Course Description
MEDD8917 Instructional Design in Higher Education

Course description
Instructional design of teaching and assessment practices is important for student learning at all levels of education. Arguably, such instructional design is even more important in the higher education that aims to educate future professionals. How could teachers design teaching and assessment practices in higher education in ways that enable students to grow as future professionals in the 'knowledge economies'?
This course focuses on the higher education -specific nuances of instructional design. The course will introduce the participants with contemporary approaches to instructional design within the wider contexts of digitalisation, internalization and 'massification' of higher education. The course will also shed light on the role of assessment, grading and feedback design in contemporary higher education. Finally, the course provides some critical tools to understand the changing practices of instructional design within the broader societal movements (e.g., the rise of Artificial Intelligence and the marketisation of higher education).

Course objectives
The course will provide a basic understanding of the most influential theories concerning teaching, learning and assessment in higher education. The course also provides critical tools to evaluate the role and practices of instructional design within the changing landscapes of higher education (e.g., the questions of equity and social justice).

Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. basic theoretical foundation of instructional design in higher education	PLO 1
2. practical skills on designing teaching and assessment practices in ways that align with course and programme learning outcomes	PLOs 1, 2, 3
3. critical tools to evaluate instructional design in higher education in relation to broader societal movements and discourses concerning higher education	PLOs 1, 2, 4, 5

Course assessment methods
• Learning diary • Blog post • Mini project • Participation

Course content and topics
• Introduction: research-based instructional design in higher education • Curriculum design • Learning theories in higher education • Teaching practices • Assessment and grading • Digitalization of teaching and learning • Disciplinary and cultural differences in instructional design

Required / recommended readings and online materials
Some key references: • Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(3), 347-364. • Bearman, M., Nieminen, J. H., & Ajjawi, R. (2022). Designing assessment in a digital world: an organising framework. *Assessment & Evaluation in Higher Education*, 1-14. https://doi.org/10.1080/02602938.2022.2069674

- Furedi, F. (2010). Introduction to the marketisation of higher education and the student as consumer. In *The marketisation of higher education and the student as consumer* (pp. 15-22). Routledge.

Other additional course information

Nil