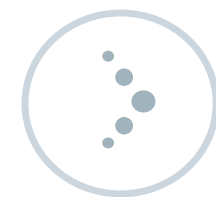
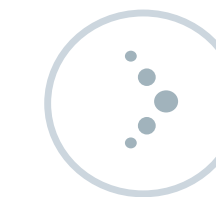


Course Design



Dr Greg White

Postgraduate Course Coordinator



Gary Greig

Academic Quality Manager

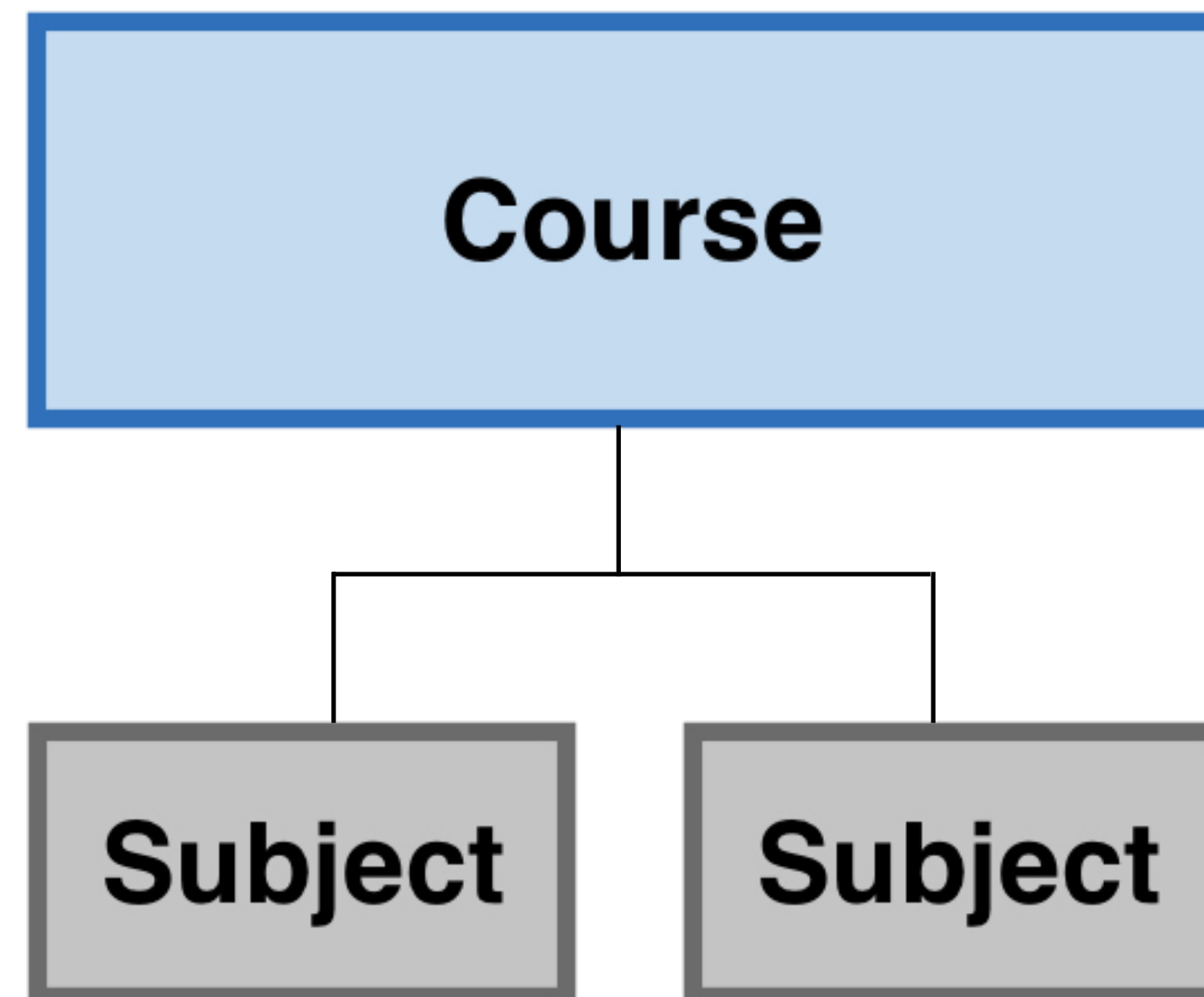


Course Design

- **What** is course design?
- **Why** is it important?
- **How** do we do it?

WHAT IS A COURSE?

