

Course Design and Delivery Checklist

This checklist lists the goals and sub-goals contained in the UNSW Medicine Course Design and Delivery Guidelines. The Guidelines aim to help those responsible for designing and delivering blended and online courses to meet the minimum standards set by UNSW Sydney.

Use the full version of the Guidelines to inform the development of your course. Use this checklist to ensure that you have met all the goals and sub-goals contained in the Guidelines.

The new element introduced in the Guidelines is the Backward Design framework. Within the framework, the desired learning outcomes are established first; then the assessments are constructed to provide measurable evidence that the outcomes have been met. The development of learning activities and resources completes the course building process.

The diagram below sets out these three stages of course development and the relevant questions to be answered by the Course Authority at each stage:

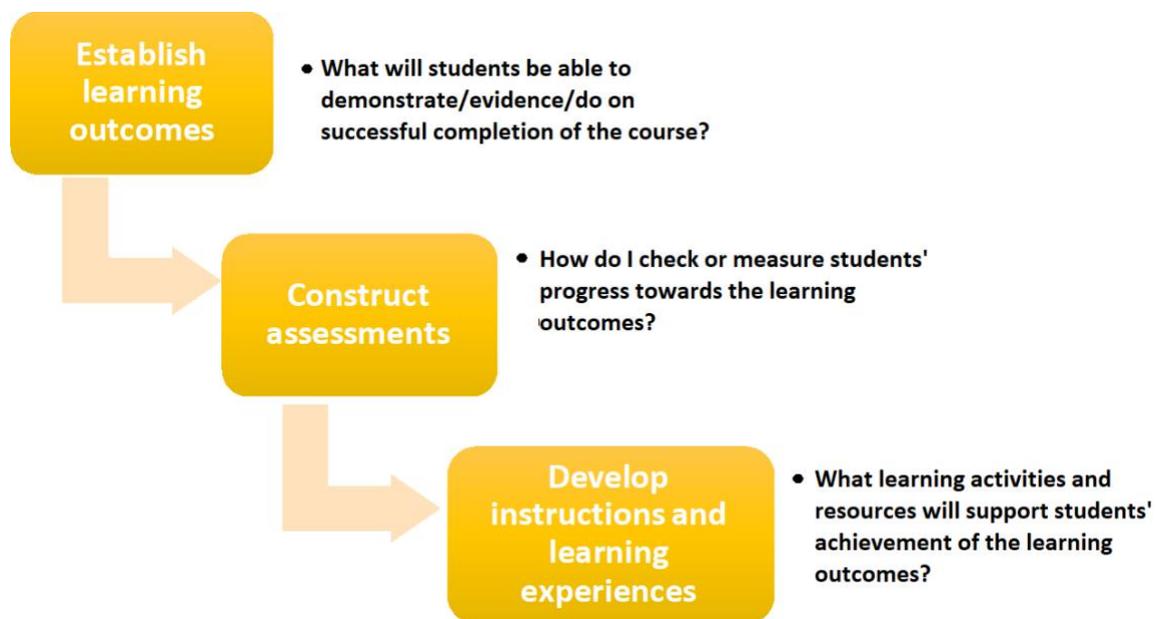


Figure 1. Backward Design principles.

Adapted from Wiggins, G. P. & McTighe, J. (2005).
Understanding by Design. Expanded 2nd edition. Alexandria, VA.
Association for Supervision and Curriculum Development.

Course Quality Goals and Sub-Goals

Goal 1	Sub-Goals
<p>Course and Moodle site introduction</p> <p>At the start, students are oriented to the design and structure of the course and Moodle site and informed as to what to expect.</p>	1a Students receive clear communication about where all relevant parts of the course are, and where to start.
	1b Students receive clear communication about the aims of the course, and how it is structured.
	1c Course teacher and student roles in the learning process are clearly explained.
	1d Students are informed how they can communicate with the teacher, other staff members and fellow students, and given guidance on communicating.
	1e The teacher is introduced online.
	1f Student introductions are requested.
	1g Instructions on how to use all activities and resources are clear and complete.
	1h Required technical and digital literacy skills are clearly stated.
	1i Students are provided with access to technical, accessibility, academic and student support services available at UNSW to help them succeed.

Left: A welcome video by the teacher brings students into the learning community of the course. Right: Every Moodle course contains a clear introductory section where students can get oriented.

