



# OLTC20001 *Design for Learning*

## Term 1 - 2018

Profile information current as at 03/05/2024 10:57 am

All details in this unit profile for OLTC20001 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In Design for Learning, you will study learning design principles and processes within the context of tertiary and adult education. You will have the opportunity to critically analyse and reflect on evidence and/or experiences of a previous unit offering to inform ongoing curriculum improvements. On successful completion, you will have prepared a range of learning design artefacts that underpin a new, or redesigned unit of study. These artefacts will adhere to workplace quality and/or accreditation requirements and ultimately inform a unit profile and a Learning Management System presence. You may prepare these artefacts for a unit of your choosing.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-req = OLTC20003 - Nature of Learning and Teaching or OLTC20005 - Adult Learning in Practice

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2018

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: Pass/Fail

#### 2. **Written Assessment**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Unit evaluation survey.

**Feedback**

Useful learning, including authentic assessment.

**Recommendation**

Maintain learning resources and the assessment strategy.

#### Feedback from Unit evaluation survey.

**Feedback**

Good teaching support from the unit coordinator.

**Recommendation**

Maintain teaching support level and teaching strategies.

#### Feedback from Unit evaluation survey. Personal communication.

**Feedback**

Excellent assessment feedback.

**Recommendation**

Maintain teaching support level and assessment feedback strategies.

#### Feedback from Unit evaluation survey.

**Feedback**

Too many readings.

**Recommendation**

Peer review of resources has been undertaken. The outcome of this review was that the resources were commensurate with a Level 8 Postgraduate level of study.

#### Feedback from Unit evaluation survey.

**Feedback**

Collaborative technology was difficult for some students to use who were not tech savvy.

**Recommendation**

Students have been supplied with multiple documents, videos and files on how to use Google Docs. Continual support from the unit coordinator of students who are struggling with the collaborative technology will continue.

#### Feedback from Unit evaluation survey.

**Feedback**

Assessment return timing.

**Recommendation**

All marking for this unit was returned within the two week timeframe. Extensive continual feedback was given to students before any formal marking of assignments through a collaborative space and this was used to inform changes in their assignments. The delay on this extensive feedback (even though all assessment was marked within the correct timelines) was due to students receiving extensions and then trying to submit by the original due dates for the second assessments. Recommendation is that the unit coordinator be clearer with students about giving and receiving feedback and turnaround times for assessment marking, so that students can make more informed decisions about planning their study.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Design engaging and challenging units of study that are informed by scholarship
2. Analyse the impact that policies, procedures and governance frameworks have on learning design
3. Apply the principles of reflective practice to enhance units of study.

N/A



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQU Google Docs

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Susan Richardson** Unit Coordinator  
[s.richardson@cqu.edu.au](mailto:s.richardson@cqu.edu.au)

## Schedule

### Week 1: Learning Design Fundamentals - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning Design Fundamentals		

### Week 2: Government, Industry and Institutional policy requirements - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Government, Industry and Institutional policy requirements		

### Week 3: Writing Learning Outcomes - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Writing Learning Outcomes		

### Week 4: Learning Outcomes for your unit - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning Outcomes for your unit		

### Week 5: Re-visiting theories of how learning happens - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Re-visiting theories of how learning happens		

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6: The Principles of Designing Challenging and Engaging Learning - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The Principles of Designing Challenging and Engaging Learning		

**Week 7: Finalising your unit design - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Finalising your unit design		<b>Assessment Task One - Unit Proposal</b> Due: Week 7 Friday (27 Apr 2018) 11:45 pm AEST

**Week 8: Establishing Your Learning Design - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Establishing Your Learning Design		

**Week 9: Stage 1 of your Learning Design Project - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Stage 1 of your Learning Design Project		

**Week 10: Stage 2 of your Learning Design Project - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Stage 2 of your Learning Design Project		

**Week 11: Stage 3 of your Learning Design Project - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Stage 3 of your Learning Design Project		

**Week 12: Reflection on your Unit Design - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Reflection on your Unit Design		<b>Assessment Task Two - Unit Learning Design</b> Due: Week 12 Friday (1 June 2018) 11:45 pm AEST

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Assessment Task One - Unit Proposal

**Assessment Type**

Written Assessment

**Task Description****Assessment Aim**

This assessment task will provide you with opportunities to engage with the initial steps of unit learning design as you create learning design elements that can inform either a new unit proposal, or a change unit proposal for internal accreditation. The task is designed to promote a culture of reflective and collegial practice, including giving and receiving feedback.

**Assessment Context (Scenario)**

Your discipline leader has informed you that as part of a faculty response to student feedback and recent changes in your discipline area, a decision has been taken to create new units and redesign several current units in the course into

which you teach.

