The Basic Standards

for

Online Teaching

(Trial Version)

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Introduction

Online teaching typically refers to the use of the World Wide Web (WWW) and emerging Information and Communication Technologies (ICT) to deliver courses, learning units, and sessions to learners. It is a flexible mode of delivery that can cater for different learning styles, study times and locations and a wide range of active learning strategies. It is increasingly welcomed by students and teachers around the world. Online teaching requires teachers to plan and design course materials, learning activities, approaches to assessment and teaching strategies that are appropriate for a virtual learning environment (University of British Columbia, 2011; Stanford University, 2019). In the context of PolyU, online teaching can be delivered in a variety of formats and should involve some online learning activities. Disseminating notes online alone is not considered as online teaching.

Although the keys to conducting successful online teaching remain the same as that for a face-to-face learning environment, i.e. engaging students and helping them achieve the intended learning outcomes, there are specific requirements on making pedagogic use of online tools and developing engaging virtual learning environments. Teachers are strongly recommended to plan and design their online components well to give students an optimal learning experience.

The primary aim of this document is to set out the basic standards for online teaching at PolyU. It has been developed with reference to established international and national benchmarks, other universities' standards, academic publications and other credible open-access sources, while accounting for the context of PolyU. The document is intended to be used as a reference by teachers and departments to assure and enhance the quality of online teaching. In this connection, the standard is expressed in the form of a series of generic criteria that describe the minimum requirements for key aspects of online teaching. To facilitate their application, the generic criteria are contextualized in five common online teaching scenarios. Explanations and examples are provided for better understanding of the expectations and ways the criteria can be met in practice. In addition to specifying the threshold standard, other desirable features that can help to produce an optimal student online learning experience are also suggested for each scenario. The last part of this document consolidates the criteria into a checklist to be used by teachers and departments to review their online teaching and components.

Part 1: Basic Standard for Online Teaching

The basic standard for online teaching is structured around five aspects of online teaching: purpose, design, materials, delivery and support. *Purpose* refers to the educational purposes of the online component of the subject. *Design* refers to the pedagogical design of online teaching. *Materials* refers to the content and instructional materials used. *Delivery* refers to the special considerations of delivering teaching online. *Support* refers to the guidance and support provided to students.

Purpose	The educational purposes of the online components are clearly articulated and associated with the subject learning outcomes and other components of the subject.
Design	The design of the online components is pedagogically sound and promotes student engagement and active learning.
Materials	The learning materials provided through online platforms are sufficient, organized and presented to facilitate understanding and learning.
Delivery	The delivery of the online components is clear, smooth and largely free from interruptions and distractions caused by ineffective or inappropriate use of technology.
Support	The guidance and support provided to students are timely and adequate to prepare them for and support them during the online learning experience.

The sections that follow explain how the standards may be applied in these scenarios:
1. When using the Learning Management System (LMS)
2. Conducting Synchronous Online Sessions
3. Conducting Asynchronous Online Activities
4. Conducting Online Assessments
5. Creating and Using Videos for Online Teaching

Scenario 1: When using the Learning Management System (LMS)

Purpose	**The LMS is used in a way that contributes to and supports students' achievement of the subject learning outcomes.** The LMS is used in a way that facilitates students' learning and achievement of the subject learning outcomes. The goals and objectives of using the LMS are clearly identified and aligned with the expected learning outcomes.
Design	**The use of the LMS facilitates student engagement and promotes active learning.** The LMS should be used in a way that creates engaging learning environments where students can actively participate in various learning activities. Teachers can make use of various features and functions of the LMS to communicate with students to extend in-class learning, conduct online activities to encourage peer learning, and provide timely feedback to students, etc.

