

Higher Learning by Design: Foundations of Curriculum Design, Teaching & Learning in University and Tertiary Education

EDU4CTL [20 Credit Points]

Professor Tom Angelo

Higher Learning by Design (Foundations) is a graduate subject designed for university/tertiary-level teachers and academic support staff. Participants evaluate the explanatory power and practical applications of current theories and relevant research – from psychology, cognitive science, education and other disciplines – on effective curriculum design, teaching, and learning practice in higher/tertiary education in order to better analyse, understand, and improve their own teaching effectiveness and their students' learning outcomes. This highly interactive, application-focused subject is offered as a series of workshops, during which participants experience, practice, and critique a wide variety of research-informed strategies for curriculum design, teaching, assessment and learning support.

Prerequisites:

- Successful completion of 3-day "Effective Teaching at La Trobe" workshop or equivalent.
- Support of relevant Head of School and Associate Dean – or equivalent managers.
- Permission of subject coordinator, Professor Tom Angelo.

Class Requirements:

24 hours of lectures/workshops.

Assessment:

Two written assignments of 2,000 words each	(70%).
Five brief Session Preparation Assignments (SPAs) (equivalent to 1,000 words)	(20%).
Three quick in-class/online quizzes	(10%).

Prescribed readings:

Biggs, J. & Tang, C. (2007). *Teaching for quality learning at university*, 3rd Ed. Berkshire, England: Open University Press/McGraw-Hill

Additional readings will also be assigned and required.

Note: This subject is designed as the compulsory first (20 Credit Point) subject in the three-subject (60 Credit Point) Graduate Certificate in Higher Education Curriculum, Teaching and Learning. Successful completion of this subject, or an equivalent, is required for enrolment in subsequent subjects in this Graduate Certificate.

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University Graduate Capabilities promoted through this subject:

- Writing
- Speaking
- Inquiry/Research
- Critical thinking/analysis
- Creative problem-solving/synthesis
- Team work
- Awareness and appreciation of cultural and individual diversity

Subject-specific learning outcomes:

In order to successfully complete this subject, participants will demonstrate an appropriately high (Master's level) of skill in:

1. Explaining the potential/actual applications of key theories and research findings considered to practice in their own disciplines/fields;
2. Identifying the relevant characteristics of a relevant group of learners and explaining, with reference to theory and research, how the characteristics of those learners could/should influence their own curriculum, teaching and assessment practice;
3. Evaluating various curriculum design, teaching, assessment and learning support approaches, strategies and techniques in relation to theory and research support, effectiveness, sustainability and efficiency;
4. Writing clear, meaningful, and assessable intended learning outcomes (ILOs) for subjects/courses;
5. Designing/Redesigning a subject/module for a specified learner population in which all teaching and learning activities, assessment and feedback are clearly and effectively aligned to promote the intended learning outcomes, given the characteristics of those students;
6. Planning, documenting, reflecting and reporting on the applications of at least three research-informed strategies/techniques to their own practice; and
7. Proposing two applied scholarly projects which may form the basis of further supervised independent research subjects in the Graduate Certificate.