

# LIVE the Future AGENDA 2020



## Deakin University Curriculum Framework December 2014

for a brilliant education where students are  
and where they want to go

# Deakin University: Agenda 2020 Curriculum Framework

## Introduction

[LIVE the future: Agenda 2020](#), launched July 2012, encapsulates Deakin University's plan to bring the opportunities of the digital age into the real world of Learning, Ideas, Value and Experience (LIVE). These four important and interconnecting elements make up the Deakin Promise. As a worldly university, informed by its Australian context and engaged with the communities it serves, Deakin promises to advance:

- *Learning*: Offer brilliant education where you are and where you want to go
- *Ideas*: Make a difference through world-class innovation and research
- *Value*: Strengthen our communities, enable our partners and enhance our enterprise
- *Experience*: Delight our students, our alumni, our staff and our friends.

Deakin promises to educate learners for the jobs and skills of the future (graduate employability) through courses enhanced for highly personal, engaging and relevant learning experiences (premium cloud and located learning). Deakin's promises related to Learning include:

- Welcoming committed and capable learners
- Empowering learners for the jobs and skills of the future
- Providing cloud learning globally and locally
- Enabling learners to achieve at their own pace and space
- Strengthening the evidence base of learning.

Key strategies in LEARNING are course enhancements and capacity building to enable evidence for graduate employability through personal, relevant and engaging cloud and located learning experiences. In more detail:

1. Course enhancements: enhancing graduate employability through assessment, work-integrated and career development learning
2. Premium cloud and located learning: personal, engaging and relevant experiences in the cloud, on campuses, at learning centres and industry sites
3. Staff capacity building: ensuring staff feel supported and prepared for:
  - a. teaching in emerging cloud and located environments
  - b. leadership in teaching and learning
  - c. learning research and evaluation.

A brilliant education  
where students are and where they want to go

Evidence for  
graduate  
employability

through

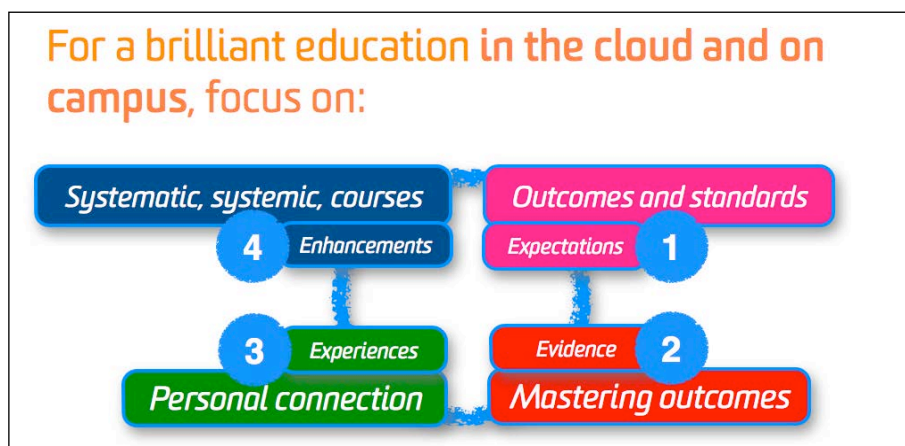
Personal, engaging and  
relevant cloud and  
located learning

The literature in teaching and learning in higher education consistently confirms that excellent student learning is most likely to be achieved when:

1. **Learning outcomes** are clearly articulated and relevant to graduate destinations (Huba and Freed 2000, Ramsden 2003, Biggs 2007, Penn 2011)
2. **Assessment and feedback** are carefully designed opportunities to enable students to demonstrate, improve and evidence achievement of graduate learning outcomes (Nicol and Macfarlane-Dick 2006, Race and Pickford 2007, Yorke 2008, Boud 2010, National Institute for Learning Outcomes Assessment 2010, Yorke 2010)
3. **Educators** engage, enthuse and inspire (Chickering and Gamson 1987, Chalmers and Fuller 1996, Ramsden 2003, Race and Pickford 2007)
4. **Learning experiences, on location or in the cloud**, are highly and personal interactive and focused on engaging learners in authentic tasks and work-integrated challenges (Chickering and Gamson 1987, Holmes 1999, Mentkowski 2000, Magolda 2009).

