Learning Activities

Advisory notes for Subject Design Practice – Form 3 of 4

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

Learning activities refers to the activities that are designed to engage students and assist them to develop new capabilities. The important elements in this domain are the scope and quality of the learning and assessment tasks and the authenticity and student-centred nature of the learning.

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 Activities.

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 the dimensions are based are:
1. Learning activities reflect sound principles of pedagogical practice and engage students so that they are led through planned learning experiences to new capabilities.
2. Learning and assessment activities leverage the affordances of digital technologies, authentically engage students and consolidate learning

NOTE: *Each Dimension in this document draws on the five categories of student engagement in the Charles Sturt University Online Learning Model, which should also be used as a reference document for Peer Review of Subject Design: Learning Activities (http://www.csu.edu.au/division/learning-and-teaching/home/online-learning/online-learning-model).*

Dimension 1: Engagement

Indicative strategies for demonstrating this dimension may include:

- Learning activities are designed for interaction and collaborative student engagement - For example, problems, investigations, projects, role play, practice, rehearsals.
- Online meetings, participation in discussion boards, blogs.
- Students are required to actively engage in authentic learning tasks.
- Student community among learners, e.g. Twitter chats or other social media, student-led online meetings.
- Synchronous and asynchronous discussions that allow students to share their experiences, knowledge and perspectives.
- Learning tasks are designed to enable students to produce authentic, useful and tangible products.
- Online discussions with peers and teachers during work placements.
- ePortfolios to capture student reflections, record and demonstrate professional practice capabilities.

Dimension 2: Innovation

Indicative strategies for demonstrating this dimension may include:

- Flipped classroom design
- Online reflective journals including video or audio blogs, allowing peer comments and feedback.
- Case studies that highlight professional contexts through rich media.
- Online role plays and simulations.
- Video resources to contextualise online discussions.
- Rich media resources supporting problem based or cooperative learning activities.
- Conceptual simulations supporting exploratory learning strategies.
- Immersive environments where students undertake simulated professional practice.

Dimension 3: Assessment Strategies and Activities

Indicative strategies for demonstrating this dimension may include:

- Opportunities for formative and summative assessment, e.g. quizzes, simulations, worksheets, databases, models, etc.
- Learning tasks are designed to encourage self-assessment and provide formative feedback.
- E-assessment demonstrates professional practice.
- Learning outcomes are assessed through authentic learning tasks.
- Assessment tasks requiring students to draw on and reflect upon placements.
- Critical reflection upon cases illustrated through photos, audio or video.
- Opportunities to develop and demonstrate digital literacies are provided and integrated into assessment tasks and associated marking criteria.
- Construction of rich media artefacts modelled on the products of the profession.
- Blogs and online journals for formative and summative assessment.
- Self-marking quizzes.
- Automated plagiarism checking, online marking and online peer assessment.
- Scaffolding of learning, assessments and how they map together; also across course.

Dimension 4: Knowledge, Skills and Application Development

Indicative strategies for demonstrating this dimension may include:

- Build student independent learning skills, e.g. student managed question and answer forums.
- Flexible or adaptive lesson, subject or course designs providing individualised pathways based on demonstration of knowledge and competency.
- Profession-specific knowledge and skills.
- Communication, critical thinking & problem solving, collaboration, creativity & innovation skills and application.
- Academic literacy and numeracy.
- Information literacy.
- ICT, media and digital literacy.
- The introduction of new technologies are scaffolded and developmentally sequenced.

Dimension 5: Activity Design

Indicative strategies for demonstrating this dimension may include:

- Accessibility.
- Learning tasks are flexible to cater for the diversity of the student cohort.
- First year principles/Early Low Stakes Assessment.
- Incorporation of Indigenous Teaching Strategy.
- Incorporation of Graduate Learning Outcomes.
- Workplace Learning Activities and Documentation.
- Authentic practice-focused assessment tasks.
- Learning outcomes are assessed through authentic learning tasks.
- Construction of rich media artefacts modelled on the products of the profession.
- Focus questions or learning outcomes for each week of the module in a series of learning events.

- Learning tasks are designed to clearly reflect the 'real world', disciplinary and/or industry context.
- Use of explicit resources and technologies that enable the learning in the activities and tasks.
- Learning tasks incorporate relevant digital technology to promote the achievement of learning outcomes.
- Residential schools.
- Learning task instructions are clearly stated.
- Clear expectations and guidelines for the learning tasks are provided.

Dimension 6: Collaboration and Cooperative Learning

Indicative strategies for demonstrating this dimension may include:

- Learning tasks incorporate opportunities for collaborative student engagement.
- Co-operative inquiry-based or problem-based learning activities.
- Peer-to-peer teaching activities.
- Collaborative small group projects.
- Role plays.