Other desirable features	Notes and examples
Information about the subject is available on the LMS.	Information about the subject may include the syllabus, the subject description form, or a subject information sheet. The syllabus contains a teaching schedule, which will help students check that they are on-track. The syllabus file or the course schedule includes: subject intended learning outcomes, learning and teaching schedule, learning and teaching materials, learning activities, assessment details, criteria and weighting.
The subject has an informative entry page on the LMS.	The purpose of the entry point is to give clear instructions to students on how to start learning on the LMS. The entry point can be a subject home page which includes the following: 1) a description of the subject or

		the subject's intended learning outcomes; 2) basic information about how the course is conducted - online, lectures, workshops; 3) directions and links for next steps to get started in the course, such as: read the syllabus, read the course learning outcomes, or complete the course orientation module.
Materials	**Online learning materials are presented clearly and concisely, in a consistent and logical order to facilitate intuitive navigation. All resources used in the learning modules have copyright attribution.** Online learning materials should be organised into intuitive sections by putting all materials relevant to a section together, for example, by topic (unit, chapter, etc.); chronologically by date (week, session, etc.); by type of content (handouts, videos, tests, etc.). All resources used in the learning modules have copyright attribution. For example, all images and videos have copyright attribution (source and permission to use). Whenever possible, providing links to the original learning materials are preferred to storing the whole document on the LMS especially if the asset is public domain material or content that is subscribed by PolyU (including the Library).	

Other desirable features	Notes and examples
Components of the online modules are consistently presented.	The consistency is demonstrated in terms of online page design. For example, all components have descriptive names and follow consistent naming practices. A consistent format is chosen for the items in the course (e.g. font, colors, size, images, spacing, etc.). Templates should be used to achieve consistency in presentation and navigation.

Delivery	**The course pages are largely free of design distraction and functional errors.**
	Irrelevant or redundant content and components (e.g. tools, buttons, items, links) should be removed from the modules or hidden in a file folder that is not visible to students. Any unused menu items should be hidden and made invisible to students.
	Online modules are only released when they are ready for use. For example, all links are active and direct users to the correct resources. All links are tested before they are released to students to ensure that they are functional and correct. All resources are up-to-date before releasing them to students. Teachers can decide whether to release all content at beginning of semester or a timed release (in this case, adaptive release of the LMS should be used to automate this step) throughout the semester.
Support	**Students are provided with the contact information of the teaching team and sufficient briefing and guidance on what to do with the online materials.**
	The teaching team contact information including the following should be provided to students: name and title, contact details (at minimum an email address, but could also include office phone number or office location and consultation hours).
	Students should be introduced to the online materials before they are required to use them for their learning. For example, a welcome announcement is set for publication prior to the commencement of classes to build a sense of teacher presence for students accessing the LMS. There are clear instructions in situ to provide directions on what to do with the online contents.

Other desirable features	Notes and examples
Detailed information on how to contact the teaching team is available.	For example, the teaching team contact information can also include: brief bio and a link to the staff member's webpage. The contact information of the subject

		leader/course coordinator should be at the top. Clear instructions on how to communicate with staff members and availability details (i.e. working days and hours, expected response time, how to make an appointment) should also be provided. The communication can be conducted online, and regular online consultation and office hours should be provided to support student learning, e.g. using Blackboard Collaborate Ultra to schedule a recurring online session to meet virtually with students.
	Support and help regarding subject and technical issues are provided to students.	For example, a "pinned" course Q&A discussion thread exists and explains to students the purpose of setting up this thread so that students know where to ask course-related questions if they want to. Common queries and answers should already be posted by the subject leader and displayed in the thread to reduce the teaching team's workload. These can be gradually developed from previous deliveries of the course.

Scenario 2: Conducting Synchronous Online Sessions

A synchronous online session is held in real time using a video conferencing platform/tool which allows for interactive conversation and sharing of media including slides, word documents, and videos. Sessions can be recorded and archived for those who may be unable to participate in real time.

Purpose	**The synchronous online session is conducted to help students achieve the subject learning outcomes.** The objectives of conducting the synchronous online session are clearly articulated. The learning outcomes of the session are aligned with the subject learning outcomes.
Design	**The synchronous online session is conducted in a way that engages students and leads to active learning.** Synchronous online sessions are unsuitable for long teacher centered lecture delivery style lessons. Subject teachers should consider asynchronous delivery for this type of input (refer to Scenario 3). One or more of the following strategies can be adopted to generate an engaging synchronous online learning experience: - Communicate and enforce clear expectations for interactions in the online session - Provide options for students to generate and share their own content - Encourage verbal student responses and questions - Use the 'raise hand' function to allow questions/comments and to avoid interruptions - Do not let a few students dominate the session - Make the session as interactive as possible to maintain student interest. For example, use active learning features provided by the video conferencing platform/tool, such as polling and reactions, to engage students. Use reactions as a 'check in' to see how students are coping with new concepts, use polling for knowledge check questions after a particular topic has been discussed to ensure students understand the content, use reactions or polling to gauge

whether students can relate to the topic being discussed or have used a particular theory in practice
- Do not attempt to conduct a three-hour class in synchronous mode. Instead, divide the 3 hours into a mixture of whole class synchronous, whole class asynchronous, and small group synchronous / asynchronous.

