FLO Checklist
Readiness & Topic Evaluation

This checklist is a summary of key components for TCs when preparing their topics in FLO. The modifications in this version focus on combining both curriculum and learning design elements to develop topics that are fully functional for every learner.

Criteria	✔
Topic Information and Expectations	
1.1 Home Page provides a brief topic description or overview; clear instructions for learners (e.g., where to begin), and quick and easy navigation to current content. To update your home page, please visit How do I select a home page?	☐
1.2 Topic navigation is clear and consistent, arranged in alphabetical order except for Modules which is placed at the top under Home (unused items are hidden). How do I manage course navigation links?	☐
1.3 Removed information	
1.4 Topic information is available and includes class expectations such as participation rules, etiquette expectations, code of conduct; policies for grading, late work, and make-up work; supplemental textbooks, reading lists, and technology requirements.	☐
1.5 Instructor has provided contact information which should include a short introduction about the instructor, availability information, communication preferences, response time, and a picture and /or video.	☐
1.6 Topic card (a tile on the dashboard) provides a visual representation of the subject by adding an image in Course Settings. Canvas Guide: Add Image to Course Card	☐
1.7 Instructor has booked recordings for any non-lecture teaching sessions via the 'Lecture recordings' link in the Course Navigation Menu. Note: Teaching sessions are only automatically recorded if they are scheduled as a lecture in the timetable and are held in a supported venue	☐
1.8 Microsoft Teams meetings are scheduled for live teaching sessions (e.g., tutorials).	☐
Topic Structure	
2.1 All links, files, videos, and external URLs are active and working and accompanied by a descriptive text. Canvas Guide: Link Validation	☐
2.2 Content is "chunked" into manageable pieces by leveraging modules and pages (e.g. organised by units, topics, or weeks). When possible, Canvas Pages are used to present content, instead of linking to external URLs or files in the module's flow. Canvas Guide: Modules; Example Resource Comparison	☐
2.3 Each content item type is formatted consistently to make expectations predictable. The use of page templates authorised by Deans Education as well as the topic shell is encouraged.	☐
2.4 Topic files needed for learning activities are available for download and meet accessibility guidelines. Canvas Guide: Uploading Documents	☐
2.5 There is a "Welcome" or "Let's get to know each other" discussion designed to build a sense of community and establish rapport.	☐
2.6 Modules and items within modules have a thoughtful naming convention (e.g. name the module "Module 1: Pandas in the News," not just "Module 1").	☐
2.7 Text headers and indention are included within modules to help guide learner navigation. Canvas Guide: Add Text Header	☐
2.8 Module completion requirements and/or prerequisites are utilised to provide topic structure, pacing, and flow. Canvas Guide: Adding Prerequisites	☐
2.9 Groups and group sets are applied where required.	☐
Topic Content	
3.1 Copyright law is followed. Topic follows Copyright, Fair Use Guidelines, and Creative Commons licenses. Flinders University copyright for teachers.	☐
3.2 Topic content builds logically and increases in understanding and difficulty.	☐
3.3 Uses inclusive language respecting learner identity, learner experience, and background (heritage, family, socioeconomic).	☐
3.4 Multiple methods of content delivery are included (e.g.: text, video, and images).	☐

Criteria	✓
3.5 Digital content is made available according to Flinders Guidelines. The Library can assist with sourcing online content.	☐
3.6 Readings are updated through the Readings link. Library Guide: Update your Reading List.	☐
3.7 Textbooks can be updated through textbook lists.	☐

Learner Interaction

Criteria	✓
4.1 Learning activity descriptions and instructions are clear, detailed, and include instructor expectations and clear expectations for the creation of the learning product. Instructions are platform neutral (mobile and browser friendly) to minimise student confusion.	☐
4.2 Learners are provided detailed directions on how and where they will submit work.	☐
4.3 Tasks and submission requirements are appropriate for teaching methods – synchronous, asynchronous, or hybrid.	☐
4.4 Task matches the submission type — discussion, assignment, quiz, audio or visual recording, handwritten or typed, etc.	☐
4.5 Activities include learner-learner interaction to foster a sense of community (e.g. discussions, constructive collaboration, and peer review).	☐
4.6 Activities include learner-instructor interaction (e.g. instructor is actively engaged in authentic conversations and provides quality feedback).	☐
4.7 Activities include learner-content interaction (e.g. learners interact with engaging content and resources).	☐
4.8 Activities include learner-self interaction for opportunities for low stakes self-evaluation and self-assessment of mastery (e.g. pre-assessments, self-assessments, and reflections on learning)	☐
4.9 Learning analytics and 'nudges' are used regularly to support learner engagement. Canvas course analytics.	☐

