

DIGITAL LEARNING THRESHOLDS

“We are committed to creating an exceptional student experience where programs of high quality and standards awaken ideas and open opportunities for all our students” (UOW Strategic Plan 2013-18).

The Digital Learning Thresholds strategy was approved by Academic Senate (19 February 2014; 2014/07) to support student learning. The principle of the Digital Learning Thresholds is that all UOW students have access to digital learning, and that all students and staff have clear expectations about their use. This guide can be used by subject coordinators for self-review, and can also be used by Faculties for administrative purposes. For more information please refer to our [web based subject development tool](#) .

TEACHING PRINCIPLE		THRESHOLD ELEMENTS		CHECK		WHAT CAN YOU USE TO DO THIS?
		REQUIRED BY THE END OF 2014	REQUIRED BY THE END OF 2015	1 4	1 5	
Communicate clear objective and high expectations	Digital Subject Pack	Approved copy of subject outline (see COPTA) including: <ul style="list-style-type: none"> - Delivery mode - Learning outcomes - Locations of delivery - Tutorial/Laboratory times - Readings 				A page dedicated to SUBJECT OVERVIEW with: <ul style="list-style-type: none"> - A link to a PDF of the subject outline optimised for easy online review or printing - A section headed DEGREE OVERVIEW. This could have a map of the degree showing where the subject sits and which subject it builds on and feeds into; bullet points to show which UOW curriculum themes the subject covers; bullet points to highlight which course learning outcomes are included in the subject. - A section headed SUBJECT EXPECTATIONS. This could be bullet points to outline any requirements for the subject. - A section headed KEY DATES outlined timings for the semester. Moodle Calendar could be used for this.
		Degree overview – explaining how the subject feeds into the degree				
		Subject Expectations – a section to explain what the requirements are for students to succeed in the subject, e.g. minimum attendance				
		Key dates – semester timings, e.g. reading week, exam week				
Encourage active learning	Assessments	Details of assessment tasks including: <ul style="list-style-type: none"> - Learning outcomes - Weighting - Marking criteria and Standards (rubrics) - Submission dates - Return/feedback dates 				A page dedicated to each ASSESSMENT TASK with: <ul style="list-style-type: none"> - A link to a PDF of the subject outline optimised for easy online review or printing - This section could provide a table of all the assessment tasks showing links to learning outcomes; dates; weightings. - Further detail for each assessment task including links to readings; case studies; data and so on.

The UOW Digital Learning Thresholds are not exclusive to our Moodle platform. We recognise that there are disciplines already using a wider range of digital learning environments than this, including those that support student-generated content, social content sharing, and the professional use of public cloud social media, and that some thresholds will be achieved in those environments.

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Give prompt feedback			ePortfolio			A portfolio is established for each course to allow students to collate evidence of how they meet the course learning outcomes, for example Mahara
			Online submission			There is a set up for submission (as appropriate), for example Assignment tool in Moodle; Turnitin.
			Online gradebook			SMP; Gradebook or other university portals can be used to publish task marks and feedback
			Learning analytics dashboard			SMP; Cube or other university portals can be used to provide performance data for students
Emphasise time on task	Content (always check copyright)	Weekly themes, resources and activities with all relevant links				Create weekly folders for relevant online content, optimised for easy online review and/or printing; and resources (linking to Equella where appropriate) Echo360 blocks added (if used)
			Use of media			Linking to media content (where appropriate) for example ebooks; video content; simulations; webpages and so on.
Encourage contact between students and teachers	Communication & Contact details	Welcome message				<ul style="list-style-type: none"> - Link to Subject outline pdf - Add a block with staff names, contact details and consultation times - Include group email details if students are expected to communicate with each other - Good practice would include a welcome video from subject coordinator/team
		Contact details for: <ul style="list-style-type: none"> - teaching team - Administration communication - Community communication 				
		Communication expectations including: <ul style="list-style-type: none"> - Staff messaging to students - Student messaging to staff - Student messaging to students - Timing for responses 				

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Encourage student collaboration		FAQ				<ul style="list-style-type: none"> - Moodle news forum used for key messages to students - Good practice: FAQ forum and/or weekly forums and/or other online channels to enable students to discuss content together
			Guidelines for good practice			For good practice include links to guidelines in online communication.
				Group discussion		
Technical		Links checked				Make sure all internal and external hyperlinks are lining to current sites and material
		Accessibility standards met				All content must meet the accessibility standards, see http://www.uow.edu.au/about/teaching/dss/index.html#advice
		Explanation of help options available				Provide a section that explains where help can be sought – both technical and academic.
		Accessibility guidelines for student-contributed content				Links to guidelines in accessibility standards for student posts are provided

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