



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

**EDST5123: Educational Design for Learning  
in Higher Education**

**Semester 1**

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST5123 Educational Design for Learning in Higher Education (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

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## 3. COURSE DETAILS

<b>Course Name</b>	Educational Design for Learning in Higher Education	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including equivalent of class contact hours, readings, discussions, assessments, and reflection	
<b>Schedule</b>	Online	This course will be offered fully online. All online course content and activity add up to the equivalent of 24 hours of contact hours plus 24 hours of additional readings and ongoing peer discussions. (Please refer to Course Content and Structure section in this course outline).
		Weeks 1-13

### *Summary of Course*

In this course we explore key approaches and principles underpinning course design integrating educational technology and alignment between learning outcomes, teaching strategies, and assessment. To allow both for breadth in course design as well as depth in a key area such as assessment, the course is developed to enable participants to investigate an area by drawing from a range of options, which include assessment, teaching strategies, course design, and educational technology. In addition, students have the opportunity to experience first hand learning in an online environment.

### *Aims of the Course*

This course aims to:

- enable students to critique and redesign an existing course design based on principles and learning theories underpinning teaching and assessment to ensure effective learning in higher education and diverse learning contexts using educational technology when appropriate.

### *The main ways in which the course has changed since last time as a result of student feedback*

Based on student feedback, online forums have been restructured to extend flexibility whilst promoting greater student engagement. Additionally, optional face-to-face seminars will be offered during semester to address students' request to connect face-to-face with others from the cohort so that collegial support can be provided during periods prior to assessment tasks.

### *Important Information*

**Attendance:** Students are expected to give priority to their university work commitments as well as according time to this course. Unless specific and formal permission has been granted, failure to participate in 80% of learning activities in this course may result in failure. See the section on attendance for details on guidelines, procedures and penalties in Part B of this document. Please note that because this course is offered fully online, 'attendance' is measured by student participation and activity in the online forums and online activities.

### *Student Learning Outcomes*

*Upon successful completion of this course you should be able to:*

<i>Outcome</i>	<i>Assessment/s</i>
1 Describe and understand the importance and use of a range of online technologies in learning, teaching, and course design in contemporary education from multiple perspectives	1
2 Evaluate course designs involving digital technologies and online learning activities appropriate for a range of teaching contexts from multiple perspectives	2
3 Develop an evidence-supported argument and proposal for designing or redesigning components of a course introducing online technologies for use in your own teaching practice	2,3
4 Demonstrate collaborative and independent inquiry and reflective practice	1, 2, 3
5 Redesign a component of your course considering your local context against global perspectives and practices using the international research literature on educational technology in higher education	3

### *Program Learning Outcomes*

<i>Capability</i>	<i>Assessment/s</i>
<b>Disciplinary knowledge and practices</b> Students should have acquired specialised disciplinary knowledge and capabilities related to the areas of curriculum, assessment, and pedagogy in higher education, and be able to apply these to their teaching approach and practices across a range of higher education contexts.	2, 3

2	<p><b>Enquiry-based learning</b> Students should be able to use an analytical scholarly framework to examine their educational practice aimed at improving their effectiveness across these areas.</p>	1, 2
3	<p><b>Cognitive skills and critical thinking applicable to teaching in higher education</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions</li> <li>• draw from and analyse a range of evidence from different perspectives to enhance their practice.</li> </ul>	2, 3
4	<p><b>Communication, adaptive and interactional skills</b> Students should be able to communicate effectively with a range of audiences, and be capable of using independent and collaborative enquiry to work effectively across and within their disciplinary contexts.</p>	1, 2, 3
5	<p><b>Global outlook</b> Students should be able to review and analyse the impact of international trends and perspectives in higher education as these may impact upon their local contexts and practices.</p>	3

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is intended specifically to develop competence in course planning and review for academic staff with an emphasis on blended and online learning with the use of educational technology.

