



Course Review

General resources and references

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1. Teaching and learning

Adelaide Development Program for Educators and Professionals who Teach (ADEPT), University of Adelaide < <https://www.adelaide.edu.au/learning/academic-development/adept> >

Peer Review, Education Quality, University of Adelaide < <https://www.adelaide.edu.au/learning/academic-development/peer-review> >

Resources for Educators, Education Quality, University of Adelaide < <https://www.adelaide.edu.au/learning/resources-for-educators> >

Biggs, J & Tang, C. (2011) *Teaching for Quality Learning at University: What the Student Does*, 4th Edition, McGraw-Hill Education, Proquest ebook <https://librarysearch.adelaide.edu.au/permalink/61ADELAIDE_INST/1eubam4/cdi_dipf_primary_1059542 >

Hunt, L. & Chalmers, D. (editors) (2021) *University Teaching in Focus: A Learning-Centred Approach*, Taylor and Francis, Ebook < https://librarysearch.adelaide.edu.au/permalink/61ADELAIDE_INST/1eubam4/cdi_askewsholts_vlebooks_9781000395044 >

Schindler, L., Puls-Elvidge, S., Welzant, H. & Crawford, L. (2015) Definitions of Quality in Higher Education: A Synthesis of the Literature. *Higher Learning Research Communications* 5(3), 3-13. <http://dx.doi.org/10.18870/hlrc.v5i3.244>

2. Evidence and evaluation

Chalmers, D. & Hunt, L. (2016) Evaluation of teaching, *HERDSA Review of Higher Education*, 3 (July 2016), 25-55. <<https://www.herdsa.org.au/herdsa-review-higher-education-vol-3/25-55>>

Harvey, L. & Green, D. (1993) Defining Quality. *Assessment & Evaluation in Higher Education*, 18(1), 9-34. <http://dx.doi.org/10.1080/0260293930180102>

Higher Education Academy (2013) *Promoting Teaching. Making Evidence Count*, UK <<https://www.advance-he.ac.uk/knowledge-hub/promoting-teaching-making-evidence-count>>

Ramsden, P. & Dodd, A. 1989 *Improving teaching and courses: a guide to evaluation* Centre for the Study of Higher Education, University of Melbourne.

Smith, C. (2008) Building effectiveness in teaching through targeted evaluation and response: Connecting evaluation to teaching improvement in higher education. *Assessment & Evaluation in Higher Education*, 33(5), 517-533. <<https://doi.org/10.1080/02602930701698942>>

2.1. Collecting evidence

[*Classroom Assessment Techniques \(CATs\)*](#), Center for Teaching, Vanderbilt University

Discussions, Quizzes and Surveys, [*Instructor Guide*](#), Canvas Infrastructure Community Hub.

Alkema, A. (2011) *A Tertiary Practitioner's Guide to Collecting Evidence of Learner Benefit*, project report, Ako Aotearoa The National Centre for Tertiary Teaching Excellence, Wellington < <https://ako.ac.nz/knowledge-centre/collecting-evidence-of-learner-benefit/> >

Kenny, N., Berenson, C., Radford, S., Nikolau, N., Benoit, W., Mueller, R., Paul, R. & Perrault, E. (2018) *A Guide to Providing Evidence of Teaching*, University of Calgary. <<https://taylorinstitute.ucalgary.ca/resources/guide-to-providing-evidence-of-teaching>>

2.2. Making use of student feedback

(2020) [SELT use and interpretation guide](#) (pdf) Learning and Teaching, University of Adelaide

(2020) [Getting and using student feedback guide](#) (pdf) Learning and Teaching, University of Adelaide

Berenson, C. & Jeffs, C. (2021) *Making Sense of Student Feedback Guide*, Taylor Institute for Teaching and Learning Guide Series, University of Calgary. <<https://taylorinstitute.ucalgary.ca/resources/making-sense-of-student-feedback-guide>>

Lloyd, M. & Wright-Brough, F. (2022) Setting out SET: a situational mapping of student evaluation of teaching in Australian higher education, *Assessment & Evaluation in Higher Education*, online 19 October 2022. <<https://doi.org/10.1080/02602938.2022.2130169>>

2.3. Online course data and analytics

[Analytics](#), Staff Resources, MyUni Learning Centre, University of Adelaide

[LMS Analytics](#), Course Student Profile, Detailed Course Report, Learning Enhancement and Innovation, University of Adelaide

[Learning Analytics](#), Self-paced course delivered online via MyUni, University of Adelaide.

[Student Lifecycle Reporting](#) and [Data & Analytics Applications](#), Planning and Analytics, University of Adelaide.