Deakin's Agenda 2020 Curriculum Framework seeks to focus on these elements through **four key aspects**:

1. **Expectations:** Outcomes and standards clearly signal expectations and are aligned with the Australian Qualifications Framework.
2. **Evidence:** Assessment tasks enable compelling evidence of outcomes and standards, focusing on graduate employability.
3. **Experience:** Inspiring educators offer personal, interactive and engaging learning experiences and resources in cloud and located learning.
4. **Enhancement:** Emphasis is on systematic and systemic evidence-based enhancement of courses.



## 1. Expectations

The [Deakin Graduate Learning Outcomes](#) describe the knowledge and capabilities graduates have acquired and are able to apply and demonstrate at the completion of their course. They consist of outcomes specific to a particular discipline or profession as well as transferable, generic outcomes that all graduates must achieve, irrespective of their discipline area. Learning outcomes are not confined to the knowledge and skills acquired within a course, but also incorporate those that students bring with them upon entry to the course, consistent with the [Australian Qualifications Framework](#) (AQF) pathways policy. They may also include those that the students learn through extra-curricular activities. Deakin's courses must ensure that students develop systematic knowledge and understanding of their discipline or chosen profession, appropriate to their level of study. The Deakin Graduate Learning Outcomes, aligned with professional accreditation requirements, are specified at the course level as overarching Course Learning Outcomes, mapped across units, and incorporated into unit level learning outcomes and assessments.

Course Learning Outcomes specify the outcomes that graduates must achieve (for example, 'must have communication skills'). **Course Learning Outcome Standards** relate to a whole course: they specify the level of performance in those outcomes (for example, graduates must demonstrate discipline-specific written communication skills at a specified performance level). Course Learning Outcomes and Standards incorporate the Deakin Graduate Learning Outcomes and any professional accrediting body's requirements and are aligned with the Australian Qualifications Framework specifications applicable to the relevant qualification. Overall minimum course standards are intended to convey to teaching staff and students the broad expectations of student achievement during and on completion of their degree.

Detailed exemplar **Course Learning Outcome Standards Rubrics** at AQF levels [7 \(Bachelor\)](#), [8 \(Graduate Certificate and Diploma\)](#) and [9 \(Masters by coursework\)](#) have been developed for seven of the eight Deakin Graduate Learning Outcomes (the exception being Graduate Learning Outcome 1 Discipline-Specific Knowledge and Capabilities). The exemplars suggest detailed performance criteria for generic outcomes that students are expected to achieve on completion of their course (in three levels: 'Yet to achieve minimum standard', 'Minimum standard' and 'Exceeds minimum standard'). The exemplars should be contextualised by course teams for each course. Many students are likely to achieve the minimum Course Learning Outcome Standards before the completion of their degree; others will achieve them closer to the completion of their studies. Ideally, every Course Learning Outcome performance criterion, as set out in the detailed Standards

Rubrics, is formally assessed at least once during the course; however, this is not always possible or feasible. From the beginning of their course, students should be required to provide compelling evidence of achievement at least at the minimum standard in each of the overarching Course Learning Outcomes.

Deakin's Graduate Learning Outcomes

- 1 Discipline knowledge
- 2 Communication
- 3 Digital literacy
- 4 Critical thinking
- 5 Problem solving
- 6 Self-management
- 7 Teamwork
- 8 Global citizenship

Outcomes and standards

Expectations 1

1. Specify the course **outcomes** expected in discipline knowledge and generic skills as required in the Australian Qualifications Framework

2. Specify the **standards** required in those Course Learning Outcomes:

Standards for Communication AQF level 7

	Not yet	Minimum	Exceeds
Performance levels			
Potential performance criteria			
Context, audience and purpose	Demonstrates lack of or inconsistent awareness of context and/or purpose so that the audience is unlikely to be engaged, informed or motivated.	Demonstrates consistent awareness of context and/or purpose so that the audience is engaged, informed and motivated.	Demonstrates a thorough understanding of context and purpose so that the audience is highly engaged, informed and motivated.

