### 1. Organisation and appearance

#### Minimum requirements for all units
- All Units at ECU must have a Blackboard presence as the main conduit of communication with students.
- Provide a downloadable Unit Plan with information and links to other compulsory materials by a minimum of two weeks prior to the commencement of the semester.
- Place all copyrighted material into the Reading List via the Library (do not upload PDFs, audio files etc. into the Blackboard site unless copyright permission has been granted).
- Ensure ease of accessibility and quality of all documents and media - for example, avoid scanned documents saved as images in a PDF (these cannot be read by screen readers) and ensure downloadable documents are Word documents or PDFs which meet the WCAG 2.0 AA standard accessibility requirements.
- Avoid the use of red and green together for text, graphs, and diagrams, and ensure high contrast colours.

#### Good practice for TEL
- Provide marking criteria or rubrics for assessment tasks at the same time as task requirements, identifying links between criteria and learning outcomes.

#### Additional requirements for online only units
- Use each area in Blackboard for its intended purpose (e.g. Announcements for just-in-time and urgent notifications; Assessments for all assignment-related information).

### 2. Learning resources and activities

#### Minimum requirements for all units
- Ensure learning materials contain sufficient breadth, depth and currency to support students to meet learning outcomes.
- Choose learning materials from a variety of sources (including open and online sources external to the site), and in a variety of formats including multimedia (if possible), to accommodate different learners.
- Place all copyrighted material into the Reading List via the Library (do not upload PDFs, audio files etc. into the Blackboard site unless copyright permission has been granted).

#### Good practice for TEL
- Include a brief welcome message from the Unit Coordinator (preferably in audio or video format) and explain what students need to do to succeed in the unit, and how that relates to the course and potentially their future careers.
- Provide recordings of on-campus lectures, with PPTs, etc. for review by on campus students (note that recorded 50 minute lectures are not suitable for online only students).
- Design learning activities that are actively engaging, have real-world application, are task-driven and promote interaction with content, staff and peers.
- Set learning activities for each module/week/topic to ensure students have opportunities to apply or practice knowledge and skills.
- Provide short videos (e.g. slide presentation with commentary) of core concepts – maximum 10 minutes.
- Reduce file sizes for downloadable documents as well as for web page contents such as graphics, videos, audio files, animations, etc.

#### Additional requirements for online only units
- Minimise file sizes for downloadable documents as well as for web page contents such as graphics, videos, audio files, animations, etc.

### 3. Assessment and feedback

#### Minimum requirements for all units
- Set up electronic submission of assessments.
- Provide marking criteria or rubrics for assessment tasks at the same time as task requirements, identifying links between criteria and learning outcomes.

#### Good practice for TEL
- Check in with all students regularly to ensure they have been able to do everything that is required of them so far.
- Where feasible, design assessment tasks such that students have options regarding the format and/or approach.
- Provide regular and constructive feedback on group and individual performance.
- Provide exemplars for specific tasks (e.g. case study analysis, article review, poster layout, annotated bibliography).

#### Additional requirements for online only units
- Employ peer- and/or self-assessed learning activities to support student self-monitoring.
- Design activities and tasks where students decide which technologies they will use to generate ideas, plan processes, or design solutions.
- Provide opportunities for students to reflect upon and gather evidence of their achievement of learning outcomes (e.g. by embedding the use of an ePortfolio across the course).
- Embed authentic assessment tasks that support career development and demonstrate relevance of the unit to students.

### 4. Communication and collaboration

#### Minimum requirements for all units
- Send all vital information via announcements and email.
- Use Blackboard tools such as the Retention Centre, Performance Dashboard, Course Reports or Analytics to monitor students - look for information such as those who are not accessing the site, not submitting assessments, consistently achieving poor marks, or not participating in discussions.
- Send an email to students at least two weeks prior to semester start with an introduction to self, including a photo, the unit, the textbook, and the Blackboard site (including how to access the site and where to find important information such as the Unit Plan).

#### Good practice for TEL
- If group work is required, facilitate the exchange of student emails or create groups and/or group areas within Blackboard.
- Check discussion posts regularly and respond promptly to questions directed at the lecturer/tutor.
- Moderate discussions and deal promptly with inappropriate or offensive postings.
- Post announcements in a timely manner on such things as logistical reminders, updates on assignments and exams, reviews of the past week, overview of the week ahead, etc.
- If using social media, model and incorporate effective commentary (e.g. Twitter, LinkedIn, Facebook, and other sites relevant to the subject and/or industry).

#### Additional requirements for online only units
- Make deliberate and ongoing attempts to create a learning community through such techniques as synchronous online meetings, peer and feedback, student-led discussion activities, and project-based learning.
- Encourage students to submit an introduction of themselves (photo optional) and their interest in the subject using the Discussion Board, a Blog, or a Wiki prior to semester start in order to practice with the online technologies. Model this by providing an introduction to yourself first.

### 5. Learner support

#### Minimum requirements for all units
- Monitor student progress and identify students who are ‘at risk’ for early intervention.

#### Good practice for TEL
- Provide instructions on how students can monitor their own progress through the online environment.

#### Additional requirements for online only units
- Actively use analytics to monitor student engagement and success.
- Outline how university support services are accessible online/virtually.

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### Minimum requirements for all units

All units offered by ECU will, as a minimum, ensure these features are present in the unit’s Blackboard site. These requirements encourage and enable ongoing learner engagement through provision of clear communication channels and flexible and timely access to information and learning support. To achieve this foundation, each unit will integrate a quality active online presence in Blackboard.

### Good practice for TEL

Technology enhanced units will include minimum requirements for all units as well as a selection of enhanced features. These threshold requirements for technology enhanced units provide more flexible and adaptive learning, create opportunities for collaboration, knowledge creation, construction and co-creation and facilitate the development of digital literacies.

### Additional requirements for online only units

Online only units will be designed to enable students to complete the unit fully online, with no requirements for face-to-face engagement. Online units will have essentially integrated technology-enhanced requirements with all instructions and assessments fully online. Unit coordinators delivering an online only unit are responsible for ensuring the learning experience provided for online students is equivalent with the experience they would have in an on-campus technology enhanced unit.