



Advisory notes for Subject Design Practice Learning Design Considerations

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

Peer Review of Subject Design is framed around Learning Design Considerations and has four possible reports arising from these considerations: Assessment, Learning Resources, Learning Activities, and Learning Support. Each report includes an opportunity for applicants to choose from the provided dimensions with an option add one further dimension ONLY and prepare a single sentence statement composed for their particular approach to subject design. The dimensions and descriptors for each report 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 for Peer Review of Subject Design Practice.

The range of design learning design considerations listed below serves as a guide to the range of different elements that can impact on your subject design. This list is not exhaustive or prescriptive and you may add your own points to expand on any of the dimensions to document your own subject design. Links to Charles Sturt University resources and some external resources have been added to expand on the information for each area.

Key Documents and Links

[Charles Sturt University Policy Library](#)

[Charles Sturt University Online Learning Model](#)

[Charles Sturt University Course Design Process](#)

[Charles Sturt University Education Framework](#)

[Charles Sturt University Subject Outline Help Guide](#)

[Designing assessments for first year students](#)

[Quality Assurance and Reflection \(QUASAR\)](#) (via Staff Links on Interact 2 Dashboard)

[Charles Sturt Graduate Learning Outcomes](#)

Subject Feedback

- [Quality Assurance and Reflection \(QUASAR\)](#) (via Staff Links on Interact 2 Dashboard)
- [Subject Experience Survey](#)
- [External Benchmarking](#) (if any)
- [Learning Analytics](#)

Alignment

- Subject integrity related to approved course design (see [CDAP staff resources](#))
- Aligning learning activities with [learning outcomes and assessment](#)
- [Constructive alignment](#)
- [Quality assurance – Subject Outlines Tool](#)

Communication Strategies

- [Online Learning Model](#)
- [Subject information to students](#) - clear and regular, purposeful choice of modes related to contexts for learning: F2F, Online, Blended
- [Subject design and development](#)
- Student Engagement Strategies
- Active learning strategies
- Authentic tasks and activities
- Simulations

- Workplace Learning
- Intensives

Workplace Learning

- Scaffolding of workplace-relevant skills, e.g. teamwork, cooperation, negotiation, consensus-building
- Assessment of workplace learning
- Placement communication
- Reflective practice
- Portfolios
- Resources for professional development, exemplars of good assessment practice

Graduate Learning Outcomes

- GLO Incorporation aligned to course requirements
- Badging opportunities
- Assessment requirements
- Developing and modelling GLOS
- GLO advisor input

Skills Development Strategies

- Communication
- Critical thinking and problem solving
- Collaboration/cooperative learning
- Creativity and innovation
- Scaffolding
- Situation within stage of course
- Professional requirements
- Leadership skills
- Lifelong learning

Relevant Policies

- [Academic Integrity](#)
- [Academic Quality](#)
- [Assessment Policy](#) and associated procedures
- [Course and Subject Policy](#) and associated procedures

Pedagogical Strategies

- Fostering deep learning
- Scaffolding development of workplace-relevant skills
- Interaction opportunities - synchronous, asynchronous
- First Year in Higher Education principles
- Interactive learning through embedded activities and tools aligned to assessment tasks
- Authentic learning tasks and assessment to promote engagement
- Incorporation of literacy and numeracy skills development
- Learning environment considerations
- Learning mode/context for learning - online, classroom, blended, flipped
- Suggested strategies for student activity online or face to face, allowing the design to reflect a balance of approaches
- Focus questions or learning outcomes for each week of the module in a series of learning events
- Pedagogical frameworks & teaching strategies defined/identified
- Suggested teaching or pedagogical approaches or strategies to be employed
- Teaching Strategies: describe the core teaching strategies that are suggested for the subject.
- Assessment strategies: describe the assessment regime in the subject
- Scaffolding of learning, assessments and how they map together; also, across course

Design Strategies

- [Accessibility](#)
- [Diversity](#)
- [Graduate Learning Outcomes](#)
- [Values alignment \(GCLTHE\)](#)
- Workplace Learning
- Communication

- Promote critical thinking and problem solving
- Promote collaboration/cooperative learning
- Promote creativity and innovation
- Accreditation needs/Professional standards
- Constructive alignment
- Learning outcomes
- Curriculum requirements – content and skills
- Suggested student activities and tasks
- Body of Literature: list the body of literature which has informed the design of the subject.
- Text books and required readings.
- Currency, clarity & appropriateness of subject material
- [Marking and grading/moderation](#)
- Intensives
- Peer consultation during design and implementation phases
- Quality assurance
- [Academic integrity](#) - modelling and teaching

Resources Available

- Suggested resources or ideas for useful resources, including technologies
- Explicit resources and technologies that enable the learning in the activities and tasks
- [Division of Learning and Teaching Service Request](#) for forward planning and information about possible resources, and input into Interact2 site development and appropriateness of technology for learning experiences