- Definition: a **course** is a set of **subjects**

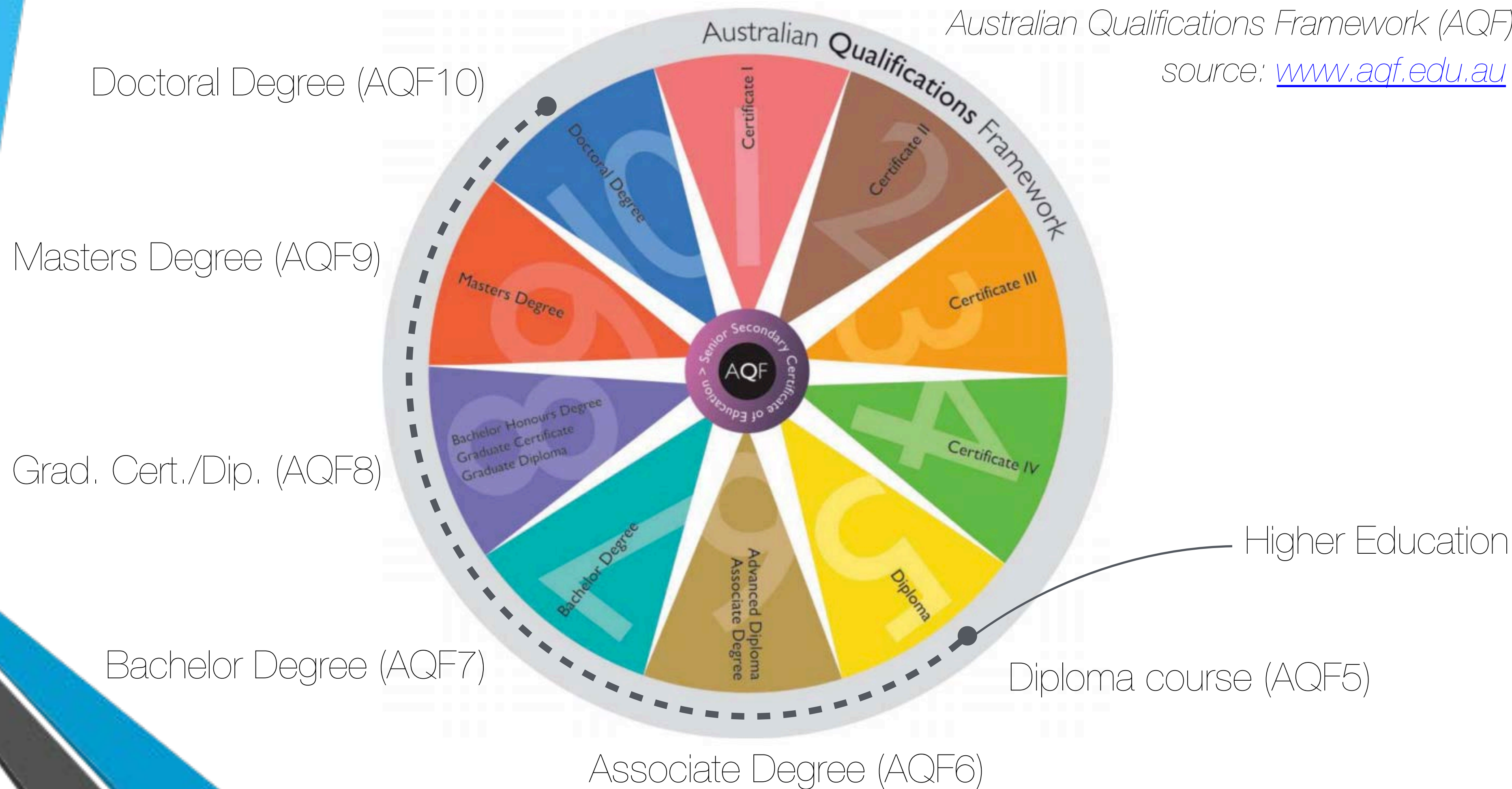


WHAT IS AN AWARD COURSE?

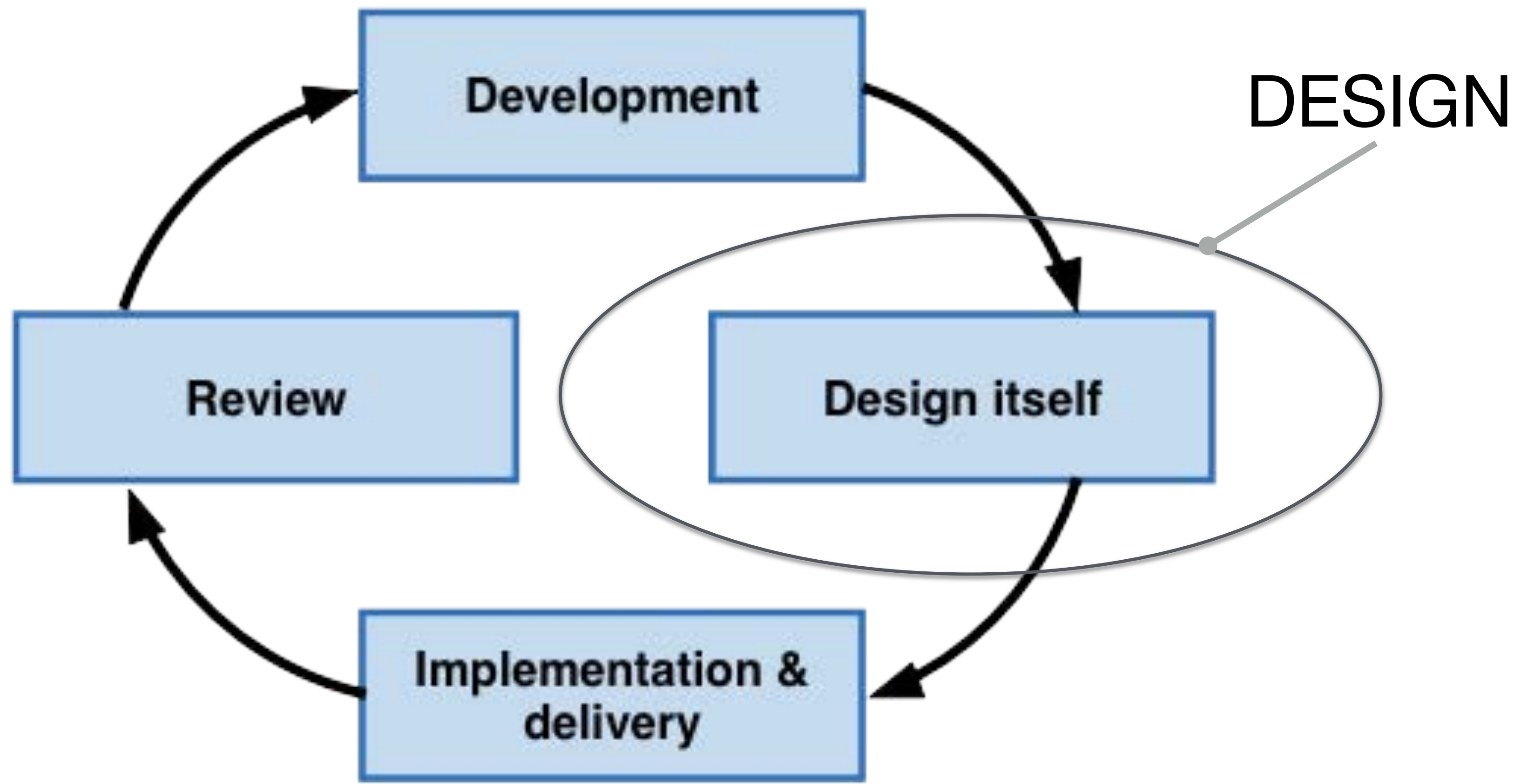
Award courses meet **qualification standards**

Australian Qualifications Framework (AQF)

source: www.aqf.edu.au



WHAT IS THE COURSE DESIGN CYCLE?



WHAT IS THE COURSE DESIGN PROCESS?

DESIGN

goals
components
outcomes

IMPLEMENTATION

realise
components

DELIVERY

communicate
with learners

WHAT IS COURSE DESIGN?

Course/subject designs specify:

- **goals**
- **components**
- **outcomes**

WHAT IS COURSE DESIGN?

Course/subject designs specify:

- **goals**
- **components**
- **outcomes**

what - why - how - when

WHAT IS COURSE DESIGN?

REVIEW

Course/subject designs specify:

- **goals**

clear?
relevant?

- **components**

all specified?

- **outcomes**

meet standards?
achievable?

WHAT IS QUALITY COURSE DESIGN?

- equitable
- well organised & structured
- high quality content

DISCUSSION 1

WHY IS COURSE DESIGN SO IMPORTANT?

- ▶ prospective students
- ▶ basis of implementation and delivery
- ▶ continuous quality improvement

HOW TO DESIGN COURSES?

Course/subject design principles:

- **constructivist**
- **learning-centred**
- **outcome-based**

HOW TO DESIGN COURSES?

Course/subject designs specify:

- **goals**
- **components**
- **outcomes**

HOW TO DESIGN COURSES?

Course/subject designs specify:

- **goals**

- award qualification
- professional accreditation (if any)
- course rationale
- course learning outcomes

- **components**

- course structure/delivery mode(s)
- subject sequence
- subject learning outcomes
 - assessments
 - learning activities & resources

- **outcomes**

- entry requirements & pathways
- duration & progression
- learning & teaching strategy
- quality & level

HOW TO DESIGN COURSES?

