# Transition Pedagogy Handbook

## A Good Practice Guide for Policy and Practice in the First Year Experience

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# Welcome

Welcome to the *Transition Pedagogy Handbook: A Good Practice Guide for Policy and Practice in the First Year Experience*. This Handbook has been specifically designed for academic and professional staff responsible for managing first year students and curriculum and co-curricular programs. As well as presenting examples of good practice, the handbook provides a brief overview of QUT's First Year Experience Program, a summary of QUT's First Year Experience Policy and the transition pedagogy that frames both curricular and co-curricular activities.

## Aims

The aims of this resource are to:
- Promote good practice in curriculum design and support to scaffold and mediate the first year experience.
- Provide access to the range of resources and checklists developed to support a Transition Pedagogy and the First Year Curriculum Principles (FYCPs).
- Describe QUT's institution-wide FYE Program to exemplify policy and practice in action.

The Handbook is intended to be a practical companion for practitioners working with first year students and for academic and professional managers responsible for ensuring the success and retention of commencing students. Development of the resources and checklists contained in the Handbook has been informed by current first year research, QUT policies, protocols and the significant feedback from, and foundational work undertaken by QUT's first year course and unit coordinators. Full copies of the resources can be found on the Program's dedicated wiki - FYE Wiki.

## Acknowledgements

This Handbook was developed for the Queensland University of Technology by the First Year Experience Program within the Office of Teaching Quality. The Program acknowledges the contributions of Professor Sally Kift, and the work of and advice received from members of QUT's First Year Experience and Retention Committee and the First Year Experience Network. Outcomes from two institutional learning and teaching projects (*Enhancing Transition at QUT* 2005-2007 and the *Transitions-In Project* 2008-2009) facilitated the development, piloting and evaluative stages of these good practice resources.

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## Section 1:  The First Year Experience

## 1.1    Overview

*Student success (at university) is largely determined by student experiences during the first year.*

(Upcraft, Gardner & Barefoot, 2005)

The First Year Experience (FYE) is a generic term used to describe students' experiences of and with their first year at university; how commencing students are supported, engaged, educated and retained.   A good FYE is critical to all students irrespective of their discipline, course, type (research or coursework),  level of study or mode of engagement.  QUT acknowledges the importance of the first year experience and retention and continues to extend and challenge current FYE policy and practice.

General Resource:  QUT FYE Website - http://www.fye.qut.edu.au/

## 1.2    Defining First Year at QUT

QUT defines the scope of Program activities to incorporate:

- *First Year Student* - A first year student is one who has not completed 96 credit points at QUT (8 units @12 credit points = 1 full-time year)

- *First Year Experience* - The FYE is from point of offer until commencement of 2nd year. This includes the orientation and transition period (-2 to week 4) and orientation events.  The FYE includes all commencing students that fall under this definition

- *First Year Curriculum* - A first year unit is a unit specifically designed and placed in a program to introduce discipline concepts

QUT Resource – FYE Wiki (*staff access only*) - https://wiki.qut.edu.au/display/FYEN/First+Year+Experience

## 1.3    Policy

FYE policy should specifically identify and respond to the need for intentionally designed curriculum and co-curricular programs and should enable good teaching and support by

developing, valuing and rewarding staff who are engaged with First Year Experience-focused approaches and partnerships.

QUT's First Year Experience Policy states:

*… a key aim is to support all commencing students to adjust successfully to study at QUT by providing a strong transition experience -academically, socially and administratively - according to their varied needs.*

*QUT is aware of the significant transitional challenges facing first year students and acknowledges the diversity and changing social and educational needs and aspirations of its entering cohorts. QUT believes that a positive and involving First Year Experience (FYE), which connects new learners with their teachers and peers in a community committed to learning, provides the critical foundation for transition to later years' learning success and career attainment and enhances student satisfaction, course experience and retention.*

*At QUT, the FYE and successful transition of our students is everybody's responsibility.*

(Queensland University of Technology [QUT], 2007, Policy C, para 6.2.1)

For other policies relevant to the first year experience at QUT (e.g. Assessment, Curriculum design, Diversity) please refer to *Table 2*.

QUT Policy: MOPP Policy on FYE - http://www.mopp.qut.edu.au/C/C_06_02.jsp

## 1.4 Evidence-based Approach

An evidence-based approach to the first year experience and retention should be embraced. QUT uses multiple sources of data to inform its FYE policy and practice. These data sources include both national and institutional data such as:

- AUSSE
- First Year Experience Survey (FYES)
- QUT Orientation surveys
- Course Exit Survey
- Learning Experience Survey (LEX)
- Individual Course Reports (ICRs) & Consolidated Course Performance Reports (CCPRs)

QUT Resource – Your Feedback - http://www.yourfeedback.qut.edu.au/

General Resource:  AUSSE - http://ausse.acer.edu.au/

## 1.5   Institutional Considerations

It is recommended that the following institutional conditions (Tinto, 2009) be established to support the implementation of first year policy and practice in order to ensure a quality FYE.

1.  Ensure academic and professional staff are allocated dedicated time to:
    - develop and maintain academic and professional partnerships
    - design effective first year curriculum
    - manage first year students and their transition to university
    - train and manage teaching teams in applying first year principles
    - attend professional development sessions and contribute to a FYE Network (community of practice).

2.  Develop policy, procedures and practices to ensure sessional academic staff can attend regular tutorial team meetings and professional development activities to support the implementation of first year policy and principles and maintain a consistently high quality first year learning experience.

3.  Provide appropriate administrative and academic support for first year teaching and support teams to:
    - manage unit curriculum, assessment and moderation processes
    - manage first year student enquiries
    - provide and manage first year learning support strategies such as duty tutors, peer mentors, PASS (Peer Assisted Study Sessions)
    - develop and implement strategies to monitor student engagement and support students at risk.

An ***FYE Conditions Framework*** (*Table 1*) may be used to evaluate these considerations as they manifest for first year subjects (courses or units).   The FYE Conditions Framework  - is presented as three stages 'Input, Process, Output'.

- ***Input*** considerations include purpose, audience, function, features and support mechanisms and resources.
- ***Process*** involves the design of the unit, both curricular and co-curricular.
- ***Output*** considers evaluation, enactment and the alignment with core first year principles.

