



# EDCN872

## Curriculum Design and Assessment in Higher Education

S2 Day 2014

*Education*

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#### Disclaimer

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## General Information

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Credit points  
4

Prerequisites  
Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth to Five Years) or MTransInterPed or PGDipTransInterPed or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description  
This unit is intended for those with professional or research interests in curriculum development, assessment and evaluation in higher education. It is designed for people teaching in university or post-compulsory education institutions with an interest in learning more about the scholarship of their profession. This unit develops students' understanding of the interrelated and interdependent roles of curriculum, assessment and evaluation and how considered development and review of these can enhance quality learning and teaching in higher education.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Describe and critique the nature of curriculum in higher education in the 21st century, including external influences on and pressures for curriculum change

Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector

Critically reflect on your own teaching and/or learning practice and experience, in particular the relationships between curriculum design, assessment and student learning

Evaluate the alignment between aims and outcomes, content, delivery methods and structure of courses

Analyse the role of assessment for learning, including an evaluation of formative, summative, norm referenced and criterion referenced assessment

Apply new understanding and practice of curriculum, assessment and evaluation review and development to, for example, designing appropriate learning experiences and assessment tasks for particular educational purposes; the strategic goals of the institution; developments in your discipline; and/or the changing nature of your student cohort.

## General Assessment Information

Three core criteria will be used to assess student work in the Postgraduate Program in Higher Education:

**Knowledge Development:** Understanding of key ideas, knowledge components and their interrelationships.

**Application:** Ability to apply theoretical ideas and frameworks to educational practice in a critically reflective way.

**Presentation:** The extent to which the work has been written and presented in a manner consistent with accepted academic standards.

The following standards apply to all assessment tasks.

<b>High Distinction</b>	<ul style="list-style-type: none"><li>Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.</li></ul>
<b>Distinction</b>	<ul style="list-style-type: none"><li>Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.</li></ul>
<b>Credit</b>	<ul style="list-style-type: none"><li>Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.</li></ul>

<b>Pass</b>	<ul style="list-style-type: none"> <li>Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.</li> </ul>
<b>Fail</b>	<ul style="list-style-type: none"> <li>Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.</li> </ul>

Detailed criteria for individual assessment tasks can be found in the iLearn unit.

## Assessment Tasks

Name	Weighting	Due
<u>Article Critique</u>	15%	Week 5
<u>Portfolio or Bibliography</u>	30%	Week 9
<u>Curriculum or Assessment</u>	35%	Week 14
<u>iLearn learning activities</u>	20%	Modules 2 to 6

### Article Critique

Due: **Week 5**

Weighting: **15%**

This task concentrates on Outcomes 1 and 2.

In this task, you will be expected to submit a 1,000 word written assignment, the focus of which is a critique of one of the AT1 papers listed in the Reading List and on iLearn.

It should include:

- A brief introduction to the text and author under analysis and/or a summary of the author's main points;
- An analysis of the text with respect to the validity of the author's argument and success in achieving their purpose;
- Your critical response to the text on whether you agree or disagree with the point of view taken, with appropriate scholarly citations to support your views;
- A conclusion in relation to the overall evaluation of the text.

For resources on academic writing, including tips for an article critique, see:

[http://staff.mq.edu.au/teaching/workshops\\_programs/postgrad\\_program/resources/](http://staff.mq.edu.au/teaching/workshops_programs/postgrad_program/resources/)

On successful completion you will be able to:

- Describe and critique the nature of curriculum in higher education in the 21st century, including external influences on and pressures for curriculum change
- Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector

## Portfolio or Bibliography

Due: **Week 9**

Weighting: **30%**

This task concentrates on Outcomes 2,3,4,5 & 6.

In this task, you have the choice of developing either a:

1. Assessment Portfolio (for an existing unit or teaching context) or a
2. Annotated Bibliography

### Assessment Task 2A (AT2): Assessment Portfolio

In this task, you will construct an assessment portfolio for a unit you currently teach or intend to teach. The aim of such a portfolio is to focus on the unit assessment from its conception through to results. It can perform the functions of:

- an aid to memory - what worked and what didn't?
- investigating student learning - are they learning what I hope for them to learn?
- recording changes to the assessment over time - why the changes were made and how effective they were in achieving the desired outcomes; and
- providing documentation for peer feedback and formal review or promotion.

