

## CDAE Assessment 3 Coversheet

Your Name \_\_\_\_\_

Assignment Title \_\_\_\_\_

Submission date (actual) \_\_\_\_\_

Time required to do this assessment, including readings \_\_\_\_\_

Word Count (not including references) \_\_\_\_\_

If you are willing for your assessment to be used as stated below, please sign this.

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I understand that my works may be edited however the University of Adelaide will not edit the works so as to misrepresent me or to alter the meaning of my contributions.

I would like to be acknowledged / not be acknowledged (strike out as appropriate) as the creator of the works.

Course Name: Curriculum Design, Assessment and Evaluation (EDUC 5402)

List of Works: Assessment 3

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Signed: ..... Date: .....

THANK YOU FOR YOUR ASSISTANCE

## CDAE Assessment 3

### The Coherent Curriculum

... or for those who have completed *Reflective Practice in Learning and Teaching* course

### Towards Publication or a L&T Grant

#### Submission date/mode

Monday 16 June by email.

#### Purpose

To produce a coherent curriculum document (or draft journal article or T&L grant proposal). Ultimately, the final product should be useful for you. If that's not the case, negotiate with me an alternative.

#### Introduction

This final assessment of CDAE is to be a culmination of the course, where you apply the skills, knowledge and values you have learned or consolidated, to develop a coherent curriculum document, (or draft journal article or T&L grant submission). You have previously identified problems or issues with a course, considered the literature to develop relevant pedagogical content knowledge, and developed a learning element utilising contemporary technology. How these and other elements fit together is critical: can you align your course aims, objectives, assessment and evaluation to promote high-quality student learning via a coherent program? (Or, will you be able to disseminate your findings, or apply for funding to study further?)

**Choose Task A if you have not completed** Reflective Practice in Learning and Teaching course. Choose from **Task A, Task B or Task C if you have.**

**Task A** Develop or redevelop a course, and produce a 'Curriculum Document' for a course, course segment or a program, with the following elements (use these to structure the assessment you hand in, or in a format more useful to you) and that may be useful for colleagues and or students:

- Stated conceptual framework or specified rationale
- Objectives, assessment and learning activities are well-aligned.
- Information from literature and data generated is utilised, highly pertinent to the document, represented concisely and 'backgrounded'.
- Curriculum elements explicitly address relevant learning issues in the literature
- Evaluation strategy is able to determine clearly the degree to which students are successful at achieving the course aims, from multiple perspectives (ie not just SELTS).
- Coherent document that clearly communicates to disciplinary colleagues
- Demonstrate explicitly the relationships of Graduate Attributes and Internationalisation to the curriculum.

See the marking criteria that follows.

Incorporate some of the ideas from the previous assessments, into this task:

1. The rationale (possibly heavily modified) from Assessment 1, with the addition of information from a further five articles as part of your 'course rationale', i.e. a minimum of 10 references.
2. Have at least one online component integrated in your curriculum, as per Assessment 2