## Table 1:  FYE Conditions Framework

| | Element/ Unit Feature | |
|---|---|---|
| **Input Considerations** | **Purpose / Driver (WHY was this unit created?)** | Reasons other than teaching and learning (efficiency; economic; staffing/resourcing) |
| | **Audience** | – University wide option<br>– Faculty wide core<br>– Course / program / discipline core<br>– (Intended) Cohort |
| | **Function / role of Unit (WHAT is this unit meant to achieve?)** | – Transition into university experience<br>– Orientation to Faculty/School<br>– Introduction to discipline knowledges (and/or a broadening of experience)<br>– Introduction to discipline specific content<br>– Intended outcomes on completion of unit<br>    ▪ Addressing professional requirements<br>    ▪ Aligning with the QUT graduate capabilities |
| | **Features of Unit** | – Multidisciplinary multi-program<br>– Single discipline<br>– Transdisciplinary<br>– Maturity of unit<br>– Degree of redesign<br>– Number of students<br>– Number of tutorials<br>– Number of tutors/ tutor teams |
| | **Support and Resources for Unit** | – Perception of the role of the unit coordinator<br>    ▪ Communication and/or promotion of unit within Faculty<br>– Communication and/or promotion of unit throughout Faculty<br>– Support from Faculty for Unit Coordinator<br>    ▪ Money; Administration support; Academic support; LTD/LD; IT assistance<br>– Resourcing of units<br>    – Use of technical support for:<br>        ▪ Administration matters<br>        ▪ Teaching and Learning matters<br>    – Information about students<br>        ▪ Knowing where and when to get information<br>        ▪ Cohort breakdown (having details available but not stating how information should be used)<br>    – Degree of Alignment<br>        ▪ Between large units and other FY units (within one course – across disciplines)<br>        ▪ Between FY units and other units within course (standard progression)<br>        ▪ Between all large units (cross faculties)<br>– Recognition in workload<br>    ▪ Teaching requirements<br>    ▪ Management and support of teaching team<br>    ▪ Coordinators of large units supporting one another |

QUT Resource – Preparing to Teach - http://www.otq.qut.edu.au/development/teaching.jsp

| Element/ Unit Feature | | |
|---|---|---|
| **Process – design and enactment** | **Design of Unit** | – Co-curricular considerations <br> ▪ Support services <br> ▪ Peer Mentoring <br> ▪ Orientation <br> ▪ Cohort building strategies <br> – Curricular considerations <br> ▪ Alignment with QUT Graduate Capabilities <br> ▪ Correlation with First Year Principles <br> ▪ Whole of course consideration <br> [includes challenges and complexities for units in multiple courses] <br> – Facilitating good teaching <br> [challenge of ensuring consistency with many staff – complexity of sessional staff] <br> ▪ Using teaching teams as a professional development activity <br> ▪ Encouraging community of practice |

QUT Resources – Orientation - http://www.orientation.qut.edu.au/.

| Element/ Unit Feature | | |
|---|---|---|
| **Output** | **Evaluation of Unit** | – Completion rates <br> – Composition of students undertaking the unit <br> – percentage of students following standard progression <br> – Achievement of function of unit <br> – Distribution of grades <br> ▪ Measure grades throughout semester <br> – pass/fail ratio <br> – LEX, AUSSE <br> ▪ Benchmarked against similar units <br> ▪ Flexibility and access of data across disciplines <br> ▪ Internal review components (e.g. Blackboard key questions throughout the semester) |
| | **Enactmen**t **of Unit** | – Supportive management structure <br> – Administrative support <br> – Communication processes <br> – Technology and ITS structures <br> – Provides tutor training and professional development |

| | | |
|---|---|---|
| | | |
| **Alignment with FY principles** | | – FY survey via Blackboard – key questions throughout the semester for FY students only<br>– Transitions in and correlation to later years<br>– Role of assessment<br>– Evaluation from other stakeholders (2$^{nd}$ year students) |

This information can be organised to assist in the evaluation of first year units across a discipline or across an institution.  QUT's FYE Program currently tracks this information using a spreadsheet format.

QUT Resources –Student Services - http://www.studentservices.qut.edu.au/

QUT Resources –Sessional Academic Staff Program (SAP) - http://www.otq.qut.edu.au/development/sessionalaca.jsp

# Section 2:  QUT's FYE Framework

## 2.1  Transition Pedagogy

QUT's approach to the FYE is described as a Transition Pedagogy (Kift & Nelson, 2005) and the First Year Curriculum Principles form the organising framework for this approach.  The transition pedagogy is a *Third Generation* (Kift, Nelson & Clarke, 2010) approach to the first year experience that brings together co-curricular strategies (*First Generation*) and curriculum strategies (*Second Generation*) (Wilson, 2009).

General Resource:  Transition Pedagogy website: http://www.fyhe.qut.edu.au/transitionpedagogy/

## 2.2 First Year Curriculum Principles (FYCPs)

Good first year curriculum at QUT is framed by a set of interconnected principles:

- Transition
- Design
- Diversity
- Engagement
- Assessment
- Evaluation and Monitoring

At QUT 'curriculum' means all of the academic, social and support aspects of the student experience focusing on the educational aspects but inclusive of the co-curricular opportunities provided.  *Table 2* - A Transition Pedagogy Framework - maps the six first year curriculum principles to the resources, programs, and services offered at three different levels:  Institution, Course, and Unit.

General Resource:  First Year Curriculum Principles - http://www.fyhe.qut.edu.au/transitionpedagogy/firstyearcur/

QUT's FYE Program has four dedicated areas in its approach to the First Year Experience:

- *Curriculum design and enactment* so that students are engaged in learning;
- *Developing a sense of belonging* for all students;
- The provision of *timely access to support;* and
- The development of *Academic and Professional Partnerships*

## *Figure 1  Transition Pedagogy – 3rd Generation FYE Policy and Practice*

This figure outlines QUT's FYE Program strategies that incorporate the first year curriculum principles across the institution.
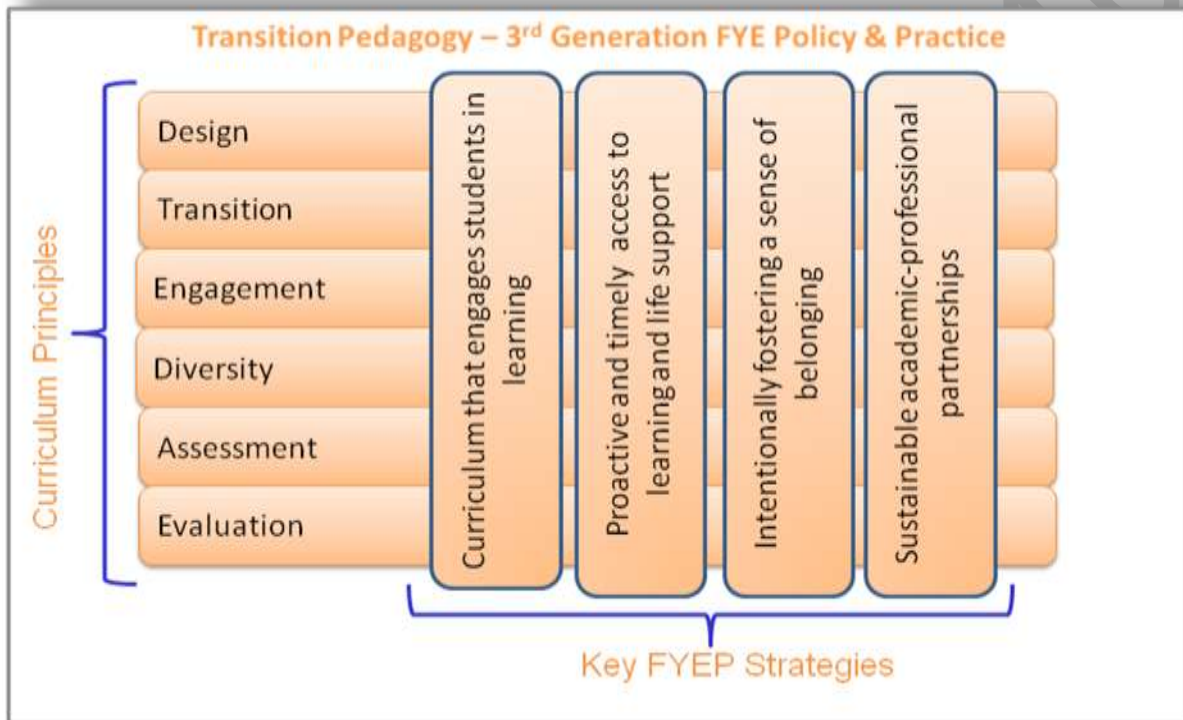
## *Table 2: A Transition Pedagogy Framework*