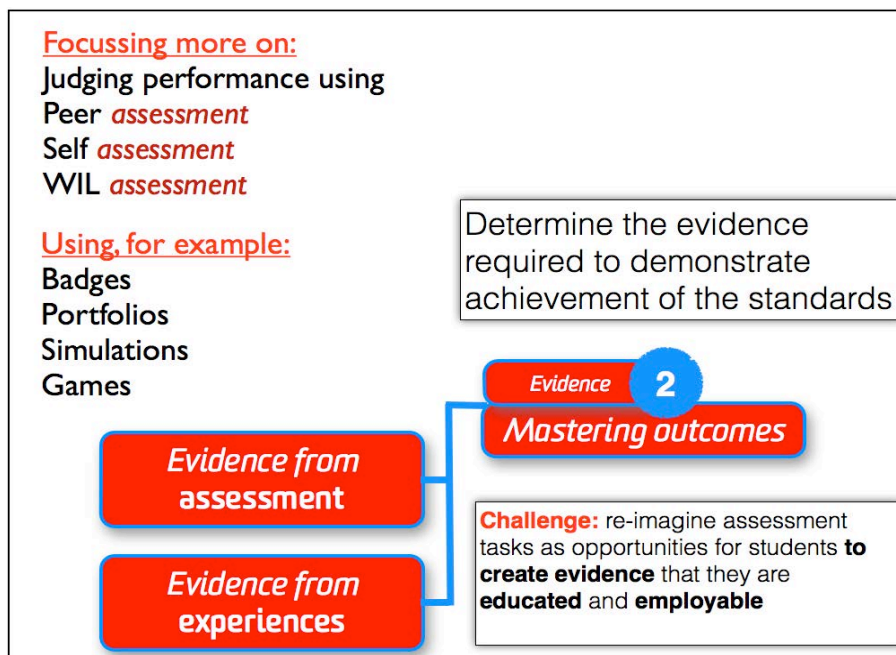
Even better, students should evidence the standards on multiple occasions and in a variety of ways during their course. Students are strongly encouraged to provide evidence that they exceed the minimum performance standards in all Course Learning Outcomes. Overall, the overarching Course Learning Outcome Standards and the detailed Course Learning Outcomes Standards Rubrics guide 'on balance' judgement as to whether a student has attained the expected level of performance. For example, the Standards Rubrics might be used by teaching staff to judge borderline performance between two grade descriptors.

## 2. Evidence

Deakin graduates will be able to evidence Course Learning Outcomes and Standards aligned to the Australian Qualifications Framework. All learning outcomes must be assessed, and assessment tasks provide evidence that Course Learning Outcomes and Standards have been achieved, by the end of the course. Assessment is most effective when:

1. It is used to engage students in learning that is productive
2. Feedback is used to actively improve student learning
3. Students and educators become responsible partners in learning and assessment
4. Students are inducted into the assessment practices and cultures of higher education
5. Assessment for learning is placed at the centre of subject and program design
6. Assessment for learning is a focus for staff and institutional development
7. It provides inclusive and trustworthy representation of student achievement (Boud 2010).

Assessment has several purposes. It provides an opportunity to evidence learning: such evidence can be composed of qualitative judgements about performance, or quantitative test measures. **Some learning outcomes, particularly those related to generic capabilities (such as self-management, teamwork and global citizenship) are difficult to measure and should be judged more qualitatively, based on evidence of performance** (Yorke 2008). Tasks designed to measure learning may require lower levels of cognitive engagement (testing students' ability to recall facts, for example). In higher education, it is appropriate that assessments predominantly require higher levels of cognitive demand (requiring students to apply knowledge, analyse, synthesise and evaluate, for example) (Bloom 1956, Krathwohl 2002). Graduate performance in professional settings is multilayered and complex, and evidence of success is best captured from multiple perspectives in a range of tasks over time. Timely feedback is an opportunity to coach students to improve their performance and readiness for professional life and for engaged citizenship.