In the first course of the Graduate Certificate, *'Introduction to University Learning and Teaching'*, participants explored a range of key areas which are central to their teaching role in the university, and considered, in depth, how they might develop their practice to improve student learning across one of these areas. The second course of the Graduate Certificate, *'Student Learning in Higher Education'*, requires a deeper exploration of learning and teaching within a university setting; and of issues and factors which impact upon student learning. Participants are supported in developing a teaching rationale that is underpinned by an understanding of student learning.

In this course we explore key approaches and principles underpinning course design and alignment between learning outcomes, teaching strategies, and assessment. To allow both for breadth in course design as well as in-depth exploration of key areas (such as assessment), the course will be developed to allow participants to investigate an area of interest. It will do so by drawing from a range of options that include assessment, teaching strategies, course design, and educational technology. The course features a range of video case studies featuring educators in a range of different disciplinary contexts and we will explore and demonstrate strategies and best practice to help students plan, develop and teach using online technologies. Participants will also learn how best to engage and enthuse students within online learning environments and activities, and how to manage their own time when teaching online. The course focuses on developing participants' understanding of effective, sustainable and transferable online pedagogies. You will be introduced to contemporary scholarly literature on technology-enabled course design, learning, and teaching and you will be asked to consider the appropriate place and use of educational technology in your own teaching context.

By offering this course as a fully online course, we hope you will engage with the opportunity to experience online learning first-hand and reflect upon your experience throughout the course thereby potentially informing your own course redesign. In addition, online discussion forums will offer you

opportunities to engage in discussion and debate with your colleagues enrolled in this course thereby preparing you for your assessment.

The assessments for this course are focused on evaluating your own existing course and proposing changes in light of the concepts you explore in EDST 5123 and the international literature on higher education.

We hope you find the course engaging and that you accept the opportunity to experience a fully online course that will hopefully provide you with insights about how you may choose to integrate online technologies into your own blended or online courses.

## **5. TEACHING STRATEGIES**

The central focus of this course concerns providing a flexible, reflective and personal learning experience for students. The course intends to actively engage students by making their learning experience personally relevant by providing opportunities for them to review their own course design and develop a proposal for making changes that are meaningful and useful for their own teaching practice. The course is designed around the premise that all educators, no matter their discipline area, share a common experience whenever they facilitate learning. The resources used in this course are based upon the concept of practicing educators sharing their experiences and wisdom about online teaching and course design in an open and collegial manner. Students will have the opportunity to draw upon and share their own relevant experiences and knowledge with peers from a range of disciplines. Students, however, will be asked to relate what they learn to their own existing teaching practices by evaluating and redesigning components of their own course/s.

Further, the course is designed around principles derived from narrative analysis and constructivism, which focus upon the importance of personal experience in the learning process. The structure of the course is intended to encourage participants to reflect upon and draw from their own stories and their reservoir of prior experience. Such critiquing should focus upon their learning contexts and goals as well as their teaching strategies and along with scholarly literature, this can be used to guide discussions and assessments as they construct their own learning. Students are expected to engage with the weekly course material and online discussions throughout the duration of the course. We want you to draw insights from discussion contributions and reflections in ways that can inform your responses to the three assessment tasks.

## **6. COURSE CONTENT AND STRUCTURE**

The course will be delivered fully online via Moodle and will be intensive in the first nine weeks of the semester when all course material, activities, and first 2 assessments will be completed. The final weeks of the semester will however, focus on completion of the final assessment task, exploration of additional international research literature, and final reflections on the course. There is an expectation that students will engage with the online course material and activities for a minimum of 3 hours a week plus an additional 3 hours per week of readings and ongoing discussion with peers during Weeks 1-9. This would result to the equivalent of 24 'contact hours' and additional 24 hours of outside of 'contact hours' activities. In addition, students are expected to engage with additional readings for preparing their assessments.

