Subject Transition Framework (STF)

A flexible resource to support subject design during JCU's calendar transition to trimesters and intensives.

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Introduction

The Subject Transition Framework (STF) is a flexible resource to support subject design during JCU's calendar transition to trimesters and intensives (i.e., carousel). Specifically, the STF supports the refinement and alignment of curriculum, assessment, and teaching for student learning. The STF consists of the following resources:

1. Rationale: A brief background and rationale for JCU's calendar transition.
2. Calendar: The proposed calendar showing the relationship between trimesters, intensives, and semesters.
3. Subject Changes Calendar: The timeline for making changes to courses and subjects.
4. Process: A four-stage process (i.e., Review, Design, Develop and Deliver) to refine and align subjects through the transition.
5. Principles and Values: A summary of formal JCU principles, values, and policies that guide course and subject design.
6. Guide and Resources: A checklist and set of resources for refining and aligning curriculum, assessment, and teaching and learning activities.
7. Templates (Trimester & Carousel): Templates to support subject design through the transition to trimesters and/or carousel intensives.
8. Example Templates: Three examples that demonstrate differences between semester, trimester, and intensive study modes for a fictional subject.
9. Example Design Insights: Insights into design strategies based on the examples.

Where to begin?

The STF can be used in different ways by individual subject coordinators of design teams. To begin:

1. Scan the STF resources.
2. Locate your subject outline and LearnJCU site.
3. Select and adapt the Template (Trimester and/or Carousel Intensive) for your needs.
4. Move into and through the transition process as appropriate to your needs.

The Subject Transition Framework (STF) is an initiative of the Centre for Education and Enhancement (CEE) at James Cook University.
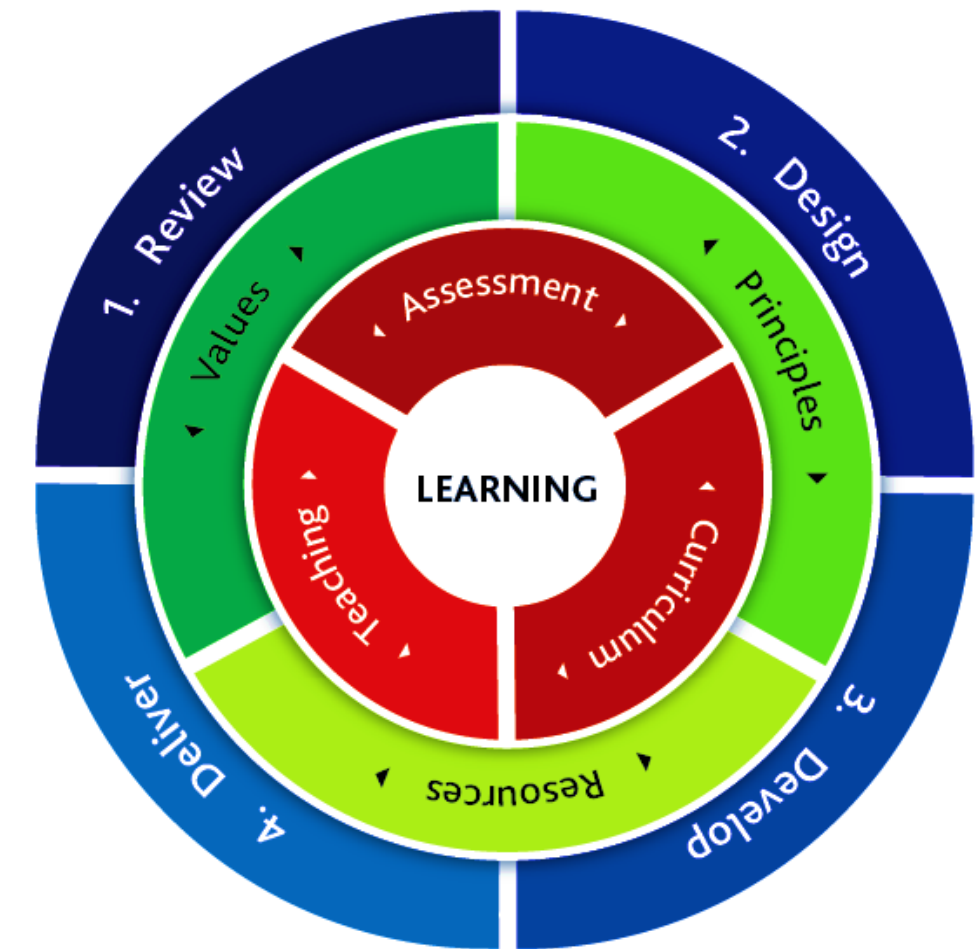
Subject Design Model

The model represents subject design as:

1. an ongoing process (i.e., Review, Design, Develop, Deliver)
2. purposeful and practicable (i.e., Values, Principles, and Resources)
3. aligning and refining (i.e., Curriculum, Assessment, and Teaching), and
4. centred on students' learning.

Subject Transition Rationale

A brief background, context, and explanation for JCU's calendar transition to trimesters and intensives.

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'We are unique among Australian universities, woven into the intellectual, economic, and social fabric of our communities and set amid irreplaceable ecosystems and cultures. We provide a practical and experiential, research-rich learning environment for our students, fostering their professional expertise and intellectual curiosity.' (JCU Corporate Plan)

Why is JCU transitioning?

The move to trimesters and intensives helps to simplify and align study periods in response to demand for year-round learning across JCU's locations. Importantly, the move responds to regional students' needs to balance university commitments with work and family. The calendar transition provides an opportunity to realise the JCU Model through highly relevant curriculum, authentic assessment, and inspired teaching – all aligned for active learning, embracing the distinctiveness of its students and its dedication to the region.

The Australian and global higher education sector has experienced significant disruptions in the twenty-first century. Globalisation, climate change, the COVID-19 pandemic, Industry 4.0, automation, and artificial intelligence (AI) pose challenges and present opportunities for universities. Accordingly, many universities have transformed teaching and learning for more authentic, aligned, flexible, and personalised student experiences.

What is JCU transitioning to?

JCU is transitioning to a three-tier academic calendar with trimesters as the primary model, complemented by intensives (carousels) and traditional semester-based study periods. JCU currently has approximately 40% of students undertaking subjects in trimester and carousel models across locations, and several condensed models of 7–10-week subjects (e.g., fieldwork). The refreshed JCU Academic Calendar is summarised as follows:

- Three equal study periods of 10 weeks in a calendar year
- Study plans organised on a 3+3+3 model per year (JCUS will continue with the accelerated 4+4+4 model)
- Mid-session non-teaching week(s) – study week for students
- One week study vacation period, followed by an official examination period of 9 days
- A three-week break between study periods.

