

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?	<input type="checkbox"/>
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?	<input type="checkbox"/>
1.3	Topic learning outcomes are identified. Statement of Assessment Methods (SAM) is updated and visible in the Topic Menu (called Course Menu).	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
1.8	Microsoft Teams meetings are scheduled for live teaching sessions (e.g., tutorials).	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
2.4	Topic files needed for learning activities are available for download and meet accessibility guidelines. Canvas Guide: Uploading Documents	<input type="checkbox"/>
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.	<input type="checkbox"/>
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").	<input type="checkbox"/>
2.7	Text headers and indentation are included within modules to help guide learner navigation. Canvas Guide: Add Text Header	<input type="checkbox"/>
2.8	Module completion requirements and/or prerequisites are utilised to provide topic structure, pacing, and flow. Canvas Guide: Adding Prerequisites	<input type="checkbox"/>
2.9	Groups and group sets are applied where required.	<input type="checkbox"/>
Topic Content		
3.1	Copyright law is followed. Topic follows Copyright, Fair Use Guidelines, and Creative Commons licenses. Flinders University copyright for teachers.	<input type="checkbox"/>
3.2	Topic content builds logically and increases in understanding and difficulty.	<input type="checkbox"/>
3.3	Uses inclusive language respecting learner identity, learner experience, and background (heritage, family, socioeconomic).	<input type="checkbox"/>
3.4	Multiple methods of content delivery are included (e.g.: text, video, and images).	<input type="checkbox"/>

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

Learner Interaction

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.	<input type="checkbox"/>
4.2	Learners are provided detailed directions on how and where they will submit work.	<input type="checkbox"/>
4.3	Tasks and submission requirements are appropriate for teaching methods – synchronous, asynchronous, or hybrid.	<input type="checkbox"/>
4.4	Task matches the submission type — discussion, assignment, quiz, audio or visual recording, handwritten or typed, etc.	<input type="checkbox"/>
4.5	Activities include learner-learner interaction to foster a sense of community (e.g. discussions, constructive collaboration, and peer review).	<input type="checkbox"/>
4.6	Activities include learner-instructor interaction (e.g. instructor is actively engaged in authentic conversations and provides quality feedback).	<input type="checkbox"/>
4.7	Activities include learner-content interaction (e.g. learners interact with engaging content and resources).	<input type="checkbox"/>
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)	<input type="checkbox"/>
4.9	Learning analytics and 'nudges' are used regularly to support learner engagement. Canvas course analytics .	<input type="checkbox"/>

Assessments

5.1	Instructor communicates how learning activities directly tie into a learning outcome, or the tasks provide scaffolding to reach the learning outcome.	<input type="checkbox"/>
5.2	Instructor communicates how formative and summative forms of assessment are included in consistent use throughout the topic.	<input type="checkbox"/>
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.	<input type="checkbox"/>
5.4	Low-stakes (formative) assessments occur frequently throughout the topic to measure knowledge, skills, and attitude and occur before high-stakes assessments.	<input type="checkbox"/>
5.5	High-stakes (summative) assessments are clearly aligned with stated goals and/or learning outcomes.	<input type="checkbox"/>
5.6	Assessments support instructors' use of SpeedGrader to score and provide prompt and high-quality feedback. Canvas Guide: SpeedGrader	<input type="checkbox"/>
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	<input type="checkbox"/>
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 .	<input type="checkbox"/>
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.	<input type="checkbox"/>
5.10	All assignments need to be Turnitin enabled except if an exemption has been obtained. How do I enable Turnitin .	<input type="checkbox"/>

External Resources

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).	<input type="checkbox"/>
6.2	External sites are accessible to all learners by meeting W3C standards. https://www.w3.org/standards/	<input type="checkbox"/>
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.	<input type="checkbox"/>
6.4	Links to external content, documents, or learning resources are relevant to the task and appropriate for learner use.	<input type="checkbox"/>

Criteria	✓
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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	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
7.4	Styles (e.g. Paragraph, Heading 2, etc.) are used to format text. Canvas Guide: General Accessibility Design Guidelines	<input type="checkbox"/>
7.5	Hyperlink text incorporates the hyperlink destination/purpose and includes words and phrases to provide context for screen-readers.	<input type="checkbox"/>
7.6	Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos have accessible captions. Canvas Guide: Create Caption Files	<input type="checkbox"/>
7.7	Tables are used appropriately and are accessible by having assigned scope (caption and/or heading row/table).	<input type="checkbox"/>

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.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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?	<input type="checkbox"/>
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.	<input type="checkbox"/>

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.