Assessments

Criteria	✓
5.1 Instructor communicates how learning activities directly tie into a learning outcome, or the tasks provide scaffolding to reach the learning outcome.	☐
5.2 Instructor communicates how formative and summative forms of assessment are included in consistent use throughout the topic.	☐
5.3 A variety of assessment formats are used (e.g., discussions, quizzes, and individual/group assignments) to increase learner engagement and promote active learning.	☐
5.4 Low-stakes (formative) assessments occur frequently throughout the topic to measure knowledge, skills, and attitude and occur before high-stakes assessments.	☐
5.5 High-stakes (summative) assessments are clearly aligned with stated goals and/or learning outcomes.	☐
5.6 Assessments support instructors' use of SpeedGrader to score and provide prompt and high-quality feedback. Canvas Guide: SpeedGrader	☐
5.7 Clear grading expectations are identified based on the use of rubrics (may include objective or subjective measurements) or other means (questions have correct or incorrect answers, other measures of objective assessment). Canvas Guide: Rubrics	☐
5.8 Graded assignments, quizzes, and tests are appropriately weighted to reflect the impact of the assessment. Topic coordinators must put Assignments in the correct Assignment Group and check the Assignment Groups weighting.	☐
5.9 Assessment dates are updated (e.g., assignment dates, quiz dates, discussion forums). How do I bulk update due dates and availability dates as an instructor? Note: discussion forum dates are not displayed in this area and will need to be adjusted in the activity.	☐
5.10 All assignments need to be Turnitin enabled except if an exemption has been obtained. How do I enable Turnitin.	☐

External Resources

Criteria	✓
6.1 External links are reliable sources and always available (i.e.: not behind a subscription paywall or limited to a number of articles per month).	☐
6.2 External sites are accessible to all learners by meeting W3C standards. https://www.w3.org/standards/	☐
6.3 External tools (e.g. H5P, FeedbackFruits, etc.) are relevant to topic content and support active learning techniques. LTIs are used when available versus a link to the resource.	☐
6.4 Links to external content, documents, or learning resources are relevant to the task and appropriate for learner use.	☐

Criteria	✓

Topic Accessibility

7.1	Web tools and/or software are utilised to identify and correct accessibility issues within the topic (e.g. Accessibility Checker.) Canvas Guide: Accessibility Checker	☐
7.2	Colour enhances the aesthetic appeal and effectiveness of the topic; sufficient contrast between text and background makes information easy to read; and colour is not used in isolation to convey meaning. Canvas Guide: Accessibility Checker	☐
7.3	Images are used to support topic content (e.g., banners, headings, and icons) and are accompanied by text descriptions (Alt text) or captions for more complex descriptions. Canvas Guide: General Accessibility Design Guidelines	☐
7.4	Styles (e.g. Paragraph, Heading 2, etc.) are used to format text. Canvas Guide: General Accessibility Design Guidelines	☐
7.5	Hyperlink text incorporates the hyperlink destination/purpose and includes words and phrases to provide context for screen-readers.	☐
7.6	Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos have accessible captions. Canvas Guide: Create Caption Files	☐
7.7	Tables are used appropriately and are accessible by having assigned scope (caption and/or heading row/table).	☐

Mobile App Considerations

| 8.1 | Preview your topic in the Canvas mobile app to experience it from a mobile user's perspective. Make any necessary revisions or adjustments to improve the mobile experience. Check your topic in both light mode and dark mode. | ☐ |
| 8.2 | Consider the length of text passages in content and assessments as they may require excessive scrolling and they may not display optimally on smaller screens. | ☐ |

Topic Access

| 9.1 | Preview your topic using the Student View to check that all the items in the topic have been published and work as expected. How do I view a course as a test student using Student View? | ☐ |
| 9.2 | Publish the topic to students. A topic can be published at any point but needs to be available to students 7 days before teaching start date. | ☐ |

Long Term Record Retention

If your topic includes any documents requiring long-term retention (see table below), you have arranged for retention of these documents outside of the LMS by the final week of the teaching period.

Record	Retention Period
10.1 **Master copy of exam question papers (GDS 7.1.1)**	**Permanent**
10.2 **Topic guide handbook (GDS 7.6.1)** Containing descriptions of topic content, requirements, and assessment methods	**Permanent**
10.3 **Assessment documentation (GDS 10.1.3)** Used for professional accreditation purposes	**25 years**
10.4 **Records related to student failure to comply with academic integrity requirements**	**Permanent**
10.5 **Records relating to medical students' clinical assessments (GDS 7.1.10)**	**20 years**
10.6 **Records relating to progress and final reports for higher degree students (GDS 10.1.7)** e.g. annual review of progress reports, examiners' reports and recommendations	**7 years**

This version includes information from the Canvas Readiness checklist and the Canvas Course Evaluation Checklist.

Help and Support

For contextualised Canvas support, please click the blue button on the bottom right corner of the screen or click the Help button in the global navigation menu.