The carousel model includes:

- Six equal study periods of 6 weeks in a calendar year
- A one-week formal assessment period at the end of each study period. There are no centrally administered exams permitted in a carousel subject.

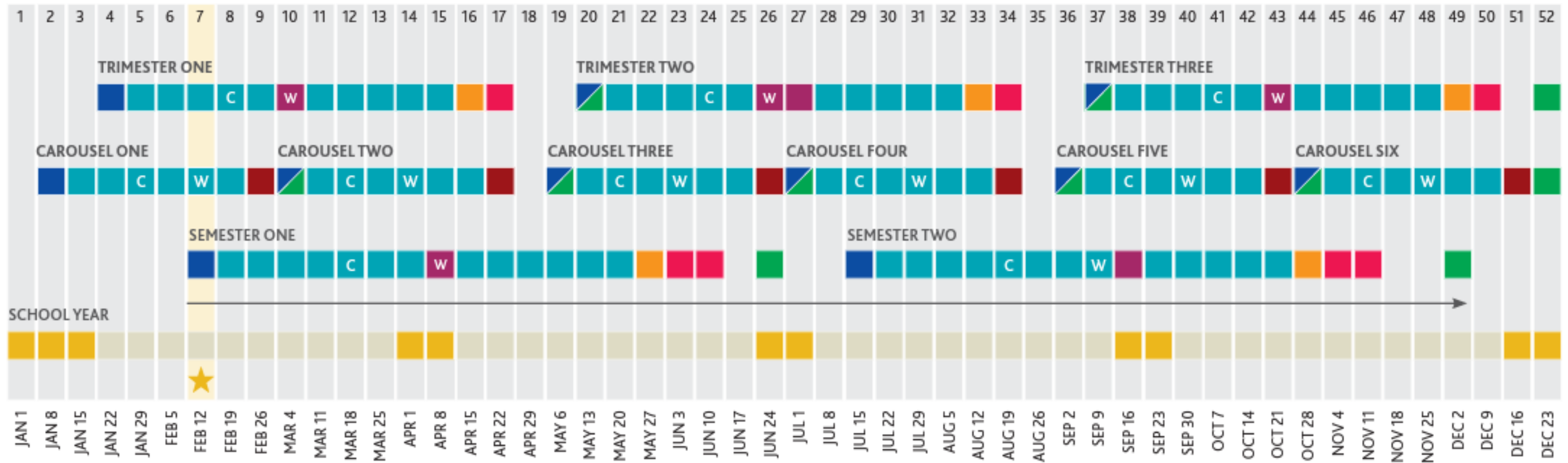More information on the transition to trimesters is available here:

- Student Trimester FAQs
- Staff Trimester FAQs

How will the transition be supported?

The transition invites a purposeful transformation of curriculum, assessment, and teaching, aligned to the JCU Model and Colleges' Signature Pedagogies. The Academic Calendar Advisory Committee (ACAC) will attend to policy, systems, administration, and other identified institutional issues, while the Academic Implementation Group (AIG) will oversee the redesign of subjects ready for delivery under the new calendar. The Centre for Education and Enhancement (CEE) has developed this Subject Transition Framework (STF) to provide guidance for subject design and development. CEE staff will work with Subject Coordinators and others, as necessary, to support subject redesign.

JCU Academic Calendar 2024

The proposed calendar showing the structure and relationship between trimesters, carousel intensives, and semesters.

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KEY

- ORIENTATION
- STUDY PERIOD
- RECESS
- STUDY BREAK
- EXAMS
- ASSESSMENTS
- RESULTS
- SCHOOL TERM
- SCHOOL HOLIDAYS
- C CENSUS DATE
- W WITHDRAWAL
- ➤ CHAINED SUBJECTS

IMPORTANT DATES

10-12 Feb ★	Lunar New Year
7-10 Apr	Easter Weekend
4 Mar	International March Intake
1 Jul	International July Intake
28 Oct	International November Intake
TBC	Graduation

NOTES

* SP3-17 will remain in use in 2024 but will be removed in 2025.

JCU Subject Changes Calendar 2023

This table identifies key dates changes to subjects that require formal approval from the College Curriculum Management Committee

Month	Item of Business	Month	Item of Business
February	Nil	July	**Subjects** □ Amendments for teaching period 1, 2024: • Learning Activities
March	**Subjects** □ Amendments for teaching period 2, 2023 • Learning Activities **Courses** □ P1 – New Course Concept Plan (new undergraduate course for 2025 intake)	August	Nil
April	Nil	September	**Courses** □ P2 – Full Course Proposal (new undergraduate course for 2025 intake)
May	**Courses** □ P2 – Full Course Proposal (new postgraduate course for 2024 intake) □ P2 - Significant amendments to: • category type/AQF level • field of Education • credit value/volume of learning /expected EFTSL to complete course • honours type (end-on, embedded) • learning outcomes • course structure e.g., removal of, or change of credit value of all majors	October	Nil
June	**Subjects** □ Amendments for teaching period 2, 2023: • Description • Learning outcomes • Assessment • Special assessment requirements • Pre-requisites/co-requisites/anti-requisites • Course codes permitted/not permitted to enrol □ New subjects for 2024 □ Amendments for teaching period 1, 2024: • Availabilities (study period, campus, attendance mode) • Subject title • Results type □ Amendments for teaching period 2, 2024 • Availabilities (study period, campus, attendance mode) • Subject title • Results type **Courses** □ M1 - Amendments to course structures for 2024 □ M1 - Amend course availabilities for 2024 □ M1 - Not offer a course in 2024 □ S1 - Suspend a course in 2024 □ D1 – Discontinue a course in 2024 □ P3 – New major or minor in 2024	November	**Subjects** □ Amendments for teaching period 1, 2024: • Description • Learning outcomes • Assessment • Special assessment requirements • Pre-requisites/co-requisites/anti-requisites • Course codes permitted/not permitted to enrol • EFTSL distribution □ Amendments for teaching period 2, 2024 • EFTSL distribution **Courses** □ P1 – New Course Concept Plan (new postgraduate course for 2025 intake)

Subject Transition Process

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1. Review (Start here)

- Locate the subject outline and subject site.
- Locate and reflect on current subject performance data.
- Reflect on implications of new JCU Academic Calendar for the subject design.
- Read the Subject Transition Principles.
- Read the Subject Transition Guide checklist.
- Reflect on personal observations and feedback collected through previous subject delivery – what's working, what isn't, and what needs to change?
- Review the subject learning outcomes and assessment.

