Subject Design Principles

The approach to subject design acknowledges the essential connection between subjects and courses. It further acknowledges differing levels of management of subject curriculum. Charles Sturt designs subjects that connect to the course(s) they serve through alignment with the course learning outcomes.

1. Charles Sturt designs subjects that constructively align learning outcomes with pedagogical approaches, assessment, learning content and activities.
2. Charles Sturt designs subjects that include learning outcomes that are measurable and explicitly state the knowledge and skills students are expected to demonstrate.
3. Charles Sturt designs subjects that scaffold students to understanding and independent learning through planned sequencing, collaborative learning, and opportunities to apply knowledge and skills.
4. Charles Sturt designs subjects to provide opportunity for students to demonstrate their understanding and achievement of the Graduate Learning Outcomes, over time.
5. Charles Sturt designs subjects that embed the development of academic and employability skills, over time.
6. Charles Sturt designs subjects that integrate academic theory into authentic discipline practice, connecting learning to professional practice and providing opportunities for application.
7. Charles Sturt designs subjects to enable learners to track their progress and access support to enhance performance.
8. Charles Sturt designs subjects to develop career and professional skills and knowledge through industry partnerships, networking, and professional placements.
9. Charles Sturt designs subjects that utilise technologies to enhance active learning, learner engagement and student success.
10. Charles Sturt designs subjects to enhance student engagement through innovative pedagogies, including a strong online teacher presence and intentionally designed teaching schedules with multiple opportunities to engage, and enhance learning value.
11. Charles Sturt designs subjects that acknowledge prior learning and enable teaching to adapt and be responsive to diverse learners and their needs.
12. Charles Sturt uses subject data to inform an evidence-based approach to the continuous improvement of design, development, and delivery (EXISTING).
13. Charles Sturt facilitates collaboration across the university to review and evaluate courses and the subjects that contribute to those courses in an integrated way with a view to continuous improvement and connection (EXISTING).
14. Charles Sturt designs subject level assessment as opportunities for students to evidence achievement of the subject learning outcomes.
15. Charles Sturt designs subject-level assessment to ensure equivalent opportunities for all students, to inform student progress and to facilitate achievement.
16. Charles Sturt designs subjects that have a consistent and appropriate volume of learning, including purposefully designed learning experiences and materials that recognise time available, cognitive load and mode of engagement.