We at the LTC think that this resource is about 80% finished. We know, for example, that we need to embed some questions on Internationalisation. Please feel free to trial this and to add your own questions. We would be very grateful for feedback.

LTC QUICK GUIDE FOR COURSE AND UNIT REVIEW

**Start at the Course level.**

**Don't look at anything you've got already**. Instead, go back to the course rationale. Writing this and getting it right is your first best step. Collaboratively answer these questions before you write your rationale:

1. **What are the real world imperatives that this Course is responding to?** There are real things in the real world that justify the existence of such a course. What are they?

|  |
| --- |
|  |

1. **How will this course and its graduates give expression to the University’s Catholic Identity and Mission?**

|  |
| --- |
|  |

1. **List some of the fields of work that graduates of this course enter.** Note, all courses prepare graduates to be more effective in various life roles with most courses also being directed toward a specific vocation or profession. If your course is not vocationally directed, list instead some roles graduates of this course may have in life, and for which your course is intended to prepare them. **When considering the activities graduates of your course do in their fields of work and/or their life roles what do they need to know to understand, comprehend and make sense of incorporating Indigenous Knowings?**

|  |
| --- |
|  |

**4a.** **How will this course and its graduates give expression to the University’s commitment of embedding Indigenous Knowings in all of its curriculum?**

|  |
| --- |
|  |

**4b. What is it they need to know** (incorporating knowledge of CST and Indigenous Knowings)**?**

|  |
| --- |
|  |

**4c. What is it they need to understand/ comprehend/ make sense of** (incorporating an understanding of CST and Indigenous Knowings)**?**

|  |
| --- |
|  |

**4d. What skills will they need?**

|  |
| --- |
|  |

**4e.**  **In what ways will this course assist students to bring together these aspects of learning in an expression of the University’s Catholic Identity and Mission?**

|  |
| --- |
|  |

The idea is that people must acquire knowledge first, then develop cognitive knowledge (understanding) of what they know, and then use their understanding to inform and develop skills of application. These learning needs, in this order, map well to AQF. Look at what the AQF words are - they sometimes help with framing.

Try to write a one paragraph rationale for the course based on these things. It must have words like **"need"** or **"require"** somewhere in it. And, it must have a developmental logical sequence to it. This rationale statement anchors your course in a real-world context, and provides the logical reference point with which to inform decisions about appropriate intended learning outcomes, course content, sequence and assessment.

The final sentence of the paragraph should be the overall course aim. It would start with the word "Therefore". Like this ... "Therefore, the aim of the course is ... to provide that knowledge, to develop that understanding, to develop those cognitive capabilities, and to develop those skills that [psychologists] will **NEED** to be effective in the real worlds they will most likely enter". The aim should be just one big picture sentence. You'll know it's right when the paragraph becomes almost a tautology in relation to the rationale.

|  |
| --- |
|  |

1. **THEN have a look at the course learning outcomes.**

Your rule of thumb is to have the same developmental narrative sequence suggested in the rationale. This mirrors the sequence students learn as well as the AQF framework.

Aim for THREE outcomes - because then you'll only finish with 6. Definitely don't have more than 6. Less the better. If you have more, (a) you're running the risk of writing a list of outcomes that are probably written at the kind of level that more properly belong at the unit level. **Course LO's should be higher order**. (b) You run the risk of making it very difficult to map it all across the course, and in particular to align it with the assessments. Collapse the outcomes to as few as possible. **Keep them simple, but high order**. **The first one (which should be about the knowledge the students will have on graduation) is the easiest** - you can almost plagiarise the AQF wording - just <<insert discipline>> at the appropriate places.

**Now start the Unit level Process:**

1. **The unit level learning outcomes (ULOs) need to be the constructive elements that constitute the course level learning outcomes CLOs.** ULOs in the first year of the course are the platform of knowledge, understanding, skill and values development that graduates NEED. They will have more learning outcomes containing the knowledge and then understanding of that knowledge which the course provides. So more ULOs in the first year will have ‘knowledge’ and ‘understanding’ verbs at the beginning (look at Bloom’s taxonomy).

ULOs in subsequent years will reflect more of the cognitive skills that students need and the development of skills of application than in the first year.

ULOs that integrate the conceptual pillars of CST and the University’s Identity and Mission are to be incorporated explicitly throughout the course.

The unit level learning outcomes will be able to be mapped across the course to logically show how the course level learning outcomes are sequentially and constructively developed. They will be very like the CLOs but will be at a level that is more specific, focused and behaviourally measurable. There will be more of them because they are the constituent components of the CLOs but there should be no more than 5 in any one unit.

1. **You can map your unit level learning outcomes using a simple Excel spreadsheet to check that they align, are not redundant or irrelevant, or whether any are missing. The spreadsheet will also help you to ensure that learning outcomes are developed in a logical sequence (know => understand => do).**

Please see the ‘using an excel spreadsheet to map learning outcomes’ guide.

**When you have developed all of the unit level learning outcomes it is time to work on your assessment design for each unit.**

1. **ALL** of the ULOs need to be assessed, but usually **NOT** in the same task.

Group ULOs together which are more alike or more able to be assessed in the same task. Be mindful to retain the logical sequence between tasks to match and support the progressive development of students’ learning.

Consider linking each assessment item to the next. For example, ULOs 1 and 2 may be about knowledge and understanding and might be able to be assessed in a short answer exam or a quiz. ULO 3 may be more complex, relating perhaps to concepts and principles students need to learn *in relation to the knowledge and understanding covered by ULOs 1 and 2.* For this, a long essay might be a more appropriate vehicle for students to demonstrate their mastery. ULOs 4 and 5 may be more about cognitive and procedural skills *that can be developed utilizing the concepts and principles covered in ULO 3,* and might therefore be assessable by some kind of group activity.

One or two ULOs may be more complex than the others and you may want to provide students with more than one opportunity to achieve them. In this case you may need to choose 1 or 2 tasks that assess one or two ULOs twice.

1. **Some kinds of assessment cannot be used to assess some ULOs.** It is impossible, for example, to use a multiple choice exam assess a ULO involving critical reflection or an applied cognitive skill. Community engagement activities could be an appropriate form of assessment for such a ULO.
2. **The relationship between the assessment task used and the particular learning outcome(s) it purports to measure must be valid.**

Before you draw up the table of your assessment schedule you need to reconsider the ULOs being assessed by the task and make sure that the task is capable of providing the opportunity to develop and display mastery of those ULOs. If there is doubt you will need to consider a different task.

1. **After** you have chosen the tasks to assess the specific ULOs you have grouped together for that task you can draw up your assessment schedule and consider weightings for each task. You should not, for example, weight tasks assessed earlier in semester as highly as those at the end, even if they assess knowledge and understanding on which the other tasks rely, because the learning outcomes achieved at the end of a unit should be inherently more valuable than those achieved earlier.