Principles for Designing a Curriculum to Develop and Assure Student Learning Outcomes

Romy Lawson
What are we trying to achieve when we teach?

I've taught Snoopy to whistle

I can't hear him whistle

I said that I'd taught him, not that he'd learned
How do we assure learning?

- Write CLOS
- Map CLOS
- Design Curriculum
- Engage Students
- Facilitate Learning
- Assess Learning
- Collect Evidence
- Use Evidence
- Benchmark
- Review Practice
- Assess Learning
- Facilitate Learning
- Engage Students
- Design Curriculum
- Map CLOS
- Write CLOS
Whole of Course Approach
Whole of Course Approach

Critical Thinking

Ethical Awareness
Designing learning

- What should the students be able to do/know?

Learning Outcomes

Learning Activities

Evaluation

Assessment
Streamlined Approach

External – Govt, Prof Bodies

Internal – University GA

Degree Level – CLO
Streamlined Approach

CLO

SLO

Assessment
Streamlined Approach

CLO

Log

Assessment
Designing learning

- How will you/students know if they can do it?

- Learning Outcomes
- Learning Activities
- Evaluation
- Assessment
## Step 1 – Rubric Development

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>STANDARD</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration of inter-relationships between differing business related disciplines</strong></td>
<td>Z</td>
<td>Limited demonstration of integration between disciplines.</td>
<td>Sound demonstration of integration between disciplines.</td>
<td>Comprehensive demonstration of integration between disciplines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e.g. identification or description only.</td>
<td>e.g. examination, explanation, interpretation, application or analysis of interrelationships.</td>
<td>e.g. detailed examination, insightful analysis or interpretation, synthesis, extrapolation, evaluation and/or recommendations.</td>
</tr>
<tr>
<td><strong>Application of critical understandings of theoretical concepts underpinning perspectives in industry based scenarios.</strong></td>
<td>No / little application of critical understandings demonstrated.</td>
<td>Application of critical understandings demonstrated.</td>
<td>Convincing application of critical understandings demonstrated.</td>
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<td>e.g. Only one perspective drawn on to demonstrate concepts.</td>
<td>e.g. 2-3 perspectives drawn on to demonstrate concepts.</td>
<td>e.g. Relevant and innovative application drawn from multiple / global perspectives.</td>
</tr>
<tr>
<td>CLO1 Demonstrate essential knowledge necessary for a career in business related professions</td>
<td>Year 1: Foundation</td>
<td>Year 2: Intermediate</td>
<td>Year 3: Competent</td>
<td></td>
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<td>-----------------------------------------------</td>
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<td><strong>B</strong> Critical analysis and evaluation of essential concepts.</td>
<td>Demonstrates some critical analysis/evaluation of essential concepts. e.g. Reference to concepts through definition or description only.</td>
<td>Demonstrates sound critical analysis / evaluation of essential concepts. e.g. analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts.</td>
<td>Demonstrates thoughtful critical analysis and evaluation of essential concepts. e.g. involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.</td>
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</tr>
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<td><strong>C</strong> Consideration of the economic, social and cultural environments within which international businesses operate.</td>
<td>Demonstrates some consideration of the economic, social and cultural aspects of international business context.</td>
<td>Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates.</td>
<td>Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. accurate explanation of relevant actions and prediction of responses.</td>
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## K1 Demonstrate essential knowledge necessary for a career in business related professions