Course/subject designs specify:

- **goals**
- **components**
- **outcomes**

1) structure; subject sequence

- course structure/delivery mode(s)
- subject sequence

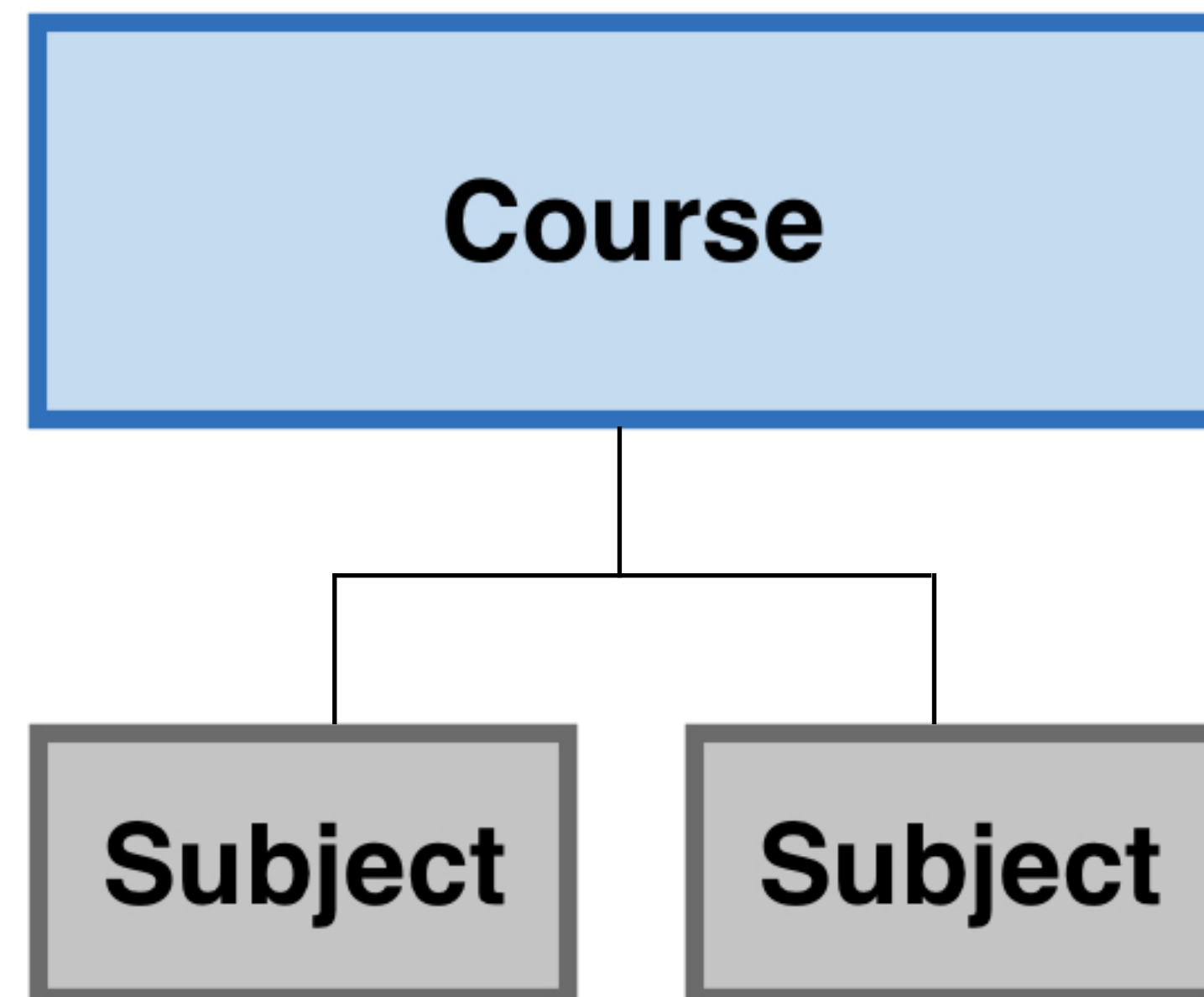
- subject learning outcomes
 - assessments
 - learning activities & resources

2) constructive alignment

HOW TO DESIGN COURSES?

Structure
Structure

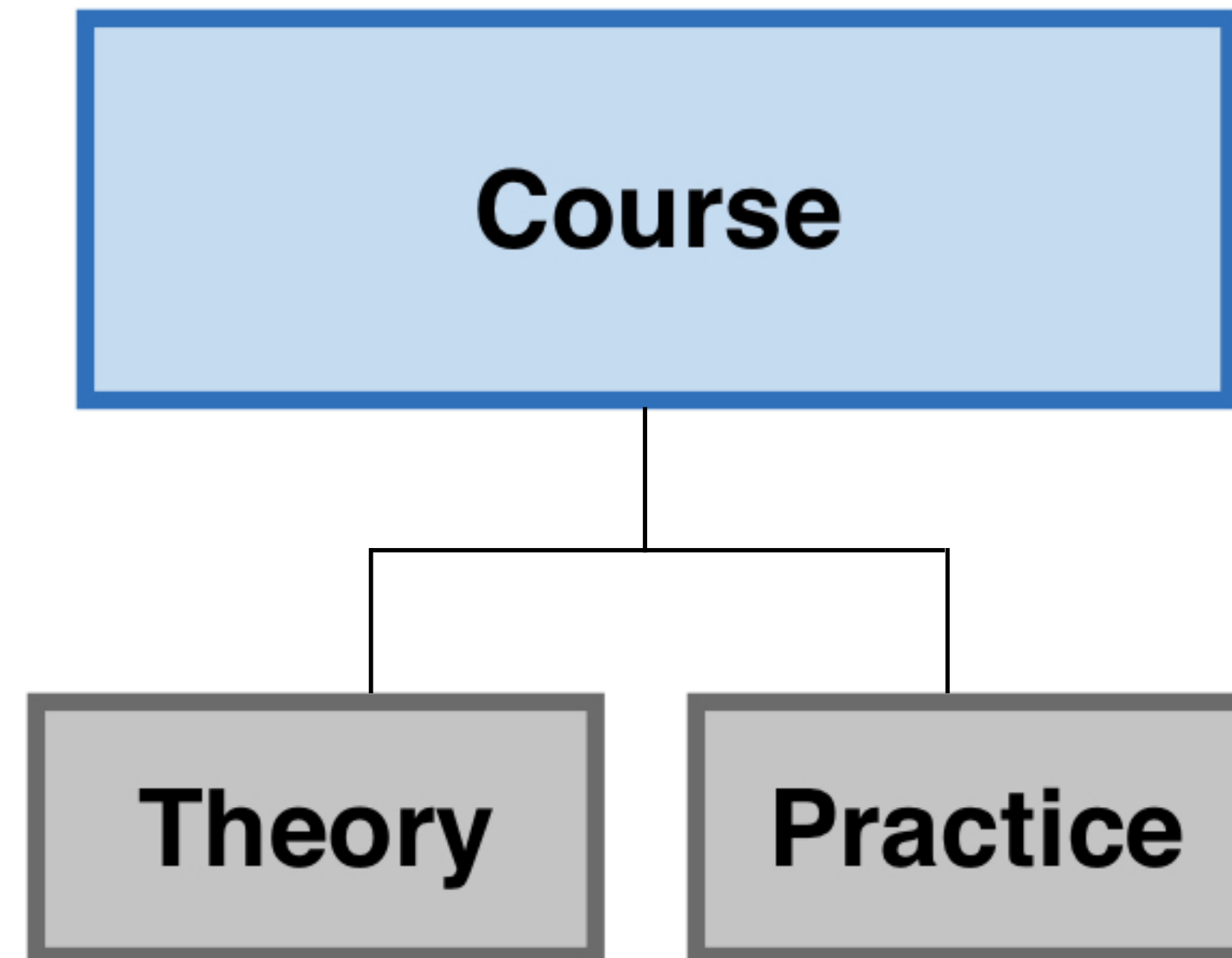
- ④ A **course design** must have at least 2 subjects.



