

Digital Course Outline - Editor Guidance and Exemplars

What is in this document?

This document provides detailed guidance on editing a course online with examples. It helps editors with writing course overview, writing good learning outcomes and mapping them to graduate capabilities, and adding assessments. The recommendations on how to write workload expectations and feedback from previous course iterations are also included in this document.

Course Overview Guidance

Write a short paragraph (150-200 words) to supplement and add to the 60 word course University Calendar course prescription. Avoid repeating the same information as the course prescription. Instead of long blocks of text summarise in a paragraph to help prospective students better understand the course.

Questions to consider to include in Course Overview

- Is this a required or optional (elective) course or is there something unique about its purpose or nature (e.g. capstone course, foundation course).
- Would this course lead to certain career paths that you might want to highlight? Are there key capabilities developed in this course that you'd like to highlight?
- Is there something unique about the process of teaching and delivery that you would like to highlight?
- Is there a need to provide more information about course content? (e.g. key topics that would be of particular interest to students)
- Is there something unique about the mix of students taking the course? (e.g. dual-coded general education course)
- How might the course overview paragraph create interest in marketing the course?

Exemplars

Stage 1

COMPSCI 101 introduces computer programming using the Python programming language. The main focus is on learning to understand the detailed requirements of a programming task, and writing programs that are well structured, correct and easy to read. The course covers simple variables, expressions, input and output, control structures, functions, using standard data structures such as lists and dictionaries, and using standard Python modules

Stage 2

This course develops skills needed for writing research reports in a range of academic disciplines. It covers key stages in writing a standard report and the language patterns associated with each of these stages. Course components include writing a literature review, methodology, results and discussion sections of a report, dissertation or thesis.

Students of ACADENG 210 are requested to attend all scheduled classes and to actively participate in pair work, small groups and whole class activities in order to develop their academic writing skills. The course has the added advantage of being of value for report writing in other subjects and for future employment. ACADENG 210 must be taken as part of a major or minor in Academic English Studies & Linguistics.

Stage 3

MKTG 301 "Marketing Strategy" is designed to provide a capstone experience within the Marketing major that is all about experiential learning and learning by doing. This is therefore the more practical and applied of the two core Year 3 courses (MKTG 301 and MKTG 303) that all students must take in order to complete a major in Marketing. At the start of your major in Marketing, MKTG 201 "Marketing Management" took a broad perspective in covering the central concepts in Marketing and providing a firm foundation for the rest of the major.

Now, at the end of the major, MKTG 301 takes a similar big picture perspective, but this time by getting students to develop new knowledge related to Marketing Strategy while also integrating and applying the knowledge and skills that they have been developing in other previous courses throughout the major.

Post-grad

The purpose of COMENT 706 is to explore a range of issues and practices for managing innovation processes in existing firms, including the role of knowledge, organisational mechanisms for progressing a portfolio of innovations, inter- and intra-firm collaborations, organisational culture, and the wider innovation system. The course aims to achieve this through class discussions of models, frameworks, case studies and examples.

Learning Outcomes and Graduate Capabilities

While the course outline template allows up to ten learning outcomes within the template a maximum of five or six learning outcomes are recommended.

For courses which are accredited, there must be assurance that each learning outcome is being appropriately taught and assessed.

Each course-level learning outcome should ideally relate to one (or possibly two and very rarely three) graduate profile capabilities.

- A capability should only appear linked to the course-level learning outcomes for this particular course if that capability is a significant focus of the course.
- The full Graduate Profile needs to be delivered across a major/programme but each course *does not* and *should not* attempt to address every capability.
- All course-level learning outcomes do not need to be linked to disciplinary knowledge since that can often be implied, e.g., associating an outcome with the solution seeking capability implies applying disciplinary knowledge to seek solutions.
- There should be a progression in teaching and assessing the different capabilities as students move the major or programme – therefore consider the role that this course might be playing within such a progression.
- Instead of developing and reviewing course learning outcomes individually, departments are encouraged to do these activities collectively or make use of teaching and learning quality committees.

