## Structure of the Teaching Support Program

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<tr>
<th>Session</th>
<th>Delivery Mode</th>
<th>Duration</th>
<th>Session Learning Outcomes</th>
<th>Key content areas</th>
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</table>
| 1       | Live Classroom via Adobe Connect        | 1 hour   | • use curriculum and learning design concepts discussed in this session to plan and develop your units (PLO1)  
• outline the rationale/context of your unit in the overall course structure, its interdependencies with other units and the value of team-based approaches in the unit design process (PLO2 & 3)  
• define the term ‘constructive alignment’ and describe why constructive alignment is critical in the unit design process (PLO3)  
• distinguish between aims, objectives & learning outcomes and describe the characteristics of good learning outcomes (PLO4) | Welcome to the program (Faculty ADLT)  
Introduction of program presenters  
Overview of program and its components, including WIIFM, learning road map, ‘virtual wall’ for participant’s expectations, program glossary, review of session preparation tasks  
Overview of Program Learning Outcomes  
Curriculum design - units in context horizontal & vertical integration; collaboration & sharing  
Curriculum mapping – design backward, deliver forward approach  
The why and what of constructive alignment - The three elements of CA  
Aims, objectives and learning outcomes  
Learning outcomes definition; perspectives from teacher and student  
Taxonomies of learning |
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| 2       | Live Classroom via Adobe Connect  | 1 hour         | • apply the concept of constructive alignment by using a preferred template/tool to map your Module/Lesson learning outcomes to the Unit learning outcomes, Graduate Attributes and assessment tasks (PLO 2 & 3)  
• determine the number of Modules/Lessons required to address the Unit learning outcomes (PLO 2 & 3)  
• use learning taxonomies and other aids to construct new (or refine existing) Module/Lesson learning outcomes (PLO4)  
• evaluate your Module/Lesson learning outcomes against the six review criteria for determining ‘good learning outcomes’ with the support of your fellow program participants and or nominated peer/critical friend (PLO 1 & 4). | Key points to consider when designing your unit - module structure, sequencing MLOs and packaging content  
A conceptual view of constructive alignment  
Constructive alignment mapping tools  
What LOs mean to students  
Characteristics of good learning outcomes  
Criteria and tools for assessing quality of Los  
Tools and aids to help write learning outcomes |
| 3       | Coaching session                  | Equivalent of 1 hour per week | Outcomes for the coaching program are negotiated with the participants, either as a small group, in pairs or individually.                                                                                                                                                  | Knowledge and skill acquisition is dependent on the participant’s own specific needs with respect to the development of their unit(s) |
| 4       | Live Classroom via Adobe Connect  | 1 hour 30 mins | • explain the reasons why active learning is a key element in learning design, with reference to the research of selected learning design practitioners (PLO5)  
• apply learning design/active learning concepts & principles to the planning and preparation of learning activities for your unit (PLO5)  
• use learning design templates and tools to guide the development of your unit learning activities. (PLO5) | Research & practitioners in Active Learning  
Students & Active Learning  
Bloom's Digital Taxonomy video  
Choosing the Best Tool in LEO  
Learning Activity template  
Discussion forums  
List of web sites for learning activity inspiration |
<p>| 5       | Coaching session                  | Equivalent of 1 hour per week | As per session 3                                                                                                                                                                                                       | As per session 3                                                                                                                                 |</p>
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<tr>
<td>6</td>
<td>Live Classroom via Adobe Connect</td>
<td>1 hour</td>
<td>• use learning design tools to guide the design &amp; development of your unit. (PLO5)</td>
<td>A summary of advice webinar participants provided in learning activity design&lt;br&gt; An outline of the low-tech unit design and planning tool&lt;br&gt; Assessment principles, policies and design criteria&lt;br&gt; A video on assessment marking and moderation&lt;br&gt; Research about assessment, including what students think about assessment&lt;br&gt; Assessment practitioners&lt;br&gt; List of web sites for assessment inspiration</td>
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<td>7</td>
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**Session Learning Outcomes**

- Use learning design tools to guide the design & development of your unit. (PLO5)
- Apply assessment processes that support active learning and the student achievement of module and unit learning outcomes. (PLO6)