HOW TO DESIGN COURSES?

Structure
Structure
Example 1
Example 1

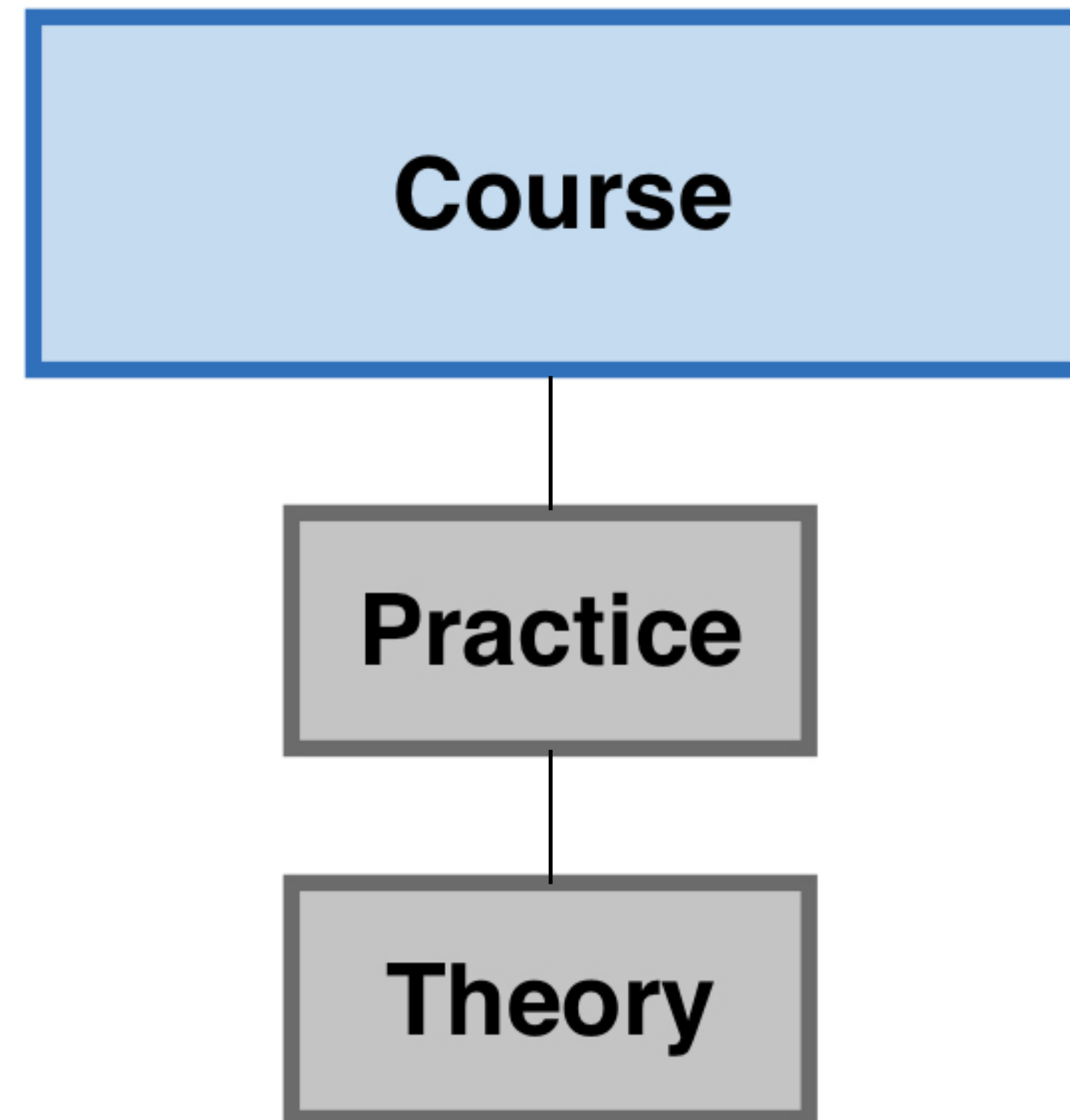
- ⦿ A **course design** must have at least 2 subjects.



HOW TO DESIGN COURSES?

Structure
Structure
Example 1
Example 1

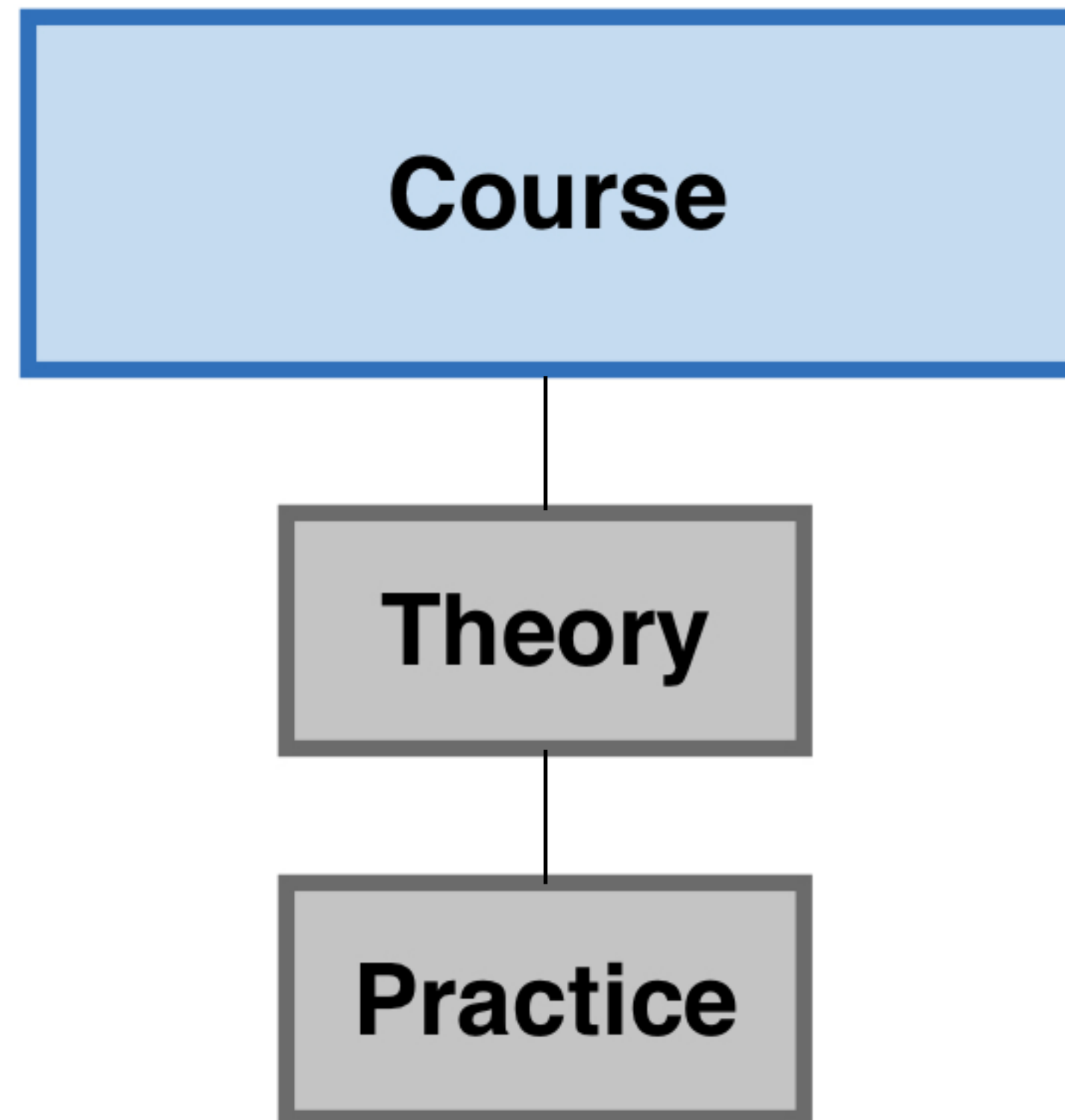
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HOW TO DESIGN COURSES?

