Charles Sturt Subject Expectations for Student Success

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Purpose

To enhance student success by providing consistent and well delivered subjects that align to the Charles Sturt course design and subject principles and promote retention and progression.

Background

This document will guide your subject design and development. It aims to provide guidance and direction for an outstanding and inspiring student experience. It is a combination of *Pedagogical Principles and Expectations for Effective Teaching* and *Subject Expectations for Student Retention* presented to the Learning and Teaching Leadership Team August 2023 meeting.

Aligned with this work, the Course Retention Project reviewed subject information, communications, and interactions. The need for more consistency in the student experience was noted across their enrolment. This is particularly important for service teaching, where subjects offer students a different experience.

The Subject Expectations form part of the Charles Sturt landscape, aligning to our pedagogical design principles and Education Visioning Strategy 2030.

Pedagogical Design Principles

The course design process supports our strategy for learning and the student experience. It's aligned to rich learning engagement that incorporates:

- inclusive practice
- interaction with technology
- authentic assessment.

The Curriculum Architecture Principles (CAPS) list provides pedagogical design principles that start at a high level and go into the details of course structures. The CAPS:

- align with regulation and policy
- guide effective course design and governance
- ensure courses are succinct and clear
- allow room for flexibility.

The following links take you to the foundational pedagogical principles we use to guide our teaching at Charles Sturt. In these guiding documents you will find information on scaffolding content, designing effective assessments for learning and tips and tricks for planning and delivering your subject.

- Course Design Principles
- Subject Design Principles
- Assessment Design Principles
- Subject Delivery Guide
- Calibrating Student Workload
- LMS Design Principles

All subjects should meet the Subject Expectations to ensure students receive a consistent and high-quality learning experience in their course/s. However, there may be variations in some subjects if they have a Work-integrated Learning (WIL) component or include an intensive learning experience.

When followed in their first year of study and throughout the course of study, these expectations will greatly improve the student experience and progress rates across the university.

The Subject Expectations are divided into two stages:

1) Subject Design, including the set-up on the LMS site, and

2) Subject Delivery - actions to undertake as the session progresses.

Subject Expectations for Student Success checklist

Pedagogical Design Principle	Subject Expectations
Communication - connect and engage, early and often	*Subject design*
	☐ Include a 'Welcome Announcement '(with photo or video) before the subject sites become available to students on the Monday of week -2. You should also include an overview of the subject and information on compulsory elements. • Share staff contact details, virtual office hours, preferred student communication methods (email, discussions, etc.), and expected response times.
	☐ Develop pre-recorded concept lectures, to introduce and reinforce key content. • Weekly short videos or podcasts (may include short, engaging videos from other sources).
	Subject delivery
	☐ Each week during the session establish a clear link between the Subject Learning Outcomes and the assessment tasks so that ensure students can see the connection.
	☐ Post weekly announcements to focus on upcoming key dates and key tips for content consumption. • Every announcement should include subject coordinator's name, role, and email and be professional, friendly, and complete. • Try to avoid last minute announcements.

Pedagogical Design Principle	Subject Expectations
	☐ Include active and collaborative learning opportunities in synchronous learning sessions (to enhance learning and increase student engagement). • Ensure that the content is engaging and not just a repeat of other content. • Make sure that the camera is on, and that you are using a professional background and quality microphone.
	☐ Make sure that the synchronous learning sessions are consistent across all offerings to ensure equity for all cohorts. • Professional Lecture notes that link directly to the learning outcomes. • Ensure that lesson plans for all tutorials include activities and link to assessments.
	☐ It is vital that all recordings and resources (e.g., slides) associated with synchronous learning are published in a timely fashion to support learning and revision: • available the following business day. • ensure on campus recordings of a reasonable quality.
	☐ Be sure to include at least one monitored discussion forum for student feedback. Where internal cohort discussions have limited uptake, consider merging the discussion at a subject level.
	☐ Please respond promptly to student correspondence.
Scaffold content	*Subject design*
	☐ Keep it simple - differentiate core content from supplementary, more in-depth material and eliminate peripheral and overly complex learning content.
	☐ Be consistent in the structure and progression of content and learning activities throughout the subject for each week so that it is clear for students what to expect in each topic (video, reading, learning activity, reflection, etc.)
	☐ Content meets accessibility requirements. • Use ALLY to ensure all images have alternate text added.

Pedagogical Design Principle	Subject Expectations
	☐ Use consistent language with key terms (e.g., discussion and assessment)
	☐ Ensure that all learning activities are available throughout the content to scaffold learning and skills development required within assessment. • These activities should allow students to assess their progress in the subject and provide feedback. • The aim of the activity should be clearly articulated. • Use a variety of activities and tools to support engagement and reflection (e.g, discussions, Padlet or H5P.
	☐ Use content sub-divisions to promote clarity and aid navigation. • Each week's content includes a checklist to aid students in understanding the structures and expectations of online learning (e.g., study planner; checklist; to do list).
	☐ Ensure that all readings are available through Leganto, to provide students a consistent way to access library resources. • Include a direct link or standard link to the resource. A link to a 100 page pdf with no clear guidelines to read the executive summary is overwhelming for students.
	Subject delivery
	☐ Provide the students with explicit guidance on the purpose of learning and how the content and activities prepare them for assessment and professional practice (where relevant). • Clearly explain the relevance and expectations of student engagement with readings and link to the weekly content.
	☐ Provide clear guidance and resources on using the technology required within the subject. • Excel, PowerPoint, Panopto (e.g., how to use captions), PebblePad

Pedagogical Design Principle	Subject Expectations
Assessment for learning	*Subject design*
	☐ Use a course-level view of assessment to support the student experience and minimise over assessment within subjects and courses. • Refer to the CS Guidelines for Calibrating Student Workload • Aim to schedule on a course-based approach, not as stand-alone subjects. • Use the subject cohort snapshot to see common subject enrolments.
	☐ Always provide a clear rationale and purpose for learning activities in the learning content, aligned to relevant assessment. Assessment should be logically sequenced and scaffolded across the subject.
	☐ Ensure the assessment task descriptions are clear and explicit so that the students understand the expectations and requirements.
	☐ Avoid unnecessary hurdles in first year subjects and consider a mastery approach to learning with multiple attempts, if appropriate, for some assessment types.
	☐ Communicate specific criteria for success via a rubric or grading schema.
	Subject delivery
	☐ Provide feedback on all assessment tasks, including early assessments. • Feedback for learning should be constructive, meaningful, personalised, and timely, supporting students to build enhanced learning capacity.