**SELF-REVIEW
YOUR ONLINE UNIT**

**An adaption of the Quality Matters Rubric intended for use by AMC teachers to review the online components of their units.**

**The review is broken down into eight standards:**

1. **Course Overview and Introduction**
2. **Learning Outcomes**
3. **Assessment and Measurement**
4. **Learning Materials**
5. **Student Interaction and Engagement**
6. **Course Technology**
7. **Learner Support**
8. **Accessibility**

**For more information on the Quality Matters Rubric visit:**[**https://www.qualitymatters.org/**](https://www.qualitymatters.org/)

**COURSE OVERVIEW AND INTRODUCTION**

What design decisions have been made to ensure that students understand the design of the unit when they first enter?

**An instruction explaining how to commence using the online environment.**

**Idea -** *A news item directing students to the first module of the unit.*

**Related Guides**[Publishing News](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/89436/publish_news_291112.pdf)

**A statement differentiating which components of the unit are online and on-campus.***Note: This information may already be available to students in the ‘details of teaching and learning arrangements’ in the unit outline.*

**Idea** *-Create a ‘getting started’ module with a file containing this information.

You may also consider using ‘Planning Your Online Unit’ which has been designed to assist you to make a decision on what blend of online and on-campus components will be in your unit.* **Related Guides**[Adding a Module Using Unit Builder](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=57998)
[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)
[Planning your Online Unit (PDF)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)
[Planning your Online Unit (Interactive)](https://mylo.utas.edu.au/d2l/lor/viewer/view_private.d2l?ou=6607&loIdentId=67040)

**An outline of expectations (often called “netiquette) for student conduct when interacting with peers and teaching staff in the online environment.**

**Idea** *-Use/adapt the ‘Netiquette for online communications’ information sheet and present this to students in a ‘getting started’ module.* **Related Guides**[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)

**A link to the unit outline.**

**Idea** *- Add your unit outline to the ‘unit outline’ link on the home page of your unit.*

**Related Guides**[Uploading your unit outline](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61947)

 **Links to any policies applicable to students (not listed in the unit outline).

Idea -** *Create a file in content containing quick links to each policy/procedure.* **Related Guides**[Uploading your unit outline](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61947)
[Inserting a wiki & other web links in content](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61961)

**An outline of the required technical skills for students to successfully undertake the unit.**

**Idea -** *Create a ‘getting started’ module with a file containing this information (which may also feature in your unit outline).***Related Guides**
[Adding a Module Using Unit Builder](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=57998)
[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)

**A teacher introduction/biography welcoming students to the unit**

**Idea -** *Record an introductory video using the AMC Video Production Suite or Echo Personal Capture. A quick link to this video can be inserted into a ‘getting started’ module.*
**Related Guides**[Adding a Module Using Unit Builder](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=57998)
[Inserting a wiki & other web links in content](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61961)
[MyMedia - Echo360 Personal Capture - How to Configure and Use the Software](https://wikis.utas.edu.au/display/IT/MyMedia%2B-%2BEcho360%2BPersonal%2BCapture%2B-%2BHow%2Bto%2BConfigure%2Band%2BUse%2Bthe%2BSoftware)

**An activity expecting students introduce themselves to the class**

**Idea -** *Create a hurdle activity (using a discussion topic) where students are expected to respond to a short series of interview questions.*
**Related Guides**[Discussions: creating an assessable discussion topic](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61959)
[Collaboration Smorgasbord](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=64182)

**LEARNING OUTCOMES**

Are learning topic / module level learning outcomes accessible and measurable?

Note: the majority of these standards are directed at work normally undertaken during the curriculum design process.

This section has been significantly edited to reflect this and acknowledge that most of the required work is normally included in the unit outline.

**Each major subsection of the unit (e.g. topic/module) has a learning objective/outcome which is measurable and aligns with the unit level learning outcomes.**

**Idea** *– Simply enter the module learning outcome/objective using the ‘edit description’ text field located at the top of each module.*

 **Related Guides**[How to Write Learning Outcomes - an Introduction](http://www.teaching-learning.utas.edu.au/__data/assets/word_doc/0014/23333/Learning-outcomes-v9.1.doc)
[Curriculum Stocktake Template (pg. 72)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)
[The Unit Sequence Template (pg. 51)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)

**There is a corresponding set of instructions for students outlining how they can achieve each topic/module level learning outcome.**

**Idea** *– Create a file located at the top of each module containing a short dot list of instructions for students.* **Related Guides**[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)

**ASSESSMENT AND MEASUREMENT**

How does the unit design include assessment strategies which are reflective of the unit level learning outcomes?

Note: Many of these standards are directed at work normally undertaken during the curriculum design process.

This section has been significantly edited to reflect this and it subsequently focuses on how the online environment is being used to manage these assessment tasks.