Structure
Structure
Example 1
Example 1

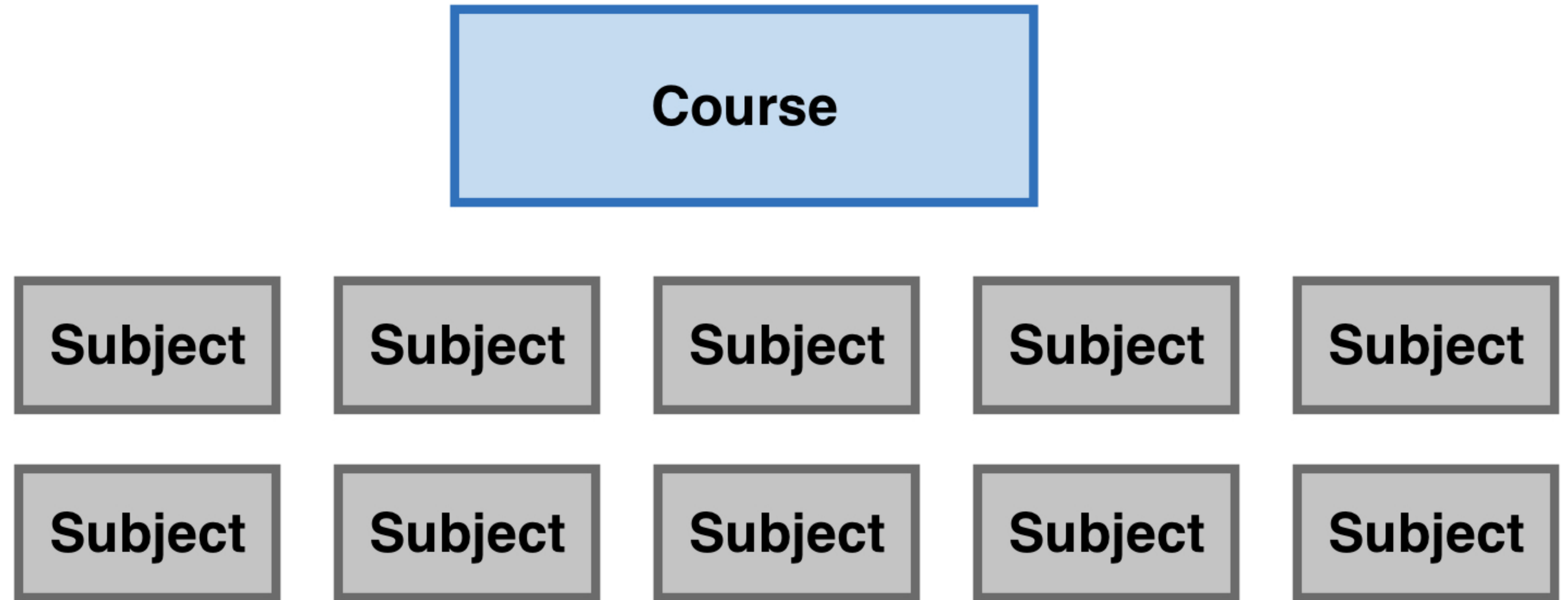
- ⦿ A **course design** must have at least 2 subjects.



HOW TO DESIGN COURSES?

Structure
Structure
Example 2
Example 2

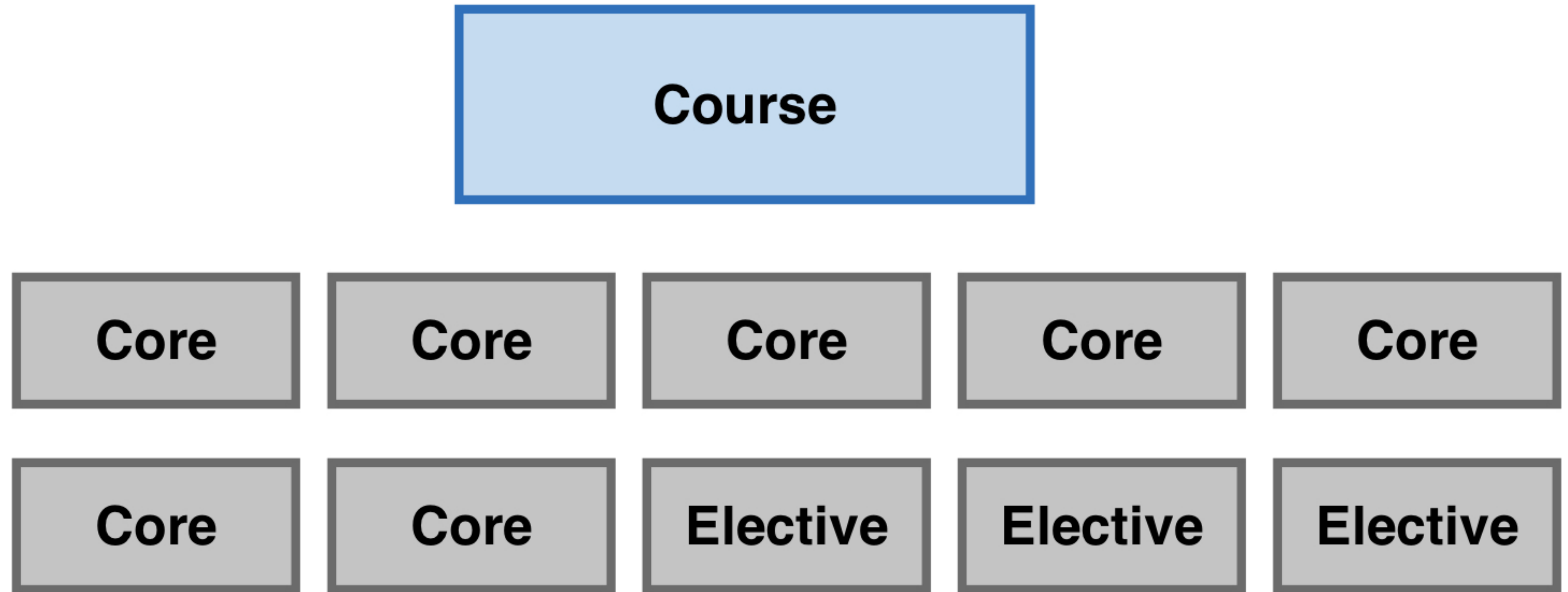
⦿ A **course design** with more than 2 subjects?