| FYE Curriculum Principles - *A framework for a Transition Pedagogy mapped across institution, course and units* | | | |
|---|---|---|---|
| | **Institution** | **Course/Program/Cohort** | **Unit/Subject/Individual** |
| **Transition**<br><br>The curriculum and its delivery should be designed to be consistent and explicit in assisting students' transition *from* their previous educational experience *to* the nature of learning in higher education and learning in their discipline as part of their lifelong learning. The first year curriculum should be designed to mediate and support transition as a process that occurs over time. | QUT MOPP:<br>Chapter C: Learning/Teaching - The First Year Experience - inclusive of transition and orientation:<br>http://www.mopp.qut.edu.au/C/C_06_02.jsp<br><br>Protocols for Transition and Orientation:<br>Office of Teaching Quality<br>http://www.mopp.qut.edu.au/C/C_06_02.jsp<br><br>QUT Orientation<br>http://www.orientation.qut.edu.au/ | QUT MOPP:<br>Chapter C: Learning/Teaching - The First Year Experience - inclusive of transition and orientation:<br>http://www.mopp.qut.edu.au/C/C_06_02.jsp<br><br>Protocols for Transition and Orientation:<br>Office of Teaching Quality<br>http://www.otq.qut.edu.au/curriculum/protocols.jsp<br><br>QUT Orientation<br>http://www.orientation.qut.edu.au/ | First Year Unit Coordinators Checklists - questions and resources around 'Transition' |
| **Diversity**<br><br>The first year curriculum should be attuned to student diversity and must be accessible by, and inclusive of, all students. First year curriculum design should recognise that students have special learning needs by reason of their social, cultural and academic transition. Diversity' in this context includes, for example:<br>• membership of at-risk or equity groups;<br>• widening participation;<br>• students' existing skills and knowledge; and<br>• patterns and timing of engagement with the first year curriculum (e.g. mid-year entry). | QUT MOPP:<br>Chapter A: Governance/Organisation - Cultural Diversity and Anti-racism (curriculum)<br>http://www.mopp.qut.edu.au/A/A_08_07.jsp<br><br>QUT Equity:<br>http://www.equity.qut.edu.au/<br><br>Widening Participation agenda | Course Coordinators Checklists - questions and resources around 'Diversity' | First Year Unit Coordinators Checklists - questions and resources around 'Diversity'<br><br>Teamwork online modules<br>https://www.teamlearning.qut.edu.au/<br><br>Teamwork Protocol (for staff)<br>http://catalogue.nla.gov.au/Record/4278848<br><br>Just-in-Time resource on Teamwork on Blackboard (for QUT staff):<br>http://blackboard.qut.edu.au/webapps/portal/frameset.jsp?tab_tab_group_id=_5_1&url=/webapps/blackboard/execute/courseMain?course_id=_31522_1 |
| **Design**<br><br>First year curriculum design and delivery should be student-focused, explicit and relevant in providing the foundation and scaffolding necessary for first year learning success. This requires that the curriculum must be designed to assist student development and to support their engagement with | QUT MOPP:<br>Chapter C: Learning/Teaching - Curriculum Design:<br>http://www.mopp.qut.edu.au/C/C_04_02.jsp<br><br>Protocols for FYE:<br>http://www.otq.qut.edu.au/curriculum/documents/protocols_fye.pdf | Course Coordinators Checklists - questions and resources around 'Design'<br><br>Course Planning, Rationale and Aims – Office of Teaching Quality:<br>http://www.otq.qut.edu.au/development/curriculumde/planning.jsp<br>(includes how to write a course outline, course guidelines) | First Year Unit Coordinators Checklists - questions and resources around 'Design'<br><br>First Year Unit Writers Kit<br>https://wiki.qut.edu.au/display/TIP/First+Year+Curriculum+Unit+Writer%27s+Kit<br><br>First Year Unit Outline guidelines – template resource (for staff) |

| | Institution | Course/Program/Cohort | Unit/Subject/Individual |
|---|---|---|---|
| **FYE Curriculum Principles -** *A framework for a Transition Pedagogy mapped across institution, course and units* | | | |
| learning environments through the intentional integration and sequencing of knowledge, skills, and attitudes. | | | Protocols for Units and Unit Outlines – Office of Teaching Quality http://www.otq.qut.edu.au/curriculum/units.jsp OTQ 'Preparing to teach at QUT' resource - design for teaching and learning http://www.otq.qut.edu.au/development/teaching.jsp |
| **Engagement** Learning, teaching, and assessment approaches in the first year curriculum should enact an engaging and involving curriculum pedagogy and should enable active and collaborative learning. Learning communities should be promoted through the embedding in first year curriculum of active and interactive learning opportunities and other opportunities for peer-to-peer collaboration and teacher-student interaction. | QUT Student Success Program (information currently sitting on Orientation site: http://www.orientation.qut.edu.au/transition/studentsuccess.jsp ) Real World Learning (RWL) agenda Teamwork Policy | QUT Student Success Program (information currently sitting on Orientation site: http://www.orientation.qut.edu.au/transition/studentsuccess.jsp) Course Coordinators Checklists - questions and resources around 'Engagement' | QUT Student Success Program (information currently sitting on Orientation site: http://www.orientation.qut.edu.au/transition/studentsuccess.jsp) Teamwork online modules https://www.teamlearning.qut.edu.au/ Just-in-Time resource on Teamwork on Blackboard: http://blackboard.qut.edu.au/webapps/portal/frameset.jsp?tab_tab_group_id=_5_1&url=/webapps/blackboard/execute/courseMain?course_id=_31522_1 First Year Unit Coordinators Checklists - questions and resources around 'Engagement' |
| **Assessment** The first year curriculum should assist students to make a successful transition to assessment in higher education, while assessment should increase in complexity from the first to later years of curriculum design. Critically, students should receive regular, formative evaluations of their work early in their program of study to aid their learning and to provide feedback to both students and staff on student progress and achievement. | QUT MOPP: Chapter C: Learning/Teaching Assessment: http://www.mopp.qut.edu.au/C/C_05_01.jsp Protocols for Assessment (OTQ) http://www.otq.qut.edu.au/curriculum/documents/protocols_assessment.pdf | Course Coordinators Checklists - questions and resources around 'Assessment' | First Year Unit Coordinators Checklists - questions and resources around 'Assessment' Just-in-Time resource on Assessment and Feedback on Blackboard: http://blackboard.qut.edu.au/webapps/portal/frameset.jsp?tab_tab_group_id=_5_1&url=/webapps/blackboard/execute/courseMain?course_id=_46941_1 OTQ 'Preparing to teach at QUT' resource - assessment and feedback (to be released June 25 2010) http://www.otq.qut.edu.au/development/teaching.jsp |