2. Design

- Read the Subject Transition Guide and engage with resources, support, and examples as required.
- Apply constructive alignment to the design of the subject – what learning outcomes (LOs) need to be achieved, how will students demonstrate achievement of LOs, and what teaching and learning activities will enable this achievement?
- Complete the Subject Transition Template.
- Design assessment tasks, rubrics and learning activities.
- Consider using GenAI tools (e.g., ChatGPT) to facilitate the design.

4. Deliver

- Facilitate and deliver the new subject in ways that reflect the principles and priorities of the new design providing an engaging and authentic learning experience for students.
- Provide timely and effective feedback on progress and assessment.
- Record personal observations and feedback from students throughout the delivery – what's working, what isn't, and what needs changing in the next iteration?

3. Develop

- Create and develop the components of the subject seeking help and advice where required.
- Develop the design and resources using standard JCU formats and technologies (e.g., Assessment templates, LearnJCU templates)
- Upload the new subject resources (e.g., subject topics, orientation videos, assessment items, activities) ready for subject delivery.

1. Review
2. Design
3. Develop
4. Deliver
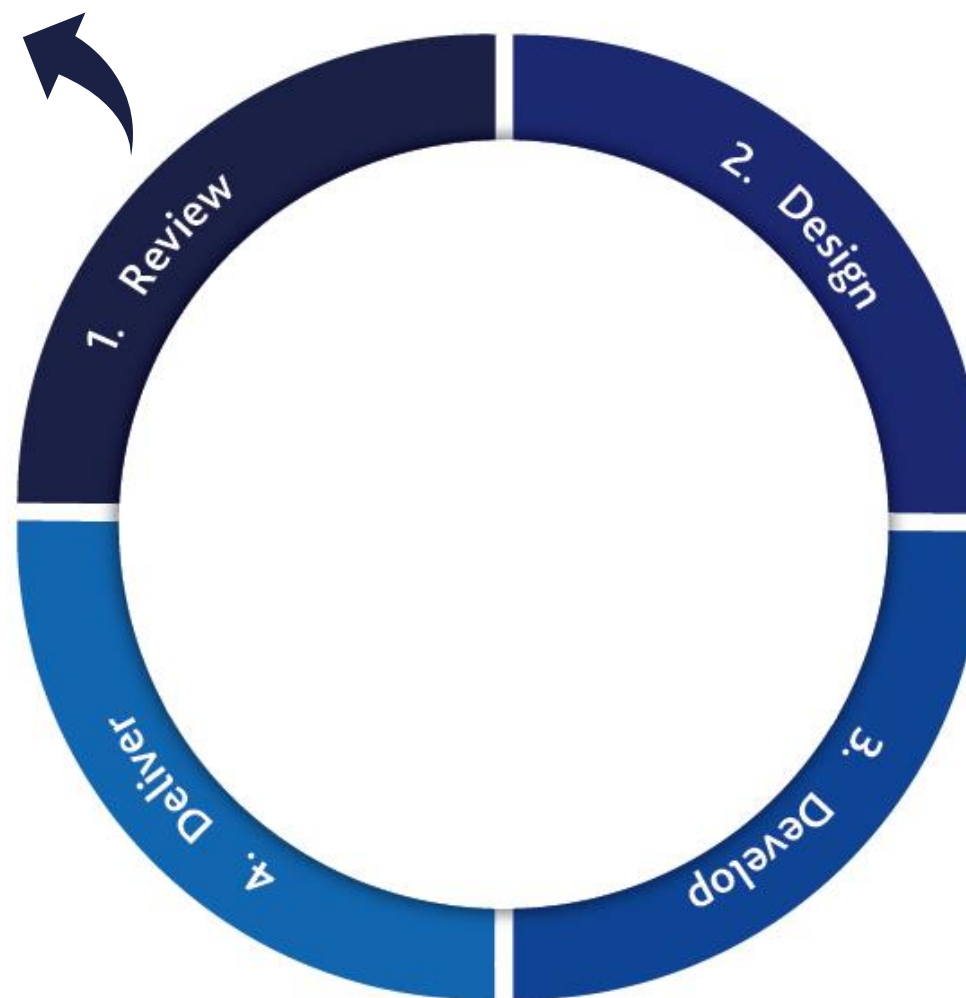
Subject Transition Principles and Values

JCU's distinctive principles, values, and policies help to inform subject design and delivery.

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Purpose	*JCU aims to create a brighter future for life in the Tropics and beyond, through education and research that makes a difference locally, and globally.*			
JCU Core Principles	**People** • embrace the diversity of the communities • create opportunities and enduring social, cultural, and economic benefits • work collaboratively and respectfully with different perspectives • welcome partners and communities as an integral part of our endeavours	**Place** • recognise place is not just location but people and interactions • focus on the people and communities of the Tropics. • meet the needs of the community, employers, and industry • locate our learning and students in places and sites in communities, cultures, environments, and landscapes	**Education** • foster equitable, inclusive, and high-quality learning • promote intellectual curiosity, knowledge, skills, and disposition to succeed in a global workforce • provide opportunity for our students to make a difference in their fields of endeavour and in their communities	**Research** • generate new knowledge and understanding to meet challenges • deliver innovative and impactful outcomes focused on a sustainable future
JCU Core Values	**Authenticity** • work in, with and for the communities in which we are based • respond to their needs • champion transformative education and research • act ethically, transparently and with generosity of spirit.	**Excellence** • respond to the unique characters of the places in which we work • reflect commitment to excel in everything we do.	**Integrity** • hold ourselves to the highest standards of professional and scientific conduct • proactively identify and act on barriers to inclusiveness and diversity in all aspects of university life.	**Respect** • foster a respectful environment for robust debate and a diversity of ideas, • engage staff and students in a supportive, culturally respectful and connected community of higher learning