HOW TO DESIGN COURSES?

Structure
Structure
Example 2
Example 2

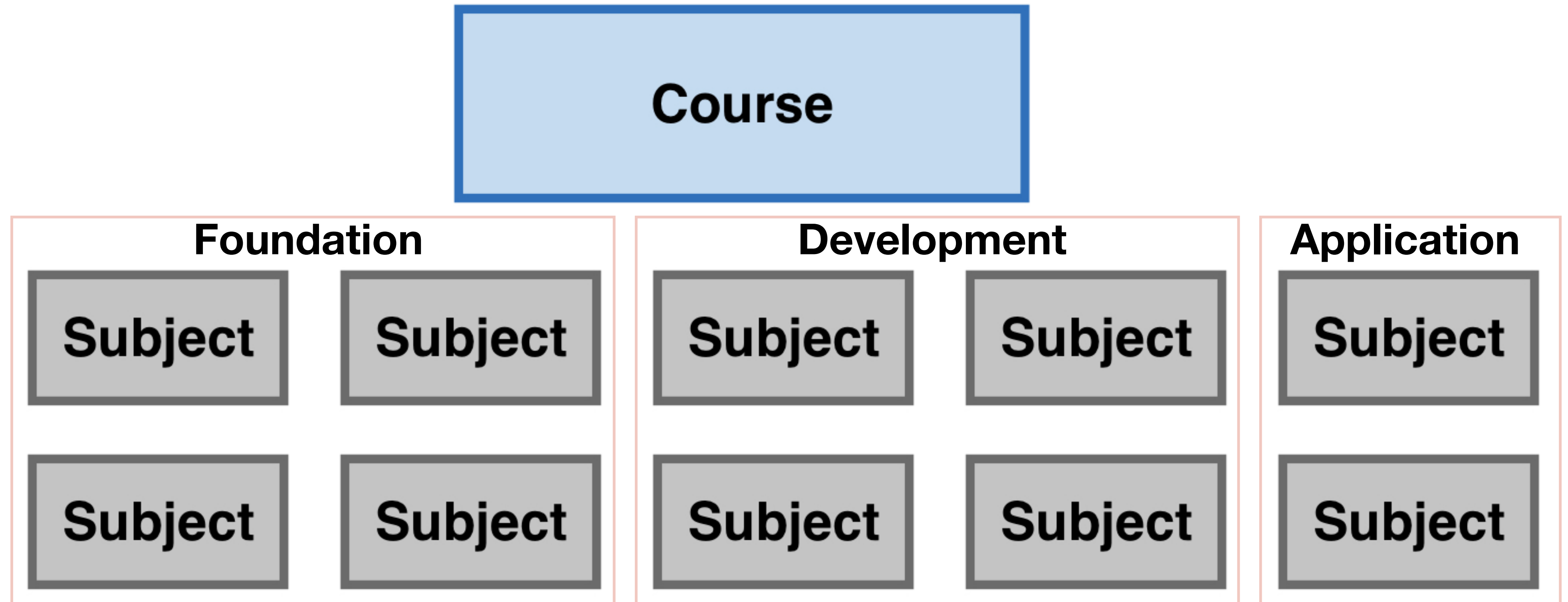
⦿ A **course design** with more than 2 subjects?



HOW TO DESIGN COURSES?

Structure
Structure
Example 3
Example 3

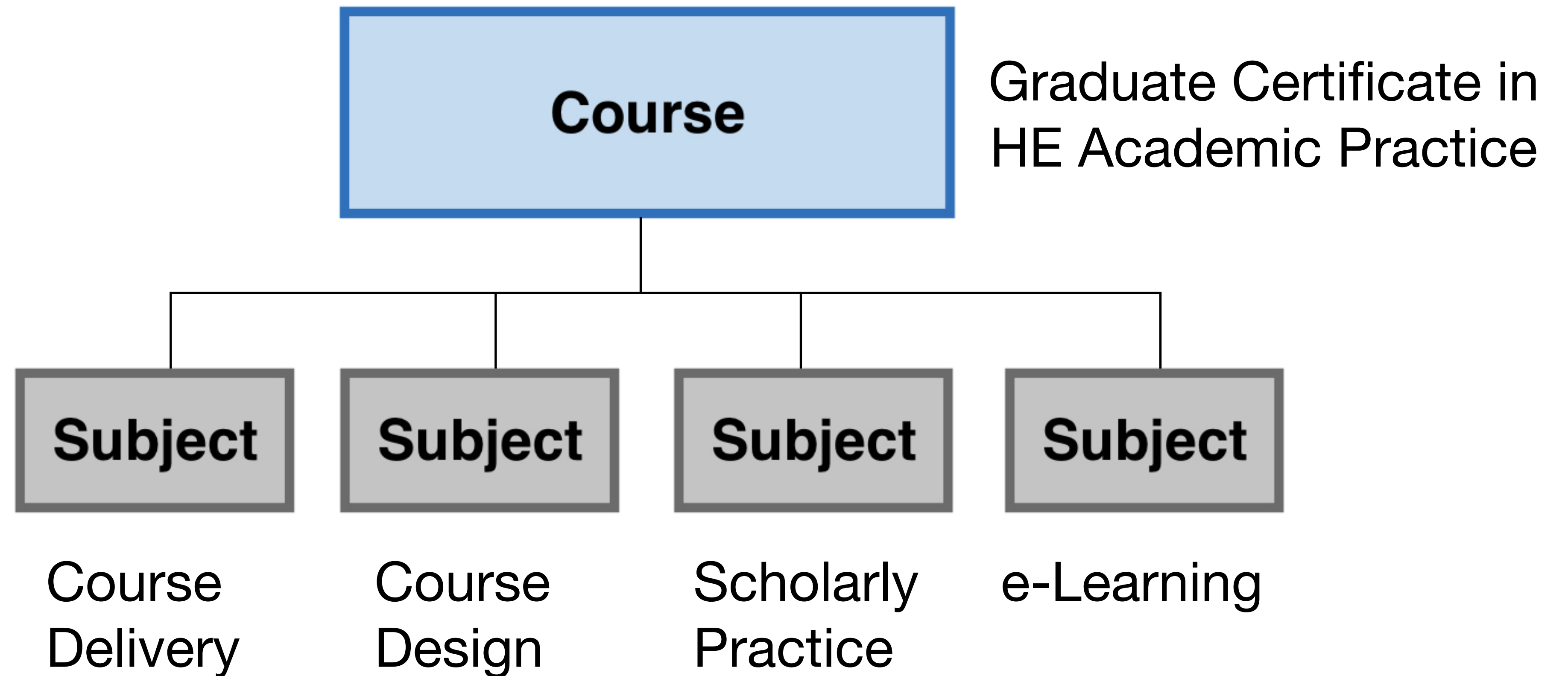
⦿ A **course design** with more than 2 subjects?



