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University

Connecting,  
collaborating, reviewing  
and transforming:  
designing curriculum  
into the future.

Dr Denise Wood  
Greg Auhl  
Sally McCarthy



- Regional university; dispersed campuses
- Courses run across multiple locations and online offerings
- Quality imperative: a desire for high quality, innovative courses
- Course profile provides for the professions: from agriculture – education – health- communication- business- sciences
- Course Directors have a role of educational leadership – leading course teams through the life cycle of a course

## The Context: the university.



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# The Context: the students

- Diverse cohorts
- First in family
- Mature students
- In employment and wanting to improve their career and skills

Students ask for:

- ✓ Courses that fit their lives
- ✓ Offer them career futures
- ✓ Are flexible, current, innovative
- ✓ Courses that are current, challenging, rigorous, distinctive.



A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.

(HESF 5.3.2)

## The Context: accreditation and requirements

Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

(HESF 3.1.3)

Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

(HESF 1.4.3)

Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery. (HESF 3.1.4)

The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators. (HESF 1.4.1)

## What was THE TIPPING POINT?

- Need for an understanding of course level design – aligning outcomes, assessments, learning experiences and pedagogies across the whole of course

## What would restore balance?

- Alignment of pedagogies, content, technology and learning through backward design – starting at the end and working through the what, when, how of curriculum design.
- Stakeholder feedback and input – students, academic, professional bodies, diverse expertise.
- The building of cohesive, connected curriculum to address accreditation requirements, graduate learning attributes, student expectations
- Collaborative design activity across course teams, divisions, advisors

The context led to the introduction of **an approach to course review and development** that addressed

- ✓ A sector need for curriculum innovation that integrated the wider context of a course (ie the institution and its systems; the student and their experiences; industry and its requirements)
- ✓ Quality demands from students, the sector, the field/disciplines
- ✓ The need for a move from 'patchwork' course curricula to coherent, connected curricula with explicit alignment between subjects, assessment and course learning outcomes
- ✓ The affordances provided by technology to support transparent, design and authentic alignment mapping