<b>Week Beginning</b>	<b>Module Topics</b>
1 29 February	<b>Welcome to the Course</b> , introductions, becoming familiar with the Moodle site
2 7 March	<b>What is online teaching and why is it important?</b> Overview of online ethnographies and technologies, and their place in contemporary education
3 14 March	<b>Open and Institutionally-supported Technologies:</b> An examination of the pros and cons of the use of social media vs contained systems in educational contexts, and an examination of relevant activities
4 21 March	<b>Planning online learning:</b> Understand how to define your learning outcomes, develop appropriate online activities and assessment strategies, and to choose the right technology to use. These themes are continually revisited throughout the remainder of the course.
25 Mar -3 April	Mid Semester Break
5 4 April	<b>Online learning activities:</b> Types of online activities and teaching scenarios. Overview and exemplification of a range of fully online, blended and mobile learning scenarios, interaction and applications, online resources and activities through various case study videos.  <i>Assessment 1 due on 6 April 2016, 5pm</i>
6 11 April	<b>Assessment strategies.</b> Aligning assessment with learning outcomes and designing assessments for learning. Considerations of using technology to enhance assessments – benefits to the instructor and the students. Design and purpose of standards-based assessment and rubrics explored. Issues concerning assessment feedback and practical affordances provided by technologies are explored.
7 18 April	<b>Online Resources:</b> What role can online resources play in effectively supporting student learning? Understand how to find and use a range of Open Educational Resources (OER) in your class, and explore options for creating your own online resources. Issues of Creative Commons and Copyright in online education are also discussed.
8 25 April	<b>Engaging and motivating students</b> online and managing your own time online as the instructor. Best practices discussed and identified for building an online community of learners.
9 2 May	<b>Evaluating your Course Design.</b> What are some evaluation methods for determining whether your course design change has been effective? Suggestions for ways of gaining feedback from students to inform your continued teaching practice and pedagogical decisions. How can learning analytics from the use of online technologies help you identify that your course design is helping meet your intended aims and outcomes?  <i>Assessment 2 due on 4 May 2016, 5pm</i>
10 9 May	Work on completing final assessment (assessment 3), complete required readings and exploration of international literature, final reflections
11 16 May	Work on completing final assessment (assessment 3), complete required readings and exploration of international literature, final reflections
12 23 May	Work on completing final assessment (assessment 3), complete required readings and exploration of international literature, final reflections
13 30 May	<i>Assessment 3 due on 1 June 2016, 5pm</i>

## 7. RESOURCES

### Required Readings

#### Week 2

Anderson, T. (2003). [Getting the mix right again: An updated and theoretical rationale for interaction](#). *The International Review of Research in Open and Distance Learning*, 4(2).

#### Week 3

Bower, M., Hedberg, J. G., & Kuswara, A. (2010). [A framework for Web 2.0 learning design](#). *Educational Media International*, 47(3), 177-198.

#### Week 4

Gosper, M., Woo, K. Muir, H., Dudley, C., & Nakazawa, K., (2007). [Selecting ICT-based solutions for quality learning and sustainable practice](#). *Australian Journal of Educational Technology* 23 (2), 227-247.

#### Week 5

Johnson, L., Adams Becker, S., Cummins, M., & Estrada, V. (2014). [2014 NMC Technology Outlook for Australian Tertiary Education: A Horizon Project Regional Report](#). Austin, Texas: The New Media Consortium.

Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2014). [NMC Horizon Report: 2014 Higher Education Edition](#). Austin, Texas: The New Media Consortium.

#### Week 6

McNeill, M. Gosper, M. & Hedberg, J. (2010). [Technologies to transform assessment: a study of learning outcomes, assessment and technology use in an Australian university](#). In C.H. Steel, M.J. Keppell, P. Gerbic & S. Housego (Eds.), *Curriculum, Technology & Transformation for an Unknown Future. Proceedings ascilite Sydney 2010*, 630-640.

#### Week 7

Hilton, J., Wiley, D., Stein, J. & Johnson, A. (2010). [The four R's of openness and ALMS analysis: frameworks for open educational resource](#). *Open Learning: The Journal of Open, Distance and e-Learning*, 25(1), 37-44.

#### Week 8

Garrison, D., Anderson, T., & Archer, W. (2000). [Critical inquiry in a text-based environment: Computer conferencing in higher education model](#). *The Internet and Higher Education*, 2(2-3), 87-105.

