



## Learning Support

### Advisory notes for Subject Design Practice – Form 4 of 4

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

Learning support refers to how the learning environment has been designed to support the learner, with a specific focus on the online environment. The important elements in this domain are the quality of the instructions and directions, the teacher and student interactions and the assistance provided to learners beyond the delivery of the formal curriculum.

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 Support.**

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. Administrative, technical and learning support details and information are provided.
2. Student and teacher interactions are designed to support and progress learning
3. The design of the online learning environment supports a positive user experience
4. The online environment is appropriately designed to support and facilitate learning

#### Dimension 1: Subject Site

*Indicative strategies for demonstrating this dimension may include:*

- Consistent Interact2 site based on Charles Sturt University faculty-based theme.
- Schedule, e.g. Study Planner.
- Instructions.
- Learning Content and Activities.
- Announcements protocol.
- There is a prominent single location for important news and announcements.
- Links to relevant institutional services, information and policies (e.g. academic integrity, student grievances policies) are provided.

- There are clear instructions for how technical and learning support resources can be accessed.
- Procedures.
- Instructions/guides for using the technology are available, consistent and clear.
- Residential school information.
- Online learning is made available in appropriately sized and logically organised units/modules.
- The design of the online learning environment is intuitive and considers user experience.
- All the online learning elements can be accessed through a search function.

## **Dimension 2: Student Needs**

*Indicative strategies for demonstrating this dimension may include:*

- Accessibility - online and physical.
- All online learning elements meet appropriate accessibility standards.
- The learning design has portability across devices and platforms.
- Diversity, including ESL.
- The online learning environment is culturally inclusive.
- ALLaN advisors and Academic literacy and numeracy.
- Academic integrity - modelling and teaching.
- Library advisors and Information literacy training.
- Digital, media and ICT literacy training.
- Instructions/guides for using the technology are available, consistent and clear.
- Support for use of technologies and resources includes clear instructions for how technical and learning support resources can be accessed.
- Implementation of First Year Experience principles.
- Exemplars of expected outcomes are provided.
- The aims, learning outcomes, assessment task details, schedule of learning and participation expectations are provided.
- Details about assessment tasks, their requirements, assessment criteria (e.g. rubrics) and how and when feedback will be provided are clearly explained.
- Details about the processes for assessment submission, handling, marking and feedback are made explicit.

## **Dimension 3: Student and Teacher Interactions**

*Indicative strategies for demonstrating this dimension may include:*

- Opportunities for student-to-student interaction are evident.
- There is an explicit introduction to the course, academic teaching team and key staff, including welcome videos, audio recordings and photographs, and explicit acknowledgement and naming of all staff involved in the subject delivery.
- Positive standards for online interaction are clear and prominent.
- Teacher photographs or voice snapshots are used throughout the online materials.
- Timely responses to student online questions and comments.
- There is structure and support provided to assist students to interact and engage with each other
- Peer learning and mentoring.
- Small team work, e.g. group assessment tasks.
- Smaller sub cohorts within large cohorts facilitated by a tutor who guides community building, provides formative feedback and marks summative assessment tasks.
- 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.
- Thoughtfully managed communication tone to encourage student participation and agency.

#### **Dimension 4: Flexible and Adaptive Learning**

*Indicative strategies for demonstrating this dimension may include:*

- Subject and course design informed by data drawn from student and peer feedback, research and learning analytics.
- Data informed recommendations for students to connect with university support services.
- Dashboards that provide feedback to students on their learning strategies.
- Flexible or adaptive lesson, subject or course designs providing individualised pathways based on demonstration of knowledge and competency.
- Flexibility in assessment providing opportunities for students to build on their specific discipline knowledge or professional expertise.
- New resources, including voice or video commentary, during the session in response to emergent ideas.
- Student analytics dashboards are available to students and enable learners to track their progress.
- Q&A support is available to students.

#### **Dimension 5: Knowing the Students**

*Indicative strategies for demonstrating this dimension may include:*

- Design strategies to learn about student backgrounds and prior knowledge and understanding.
- Addressing, as appropriate, different learning needs and styles within the group.
- Focussing on building confidence, enthusiasm and intrinsic motivation.
- Fostering students' responsibility for their own learning, encouraging them towards being self-directed learners.
- Designing appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic.
- Recognising, at times, the need for teacher-directed strategies and designing for effective implementation.
- Designing balance between challenging and supporting students.
- Designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning.
- Providing examples or opportunities for discussion that cater for cultural diversity.