## **Learning Management System Course Site Peer/Self-Assessment Template**

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## **Purpose**

This template has been developed to:

1. Guide the design of new and/or revised courses
2. Support educators to create deep online learning experiences for students
3. Allow educators to rigorously and objectively review a Blackboard Course site against industry standards
4. Provide educators with indications of how courses may be improved, and
5. Provide direct links to continual professional learning (CPL) material.

## **Underpinning principles**

The Australian Society of Computers in Learning in Tertiary Education (ASCILITE) created the TELAS Framework which forms the basis for “*assessing, assuring, certifying and recognising the quality of online learning throughout the tertiary sector*” (ASCILITE, 2020). Considered an indicator of exemplary practice in an online learning environment, it drew from wide consultation with education leaders, educational technology practitioners and students throughout the Asia Pacific. It is used for external benchmarking and accreditation of learning environments by Australasian institutions. This makes it the obvious choice for the basis of a review template for a Blackboard Course site.

The template is divided into three sections and draws from the [ASCILITE TELAS](https://www.telas.edu.au/wp-content/uploads/2020/07/TELAS-Framework-1-July-2020.pdf) framework mapped onto the three areas of the [Community of Inquiry Framework](https://findit.library.nd.edu.au/discovery/fulldisplay?context=PC&vid=61UONDA_INST:RS_VIEW&search_scope=MyInst_and_CI&tab=Everything&docid=cdi_askewsholts_vlebooks_9781317357599) (Garrison 2017), as well as taking inspiration from the [Blackboard Exemplary Course Rubric](https://www.blackboard.com/resources/are-your-courses-exemplary). The three sections, as per the Community of Inquiry Framework, are:

* Teaching presence - the actions taken by the educator, e.g. the organisation of the course, the design of course materials, direct instruction, and facilitation of discourse
* Cognitive presence - the actions taken by students as they engage in learning, e.g. exploring course materials, exchanging information, posing questions, suggesting solutions, applying knowledge
* Social presence - the core component of both the teaching and cognitive presences (Armellini & De Stefani, 2016). Communication is at its heart. Communication between:
	+ the educator and students
	+ groups of students
	+ students and educator

i.e. asking and answering questions, any activities which result in cohesion and connection of the group of scholars involved in the course.

## **Additional requirements for each course**

Your course should

* Meet the ND [Blackboard Minimum Presence](https://www.notredame.edu.au/__data/assets/pdf_file/0017/4274/Minimum-Presence.pdf) requirements;
* Follow the principles of the [Universal Design for Learning](https://www.notredame.edu.au/__data/assets/pdf_file/0020/133139/UDL_PracticeGuide.pdf);
* Meet Australian [copyright requirements](https://library.nd.edu.au/copyright_portal/home).

# **How to Use this Template**

* This template is to be used in conjunction with the Notre Dame Peer Review Policy, Procedure and Guidelines
* The template can be used to:
	+ Identify whether a course meets good practice
	+ Support educators to grow in skills and confidence to teach using Blended Learning

There are different steps for existing and new courses (explained below)

## **Existing Course Review**

##### **Self-assessment Steps**

1. Using each indicator, self-assess whether you are using good practice
2. Identify strengths and weaknesses

##### **Peer Review Steps**

1. Find a peer reviewer who will act as a critical friend and provide you with robust feedback
2. Ask you peer to complete the first column (Exists), noting which indicators your course exhibits

##### **Next Steps**

1. Use the Will Add/Will Need Assistance columns to help you plan for improvements – how and when
2. Use the resources to support continual professional learning to develop a more effective course:
	1. [Resource links](https://www.notredame.edu.au/staff/work/LTO/resources-catalogue)
	2. Contact the LTO for small group based and/or personalised support.

5) Use the Notes section at the bottom of each teaching element to record reflections and plans for action

## **New Course Design**

1. Start with Teaching Presence
* Add in course materials and learning activities
* Make sure they are easy to navigate
1. Overlay Cognitive Presence
* Work through all the ways students will interact with the materials
1. Probe the course for opportunities to enhance social presence
2. Review the course using this template and adjust as necessary
3. Use the resources to support the creation of an effective course:
	* [Resource links](https://www.notredame.edu.au/staff/work/LTO/resources-catalogue)
	* Contact the LTO for small group based and/or personalised support.