Other desirable features	Notes and examples
Good practices of face-to-face teaching are maintained when conducting a synchronous online session.	For example: - clear identification of the learning goals for each instructional activity, and connecting them with the course learning outcomes - communication of clear learning goals for the session - clear indication of time limits for all student activities - organizing the online sessions clearly by category and topic ahead of time - creating an outline of different types of activities for the online sessions - proper closure of online discussions (e.g., summarizing learning points)
Strategies are in place for managing a session with a large group of students.	Strategies should be pre-defined for managing a session with a large group of students. Examples include enlisting a few students or tutors to respond to questions and/or to collate questions that were not answered in the online synchronous session or missed.
Peer learning and collaboration during the synchronous online session are encouraged.	Group work can be arranged to facilitate peer learning and collaboration. For example, the function of breakout rooms in Blackboard Collaborate Ultra can be used to facilitate group work and automatically place students in a room to complete an activity.
Synchronous online sessions are connected	Issues discussed during the synchronous learning session can continue to be discussed in an asynchronous learning environment, e.g.

	with other students' learning experience	online forums

Materials	**Learning materials used in the online synchronous session are appropriate, sufficient, and organized to facilitate understanding.** Learning materials used in face-to-face classes may not always be appropriate for a synchronous online session. To facilitate online learning, original learning materials might need to be adapted, or new learning materials can be created. All learning materials should be organized in a logical and consistent manner for students to follow easily. <table><tr><th>Other desirable features</th><th>Notes and examples</th></tr><tr><td>Learning materials used in the session and other supplementary resources are provided to facilitate students learning before and/or after the session.</td><td>These can include presentation slides, notes or handouts to study before, during, or after the synchronous session.</td></tr></table>
Delivery	**The delivery of the synchronous online session is clear, smooth and largely free from interruptions and distractions caused by ineffective or inappropriate use of technology.** Technical facilities are well prepared for the synchronous online session. It is important that teaching colleagues familiarize themselves with the learning technology used to conduct the synchronous online session beforehand. Conducting the session in a quite environment is important. Using a headset is usually preferable for audio quality. Prior testing of audio settings is encouraged. Using a background that is free from distractions when using a webcam is recommended.
Support	**Students are provided with sufficient guidance to prepare them for and**

support them during learning in a synchronous online session.

Sufficient guidance should be provided to students prior to a synchronous online session to ensure that students are familiar with the structure of a virtual classroom and are competent in using the necessary tools. Detailed guidelines are provided, including an introduction of the purpose and structure of the synchronous online session, the minimum technical requirements and recommendation of facilities, e.g. headset. Also, etiquette expectations ("netiquette") are clearly stated to create an inclusive learning environment.

Other desirable features	Notes and examples
The session is recorded in an appropriate way.	It is recommended that, where possible, synchronous online sessions are recorded for future review by students and those who cannot attend the session. If pausing the recording is necessary (e.g. when students go into breakout rooms), ensure the pausing action is verbally described to avoid confusion when students review the recording.
Technical assistance is provided for students before and during the synchronous session.	Instructions for students on how to access appropriate technical assistance and technical support staff should be available. For example, a description of the technical support offered by ITS and how to obtain the support can be given to students.

Scenario 3: Conducting Asynchronous Online Activities

An asynchronous online activity refers to any online learning activity in which students can access information, communicate with peer students and instructors, participate in the activity and complete learning tasks at a time of their own choice. Examples of asynchronous activities include: online debate using discussion forum, resource sharing and peer review using blog, collaborative writing using wiki.