More detailed week-by-week or module-by-module learning outcomes can later be developed for release within Canvas, or within PowerPoint slides for each lecture.

Writing good learning outcomes

The five or six course-level learning outcomes should be written for a student audience so they can make sense of these outcomes before they take the course.

You must start with a verb and then complete the rest of the learning outcome statement. This is to encourage reflection on Bloom's Taxonomy, i.e. not having too many verbs at the lower levels of just remembering or understanding. If learning outcomes are to be assessable and measurable, then the following terms are best avoided:

Understand	Demonstrate understanding of
Be aware of	Be conscious of
Comprehend	Learn
Perceive	Know
Value	Accept
Be familiar with	Have knowledge of

The elements of LOs

Each learning outcome should have three elements:

1. Action verb(s) that is specific and measurable
2. Conceptual/disciplinary or skills/capabilities context
3. Constraints

Example (adapted from COMLAW 101):

Explain the nature of law and its application in New Zealand's constitutional framework including the functioning of Government and the Treaty of Waitangi.

Connection to Graduate Profile

Learning outcomes should also be written in clear language so that students should be able to clearly infer/connect how the text within the learning outcome might relate to the linked capabilities.

Example (adapted from FINANCE 251):

Work collaboratively to conduct capital budgeting analysis and apply financial problem solving skills to evaluate long term investment decisions.

This learning outcome is linked to Graduate Profile Capabilities: Solution Seeking and Collaboration and Communication.

Assessments

Considering the high level overview nature of these digital course outlines, assessment types should be kept simple.

E.g., an assignment worth 30%, or a project worth 25%, or quizzes worth 10%.

And you might want to consider where they can be grouped together—in order to retain flexibility—without confusing the distribution of assigned learning outcomes.

E.g., if you say “Quizzes 10%” within the digital course outline, later decisions can be made to have 5 x quizzes worth 2% each or 4 x quizzes worth 2.5% or whatever.

Assessments

Assessment Type	Percentage	Classification
Quizzes	10%	Individual Coursework
Assignments	30%	Individual Coursework
Test	20%	Individual Test
Final Exam	40%	Individual Examination
4 types	100%	

Expressing an overall course assessment structure at a high level also groups things e.g., there may be two assignments with different learning outcomes.

Later, within Canvas the instructions can make clear the exact learning outcomes for each assessment.

Make sure to refer to the [Assessment of Courses Policy](#) and [Assessment of Courses Procedures](#) to ensure that your assessment structure complies.

For example, an aspect of the Procedures to consider is:

“To ensure a diversity of assessment design no item of assessment will carry a weighting of more than 50%. [...] exemptions may be approved”. *Procedures §10.*

In the final column it's important to only select “Test” or “Examination” for invigilated tests and exams. Online quizzes, for example, must be classified instead as Coursework.

Assessment Type	Percentage	Classification
Quizzes	5%	Individual Coursework
Test	15%	Individual Test
Design Project	45%	Group & Individual Coursework
Final Exam	35%	Individual Examination
4 types	100%	

“Group assessment tasks with a weighting higher than 30% of the final grade for a course must include a component of at least 40% that assesses individuals’ contributions to the task.” *Procedures §12.*

Classify these assessments as “individual/group” rather than just group. With the assessment instructions you will need to explain to students exactly how such individual contributions will be assessed.

Assessments

Assessment Type	Percentage	Classification
Assignments	20%	Group & Individual Coursework
Participation	10%	Peer Coursework
Test	20%	Individual Test
Final Exam	50%	Individual Examination
4 types	100%	

“Assessment structures must utilise formative and summative assessment to enhance students’ learning experiences. Formative assessment provides students with opportunities to develop their knowledge. Students must receive feedback on formative assessments to help them understand how to improve their future performance. Formative assessments do not need to contribute to the final course grade.” *Policy §2.*

There are many possibilities for how such a formative exercise might be designed, e.g., it could be an individual exercise or a team exercise, and it could count for marks or not count for marks.