**2013**

Pilot of process and tool



**2014**

Early adopting courses in all faculties



**2015**

**Refresh:** focus on usability, clarity, design Waves



**2016-2018**

Continued development work to improve mapping, meet needs



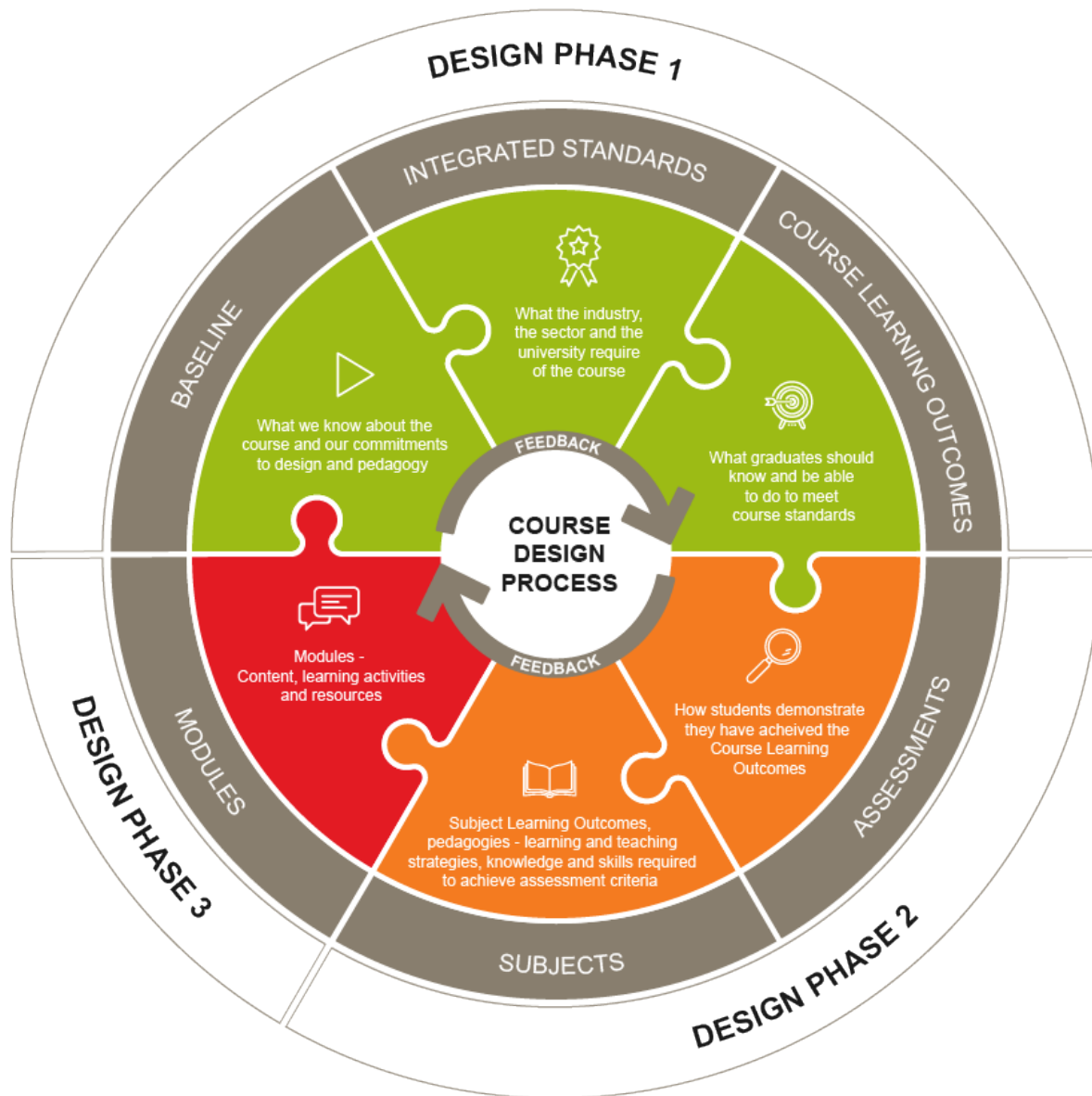
**2019 →**

**Mainstreaming:** process & tool to be used across all courses



Change process; professional development; user experience workshops; responsive design



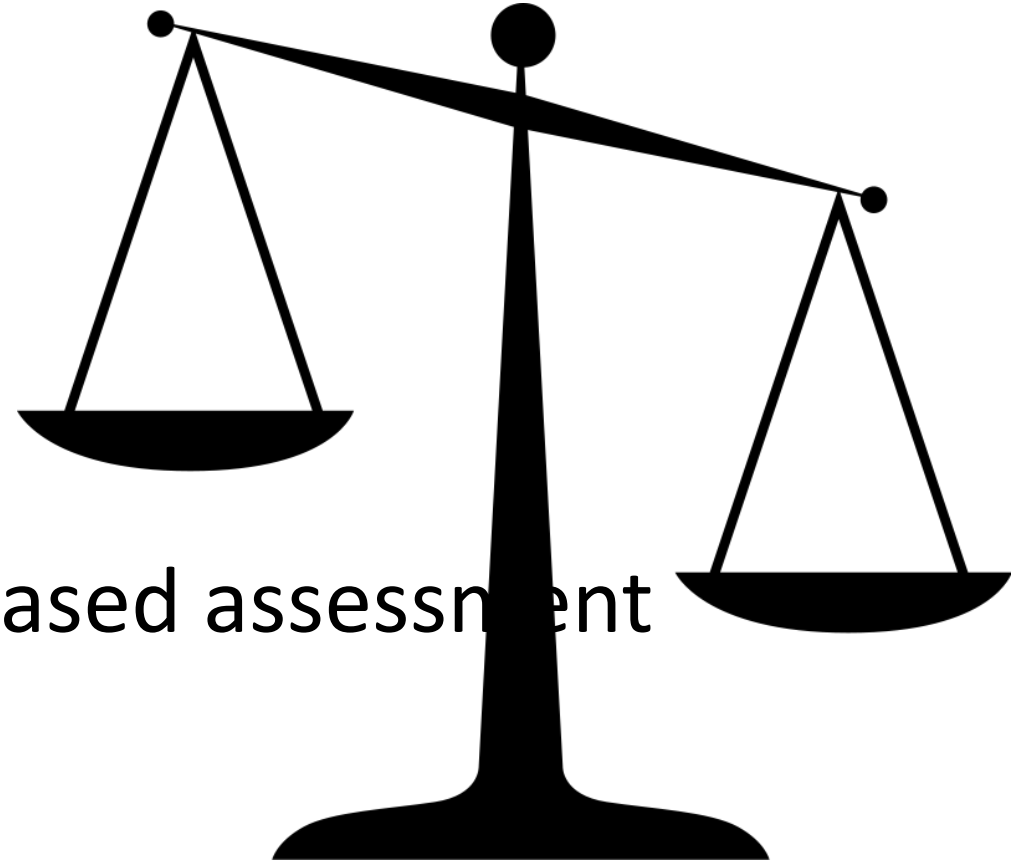


## The CSU Course Design Process

- An interconnected process that links together elements of a curriculum.
- Assessments that demonstrate student achievement of the Course Learning Outcomes
- Subjects that support the learning through subject outcomes, T&L strategies and modules that utilise online tools and pedagogies to support student learning.

