



# OLTC20001 *Design for Learning*

## Term 1 - 2019

Profile information current as at 10/04/2024 02:31 pm

All details in this unit profile for OLTC20001 have been officially approved by CQUniversity 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 - 2019

- Online

### 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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 0%	•		
2 - Written Assessment - 0%		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge			
2 - Communication			
3 - Cognitive, technical and creative skills			
4 - Research			
5 - Self-management			
6 - Ethical and Professional Responsibility			
7 - Leadership			
8 - Aboriginal and Torres Strait Islander Cultures			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 0%								
2 - Written Assessment - 0%								

## 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](mailto:j.dargusch@cqu.edu.au)

## Schedule

### Module 1: Introduction to instructional design processes - 11 Mar 2019

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

### Module 2: Policy contexts - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Policy contexts		

### Module 3 - Analysing learning contexts and learners - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Analysing learning contexts and learners		

### Module 4 - Analysing learning outcomes - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Analysing learning outcomes		

### Module 5 - Learning theories - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Learning theories		

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Module 6 - Instructional strategies - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Instructional strategies		<b>Assessment Task One - Unit Design/Re-design</b> Due: Week 6 Monday (22 Apr 2019) 11:00 pm AEST

### Module 7 - Catering to online learners - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Catering to online learners		

### Module 8 - Lesson planning - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lesson planning		

### Module 9 - Reflecting on instructional design/checking for learning - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reflecting on instructional design/checking for learning		

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assessment Task Two - Unit Teaching and Learning Design</b> Due: Review/Exam Week Monday (10 June 2019) 11:45 pm AEST

### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Assessment Task One - Unit Design/Re-design

#### Assessment Type

Written Assessment

#### Task Description

This assessment task will provide you with opportunities to engage with the steps of unit learning design as you design a new unit, or re-design an existing unit in your discipline area.

#### Assessment Context

In both Vocational Education and Training and Higher Education, teachers are routinely called upon to design new units or to substantially re-design existing units. This often occurs as part of a school/faculty response to student feedback and/or recent changes in a discipline area.

For this assessment task you are asked to **identify a new or existing unit** from your discipline area which you can **design or re-design** (do this in the first 2 weeks of the term). *Ideally*, this chosen unit will be part of your **staff workload allocation** and will be a unit that you are able to teach after its development.

#### Part A - Written Component of the task (2500 words)

You are required to present a **critical analysis** of the new unit of work you will design, or the unit that you will re-design. You will present your analysis as a **report** containing the following sections:

1. An **overview** of the unit that includes its title and the title of its associated course/s, a rationale for the choice of the unit, a brief description of the learners, and where and when the unit is implemented.
2. A discussion and justification of the **instructional design process** you will follow.
3. A critical analysis of **factors** impacting on the design, including:
  - Context
  - Learners
  - Learning Outcomes and Assessment Tasks
4. A **conclusion** that outlines the proposed changes/developments you will apply to the unit and describes the next steps in the design/re-design process.
5. **Reference list** (Sections 2, 3, 4 **must include scholarly references**).
6. Appendices (optional and not included in word count)

#### Part B - Feedback Component of the task (recorded discussion [no more than 10 minutes] and critical reflection [500 words])

You are required to use your written design analysis of your unit to **engage in consultation and collaboration with a peer/s** (from your discipline area or from this unit) **to receive feedback** on your change/new unit design.

You are required to **record your interaction** (through zoom, voice recording, or other digital means). The recording you will produce will be a maximum of 10 minutes. You will take on a facilitation role as you engage your peer/s with the instructional design process you have followed, your analysis of factors, and the proposed changes you will make to the unit. In turn, your partner will provide you with feedback about your choices (at the beginning of the feedback session you will identify the particular feedback that you require).

Using the feedback received from your feedback partner/s, present a **critical reflection on your design decisions**

(including scholarly references). **500 words**

### **Assessment Due Date**

Week 6 Monday (22 Apr 2019) 11:00 pm AEST

Assessment will be uploaded through unit Moodle site.

### **Return Date to Students**

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**

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**

This assessment task will provide you with opportunities to progress your unit learning design for your new or re-designed unit. The focus in this task will be on developing teaching strategies across the unit informed by the feedback provided on AT1 as well as the materials about learning and teaching practices provided on Moodle.

The task has two parts.

### **Part A - Teaching and learning activities unit matrix (approx. 2000-2500 words)**

Fill out the very brief general information section – this will allow the reader to orient themselves to your unit. You will then **complete the Teaching and Learning Activities unit matrix**. It is important that you provide sufficient detail about your teaching and learning strategies and choices that the reader has a clear picture of how you have taken a student-centred approach in your planning. It is anticipated that you'll write approximately 2000-2500 words in the matrix.

**Choose one lesson from your unit that demonstrates how you will cater for both on-line and on-campus (face-to-face) students.** For this focus lesson, use the lesson plan template provided on Moodle (or a suitable

alternative) to develop a more **detailed lesson plan**. *\*\*It is not necessary for you to write a detailed description of this lesson in your unit matrix (to avoid doubling up) – simply indicate that this is the focus lesson.\*\**

### **Part B – Critical reflection on your planning decisions (1000 words)**

Critically reflect on your planning decisions demonstrating the following:

- How your planning decisions were informed by key theories about learning and instructional design;
- Your knowledge of the needs of your learners;
- How you maximised opportunities for learning for all students regardless of their mode of study;
- Your understanding of the need to sequence teaching and learning strategies and to ensure that the planned learning goals are met;
- Your use of feedback on AT1 to strengthen your unit design/re-design.

Your discussion will include references to key theories as well as example from your planning practices (the unit matrix and lesson plan)

**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 in your discussion in this assessment task.

### **Assessment Due Date**

Review/Exam Week Monday (10 June 2019) 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**

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