Unit Planning Templates

This word document contains three tables which represent a process of development for an award unit. The tables can also be used on their own.

1. ILO + Assessment criteria used to measure it
2. ILO > Assessment criterion + learning activity to support student development of skill/knowledge
3. Learning activities + resources and feedback = timed to ensure occurrence prior to assessment tasks measuring associated assessment criteria

# Intended Learning Outcome + Assessment Criteria

This table will help you to map out the criteria that will be used to measure students’ attainment of each of the ILOs in your unit. This will help to make sure that all important aspects or elements of the ILO will be measured (and met by students).

|  |  |
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| Intended Learning Outcome | Assessment Criteria used to measure attainment of the ILO |
| ILO1: *e.g., Select technologies appropriate for your teaching context(s), and justify their use.* | *e.g., 1.1 Explain how the specified use of technology is appropriate for your context, students and discipline* | *e.g., 1.2 Explain how and why specified technologies are or could be used by you in your teaching* |  |  |
| ILO2: |  |  |  |  |
| ILO3: |  |  |  |  |
| ILO4: |  |  |  |  |
| ILO5: |  |  |  |  |

# Assessment Criterion + Learning Activities

This table will help you to map out/plan for learning activities that will support students’ development of the skills and knowledge they will need to be able to demonstrate achievement of each of the criterion. Aim for a minimum of three activities for each criterion.

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| At the completion of this unit, you will be able to: | Assessment Criterion | Learning Activity 1 | Learning Activity 2 | Learning Activity 3 |
| ILO1: *e.g., Select technologies appropriate for your teaching context(s), and justify their use.* | *e.g., AC 1.1 Explain how the specified use of technology is appropriate for your context, students and discipline* | *e.g., Select from a list (organised in learning and teaching categories) of tools, perhaps one from each category, and reflect on how it could be used in your teaching.* | *e.g., Identify a small number of Educational Technology (ed tech) blogs and read and reflect on their relevance to your teaching for now and into the future* | *e.g., Complete a compare-and-contrast template to evaluate many educational tools* |
| *e.g., AC 1.2 Explain how and why specified technologies are or could be used by you in your teaching* | *e.g., Describe the teaching context, student cohort, peculiarities of your teaching environment (may be part of your personal introduction)* | *e.g., A (multiple choice) quiz, perhaps with immediate feedback, regarding appropriate media formats. (First define media and file formats.) Given a prescribed set of specifications (e.g. time-based, demonstration of something practical), select the appropriate medium. Later, given a medium (e.g. video), select the appropriate file format for the UTAS environment* | *e.g., Pose a set of criteria to evaluate a particular tool to determine its suitability for use in your teaching context* |
| ILO2: |  |  |  |  |
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| ILO3:  |  |  |  |  |
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# Learning Activities + Resources and feedback opportunities > timing to connect with Assessment Tasks & criteria measured

This table will enable you to more fully develop the learning activities from the idea noted in the previous table, and to organise them into a clear timeline to ensure that the activity is facilitated at a time that is appropriate for the timing of the assessments.

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| Week # +Topic | Assessment Due (criteria assessed) | Learning Activities | Resources/Development | Feedback? |
| 1 *e.g., Introductions* |  | LA1. *e.g.,* Describe the teaching context, student cohort, peculiarities of your teaching environment (as part of your personal introduction video) | *e.g.,* Instructions for activity; Discussion Topic for posting; Technical help – *how to create a video note discussion post*  | *e.g.,* Peer responses to question posed; view classmates/ videos; overview at end of week from UC |
| LA2. *e.g.,*  Identify a small number of Educational Technology (ed tech) blogs and read and reflect on their relevance to your teaching for now and into the future | *e.g.,* Article – definition of ‘educational technology’; Instructional Content (UC) – use and value of ed tech blogs; Short list of useful ed tech blogs; Instructions for activity; Discussion Topic(?) to share reflections/suggestions for useful blogs | *e.g.,* individual activity – no explicit feedback |
| LA3.  |  |  |
| 2 *e.g., Evaluating technology for teaching* |  | LA4. *e.g.,* Read and engage with a number of sets of standards and principles of teaching online, make a list of ‘best practice’ recommendations that are relevant to you and your teaching context. | *e.g.,* [Blended course design: A synthesis of best practices](https://mylo.utas.edu.au/d2l/common/dialogs/quickLink/quickLink.d2l?ou=116154&type=content&rcode=UTAS-1306471); [Quality Matters rubric](https://mylo.utas.edu.au/d2l/common/dialogs/quickLink/quickLink.d2l?ou=116154&type=content&rcode=UTAS-1179010); [Standards of Online Education](https://mylo.utas.edu.au/d2l/common/dialogs/quickLink/quickLink.d2l?ou=116154&type=content&rcode=UTAS-1179012); [Blackboard Exemplary Course rubric](https://mylo.utas.edu.au/d2l/common/dialogs/quickLink/quickLink.d2l?ou=116154&type=content&rcode=UTAS-1179011); Technical help – *how to access the QM rubric*; Instructions for activity | *e.g.,* opportunity to test ideas in weekly seminar discussion; option to add best practice list to ePortfolio and share with lecturer/peers for comment |
| LA5. |  |  |
| LA6. |  |  |
| LA7. |  |  |
| 3 *e.g., Defining problems and identifying potential tech-related solutions* | *e.g., Technology Compare and Contrast due (AC 1.1, 1.2, 3.1, 3.2)* | LA8. |  |  |
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