#### Week 9

Sancar Tokmak, H., Baturay, H., & Fadde, P. (2013). [Applying the context, input, process, product evaluation model for evaluation, research, and redesign of an online master's program](#). *The International Review Of Research In Open And Distance Learning*, 14(3), 273-293.



## Suggested Readings

### Week 2

- Ally, M. (2004). [Foundations of educational theory for online learning](#). In T. Anderson & F. Elloumi (Eds.), *Theory and practice of online learning* (pp. 3-31). Athabasca: Athabasca University.
- Anderson, T. (2004). [Toward a theory of online learning](#). In T. Anderson & F. Elloumi (Eds.), *Theory and practice of online learning* (pp. 33 – 60). Athabasca: Athabasca University.
- Barber, M., Donnelly, K. & Rixvi.S. (2013). [An avalanche is coming. Higher education and the revolution ahead](#). *Institute for Public Policy Research*.
- Bower, M., Hedberg, J. & Kuswara, A. (2009). [Conceptualising Web 2.0 enabled learning designs](#). In *Same places, different spaces*. Proceedings ascilite Auckland 2009. 1153-1162.
- Moore, M. G. (1989). [Three types of interaction](#). *American Journal of Distance Education*, 3(2), 1-6.

### Week 3

- Barnes, C., & Tynan, B. (2007). The adventures of Miranda in the brave new world: learning in a Web 2.0 millennium. *ALT-J*, 15(3), 189 - 200.
- Churchill, D. (2009). Educational applications of Web 2.0: Using blogs to support teaching and learning. *British Journal of Educational Technology*, 40(1), 179-183.
- Friedman, H.H. & Friedman, L.W. (2013). Using social media technologies to enhance online learning. *The Journal of Educators Online*, 10(1), 1-21.
- Junco, R., Elavsky, C. M. & Heiberger, G. (2013). Putting twitter to the test: Assessing outcomes for student collaboration, engagement and success. *British Journal of Educational Technology*, 44(2), 273–287.
- McCarthy, J. (2013). Learning in Facebook: First year tertiary student reflections from 2008 to 2011. *Australasian Journal of Educational Technology*, 29(3), 337-356.
- McLoughlin, C. & M. Lee (2010). Personalised and self regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. *Australasian Journal of Educational Technology*, 26(1), 28-43.

### Week 4

- Biggs, J. (2014). [Constructive alignment in university teaching](#). *HERDSA Review of Higher Education*, 1, 5-22.
- Biggs, J. & Tang, C. (2007). [Teaching for Quality Learning at University](#). Buckingham: SRHE and Open University Press. 3rd edition.
- Donnelly, R., & Fitzmaurice, M. (2005). [Designing modules for learning](#). In G. O'Neill, S. Moore, & B. McMullin (Eds). *Emerging Issues in the Practice of University Learning and Teaching* (pp. 99-110). Dublin: AISHE .
- Gibbs, D., & Gosper, M. (2006). [The upside-down world of e-learning](#). *Journal of Learning Design*, 1(2) 45-53. Retrieved from
- McNeill, M., Gosper, M. & Hedberg, J. (2011). [Academic practice in aligning curriculum and technologies](#). *International Journal of Computer Information Systems and Industrial Management Applications*, 3, 679-686.
- Tam, M. (2014). [Outcomes-based approach to quality assessment and curriculum improvement in higher education](#). *Quality Assurance in Education*, 22(1), 158-168.

