

DMU Threshold for the use of Technologies in the Curriculum

The criteria below are a **minimum** that are expected for your use of technologies to support your curriculum and your students. Meeting the threshold applies to your use of DMU-supported tools like Blackboard **and** non-DMU web-based tools.

1. At programme-level there is a consistent, team-based approach disseminated to students at induction about why specific technologies are, or are not, being used. Students should be made aware of specific resource implications for them. The whole delivery team are enrolled as instructors on relevant sites.
2. At module-level your students know why they should use specific tools and how they underpin the broader delivery of your module. [e.g. through a “Read this first” area, or a welcome *Announcement* that explains the purpose of the site.]
3. Contact details for each member of staff delivering the module or programme are available on the site [e.g. using *Staff Information*].
4. There are regular updates or *Announcements* about new content or tasks.
5. The structure of the site contains no empty areas/buttons, and all others have meaningful and consistent labels.
6. As a minimum the team should upload the module/programme handbooks, details of assessment tasks and criteria, and any generic feedback. These should all be made available in accessible formats.
7. Text is used to describe each item of content that you upload, so that its nature and purpose are clear to your students.
8. You have not uploaded material for which you do not own the copyright, or which is not cleared. You have attributed ownership as appropriate. Check copyright with your subject librarian.
9. *External Links* on your site include the DMU Library OPAC, your Reading List on-line, and support materials available from both faculty and student services. All *External Links* must be opened in a new window to avoid copyright infringement and to simplify navigation for your students.
10. Where you use tools for on-line assessment there are formative opportunities for students to understand both the process and content, including feedback on performance. Teams should also make provision for the transfer of assessed, on-line, student work directly to assessors, using a method that is secure and reliable, with a means of proving or confirming the safe receipt of the student’s work. Please consider the

DMU eAssessment Guidelines which can be found on the **CELT Hub** [celt.our.dmu.ac.uk]

11. Turnitin is used for all first-year, text-based assignments, and students know why this is the case.
12. Where you use discursive tools like blogs, wikis or discussion boards, your students are clear about their purpose and have access to the **DMU User Guidelines for the Use of Technologies in Learning and Teaching** which can be found on the **CELT Hub** [celt.our.dmu.ac.uk]
13. Where you are using non-DMU tools, you have considered all the issues in the **DMU Guidelines when using Web 2.0 Technologies for Teaching** which can be found on the **CELT Hub** [celt.our.dmu.ac.uk]
14. Clear monitoring processes are in place to ensure a comparable on-line learning experience for all students across all sites delivering the programme. This means that teams should consider the impact of their use of technologies and on-line resources/tasks on equality and diversity.
15. Where appropriate, professional, statutory or regulatory bodies should have approved the ELT elements.