Gunn, C., McDonald, J., Donald, C., Milne, J. & Blumenstein, M. (2017) *Building an Evidence Base for Teaching and Learning Design Using Learning Analytics*, Project report and Case study report, Ako Aotearoa The National Centre for Tertiary Teaching Excellence, Wellington <<https://ako.ac.nz/knowledge-centre/using-learning-analytics/>>

3. Reflection for learning in higher education

ADEPT: Reflective Practice workshop, Adelaide Development Program for Educators and Professionals who Teach (ADEPT), University of Adelaide <<https://www.adelaide.edu.au/learning/academic-development/adept>>

Brookfield, S. (2017) *Becoming a Critically Reflective Teacher*, 2nd edition, Jossey-Bass: San Francisco, ProQuest Ebooks, <https://librarysearch.adelaide.edu.au/permalink/61ADELAIDE_INST/rinku3/alma9928227055001811>

Harvey, M., Lloyd, K., McLachlan, K., Semple, A. & Walkerden, G. (2020) *Reflection for Learning: A Scholarly Practice Guide for Educators*, Advance HE <<https://www.advance-he.ac.uk/knowledge-hub/reflection-learning-scholarly-practice-guide-educators>>

4. Learning design

Dyjur, P., Kelly, P., Yu, L., Bair, H., Pedersen, R. & Norman, D. (2020), *Course Design Program*, Taylor Institute for Teaching & Learning, University of Calgary. <<https://taylorinstitute.ucalgary.ca/sites/default/files/Content/Resources/Course-Design/22-TAY-Course-Design-Workshop-Manual.pdf>>

A checklist for quality online design, Tasmanian Institute of Learning & Teaching, UTAS <<https://www.utas.edu.au/tilt/non-traditional-education/tools-and-resources/ensuring-quality/quality-checklist>>

Quality Matters, 2020, *Specific Review Standards from the QM Higher Education Rubric, Sixth Edition*, <<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>>

4.1. Learning outcomes

[Learning Outcomes](#), Teaching Excellence, University of Adelaide

[Course Learning Outcomes](#), Teaching Excellence, University of Adelaide

[Writing Learning Outcomes](#), Teaching Excellence, University of Adelaide

4.2. Universal Design for Learning (UDL)

CAST (2018) *The Universal Design for Learning Guidelines*, version 2.2, <<https://udlguidelines.cast.org/>>

Novak, K. & Rodriguez, K. (2018) *UDL Progression Rubric*, CAST, <<https://publishing.cast.org/stories-resources/book-product-resources/udl-progression-rubric-novak-rodriguez> >

Abegglen, S., Aparicio-Ting, F. E., Arcellana-Panlilio, M., Behjat, L., Brown, B., Clancy, T. L., DesJardine, P., Din, C., Dyjur, P., Ferreira, C., Hughson, E. A., Kassan, A., Klinke, C., Kurz, E., Neuhaus, F., Pletnyova, G., Paul, R. M., Peschl, H., Peschl, R., & Squance, R. T. (2021). *Incorporating Universal Design for Learning in Disciplinary Contexts in Higher Education*, Taylor Institute for Teaching and Learning Guide Series, University of Calgary. < <https://taylorinstitute.ucalgary.ca/resources/incorporating-universal-design-for-learning-in-disciplinary-contexts-in-higher-education-guide> >

5. Policies and Frameworks

5.1. University of Adelaide policies

Assessment for coursework programs policy , <https://www.adelaide.edu.au/policies/700/>

Coursework Academic Programs Policy (CAPP), <https://www.adelaide.edu.au/policies/669/>

Student Experience of Learning & Teaching (SELT) policy, <https://www.adelaide.edu.au/policies/101/>

5.2. University of Adelaide strategies and frameworks

Education in a Digital World Strategy: Learning and Teaching Transformation Strategy 2023-2028 (Executive Summary) ([pdf](#), [staff access only](#))

Strategic Plan – Future Making 2022-2023, <https://www.adelaide.edu.au/vco/strategic-plan>

Five Pillars to excellence – Pillar Plans, <https://www.adelaide.edu.au/vco/strategic-plan/pillar-plans>

Digital capabilities framework, <https://www.adelaide.edu.au/learning-enhancement-innovation/projects-and-initiatives/digital-capabilities>

Dornwell Framework, <https://www.adelaide.edu.au/hr/organisational-development/diversity-and-inclusion/gender-equity/dornwell-framework>

Graduate Employability Framework, <https://www.adelaide.edu.au/learning/strategic-projects/student-employability>

Student Partnerships Values, <https://www.adelaide.edu.au/learning/strategic-projects/student-partnerships>

Student Retention and Success, <https://www.adelaide.edu.au/learning/strategic-projects/student-retention-and-success>

Assessment and Feedback Strategy, <https://www.adelaide.edu.au/learning/strategic-projects/assessment-and-feedback-strategy-project>

5.3. External frameworks

Australian Qualifications Framework (AQF), <https://www.aqf.edu.au/>

Higher Education Standards Framework (2021) (HESF), <https://www.legislation.gov.au/Details/F2015L01639>

Quality Indicators for Learning and Teaching (QILT), <https://www.qilt.edu.au/>

Tertiary Education Quality Standards Agency (TEQSA), <https://www.teqsa.gov.au/>