# **1. Teaching Presence**

|  |
| --- |
| **1.1 The online learning environment is logically sequenced and organised** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 1.1.1 Orientation materials are found easily with clear return to other areas of the course |  |  |  |
| 1.1.2 Instructions on how to navigate the site and where to find learning activities are provided. |  |  |  |
| 1.1.3 Content is organised into folders/modules sorted by week or concepts |  |  |  |
| **1.2 Communication is facilitated** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 1.2.1 The channel(s) of communication to learners is articulated (e.g. dates, notices, updates and reminders). |  |  |  |
| 1.2.2 Learner expectations are managed by providing information on educator availability |  |  |  |
| 1.2.3 Answers to common questions and/or a support-focused discussion forum are provided and checked regularly |  |  |  |
| 1.2.4 Opportunities for both public and private communication between learners and educators are provided |  |  |  |
| 1.2.5 Contact details for the education team are provided |  |  |  |
| 1.2.6 Information is provided on what communication channels are to be used for different situations |  |  |  |
| 1.2.7 Information about expected response times is provided |  |  |  |
| **1.3 Content is accessible** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 1.3.1 Context is provided for each learning resource (i.e. what it actually is, why it is relevant and essential or recommended). |  |  |  |
| 1.3.2 All links and embedded resources are functional (i.e. not dead). |  |  |  |
| 1.3.3 Lengthy/large files are broken into smaller segments for improved content consumption and usability and introduced to students (e.g., what to focus on, why relevant |  |  |  |
| 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). |  |  |  |
| 1.3.5 All course content is available online (recorded lectures, readings, tutorial notes)  |  |  |  |
| **1.4 The online environment is conducive to learning** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 1.4.1 The online learning environment functions across contemporary devices and platforms |  |  |  |
| 1.4.2 Learning resources are provided in a range of modalities |  |  |  |
| 1.4.3 Technologies are used creatively in ways that transcend teacher-centred instruction (e.g., peer-led instruction, technology supported learner choice, flipped classroom) |  |  |  |
| 1.4.4 Clear and consistent guides for using the technology are provided |  |  |  |
| 1.4.5 Learning resources are copyright compliant and appropriately attributed |  |  |  |
| 1.4.6 Requirement for engagement with learning and assessment tasks is specified (e.g. essential or optional). |  |  |  |

## **Resources**

* [Flipped Classroom Practice Guide](https://www.notredame.edu.au/__data/assets/pdf_file/0021/118740/Flipped-Classroom-Practice-Guide.pdf)
* [Creating Staff Contact Pages](https://www.notredame.edu.au/__data/assets/pdf_file/0030/17697/Creating-Staff-Contact-Pages.pdf)
* [Engaging Blackboard Course Design](https://www.notredame.edu.au/staff/work/LTO/assets/assessment-in-practice/PracGuideBbCourseDesign.pdf)
* [Library Copyright Guides](https://library.nd.edu.au/copyright_portal/home)

## **Notes**

# **2. Cognitive Presence**

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| **2.1 Aims, learning outcomes, schedule of learning and participation expectations are provided** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 2.1.1 The course outline is posted  |  |  |  |
| 2.1.2 A schedule of the learning and assessment tasks is provided |  |  |  |
| **2.2 Details of assessment tasks, their requirements, assessment criteria and feedback are provided in a timely manner** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 2.2.1 All assessment information is housed in the Assessment area of Blackboard  |  |  |  |
| 2.2.2 Assessment task details (type, weighting, size, nature, requirements, suggested approaches) are provided |  |  |  |
| 2.2.3 Links to submit assessments are present and easy to find |  |  |  |
| 2.2.4 It is clear to students how performance in assessments will be evaluated (e.g., rubric, equivalent grading document, section in course materials) |  |  |  |
| **2.3 Expectations of learning and assessment engagement are provided** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 2.3.1 Expectations for extent of learner engagement in learning and assessment task are clearly stated (e.g. number of hours, depth of discussion) |  |  |  |
| **2.4 Opportunities for learners to actively engage in a variety of learning and assessment tasks are provided** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 2.4.1 Information is provided to learners to explain the connection between the learning and assessment tasks and their learning |  |  |  |
| 2.4.2 Opportunities for learners to engage in a variety of tasks that enable them to practice their knowledge and skills (e.g. co-creation, quizzes, draft assessments) are provided |  |  |  |
| 2.4.3 Opportunities for learners to engage independently and in collaboration with others (e.g. independent work, pairs, groups) are provided |  |  |  |
| 2.4.4 Opportunities for learners to respond in a variety of formats (e.g. presentation, written, audio, video) are provided |  |  |  |
| 2.4.5 Opportunities for learners to observe the work of others (e.g. peers, teachers, industry leaders, worked examples) are provided |  |  |  |
| **2.5 Opportunities for learners to receive feedback are provided** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 2.5.1. All opportunities for learners to receive feedback (e.g. automated, self, peer, teacher) are communicated. |  |  |  |
| 2.5.2 Information about feedback (e.g. timing, format, interpretation, use) is provided |  |  |  |
| 2.5.3 Opportunities for learner self-assessment are provided which provide constructive, meaningful feedback |  |  |  |
| **2.6 Learning resources are inclusive** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 2.6.1 Learning resources are culturally considerate |  |  |  |
| 2.6.2 Learning resources reflect diversity including but not limited to gender, culture, demographic groups |  |  |  |
| 2.6.3 Alternative file types are provided for accessibility |  |  |  |
| 2.6.4 Learning and assessment tasks are designed so that learners with varying degrees of digital literacy can participate equitably |  |  |  |
| 2.6.5 Opportunities to develop and demonstrate digital literacies are appropriately scaffolded |  |  |  |