Re: Introduce yourself - Video introduction
by [redacted] - Monday, 11 February 2019, 6:33 PM



1 ^ GETTING STARTED - Course Outline and Dates - Toggle

- Introduction lecture 10.2MB Powerpoint 2007 presentation
Please watch this for important information on the SWCH 9011 course.
- Course Outline and Information 887.1KB PDF document
Please read this first.
- Recommended readings
- Glossary of Statistical Terms 102.2KB PDF document

Term 3 Census date (last day to drop without financial/academic penalties): 13th October 2019.
Instructions on how to drop the course: <https://student.unsw.edu.au/enrolment-drop-course>

Goal 2	Sub-Goals
Learning Outcomes The learning outcomes determine everything else in a course. They describe the knowledge and skills the students will have mastered when they have completed the course.	2a The course learning outcomes are measurable* using the chosen means of assessment, and they align with the program learning outcomes.
	2b Module or weekly learning outcomes are measurable* and are clearly aligned with course outcomes. *Not all learning outcomes are measurable, but they should all be demonstrable or clearly able to be evidenced. Learning outcomes should be phrased so that students can understand exactly what competency they are expected to demonstrate, or what knowledge they must acquire and be able to apply.
	2c All learning outcomes are appropriately located and clearly stated.
	2d The learning outcomes are explicitly aligned to the learning and assessment activities throughout the course.

The illustration below shows how learning outcomes can be built, and the table gives examples in various contexts.



Examples

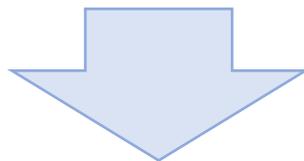
Action Verb	Content/Topic	Context	Demonstrable Outcome
Construct	a reference list	using an appropriate disciplinary style	Construct a reference list using an appropriate disciplinary style
Demonstrate	effective negotiation skills	with health care providers	Justify solutions to case studies set in hospitals with an identified health care provider
Apply	principles of good learning & teaching	in higher education	Detail your approach to teaching, drawing on your own students' learning experiences
Synthesise	elements of a claim or defence	according to law	Prepare court documents in accordance with the relevant court rules and within the required timeframes

Adapted from Macquarie University (2015) FILT

Goal 3	Sub-Goals
Assessment Assessment is designed and implemented in such a way that teacher and students can monitor and evaluate students' progress towards achieving the learning outcomes.	3a The chosen types of assessments align with and measure the learning outcomes.
	3b Assessment information is presented at the beginning of the course.
	3c Students receive clear communication at the beginning of the course how their grades will be calculated.
	3d For each assessment activity, marking criteria are provided at the beginning of the course.
	3e Assessments are appropriately located and paced, varied and sequenced.
	3f Students receive regular feedback throughout the course.

Each assessment should clearly align with and measure one or more course learning outcomes.

Action Verb	Content/Topic	Context
Write 2000–2500 words	on screening for breast cancer, epithelial ovarian cancer or cervical cancer, and why or why it is not recommended	in the Australian population



Demonstrable outcome
Course Learning Outcome 2: Confidently discuss the investigation of various common cancers in women

Goal 4	Sub-Goals
Learning Activities The learning activities promote students' active engagement with course material, teachers and their peers, and help them achieve the learning outcomes.	4a The learning activities encourage assessment completion and contribute to students achieving the desired learning outcomes.
	4b The learning activities provide opportunities for interaction that support active learning and engagement.
	4c The teacher makes it clear how and when they will interact and provide feedback to students.
	4d Students are informed of the level of interaction and engagement required in the course.

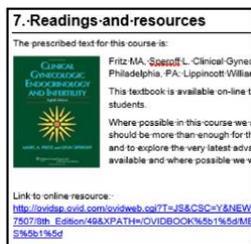
A learning activity might involve role play.

These students, as they interact with a simulated patient in the Clinical Skills Centre, learn to communicate and work as a team while developing their diagnostic skills.