| FYE Curriculum Principles - *A framework for a Transition Pedagogy mapped across institution, course and units* | | | |
|---|---|---|---|
| | **Institution** | **Course/Program/Cohort** | **Unit/Subject/Individual** |
| **Evaluation and Monitoring** Good first year curriculum design is evidence-based and enhanced by regular evaluation that leads to curriculum development and renewal designed to improve student learning. The first year curriculum should also have strategies embedded to monitor all students' engagement in their learning and to identify and intervene in a timely way with students at risk of not succeeding or fully achieving desired learning outcomes. | Office of Teaching Quality - Consolidated Course Reports: http://www.otq.qut.edu.au/curriculum/coursequalit/cycle/consolidated/ <br><br> Australian Survey of Student Engagement (AUSSE) <br><br> First Year Experience Survey (FYES) <br><br> Exit Year Experience Survey (EYES) <br><br> Evaluation Framework | Office of Teaching Quality - Individual Course Reports: http://www.otq.qut.edu.au/curriculum/coursequalit/cycle/icr/ <br><br> Course Coordinators Checklists - questions and resources around 'Evaluation and Monitoring' | Learning Experience Survey (LEX) <br><br> Office of Teaching Quality: http://www.otq.qut.edu.au/curriculum/coursequalit/learningexpe/ <br><br> OTQ 'Preparing to teach at QUT' resource - developing and evaluating your teaching (PDF 1267KB) http://www.otq.qut.edu.au/development/teaching.jsp <br><br> First Year Unit Coordinators Checklists - questions and resources around 'Evaluation and Monitoring' <br><br> QUT MOPP: Chapter C: Learning/Teaching – Evaluation of Courses, Units, teaching and student experience - 4.7.3(e) Unit coordinators http://www.mopp.qut.edu.au/C/C_04_07.jsp |

At a subject (unit/course) level, the FYCPs are useful for reflecting on the strengths of existing or proposed curriculum, assisting to identify those areas you may wish to develop further *Table 3* - An example of curriculum design evaluation - provides an example of the utilisation of the FYCPs as a 'discussion starter' when reflecting on first year curriculum.

### *Table 3: An example of curriculum design evaluation*

| FY Curriculum Principle | Comments |
|---|---|
| **Transition** The curriculum and its delivery should be designed to be consistent and explicit in assisting students' transition *from* their previous educational experience *to* the nature of learning in higher education and learning in their discipline as part of their lifelong learning. The first year curriculum should be designed to mediate and support transition as a process that occurs over time. . | • It seems that opportunities exist in &lt;subject&gt; to familiarise students with key university processes, e.g. computer access, email accounts, Blackboard subject and community sites. <br><br> • The subject outlines all make explicit statements about the academic procedures (activities and outcomes) that are important for each subject (see summary table). <br><br> • *Details of the activities required to explicitly manage the process of transition are often hard to elicit from subject outlines. Nevertheless the design team may wish to consider how the following aspects of academic and social transition manifest in the new subjects and first year program as a whole:* |

| FY Curriculum Principle | Comments |
|---|---|
| | o *Activities other than informal group or formal teamwork that will help students get to know and interact with as wide a range as possible of other students in their class and with academic staff.*<br><br>o *The team may wish to consider how subject activities will be run to help students understand and become comfortable with these processes.* |
| **Diversity**<br>The first year curriculum should be attuned to student diversity and must be accessible by, and inclusive of, all students.<br>Diversity' in this context includes, for example:<br>• membership of at-risk or equity groups;<br>• widening participation (e.g. new cohorts);<br>• students' existing skills and knowledge; and<br>• patterns and timing of engagement with the first year curriculum (e.g. mid-year entry). | <Subject(s)> address aspects of intercultural competencies.<br><br>• *The team may also wish to consider:*<br><br>o *Harnessing information about the expected diversity characteristics of the commencing cohort.*<br><br>o *Providing activities that require students to interact with as wide a range as possible of other students in their classes?*<br><br>o *Embedding strategies or activities in subjects to help identify (and manage) different students' entering knowledge and skills?* |
| **Design**<br>First year curriculum design and delivery should be student-focused, explicit and relevant in providing the foundation and scaffolding necessary for first year learning success. This requires that the curriculum must be designed to assist student development through the intentional integration and sequencing of knowledge, skills, and attitudes | • Required knowledge and skills have been mapped for each subject and the suite of new FY subjects for graduate capabilities/ and learning outcomes.  Therefore the main role each subject fulfils within the whole-of-course design in terms is explicit.<br><br>o *The team may wish to give further attention to making explicit a whole of first year view of the overall knowledge skills experiences that students will gain by completing the suite of first year subjects.  There may also be value in being explicit at a course level about the specific attitudes and values students will acquire during their first year* |
| **Engagement**<br>Learning, teaching, and assessment approaches in the first year curriculum should enact an engaging and involving curriculum pedagogy and should enable active and collaborative learning. Learning communities should be promoted through the embedding in first year curriculum of active and interactive learning opportunities and other opportunities for peer-to-peer collaboration and teacher-student interaction. | • Opportunities for authentic Real World Learning (RWL) are available in <subjects> <examples & brief descriptions> <subject> harnesses discipline issues and practices to introduce substantive content; <subject> has a feasibility report as an assessment item.  <subject> offers opportunities to explore various discipline careers and has a career portfolio as the third assessment item.<br><br>• <subject(s)> provide opportunities for students to work collaboratively (informal groups in <subject>, formal groups in <subject> on other activities) which will assist students get to know each other and develop a sense of belonging.<br><br>• *The team needs to identify:*<br><br>o *Which core subjects will facilitate the monitoring students who might be at-risk of not engaging in their learning activities?*<br><br>• *The team may also wish to consider:*<br><br>o *Are there activities that help students relate their previous* |

| FY Curriculum Principle | Comments |
|---|---|
| | education/life experiences to subject activities or discipline expectations? <br><br> o *How are faculty research activities related to the FY subjects introduced to students as a way of engaging them with the discipline?* |
| **Assessment** <br> The first year curriculum should assist students to make a successful transition to assessment in higher education, while assessment should increase in complexity from the first to later years of curriculum design. Critically, students should receive regular, formative evaluations of their work early in their program of study to aid their learning and to provide feedback to both students and staff on student progress and achievement. | • A range of assessment items and types are proposed in the subject outlines. <br><br> • A mapping of all assessment items and their timing across the subjects already occurs. <br><br> • This mapping could be harnessed to show those details across the core subjects and highlight the following practices: <br><br>    o *Where assessment related activities/items have been scheduled in the first four weeks of the semester. This item/activity should be designed to provide students with early, timely feedback about their progress with both academic and discipline related skills and help staff identify students that need extra support.* <br><br>    o *Develop a consistent approach to or being explicit about how feedback on learning will be provided to students.* <br><br>    o *Develop a consistent approach about how students' expectations about learning feedback will be managed across the subjects.* <br><br>    o *How the skills required to complete subject assessment items have been identified and scaffolded appropriately for commencing students within the design of the subjects.* |
| **6. Evaluation and monitoring** <br> Good first year curriculum design is evidence-based and enhanced by regular evaluation that leads to curriculum development and renewal designed to improve student learning. The first year curriculum should also have strategies embedded to monitor all students' engagement in their learning and to identify and intervene in a timely way with students at risk of not succeeding or fully achieving desired learning outcomes. | • For consideration and discussion by the team <br><br> • The use of corporate information (e.g. FYES, LEX, persistence and grades and other evaluation data) in informing the design of each subject. <br><br> • What data will be collected to evaluate the new subjects and to inform course quality improvement activities. |

The following table – Table 4 - provides an example of mapping a first year program or suite of subjects utilising the first year curriculum principles.