JCU Model Principles	**Student Success**	**Place Based**	**Culturally Capable**	**Job Ready**	**Digitally Enabled**	**Research Led**	**Globally Engaged**
	• Embrace diversity in our student populations, valuing their voice and partnerships • Foster supportive, inclusive, and equitable student experience and wellbeing • Provide peer-to-peer support opportunities • Create authentic and developmental learning activities and assessment that enables students to demonstrate appropriate knowledge, skills, and application • Use data to inform course, subject and module design and the student experience	• Provide students with place-based education in and about the tropics, regions, and places • Enact connections and collaborations to, with and for communities, industries, and training and research agencies, including consultative or expert panels • Foster regional and tropics focussed partnerships including co-development and co-teaching of courses, subjects, and modules	• Design activities to learn about Indigenous people as a People of Place, Knowledge, and Science • Provide opportunities to develop capacities to navigate complexities of the interface between Indigenous people and Western disciplines, knowledge, and practice • Cultivate experiences that foster inter-cultural learning, sustainable and ethical practices that promote global connection	• Build transferable skills cumulatively across subjects, modules, placements/fieldwork, and courses • Provide opportunities within courses for work integrated learning through student placements (including simulated placements) and/or authentic projects associated with the world of work • Embed career development learning within courses that is designed to prepare students for the rapidly changing world of work, and lifelong learning	• Develop digital literacies including a sense of digital self for safety and privacy • Make use of technology-enhanced learning that is accessible, flexible, and supportive of student success • Embed technologies to provide innovative and interactive experiences that prepare students for the current and future needs of the world of work	• Integrate current and relevant discipline - specific research in course, subjects, and modules • Provide opportunities for students to build research and inquiry skills in course, subjects, modules, and places • Engage with the scholarship of learning and teaching to enrich student success	• Integrate international perspectives and experiences in learning and student life activities • Encourage student mobility • Promote interactions amongst students from different cultural backgrounds to support a sense of belonging

LTA Core Principles	**Learning (Students)**	**Curriculum**	**Assessment**	**Teaching**
	• Students' success is built on their whole-of-University experience. JCU is committed to student engagement and success by working in partnership with students and responding to their voice.	• Students participate in engaging and futures-orientated courses and subjects. Students are supported through an aligned curriculum with clear statements of intent and demonstrable learning outcomes that respond to professional and discipline requirements.	• Assessment is valid, fair, authentic, developmental, transparent, and varied across subjects and disciplines. Aligned and authentic assessment enables students to demonstrate appropriate knowledge, skills, and application.	• Student learning is facilitated by teaching that is inspiring, motivating and research-informed. Teaching develops and draws on a repertoire of skills and strategies in order to respond to students' needs, changing contexts and settings.
Learning, Teaching, Assessment (LTA) Policy	• Learning and teaching at JCU builds and develops students' academic, transferable, and career management skills. • Students' success is prioritised in the provision of targeted and timely educational support, communication, feedback, and quality learning resources. • Learning, teaching, and assessment practices accommodate student diversity including the under- representation and/or disadvantage experienced by identified groups. • Learning, teaching, and assessment at JCU allows for flexibility in delivery of courses and subjects.	• Curriculum at JCU is aligned, distinct and coherent; evidence-based, and research-informed; inclusive; and responsive to the rich diversity of student backgrounds and future pathways. • Offered in ways that provide students with some flexibility, while meeting learning outcomes, accreditation demands, and discipline standards. • Curriculum design includes the development of transferable skills, digital literacy, and authentic learning. • Course and subject learning outcomes must be specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators. • Course and subject review must be informed by, and responsive to, feedback. • Course and subject enhancement is led by a cyclical process of design and review.	• Assessment at JCU is equitable; consistent with the learning outcomes being assured; and capable of confirming that all specified learning outcomes are achieved. • A variety of assessment methods are used to assess students' knowledge, skills and application. • Assessment processes must support JCU's commitment to academic integrity. • Feedback to students must be timely, constructive, clear, and purposeful. • Moderation of assessment is undertaken to ensure fair and consistent marking. • Assessment grades and subject results must reflect the level of student attainment and be formally communicated to students in a timely manner. • Students have the right to request a review of grades and results, and to appeal the outcome of a review. • All students must make themselves available for assessments and examinations at the scheduled times, and may apply for Special Consideration if affected by Extenuating Circumstances.	• Teaching at JCU enables students to achieve course and subject learning outcomes; Is scholarly, reflective, research-informed, and discipline-specific; incorporates a variety of methods and modes; and has a local and global outlook which is focused on the Tropics, connected to community; and internationally and culturally informed. • Teaching environments are fit-for-purpose, student-centered, and technology-enhanced. • Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort. • Academic staff participate in personal and professional reflective practice and continuing professional development activities. • Excellence in teaching is valued and recognised.

Subject Transition Guide & Resources

A flexible guide and resources to inform and support subject design.

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		Design and Review Checklist (*Priority areas shaded)	JCU Resource Links	Where can I get human support?

CURRICULUM

Learning Outcomes
- ☐ are informed by JCU principles and are consistent with JCU policy.
- ☐ are measurable and align to the course-level outcomes.
- ☐ are stated clearly and written for the learner.
- ☐ are appropriate to the level of the subject.

Topics
- ☐ are aligned with the course and subject learning outcomes.
- ☐ reflect disciplinary standards and university principles and priorities.
- ☐ are clearly labelled and described for the learner.
- ☐ are logically sequenced and organised at course and subject level.

Key Concepts
- ☐ are consistent with the outcomes, topics, and assessments.
- ☐ reflect disciplinary standards and university principles and priorities.
- ☐ are clearly labelled and described for the learner.
- ☐ are logically sequenced and staged for learning (e.g., threshold concepts).
- ☐ are suitable for the subject level.

Centre for Education and Enhancement
- Universal Design for Learning (UDL)
- Education Strategy
- The JCU Model
- Curriculum Design
- Subject Outcomes
- Course and Subject Outcomes
- Subject Outline Template
- Subject Lifecycle
- Subject Site Set-up
- Learning Analytics

ASSESSMENT

Assessment Items
- ☐ are clearly aligned to learning outcomes and assessment methods.
- ☐ are consistent with JCU policy in number, sequence, type, and weighting.
- ☐ reflect JCU principles and priorities (e.g., Academic Integrity; Authentic Assessment).
- ☐ include clear details (e.g., due date, weight, length, type), descriptions and instructions.
- ☐ include specific criteria and descriptors in rubrics used for grading.
- ☐ are sequenced, varied, and suited to the subject level.
- ☐ provide opportunities for learners to track their progress through timely and effective feedback.
- ☐ consider student and staff workload (e.g., number of items and submission points).