# Principles of Design that are embedded in the process and supported by CourseSpace

- Backward design
- Collaboration
- Constructive alignment
- Criterion referenced standards based assessment
- Feedback





Courses

Course Learning Outcomes

Evidence of Course Learning Outcomes

Assessment Tasks

Subjects

Modules

Search Courses

Search My Courses only

### Last Accessed Course

Bachelor of Education (Early Childhood and Primary) *Course Director*

**Waypoint 1 Approved** January 2018

### Last Accessed Item

Subject Outcome EEB106.1 be able to employ strategies to support inclusive participation and engagement in learning activities in diverse settings  
Bachelor of Education (Early Childhood and Primary)

**Waypoint 1 Approved** January 2018

### Last Updated Item

Assessment Task EMA117 Review 2018 A personal history in the arts  
Bachelor of Education (Early Childhood and Primary)

**Waypoint 1 Approved** January 2018

### My Courses

Sort order: Course ▼

View All

Course Director

Advisor

Guest

Associate Degree in Health Science

**Draft** December 2014

Advisor

Associate Degree in Policing Practice

**FCC Approved** 201830

Course Director

Bachelor of Accounting

**Draft** June 2014

### Pinned Items

Subject EMH205 Review 2018 HSIE: Teaching About Peo...  
Bachelor of Education (K-12)

**Waypoint 1 Approved** January 2018



Subject EMM410 Mathematics in the Primary Years  
Bachelor of Education (Early Childhood and Primary)

**Waypoint 1 Approved** January 2018



Assessment Task EPT446 Review 2018 Analysing childr...  
Bachelor of Education (Early Childhood and Primary)

**Waypoint 1 Approved** January 2018





### Course Progression

Submit review for approval

(4614MV) Graduate Diploma of Midwifery - Waypoint 2 Approved (Created: 12:11 PM 17 Jan, 2017)

#### Waypoint 1

Baseline, Integrated Standards and Course Learning Outcome Design approved.

**Submitted** Submitted by Susan Bragg at 12:50 PM 6 Mar, 2017

**Rejected** Rejected by Denise Wood at 11:08 AM 7 Mar, 2017

**Submitted** Submitted by Greg Auhl at 15:33 PM 19 Mar, 2019

**Approved** Approved by Denise Wood at 22:21 PM 19 Mar, 2019

#### Waypoint 2

Assessment Design and Subject Design approved.

**Submitted** Submitted by Greg Auhl at 9:31 AM 4 Apr, 2019

**Approved** Approved by Denise Wood at 13:29 PM 5 Apr, 2019

#### FCC Approved Course

#### Graduate Learning Outcomes





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id Course Le

Bragg at 12

/ood at 11:08

uhl at 15:33

Wood at 22:

