1. Information is provided to students to explain the connection between the learning task(s) and their learning
	5.4.2. There are opportunities for students to engage in a variety of tasks (e.g. co-creation, quizzes)
	5.4.3. There are opportunities for students to engage independently and with others (e.g. independent work, pairs, groups)
	5.4.4. There are opportunities for students to respond in a variety of formats (e.g. presentation, written, audio, video)
	5.4.5. There are opportunities for students to observe the work of others (e.g. peers, teachers, industry leaders)
5.5. There are opportunities for students to receive feedback	5.5.1. Opportunities for students to receive feedback (e.g. timely, automated, self, peer, teacher) have been communicated
	** 5.5.2. Information about feedback is provided
<b><i>STANDARD 6: Learning and assessment tasks leverage the affordances of digital technologies and support the development of digital literacies.</i></b>	
6.1. Learning tasks are supported by relevant digital technology	6.1.1. Learning tasks make effective use of technology
	6.1.2. Students are provided with instructions on how to use the tools/technology for learning and assessment tasks
	6.1.3. Where specific technologies are required, relevant access or directions to access the technologies are provided (e.g. podcasting, blogs, graphics software)
6.2 Opportunities to develop and demonstrate digital literacies are provided	6.2.1. Opportunities to develop and demonstrate digital literacies are appropriately scaffolded
	6.2.2. Learning tasks are designed so that students with varying degrees of digital literacy can participate equitably

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<b>LEARNING RESOURCES</b>	
<b>PERFORMANCE CRITERIA</b>	<b>SUCCESS INDICATORS</b>
<b><i>STANDARD 7: Learning resources are inclusive, quality assured, available and functional.</i></b>	
7.1. Learning resources are available and functional	7.1.1. Learning resources are available
	7.1.2. Learning resources to be downloaded or streamed are appropriately sized [e.g. large files/formats optimized/compressed where/when applicable]
	7.1.3. Learning resources are functional on contemporary devices
	7.1.4. Learning resources enable user control
	7.1.5. Learning resources are fit for purpose (e.g. PDF form that students are required to fill out online is editable)
7.2. Learning resources are appropriately attributed and copyright compliant	<b>** 7.2.1. Evidence is provided that copyright regulations have been observed</b>
	7.2.2. Relevant levels of referencing attribution are provided for learning resources (e.g. Scholarly citations Creative Commons)
7.3. Learning resources reflect diversity	7.3.1. Learning resources are culturally considerate (e.g. indigenous warning, inappropriate clothing/language not evident)
	7.3.2. Learning resources reflect diversity including but not limited to gender, culture, demographic groups
	7.3.3. Learning resources are contextualized to more than one global region
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)
8.2. Learning resources are provided in a range of modalities	8.2.1. Learning resources utilise digital technologies and media in purposeful ways (e.g. PDF, Video)
	8.2.2. There is a variety of technologies used to present course content