# Learn Course Checklist

This checklist is for all users of Learn and sets out guidance on good practice in course design using the Learn Foundations approach.

If you require instruction in how to complete any of the tasks outlined below first use the [inline help](https://www.ed.ac.uk/information-services/learning-technology/virtual-environments/learn/quick-links/learn-help) available in Learn.

\*denotes information provided through automation (i.e. drawn and populated automatically from other systems such as EUCLID)

|  |  |  |
| --- | --- | --- |
| **Get started** | **Get going** | **Get inspired** |
| General |
| * All placeholder text has been removed.
* Course is copyright compliant.
 |  |  |
| Welcome Page |
| * Introduction/welcome message posted.
* Learning outcomes displayed.\*
 | * Add tutors “talking head” video introductions with subtitles.
 | * Information updated to reflect priorities throughout the academic year.
 |
| Course Information |
| * Course outline included.\*
* Timetables available and accurate.\*
 | * If still used, programme and/or course handbook present.
* Statement outlining course requirements and expectations added e.g., what:
* technology will be used and how,
* interaction students should expect.
 |  |
| Announcements |
| * Important news added such as key dates and events.
* Communication expectations met, as stated in Accessibility and Inclusivity policy.
 | * Ongoing communication of high importance details, such as assignment reminders and lecture changes.
 |  |
| Course Materials |
| * Link to Lecture Recordings made available or hidden (as appropriate).
* Materials available in a meaningful, clear and sequenced structure.
* Items and folders are named appropriately.
* Content is accessible for all students.
* Links to all files and websites work.
* Advise if a link opens in a new window
* Materials available at least 24 hours in advance. If you don’t think it appropriate to make materials available, the rationale should be made clear to students.
* Content is up to date and any historic documents have been removed.
 | * Learning Design Process implemented.
* Most recent resources should be clearly labelled or near the top to avoid scrolling.
* Content delivery strategy clearly explained: where students will find what they need, and how.
* Compress files to minimise file size and aid students viewing on mobile devices.
* File size and type displayed alongside the filename.
* Display length of any video/audio clips
* Videos, links, images and text display well on mobile devices.
* Use open educational resources.
 | * Where appropriate, students guided through course by timed release of content through use of adaptive release.
* Use of various media (e.g., videos, podcasts, models, simulations).
* Use of groups to differentiate content.
 |
| Library Resources |
| * Link to the course Resource List visible/hidden as appropriate.
* Subject guide present.
 | * Place for students to share (links to) library resources they have found useful
 |  |
| Assessment |
| * Assessment information complete and up to date.
* Assessment criteria available for each assignment.
* Confirm the marking scheme to be used and, if required, provide a link to explanatory information.
* Assignment drop-boxes set up.
* Details on the procedure for feedback to students on assessment explained.
 | * Provide guidance for good academic practice and referencing.
* Use of Learn tests for assessment.
 | * Use of blogs/wikis/discussion boards for:
	+ reflective writing,
	+ peer assessment,
	+ group assessment.
* Feedback using audio / video.
 |
| Course Contacts |
| * Contact details for key staff provided.\*
 | * Contact details for all staff involved in course delivery provided.
* Expectations of when and how to be contacted provided.
* Use of ‘office hours’ explained.
* Guidance on when students can expect a reply.
 | * Contact details for staff including:
	+ photo,
	+ Twitter name,
	+ LinkedIn details.
 |
| Have Your Say |
| * As appropriate, links available for end and mid-course questionnaires.
 |  |  |
| Accessibility |
| * Graphics have alternative text.
* Navigation is consistent.
* Fonts are large enough to read.
* If used, coloured text has high contrast and shouldn't be the only indication of meaning.
* Web links, file names and folder names are descriptive.
 | * Link to SensusAccess to request alternative versions of materials.
 |  |
| Student Participation and Engagement  |
|  | * Monitor students using the Course Reports and Performance Dashboard.
* Use the Retention Centre to track student engagement and identify those at risk.
 | * Use of blogs/wikis/discussion boards for discussion and reflection.
* Use of surveys or an anonymous discussion forum to obtain snapshots of student opinion.
 |

# Policies and additional guidance:

[Accessible and Inclusive learning policy](https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf)

[Guidance for good academic practice and referencing.](https://www.ed.ac.uk/institute-academic-development/undergraduate/good-practice/referencing)

[IAD Course and Programme Design Advice](https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/course-programme-design)

[UoE Image collections](https://images.is.ed.ac.uk/)

[Use of Resource Lists](https://www.ed.ac.uk/information-services/research-teaching-staff/resource-lists)

[Good practice in use of Turnitin](https://www.ed.ac.uk/information-services/learning-technology/assessment/assignments/turnitin/advice-staff)

[SensusAccess](https://www.ed.ac.uk/student-disability-service/staff/supporting-students/accessible-technology)