Your Assessment Portfolio may contain:

- an assessment schedule
- the learning outcomes and graduate capabilities for the course
- details of the criteria which will be used in assessing students' work
- marking rubrics
- a table showing the relationship between the assessment tasks and the course learning outcomes and graduate attributes
- de-identified examples of student work
- student feedback
- and, most importantly, a critical reflection on and justification (with links to scholarly

literature) for your approach to assessment.

Resources to assist you are available on iLearn.

**OR**

### Assessment Task 2B (AT2): Annotated Bibliography

In this task, you will construct an annotated bibliography of at least 10 references to scholarly literature in a specific area of curriculum of assessment. Your list of sources should include: at least one book; at least two academic journal articles; no more than two websites. The aim of an annotated bibliography is to build your research capacity in a particular area. It can perform the functions of:

- reviewing the literature of a particular subject;
- evaluating the strengths, weaknesses and usefulness of sources;
- exemplifying the scope of sources available—such as journals, books and websites;
- exploring and organising sources for further research.

Resources to assist you are available on iLearn.

On successful completion you will be able to:

- Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector
- Critically reflect on your own teaching and/or learning practice and experience, in particular the relationships between curriculum design, assessment and student learning
- Evaluate the alignment between aims and outcomes, content, delivery methods and structure of courses
- Analyse the role of assessment for learning, including an evaluation of formative, summative, norm referenced and criterion referenced assessment
- Apply new understanding and practice of curriculum, assessment and evaluation review and development to, for example, designing appropriate learning experiences and assessment tasks for particular educational purposes; the strategic goals of the institution; developments in your discipline; and/or the changing nature of your student cohort.

## Curriculum or Assessment

Due: **Week 14**

Weighting: **35%**

This task focuses upon Outcomes 2, 3, 4, 5, & 6.

In this task, you have the choice of exploring either a:

1. curriculum model that you are particularly interested in; or a
2. type or process of assessment that you wish to critique and/or develop.

This can be on the same topic as AT2.

### **An investigation of a Curriculum Model**

If this is your assignment choice, you are required to submit a 2500 word written analysis of your curriculum area of choice (e.g. work integrated learning; graduate capabilities; research-led curriculum). The analysis should cover the key characteristics and pivotal issues related to developing the curriculum in the chosen area. You may wish to situate your analysis within your own teaching/curriculum context, or provide a more general evaluation of issues and approaches.

**OR**

### **An investigation of an Assessment Practice**

If this is your assignment choice, you are required to submit a 2500 word written analysis of your assessment practice of choice (e.g. assessing large classes; assessing creative works; online assessment). The analysis should cover the key characteristics and pivotal issues related to the assessment practice under consideration. You may wish to situate the analysis within your own teaching/curriculum context, or provide a more general evaluation of issues and approaches.

On successful completion you will be able to:

- Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector
- Critically reflect on your own teaching and/or learning practice and experience, in particular the relationships between curriculum design, assessment and student learning
- Evaluate the alignment between aims and outcomes, content, delivery methods and structure of courses
- Analyse the role of assessment for learning, including an evaluation of formative, summative, norm referenced and criterion referenced assessment
- Apply new understanding and practice of curriculum, assessment and evaluation review and development to, for example, designing appropriate learning experiences and assessment tasks for particular educational purposes; the strategic goals of the institution; developments in your discipline; and/or the changing nature of your student cohort.

## **iLearn learning activities**

Due: **Modules 2 to 6**

Weighting: **20%**

This assessment is concerned with all unit learning outcomes.

Your postings to the online discussions should reflect an understanding of your own context and the course material. You should bring in related thoughts and material, readings or questions that occur to you throughout the discussion.