### Week 5

- Abeysekera, L., & Dawson, P. (2014). [Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research](#). *Higher Education Research & Development*, 1-14. doi: 10.1080/07294360.2014.934336

- Bower, M., Kennedy, G.E., Dalgarno, B., Lee, M.J.W., Kenney, J. & de Barba, P. (2012). [Use of media-rich real-time collaboration tools for learning and teaching in Australian and New Zealand universities](#). In M. Brown, M. Hartnett & T. Stewart (Eds.), *Future challenges, sustainable futures*. In Proceedings ascilite Wellington 2012, 133-144.
- Carroll, J., Diaz, A., Meiklejohn, J., Newcomb, M., & Adkins, B. (2013). [Collaboration and competition on a wiki: The praxis of online social learning to improve academic writing and research in under-graduate students](#). *Australasian Journal of Educational Technology*, 29(4), 513-525.
- Chen, P., Lambert, A., & Guidry, K. (2010) [Engaging online learners: The impact of Web-based learning technology on college student engagement](#), *Computers & Education*, 54(4), 1222-1232.
- Cruickshank, K., Chen, H., & Warren, S. (2012). [Increasing international and domestic student interaction through group work: A case study from the humanities](#). *Higher Education Research & Development*, 31(6), 797-810.
- Cuéllar, M.P., & Pegalajar, M.C. (2014). [Design and implementation of intelligent systems with LEGO Mindstorms for undergraduate computer engineers](#). *Computer Applications in Engineering Education*, 22(1), 153-166.
- Garrison, D. R., & Kanuka, H. (2004). [Blended learning: Uncovering its transformative potential in higher education](#). *The Internet and Higher Education*, 7(2), 95–105.
- Gikas, J., & Grant, M. M. (2013). [Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media](#). *The Internet and Higher Education*, 19, 18–26.
- López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). [Blended learning in higher education: Students' perceptions and their relation to outcomes](#). *Computers & Education*, 56(3), 818–826.
- Maybee, C., Bruce, C.S., Lupton, M., & Rebmann, K. (2013). [Learning to use information: Informed learning in the undergraduate classroom](#). *Library and Information Science Research*, 35(3), 200-206.
- McKenzie, W. A., Perini, E., Rohlf, V., Toukhsati, S., Conduit, R., & Sanson, G. (2013). [A blended learning lecture delivery model for large and diverse undergraduate cohorts](#). *Computers & Education*, 64, 116–126.
- Simpson, M. (2008). [Attempting to realise the potential of blended learning: An initial teacher education case study](#). In *Hello! Where are you in the landscape of educational technology? Proceedings ascilite Melbourne, 2008*. 927-931.
- Smith, C.C. (2008). [Technologies for transcending a focus on error: Blogs and democratic aspirations in first-year composition](#). *Journal of Basic Writing*, 27(1), 35-60.
- Wilson, S.G. (2013). [The flipped class: A method to address the challenges of an undergraduate statistics course](#). *Teaching of Psychology*, 40(3), 193-199.

## Week 6

- Gray, K., Thompson, C., Sheard, J., Clerehan, R. & Hamilton, M. (2010). [Students as Web 2.0 authors: Implications for assessment design and conduct](#). *Australasian Journal of Educational Technology*, 26(1), 105-122.
- Macdonald, J. (2002). [Developing competent e-learners: The role of assessment](#). Open University in Scotland, Edinburgh, UK Paper presented at the *Learning Communities and Assessment Cultures Conference* organised by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-30 August 2002.
- Nicol, D. J. & Milligan, C. (2006), [Rethinking technology-supported assessment in terms of the seven principles of good feedback practice](#). In C. Bryan and K. Clegg (Eds.), *Innovative Assessment in Higher Education*, Taylor and Francis Group Ltd, London. 1-14.
- Falchikov, N. & Thompson, K. (2008). [Assessment: What drives innovation?](#) *Journal of University Teaching and Learning Practice*, 5(1), 47-60.

## Week 7

- Bissell, A.N. (2009). [Permission granted: Open licensing for educational resources](#). *Open Learning: The Journal of Open, Distance and e-Learning*, 24(1), 97-106.
- Brent, I., Gibbs, G.R. Gruszczynska, A.K. (2012). [Obstacles to creating and finding open educational resources: The case of research methods in the social sciences](#). *Journal of Interactive Media in Education*. 1-17.
- Friesen, N. (2009). [Open educational resources: New possibilities for change and sustainability](#). *The International Review Of Research In Open And Distance Learning*, 10(5), 1-13.
- Petrides, L., Nguyen, L., Jimes, C., & Karaglan, A. (2008). [Open educational resources: Inquiring into author use and reuse](#). *International Journal of Technology Enhanced Learning*, 1(1-2), 98-117.
- Tuomi, I. (2013). [Open educational resources and the transformation of education](#). *European Journal of Education*, 48(1), 58–78.

