

Blackboard learning sites are a key component of unit design. This checklist is a tool to assist Unit Assessors to create quality learning sites. It can be used to review existing Blackboard sites or to plan new sites.

Unit component		Yes?
1	Unit overview and introduction Key aim: The overall design of the unit is made clear to students.	
	Unit instructions explain how to engage within the site, and make it clear how to get started in week 1 and beyond. <i>Example: Provide friendly welcome announcement (text or Mediasite recording) with link to unit overview area. Provide instructions for what to do in week 1.</i>	<input type="checkbox"/>
	Explain where to find key unit components. <i>Example: Provide unit tour (text or recording). Provide ongoing unit operational information in unit overview area. Use intra-site hyperlinks to assist students to navigate the site and to highlight the location of key unit components.</i>	<input type="checkbox"/>
	Students are introduced to the unit purpose and structure including the role of online and face-to-face (f2f) components. <i>Example: Explain (text or recording) how both the online and/or f2f arrangements will work together to support learning in the unit.</i>	<input type="checkbox"/>
	Provide a current self-introduction from each unit teaching staff. <i>Example: In the contacts area include teacher role, contact details and staff image. Provide preferred student contact method (how and when).</i>	<input type="checkbox"/>
2	Learning support Key aim: The unit clearly indicates how the student will access and engage with learning support provided by the teacher and the University.	
	Expectations for teacher response time and assistance are stated. <i>Example: Provide expectations of teacher response time in contacts and/or unit overview areas.</i>	<input type="checkbox"/>
	Expectations about the use of unit communication tools are made clear to students. <i>Example: Provide instructional text in unit overview area and/or within the first post of the collaboration tool used (I.e. Blog, Wiki, Discussion Board, etc.).</i>	<input type="checkbox"/>
	Student participation requirements in the unit and site are stated. <i>Example: Provide informative/instructional text in unit overview area and/or within specific tool used.</i>	<input type="checkbox"/>
	Expectations for student conduct (online/in class) are stated. <i>Example: Provide informative/instructional text in unit overview area and/or within specific tool used.</i>	<input type="checkbox"/>

Unit component	Yes?
<p>The unit facilitates student access to University services (technical, academic, student services) essential for student success.</p> <p><i>Example: Do not hide preloaded template links to University services. Add to and include links to unit related services.</i></p>	<input type="checkbox"/>
<p>3 Unit organisation and access</p> <p>Key aim: Unit organisation and design is holistic and encourages student access to all learning materials and resources.</p>	
<p>Site navigation is logical, consistent, and efficient.</p> <p><i>Example: Use the preloaded Blackboard template headings for consistency. Provide clear sub-headings (use only a few). Hide any obsolete information or tools not used. Include the direct link to the Unit eReadings Library web page.</i></p>	<input type="checkbox"/>
<p>Technical access and skills expected are clearly stated and students have access to the required technologies.</p> <p><i>Example: Ensure the preloaded essential software details are visible and tailored to the unit.</i></p>	<input type="checkbox"/>
<p>Text on the site can be easily read.</p> <p><i>Example: Avoid using many colours for headings and to highlight text. Aim to keep spacing consistent to clearly identify distinct content areas.</i></p>	<input type="checkbox"/>
<p>All unit learning components (content, interaction/experience, support, assessment) are easy to access, to use and to participate with.</p> <p><i>Example: Provide a site unit tour including a map of the key areas and content.</i></p>	<input type="checkbox"/>
<p>Unit instructions comply with University accessibility policies.</p> <p><i>Example: Refer to A guide to accessibility (At-a-Glance).</i></p>	<input type="checkbox"/>
<p>Site materials are compliant with University legal requirements.</p> <p><i>Example: Resources include author copyright details. Images have been legally purchased. Readings have been submitted to eReadings.</i></p>	<input type="checkbox"/>
<p>Relationships between the when, how and why students engage within the site with the learning materials, resources, tools and activities is clearly explained.</p> <p><i>Example: If a tool is not used, either hide the tool or provide instructions that the tool is provided for student-to-student communication only.</i></p>	<input type="checkbox"/>
<p>4 Assessment</p> <p>Key aim: Assessment participation, submission and how student work will be assessed is clearly explained to students.</p>	
<p>Instructions indicate where students are to access assessment tasks.</p> <p><i>Example: Provide all details in the assessment area. Provide clear sub-headings.</i></p>	<input type="checkbox"/>
<p>Assessment marking criteria and rubrics are provided and are easily accessible.</p> <p><i>Example: Include rubrics to make the assessment marking criteria more transparent.</i></p>	<input type="checkbox"/>

Unit component	Yes?
Information exists on how assessment feedback is provided and accessed. <i>Example: Provide details in the unit overview and assessment areas.</i>	<input type="checkbox"/>
Instructions indicate where and how students submit assessments.	<input type="checkbox"/>
The unit grading policy is provided.	<input type="checkbox"/>

Site Revision Plan		
	Components	Revision
1		
2		
3		
4		