**Marking Rubric for CDAE Assessment 3 Task A only**  
***The Coherent Curriculum Document***

<b>Program Graduate Attributes 1, 2 &amp; 3</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Highly Satisfactory</b>
<b>The participant...</b>	Participant would benefit from tighter boundaries and more direction from the educator	Participants work successfully in this open inquiry with structured guidelines	Participants work at a high level in this open inquiry with structured guidelines
<b>a. Embark &amp; Clarify</b> Embark on research and clarify the knowledge that is needed	<input type="checkbox"/> Objectives, assessment and learning activities are specified but not clearly aligned.	<input type="checkbox"/> Objectives, assessment and learning activities demonstrate some alignment.	<input type="checkbox"/> Objectives, assessment, learning activities and graduate attributes are well-aligned.
<b>b. Find &amp; Generate</b> Find and generate needed information/data using appropriate methodology	<input type="checkbox"/> Information and data is utilised, but either dominates the document, or does not fit in with the context	<input type="checkbox"/> Information and data that is utilised is relevant to the document	<input type="checkbox"/> Information and data that is utilised is highly pertinent to the document, represented concisely and 'backgrounded'.
<b>c. Evaluate &amp; Reflect</b> Evaluate information/data and reflect on the research processes used	<input type="checkbox"/> Unclear how evaluation links to course aims  <input type="checkbox"/> Minimal reflection on processes used to generate the rationale	<input type="checkbox"/> Provides evaluation which is linked to course aims  <input type="checkbox"/> Useful reflection on processes used to generate the rationale	<input type="checkbox"/> Provides evaluation which is able to determine clearly the degree to which students are successful at achieving the course aims, from multiple perspectives. <input type="checkbox"/> Insightful statement about reflection on processes used to generate the rationale
<b>d. Organise &amp; Manage</b> Organise information collected/ generated and manage research processes	<input type="checkbox"/> The document lacks aspects of useful structure, such as _____ _____	<input type="checkbox"/> The section headings of the document are logical, and the information within is coherent	<input type="checkbox"/> Coherent document that clearly communicates to disciplinary colleagues
<b>e. Analyse &amp; Synthesise</b> Analyse information/data and synthesise new knowledge to produce coherent understandings	<input type="checkbox"/> Curriculum components do not obviously address relevant learning issues	<input type="checkbox"/> Curriculum elements implicitly address relevant learning issues	<input type="checkbox"/> Curriculum elements explicitly address relevant learning issues in the literature
<b>f. Communicate and Apply</b> Write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, social and cultural (ESC) issues.	<input type="checkbox"/> Implicitly suggestive of the relationships of the curriculum to Graduate Attributes or Internationalisation <input type="checkbox"/> Statement on improvements to Assessment 3 is located in Appendix, but barely uses feedback from Assessment 1 or 2	<input type="checkbox"/> Demonstrates relationships of the curriculum to Graduate Attributes or Internationalisation of the curriculum. <input type="checkbox"/> Responds to feedback from Assessment 1 or 2 to improve Assessment 3, and locates response in Appendix	<input type="checkbox"/> Demonstrates explicitly relationships of the curriculum to Graduate Attributes or equivalent and Internationalisation of the curriculum <input type="checkbox"/> Scholarly response to feedback to improve Assessment 3, and locates response in Appendix.

**(Remember: only do 1 or Task A, B or C)**

**Task B: Produce a quality draft of a paper being prepared for submission to a journal, or peer-reviewed conference paper**

- **Specify:** The journal/conference you are aiming for, and attach its contributor and assessor guidelines
- **Structure:** According to that journal's specifications
- **Marking:** The following components will be assessed specifically (see page 29)
  - Significance of the paper is stated explicitly, and is based on leads from, or gaps in multiple sources and teaching experience
  - Quality search strategy demonstrated by multiple source *types*
  - Information drawn on/data generated is highly relevant to the focus of the paper
  - Distinguishes between the quality of different evidence-based findings
  - The literature is compared and contrasted (disconfirming evidence considered)
  - Logical structure is present / appropriate, and has a high level of coherence
  - The synthesis of the literature produces a novel understanding or perspective
  - The rationale is highly applicable to the issue identified
  - Title succinctly portrays the full dimensions of the rationale
  - Appropriate referencing style is specified & applied consistently
- **Content**
  - i) an innovative-for-your-discipline approach to curriculum (re)design, based heavily in the literature **or**
  - ii) A substantial evaluation of curriculum design and implementation. This may be an evaluation of an existing curriculum that you believe to be of high quality, or a planned evaluation of a curriculum that you are just developing.

**Task C: Produce a quality Application to a body for funding on learning and teaching at university**

- **Structure:** according to that Journal's/funding body's specifications. Attach.
- **Marking:** According to their specifications and my experience.