You are required to complete the core readings for each module, reflect upon the readings and to then share your reflections on the readings with course colleagues through online postings and (for internal students) during the on-campus sessions.

Your postings should advance the group's negotiation of ideas and meanings about the material. Some ways you can further discussions include:

- expressing ideas or observations - where possible support them by more than personal opinion or anecdotal evidence;
- making a connection between the current discussion and previous discussion, personal experience or readings;
- commenting on or expanding another student's statement;
- posting a substantive question aimed at furthering the group's understanding.

Please keep your posts brief! One or two paragraphs is sufficient. If citing course readings, in text references are sufficient. For additional references (if applicable), please provide a bibliographic reference at the end of your post.

The content of your Learning Activities may contribute to your AT2 and AT3.

A mark for the discussions will be awarded on the basis of:

1. Your participation in the discussions (40%)
2. The essence of your contributions (60%)

In assessing your contributions the following categories will be used:

- Level 1 - Postings providing a single point of view;
- Level 2 - Postings which make reference to other contexts or course material;

Level 3 - Postings which offer a critical reflection on theoretical perspectives and/or practical experiences.

On successful completion you will be able to:

- Describe and critique the nature of curriculum in higher education in the 21st century, including external influences on and pressures for curriculum change
- Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector
- Critically reflect on your own teaching and/or learning practice and experience, in particular the relationships between curriculum design, assessment and student learning
- Evaluate the alignment between aims and outcomes, content, delivery methods and



structure of courses

- Analyse the role of assessment for learning, including an evaluation of formative, summative, norm referenced and criterion referenced assessment
- Apply new understanding and practice of curriculum, assessment and evaluation review and development to, for example, designing appropriate learning experiences and assessment tasks for particular educational purposes; the strategic goals of the institution; developments in your discipline; and/or the changing nature of your student cohort.

## Delivery and Resources

All teaching and learning activities are accessed and managed through the online unit. To complete the unit requirements satisfactorily you must have regular and reliable access to the internet. The unit comprises (a) compulsory online modules and (b) on-campus sessions which are optional for external students and compulsory for internal students. External **students and those unable to attend** on-campus sessions will be able to access slides and learning activities through the online unit.

The on-campus sessions provide further opportunities to explore and apply the theoretical concepts covered in the Modules through discussions, group activities and presentations.

The unit comprises six on-campus sessions. Dates for on-campus sessions are:

Session	Time	Room
Wednesday 13 August	5.30-7.00pm	E6A 116
Wednesday 27 August	5.30-7.00pm	E6A 116
Wednesday 10 September	5.30-7.00pm	E6A 116
Wednesday 8 October	5.30-7.00pm	E6A 116
Wednesday 22 October	5.30-7.00pm	E6A 116
Wednesday 5 November	5.30-7.00pm	E6A 116

For **external students and those unable to attend** the face-to-face seminars you will be able to access slides and alternative learning activities through the online unit. **Live chat sessions** in iLearn (open to all students) are scheduled as follows:

- **Thursday 11 September 1.00-2.00pm**
- **Tuesday 7 October 10.00-11.00am**
- **Wednesday 12 November 3.00-4.00pm**

## Unit Schedule

Week	Week beginning	Module	On-Campus session	iLearn chat	Assignment
1	4 Aug	Mod 1			LA1A
2	11 Aug	Mod 2	Wed 13 Aug		LA1B
3	18 Aug	Mod 2			LA2
4	25 Aug	Mod 3	Wed 27 Aug		
5	1 Sept	Mod 3			AT1 Mon 1 Sep
6	8 Sept	Mod 3	Wed 10 Sept	Thurs 11 Sept	LA3
7	15 Sept	Mod 4			
Break	22 Sept	Mod 4			
Break	29 Sept	Mod 4			
8	Tues 7 Oct	Mod 4	Wed 8 Oct		LA4
9	13 Oct	Mod 5		Tues 7 Oct	AT2 Mon 13 Oct
10	20 Oct	Mod 5	Wed 22 Oct		
11	27 Oct	Mod 5			LA5
12	3 Nov	Mod 6	Wed 5 Nov		LA6
13	10 Nov	Mod 6		Wed 12 Nov	AT3 Mon 17 Nov