Assessment Support
- ☐ includes clear in-subject explanations of assessment tasks and expectations.
- ☐ is communicated by a clear description of the support offered and how to obtain it.
- ☐ includes links to accessibility policies, student services and resources that can help learners succeed.
- ☐ includes links to academic support services and resources (e.g., library and learning advisors).

Assessment at JCU
- Designing Assessment
- Assessment & Feedback
- Assessment Methods
- Developing Rubrics
- Moderation Essentials
- Creating Rubrics in LearnJCU
- Interactive Rubrics
- Using Rubrics
- Grade Centre Set-Up
- Academic Integrity
- Student Assessment Support

TEACHING

Learning Activities
- ☐ are clearly aligned to learning outcomes and assessment.
- ☐ provide opportunities for active learning
- ☐ are attentive to signature pedagogies (i.e., discipline-specific ways of teaching).
- ☐ are feasible and practical in terms of materials and technologies (e.g., available learning spaces)
- ☐ include clear instructions and requirements for learner interactions with peers and staff.

Materials
- ☐ support the achievement of learning outcomes.
- ☐ are selected to reflect JCU principles and priorities, including accessibility.
- ☐ are clearly related to learning activities.
- ☐ model the academic integrity expected of learners.
- ☐ represent current theory and practice and reflect the teaching-research nexus.
- ☐ include alignment to relevant professions, industry, career development and employability.
- ☐ include variety that promotes active learning in different ways.

Technologies
- ☐ are deployed across the subject support the achievement of learning outcomes.
- ☐ promote learner engagement and active learning.
- ☐ are varied and appropriate.
- ☐ are used with consent to protect student data and privacy, where relevant.
- ☐ facilitate ease of navigation and a consistent learner experience.
- ☐ are used to facilitate readability and accessibility use of multimedia.
- ☐ provide accessible text and images in files, documents, LMS pages and web pages.
- ☐ provide alternative means of access to multimedia content in different formats.

Teaching at JCU
- Universal Design for Learning (UDL)
- Blended and Active Learning
- Technology-Enhanced Design
- Teaching with Technology
- Content and Learning Resources
- Communication Tools
- Learning Analytics
- Data & Evaluation
- Online Teaching Tools
- Artificial Intelligence at JCU
- Artificial Intelligence (AI) Collection
- Career Development and Employability
- Work Integrated Learning

Where can I get human support?

Subject Administration Support: Please consult with your Course Coordinator and/or ADLT, especially for subject changes that:
- ➢ require formal approval (See Subject Changes Calendar).
- ➢ relate to the position and function of the subject with the course.

Your ADLT will be able to liaise with the Curriculum Management Team for support with approvals, accreditation, and subject reviews.
- ➢ Curriculum Management Team

Teaching & Learning Support: Consult with CEE staff and your ADLT if you require expertise in the applied scholarship of curriculum, assessment, and teaching, and the learning environment of LearnJCU.
- ➢ CEE Support
- ➢ Educational Design Support
- ➢ Digital Media Support
- ➢ Learning Environment Support

Technological Support: Consult with the Learning Technologies Team for the subject application of designed learning activities.
- ➢ LTech@jcu.edu.au

Career Development Support: Consult with the Career Development and Employment Team to support subject resources related to careers.
- ➢ Career Development and Employability Support

Curriculum Resources and Research Support: Consult with the JCU Library staff for support with teaching and learning resources and research.
- ➢ JCU Library support for lecturers

Student Support: Consult with Learning Advisors at The Learning Centre to understand support for student experience of subjects.
- ➢ The Learning Centre

GenAI Support: For GenAI support with subject design, see CEE Information Sheet:
- ➢ Using GenAI to support subject design

Subject Planning Template: Trimester

An adaptable template for aligning subject curriculum, assessment, and teaching.

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Code		Title		Mode		Learning Activities		Offering		Coordinator	

Week	Orientation	1	2	3	4 (Census)	5	Recess	6	7	8	9	10	Study	Exams
CURRICULUM — Learning Outcomes														
CURRICULUM — Topics														
CURRICULUM — Key Concepts														
ASSESSMENT — Assessment Items • Method • Weight • Length • Due Date • LOs				• Pre-census assessment feedback required.										
TEACHING — Learning Activity • Types • Sequence														
TEACHING — Materials & Technologies														

Subject Planning Template: Intensive / Carousel

An adaptable template for aligning subject curriculum, assessment, and teaching.

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Code		Title		Mode		Learning Activities		Offering		Coordinator	

Week	Orientation	1	2 (Census)	3	4	5	6	Assessment
CURRICULUM — Learning Outcomes								
Topics								
Key Concepts								
ASSESSMENT — Assessment Items • Method • Weight • Length • Due Date • LOs			• Pre-census assessment feedback required.					• No centrally administered exams permitted.
TEACHING — Learning Activity • Types • Sequence								
Materials & Technologies								

Adapted from Unit Sequence Template – University of Tasmania (This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Subject Planning Template: Example 1 (Semester)

Example of a semester design for a fictional subject.

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| Code | X | Title | Learning and Development | Mode | On-site | Learning Activities | 2 x 30min pre-recorded (L) 2 hr on-campus workshop (W) | Offering | SP1, 2024 | Coordinator | X |

| Week | Orientation | 1 | 2 | 3 | 4 | 5 (Census) | 6 | 7 | Recess | 8 | 9 | 10 | 11 | 12 | 13 | Study | Exams |

CURRICULUM

Learning Outcomes

1. Students will be able to define and describe key paradigms, theories, concepts, and problems in learning and development.
2. Students will be able to illustrate and explain key paradigms, theories, concepts, and problems in learning and development in relation to themselves and globally diverse groups.
3. Students will be able to analyse and apply key paradigms, theories, concepts, and problems in learning and development for a specific group of learners in the community.
4. Students will be able to design and defend an original approach to a specific problem for a group of learners in the community.