## Week 8

- Akyol, Z., Garrison, D., & Ozden, M. (2009). [Online and blended communities of inquiry: Exploring the developmental and perceptual differences](#). *The International Review of Research In Open And Distance Learning*, 10(6), 65-83.
- Anderson, T., Rourke, L., Garrison, D. R., Archer, W. (2001). [Assessing Teaching presence in a Computer Conference Environment](#). *Journal of Asynchronous Learning Networks*, 5(2), 1-17.
- Garrison, D.R, Cleveland-Innes, & Fung, M. T. S. (2010). [Exploring causal relationships among teaching, cognitive and social presence: Student perceptions of the community of inquiry framework](#). *The Internet and Higher Education*, 13(1–2), 31–36.
- Garrison, D. R., Anderson, T., & Archer, W. (2001). [Critical Thinking, Cognitive Presence, and Computer Conferencing in Distance Education](#). *American Journal of Distance Education*, 15(1), 1-24. Doi: 10.1080/08923640109527071
- Mandernach, B. J., Hudson, S., & Wise, S. (2013). [Where has the time gone? Faculty activities and time commitments in the online classroom](#). *The Journal of Educators Online*, 10(2), 1-15.
- Rourke, L., Anderson, T. Garrison, D. R., & Archer, W. (2001). [Assessing social presence in asynchronous, text-based computer conferencing](#). *Journal of Distance Education*, 14(3), 51-70.
- Shea, P., & Bidjerano, T. (2010). [Towards a theory of self-efficacy, self-regulation, and development of a communities of inquiry in online and blended learning environments](#). *Computers & Education*, 55(4), 1721-1731.

## Week 9

- Clow, D. (2013). [An overview of learning analytics](#). *Teaching in Higher Education*, 18(6) pp. 683–695.
- Dawson, S. (2009). [‘Seeing’ the learning community: An exploration of the development of a resource for monitoring online student networking](#). *British Journal of Educational Technology*, 41(5), 736-752.
- Lockyer, L., Heathcote, E., & Dawson, S. (2013). [Informing pedagogical action: Aligning learning analytics with learning design](#). *American Behavioral Scientist*, 58(10), 1439-1459.
- Nevo, D. (1983) [The conceptualization of educational evaluation: An analytical review of the literature](#). *Review of Educational Research*, 53(1),117-128.
- Siemens, G. (2013). [Learning analytics: Emergence of a discipline](#). *American Behavioral Scientist*, 58(10), 1380-1400.
- Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C. & Misulis, K. (2011). [Using the context, input, process, and product evaluation model \(CIPP\) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs](#). *Journal of Higher Education and Outreach Engagement* 15(4), 57-83.

### Further Readings

The following are some examples of journals focusing on higher education and/or educational technology:

- Australasian Journal of Educational Technology;
- British Journal of Educational;
- Computers and Education;
- International Review of Research in Open and Distance Learning;
- Journal of Academic Development;
- Teaching in Higher Education;
- Educational Technology Research and Development;
- Educational Technology and Society;
- The Internet and Higher Education;
- Review of Educational Research;
- Journal of Asynchronous Learning Networks;
- International Journal of Technology Enhanced Learning.