You have been asked to be part of this process by creating a proposal to redesign an existing unit, or design a new unit. You may choose whichever of these options applies best in your circumstances.

To ensure that you prepare a strong proposal that has the best chance of approval through the internal accreditation process, your discipline leader has insisted that you solicit feedback from colleagues/supervisors throughout your (re)design process. Timelines are tight, and your discipline leader wishes to avoid delays resulting from rejected unit proposals. Thus, feedback from your colleagues/supervisors will assist in formulating a quality unit proposal.

You will submit your proposal to the reviewer (Unit Coordinator) for approval. Feedback from the reviewer will then inform your preparation of a complete learning design for your chosen unit (in Assessment 2).

### **Assessment Details**

Your first step will be to **select a new or existing unit** to work with, which you will do in your first two weeks of term. Ideally, your chosen unit will be part of your staff workload allocation and be one that you are able to teach after its development.

Your Assessment 1 submission will be a collection of unit design elements, presented in a Unit Proposal proforma.

#### **Unit Context** (100 – 200 words)

Provide a brief overview of the unit you have chosen and its relationship to its course/s of study. Ensure that you include:

- the modes of study possible with this unit (e.g. on-campus, on-campus metropolitan, distance, mixed mode);
- the typical student demographic (e.g. mostly school leavers or partly school leavers and mature age part-time);
- expected student enrolments; and
- teaching resources available (e.g. how many staff and their roles in delivery of the unit).

#### **Rationale for Creation/Change of Unit** (100 – 200 words)

Explain your reasons for choosing this unit. Your thematic analysis of past student feedback for example would inform this section of your document, if you are redesigning your unit. It may include issues such as: poor student retention; not meeting accrediting authority requirements; you were allocated to teach the unit; adverse student feedback; or low percentage of student feedback etc. If this is a new unit, outline why the unit is required for the course.

#### **Learning Outcomes** (300 – 600 words)

Provide a list of your new or updated learning outcomes for your unit, including enabling objectives as covered in week 4. Your learning outcomes should be measurable, unambiguous, distinct and scaffolded to appropriate levels of Blooms Taxonomy. You must also identify which assessment/s will test each learning outcome.

#### **Assessment Outlines** (300 – 600 words)

Your assessment outlines should include: weighting; type/genre (e.g. Quiz, Exam, Viva, Report, Essay etc); and a brief description of the task. Include as well a rationale that explains the design choices that you have made (i.e. why you are assessing this way).

#### **Unit Alignment**

- Ensure that your Unit Learning Outcomes are aligned to the Course Learning Outcomes of one course.
- Your Unit Learning Outcomes should be aligned to CQUniversity (or your institution's) Graduate Attributes.
- Your assessments should also be aligned to CQU (or your institution's) Graduate Attributes.

The requirements of the Unit Alignment Section shall be completed using the given Unit Alignment pro forma and submitted as a separate file.

#### **Reflections** (300 – 600 words)

You are required to reflect upon the process of creating your unit design elements in Assessment 1 and write a summary based on the following leading questions.

1. Based on the feedback that you received from your GCTAE peers, the unit co-ordinator and/or workplace colleagues, what changes or improvements did you make to your learning design? Explain how they improved your design.
2. Has completing this assessment task caused you to rethink the importance of learning outcomes and curriculum alignment? If so, in what way?

**Additional Notes** If your submission relates to a unit offered at an institution other than CQUniversity, then please include your institution's generic skills requirements, and relevant frameworks, policies and procedures with your Assessment 1 submission.

#### **Assessment Due Date**

Week 7 Friday (27 Apr 2018) 11:45 pm AEST

Assessment will be uploaded through unit Moodle site.

#### **Return Date to Students**

Week 9 Monday (7 May 2018)

Assessment task will be returned with written feedback to inform Assessment Task 2.



**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass. Students must pass both pieces of assessment to pass the unit.

**Assessment Criteria**

The assessment will be assessed using the following criteria:

1. Learning outcomes developed are:
  - measurable;
  - unambiguous;
  - distinct;
  - scaffolded to appropriate levels (Blooms Taxonomy);
  - aligned to relevant course learning outcomes; and,
  - appropriately mapped to your institution's generic skills
2. Assessment outlines
  - are mapped to learning outcomes;
  - are mapped to your institution's generic skills;
  - have minimal duplication in terms of measuring the learning outcomes across assessment tasks; and,
  - can meaningfully measure the learning outcomes.
3. Unit design elements meet your institution's frameworks, policies and procedures
4. There is evidence of collegial activity in the design and development process undertaken.
5. Critical reflection on the design process is evident.
6. Accurate and consistent referencing throughout.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

Submit via Moodle.