### ***Graduate employability, work-integrated and career development learning***

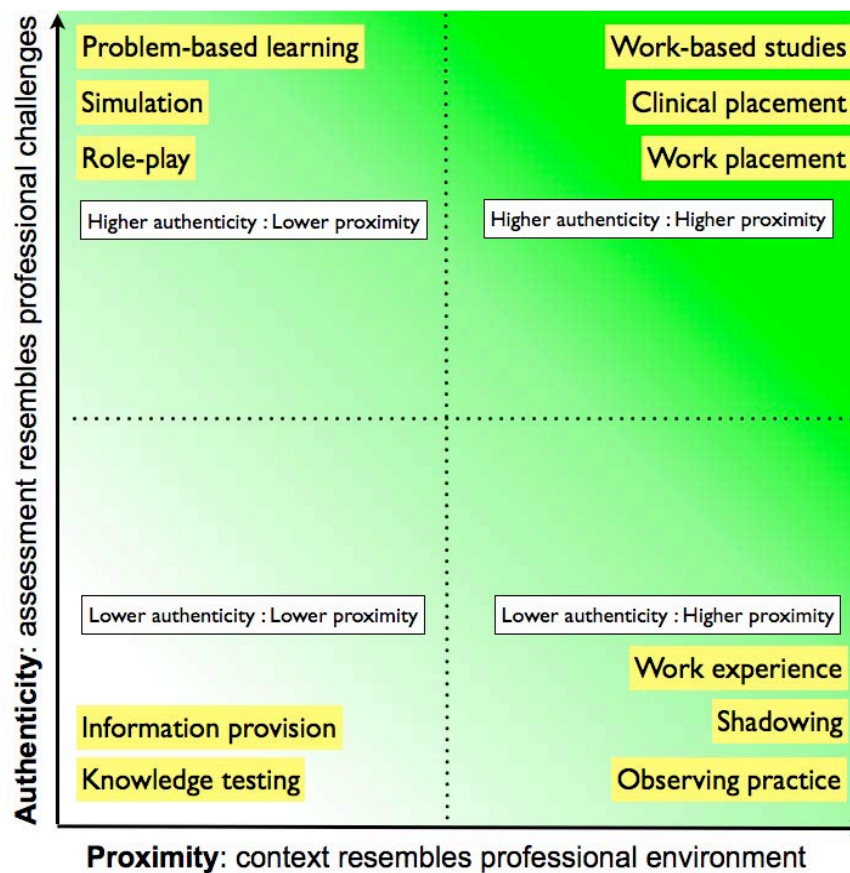
Courses prepare graduates for *employment* and *employability*. Employment is relatively easy to measure, but it is affected by many factors beyond a university's control: they include economic conditions, time of year, discipline and profession and the graduate's intention to find work. Employability, on the other hand, means that graduates have the 'skills, understandings and personal attributes that make [them] more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy' (Yorke 2006, p.8). Again, factors such as a graduate's attitude, personality and motivation are largely beyond a university's sphere of influence. However, the curriculum and the student experience are largely the domain of the university: thoughtful design can maximise graduate employability. Deakin's approach is to contextualise (as Course Learning Outcomes) and embed the Graduate Learning Outcomes (unit learning outcomes reflect the Course Learning Outcomes and are constructively aligned with assessment) and to re-imagine assessment to maximise work-integrated and career development learning. A narrow definition of work-integrated learning (WIL) usually associates it with work placement, work experience and internships although the general definition of WIL holds that it is "an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum" (Patrick, Peach et al 2008) The Australian Collaborative Education Network, a professional association representing higher education WIL practitioners and almost all universities in Australia, identifies some of these approaches which include: internships; cooperative education; work placements, industry-based learning, community-based learning, clinical rotations, sandwich year and practical projects. Additional approaches include: live and virtual simulations, service-based learning, multi-disciplinary projects with industry, and curriculum-integrated, career development learning.