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<td>Below F</td>
<td>Meets P</td>
<td>C</td>
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</tr>
<tr>
<td>CLO1</td>
<td>Describes essential concepts of business</td>
<td>Explains essential concepts of business, demonstrating application of concepts.</td>
<td>Interprets essential concepts of business hypothesising, and assessing aspects of the concepts.</td>
</tr>
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CLO 1
8 – Synthesize complex conflict and related theories and standards for professional practice in CMR.
9 – Evaluate complex conflict and related theories and standards for professional practice in CMR.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grad Cert Fail</th>
<th>Grad Cert Pass MCMR Fail</th>
<th>Grad Cert Exceeds MCMR Pass</th>
<th>MCMR Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1(a) Understands the theories and standards for the purpose of applying them in practice</strong></td>
<td>Does not identify key concepts of theories/standards and/or does not explain their relevance to practice.</td>
<td>Explain the key concepts of complex theories/standards in the field and their relevance to practice.</td>
<td><strong>Comprehensively explains complex theories/standards in the field and their relevance to practice.</strong></td>
<td>Comprehensively explains and critically analyses complex theories/standards in the field and their relevance to practice.</td>
</tr>
<tr>
<td><strong>1(b) Demonstrate interrelationships between complex conflict and related theories and standards</strong></td>
<td>Does not draw any links between theories and/or standards.</td>
<td>Explain the relationships between key concepts of complex conflict and related theories and standards</td>
<td><strong>Comprehensively explains the relationships between complex conflict and related theories and standards.</strong></td>
<td>Comprehensively explains and critically analyses the relationships between complex conflict and related theories and standards.</td>
</tr>
<tr>
<td><strong>1 (c) Draw conclusions</strong></td>
<td>Conclusions not logically linked to theories and standards.</td>
<td>Draws logical conclusions from theories and/or standards.</td>
<td>Draws and explains logical conclusions from theories and/or standards.</td>
<td>Draws and critically justifies conclusions from theories and/or standards.</td>
</tr>
<tr>
<td><strong>1 (d) Apply theory/standards to practice.</strong></td>
<td>Incomplete application of theories/standards to practice.</td>
<td>Applies theory/standards to practice, utilising the main elements of the theory/standards</td>
<td>Effectively applies theory / standards to practice utilising relevant elements of the theory/standards.</td>
<td>Produces a comprehensive application of theory/standards to practice utilising relevant elements of the theory or shows innovation in application.</td>
</tr>
</tbody>
</table>
Step 2 – Design Authentic Assessment

- Select a CLO
  - How would students demonstrate the competence in industry/profession/real life?
  - Where would it take place?
  - How would you judge if it was good?
- Translate this into an **authentic** assessment tasks
Now look at this collection of assessment tasks and ask
- How can you build throughout the course (increase complexity)? This is scaffolded assessment

<table>
<thead>
<tr>
<th>CLO</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Memo to manager</td>
<td>Letter to client</td>
<td>Executive Summary</td>
<td>Full report</td>
</tr>
<tr>
<td>2</td>
<td>Case study (one issue)</td>
<td>Case study (multiple issues)</td>
<td>Current News Analysis</td>
<td>Real Wicked Problem</td>
</tr>
</tbody>
</table>
Step 4 – Map to embed into the curriculum

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Task</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO 1 – Assess 1</td>
<td>Memo to manager</td>
<td>HR 101</td>
</tr>
<tr>
<td>CLO 1 – Assess 2</td>
<td>Letter to client</td>
<td>Mgt 201</td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hi achiever in 1\textsuperscript{st} yr subject

• 1st year student achieved at 2nd year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 2nd year level. Obviously their mark on this criteria would be constrained to 100% for this actual task.

Hi achiever in 2\textsuperscript{nd} yr subject

• 2nd year student achieved at 3rd year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 3rd year level. Obviously their mark on this criteria would be constrained to 100% for this actual task.

Poor achiever in 3\textsuperscript{rd} yr subject

• 3rd year student achieved at 1st year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 1st year level. Obviously their mark on this criteria would be constrained to 0% for this actual task.
Calibration

Calibrating and grading to the standard

Pre-F2F
- Assess
- Enter
- Compare

F2F
- Consensus
- Agree

Post-F2F
- Apply
  - to assignment if student
  - to marking if faculty

Freeman, Hancock et al
Tools

- Curriculum Workbench (Design)
- AQF Compliance Tool (Mapping)
- SOS (Mapping)
- ReView (Data Collection/Reporting)
- SPARKPlus (Calibration/Data Collection)
- ePortfolio (Evidence)