## 8. ASSESSMENTS

Assessments are scaffolded to help students progress through key cognitive stages: understanding, analysis, application, and reflection.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1	1000 words	20%	1, 4	2, 4	6 April, 2016 5:00 PM
Assessment 2	2000 words	35%	2, 3, 4	1, 2, 3, 4	4 May, 2015 5:00 PM
Assessment 3	3000 words	45%	3, 4, 5	1, 3, 4, 5	1 June, 2016 5:00 PM

Students are required to follow their lecturer's instructions when submitting work for assessment. All assessments must be submitted online via Moodle by 5:00 p.m. Students no longer need to use a cover sheet. Students are required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination/assessment. If an assessment is mislaid, the student is responsible for providing a further copy. Please see Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements, etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

### Assessment Details

#### Assessment 1 – Understanding Context

##### 1000 words

Draw evidence from multiple perspectives by engaging with the online resources and discussions, so you can critically comment about the points below. (Evidence can be derived from the literature, AV resources/videos, peer and/or class discussions, and your own notes.) The points for critical analysis are concerned with:

- The benefits, risks, and the considerations associated with the use of both open web 2.0 technologies and institutionally-supported (closed) technologies (e.g. learning management systems);

- Your own institution's and possibly School and/or Faculty's policy and strategies about open and institutionally-supported technologies and teaching delivery approaches (i.e. blended learning, flipped classroom, online learning, etc.) with implications to your own teaching practice.

Your citations and references must follow APA 6<sup>th</sup> Edition guidelines.

## **Assessment 2 – Review of Course Design**

*2000 words or equivalent if you use an alternative delivery method (e.g. video/audio recorded presentation, blog, wiki) with link to be submitted together with student details.*

### Part A

*Approximately 1000 words or equivalent*

Using quality assurance/evaluation frameworks/checklists provided in the course, critically analyze, review and critique your existing course design for the purposes of identifying instances where online learning technologies could be utilized to enhance student learning. Students should include the following in their commentary:

- An account and analysis of the course context (i.e. the program, school, faculty, etc.);
- A profile of the learners and an evidence-based analysis (e.g. student feedback, peer observation, and/or own reflection) of how well the course meets the needs of learners;
- An analysis of the current delivery options (face-to-face, blended, online, etc.);
- An analysis of how the current learning outcomes, activities, resources, and assessments do or do not align.

### Part B

*Approximately 1000 words or equivalent*

Drawing upon your analysis, review and critique in Part A, as well as concepts explored in the course, and relevant research literature, identify components of your course which may benefit from a redesigned online activity, assessment, and/or resource; then propose how you might go about redesigning these components. Your proposal should be justified by evidence from scholarly literature, course material, class discussions, and your own reflections. If you find that online technologies would not be suitable or appropriate for your redesign, provide an evidence-based argument to support redesigning your course components without the integration of online technologies. Note, you don't have to actually design these components (this will be the thrust of Assessment 3). Instead, we want you here to focus on providing an evidence-based argument for your proposed course design changes. Your argument will be framed from multiple perspectives including relevant literature, commentary from your peers (including evidence from class discussions), and your own perspectives as these emerge from your own careful thinking.

For all work, students must reference appropriate scholarly literature and frameworks and these may either have been referred to in the course or may include references that they have found themselves. All citations and references must follow APA 6<sup>th</sup> Edition guidelines.

### Assessment 3 – Application of Course Design Change

3000 words or equivalent via an alternative delivery method (e.g. video/audio recorded presentation, blog, wiki, with link to be submitted together with student details).

Considering the proposed changes you made in Part B of Assessment 2, redesign components of your course that you have identified as needing redesign to enhance students' learning experience. You may choose to redesign any number of activities, and/assessments, and/or resources that would be beneficial for your particular teaching context. However, a minimum of one resource, activity, or assessment should undergo substantial redesign. Drawing upon concepts explored in the course (including class discussions), case studies presented, international scholarly literature on global perspectives and practices, and your own reflections, include the following in this final culminating assessment:

- Provide a description of, and an accompanying evidence-based argument, for your revised course components (resources, activities, or assessments) including how they have changed from the original course components and whether they would be fully online, blended, or face-to-face. Include your justification (based on support from the literature, class discussions, and videos) for selecting the particular technology or an evidence-based argument for technology *not* being appropriate for the particular components of your course. Your case should build upon the evidence-based argument your framed in Assessment 2.
- Outline practical considerations you have made by using Bates' SECTIONS Framework (introduced in Week 5) such as: students (international students, diversity, cohort features), ease of use, costs, teaching and learning (evidence of curriculum alignment), interactivity, organizational issues, novelty, and speed (updating, setup). Include evidence (e.g. from the literature, videos, or class discussions) to support the considerations and adjustments you have made.
- Develop and present an evidence-based evaluation plan based on the resources and frameworks introduced in Week 9 for determining the effectiveness of your course redesign. What are your intended short and long term outcomes from your redesigned course? What data might you need to collect and how will you manage those data? To what extent would learning analytics be appropriate for the evaluation of your particular redesign? Include evidence from class discussions and from the literature to support your evaluation strategy.