Deakin already offers its students a range of robust WIL learning activities and assessments, particularly **placements** of a wide variety but also **projects** and **problem-based assignments** with real organisations; and **simulations** that are virtual or live. Similar engaging learning activities and assessments provide students with an experiential vehicle through which they can specifically develop Graduate Learning Outcomes, particularly communication, problem-solving, teamwork and self-management, and thus enhance their employability. Badging these credentials would offer students an opportunity to track and evidence the development of skills beyond the formal assessments. A construct of WIL at Deakin seeks to imbue all assessment tasks and learning experiences with:

- **authenticity:** more authentic assessment tasks requiring students to work on problems closely associated with professional contexts, and
- **proximity:** learning experiences that occur in or near real or simulated workplaces and professional contexts.



Deakin's course learning approaches can be mapped to ascertain to what extent assessments and experiences resemble tasks or activities in a student's intended professional field (that is, how authentic the assessment and learning experiences are) and at what proximity (see figure below). Ideally, every course will have a balance of all these types of experiences and assessments.



The authenticity-proximity continuum reflects a wide range of work-integrated learning and career development learning activities and assessments. Approaches that are high in authenticity and proximity typically enable students to:

- Apply theoretical learning to practice in a work-based environment (including volunteer and community-based scenarios);
- Integrate disciplinary knowledge and skills with the Graduate Learning Outcomes;
- Collect evidence via a portfolio that attests to the development of the Graduate Learning Outcomes and other skills and abilities;
- Become reflective practitioners equipping them for continuing professional development and life-long learning;
- Interact directly with representatives from industry, the professions and/or the community;
- Experience a complement of work-related and academic learning, cloud and located; and
- Undertake assessments that reflect practice in the real world, including self- and peer assessment.

Assessment helps students improve their learning by reflecting on and judging their own and peers' performance, so that they might become reflective practitioners in professional and personal life:

*Assessment must foster the kinds of attitudes and dispositions, as well as the knowledge and skills, learners need for the variety of tasks they will be confronted with throughout their lives. This means that our conception of assessment needs to move beyond that of testing what has been taught, or measuring learning outcomes, to encompass one that builds the capacity of students to be effective assessors for themselves and for others (Boud 2010).*

As part of course enhancement, there will be a greater emphasis on integrating more self- and peer assessment into courses, for both summative and formative feedback. Work-integrated learning not only broadens students' exposure and interaction with employers, professionals and the community; it can also serve as an avenue to further strengthen the university-student-organisations partnership.

### 3. Experience

Learning experiences that enable the assessment and achievement of complex learning outcomes require thoughtful design by educators who engage, enthuse and inspire. Active learning occurs in settings that are learner-centred (Cannon 2000) and designed to facilitate the application of knowledge to problem solving, analysis, reflection, critique, and other higher-order thinking. Participation will require learners to interact with learning resources and demonstrate to themselves and others that they have achieved the learning outcomes (Ramsden 2003, Race and Pickford 2007).

<p><b><u>Focussing on, for example:</u></b>          Face to face dialogue          Tutoring          Mentoring          Coaching          Role play</p>	<p><b><u>Using, for example:</u></b>          Small and large events          Analytics          Meetups          Hangouts          Videoconferencing</p>
--	---

Learning experiences in the cloud and on location are **personal, engaging and relevant.**

Inspiring educators are learner-centred. It has been shown that educators who focus on content (and imparting information) encourage surface learning: retention is temporary and life-long learning is minimal. In contrast, a learner-centred approach fosters higher quality learning outcomes and cognitively deeper and richer learning experiences (Newble and Cannon 1995). Optimum learning experiences at Deakin—whether in the cloud, the workplace, the laboratory or on campus—maximise human engagement and interaction, even in the face of challenges such as large classes, distance and time zones, and diverse student ability and motivation. Nevertheless, this is Deakin's goal—to engage and inspire learners through high quality personal connection—between students and educators, peers and the community.