Purpose	**Asynchronous online activities are conducted to help students achieve the subject learning outcomes.** The objectives of conducting asynchronous online activities are clearly articulated. The learning outcomes of the activities are aligned with the subject learning outcomes. The choice of learning technologies has a clear purpose and rationale. They actively support the achievement of learning outcomes and delivering course content.
Design	**The asynchronous online activities are designed to promote active learning.** The design of the online activities should foster appropriate levels and types of interaction (content–learner, instructor–learner and learner–learner) to encourage active engagement, e.g. construct their own learning and communicate it to others.
Materials	**Learning materials used in the asynchronous online activities are sufficient, organized and presented to facilitate understanding of and participation in activities.** Learning materials (e.g. text, videos, images, websites, eBooks) are carefully designed and selected for asynchronous online activities. The purpose of learning materials (both required and recommended) and how materials are to be used are clearly explained to students.
Delivery	**The asynchronous online activities are conducted clearly, smoothly and largely free from interruptions and distractions caused by ineffective or inappropriate use of technology.**

	The choice of learning technologies/tools should take into consideration the accessibility of the tools by students and the functionality and reliability of the tools.
Support	**Students are provided with sufficient guidance on how to participate in asynchronous online activities.** Clear goals, guidelines, and expectations should be developed for students, including the following aspects: - Purpose: students are introduced to the purpose of the activities and the teacher clearly identifies the learning goals and connects them to the course learning objectives. - Etiquette expectations ("netiquette") are clearly stated to create an inclusive learning environment. - Structure: A structure of the activity is provided to students, e.g. timeline of the tasks, how to participate in each task, when responses or submissions are expected. Timely announcements or mass emails about upcoming tasks and the release of new content or reminders are given, if applicable. - Participation expectation: the requirements for student interaction and progression through the activity are clearly articulated, e.g. an indicator of effort (such as timing or page counts) for all compulsory tasks are provided. - Technical preparation: Students are provided with information on the technology and how to obtain support on the technologies prior to and during the activity.

Other desirable features	Notes and examples
Teacher's role in the asynchronous activities is clearly communicated to the students.	The roles and expected level of involvement for teachers/teaching assistants are clearly articulated to learners. A list describing the role and the field of expertise of teaching team members is provided.

Scenario 4: Conducting Online Assessments

Purpose	**Online assessments are aligned with the subject learning outcomes and learning content.** The online assessment measures students' achievement of the intended subject learning outcomes. The relationship between the instructional materials and the assignments is clearly explained to students.
Design	**Rubrics are provided for the evaluation of the students' work, assignments and participation. Academic integrity is maintained for online assessments.** Rubrics (specific and descriptive criteria and standards) are provided for the evaluation of the students' work, assignments and participation. Teachers may define the setting to display the rubrics to students before they undertake the assessment tasks. When developing online assessments, it is important to consider the security of the assessment environment and to make every effort to remove opportunities for students to cheat. Tools and information should be provided for avoiding plagiarism, for example: - Try to avoid conducting high-stake objective assessments online - use plagiarism deterrent software, such as, Turnitin - use features within the LMS that help deter cheating on multiple-choice tests, such as question pools, changing numbers in mathematical questions, randomizing the order of questions and time limits - create several versions of a test. Vary the order of answers for multiple-choice questions, change the order of test questions, or ask different questions altogether - with forced-choice testing (e.g., multiple choice, true/false, matching), create a large pool of test questions, and use only a subset of this pool for each student - restrict access to the assessment to certain time periods

	Other desirable features	Notes and examples
	Online assessments are well designed using various assessment techniques.	A variety of assignment types and assessment techniques (e.g. online quizzes, discussion forums, surveys, short answers, essay, matching, multiple choice question and true/false question) can be used to assess student learning and provide students with opportunities to demonstrate skills. uRewind (Panopto) can be used to facilitate creation and submission of students' video assignments. Teachers can incorporate existing videos, case studies, simulations, and other interactive components into assignments to promote engagement and higher-order thinking. For example, students can be asked to complete an online simulation in order to answer quiz questions. Online exams and quizzes can be open-web, open-book exams. This method works effectively when assessing deeper learning, such as case-based or application questions.
Materials	**The contents of the online assessment are appropriately presented so that students can complete the assessments smoothly.** Teachers should make sure that the content in various formats e.g. text, video, audio, are presented clearly so that students can complete the assessment smoothly. Supplementary notes and explanations may be provided to facilitate understanding of the assessment.	
Delivery	**Online assessments have adequate back up processes for students who encounter technical issues.** A contingency plan is in place for online assessments. Discussion forum or other communication channels are available for students to submit their	