Design appro

uhl at 9:31 A

Wood at 13:25

● **Review**

Course Progression > Faculty Course Committee

● **Administration Tools**

Planner Overview > Planner > Subject List > History Search > My Team

> GLO Review

● **Baseline**

DSNR > Commitments > Conceptual Model > Change Primary Standard

● **Integrated Standards**

Developer > Matrix > Review > Base Review

● **Course Learning Outcomes**

Overview > Developer > Mapper > Matrix

● **Assessment Tasks**

Developer > Mapper > Matrix

● **Subjects**

Designer > Developer > Mapper > Matrix > Modules

● **Feedback**

Overview > Activity > Feedback Response Level > Faculty Course Committee

● **Accreditation**

Primary Matrix > Secondary Matrix

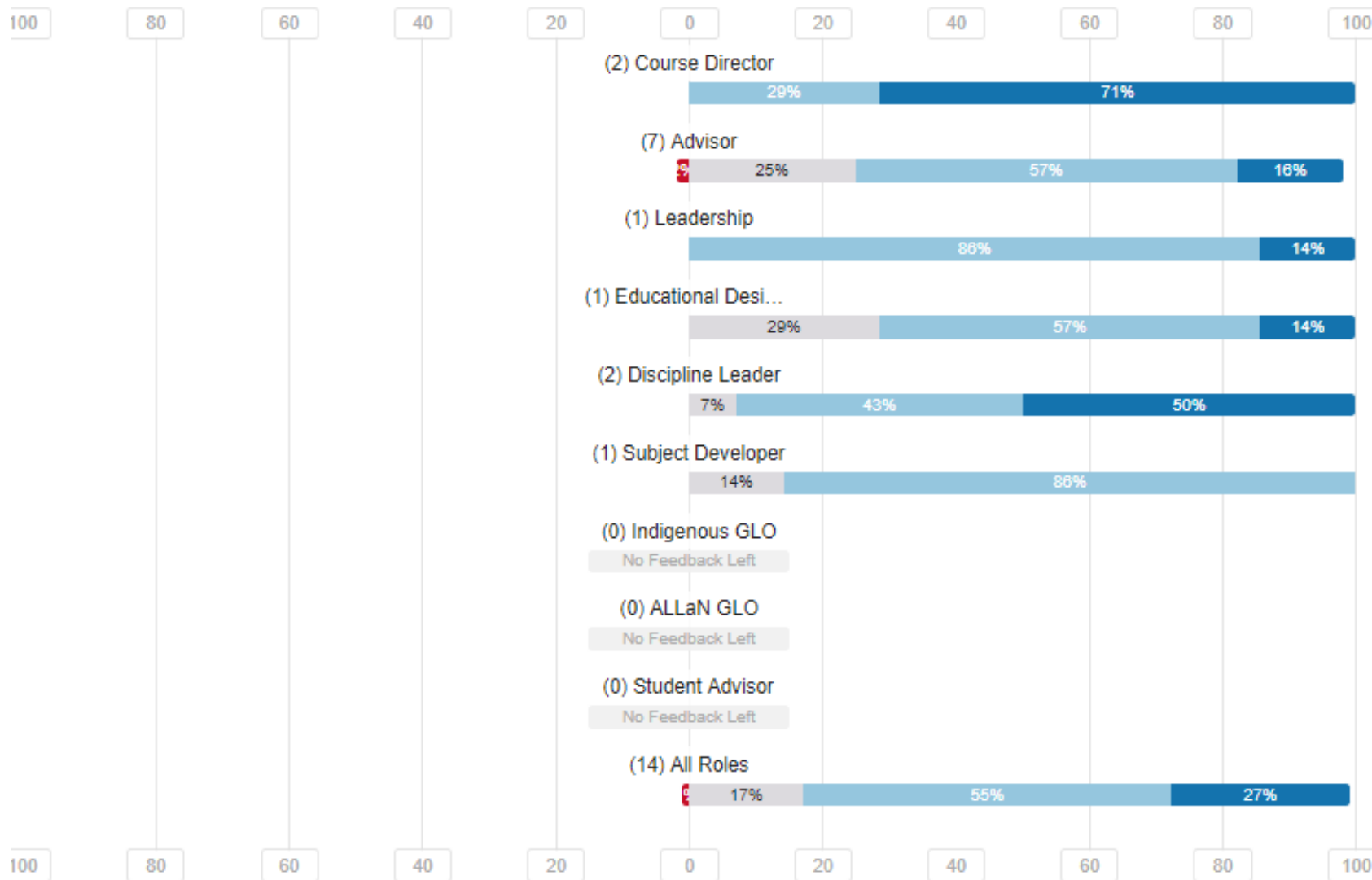
**Baseline**

Round: 1

Total Respondents: 14

Feedback Summary Key ▾

[Export Feedback](#)



(Advisor)

The baseline shows comprehensive coverage of relevant industry and professional forces with the single exception of numeracy skills.

10:58 AM 15 Oct, 2018

[View Responses](#)

(Advisor)

Overall the DNSR and commitments provide a sound basis for the course content. From a student perspective, I reiterate the need to ensure the content and assessment data doesn't lean too far towards law enforcement as this will open the way for competition. I also reiterate my comments that there needs to be a greater focus towards technology, and I expand this to include the how it can be used in the investigation, as well as by criminals. I also believe consideration may be given towards integrating a higher level accounting/business accounting/financial statement analysis content into the core topics. I raise this as being comfortable with these methodologies is critical to financial crime and understanding financial crime and relevant analysis. I note this is available as electives however, but still believe consideration may be provided to integration into core topic.

## Where now?

- Continued focus on professional development, building capacity to understand the process of designing learning
- Increasing acceptance of the tool as a source of truth about course structure, elements and alignments
- Building links between course related technologies, to ensure ease of use and ease of information transfer

## And what was the transformation?

- Deep interrogation of standards that frame courses
- Course Learning outcomes that are explicit and evidenced across the course
- Pedagogical connections and cohesion across the course

Thank you.

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