*Table 4:  An example of curriculum design notes*

| \<FY Program\> | Design | Transition | Engagement | Diversity | Assessment | Evaluation |
|---|---|---|---|---|---|---|
| Subject | See Graduate Capabilities / Learning Outcomes Mapping | Attendance, practice & workshop questions. | Names of RWL cases and examples | | Quiz & formative feedback in weeks 4 & 6. | |
| Subject | | Understanding of concepts & principles. Clarity around citing [discipline content] | | | Teach method for approaching final exam (hypothetical). | |
| Subject | | Application of discipline specific reasoning. Threshold skills and knowledge -refresher class. Required attendance at and preparation for tutorials. | | | | |
| Subject | | Basic & applied understanding of key concepts and theories. Practical skills in comm. and prob. solv. in an intercultural context. | Current discipline issues and practices. Work in teams in tutorials. | National, cultural and international approaches to discipline practice. | Formative in week 4 | |
| Subject | | Active role of learners. Experiential and problem based learning.  Tutorial attendance | Feasibility report. | | | |
| Subject | | Kick start your study. Developing as a student and a professional.   Developing skills in negotiating the university world. | Issues for working as a professional. Preferences and career options. | Intercultural differences. Intra and interpersonal competencies. | Information literacy development. Teamwork (20%) | |

# Section 3: Good Practice Guide

## 3.1 First Year Resources and Checklists

A suite of resources and checklists that assist in the design of first year curriculum based on the principles has been developed. These resources include a:

- Course Coordinator's Checklist;
- First Year Unit Coordinator's Checklist;
- First Year Tutor's Checklist;
- Evaluator's Question Pool; and
- First Year Unit Writer's Kit.

The complete suite of checklists are located on the FYE Wiki.

Abridged versions of each of the resources and checklists appear below. Each item has been populated with an example drawn from FYE practice at QUT to illustrate how the checklists may be used for FYE design and evaluation.

General Resource: First Year Curriculum Principles' Checklist, Transition Pedagogy website - http://www.fyhe.qut.edu.au/transitionpedagogy/reportsandre/principlesch.jsp

### *3.1.1  Course Coordinators Checklist*

A full list of questions is available via the [FYE Wiki](.  Below is a *selection* of questions only.

| Principle | Checklist Question | Possible resources/comments |
|---|---|---|
| Transition | (Orientation) Are you aware of the range of information that was provided to students during your Course Orientation? | Example:  Now we're in Business:  A Guide to Orientation at QUT<br><br> - A four page A4 size booklet with an introduction from the Executive Dean of the Faculty of Business and general information on Orientation sessions |
| Transition | (Orientation) What other Orientation activities will be taking place in the Faculty and University during the first four weeks of semester that might be important to your cohort? | QUT runs an 'Ask Me' program in Weeks 2-4 as part of post-orientation activities to assist new students with any additional FY information they require.  Also - Start Here http://starthere.qut.edu.au<br><br>Student Sharehouse – a blog site http://studentblog.qut.edu.au |
| Diversity | What support features are you aware of within the Faculty or University that could be of help to the equity/diversity groups identified for your cohort? | QUT's Equity Section provides various resources for specific equity groups (e.g. Disabled) as well as offering a range of training for staff. |
| Diversity | Are there any curriculum refinements that could be made that might better reflect the needs and lives of the diverse characteristics of students in the incoming cohort? | Individual Course Reports (ICRs)<br><br>QUT's Teamwork Protocol addresses the issue of diversity within teamwork activities that should be considered - see Teamwork Protocol - Diversity in Teams. |
| Design | In each of your First Year Units, are students supported to identify how their previous education/life experience translates into the activities typical of higher education learning in the first year of your discipline? | QUT provides an ePortfolio for all students and in some units this resource will be accessed.  The QUT Student e-Portfolio is a university-wide, online tool designed to enhance the learning process.<br><br>http://www.studenteportfolio.qut.edu.au/ |
| Design | Which unit activities will help students develop the attitudes and values you would like First Year students to gain by the end of their first year? | OTQ offers Protocols for the FY and a discussion of the 'design' principle to help start the process of thinking about learning activities<br><br>http://www.otq.qut.edu.au/curriculum/documents/protocols_fye.pdf |
| Engagement | Do your First Year Unit Coordinators have a strategy for monitoring and responding to students who might be at-risk of not acquiring the basic academic and discipline related skills relevant to their unit? | QUT offers the institution-wide program – the Student Success Program (SSP) that responds directly to students deemed at risk.<br><br>http://www.orientation.qut.edu.au/transition/studentsuccess.jsp |

| Principle | Checklist Question | Possible resources/comments |
|---|---|---|
| Assessment | In the First Year units is there a variety of assessment types represented that is appropriate to the graduate capabilities identified for your course? | OTQ's Assessment Protocol is a excellent starting point<br><br>http://www.otq.qut.edu.au/curriculum/documents/protocols_assessment.pdf |
| Evaluation and Monitoring | Is there a process for monitoring how First Year Unit coordinators respond to LEX data and communicate to students about unit improvement? | OTQ provides extensive assistance around LEX:<br><br>http://www.otq.qut.edu.au/curriculum/coursequalit/learningexpe/ |
| Evaluation and Monitoring | Do you schedule regular opportunities to meet with your First Year Unit Coordinators to motivate and guide them and ensure a coordinated approach to the First Year experience? | Arrange regular meetings, either team or individual, and invite guest speakers. Join the _FYE Network_ (for staff) for regular briefings. |

## 3.1.2  First Year Unit Coordinators Checklist

A full list of questions is available via the FYE Wiki.  Below is a *selection* of questions only.

