



## School of Education

EDST5123: Educational Design for Learning  
in Higher Education

Term 1, 2019  
(Online)



## **1. LOCATION**

Faculty of Arts and Social Sciences

School of Education

EDST5123 Educational Design for Learning in Higher Education (6 units of credit)

Term 1, 2019

## **2. STAFF CONTACT DETAILS**

Course

## COURSE LEARNING OUTCOMES (CLOs)

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Outcome	Assessment/s
1 Analyse the importance and use of a range of	



**6. COURSE CONTENT AND STRUCTURE**

## 7. RESOURCES

### *Textbook*

There is no set textbook for this course, although the following is most closely related to its content:

Clark, R. C. & Mayer, R. E. (2008). *E-learning and the science of instruction*. San Francisco, CA: Wiley (available in the book store).

Recommended books (copies of first four books are provided on Moodle):

How People Learn: Brain, Mind, Experience, and School (2000). Washington, DC: National Academy Press <https://www.nap.edu/download/9853#>

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Course Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>
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### **Assessment Task 3: Report (major essay)**

Application of design review (2500-3000 words)

Develop an evidence-supported argument and proposal for designing or redesigning component(s) of a course for use in your own teaching practice

In relation to the components which might benefit from a redesigned online activity and/or resource (identified in Assessment Task 2), propose how you might go about redesigning these components and provide evidence-based arguments for the proposed changes.

Considering the proposed changes, redesign some components of your course that you have identified as needing redesign to enhance students' learning experience. You may choose to redesign any number of activities, assessments, and/or resources that would be beneficial for your particular teaching context. However, a minimum of one resource, activity, or assessment should be included.

Drawing upon concepts explored in the course, scholarly literature, and your own reflections, provide a description of, and an accompanying evidence-based argument, for your revised course components (resources, activities, or assessments) including how they have changed from the original components. Include your justification (based on support from the literature) for selecting the particular techniques or an evidence-based argument for technology not being appropriate for the particular components of your course.

Reference appropriate scholarly literature and frameworks which have either been referred to in the course or which you have found yourself. All references must follow APA 6<sup>th</sup> Edition guidelines.

### **Submission of Assessment Tasks**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessments will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of their work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special



FEEDBACK SHEET  
EDST5123 EDUCATIONAL DESIGN FOR LEARNING IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task: *Assessment Task 2 (essay)*

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Analysis of a current design of selected instructional materials Identification of components that require redesign Explanation of an evaluation strategy.					
<b>Depth of analysis and/or critique in response to the tasks</b> Depth of reflective enquiry and critical analysis from multiple perspectives including your own, those of your colleagues through class discussions, and the literature.					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Appropriate and effective use of relevant international scholarly literature and how it relates to your local context.					
<b>Structure and organisation of response</b> Appropriateness of overall structure of the response to the task. Clarity and coherence of response to the task.					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> Clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style). Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

Lecturer

Date

Recommended:      /20      (FL PS CR DN HD)

Weighting:      35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending upon the

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