Topics

Orientation	1	2	3	4	5	6	7	8	9	10	11	12	13
Subject Orientation	Orientation & Overview	Learning & Memory	Motivation & Engagement	Physical Development	Cognitive Development	Emotional Development	Social Development	Intelligence	Giftedness & Disability	Assessment & Evaluation	Learning Environments	Teaching Approaches	Review & Revision

Key Concepts

Orientation	1	2	3	4	5	6	7	8	9	10	11	12	13
Prior Knowledge Subject Outline Subject Site Outcomes Assessment Topics	Learning Development Teaching Paradigm Theory	Encoding Retrieval Metacognition Transfer Memory (SWL)	Efficacy Intrinsic M Extrinsic M Situated M Attribution Mindset	Maturation Milestone Skills (G & F) Brain Dev. Integration Differentiation	Reasoning Operations Schema Accommodation Assimilation Neural Network Epistemology	Regulation Resilience E Intelligence Attachment Empathy	Socialisation Systems Perspective Worldview Diversity Inclusion	IQ General (I) Multiple (Is) Creativity Domain (G/S) Nature-Nurture Fixed-Fluid	IEP Differentiation Inclusion Disability Giftedness Assistive Tech Spectrum	Validity Reliability Standardised A Criterion RT Authentic A Summative A Formative A	Behaviour Multimodality Digital-Analog L Space L Technologies L Community	UDL Behaviour (M) Learning Activity Teaching Styles Teacher Dev. Expertise Learning Design	Study Skills Study Support Exam Technique

ASSESSMENT

Assessment Items
- Method
- Weight
- Length
- Due Date
- LOs

Orientation: Assessment Overview & Availability

Assessment 1
- Portfolio
- 20%
- 2000 words
- Week 7
- LOs 1-3

This assessment encourages you to link theory with practice in learning and development. Each of the four tasks requires you to:
1. succinctly define and describe a key theory or concept,
2. illustrate and explain the theory or concept in relation to a problem-based scenario,
3. cite two relevant references as part of your response, and
4. comment critically on one other students' response in light of your own experience.

Scenario selection should represent local and global challenges and diverse communities of learners.

Assessment 2
- Project
- 50%
- 2000 words
- Week 12
- LOs 1-4

This assessment encourages you to link theory with practice in learning and development by analysing and applying educational theory and concepts to a community problem that involves conflict between different educational paradigms.

You will need to design and defend an original approach to the problem that demonstrates your understanding of diverse learners.

Assessment 3
- Exam
- 30%
- 2 hours
- Week 15
- LOs 1-2

This assessment requires you to demonstrate your ability to define, describe, illustrate, and explain key theories and concepts in learning and development. It consists of short answer questions based on authentic scenarios in teaching and learning.

TEACHING

Learning Activity
- Types
- Sequence

Orientation:
1. Welcome
2. Orientation
3. Introduction

Weeks 1–12:
1. Welcome (10m): Lecturer welcomes and orientates students to the topic. This may include a link to relevant topic meme, cartoon, or anecdote.
2. Connect (10m): Lecturer (or student) selects and presents an example of current research and current affairs to contextualise the topic.
3. Align (10m): Lecturer identifies and outlines topic learning outcomes in light of subject and course outcomes and assessment.
4. Define (2hrs): Students pre-complete digital glossary exercise (e.g., Modified Frayer Grids) to add to their cumulative glossary and to consider their prior knowledge and experience.
5. Model (1hr): The lecturer selects and presents a relevant scenario and interactively models analysis and response with reference to relevant paradigms, theories, concepts, and problems.
6. Practise (1hr): Students select or construct a relevant scenario and then analyse and respond to the scenario with reference to relevant paradigms, theories, concepts, and problems.
7. Consolidate (30m): The lecturer consolidates the topic by aligning the theory and practice with the broader subject and course outcomes and assessment.
8. Administrate (30m): The lecturer provides key administrative information and reminders (e.g., Assessment; Resources).
9. Assessment preparation (4hrs): Students use assessment scaffolds and guides to structure independent study and preparation of assessment items.

Week 13:
1. Welcome: Welcome and orientate students.
2. Align: Align topic with learning outcomes and assessment.
3. Review: Interactive summary of past topics.
4. Inform: Provide key exam information.
5. Support: Locate and engage with exam support materials.
6. Practice: Provide example questions
7. Model: Demonstrate answers and marking of examples.
8. Revise: Use game-based learning to revise content.
9. Consolidate: Align theory and practice to outcomes.
10. Administrate: Provide notices and reminders.

Materials & Technologies

Orientation:
1. Welcome: Short video
2. Orientation: Online quiz about Subject Outline and site
3. Introduction: Discussion Board post and reply.

Weeks 1–12:
1-3. These activities (Lecture Part A: Welcome, Connect, Align) are presented in a single video using a generic template and appropriate multimedia (e.g., images, text overlays, music). The video is uploaded as a learning material under the subject site topic, along with a text copy of the topic, brief topic description, relevant learning outcomes, key concepts, and research articles.
4. Define: Students receive a digital template for all glossary activities (e.g., H5P Frayer Grids). They use this to record responses and compile a rich glossary as a basis for Assessment 3 revision.
5. Model (Workshop Part A): The problem-based scenario for modelling is presented as text or video on the subject site. The lecturer then models the analysis and response to the scenario in a onsite setting that facilitates student interaction. The lecturer pre-prepares example resources (e.g., research) to support the scenario analysis and engages with students' prior learning and perspectives in real time. The modelling is facilitated by learning technologies that enable, text and verbal annotations and synchronous contributions to the analysis.
6. Practise (Workshop Part B): The student/s select a relevant scenario and provide a verbal analysis and response in the workshop that may be supported by digital technologies (e.g., Interactive Whiteboard; Data projector and applications)
7. Consolidate (Lecture Part B): This activity is a screen-recorded commentary and feedback on key themes, insights and oversights emerging from the student responses on the DB. The video should be uploaded to the subject site.
8. Administrate: Students receive a weekly email including the topic and description, scenario model video link, list of key concepts, relevant learning outcomes, research article links, consolidation video link, and administrative information.

Week 13:
1-3. Activities 1-3 presented in a single video using appropriate multimedia (e.g., screen capture).
4-7. Inform: Exam information, support, practice and marking recorded in video and uploaded to site.
8. Revise: Practice in workshop recorded in separate video.
9. Consolidate: Recorded to close previous video.
10. Administrate: Announcement email containing video and resource links sent to all students.

Subject Planning Template: Example 2 (Trimester)

Example of a trimester design for a fictional subject.