| Principle | Checklist Question | Possible resources/comments |
|---|---|---|
| Transition | Can you advise students that miss Orientation where to go to collect their Orientation information? | Orientation is a good starting point:<br><br>http://www.orientation.qut.edu.au/<br><br>Student Services will be able to provide further assistance in this matter |
| Transition | (for your staff) Do you know where to find appropriate resources or support regarding teaching First Year? | OTQ provides support for new and existing teaching staff:<br><br>http://www.otq.qut.edu.au/development/<br><br>Join the *FYE Network* (for staff) for regular briefings. |
| Diversity | Have you made your tutors aware of the diversity characteristics of their incoming cohort and the support features within the Faculty and University that may be of help? | Consult your course and unit business report of equity groups, attrition rates etc |
| Design | Which Graduate Capabilities will FY students develop in your unit and have you explained the Graduate Capabilities to your tutors and provided a map of how they are developed in your unit and across other units in first year? | Unit outlines provide this information<br><br>Individual course and unit reports are located on the QUT Corporate Reporting website |
| Engagement | What opportunities are there for students to get know a wide range of other students in your class? | Consider an online environment or social networking facility for this.  As well, Blackboard offers a 'Blackboard Discussion Board' site for each unit.<br><br>Business, Health and Creative Industries offer access to various forms of engagement activities including Twitter and Facebook. |
| Engagement | Do you provide opportunities in class and online to encourage students to discuss unit content, develop opinions and share ideas with their peers and tutors? | Consult Blackboard support for further assistance:<br><br>http://www.talss.qut.edu.au/blackboard/staff/<br><br>Additionally, eLearning offers assistance in the use of technology in teaching:<br><br>http://www.otq.qut.edu.au/development/docs/PUB_PreparingToTeach-Section5_V1_20100525.pdf |
| Assessment | Have you considered any strategies for raising student awareness about the impact of multiple assessment deadlines on success in your unit? | Refer your students to Studywell, a QUT Library resource that incorporates various information literacy resources, assessment and time management guides:<br><br>http://www.studywell.library.qut.edu.au/ |

| Principle | Checklist Question | Possible resources/comments |
|---|---|---|
| Assessment | Are there developmental strategies in place in your unit to assist students who perform poorly in their first assessment item to learn from their mistakes? | Consider the Faculty PASS sessions, mentor schemes and multiple library training sessions |
| Evaluation and Monitoring | What are the implications of the main issues identified in the latest First Year Experience Survey (FYES) to your unit? | http://www.yourfeedback.qut.edu.au/experience/firstyearexp/ |
| Evaluation and Monitoring | Have you communicated with your tutors about key areas for improvement in your unit and related staff development opportunities? | Consider regular tutor sessions - or peer-partnering teaching programs (e.g. As initiated in Creative Industries). |

### 3.1.3  First Year Tutors Checklist

A full list of questions is available via the FYE Wiki.  Below is a *selection* of questions only.

| Principle | Checklist Question | Possible resources/comments |
|---|---|---|
| Transition | Which integrated orientation activities will my unit be responsible for? | Your Unit Coordinator will know the main Orientation activities that will take place in your unit. |
| Transition | Are you new to tutoring First Year? | Your Unit Coordinator is your first main contact for help. Also consider 'buddying up' with a more experienced tutor in your unit. Watch out for the Sessional Staff Program that runs one Saturday each semester - http://www.otq.qut.edu.au/development/teachingdeve/sap/ OTQ provides support for new and existing teaching staff: http://www.otq.qut.edu.au/development/ |
| Diversity | Are there any ways you might be able to connect with the diversity of your cohort through the use of a variety of teaching examples and approaches? | QUT's Equity Section provides various resources for specific equity groups (e.g. Disabled) as well as offering a range of training for staff. QUT's Teamwork Protocol addresses diversity  - Diversity in Teams – the Protocol is located in the Library http://libcat.qut.edu.au/record=b2348122&searchscope=8 |
| Design | What are the key aspects of learning presented in your unit that will be important to your students in later years of their course? | Unit coordinators identify how the unit relates to QUTs Graduate Capabilities in the unit outline. This can give you a good overview of the key aspects of learning. |
| Design | Which Graduate Capabilities will first year students develop in your unit? | The 7 QUT Graduate Capabilities are: Skills and Knowledge; Problem Solving and Creativity; Communication; Independent and Collaborative Learning; Social and Ethical Responsibility; Leadership and Change.  Each Faculty then interprets these Grad Caps according to their discipline areas |
| Engagement | Have you got some strategies in place to help you get to know students' names? | Icebreaker activities may assist in this process.  QUT's Preparing to Teach cover this in Section 3:  Teaching strategies for effective learning http://www.otq.qut.edu.au/development/docs/PUB_PreparingToTeach-Section3_V1_20100226.pdf |

| Principle | Checklist Question | Possible resources/comments |
|---|---|---|
| Engagement | What opportunities will you provide for students to make personal connections between their previous experiences, the unit content and academic skills relevant to your unit? | The QUT Student e-Portfolio is a university-wide, online tool designed to enhance the learning process and assist students with the critical transition from university to graduate employment. It provides an environment in which students can document and present different aspects of their academic, professional and personal development.<br><br>http://www.studenteportfolio.qut.edu.au/ |
| Assessment | What feedback on academic and discipline related skills will the first assessment item give students to let them know how they are coping in your unit? | Both the unit outline and your unit coordinator will assist you in this process. |
| Assessment | Have you considered any strategies that might help students meet your assessment deadlines? | Refer your students to Studywell, a QUT Library resource that incorporates various information literacy resources, assessment and time management guides:<br><br>http://www.studywell.library.qut.edu.au/ |
| Evaluation and Monitoring | Has your Unit Coordinator discussed the results of student evaluations in relation to what is happening in your unit? e.g. LEX, FYES, etc. | Information on LEX is located through the Office of Teaching Quality<br><br>http://www.otq.qut.edu.au/curriculum/coursequalit/learningexpe/ |
| Evaluation and Monitoring | For the aspects of your teaching you would like to learn more about, do you know what staff development opportunities are available? | OTQ has prepared a guide on 'Preparing to Teach' which covers a section developing and evaluating your teaching:<br><br>http://www.otq.qut.edu.au/development/teaching.jsp |

### 3.1.4 Evaluators Question Pool

The checklist is a **question pool** for use by outside evaluators or peer reviewers of First Year Curriculum. The questions look at First Year Experience in a Course not just a single unit and therefore some questions may be best answered by a range of different stakeholders, e.g. the Course Coordinator, Unit Coordinator or Tutors. Below is a *selection* of questions only.

| Principle | Checklist Question | Source of evidence |
|---|---|---|
| Transition | (Orientation) Is there an annual review process in place to help identify which aspects of the orientation process might be improved? | Interview Course Coordinator |
| Transition | (Orientation) Is there a strategy in place to identify students who miss orientation week activities and ensure they receive the necessary orientation information? | Interview Course Coordinator |
| Transition | (Staff) Is there a process in place for ensuring that teaching staff new to teaching in first year are connected with appropriate resources and support? | Interview Course Coordinator |
| Diversity | Have First Year Unit Coordinators and Tutors been made aware of the diversity characteristics of their incoming cohort and the support features within the Faculty and University that may be of help? | Interview Course Coordinators, Interview Unit Coordinators, Interview Tutors. |
| Diversity | Does your faculty provide cultural awareness training for academic and professional staff? | Interview Course Coordinator |
| Diversity | Do the teaching and learning activities accommodate the full range of learning styles? | Interview Course Coordinator, Interview Unit Coordinators |
| Design | Are there sufficient opportunities, across all first year units, for students to work collaboratively (in pairs, informal groups, on other activities) in order for them to get to know each other and develop a sense of belonging? | Interview Course Coordinator, Interview Unit Coordinators |
| Design | Is someone allocated responsibility for ensuring the ongoing quality of the first year curriculum in your faculty | Interview Course Coordinator |
| Design | Are there any First Year units that may be suffering 'slippage' from the original course proposal or graduate capabilities mapping? | Interview Course Coordinator, review changes to unit outlines |
| Engagement | Are students provided with opportunities and encouraged, in class and online, to discuss unit content, develop opinions and share ideas with their peers and tutors? | Interview Unit Coordinators, Interview Tutors, Interview students |
| Engagement | Are there opportunities for staff -student interaction in curricula and co-curricula activities? | Interview Unit Coordinators, Interview Tutors, Interview students |

| Principle | Checklist Question | Source of evidence |
|---|---|---|
| Engagement | Do students have opportunities to discuss their grades or assignments with teaching staff? | Interview Unit Coordinators, Interview Tutors, Interview students |
| Assessment | Do you provide examples of previous assessment showing assessment tasks broken down by criterion? | Interview Course Coordinator, Interview Unit Coordinators, examine unit documentation. |
| Assessment | Has the range of assessment due dates for First Year been staggered to enable students to better manage their time? | Interview Course Coordinator, Examine assessment map |
| Assessment | Are the skills required to complete each unit assessment item identified and scaffolded appropriately for First Year within the design of each unit? | Interview Unit Coordinators, examine unit documentation. |
| Evaluation and Monitoring | Have any gaps in staff development, that have been identified in relation to the needs of the First Year teaching teams, been communicated to the Assistant Dean Teaching and Learning? | Interview Course Coordinator, Interview Unit Coordinators, Interview Assistant Dean T&L |
| Evaluation and Monitoring | Is there a process for monitoring how First Year Unit coordinators respond to LEX data and communicate to students about unit improvement? | Interview Course Coordinator, Interview Unit Coordinators. |
| Evaluation and Monitoring | Are regular opportunities scheduled for the Course Coordinator to meet with the First Year support staff (learning advisors, tutors, professional staff etc.) to motivate and guide them and ensure a coordinated approach to the First Year experience? | Interview Course Coordinator, Interview Professional Staff Manager |

### *3.1.5 First Year Unit Writers Kit*

The First Year Unit Writers Kit contains a collection of resources that can be utilised to provide guidance and alignment with the FYCPs when designing a first year unit.

The kit includes the First Year Curriculum Principles, QUT's First Year Unit Outline and Assessment protocols and a template (*below*) which maps the Principles to the unit outline and includes content examples and good practice considerations.

| **Proposed Unit Outline Guidelines for First Year Units** | |
|---|---|
| Unit Code:<br>Unit Title:<br>Credit Points:<br>Prerequisite unit/s:<br>Corequisite unit/s:<br>Incompatible unit/s:<br>Date:<br><br>Coordinator:<br><br>Phone: | Six Principles have been identified as important to the design of the First Year experience. These are:<br>1. Transition (T)<br>2. Diversity (D)<br>3. Design (De)<br>4. Engagement (E)<br>5. Assessment (A)<br>6. Evaluation and Monitoring (EM)<br><br>The following points have been coded to show how they relate to these 6 guiding principles.<br><br>The First Year Experience Policy and an explanation of the principles can found on the Office of Teaching Quality Website.<br>http://www.otq.qut.edu.au/curriculum/documents/protocols_fye.pdf<br><br>Further helpful resources including FY Unit Coordinators checklists can be found on the First Year Experience Wiki<br>https://wiki.qut.edu.au/display/FYEN/First+Year+Experience |
| **1. Rationale**<br><br>Example:<br><br>Economics is a social science that deals with allocation of scarce resource among the members of a society. In this unit you will learn about how to analyse the problems involved. As it is about people and society, the unit has close links to other fields like finance, management, marketing, politics, sociology and psychology. A study of economics therefore develops understandings and problem-solving skills that prepares people to be active citizens and decision makers in our society and to embark upon a wide range of careers both in the public and private sectors. This unit is an introduction to the study of economics. | **Maximum 10 lines**<br><br>Good practice includes:<br>• Identifying why students would want to do this unit (E)<br>• Identifying the unique and exciting aspects of this subject (E)<br>• Identifying how the unit is relevant to careers in this discipline area, to future trends or latest research (E, De)<br>• Identifying what foundation experiences this unit will provide for later learning (T)<br>• Identifying what the main role is that this unit fulfils within the whole-of-course design (De)<br>• Using the first person where possible and making the tone of the writing student-centred. Consider the point of view of students and write as if you were directly communicating with them (T) |
| **2. Aim**<br><br>Example:<br><br>The aim of this introductory unit is for students to learn the language of economics; be introduced to theoretical modelling and the application of rigorous thought to real world problems;  and to build research capacity relevant for economic and business studies. | **2-3 lines**<br><br><br>A short concise description of what the unit will achieve. You may wish to indicate links between the aim of the unit and the aim/s of the course (De) |

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| **3. Learning Outcomes**<br><br>On successful completion of this unit, you should be able to: | Should be a **small number (maximum of six)** of action statements about the learning that will occur in your unit. Each statement will be a specific aspect of the set of graduate capabilities defined for the main course/s your unit serves and should directly relate to the aims of your unit. (De) |
| Some examples:<br><br>On completion of this unit you should be able to:<br>1. Apply creative industries concepts in the analysis of the work of creative industries practitioners (GC1, GC2).<br>2. Write for specific academic and creative industry applications taking into account audience, purpose and context (GC3).<br>3. Locate, evaluate and synthesise information from a variety of sources into your written communication (GC4).<br>4. Reflect on and communicate to others your interests and influences as an emerging creative industries practitioner (GC3, GC6).<br>5. Acknowledge and analyse your own, Indigenous Australians and others' cultural values and perspectives (GC2, GC4, GC5). | Good practice includes:<br><br>● Identifying the three main things you want students to get from your unit (T)<br>● Designing learning outcomes appropriate for the first year of the discipline. *Bloom's Learning Taxonomy - see below - provides a list of verbs that may help you compose your learning outcome action statements (De)<br>● Varying the verbs you use to show the range of learning activities in the unit (D, A)<br>● Investigating the learning outcomes written for concurrent and subsequent units to see how your unit fits in the sequence (T, De)<br>● Explicitly link your learning outcomes to the graduate capabilities for the course (T, De)<br><br>**Note:**<br><br>Although the description of Graduate Capabilities may be customised for particular courses, they all follow the basic pattern outlined in the overarching University Graduate Capabilities http://www.mopp.qut.edu.au/C/C_04_03.jsp |
| Key: **Graduate Capabilities**<br>GC1 – Knowledge and Skills<br>GC2 - Critical and Creative & Analytical Thinking<br>GC3 – Communication in a variety of contexts & modes<br>GC4 – Capacity for life-long learning and self-reliance<br>GC5 - Social and Ethical Responsibility<br>GC6 – Ability to collaborate & work effectively as part of a team<br>GC7 – Leadership and Innovation | This resulting commonality is particularly important to Double Degree students or students choosing your unit as an elective as it helps them to see how different learning experiences will contribute to the same primary goals (E) |
| **4. Content**<br><br>Example:<br><br>This content in this unit is presented in 3 modules:<br><br>**Module 1: Cultural identities**<br>This module focuses on the three key cultural identities of class, gender and ethnicity, providing you with the cultural studies framework to understand both your own experiences with schooling as members of such collective groups, and your future work as a teacher. In addition, this module will | A brief statement of the **major topics** to be covered.<br><br>Good practice includes:<br><br>● Making the scope of the unit clear – explaining the breadth or depth of what will be covered (T)<br>● Writing in simple language in a way that communicates directly with the student (T)<br>● Identifying what foundational **knowledge and skills** students will develop through participation in this unit (De)<br>● Identifying what key **values and attitudes** towards the profession students will develop (De) |

