School of Education

EDST5123: Educational Design for Learning in Higher Education

Semester 1, 2017
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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 Bedegal 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, 2017

2. STAFF CONTACT DETAILS
Course Coordinator: Professor Bob Fox
Office Location: Pro-Vice-Chancellor (Education) Portfolio
Level 10, Library Tower
Email: bobfox@unsw.edu.au
Phone: 9385 1052
Availability: By appointment

Course Co-Coordinator: TBC
Office Location: Pro-Vice-Chancellor (Education) Portfolio
Level 10, Library Tower
Email: TBC
Phone: TBC
Availability: By appointment

Admin Assistant: Administrator, Grad Cert ULT
Office Location: Pro-Vice-Chancellor (Education) Portfolio
Level 10, Library Tower
Email: gcult@unsw.edu.au
Phone: 9385 8421

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Educational Design for Learning in Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including equivalent of class contact hours, readings, discussions, assessments, and reflection</td>
</tr>
<tr>
<td>Schedule</td>
<td>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).</td>
</tr>
</tbody>
</table>

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.

**Important Information**

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure. 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.

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.

**Course Learning Outcomes**

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyse the importance and use of a range of online technologies in learning, teaching, and course design in contemporary education from multiple perspectives</td>
</tr>
<tr>
<td>2</td>
<td>Evaluate course designs involving digital technologies and online learning activities appropriate for a range of teaching contexts from multiple perspectives</td>
</tr>
<tr>
<td>3</td>
<td>Develop an evidence-supported argument and proposal for designing or redesigning a component of a course introducing online technologies for use in your own teaching practice</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate collaborative and independent enquiry and reflective practice</td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

<table>
<thead>
<tr>
<th>Capability</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disciplinary knowledge and practices</strong></td>
<td>2, 3</td>
</tr>
</tbody>
</table>

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 Enquiry-based learning
Students should be able to use an analytical scholarly framework to examine their educational practice aimed at improving their effectiveness across these areas. 1, 2

3 Cognitive skills and critical thinking applicable to teaching in higher education
Students should be able to:
- identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions 2, 3
- draw from and analyse a range of evidence from different perspectives to enhance their practice.

4 Communication, adaptive and interactional skills
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. 1, 2, 3

5 Global outlook
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. 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. An additional component, however, will be a series of optional face-to-face seminars. These are being offered because some former students have suggested that collegial meetings provide valuable learning opportunities.

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.
<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Module Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 27 February</td>
<td>Welcome to the Course, introductions, becoming familiar with the Moodle site.</td>
</tr>
<tr>
<td>2 6 March</td>
<td>What is online teaching and why is it important? Overview of online ethnographies and technologies, and their place in contemporary education.</td>
</tr>
<tr>
<td>3 13 March</td>
<td>Open and Institutionally-supported Technologies: 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.</td>
</tr>
<tr>
<td>4 20 March</td>
<td>Planning online learning: 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.</td>
</tr>
<tr>
<td>5 27 March</td>
<td>Online learning activities: 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.</td>
</tr>
<tr>
<td>6 3 April</td>
<td>Assessment strategies. 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.</td>
</tr>
<tr>
<td>7 10 April</td>
<td>Online Resources: 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.</td>
</tr>
<tr>
<td>14 – 23 April</td>
<td>Mid Semester Break</td>
</tr>
<tr>
<td>8 24 April</td>
<td>Engaging and motivating students online and managing your own time online as the instructor. Best practices discussed and identified for building an online community of learners.</td>
</tr>
<tr>
<td>9 1 May</td>
<td>Evaluating your Course Design. 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?</td>
</tr>
<tr>
<td>10 8 May</td>
<td>Work on completing final assessment (assessment 3), complete required readings and exploration of international literature, final reflections</td>
</tr>
<tr>
<td>11 15 May</td>
<td>Work on completing final assessment (assessment 3), complete required readings and exploration of international literature, final reflections</td>
</tr>
<tr>
<td>12 22 May</td>
<td>Work on completing final assessment (assessment 3), complete required readings and exploration of international literature, final reflections</td>
</tr>
<tr>
<td>13 29 May</td>
<td>Assessment 3 due on 31 May 2017, 5pm</td>
</tr>
</tbody>
</table>
7. RESOURCES