Image from <https://med.unsw.edu.au/clinical-skills-centre>

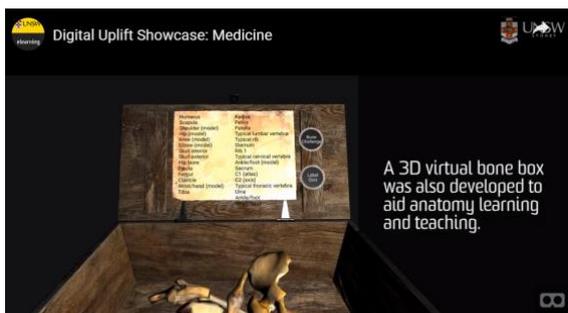
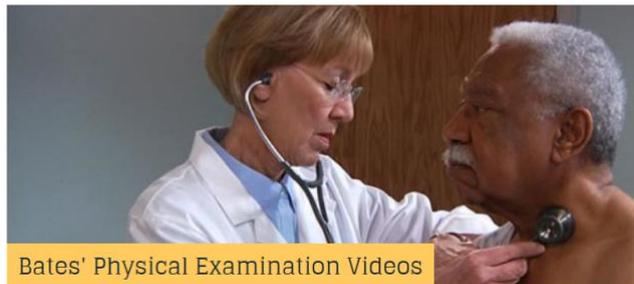
Goal 5	Sub-Goals
<p>Learning Resources</p> <p>The learning resources (includes both instructional materials and course tools/software) facilitate the learning process and support students to achieve the stated learning outcomes.</p>	5a The instructional materials encourage assessment completion and contribute to the achievement of the desired learning outcomes.
	5b The course tools are linked with the learning outcomes.
	5c The course tools promote student engagement and active learning.
	5d The relationship between using learning resources and completing learning activities is clearly explained.
	5e References are provided, and permissions for use obtained, for all learning resources.
	5f The learning resources are current and relevant.
	5g It is clear that learning resources are authoritative.
	5h An appropriately wide array of learning resources is used to provide students with an engaging and rich learning experience.



A single prescribed text may contain essential information, but it offers limited possibilities for student engagement.

Where possible, offer an array of formats suited to the varieties of content you're presenting.

Image from <http://batesvisualguide.com/> via UNSW Library



Stay abreast of technological developments in education so that you can reduce your teaching load and help students retain what they learn.

Image from Digital Uplift Showcase: Medicine at <https://teaching.unsw.edu.au/digital-uplift-showcase>

Goal 6	Sub-Goals
Course Evaluation Several different methods are used to evaluate the course.	6a Throughout the course, students are given opportunities to provide formal and informal feedback on course delivery.
	6b Throughout the course, data analytics are used to identify successful and problematic learning and teaching practices. Practices are adjusted promptly.
	6c Students have been engaged as partners in the course review process.

Please indicate to what extent you agree with each of the statements below regarding this
Name of Learning Resource:

It improved my understanding of the topic	★★★★☆	3.5
It enhanced my motivation to learn about this topic	★★★★★	4.5
It helped me to identify priorities for my learning	★★★★★	5
It made my learning more efficient (saved time)	★★★☆☆	2.5
It met my needs for flexibility in my learning	★★★★☆	3.5
Navigation was simple and straight forward	★★★★★	6
It provided feedback that enhanced my learning	★★★★★	5
It provided an individualised learning environment	★★★★☆	4

Gender

Male

Female

Please rate your understanding of the topic

0 1 2 3 4 5 6 7 8 9 10

BEFORE you used this Name of Learning Resource

AFTER you used this Name of Learning Resource

Please comment on what you liked most about this Name of Learning Resource

Three instruments are available for you to insert into your UNSW Moodle course, to gather feedback from your students:

- **PULTS (Perceived Utility of Learning Technologies Scale—sample page shown left)** for feedback on the use of tools/software in undergraduate Medicine teaching.
- **PULAS (Perceived Utility of Learning Activities Scale)**, a modified version of PULTS, for feedback on one-off learning activities (e.g. a lecture, tutorial or practical class).
- **PETS (Perceived Effectiveness of Teaching Scale)** for feedback on a teacher's effectiveness in one or more learning activities.

These surveys take less than a minute to complete.

Goal 7	Sub-Goals
Navigation and Provision for Student Diversity The course utilises Universal Design for Learning concepts to facilitate accessibility* and usability*. <i>*accessibility – all students can access all course content and activities</i> <i>*usability – all students can easily navigate the course and interact with course elements</i>	7a The course employs a navigation scheme that is consistent, predictable and efficient throughout the course to facilitate ease of use.
	7b The course design minimises distractions to maximise usability.
	7c The course provides accessible text and images to meet the needs of diverse students.
	7d Multimedia content is available in alternative formats.

[Blackboard Ally](#) is just one tool available in UNSW Moodle to help you make your course accessible to a wider range of students.



MEDU is here to help

For further information, enquiries and support, contact the Medicine Education Development Unit (MEDU)

- Sharepoint site: <https://unsw.sharepoint.com/sites/Medicine-Education>
- Email: medu@unsw.edu.au