## **Resources**

[Practice Guide – Early Formative Assessment](https://www.notredame.edu.au/staff/work/LTO/assets/assessment-in-practice/Early-Formative-Assessment.pdf)

[Practice Guide – Online Learning: Engaging Blackboard Course Design](https://www.notredame.edu.au/__data/assets/pdf_file/0024/153294/PracGuideBbCourseDesign.pdf)

[Practice Guide – Universal Design for Learning](https://www.notredame.edu.au/__data/assets/pdf_file/0020/133139/UDL_PracticeGuide.pdf)

## **Notes**

# **3. Social Presence**

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| --- |
| **3.1 The Learning Community is explicitly developed** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 3.1.1 Requirements for learner participation in the online environment are provided |  |  |  |
| 3.1.2 Activity requiring learners to introduce themselves to the learning community (can be synchronous or asynchronous) is provided |  |  |  |
| 3.2.3 Welcome message provided (announcement and/or discussion board) – could be text or video |  |  |  |
| 3.3.4 Education team is introduced (e.g. bios, video, a synchronous session) |  |  |  |
| **3.2 Opportunities for Learner to Learner interactions are provided** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 3.2.1 Opportunities and tools for both synchronous and asynchronous communication between learners exist and are publicised (e.g. groups, Zoom/Collaborate sessions with breakout rooms, tools external to the LMS) |  |  |  |
| 3.2.2 Opportunities for learners to collaborate with each other are provided  |  |  |  |
| 3.2.3. The intention of the learner-to-learner interaction (e.g. discussion forum - general or specific) is specified. |  |  |  |
| 3.2.4. Learner-to-learner interaction expectations (e.g. scope and frequency and/or Netiquette) are provided. |  |  |  |
| **3.3 Opportunities for Learner to Teacher interactions are provided** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 3.3.1 Opportunities and tools for both synchronous and asynchronous communication between educators and learners are provided |  |  |  |
| 3.3.2 Opportunities for both public and private communication between learners and educators are provided  |  |  |  |
| 3.3.3 The intention of the learner-to-teacher interaction is specified. |  |  |  |
| 3.3.4 Learner-to-teacher interaction expectations (e.g. scope and frequency and/or Netiquette) are provided. |  |  |  |
| **3.4 Learners have opportunities to provide feedback** |
| **Indicator** | Exists | Will add for this semester/next semester | Will need assistance to develop |
| 3.4.1 Learners have opportunities to provide feedback at different points in time (eg, pulse checks, dialogic feedback opportunities, polls) |  |  |  |
| 3.4.2 Learners are informed about how their feedback is going to be collected and used |  |  |  |

## **Resources**

[Collaborate and Zoom resource collection](https://www.notredame.edu.au/staff/work/LTO/online-learning/resources/engagement)

## **Notes**

# **References**

Armellini, A., & De Stefani, M. (2016). Social presence in the 21st century: An adjustment to the Community of Inquiry framework: Social presence and the Community of Inquiry framework. *British Journal of Educational Technology*, *47*(6), 1202–1216. https://doi.org/10.1111/bjet.12302

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[Garrison, D. (2017). E-Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice. In *E-Learning in the 21st Century*. Routledge.](https://findit.library.nd.edu.au/permalink/61UONDA_INST/1ntajja/cdi_askewsholts_vlebooks_9781317357599) <https://doi.org/10.4324/9781315667263>