



Learning Resources

Advisory notes for Subject Design Practice – Form 2 of 4

(Not to be submitted with the Subject Design Practice Report)

Learning resources are the tools and content that students have access to which promote their learning and engagement. The important elements in this domain are the quality and purpose of the provided learning resources.

This form is part of the suite of forms available to support the Peer Review of Educational Practice:

Teaching Practice

1. Observation of Teaching Practice

Subject Design Practice

1. Assessment
2. Learning Resources
3. Learning Activities
4. Learning Support

Course Leadership & Design Practice

Peer Review of Subject Design Practice is framed around Learning Design Considerations. The Peer Review of Subject Design Practice Report template allows applicants to choose from the provided dimensions. An option to include one further dimension provides applicants with the opportunity to prepare a single sentence statement composed for their particular approach to subject design. The dimensions and descriptors listed below illustrate what is expected to demonstrate effective subject design that incorporates evidence-based practice and Charles Sturt University Policy requirements.

Applicants should nominate a minimum of five dimensions of Learning Resources.

The range of design strategies listed below serves as a guide. While the dimensions are fixed, you may add your own points to expand on any of the dimensions to document your design of the subject.

The standards on which these dimensions are based are:

1. Learning resources are relevant, inclusive, available, quality assured and functional.
2. Learning resources assist students to engage with the content in meaningful ways.
3. The online environment is appropriately designed to support and facilitate learning.

Dimension 1: Accuracy and Consistency

Indicative strategies for demonstrating this dimension may include:

- Links are working/updated
- Content is referenced using correct referencing styles/protocols
- Learning resources are provided as open content (where feasible).
- Open resources are used and with appropriate Creative Commons Licence
- Learning resources are appropriately attributed and copyright compliant.
- Learning resources are available, contemporary (i.e. continuously reviewed and updated) and appropriate.
- All learning resources are available online.
- Interact2 site design.
- Links to module readings (both essential and recommended) are provided.

Dimension 2: Engagement

Indicative strategies for demonstrating this dimension may include:

- Interactive resources are used in preference to static.
- Interactive resources provide a place for experiential engagement and experimentation with content and interaction with peers and teachers.
- Co-creation of resources with students, adding to resources bank.
- Online mentoring and professional networking.
- Co-creation of authentic learning products.
- Co-operative inquiry-based or problem-based learning activities.
- Flexible or adaptive lesson, subject or course designs providing individualised pathways based on demonstration of knowledge and competency.
- Badges for micro-credentialing of competencies.

Dimension 3: Curriculum Support

Indicative strategies for demonstrating this dimension may include:

- Use of case studies.
- Master lectures, e.g. guest experts.
- There are ample resources provided for student learning.
- References to research outcomes and industry or professional practice
- Case studies that highlight professional contexts through rich media.
- Guest online lectures by professional practitioners.

Dimension 4: Learning Environments

Indicative strategies for demonstrating this dimension may include:

- Orientation, socialisation and personalisation of the online environment prior to curriculum focused learning activities.
- Contribution to a shared resource such as a gallery of photos from professional placement.
- Social media streams using tools such as Twitter, Instagram or shared bookmarking.
- Online discussions with peers and teachers during work placements.
- Online role plays and simulations.
- Video conference connections to sites of practice.
- Utilise available contexts for learning: F2F, Online and Blended.
- There are opportunities for students to share learning resources.

Dimension 5: Teaching Strategies

Indicative strategies for demonstrating this dimension may include:

- Online reflective journals including video or audio blogs, allowing peer comments and feedback.
- Collaborative small group projects.
- Peer-to-peer teaching activities.
- Synchronous and asynchronous discussions that allow students to share their experiences, knowledge and perspectives.
- Data informed during session adaptation of teaching strategies and resources.
- Flexible or adaptive lesson, subject or course designs providing individualised pathways based on demonstration of knowledge and competency.
- Construction of rich media artefacts modelled on the products of the profession.
- ePortfolios to capture student reflections and record and demonstrate professional practice capabilities.
- Blogs and online journals for formative and summative assessment.
- Flipped classroom.
- Learning resources have a global outlook and reflect multi-cultural diversity.

Dimension 6: Use of Resources

Indicative strategies for demonstrating this dimension may include:

- Video resources to contextualise online discussions.
- Rich media resources supporting problem based or cooperative learning activities.
- Critical reflection upon cases illustrated through photos, audio or video.
- Conceptual simulations supporting exploratory learning strategies.
- Immersive environments where students undertake simulated professional practice.
- Blogs and online journals for formative and summative assessment.
- Open resources are used and with appropriate Creative Commons Licence.
- Learning resources are appropriately attributed and copyright compliant
- Self-marking quizzes.
- Automated plagiarism checking, online marking and online peer assessment.
- Contemporary computer-based exams with remote exam invigilation.
- Learning Technologies input into Interact2 site development and appropriateness of technology for learning experiences.
- Innovative use of teaching resources.
- Innovative use of teaching technologies.
- Use of Workplace Learning resources for professional development, exemplars of good assessment practice.
- Learning resources are provided in a range of formats.
- A range of resources are made available to meet student equity and diversity needs.
- Multimedia has user controls to manage operability.
- The learning design has portability across devices and platforms.
- All online learning elements meet appropriate accessibility standards.