	enquiry about assignment questions or technical problems.
	For students who are entitled to additional time for an exam or for students who need to take an exam at a different time, teachers may use special features of learning tools e.g. Blackboard's Test Exceptions feature to provide accommodations.
Support	**Students are provided with sufficient briefing and guidance on how to participate in the online assessment.** Instructions for the online assessment, such as time limits, format, submission guidelines and penalties for late and/or incomplete work are clearly stated. Students are also provided with information about what learning support is available and where to find it. Opportunities are provided to students prior to the assessment to familiarize them with the online assessment environment, including: - Providing instructions for any eLearning tools that students are expected to use - Suggesting to students that they check out the eLearning tools and technology prior to the online assessment. - Making sure that students have opportunities to practice so that they can familiarize themselves with the assessment method and requirements. <table><tr><td>**Other desirable features**</td><td>**Notes and examples**</td></tr><tr><td>Meaningful feedback of the online assessment is provided to students promptly with the use of online tools.</td><td>Teachers should provide prompt, clear, useful, and constructive feedback to students. If appropriate, teachers may use online tools, such as audio or video feedback options available, to provide high quality and timely feedback.</td></tr><tr><td>The online assessment and students' grade can be easily accessed by students.</td><td>For example, for ease of access for students, the online assessment and related instructional contents can be placed in the same folder. Students should also be able to access their grades once the results are released. Teachers are suggested to state clearly the turnaround</td></tr></table>

		time on graded assignments and how students can access their grades and feedback for the online assessment.

Scenario 5: Creating and Using Videos for Online Teaching

Purpose	**The use of videos contributes to the achievement of the subject learning outcomes.** Teachers should have a clear goal for using video clips. The goal is aligned with the subject learning outcomes.
Design	**Videos are used in a pedagogically sound way for student engagement and active learning.** Videos are interspersed with other active learning activities to keep learners engaged with the contents and actively participating in learning. For example, guiding questions and interactive features (e.g., click-forward questions within videos) that give students control can be used in videos to help students process the information and to monitor their own understanding and progress. Videos and follow-up questions can be part of pre-lesson preparation and homework assignments. If teachers would like to replace a normal face-to-face lecture with an online video lecture, the online lecture may contain several short videos with a few other online activities.
Materials	**Videos used for online teaching are engaging and of good quality.** No matter how interesting they may be or how motivated students are, video clips longer than 10 minutes may fail to hold students' attention. An approximate duration of 3-5 minutes is recommended. Each short video lecture should cover at most three objectives. The following checklist can be used for checking the quality of the self-created videos: - The image and sound of the video should be of good quality. - The body of the text occupies 25 to 40% of the total space of a video screen. - Various formats of visualization, such as pictures, videos, diagrams, graphs, are used. - Different types of content should be used. The "talking head" of a lecturer should not be alone on the screen for a long time.

- Music and complex backgrounds is reduced or eliminated.
- A conversational style should be used to encourage students to develop a sense of social partnership with the narrator that leads to greater engagement and learning effort.
- Videos with narrators speaking with enthusiasm and at an appropriate pace can promote student interest.

Other desirable features	Notes and examples
External videos are carefully selected.	When using external videos, they should be contextualized to fit PolyU students' needs. The following considerations should be taken into account when selecting videos: - They are relevant. - They clearly demonstrate the main learning points. - They are short and concise. - They are of appropriate quality (e.g. clear camera work, good presenter, clear audio). - They are available for free and non-commercial use.

