OLTC20001 *Design for Learning*
Term 1 - 2020

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 - 2020

- 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 Student evaluation

Feedback
Assessment tasks are relevant and useful but the word count was not adequate. Clarity of task expectations.

Recommendation
Review the assessment tasks to ensure that requirements can be met in the manner described. Review the assessment tasks and different assessment supports to ensure clarity about task expectations.

Feedback from Student evaluation

Feedback
Moodle site needs to be reviewed to improve accessibility

Recommendation
Review Moodle site to ensure it is easily navigable; gather all assessment supports in one central part of the Moodle site.

Feedback from Student evaluation

Feedback
Zoom tutorials need to be held regularly

Recommendation
Review timetabling of Zoom tutorial sessions.

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 |

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)

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

Module 1: Introduction to instructional design processes - 09 Mar 2020

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

Module 2: Policy contexts - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Policy contexts		

Module 3 - Analysing learning contexts and learners - 23 Mar 2020

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

Module 4 - Analysing learning outcomes - 30 Mar 2020

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

Module 5 - Learning theories - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Learning theories		

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Module 6 - Instructional strategies - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Instructional strategies		**Assessment Task One - Unit Design/Re-design** Due: Week 6 Monday (20 Apr 2020) 11:45 pm AEST

Module 7 - Catering to online learners - 27 Apr 2020

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

Module 8 - Lesson planning - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Planning lessons within your unit		

Module 9 - Reflecting on instructional design/checking for learning - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Task Two - Unit Teaching and Learning Design Due: Review/Exam Week Monday (8 June 2020) 11:45 pm AEST

Exam Week - 15 Jun 2020

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 Higher Education and Vocational Education and Training, 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/re-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 [max 400 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). [max 400 words]

Assessment Due Date
Week 6 Monday (20 Apr 2020) 11:45 pm AEST
Assessment will be uploaded through unit Moodle site.

Return Date to Students
Week 8 Monday (4 May 2020)
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
Fill out the general information section – this will allow the reader to understand the context of 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 learner-centred approach in your planning.
It is anticipated that you will provide varied pedagogical strategies and resources across the unit to cater to the needs of your students and that each learning event/lesson will contain a description of an introduction, body and conclusion.

Part B – Critical reflection on your planning decisions (1000 words)
Referring to the activities described in your unit matrix, critically reflect on your planning decisions to demonstrate 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 examples from your planning practices (the unit matrix).
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 (8 June 2020) 11:45 pm AEST
Assessment will be uploaded to the unit Moodle site.

Return Date to Students
Exam Week Monday (15 June 2020)
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