**Each assessment task is complemented by activities and/or resources. These are specifically included on the basis that they will help prepare the student to successfully undertake the related assessment task.**

**Idea** *–Present this information to students as a table using the Curriculum Stocktake Template or the Unit Sequence Template as a starting point. Upload this to a unit information/assessment information themed module.* **Related Guides**[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)
[Curriculum Stocktake Template (pg. 72)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)
[The Unit Sequence Template (pg. 51)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)

**There are explicit links to the assessment related policies and/or procedures.**

*Note: This information (e.g. extensions, course rules and Academic misconduct) may already be available to students in the unit outline.*

**Idea** *– Write a short statement drawing attention to (or repeating) this information in the ‘instructions’ text field for assessment items such as dropboxes and quizzes. You could also add quicklinks to the unit outline and/or relevant policies.* **Related Guides**[Inserting a wiki & other web links in content](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61961)
[Setting up a Quiz](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61942) (pg.2)
[Creating a Dropbox](http://www.utas.edu.au/__data/assets/pdf_file/0011/324758/Creating-a-Dropbox-20120628.pdf) (pg.1)

 **There is a rubric (criterion reference sheet) linked to each of the assessment tasks.**

**Idea** *– Use the rubric tool to construct an online rubric which is then linked to a Dropbox, Quiz or Grade Item. Alternatively, upload a word/pdf version of your rubric to an assessment themed module in content.***Related Guides**[Rubrics: How to Set Up a Rubric](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=64997)
[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)

**The online tools selected to manage each of the assessment tasks are appropriate, varied and situated within the unit content.**

**Idea** *– Refer to the ‘Formal Assessment’ section in ‘Planning your Online Unit’ or the ‘Assessment Smorgasbord’ if you would like to explore options regarding choice of assessment tools.*

**Related Guides**
Planning Your Online Unit (pg. 33)
[Assessment Smorgasbord](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=63092)

**Students have a range of formative tasks designed to provide them with informal feedback during their study in the unit.

Idea** *– Refer to the ‘Informal Assessment’ section in ‘Planning your Online Unit’ or the ‘Assessment Smorgasbord’ if you would like to explore options regarding the creation of formative assessment tasks.*

**Related Guides**
Planning Your Online Unit (pg. 31)
[Assessment Smorgasbord](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=63092)

**LEARNING MATERIALS**

How are learning materials used to support students to achieve the learning outcomes?

**The learning materials used in the unit are current, provide a variety of perspectives and have been selected in response to specific learning outcomes.**

*Note: This information may already be available to students in the delivery schedule in the unit outline. Alternatively you could present this information to students as a table using the ‘Curriculum Stocktake Template’ or the ‘Unit Sequence Template’.*

**Idea** *– State the alignment for each learning object in the ‘description’ field located under the file. Alternatively, use the competencies tool to align each of the learning materials to associated assessment tasks and/or learning outcomes.*

**Related Guides**[Creating an independent learning objective](https://mylo2012.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61928)
[Linking an independent learning object to an assessment task](https://mylo2012.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=62191)
[Curriculum Stocktake Template (pg. 72)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)
[The Unit Sequence Template (pg. 51)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)

**It is clear how each learning resource is to be used, including reference to its status as required/optional and citation details.**

*Note: the purpose of the resources may be self-evident due to their position in clearly labelled modules. Referencing details may already be available to students in the unit outline or in the resource itself.*

**Idea** *– Write a brief statement for each learning object in the ‘description’ field located under the file or include this information in a single contents/overview file for each module.*

*Additionally, consider creating a Unit Reading List via the library and this will be accessible to students via the main page of your unit in MyLO.***Related Guides**[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)
[Reading Lists @ UTAS](http://www.utas.edu.au/library/teach/reading-lists)

**STUDENT INTERACTION AND ENGAGEMENT**

How does the unit design facilitate engagement and student interaction?

 **The learning activities in this unit have been designed to prepare students to successfully complete the assessment tasks.**

*Note: If you would like to further consider the design of activities in the unit, refer to the ‘learning activities’ section in Planning Your Online Unit.***Idea** *– Present this information to students as a table using the Curriculum Stocktake Template or the Unit Sequence Template as a starting point. Upload this to a unit information/assessment information themed module.*
**Related Guides**[Learning Activities (pg. 20)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)
[Curriculum Stocktake Template (pg. 72)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)
[The Unit Sequence Template (pg. 51)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)
[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)

**The learning activities in this unit provide opportunities for students to interacting with the learning content, their peers and teaching staff.**

**Idea** *–The collaboration smorgasbord is a useful reference for determining the suitability of tools in MyLO in relation to their intended purpose. Consider using the Unit Sequence Template to plan the sequence and position of your learning activities in the unit.*

**Related Guides**[The collaboration Smorgasbord](https://mylo2012.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=64182)
[The Unit Sequence Template (pg. 51)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)

**The teacher has specified to students how and when they should expect a response in relation to activities, assessment tasks and enquiries.**

*Note: This information may already be outlined in your unit outline.*

**Idea** *– Create a ‘getting started’ module with a file containing this information.*

**Related Guides**[Adding a Module Using Unit Builder](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=57998)
[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)

**The requirements for interaction are clearly outlined to students.**

*Note: This information may already be outlined in your unit outline, particularly in relation to formal assessment tasks and conduct in discussion topics (netiquette).*

**Idea** *– For each activity briefly state expectations using the ‘Edit description’ text field located below each activity.*

**COURSE TECHNOLOGY**

How do the technologies utilised in the unit design enable the students to successfully undertake the unit?