**Learning Outcomes Assessed**

- Design engaging and challenging units of study that are informed by scholarship

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Leadership

## 2 Assessment Task Two - Unit Learning Design

**Assessment Type**

Written Assessment

**Task Description****Assessment Aim**

The aim of this assessment is to incorporate feedback from your Unit Proposal and prepare a complete Unit Learning Design that can inform the future creation of:

1. Your unit profile (or analogous document for your institution); and
2. Your implementation into a Learning Management System.

**Assessment Description**

Your discipline team approved your unit proposal and your colleagues thanked you for your contribution to the course. Your next step is to confirm if there are any suggestions for improvement noted from the feedback provided (unit coordinator marking feedback) to strengthen your design.

Your discipline lead has asked you to proceed with the development process so that the unit is ready to teach this year. This will involve making any necessary refinements to your existing design proposal elements, along with the creation of new design elements - in particular, a unit design matrix, as explained below.

## Assessment Details

It is an expectation that you will seek to collaborate with your colleagues, supervisor and/or fellow GCTAE students in your unit design, in particular, asking them to review and provide feedback on the design elements that you have used. Providing evidence of this will enhance the quality of your submission.

Your Assessment 2 submission will be a collection of unit design elements as explained below using a Unit Proposal proforma.

### Unit Overview

Provide an overview for your unit, such as those found in CQUniversity Unit Profiles. Your audience is your students, not your workplace colleagues, so it should be written in plain language avoiding jargon students are not yet familiar with. It should also be written 'to' the student (i.e. use the word 'you' rather than 'the student'). It should also be succinct - using only enough words to highlight the key points of the unit.

- Unit Context (100 - 200 words)\*
- Rationale for Creation/Change of Unit (100 - 200 words)\*
- Learning Outcomes \*
- Assessment Outlines (300 - 600 words)\*
- Unit Alignment \*

  - Unit Learning Outcomes aligned to Course Learning Outcomes
  - Unit Learning Outcomes aligned to CQUniversity (or your institution's) Graduate Attributes.
  - Assessments aligned to CQUniversity (or your institution's) Graduate Attributes.

The requirements of the Unit Alignment Section shall be completed using the given Unit Alignment pro forma and submitted as a separate file.

### Unit Design Matrix

A week or topic-based Unit Design Matrix (using a template provided in the Moodle site) that will include:

1. A list of existing resources you wish to use to support the learning outcomes and assessments, noting those you have identified as requiring creation;
2. At least two learning activities each week to consolidate knowledge, understanding and skill development; and
3. An explanation of the design each week, making special reference to how you have maximised the opportunities for learning for all students regardless of their mode of study.

### Reflections (300 - 600 words)

You are required to critically reflect on your journey through Design for Learning in the creation of your new/updated learning design, and write a summary based on the following leading questions:

1. What important lessons have you learned from the Design for Learning Unit?
2. What changes will you make to the way you design units in the future?

**\* Items marked with an asterisk (\*) should include any improvements based on marking feedback from Assessment 1 to enhance the quality of your submission.**

### Other Requirements For Your Learning Design

Your design must be learner-centred with a variety of learning resources and activities to cater for individual differences in learning and demonstrate your understanding about the nature of diverse learners in your context, and how to engage them in their learning. For instance, if you specify didactic face-to-face lectures are required, you will need to provide a strong argument and evidence that this is the most effective approach. You will also need to include other activities that require students to actively engage with new knowledge and skills.

### Additional Notes

If your submission relates to a unit offered at an institution other than CQUniversity, then please include with your Assessment 1 submission, your institution's generic skills requirements, and relevant frameworks, policies and procedures.

### Assessment Due Date

Week 12 Friday (1 June 2018) 11:45 pm AEST  
Assessment will be uploaded to the unit Moodle site.

### Return Date to Students

Exam Week Monday (11 June 2018)  
Feedback on the final assessment task will be provided prior to the date of certification of grades for the term.

### Weighting

Pass/Fail

### Minimum mark or grade

Pass. Students must pass both pieces of assessment to pass the unit.

## Assessment Criteria

The assessment will be assessed using the following criteria:

1. A submission that meets the requirements explained in the Assessment Details section
2. Creation of a learning design:
  1. informed by the scholarship of learning and teaching and current developments in tertiary education;
  2. that engages and challenges students;
  3. using contemporary practices; and
  4. that is learner-centred.
3. Principles of reflective practice have been applied in the formulation of the learning design.
4. Sources of ideas, information and feedback received are acknowledged.
5. There is evidence of collegial activity in the design and development process undertaken.
6. Evidence of critical reflection on one's practice in designing curriculum.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

## Submission

Online

## Submission Instructions

Submission via Moodle

## Learning Outcomes Assessed

- Analyse the impact that policies, procedures and governance frameworks have on learning design
- Apply the principles of reflective practice to enhance units of study.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem