Post-Graduate Higher Education

ILOs: Design constructively aligned units where the intended knowledge, skills and understandings are clearly and appropriately communicated, taught, and assessed (criteria 1, 4); Use Higher Education theory, literature and practice to make and support arguments for teaching (criteria 2, 3).

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| Criterion | High Distinction (HD) | Distinction (DN) | Credit (CR) | Pass (PP) | Fail (NN) |
| 1. Develop a learning activity in line with the UTAS blended learning model and constructive alignment (30%) | You clearly and succinctly described your learning activity including any supporting resources.  You explained the function of the activity within the unit/curriculum in relation to the UTAS blended learning model and constructive alignment. | You described the key details of your learning activity and supporting resources.  You explained the function of the activity within the unit/curriculum in relation to the UTAS blended learning model and/or constructive alignment. | You described a learning activity.  You discussed the UTAS blended learning model and constructive alignment and the activity appears consistent with both. | You described a teaching activity.  The activity appears consistent with the UTAS blended learning model and constructive alignment. | You described elements of teaching. The activity was unclear and/or inconsistent with UTAS blended learning model and/or constructive alignment. |
| 2. Justify your activity with reference to teaching and learning literature (30%) | You convincingly justified all aspects of the learning activity with the use of relevant general and discipline-specific teaching and learning literature. | You justified your choice of activity with the use of relevant teaching and learning literature. You included reference to some discipline-specific teaching and learning literature. | You used a variety of teaching and learning literature to justify your activity. | You used teaching and learning literature to support some aspects of your activity. | You used minimal relevant literature to support your choice(s). |
| 3. Explain how the activity is appropriate for your context, students and/or discipline (20%) | You provided a comprehensive justification for your activity, using convincing evidence of its appropriateness for your context, students and/or discipline.  Your evidence took a range of forms, including:   * personal or peer reflections from teaching experiences, * student feedback, both formal and informal, * reference to the literature.   Your explanation was succinct and compelling. | You justified your activity using evidence of its appropriateness for your context, students and/or discipline.  Your evidence took a range of forms. | You described your teaching context, student cohort and discipline.  You used evidence to support your claims that the proposed teaching activity is appropriate for your context, students and/or discipline. | You described aspects of your teaching context, student cohort and discipline.  You provided some explanation for why the proposed activity is appropriate for your context, students and/or discipline. | You discussed your teaching context at a general level.  You provided unsuitable or minimal evidence to support any claims about your students, context or discipline. |
| 4. Explain how the activity prepares students to achieve the ILOs as measured through assessment (20%) | You clearly and concisely explained how the activity helps students to develop and practice the knowledge, understandings and/or skills required to successfully complete assessment. | You explained how the activity helps students to develop and practice the knowledge, understandings and/or skills required to successfully complete assessment. | You described a relationship between the activity and assessment of the unit. | You identified a link between the activity and some aspect of the assessment of the unit.  The activity appears to relate to the intended learning outcomes and the assessment. | You discussed the activity and the assessment at a general level and/or the activity is unrelated to the intended learning outcomes and/or the assessment. |