

BXL642 Innovative Design, Facilitation and Assessment of Learning

Level: 6

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY REGULAR SEMESTER

Synopsis:

Design of learning is often limited to ‘instructional’ design or curriculum, referring to formal, structured courses, usually delivered in educational settings. ‘Design of learning’ is a term which provides opportunity to innovate beyond educational settings to a range of different settings in which adults live and work. Keeping in mind that different instructional, curriculum, and learning design approaches, and their different teaching and learning strategies reflect particular learning theories, learners will consider the benefits and limitations of these varied strategies, approaches, principles and models. Drawing on their own experience and empirically-based case studies, they will examine the different theoretical and practical approaches to design and facilitation of learning and assessment, and be encouraged and supported to try approaches and techniques new to them. They will also facilitate sessions, of learning in a setting(s) of their choosing. This course will model innovative teaching and learning design and facilitation. Using a dialogical inquiry approach, feedback from peers will contribute to identification and naming (with reference to theory) of the assumptions and theoretical approaches they are using.

Topics:

- What is different about teaching and learning in educational and work settings?
- Meaningful learning: Uncovering assumptions of teaching and learning in accounts/specific
- Inferring from intentional and unintentional learning outcomes
- Embedding learning and assessment each in the other
- Examining commonly used curriculum and lesson planning models and approaches
- Evaluating learning, teaching and assessment approaches
- Facilitating using dialogical inquiry
- Designing using the Six Principles of Learning Design
- Designing a learning episode
- Facilitating design
- Feedback on design for improving design and facilitation
- Learners’ reflexive stance on teaching and learning

Learning Outcome:

- Critique different learning and assessment models and approaches
- Analyse intentional and unintentional learning outcomes for learners
- Examine their stance on teaching and learning
- Evaluate different teaching, learning and assessment approaches
- Design future-oriented learning and assessment
- Judge the quality of peers’ future-oriented designs of learning and assessment

Assessment Strategies - Regular Semester (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	TUTOR-MARKED ASSIGNMENT 1	30
	PARTICIPATION 1	20
Overall Examinable Components	ECA	50
Total		100

*The information listed is subject to review and change.