If it does count for marks it will appear within the assessment structure, e.g., under “Assessment Type” you could choose to say “Formative Exercise 5%”.

You can also include the formative exercise as a 0% percentage or in the Additional Assessment details underneath the Assessment list.

Assessments

Assessment Type	Percentage	Classification
Formative Quizzes		Individual Coursework
Module Quizzes	30%	Individual Coursework
Assignments	30%	Individual Coursework
Final Exam	40%	Individual Coursework
4 types	100%	

Workload Expectations

1. Begin this section with this overall statement:

Following University workload guidelines, a standard 15 point course represents approximately 150 hours of study.

[Note: Adapt as appropriate if this is not a 15 point course, e.g. "Following University guidelines, a 30 point course represents about 300 hours of study".

2. Then, continue on by selecting and adapting from the following examples:

For Semester One and Two courses:

During a typical teaching week there will be [X] hours of lectures, [X hours of workshops], [X hours of tutorials], and [X hours of ____]. For the 12 teaching weeks, this totals to [X] hours. Since the course as a whole represents approximately 150 hours of study, that leaves a total of [X] hours across the entire semester for independent study, e.g. reading, reflection, preparing for assessments/exams, etc.

Or, for Summer School courses:

During a typical teaching week there will be [X] hours of lectures, [X hours of workshops], [X hours of tutorials], and [X hours of ____]. For the 6 weeks of Summer School, this totals to [X] hours. Since the course as a whole represents approximately 150 hours of study, that leaves a total of [X] hours for independent study, e.g. reading, reflection, preparing for assessments/exams, etc.

Delivery Mode

Delivery Mode is a required section in Course Outlines.

This is a new section added in November, 2020 to allow teachers to specify which activities take place on-campus and online, so that students can understand the attendance and time implications of the course.

The definitions of the delivery modes are:

- **Campus Experience:** Some course activities will require students to be on campus (or another physical location). These will be supplemented by online elements, resources and assessments.
- **Online:** Students can complete the course online but may have required on-campus assessments.

Note: Courses delivered for the first time in the Online delivery mode are subject to approval by the Associate Dean Teaching and Learning.

Steps are as follows:

1. Select delivery mode from drop down menu to populate template text
2. Edit or delete the statements below as appropriate for your course and specify further detail where possible:
3. Definitions of the various course activities (tutorial, lecture etc.) can be found on the [Graded Components page](#).

Example One: Campus Experience

Attendance is **expected** at scheduled activities including **tutorials** to **complete** components of the course.

Lectures will be available as recordings. Other learning activities including **tutorials** will **not be available** as recordings.

The course **will** include live online events including **group discussions**.

Attendance on campus is **required** for the **exam**

The activities for the course are scheduled as a **standard weekly timetable**

Example Two: Online

Attendance is **required** at scheduled online activities including **clinics** to **receive credit for** components of the course.

The course **will** include live online events including **tutorials** and these will be recorded

Attendance on campus is **not required** for the **test/exam**.

Where possible, study material will **be available at course commencement**.

This course runs to the University **semester** timetable and all the associated completion dates and deadlines will apply.

Feedback from previous course iterations

Keep this section simple and concise. Comment on any changes or improvements to the course that will be made in the coming year based on feedback from students in the previous year.

Undergrad

Feedback from previous PHIL 105 cohorts has changed the assessment, pace, and topic choices in the course. Most weeks include some content generated by students. We continually draw upon the collective experience and wisdom of our students as well as our staff, in developing and fine-tuning this course.

Postgrad

In the last evaluation, EDPROF 754 students wrote that they liked the guidance given about completing the assignments and having access to exemplars. Also, students appreciated the helpful, quality feedback that they received from the lecturers about their assignments. Comments were also made about the readings fora helping learning. The majority of the comments about suggested improvements related to streamlining the third and fourth assignments. People wanted more marks given to the online discussion fora.