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| develop some of the tertiary literacy skills you need to succeed in your course.<br><br>**Module 2: Education in Historical and Contemporary Contexts**<br>This module focuses on the historical and contemporary contexts of teaching, schooling and education. It examines topics such as the emergence of schooling as a historical institution... | • Identifying the key values and attitudes towards academic study and life-long learning will students develop (De)<br>• Identifying what key issues, principles or theories will be addressed (De)<br>• Identifying what key areas in this unit will link to research in the discipline (E) |
| **5. Approaches to teaching and learning**<br><br>Example:<br><br>The essence of this unit is the development of your professional skills. You will be expected to attend a 1 hour lecture each week followed by a 2 hour workshop with 25 or so other students. The lectures will introduce relevant topics that will be expanded on in the workshops where active learning exercises will be conducted. You will also be working on a project for much of the semester which will provide you with a context for these professional skills activities. Small weekly assessable tasks will help guide you, keep you on track and give you regular feedback on your progress. You will also have an individual written report to submit early in the semester as well as a team report and project artefact to submit at the end of the semester; these two assessments will help you develop skills of individual and collaborative learning.<br><br>**Feedback Procedures**<br>Informal feedback will be given through tutorials. The review quizzes on Blackboard provide students with a means to assess how they are progressing in each area of the unit and follow-up with tutors as appropriate. With respect to formal assessment items, feedback will be provided using the Criterion Referenced Assessment (CRA) format. | A general statement of the **approaches to be used in teaching** the unit. It incorporates methods of presentation and learning experiences that students will undertake.<br><br>Good practice includes a teaching approach in which:<br><br>• Students are supported in connecting their previous life experiences to the discipline area (T)<br>• Students develop a sense of belonging within the discipline area, with peers and faculty (D)<br>• Positive peer-to-peer and collaborative learning experiences with as wide a range of other students in the class as possible are provided (D)<br>• Students' are supported in indentifying their strengths, weaknesses, aims, values etc.(T)<br>• Students' anxiety about assessment expectations in higher education is alleviated (A)<br>• Students are familiarised with standard academic practices (T, A)<br>• Students are supported in the development of the basic academic skills required of the unit assessment (D, A)<br>• Where students are required to do teamwork, it is made explicit to students if they will be taught teamwork skills or expected to self-manage their team (D, A)<br>• Students are encouraged to seek extra support from university or faculty academic, administrative and personal help services as needed (T)<br>• The development of students' understanding about how much time they will need to spend on the unit outside of class and what they should do with that time is supported (T, A)<br>• The development of students' understanding of the different types of feedback on learning that your unit will provide and how they should act on that feedback is supported (T, A) |
| **6. Assessment**<br><br> Examples:<br><br>**Assessment Item No. 1**<br>**Assessment name:** Media review<br>**Description:** Discussion of a recent media article demonstrating IT's impact on the world.<br>**Relates to learning outcomes:** 2, 3, 4, 5, 6<br>**Weight:** 20%<br><br>**Group or Individual:** Individual | Good practice includes:<br><br>• Creating an an early 'low-stakes' formative assessment item with feedback returned before week 5 so that students can understand how they are going in your unit (T, A).<br>• Designing assessment items that include help for students in making the transition to a higher education environment – e.g. how to use the library, how to evaluate the reliability of internet sources etc. (T, A)<br>• Providing feedback for the first assessment item that will help students improve their performance in later assessment items (T, A)<br>• Catering for the diversity of the cohort by including opportunities for students to choose between assessment topics (T, D, A) |

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| **Due date:** week 4 | • Linking assessment tasks with the unit learning outcomes (De)<br>• Making the assessment manageable for both students and staff (T, A)<br>• Checking that the types of assessment and submission timelines compliment those of concurrent first year units (De, T, A)<br>• In team work assessment items – being explicit about how much of the mark is for team processes and how much is for the final product as well as whether the mark will be shared by the group or include an individual component? (D, T, A)<br>• Providing Criterion referenced assessment sheets and discussing these with students so that the standards to be met are clearly understood (D, T, A) |
| **Assessment Item No. 2**<br>**Assessment name:** Portfolio<br>**Description:** Accumulation of artefacts collected throughout the learning's completed in the semester, will be presented through your e-portfolio. 20% weight each for two submissions during the semester (40% in total)<br>**Relates to learning outcomes:** 2, 3, 4, 6,7<br>**Weight:** 40%<br>**Group or Individual:** Individual<br>**Due date:** Week 5 & 10 | |
| **7. Academic Honesty**<br><br>Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, (for staff, access via Blackboard) and the QUT Library resources for avoiding plagiarism.<br><br>This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educational purposes and is entirely voluntary. | A default statement regarding academic honesty, such as the one shown, should appear in your unit outline. Understanding what academic honesty means and how university rules apply to behaviour and assessment are important aspects of the transition to higher education for first year students (T) |
| **8. Resource Materials**<br><br><br>**Text** | Good practice includes:<br><br>• Identifying printed and electronic resources (D)<br>• Differentiating between set texts and recommended readings (T, D)<br>• Reviewing the price of set texts and the extent to which the text will be used and have ongoing value to the student (T, D)<br>• Including resources related to the discipline area as well as those |

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|---|---|
| **References**<br><br><br><br><br>*No extraordinary charges or costs are associated with the requirements for this unit.* | related to the academic skills students need to complete unit assignments (T, D, A) |
| **9. Risk Assessment Statement**<br><br><br>There are no unusual health or safety risks associated with this unit. | Consider the risks associated with any special types of learning activities in your unit such as laboratory or field trips (T) |

**Bloom's Learning Taxonomy**

The following verbs may help you compose action statements that describe the learning outcomes of your unit.

- ➢ **Knowledge** – list, define, tell, describe, identify, show, label, collect, tabulate, quote, name
- ➢ **Comprehension** – summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
- ➢ **Application** – apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
- ➢ **Analysis** – analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
- ➢ **Synthesis** – combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, speculate, formulate, prepare, generalise, rewrite
- ➢ **Evaluation** – assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise

These understandings are also presented within three domains of learning.

- ➢ **Cognitive domain** – state, define, list, predict, name, identify, contrast, recall, describe, classify, recognise, select
- ➢ **Psychomotor domain** – connect, repair, operate, assemble, disassemble, construct, measure, align, adjust, manipulate, document
- ➢ **Affective domain** – accept, listen, receive, perceive, decide, influence, associate, derive, determine, appreciate, judge.

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