



OLTC20001 *Design for Learning*

Term 2 - 2018

Profile information current as at 03/05/2024 03:26 pm

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 2 - 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 Lecturer T1 2018

Feedback

Review of assessment tasks is required

Recommendation

Assessment tasks should be reviewed to create authentic tasks that allow students to work within the documented mandates of unit accreditation mechanisms and engage fully with 'design for learning' principles with respect to teaching and scaffolding learning for students.

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

Joanne Dargusch Unit Coordinator
j.dargusch@cqu.edu.au

Schedule

Week 1: Introduction to Instructional Design - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to instructional design		

Week 2: Government, Industry and Institutional policy and frameworks - 16 Jul 2018

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

Week 3: Needs analysis and Taxonomy - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Needs Analysis and Taxonomy		

Week 4: Analysing learners and learning requirements - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Analysing Learners and Learning Requirements		

Week 5: Writing Learning Outcomes - 06 Aug 2018

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

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6: Finalising Your Learning Design - AT1 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Finalising Your Learning Design		Assessment Task One - Unit design/re-design Due: Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Week 7: Learning Theories - How Learning Happens - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning Theories - How Learning Happens		

Week 8: Instructional Strategies - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Instructional Strategies		

Week 9: Lesson Planning - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lesson Planning		

Week 10: Reflecting on Instructional Design, Checking For learning - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflecting on Instructional Design, Checking For learning		

Week 11: Reflecting on Unit Design - The Big Picture - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflecting on Unit Design - The Big Picture		

Week 12: Assessment preparation - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment preparation		Assessment Task Two - Unit Teaching and Learning Design Due: Week 12 Monday (1 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment Task One - Unit design/re-design

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 team leader has informed you that as part of a school 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. You will seek feedback from peers during the process.

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.

You are required to develop an original instructional design analysis and re-design/new unit design, presented using a Unit Proposal proforma. This proforma will support all sections of the task and will be part of your on-going conversations with peers about your work.

Unit Proposal Proforma sections:

Unit Context:

Provide a brief overview of the unit you have chosen and its relationship to its course/s of study. The overview should include the unit and associated course/s names, a statement of the purpose of the design, a brief description of the learners, where the design would be implemented and a timeframe for implementation. (approx 150 words)

Rationale for Change/Creation of unit (approx 200 words)

· **Explain your reasons for choosing to change** this unit:

Your explanation for changing the unit may include issues such as: poor student retention; changes in policy and frameworks; issues with meeting accrediting authority requirements; low pass rates; low achievement levels; adverse student perceptions of the unit (e.g., through personal correspondence, or thematic analysis of past student feedback in the case of Higher Education teachers); other difficulties with delivering the unit including mandatory allocation to the unit. These elements would inform this section of the document.

· **If this is a new unit**, outline why the unit is required for the course/program.

Analysis of the factors

Provide an analysis of each of the factors impacting on the design or re-design, including (approx. 400 words):

- Context
- Learners
- Learning tasks
- Environment

New unit design/redesign

Describe and analyse the new unit design/redesign using an appropriate taxonomy (approx 200 words)

Learning Outcomes

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 against performance criteria; unambiguous; distinct; and the process should be informed by the Australian National Qualifications Framework (AQF levels). Your Unit Learning Outcomes should be aligned to CQU (or your institution's) Graduate Attributes. VET teachers should also consider the generic skills on training.gov.au and student employability skills.

Assessment Outlines

Identify which assessment/s will test each learning outcome. Your assessment outlines should include: weighting; Formative and Summative type (e.g. Quiz, Exam, Report, Essay, observation report-VET, etc); and a brief description of the task. Also include a rationale that explains the design choices you have made (i.e. why you are assessing this way).

Collaboration and reflection component (approx 500 words)

Collaboration and critical reflection are key to the completion of this task. You are required to **engage with other students** in providing and receiving feedback on your unit analysis (via GoogleDocs) and include evidence of collegial interactions in your reflection on this process.

Critically reflect upon the process of creating your unit design elements in Assessment 1 based on the following leading questions:

1. Explain and justify how the proposed redesign will improve the unit OR justify the choice of design elements for your new unit.
2. How will the changes or new design achieve the intended learning outcomes?
3. How did the process of working collaboratively with a peer inform your conceptualisation of your unit?

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 6 Friday (24 Aug 2018) 11:45 pm AEST
Assessment will be uploaded through unit Moodle site.

Return Date to Students

Week 8 Monday (3 Sept 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**On successful completion of this unit, you will be able to:**

Identify and analyse the range of contextual elements that impact on the design of units
Analyse the impact that policies, procedures and governance frameworks have on learning design
Apply the principles of reflective and collaborative practices to enhance units of study
Design/re-design an engaging unit informed by scholarship

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 Teaching and Learning Design

Assessment Type

Written Assessment

Task Description**Assessment Aim**

This assessment task will provide you with the opportunity to engage with the feedback provided to you on Assessment Task 1 in order to further develop your unit of work. Using this feedback, you will create a detailed unit of work that is ready for implementation through your Learning Management System.

Assessment Description

Your Assessment 2 submission will build on the unit design/redesign work you completed for Assessment Task 1. In this task you will consider key theories about teaching and learning to design an engaging series of teaching and learning strategies that cater for the cohort you have described in AT1. The focus in this assessment is on further developing your unit through the design of teaching and learning activities. (2500-3000 words)

Assessment Details

Your Assessment 2 submission will be a collection of unit design elements presented in the Teaching and Learning Design Template.

It is an expectation that you will seek to collaborate with your colleagues and/or fellow GCTAE students in your design of teaching and learning strategies- in particular, asking them to review and provide feedback on the design elements you

have used. Providing evidence of this will enhance the quality of your submission.

Teaching and Learning Design Template

There are several sections in the template to be filled out as follows:

General Information

Fill in the General Information as directed. Provide a unit overview 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 as yet unfamiliar jargon. It should also be written 'to' the student, for instance, 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. The feedback you received on AT1 will influence this overview.

Improvements from AT1

Return to the feedback you received on AT1 to adjust the learning outcomes, assessment outlines and mapping between learning outcomes, assessment and graduate attributes). Cut and paste these into the document as directed.

Week by week teaching and learning schedule

The focus in this assessment piece is on the week by week teaching and learning schedule (or unit plan) for the entire unit where you will present comprehensive planning that documents the resources, learning activities, teaching strategies and choices, links to assessment and checks for learning, and student support mechanisms that you plan to employ in each week of the unit.

Week by week teaching and learning schedule justification

A key requirement of the task is to justify the teaching choices you make and have outlined in your matrix. This will include references to key theories about teaching and learning. The justification is to be written in the final column on the matrix, and justify your design decisions with special reference to how you have maximised the opportunities for learning for all students regardless of their mode of study. Include references to collegial feedback in this section.

Lesson planning

From your matrix choose 2 different and distinctive lessons that you plan to deliver (eg. these could be face-to-face or online lessons/tutorials/workshops). Using the lesson planning template, design detailed lesson plans that demonstrate your understanding of the need to sequence teaching and learning strategies, to cater for individuals in your cohort, and to ensure that the planned learning goals are met. Annotate your 2 lesson plans to identify how they were informed by your thinking about learning design.

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 2 submission.

Assessment Due Date

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

Return Date to Students

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

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

Make design decisions that are relevant and suited to the chosen cohort/s and delivery contexts
Design engaging and challenging teaching and learning activities that are informed by scholarship
Provide evidence of reflective practice in the design of the unit

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