HOW TO DESIGN COURSES?

Structure
Structure
Example 4
Example 4

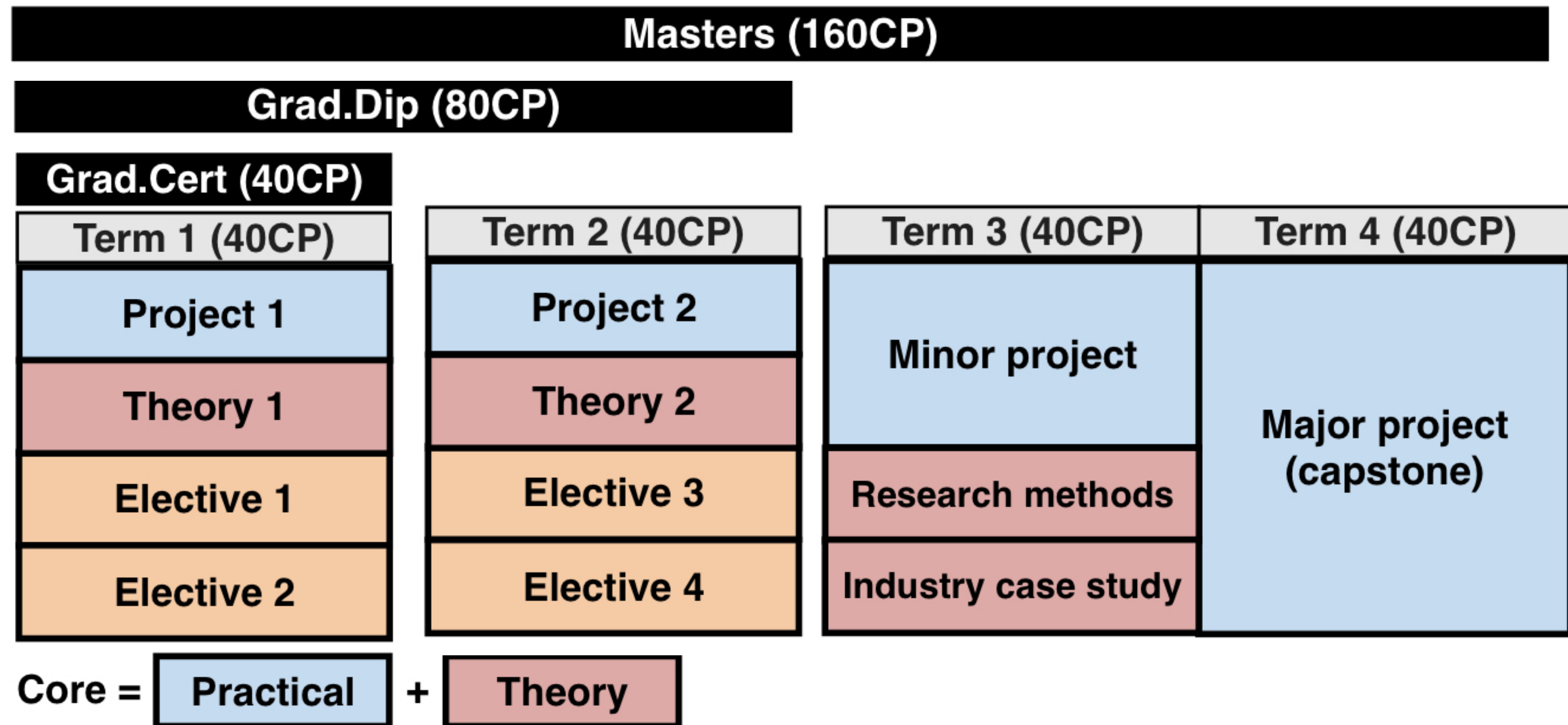
⦿ A **course design** with more than 2 subjects?



HOW TO DESIGN COURSES?

Structure
~~Structure~~
~~Example 5~~
 Example 5

⦿ A **course design** with more than 2 subjects?



HOW TO DESIGN SUBJECTS?

Constructive Alignment
Constructive Alignment

Outcome-based course design - **Backward design**

intended learning outcomes



HOW TO DESIGN SUBJECTS?

Constructive Alignment
Constructive Alignment

Outcome-based course design - **Backward design**

intended learning outcomes

assessments

HOW TO DESIGN SUBJECTS?

Constructive Alignment
Constructive Alignment

Outcome-based course design - **Backward design**

intended learning outcomes

learning activities

assessments

HOW TO DESIGN SUBJECTS?

Constructive Alignment
Constructive Alignment

Outcome-based course design - **Backward design**

intended learning outcomes

learning activities

learning resources

assessments

HOW TO DESIGN SUBJECTS?