## Learning and Teaching Activities

### Module 1: Introduction

Provides participants with the opportunity to: • get to know their learning colleagues • develop a functional familiarity with the University's online teaching and learning facility

### Module 2 - Curriculum: the Contemporary Context

Provides opportunities for participants to consider: • the many and varied understandings of 'the curriculum' in higher education • factors that influence the construction of curricula • the context

of the higher education sector

## Module 3 – Approaches to Curriculum Design

Provides opportunities for participants to:

- explore the principles and features of the curriculum
- explore the design of curricula: guiding principles, constructive alignment and models for curriculum
- consider their own curriculum and:
  - o critique its quality and alignment with good practice
  - o determine ways in which it might be improved

## Module 4 - Quality Assessment and Feedback

Provides opportunities for participants to consider:

- the purpose(s) of assessment in the curriculum and its unforeseen consequences
- the importance of feedback in guiding student learning
- the pragmatics of developing assessment tasks

## Module 5 - Curriculum Review and Development

Provides opportunities for participants to:

- explore models and tools that assist in the evaluation and review of curriculum - unit and program
- examine influencers for curriculum change

## Module 6 - Purposive Curriculum and Assessment

Provides opportunities for participants to:

- explore different models of curriculum and assessment and consider possibilities for the development of their own curriculum and assessment tasks

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Describe and critique the nature of curriculum in higher education in the 21st century, including external influences on and pressures for curriculum change

- Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector
- Critically reflect on your own teaching and/or learning practice and experience, in particular the relationships between curriculum design, assessment and student learning
- Evaluate the alignment between aims and outcomes, content, delivery methods and structure of courses
- Analyse the role of assessment for learning, including an evaluation of formative, summative, norm referenced and criterion referenced assessment
- Apply new understanding and practice of curriculum, assessment and evaluation review and development to, for example, designing appropriate learning experiences and assessment tasks for particular educational purposes; the strategic goals of the institution; developments in your discipline; and/or the changing nature of your student cohort.

## **Assessment tasks**

- Article Critique
- Portfolio or Bibliography
- Curriculum or Assessment
- iLearn learning activities

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Describe and critique the nature of curriculum in higher education in the 21st century, including external influences on and pressures for curriculum change
- Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector
- Critically reflect on your own teaching and/or learning practice and experience, in particular the relationships between curriculum design, assessment and student learning
- Analyse the role of assessment for learning, including an evaluation of formative, summative, norm referenced and criterion referenced assessment
- Apply new understanding and practice of curriculum, assessment and evaluation review

and development to, for example, designing appropriate learning experiences and assessment tasks for particular educational purposes; the strategic goals of the institution; developments in your discipline; and/or the changing nature of your student cohort.

## **Assessment tasks**

- Article Critique
- Portfolio or Bibliography
- Curriculum or Assessment
- iLearn learning activities

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcome**

- Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector

## **Assessment tasks**

- Article Critique
- Portfolio or Bibliography
- Curriculum or Assessment
- iLearn learning activities

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### **Learning outcome**

- Discuss, debate and evaluate significant curriculum and assessment theories, models and research in the higher education sector

## **Assessment tasks**

- Article Critique
- Portfolio or Bibliography
- Curriculum or Assessment
- iLearn learning activities

## **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## **Learning outcomes**

- Critically reflect on your own teaching and/or learning practice and experience, in particular the relationships between curriculum design, assessment and student learning
- Evaluate the alignment between aims and outcomes, content, delivery methods and structure of courses
- Apply new understanding and practice of curriculum, assessment and evaluation review and development to, for example, designing appropriate learning experiences and assessment tasks for particular educational purposes; the strategic goals of the institution; developments in your discipline; and/or the changing nature of your student cohort.

## **Assessment tasks**

- Portfolio or Bibliography
- Curriculum or Assessment
- iLearn learning activities