DMU **Education Academy**

Enhancing Learning through Technology (ELT) Prompts

Proposed programme information

Proposed programme	[Programme team to complete]
Faculty	
Programme leader	

The ELT prompts document is designed to facilitate a dialogue between the programme team and the DMU Education Academy colleagues regarding the integration of technologies in the curriculum. Teams should utilise this document to highlight planned innovations and any future resources and support they may require.

The ELT prompts is a core validation document necessary for all new provisions to proceed to validation. Please submit the completed prompts template to dmu-ea@dmu.ac.uk so that an Education Academy colleague can review the document and provide feedback if further development is needed.

For assistance in completing this ELT prompts document, you may wish to contact the DMU Education Academy @dmu-ea@dmu.ac.uk

Submission for review by DMU Education Academy:

Please send the completed document to the DMU Education Academy at dmu-ea@dmu.ac.uk. Ensure submission occurs in good time for review before the validation process.

Submission to the validation panel:

[For completion by DMU Education Academy reviewer]
☐ All required digital learning threshold standards have been met.
☐ The document is thoroughly completed with pertinent details and supporting evidence.
☐ Any additional support needs are identified.

DMU Education Academy reviewer signature: _____

☑	ELT prompt	Associated Enhancement Area	Team response	Education Academy Feedback
1.	What challenges or opportunities have you identified in your proposed use of digital learning? Where could improvements or innovations be made?	Digital Learning Challenges & Opportunities	*(e.g. identified that asynchronous lecture recordings had low engagement; redesigned sessions to include interactive checkpoints in DMU Replay and embedded pre-task questions to promote active viewing.)*	
2.	How does your programme meet DMU's minimum digital learning threshold standards? Which DMU-supported platforms are used, and how are security, consistency, and appropriate use ensured across modules?	DMU Digital Supported Systems & Security	*(e.g. All modules use LearningZone templates. Assessments are managed via Turnitin with standard rubrics. MS Teams is used for live teaching. All content is stored on approved DMU systems with access controls enabled.)*	
3.	How will you ensure that all students can access and engage with digital learning tools? What support will be provided, and how will inclusivity and accessibility be embedded in design and delivery?	Accessibility, Support & Inclusive Learning	*(e.g. Uploaded module materials in accessible O365/PDF format with alt text for images. Provided guidance on using screen readers.)*	
4.	How will students be actively engaged in their learning using digital tools? What collaborative approaches will be used to promote peer interaction and participation?	Engagement & Collaborative Learning	*(e.g. Each module includes weekly discussion forums with guided prompts. Introduced peer feedback tasks using Padlet.)*	

5.	How will digital tools be used to support clear communication, consistent assessment design, and timely, constructive feedback for students?	Communication, Assessment & Feedback	*(e.g. Assessment briefs and deadlines are published in LearningZone at the start of term. Announcements and reminders are sent weekly via LearningZone and MS Teams activity feed.)*	
6.	Are any non-DMU-hosted digital tools being used? If so, what are they, and what support or staff training might be required to use them effectively and securely?	Use of External Tools & Additional Support Needs	*(e.g. Using Microsoft O365 collaborative tools (e.g., OneNote Class Notebook, shared Word documents, and collaborative PowerPoint) to facilitate group-based assessments.)*	
7.	Are you planning to pilot any emerging technologies or innovative digital practices? If so, what is the rationale and how will their impact be evaluated?	Innovation & Emerging Technologies	*(e.g. Using ThingLink to create interactive visual resources in Health & Life Sciences modules, and Vevox for live polling and formative feedback in large lectures.)*	
8.	Are there any other issues, needs, or exemptions that should be noted in relation to the use of digital learning tools across your programme?	-	*(e.g. Two modules are delivered in partnership with an external provider who uses a separate VLE. An exemption has been requested, with assurance that students will be onboarded and provided with academic support equivalency.)*	