**At Deakin, premium cloud learning and located learning experiences are personal, engaging and relevant.**

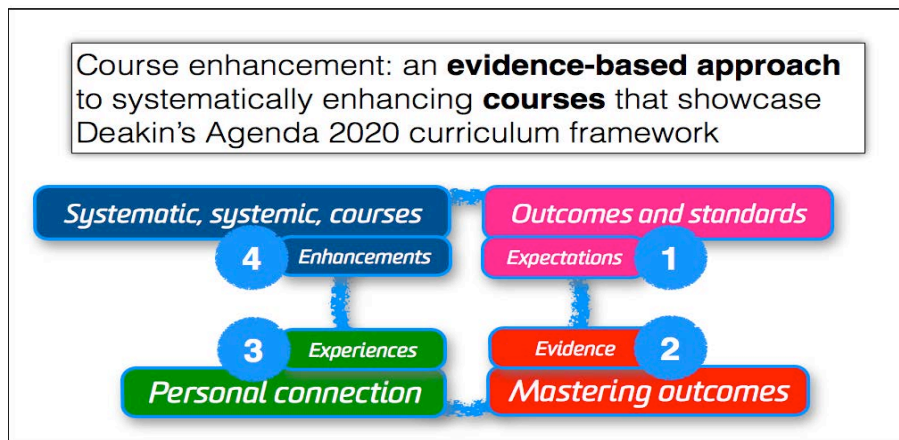
All Deakin courses provide connection with an engaging and active community through CloudDeakin, as well as accessible, media-rich, interactive learning resources. Located learning—on campus, in libraries, at learning centres—is engaging and people-centred and rarely used to broadcast information to students. Physical meetings and events focus on dialogue and interaction, increasingly in aesthetically pleasing and conducive environments that enable engagement and offer access to power, connectivity and comfort.

[CloudDeakin](#) is Deakin's cloud learning environment. As part of *LIVE the Future*, [DeakinSync](#) provides 'one view' of the university's content, data and services, personalised for each individual. CloudDeakin is undergoing enhancement and streamlining to become more flexible, enable easier integration with partners and institutions, and less dependent on a single learning management system platform. Learning applications relating to Evidence and Experience will include badging of a student's portfolio of learning evidence.

One of the great challenges associated with learning experiences is rethinking how we teach—in the cloud and on campus. **Capacity building in teaching in new modes, using emerging tools, must be a priority as part of *LIVE the Future*, within faculties and in partnership with University-wide support services.**

## 4. Enhancement

Until recently, many universities have had an ad hoc approach to quality enhancement, focussing energy and resources on enhancing units rather than courses. To enable rapid achievement of the Agenda 2020 goals, Deakin's focus will emphasise systemic and systematic enhancement of courses.



The Course Enhancement Process is designed to implement Deakin's Agenda 2020 Curriculum Framework—in many ways it is a disruptive shift from previous models. This is often very challenging, and requires ongoing changes to processes and systems. Most of all, it requires patience, persistence and a commitment to solve issues and face challenges in a very dynamic environment.

### In summary: Deakin's Agenda 2020 Curriculum Framework

Deakin's Curriculum Framework has four key aspects. Courses at Deakin are designed for:

1. **Expectations:** Outcomes and standards clearly signal expectations aligned with the Australian Qualifications Framework.
2. **Evidence:** Assessment tasks enable compelling evidence of outcomes and standards, focusing on graduate employability.
3. **Experience:** Inspiring educators offer personal, interactive and engaging learning experiences and resources in cloud and located learning.
4. **Enhancement:** Emphasis is on systematic and systemic evidence-based enhancement of courses.