Delivery	**The videos can be easily accessed via the hosting platform and played smoothly throughout the learning process for which the videos are intended.** Videos used for online teaching can be accessed by students easily. Teachers should consider the common practices of students when they watch learning videos, e.g. the preference of using mobile devices to conduct bite-size learning. In most cases, videos should be readily watchable using common devices via the hosting platform. Teaching staff are encouraged to use the PolyU video platform, uRewind (powered by Panopto) to host videos.
Support	**Students are provided with sufficient guidance on how to make use of**

	videos for their learning. The purpose and context of using the videos are explained to students. Teachers should provide instructions on the purpose (e.g. learning objective for video) and context for the videos (e.g., explanations that a clip comes from a sequence or part of a story or conversation).

Part 2: Checklists for Threshold Standard

Checklist for Basic Standard for Online Teaching

	Criteria	**Self-check**	**Reasons / Actions**
Purpose	The educational purposes of the online components are clearly articulated and associated with the subject learning outcomes and other components of the subject.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Design	The design of the online components is pedagogically sound and promotes student engagement and active learning.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Materials	The learning materials provided through online platforms are sufficient, organized and presented to facilitate understanding and learning.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Delivery	The delivery of the online components is clear, smooth and largely free from interruptions and distractions caused by ineffective or inappropriate use of technology.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Support	The guidance and support provided to students are timely and adequate to prepare them for the online learning experience.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?

Checklist for Scenario 1: When using the Learning Management System (LMS)

	Criteria	**Self-check**	**Reasons / Actions**
Purpose	The LMS is used in a way that contributes to and supports students' achievement of the subject learning outcomes.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Design	The use of the LMS facilitates student engagement and promotes active learning.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Materials	Online learning materials are presented clearly and concisely, in a consistent and logical order to facilitate intuitive navigation. All resources used in the learning modules have copyright attribution.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Delivery	The course pages are largely free of design distraction and functional errors.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Support	Students are provided with the contact information of the teaching team and sufficient briefing and guidance on what to do with the online materials.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?

Checklist for Scenario 2: Conducting Synchronous Online Sessions

	Criteria	Self-check	Reasons / Actions
Purpose	The synchronous online session is conducted to help students achieve the subject learning outcomes.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Design	The synchronous online session is conducted in a way that engages students and leads to active learning.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Materials	Learning materials used in the online synchronous session are appropriate, sufficient, and organized to facilitate understanding.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Delivery	The delivery of the synchronous online session is clear, smooth and largely free from interruptions and distractions caused by ineffective or inappropriate use of technology.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Support	Students are provided with sufficient guidance to prepare them for and support them during learning in a synchronous online session.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?

Checklist for Scenario 3: Conducting Asynchronous Online Activities

	Criteria	Self-check	Reasons / Actions
Purpose	Asynchronous online activities are conducted to help students achieve the subject learning outcomes.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Design	The asynchronous online activities are designed to promote active learning.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Materials	Learning materials used in the asynchronous online activities are sufficient, organized and presented to facilitate understanding of and participation in activities.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Delivery	The asynchronous online activities are conducted clearly, smoothly and largely free from interruptions and distractions caused by ineffective or inappropriate use of technology.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Support	Students are provided with sufficient guidance on how to participate in asynchronous online activities.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?

Checklist for Scenario 4: Conducting Online Assessments

	Criteria	Self-check	Reasons / Actions
Purpose	Online assessments are aligned with the subject learning outcomes and learning content.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Design	Rubrics are provided for the evaluation of the students' work, assignments and participation. Academic integrity is maintained for online assessments.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Materials	The contents of the online assessment are appropriately presented so that students can complete the assessments smoothly.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Delivery	Online assessments have adequate back up processes for students who encounter technical issues.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Support	Students are provided with sufficient briefing and guidance on how to participate in the online assessment.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?

Checklist for Scenario 5: Creating and Using Videos for Online Teaching

	Criteria	**Self-check**	**Reasons / Actions**
Purpose	The use of videos contributes to the achievement of the subject learning outcomes.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Design	Videos are used in a pedagogically sound way for student engagement and active learning.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Materials	Videos used for online teaching are engaging and of good quality.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Delivery	The videos can be easily accessed via the hosting platform and played smoothly throughout the learning process for which the videos are intended.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?
Support	Students are provided with sufficient guidance on how to make use of videos for their learning.	☐ Yes	
		☐ No	Why?
		☐ Working towards	How and when?

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