



School of Education

EDST5123: Educational Design in Higher
Education

Term 1, 2020

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5123 Educational Design for Learning in Higher Education (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Professor Slava Kalyuga
Office Location: Room G12, Morven Brown Bldg.
Email: s.kalyuga@unsw.edu.au
Phone: 9385 1985
Availability: By appointment

3. COURSE DETAILS

Course Name	Educational Design for Learning in Higher Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including equivalent of class contact hours, readings, discussions, assessments, and reflection
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

In this course you will explore different approaches and principles underpinning educational design integrating instructional psychology and educational technology, alignment with learning outcomes, teaching strategies, and assessment. To allow for breadth in educational design, as well as depth in a key area, the course enables students to investigate an area by drawing from a range of options, that include teaching strategies, design of learning and assessment tasks, and educational technology. The course will introduce key concepts of human cognition and instructional psychology and discuss their applications to the design of learning tasks in online environments.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

Literature resources were slightly narrowed to exclude repetitiveness
A separate Moodle forum was set up for common (not specific topic-related) questions and issues

6. COURSE CONTENT AND STRUCTURE

The course is structured to be completed online through Moodle and will be intensive for seven weeks (Weeks 1-7) from 17 February to 5 April. Each of these weeks will require approximately 3.5 hours per week for online activities (24 contact hours for the course). Time should be used each week to complete the learning activities. Learning activities will involve viewing lectures, videos, reading, writing, researching, posting, and responding to discussion forums. All learning activities and resources may be found in Moodle. The remaining term weeks are for working on the assessment.

Module	Focus Topics
Week 1 17 Feb	Introduction to the course. Main characteristics of human cognition. The importance of aligning online learning with how the human mind works.
Week 2 24 Feb	Knowledge structures and the development of expertise. Instructional approaches to managing learner cognitive load.
Week 3 2 March	Learning by problem solving and its instructional alternatives. <i>Assessment 1 due on Fri 6 March 2019, 5pm</i>
Week 4 9 March	Evaluating cognitive factors in learner activities and online resources
Week 5 16 March	Managing cognitive aspects of multimedia learning
Week 6 23 March	Tailoring tasks to learner cognitive characteristics to engage and motivate students Cognitive aspects of designing assessments for learning.
Week 7 30 March	Instructional design for complex learning tasks. Integrated instructional design model. <i>Assessment 2 due on Mon 6 April, 5pm</i>

Weeks

7. RESOURCES

Textbook

There is no set textbook for this course, although the following is most closely related to its content:

Clark, R. C. & Mayer, R. E. (2008). *E-learning and the science of instruction*. San Francisco, CA: Wiley (available in the book store).

Recommended books (copies of first four books are provided on Moodle):

How People Learn: Brain, Mind, Experience, and School (2000). Washington, DC: National Academy Press <https://www.nap.edu/download/9853#>

Knowing what students know: The science and design of educational assessment. National Research Council's Committee on the Foundations of Assessment. Washington, DC: National Academy Press, 2001. <https://www.nap.edu/download/10019#>

Benassi, V.A., Overson, C.E. & Hakala, C.M. (Eds.). *Applying science of learning in education: Infusing psychological science into the curriculum*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/asle2014/index.php>

Sweller, J., Ayres, P. & Kalyuga, S. (2011). *Cognitive load theory*. New York: Springer.

Clark, R. C., Nguyen, F. & Sweller, J. (2006). *Efficiency in learning: Evidence-based guidelines to manage cognitive load*. San Francisco, CA: Wiley.

Mayer, R. E. (2008). *Learning and Instruction, 2nd edition*. New Jersey: Pearson Ed. (Chapter 1)

Suggested readings for each week are provided on Moodle eadings

8. ASSESSMENT

Assessment Task	Length	Weight	Course Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task 1 Minor Essay: Understanding human cognition and its educational implications	750-1000 words	15%	1	1,4,5	Friday 06/03/2020 By 5.00pm
Task 2 Report (essay): Review and evaluation of instructional design	1750-2000 words	35%	2	1,2,3, 4, 5	Monday 06/04/2020 By 5.00pm
Task 3 Report (major essay): Application of design review	2500-3000 words	50%	3	2,4	Friday 24/04/2020 By 5.00pm

Submission of assessments

Students are required to follow the / â

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UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5123 EDUCATIONAL DESIGN FOR LEARNING IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task: Assessment Task 1 (minor essay)

SPECIFIC CRITERIA

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Understanding of the question or issue and the key concepts involved

