

Course Description

MEDD8917 Instructional Design in Higher Education

Course description			
<p>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’?</p> <p>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).</p>			
<p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>			
Course objectives			
<p>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).</p>			
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			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Portfolio	Individual (Each artefact carries the weight of 32 %)	96	CLOs 1-5
Perusal conversations	Individual	40	CLOs 1-5
Course content and topics			
<p>Three topics with some key contents:</p> <ol style="list-style-type: none"> 1) Teaching practices in higher education (e.g., lecturing, seminars, work-integrated learning) 2) Assessment practices in higher education (e.g., assessment, grading and feedback) 3) Critical approaches to instructional design (e.g., digitalisation, massification and marketisation of higher education) 			
Required / recommended readings and online materials			
<p>Some key references:</p> <ul style="list-style-type: none"> • Biggs, J. (1996). Enhancing teaching through constructive alignment. <i>Higher Education</i>, 32(3), 347-364. • Bearman, M., Nieminen, J. H., & Ajjawi, R. (2022). Designing assessment in a digital world: an organising framework. <i>Assessment & Evaluation in Higher Education</i>, 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