Constructive Alignment
Constructive Alignment

Outcome-based course design - **Backward design**

intended learning outcomes

learning activities

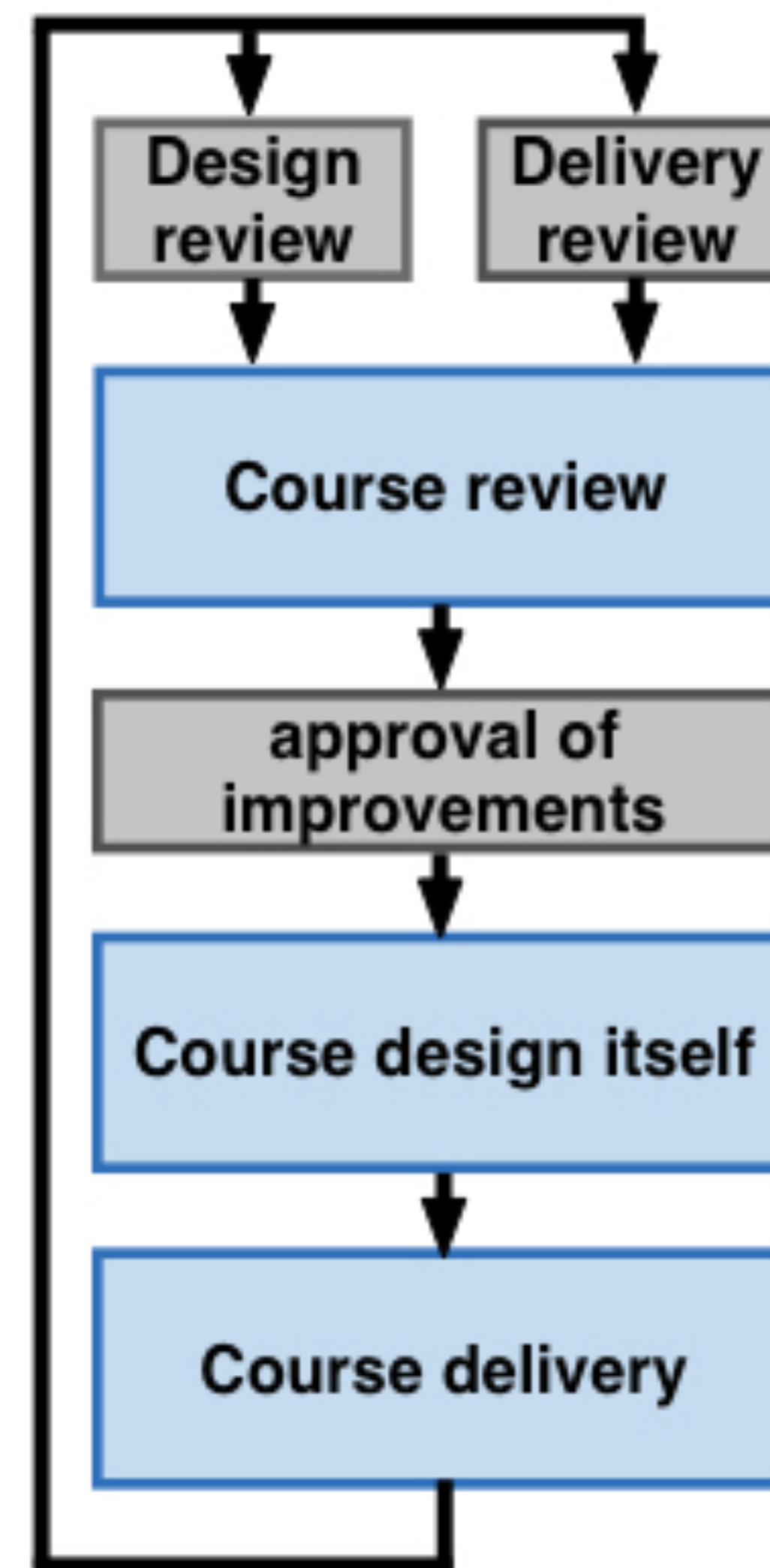
learning resources

assessments

learning supports

WHEN TO REVIEW SUBJECTS AND COURSES?

Continuously ...

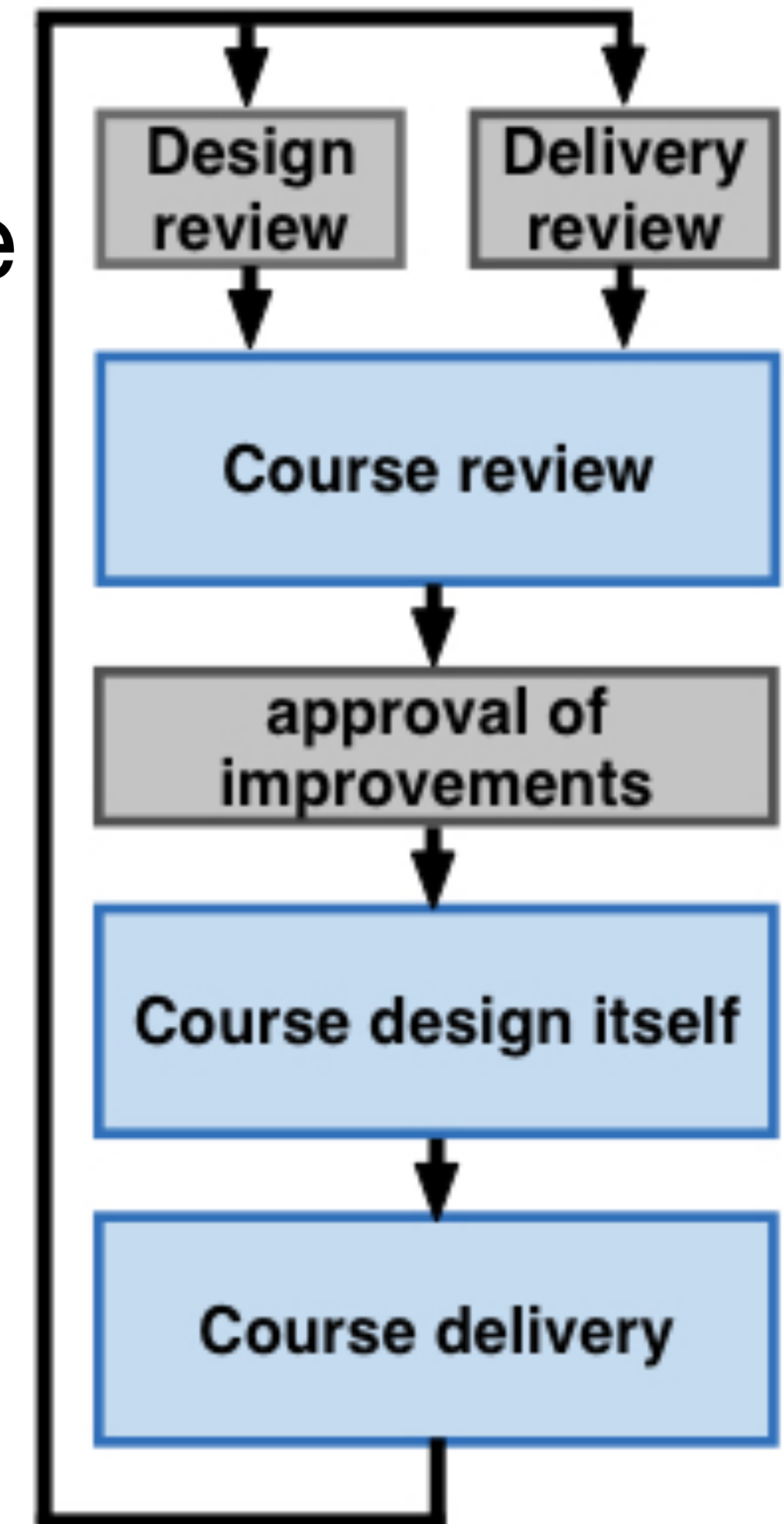


WHEN TO REVIEW SUBJECTS AND COURSES?

Continuously ...

- each study period
- annually
- mid-accreditation cycle
- accreditation renewal

	Subject	Course
• each study period	✓	
• annually	✓	(✓)
• mid-accreditation cycle	(✓)	✓
• accreditation renewal		✓



Q&A

⦿ Open questions & answers ...