Students should also reference appropriate scholarly literature and frameworks which have either been referred to in the course or which they have found themselves. All references must follow APA 6<sup>th</sup> Edition guidelines.

#### *Return of Assessment Tasks*

Return and feedback for all assessments will be provided to you via Turnitin on Moodle. You will not be provided with printed feedback.

#### *Feedback*

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
<i>1: Understanding the Context</i>	<i>via Turnitin on Moodle</i>	<i>27 April, 2016</i>
<i>2: Review of Course Design &amp; Proposal for Change</i>	<i>via Turnitin on Moodle</i>	<i>25 May, 2016</i>
<i>3: Application of Course Design Change</i>	<i>via Turnitin on Moodle</i>	<i>22 June, 2016</i>

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5123 EDUCATIONAL DESIGN FOR LEARNING IN HIGHER EDUCATION

Student Name:  
 Assessment Task: *Assessment Task 1*

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Critical analysis of the concepts explored in the course concerning open and institutionally-supported (closed) online technologies.</li> <li>• Critical analysis of your own institution's or Faculty's policies concerning open and institutionally-supported online technologies and teaching delivery (i.e. online, blended, etc.) with implications to your own teaching practice.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of reflective enquiry and critical analysis from multiple perspectives including your own, those of your colleagues from the online discussions, and the literature.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate and effective use of relevant literature.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure of the response to the task.</li> <li>• Clarity and coherence of response to the task.</li> <li>• The completion of all parts of the assessment as outlined in the <i>assessment details</i>.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer** **Date**  
**Recommended: /20 (FL PS CR DN HD)** **Weighting: 20%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5123 EDUCATIONAL DESIGN FOR LEARNING IN HIGHER EDUCATION

Student Name:  
 Assessment Task: *Assessment Task 2*

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Analysis of a current course design including all components as identified in the assessment details (Part A).</li> <li>Identification of components in a course that require redesign with evidence-based recommendations based on evidence from the research literature, course material, class discussions, and your own reflections (Part B).</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Depth of reflective enquiry and critical analysis from multiple perspectives including your own, those of your colleagues through class discussions, feedback from students, and the literature.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Appropriate and effective use of relevant literature (scholarly literature referred to in the course and those you have found yourself).</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Appropriateness of overall structure of the response to the task.</li> <li>Clarity and coherence of response to the task.</li> <li>The completion of all parts of the assessment as outlined in the <i>assessment details</i></li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style).</li> <li>Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Recommended:**     /20     (FL PS CR DN HD)     **Weighting:**     35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**



UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET  
EDST5123 EDUCATIONAL DESIGN FOR LEARNING IN HIGHER EDUCATION

Student Name:  
Assessment Task: *Assessment Task 3*

Student No.:

SPECIFIC CRITERIA	(-) $\longleftarrow$ $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Description of redesigned components of your course (activities, assessments, or resources).</li> <li>Explanation of practical considerations.</li> <li>Explanation of an evaluation strategy.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Depth of reflective enquiry and critical analysis from multiple perspectives including your own, those of your colleagues through class discussions, and the literature.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Appropriate and effective use of relevant international scholarly literature on global perspectives and practices in Higher Education and how these relate to your local context.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Appropriateness of overall structure of the response to the task.</li> <li>Clarity and coherence of response to the task.</li> <li>The completion of all parts of the assessment as outlined in the <i>assessment details</i>.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style).</li> <li>Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer Date  
**Recommended:**     /20     (FL PS CR DN HD)     **Weighting:**     45%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**