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| **STRENGTHS** |  |  |  |
| **Project Team comments/suggestions** | **UDL Review** | **HEA Guidelines[[1]](#footnote-1)** | **Unit Chair Response** |
|  | Learning goals in unit stated, and aligned to graduate learning outcomes, and graduate learning outcomes mapped to all unit learning outcomes. | Aim: to cover overall goals for the unit, content and teaching intentions, including opportunities for students to acquire new skills; articulate what students will be able to do at the end of the unit and demonstrate through summative and formative assessment; adhere to academic standards set by educational provider.  | Overall comments: Importantly, the Unit Chair noted that the unit is a large first year unit, with more than a dozen academic teaching staff. As such, the unit does not belong to one academic, but to the discipline. Therefore, differing ideas, and pedagogical approaches have to be a considered and accommodated – so a one size fits all holistic approach is not always workable/possible.The unit chair agreed with the substantive content of the UDL review, noting that it underlined good practice, which should be continued and other suggestions will enhance or resonate with the student feedback in the way we teach. The UDL report will provide a guide to further refining the unit – some aspects will be adopted, while other will provide thought for debate.  |
| Multiple means of representation are also evident in the range of learning resources listed, which included websites, journals, books and DVDs.  | Resources used to deliver the curriculum support a commitment to diversity of content and relevance. Consideration should be given to adequacy of resources, variety of formats and provision of wide range of examples.  |  | The unit includes many films as part of our learning resources and direct students to sites such as Screen Australia and ABC etc. |
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| WEAKNESSES |  |  |  |
| **Project Team comments/suggestions** | **UDL Review** | **HEA Guidelines** | **Unit Chair Response** |
|  | The overall unit goals are could be written in clearer, more specific language, and learning outcomes are not always provided week to week (in lecture and tutorial notes). Inclusive goals 1) separate the goal from the means to achieve it, 2) support various pathways to success and 3) reflect any changes which may occur as a result of this review. | Are the objectives made transparent to students’ pre and post-entry?How clear is the information, advice, and guidance about learning outcomes related to competence standards?Have you ensured that competence standards/outcomes do not discriminate against any equality groupings? | This area has been discussed at the teaching team meeting review of the unit and agreed that there is so much material delivered by way of readings, Study Guide and lectures that there is a need to make clear the key ideas to be grasped and understood each week. The team agreed that refining and streamlining of teaching material is necessary in order to make transparent weekly goals and expectations. |
|  | Prezi is used for some presentations. This format is not screen reader compatible, and many students find its variety of fonts and zooming features difficult to comprehend. For accessibility purposes, Microsoft PowerPoint is the best option at present. | Teaching and Learning materials to promote access for all students. | Good point. One lecturer trialled Prezi in T2, will return to PowerPoint. |
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| OPPORTUNITIES |  |  |  |
| **Project Team comments/suggestions** | **UDL Review** | **HEA Guidelines** | **Unit Chair Response** |
| Encouraging discipline specific knowledge through developing a wiki. <http://online.cofa.unsw.edu.au/learning-to-teach-online/ltto-episodes?view=video&video=245> | Unit glossary to make terms available | The terminology and discourse of sociological and political theory can be off putting for some students. | Acknowledgement that a unit glossary is needed and would be beneficial. |
| A document that outlines clearly for tutors the learning outcomes and expectations about incorporating skills into tutorials. While it is good to encourage ‘open discussion’, the tutorials also provide an opportunity for students to reflect on the ‘how’ of what they are doing, not just the content. It also helps if you make tutors aware of the prior experience of students. Many sessional tutors are currently undertaking their own PhD and may not be aware of the skill level of first year students in particular. |  | Circulating a document to all those involved in teaching and in particular to new or visiting staff that highlights the prior educational experience of students and makes suggestions for how delivery might be tailored in response. |  |
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| THREATS |  |  |  |
| **Project Team comments/suggestions** | **UDL Review** | **HEA Guidelines** | **Unit Chair Response** |
| Study and research skills, struggle with readings, literacy issues  |  |  | Biggest concern is that students are lacking in research skills, literacy/English expression, and fail to undertake all or part of the readings. This is across the board, irrespective of background. There seems to be a reticence on the part of students to engage at any level with the reading, despite being told that it required for seminar preparation. |

## **Overall Areas for Further Improvement**

* Weekly unit goals/key concepts stated more clearly, aligning with Study Guide/Lectures/Tutorials, and working towards optimal consistency across campuses.
* Provision of a Unit Glossary.
* Inclusion of more multi-media content to optimise student engagement and interactivity.
* Consider alternative assessment options that accommodates different learning styles and provides multiple ways to demonstrate knowledge. Students can be provided a range of choices within one assessment i.e. video production, web-site design, traditional text-based report etc **For tips and inclusive strategies see** [**http://www.washington.edu/doit/UDHE-promising-practices/PDF/ud\_assessments.pdf**](http://www.washington.edu/doit/UDHE-promising-practices/PDF/ud_assessments.pdf)
* Detailed rubrics for all assignments.
* Captioning/transcripts of recorded lecture material.

## **Further Suggestions**

* Develop a video with a student in which they share how they improved in sociology to achieve higher grades or negotiated transitional difficulties (TeachAssist can help)
* Develop a resource that helps students read and note-take from a sociology journal article. Possibly a video and transcript. Follow-up with self-assessment component. e.g. reading through a similar journal article.
* Develop a plagiarism and referencing quiz as part of unit. Set this up so that students are required to complete this before accessing their drop box and submitting assignment.
* Provide a space for students to self-assess or reflect on their assignments before submitting.
1. Annotations are drawn from Higher Education Academy (HEA) Inclusive Curriculum Design for Higher Education Literature https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive\_curriculum\_design\_in\_higher\_education: see Introduction and Overview (Morgan & Houghton 2011), Generic Considerations and Subject Guides for Sociology, Anthropology and Politics. [↑](#footnote-ref-1)