## Marking Rubric for CDAE Assessment 3 Task B only: Draft Journal Article/ Conference Paper

<b>Program Graduate Attributes 1, 2 &amp; 3</b> <i>The Participant...</i>	<b>Unsatisfactory</b> Participant would benefit from tighter boundaries and more direction from the educator	<b>Satisfactory</b> Participants work successfully in this open inquiry with structured guidelines	<b>Highly Satisfactory</b> Participants work at a high level in this open inquiry with structured guidelines
<b>a. Embark &amp; Clarify</b> Embark on research and clarify the knowledge that is needed	<input type="checkbox"/> Significance of the paper is stated, but not based on leads from, or gaps in, the literature	<input type="checkbox"/> Significance of the paper is stated explicitly and is based on leads from, or gaps in, a limited number of references	<input type="checkbox"/> Significance of the paper is stated explicitly, and is based on leads from, or gaps in multiple sources and teaching experience
<b>b. Find &amp; Generate</b> Find and generate needed information/data using appropriate methodology	<input type="checkbox"/> A limited search strategy, demonstrated by a narrow range of sources, eg 1 or 2 different journals. <input type="checkbox"/> Information drawn on/data generated often lacks relevance to the paper	<input type="checkbox"/> Search strategy uses several different sources <i>types</i> , e.g. journals and books <input type="checkbox"/> Information drawn on/data generated on is usually relevant to the focus of the paper	<input type="checkbox"/> Quality search strategy demonstrated by multiple source <i>types</i> <input type="checkbox"/> Information drawn on/data generated is highly relevant to the focus of the paper
<b>c. Evaluate &amp; Reflect</b> Evaluate information/data and reflect on the research processes used	<input type="checkbox"/> Implies/confers equal status to unbacked assertions and evidence-based findings <input type="checkbox"/> Literature barely compared <u>or</u> contrasted	<input type="checkbox"/> Distinguishes unbacked assertions from evidence-based findings <input type="checkbox"/> The literature is compared <u>or</u> contrasted	<input type="checkbox"/> Distinguishes between the quality of different evidence-based findings <input type="checkbox"/> The literature is compared <u>and</u> contrasted (disconfirming evidence considered)
<b>d. Organise &amp; Manage</b> Organise information collected/ generated and manage research processes	<input type="checkbox"/> Logical structure is difficult to follow / inappropriate. Suggestions _____ _____	<input type="checkbox"/> Logical structure is present / appropriate, yet only partially coherent Suggestions _____ _____	<input type="checkbox"/> Logical structure is present / appropriate, and has a high level of coherence _____ _____
<b>e. Analyse &amp; Synthesise</b> Analyse information/data and synthesise new knowledge to produce coherent individual & team understandings	<input type="checkbox"/> Limited synthesis of literature <input type="checkbox"/> The rationale is only in part applicable to the issue identified	<input type="checkbox"/> Literature is well synthesised <input type="checkbox"/> The rationale is applicable to the issue identified, but lacks...	<input type="checkbox"/> The synthesis of the literature produces a novel understanding or perspective <input type="checkbox"/> The rationale is highly applicable to the issue identified
<b>f. Communicate and Apply</b> Write about, speak on and perform the processes, understandings and applications of the research, and respond to feedback, fully considering ethical, cultural social issues	<input type="checkbox"/> Title is present but provides minimal information about the paper <input type="checkbox"/> Some referencing, but does not follow the appropriate conventions <input type="checkbox"/> Statement on improvements to Assessment 3 is located in Appendix, but barely uses feedback	<input type="checkbox"/> Title portrays a general or limited sense of the paper <input type="checkbox"/> Appropriate referencing style is specified & applied, but with some errors <input type="checkbox"/> Responds to feedback from Assessment 1 or 2 to improve Assessment 3, and locates response in Appendix	<input type="checkbox"/> Title succinctly portrays the full dimensions of the rationale <input type="checkbox"/> Appropriate referencing style is specified & applied consistently <input type="checkbox"/> Scholarly response to feedback to improve Assessment 3, and locates response in Appendix