**Professor Beverley Oliver**  
**Deputy Vice-Chancellor (Education)**



## References and recommended further reading

- Bates, T. and A. Sangrà (2011). *Managing technology in higher education: strategies for transforming teaching and learning*. San Francisco, Jossey-Bass.
- Biggs, J. (2007). *Teaching for quality learning at university: What the student does*. Buckingham, Society for Research into Higher Education and Open University Press.
- Bloom, B. S., Ed. (1956). *Taxonomy of educational objectives: The classification of educational goals. Book 1: Cognitive domain*. London, Longman.
- Boud, D. (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney, Australian Learning and Teaching Council.
- Boud, D. (2010). 'Assessment Futures.' Retrieved 10 February, 2011, from <http://www.iml.uts.edu.au/assessment-futures/index.html>.
- Cannon, R. (2000). *Guide to support the implementation of the Learning and Teaching Plan Year 2000*, ACUE, The University of Adelaide.
- Chalmers, D. and R. Fuller (1996). *Teaching for learning at university: Theory and practice*. London, Kogan Page.
- Chickering, A. W., & Gamson, Z. F. (1987). 'Seven Principles For Good Practice In Undergraduate Education'. *AAHE Bulletin*, 3-7.
- Educause (2009). *7 things you should know about Cloud Computing*. Educause.
- Educause. (2012). *7 Things You Should Know About Flipped Classrooms*. Retrieved 5 March, 2012.
- Herrington, J., R. Oliver and T. C. Reeves (2003). 'Patterns of engagement in authentic online learning environments.' *Australian Journal of Educational Technology* 19(1): 59-71.
- Holmes, L. (1999). *Competence and capability: from 'confidence trick' to the construction of the graduate identity. Developing the capable practitioner*. D. O'Reilly, L. Cunningham and S. Lester. London, Kogan Page: 83-98.
- Huba, M. E. and J. E. Freed (2000). *Learner-centred assessment on college campuses: Shifting the focus from teaching to learning*. Boston, Allyn and Bacon.
- Krathwohl, D. R. (2002). 'A revision of Bloom's taxonomy: An overview.' *Theory into Practice* 41(Autumn): 212-218.
- Magolda, M. B. B. (2009). *Educating for self-authorship: learning partnerships to achieve complex outcomes. The University and its Disciplines: Teaching and Learning Within and Beyond Disciplinary Boundaries*. C. Kreber. London, Routledge: 143-156.
- Mentkowski, M. (2000). *Learning that lasts: Integrating learning, development, and performance in college and beyond*. San Francisco, Jossey-Bass.
- National Institute for Learning Outcomes Assessment. (2010). 'Providing Evidence of Student Learning: A Transparency Framework.' Retrieved 25 March, 2011, from <http://www.learningoutcomeassessment.org/TransparencyFramework.htm>.
- Newble, D. and R. Cannon (1995). *A handbook for teachers in universities and colleges: A guide to improving teaching methods*. London, Kogan and Page.
- Nicol, D. J. and D. Macfarlane-Dick (2006). 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice.' *Studies in Higher Education* 31(2): 199-218.
- Patrick, C.-j., D. Peach, C. Pocknee, F. Webb, M. Fletcher and G. Pretto (2008). *The Work-Integrated Learning Project: A national scoping study. Final report*. Brisbane, Australian Learning and Teaching Council.
- Penn, J. D., Ed. (2011). *Assessing Complex General Education Student Learning Outcomes*. New Directions for Institutional Research. San Francisco, Jossey-Bass.
- Race, P. and R. Pickford (2007). *Making Teaching Work*. London, Sage.
- Ramsden, P. (2003). *Learning to teach in higher education*. London, Routledge.
- Sadler, D. R. (2009). 'Indeterminacy in the use of preset criteria for assessment and grading.' *Assessment & Evaluation in Higher Education* 34(2): 159-179.
- Sadler, D. R. (2009). *Transforming Holistic Assessment and Grading into a Vehicle for Complex Learning*. *Assessment, Learning and Judgement in Higher Education*, G. Joughin, Springer: 1-19.
- Smith, M., S. Brooks, et al. (2009). *Career Development Learning: Maximising the contribution of work-integrated learning to the student experience*. Sydney.
- Stevens, D. D. and A. J. Levi (2005). *Introduction to rubrics*. Sterling VA, Stylus Publishing.
- Yorke, M. (2006). *Employability in higher education: what it is - what it is not* *Learning and Employability Series*, Higher Education Academy.
- Yorke, M. (2008). *Grading Student Achievement in Higher Education: Signals and Shortcomings*. Abingdon, Routledge.
- Yorke, M. (2010). *Assessing the Complexity of Professional Achievement. Assessing the complexity of professional achievement: Learning to be Professional through a Higher Education e-book*.