Required Readings

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9
Suggested Readings

Week 2


Week 3


Week 4


Week 5


Week 6


Week 7


Week 8


Week 9


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 Technology;
- 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;

8. ASSESSMENTS

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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>1000 words</td>
<td>20%</td>
<td>1, 4</td>
<td>2, 4</td>
<td>29 March, 2017 5:00 PM</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>2000 words</td>
<td>35%</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>3 May, 2017 5:00 PM</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>3000 words</td>
<td>45%</td>
<td>3, 4, 5</td>
<td>1, 3, 4, 5</td>
<td>31 May, 2017 5:00 PM</td>
</tr>
</tbody>
</table>

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.

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.


Assessment 2 – Review of Course Design

2000 words.

Part A

Approximately 1,000 words

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 1,000 words

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 6th Edition guidelines.
Assessment 3 – Application of Course Design Change

3,000 words.

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 6th 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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Understanding the Context</td>
<td>via Turnitin on Moodle</td>
<td>19 April, 2017</td>
</tr>
<tr>
<td>2: Review of Course Design</td>
<td>via Turnitin on Moodle</td>
<td>24 May, 2017</td>
</tr>
<tr>
<td>&amp; Proposal for Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: Application of Course</td>
<td>via Turnitin on Moodle</td>
<td>21 June, 2017</td>
</tr>
<tr>
<td>Design Change</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Name:  
### Student No.:  
### Assessment Task: Assessment Task 1

#### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Critical analysis of the concepts explored in the course concerning open and institutionally-supported (closed) online technologies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
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</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(-)</th>
<th>(+)</th>
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</thead>
<tbody>
<tr>
<td>- Depth of reflective enquiry and critical analysis from multiple perspectives including your own, those of your colleagues from the online discussions, and the literature.</td>
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</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th>(-)</th>
<th>(+)</th>
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</thead>
<tbody>
<tr>
<td>- Appropriate and effective use of relevant literature.</td>
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</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Appropriateness of overall structure of the response to the task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clarity and coherence of response to the task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The completion of all parts of the assessment as outlined in the assessment details.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

#### Lecturer

**Recommended:** /20  
**Weighting:** 20%

**Date**

**Note:** 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:**
**Student No.:**
**Assessment Task:** Assessment Task 2

### SPECIFIC CRITERIA

**Understanding of the question or issue and the key concepts involved**
- Analysis of a current course design including all components as identified in the assessment details (Part A).
- 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).

**Depth of analysis and/or critique in response to the task**
- 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.

**Familiarity with and relevance of professional and/or research literature used to support response**
- Appropriate and effective use of relevant literature (scholarly literature referred to in the course and those you have found yourself).

**Structure and organisation of response**
- Appropriateness of overall structure of the response to the task.
- Clarity and coherence of response to the task.
- The completion of all parts of the assessment as outlined in the assessment details.

**Presentation of response according to appropriate academic and linguistic conventions**
- Clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style).
- Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

**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.
### SPECIFIC CRITERIA

#### Understanding of the question or issue and the key concepts involved
- Description of redesigned components of your course (activities, assessments, or resources).
- Explanation of practical considerations.
- Explanation of an evaluation strategy.

#### Depth of analysis and/or critique in response to the task
- Depth of reflective enquiry and critical analysis from multiple perspectives including your own, those of your colleagues through class discussions, and the literature.

#### Familiarity with and relevance of professional and/or research literature used to support response
- 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.

#### Structure and organisation of response
- Appropriateness of overall structure of the response to the task.
- Clarity and coherence of response to the task.
- The completion of all parts of the assessment as outlined in the assessment details.

#### Presentation of response according to appropriate academic and linguistic conventions
- Clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style).
- Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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.