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| Code | X | Title | Learning and Development | Mode | Online (Syn) | Learning Activities | 2 x 30min pre-recorded (L)
2 hr online workshop (W)
1hr online tutorial (T) | Offering | TR1, 2024 | Coordinator | X |

Week	Orientation	1	2	3	4 (Census)	5	Recess	6	7	8	9	10	Study	Exams

CURRICULUM

Learning Outcomes

1. Students will be able to define and describe key paradigms, theories, concepts, and problems in learning and development.
2. Students will be able to illustrate and explain key paradigms, theories, concepts, and problems in learning and development in relation to themselves and globally diverse groups.
3. Students will be able to analyse and apply key paradigms, theories, concepts, and problems in learning and development for a specific group of learners in the community.
4. Students will be able to design and defend an original approach to an authentic developmental problem for a group of learners in their community.
5. Students will begin to develop and demonstrate a disposition for life-long learning in their chosen careers.

Topics

Orientation	1	2	3	4	5	6	7	8	9	10
Subject Orientation	Learning & Development: Orientation & Overview	Cross Curricular Topics • Motivation & Engagement • Giftedness and Disability • Learning Environments • Assessment & Evaluation • Teaching Strategies		Physical Development	Cognitive Development I	Cognitive Development II	Emotional Development	Socio Development	Cultural Development	Review & Revision

Key Concepts

Orientation	1	2	3	4	5	6	7	8	9	10
Prior Knowledge Subject Outline Subject Site Outcomes Assessment Topics	Learning Development Life-long learning Teaching Paradigm Theory Problems Tensions	Efficacy Attribution Mindset Behaviour Differentiation Inclusion Domains (G-S)	Spectrum Disability Giftedness Ed Technologies Assessment Types Teaching Styles Learning Design	Maturation Milestone Skills (G & F) Sexuality Brain Dev. Integration Differentiation Divergence	Metacognition Information Processing General Int. Multiple Ints. Artificial Int. Creative Thinking Critical Thinking	Reasoning Operations Schema Accommodation Assimilation Neural Network Epistemology	Regulation Resilience E Intelligence Attachment Empathy	Socialisation Systems Perspective Worldview Diversity Inclusion	Cultural Diversity Cultural Cognition Indigenous - Epistemology - Ontology - Pedagogy Futures	Study Skills Study Support Exam Technique

ASSESSMENT

Assessment Items
- Method
- Weight
- Length
- Due Date
- LOs

Orientation	1	...	9	...	10
Assessment Overview & Availability	Assessment 1 • Introduction • 5% • 300 words • Week 2 • LOs 1-2	Students introduce themselves on the Discussion Board with reference to relevant prior learning experience (implicit or explicit) of key concepts in learning and development.	Assessment 2 • Portfolio • 65% • 3000 words • Week 9 • LOs 1-5	This assessment encourages you to link theory with practice in learning and development. Each of the four tasks (4x10%) requires you to: 1. Select an authentic problem-based scenario that is related to the domain of development. 2. Analyse the scenario using key concepts and research from the domain of development. 3. Analyse the scenario using key concepts and research from the cross curricular topics. Then, choose one of your scenarios and: 4. Situate, design, and defend an approach to the scenario that is based on your analyses and an understanding of lifelong learning. (25%). Scenario selection should represent local and global challenges and diverse communities of learners. Task 4 may be submitted in text format (1000 words) or audio-visual format of no more than 10 minutes.	Assessment 3 • Online Quiz • 30% • 2 hours • Week 12 • LOs 1-2 This assessment requires you to demonstrate your ability to define, describe, illustrate, and explain key theories and concepts in learning and development. It consists of short answer questions based on authentic scenarios in teaching and learning.

TEACHING

Learning Activity
- Types
- Sequence

Orientation:
1. Welcome
2. Orientation
3. Introduction

Weeks 1–10:
1. Welcome (10m): Lecturer welcomes and orientates students to the topic. This may include a link to relevant topic meme, cartoon, or anecdote.
2. Connect (10m): Lecturer (or student) selects and presents an example of current research and current affairs to contextualise the topic. (LO 2)
3. Align (10m): Lecturer identifies and outlines topic learning outcomes in light of subject and course outcomes and assessment.
4. Define (3hrs): Students pre-complete a digital glossary exercise (e.g., Modified Frayer Grids) to add to their cumulative glossary and then consider their prior knowledge and experience in a tutorial setting. (LO 1)
5. Model (1hr): The lecturer selects and presents a relevant scenario and interactively models analysis and response with reference to relevant paradigms, theories, concepts, and problems. (LOs 1-2)
6. Practise (1hr): Students select or construct a relevant scenario and then analyse and respond to the scenario with reference to relevant paradigms, theories, concepts, and problems. (LOs 3-5)
7. Consolidate (30m): The lecturer consolidates the topic by aligning the theory and practice with the broader subject and course outcomes and assessment.
8. Administrate (30m): The lecturer provides key administrative information and reminders (e.g., Assessment; Resources).
9. Assessment preparation (4hrs): Students use assessment scaffolds and guides to structure independent study and preparation of assessment items. (LOs 1-5)

Week 10:
1. Welcome: Welcome and orientate students.
2. Align: Align topic with learning outcomes and assessment.
3. Review: Interactive summary of past topics.
4. Inform: Provide key exam information.
5. Support: Locate and engage with exam support materials.
6. Practice: Provide example questions.
7. Model: Demonstrate answers and marking of examples.
8. Revise: Use game-based learning to revise content.
9. Consolidate: Align theory and practice to outcomes.
10. Administrate: Provide notices and reminders.

Materials & Technologies

Orientation:
1. Welcome: Short video
2. Orientation: Online quiz about Subject Outline and site
3. Introduction: Discussion Board post and reply.

Weeks 1–10:
1-3. These activities (Lecture Part A: Welcome, Connect, Align) are presented in a single video using a generic template and appropriate multimedia (e.g., images, text overlays, music). The video is uploaded as a learning material under the subject site topic, along with a text copy of the topic, brief topic description, relevant learning outcomes, key concepts, and research articles.
4. Define (Independent and Tutorial): Students receive a digital template for all glossary activities (e.g., H5P Frayer Grids). They use this to record responses and compile a rich glossary as a basis for the weekly tutorial and Assessment 3 revision.
5. Model (Workshop Part A): The problem-based scenario for modelling is presented as text or video on the subject site. The lecturer then models the analysis and response to the scenario in a tutorial setting that facilitates student interaction. The lecturer pre-prepares example resources (e.g., research) to support the scenario analysis and engages with students' prior learning and perspectives. The modelling is facilitated by learning technologies that enable, text and verbal annotations and contributions to the analysis.
6. Practise (Workshop Part B): The student/s select a relevant scenario and provide a text-based or verbal analysis and response. The scenario should be available online by hyperlink or text description and the analysis and response should be posted online using the site Discussion Board. Students then use the DB to post a critical response to another student's scenario analysis.
7. Consolidate (Lecture Part B): This activity is a screen-recorded commentary and feedback on key themes, insights and oversights emerging from the student responses on the DB. The video should be uploaded to the subject site.
8. Administrate: Students receive a weekly email including the topic and description, scenario model video link, list of key concepts, relevant learning outcomes, research article links, consolidation video link, and administrative information.

