



Charles Sturt
University

LMS IMPLEMENTATION PROJECT

Design Principles



Why Design Principles?

- Ensure simple, clear and consistent site layout and navigation
- Enable a range of pedagogic use-cases and curriculum requirements
- Support academic and professional staff when designing curriculum
- Minimise duplication, rework, and manual effort

Frameworks, literature and resources consulted

Charles Sturt University Division of Learning and Teaching Subject Delivery Guide

<https://www.csu.edu.au/division/learning-teaching/subjects/delivery/subject-delivery-guide>

Higher Education Standards Framework (Threshold Standards 2021)

<https://www.teqsa.gov.au/how-we-regulate/higher-education-standards-framework-2021>

Australasian Council of Online and Distance Education TEL Framework

<https://www.acode.edu.au/course/view.php?id=62§ion=1>

Victoria University of Wellington Minimum Student Experience Criteria

LMS Design Principles



01

Subject sites are **welcoming**



02

Subject sites are **clear and logical**



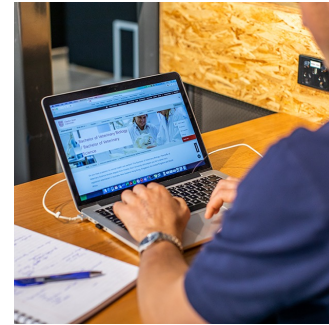
03

Subject site design is **welcoming and inclusive**



04

Subject sites **foster communication and collaboration**



05

Subject sites **allow students and staff to access appropriate data**

01: Subject sites are welcoming

| Sub-principle | | Standard |
|---------------|----------------------------------|--|
| a. | Obvious entry point | <ul style="list-style-type: none">i. Every site has a homepage that includes essential elements such as Content, Announcements and the Calendarii. Every site has a welcome topic in a consistent location within the siteiii. As a student, it is clear to me how I should navigate the content |
| b. | Staff roles clear | <ul style="list-style-type: none">i. As a student, I can access information about who staff are and their rolesii. Staff information includes an image |
| c. | Welcome message | <ul style="list-style-type: none">i. A personal / informal welcome message is provided in the LMSii. An initial announcement is sent |
| d. | Subject available early enough | <ul style="list-style-type: none">i. Subject is available to students 14 days before a session |
| e. | Subject information easy to find | <ul style="list-style-type: none">i. As a student, I can easily find a link to the subject outlineii. There is no redundant or conflicting subject information within the site itselfiii. As a student, I can easily find the subject learning outcomesiv. Assessment information matches the subject outline |
| f. | Sources of help are easy to find | <ul style="list-style-type: none">i. As a student, I can find out from the subject site how to self-help and any support made available within the subject, course or facultyii. As a student, I can find out about general sources of help within the university |

02: Subject sites clear and logical

| Sub-principle | Standard |
|--|---|
| a. The site as a whole is easy to navigate | i. As a student, every site in which I am enrolled uses a navigation bar that includes essential elements such as Home, Content, Assessment, and Grades, presented consistently |
| b. Content is logically organised | i. The structure and progression of content is meaningful (e.g. weeks, topics) and transparently represented in navigation elements ii. Content sub-divisions promote clarity and aid navigation |
| c. Terminology is consistent | i. As a student, I rarely or never encounter non-deliberate inconsistencies in the use of key terms (e.g. discussion, announcement, assessment) |
| d. Font, colours and styling support understanding | i. As a student, I rarely or never encounter conflicts/inconsistencies in font, colour and styling that interfere with understanding ii. Every site uses an appropriate banner |

03: Subject site design is welcoming and inclusive

| Sub-principle | | Standard | |
|---------------|--|----------|--|
| a. | Complies with accessibility guidelines | i. | Every master site complies with accessibility guidelines (WCAG 2) |
| | | ii. | Every master site is regularly reviewed using Ally |
| b. | Different locations and modes of participation are respected | i. | As a student, I never encounter content that ignores my mode of participation and location (e.g. requiring on-campus attendance when I study online) |
| c. | It is clear how students should engage with content | i. | Where necessary, there are embedded instructions about how to engage with content |
| d. | Respectful behaviour is promoted | i. | As a student, I am aware of expectations for respectful online behaviour, including peer-to-peer interactions |

04: Subject sites foster communication and collaboration

| Sub-principle | | Standard | |
|---------------|--|----------|--|
| a. | Clearly designated place for announcements | i. | There is a clearly designated place in the site for announcements |
| b. | Clear communication protocols | i. | As a student, I know how I am expected to contact staff, what the expected response times are, and availability for consultation |
| c. | Discussions and activities configured appropriately, including subscriptions | i. | As a student, I can easily see and respond to others' contributions, and manage my subscriptions |

05: Subject sites allow students and staff to access appropriate data

| Sub-principle | Standard |
|---|---|
| a. Site design enables effective reporting | <ul style="list-style-type: none">i. As a student, I can use data to understand my progress through site content and pick up where I left offii. As a staff member, I can make useful inferences based on data about students' progress through site content |
| b. Gradebook setup is correct | <ul style="list-style-type: none">i. As a student, I can use data to understand my progress in relation to assessment items, to the extent allowableii. As a staff member, I can easily review assessment submissions, submit marks, and provide feedbackiii. As a staff member, I can make useful inferences based on assessment dataiv. As a subject convenor, I can review, finalise and submit results correctly without a requirement for manual processing |
| c. Third party tools are supported and appropriately integrated | <ul style="list-style-type: none">i. As a student, I can access third party tools and understand what they are to be used forii. Any data that is necessary and appropriate is passed back from third party tools |
| d. Readings made available in line with policy | <ul style="list-style-type: none">i. A link to Leganto is available from each subject siteii. Where readings are included in content, they comply with copyright regulations and University policy |
| e. Clear expectations, content, instructions for all assessment items | <ul style="list-style-type: none">i. As a student, I know what is expected of me in each assessment itemii. As a staff member who is marking, I can easily access assessment details |
| f. Rubrics/grading information published and accessible | <ul style="list-style-type: none">i. As a student, I know how my work will be assessed and what forms of feedback will be available to me |