**There is a rationale for each component of technology utilised in the unit design.**

*Note: MyLO may be the sole technology in your unit. However the focus is on the assortment of tools within MyLO and the rationale for their use.*

**Idea** *- You may also consider using ‘Planning Your Online Unit’ which has been designed to assist you to make decisions on which online tools are suitable for a range of intended purposes.*

**Related Guides**
[Planning your Online Unit (PDF)](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=67041)
[Planning your Online Unit (Interactive)](https://mylo.utas.edu.au/d2l/lor/viewer/view_private.d2l?ou=6607&loIdentId=67040)

**The unit structure is logical, utilising consistent methods of navigation.**

**Idea** *- Consider referring to the ‘Structure Method’ section of Planning your Online Unit as it outlines some commonly used structures.*

**Related Guides**
Structure Methods (pg. 62)

**All non-MyLO technologies used in the unit are current and can be easily accessed by students.**

**Idea** *- Consider visiting a Free and Open Source Software (FOSS) directory if you are trying to locate free software that could be used by your students in lieu of proprietary software.***Related Guides**
[FOSS Central](http://www.fosscentral.com/)

**LEARNER SUPPORT**

How does the unit provide students with access to institutional support services?

Note: Many of these standards are directed at information normally included in the unit outline and in the standard MyLO template.

 **The unit contains a brief explanation outlining the range of technical, pastoral and study support services available to students.**

*Note: This information is likely to feature in the unit outline. There are ‘IT Help’ and ‘Student Help’ links located at the top of the screen in MyLO that enable students to access technical, pastoral and study support services. However consider how you could draw student’s attention to these relevant services within the online unit.*

**Idea** *- Consider posting a news item which draws attention to these links with a brief rationale for visiting each. Alternatively, you could choose to include this information as a file in a ‘Getting started’ / ‘Orientation to the Unit’ themed module.***Related Guides**
[Publishing News](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61938)
[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)
[Inserting a wiki & other web links in content](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61961)

**There are links to access the UTAS student equity site and the disability policy.**

*Note: This information may already be available to students in the unit outline.*

**Idea** *- Consider including this information as a file in a ‘Getting started’ / ‘Orientation to the Unit’ themed module.*

**Related Guides**
[Uploading files to content](https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/6607/119660/Uploading%20Files%20to%20Content.pdf)
[Inserting a wiki & other web links in content](https://mylo.utas.edu.au/d2l/lor/viewer/view.d2l?ou=6607&loIdentId=61961)
[UTAS Disability Policy](http://www.utas.edu.au/__data/assets/pdf_file/0005/432527/CORP-14.1-Disability-Policy.pdf)
[Student Equity @ UTAS](http://www.utas.edu.au/students/student-equity)

**ACCESSIBILITY**

How has the unit been designed so that all students can access and participate?

Note: This standard is aimed at ensuring that students who experience audio or visual impairments are able to participate in the unit.

**All non-MyLO technology used in the unit is deemed web accessible in relation to the Web Content Accessibility Guidelines (version 2). Alternatively, there are suitable equivalents for any non-web accessible elements of your unit.**

**Idea** *– Visit the ‘Evaluate your website’ guide at the ‘*[*UTAS Web Accessibility site*](http://www.utas.edu.au/it/web-accessibility/home)*’ and consider using the ‘Top 5 Tools for whole of page accessibility’ to assess the usability of any online non-MyLO elements of the unit.*

**Related Guides**[Web Accessibility @ UTAS](http://www.utas.edu.au/it/web-accessibility/home)
[Evaluate your website](http://www.utas.edu.au/it/web-accessibility/evaluation)

**There are equivalents for all audio-visual content in your unit.**

**Idea** *–Write a brief statement outlining how to access (or to request) content in an alternate format. You could include this in the ‘description’ field located under each file or include this information in a single contents/overview file in a ‘Getting started’ / ‘Orientation to the Unit’ themed module.*

**Related Guides**[Web Accessibility @ UTAS](http://www.utas.edu.au/it/web-accessibility/home)

**Learning resources created outside of MyLO facilitate readability and the use of assistive technologies such as screen reading software and screen magnifiers.**

*Note: Readability refers to use of legible graphics (e.g. colours, fonts and spacing).*

**Idea** *– Visit the ‘Evaluate your website’ guide at the ‘*[*UTAS Web Accessibility site*](http://www.utas.edu.au/it/web-accessibility/home)*’ and consider using the ‘Top 5 Tools for whole of page accessibility’ to assess the usability of any these resources.*

**Related Guides**[Web Accessibility @ UTAS](http://www.utas.edu.au/it/web-accessibility/home)
[Evaluate your website](http://www.utas.edu.au/it/web-accessibility/evaluation)