Week 10:
1-3. Activities 1-3 presented in a single video using appropriate multimedia (e.g., screen capture).
4-7. Inform: Exam information, support, practice and marking recorded in video and uploaded to site.
8. Revise: Practice in workshop recorded in separate video.
9. Consolidate: Recorded to close previous video.
10. Administrate: Announcement email containing video and resource links sent to all students.

Subject Planning Template: Example 3 (Intensive)

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Code	X	Title	Learning and Development	Mode	Online – self paced	Learning Activities	7hrs Asynchronous LAs	Offering	SP81, 2024	Coordinator	X

Week	Orientation	1	2 (census)	3	4	5	6	Assessment

CURRICULUM

Learning Outcomes

1. Students will be able to define and describe key paradigms, theories, concepts, and problems in learning and development.
2. Students will be able to illustrate and explain key paradigms, theories, concepts, and problems in learning and development in relation to themselves and globally diverse groups.
3. Students will be able to analyse and apply key paradigms, theories, concepts, and problems in learning and development for a specific group of learners in the community.
4. Students will be able to design and defend an original approach to an authentic problem for a group of learners in the community.
5. Students will begin to develop and demonstrate a disposition for life-long learning in their chosen careers.

Topics

- Orientation: Subject Orientation
- Weeks 1–2: Learning & Development: Orientation & Overview. Cross Curricular Topics
  - Motivation & Engagement
  - Giftedness and Disability
  - Learning Environments
  - Assessment & Evaluation
- Week 2: Physical Development and Brain Development
- Week 3: Cognitive Development
- Week 4: Emotional Development
- Week 5: Sociocultural Development
- Week 6: Review & Revision

Key Concepts

Orientation	Week 1			Week 2		Week 3		Week 4	Week 5		Assessment
Prior Knowledge, Subject Outline, Subject Site, Outcomes, Assessment, Topics	Learning Development, Life-long learning, Teaching, Paradigm, Theory, Problems, Tensions	Information P. Efficacy, Attribution, Mindset, Behaviour, Differentiation, Inclusion, Domains (G-S)	Spectrum, Disability, Giftedness, E Technologies, Assessment, Teaching Styles, Learning Design, ZPD	Maturation, Milestone, Skills (G & F), Sexuality, Brain Dev., Integration, Differentiation, Divergence	Information Processing, Lobes, Myelinisation, Neural Networks, Synaptic Pruning, BB Learning	Metacognition, Information Processing, General Int., Multiple Ints., Artificial Int., Creative Thinking, Critical Thinking	IQ, Reasoning, Operations, Schema, Accommodation, Assimilation, Epistemology	Regulation, Resilience, E Intelligence, Attachment, Empathy, Evolutionary Psychology	Socialisation, Systems, Perspective, Worldview, Diversity, Inclusion	Cultural Diversity, Cultural Cognition, Indigenous - Epistemology - Ontology - Pedagogy, Futures	Study Skills, Study Support, Exam Technique

ASSESSMENT

Assessment Items
- Method
- Weight
- Length
- Due Date
- LOs

Orientation: Assessment Overview & Availability

Assessment 1
- Self-Reflection
- 5%
- 300 words
- Week 1
- LOs 1-2

1. Students introduce themselves on the Discussion Board with reference to relevant prior learning experience (implicit or explicit) of key concepts in learning and development.
2. Students post a reply to another student's post.
3. Include at least one reference in the response.

Assessment 2
- Portfolio
- 65%
- 3000 words
- Week 6
- LOs 1-5

This assessment encourages you to link theory with practice in learning and development. Each of the four tasks (4x10%) requires you to:

1. Select an authentic problem-based scenario that is related to the domain of development.
2. Analyse the scenario using key concepts and research from the domain of development.
3. Analyse the scenario using key concepts and research from the cross-curricular topics.

Then, choose one of your scenarios and:

4. Situate, design, and defend an approach to the scenario that is based on your analyses and an understanding of lifelong learning. (25%)

Scenario selection should represent local and global challenges and diverse communities of learners.
Task 4 may be submitted in text format (1000 words) or audio-visual format of no more than 10 minutes.

Assessment 3
- Online Quiz
- 30%
- 2 hours
- Week 7
- LOs 1-2

This assessment requires you to demonstrate your ability to define, describe, illustrate, and explain key theories and concepts in learning and development. It consists of short answer questions based on authentic scenarios in teaching and learning.

TEACHING

Learning Activity
- Types
- Sequence

Orientation:
1. Welcome
2. Orientation
3. Introduction

Weeks 1–6:
1. Welcome (10m): Lecturer welcomes and orientates students to the topic. This may include a link to relevant topic meme, cartoon, or anecdote.
2. Connect (10m): Lecturer (or student) selects and presents an example of current research and current affairs to contextualise the topic. (LO 2)
3. Align (10m): Lecturer identifies and outlines topic learning outcomes in light of subject and course outcomes and assessment.
4. Define (2hrs): Students pre-complete digital glossary exercise (e.g., Modified Frayer Grids) to add to their cumulative glossary and to consider and share their prior knowledge and experience. (LO 1)
5. Model (1hr): The lecturer selects and presents a relevant scenario and interactively models analysis and response with reference to relevant paradigms, theories, concepts, and problems. (LOs 1-2)
6. Practise (2.5hrs): Students select or construct relevant scenarios and then analyse and respond to the scenario with reference to relevant paradigms, theories, concepts, and problems. (LOs 3-5)
7. Consolidate (30m): The lecturer consolidates the topic by aligning the theory and practice with the broader subject and course outcomes and assessment.
8. Administrate (30m): The lecturer provides key administrative information and reminders (e.g., Assessment; Resources).
9. Assessment preparation (8hrs): Students use assessment scaffolds and guides to structure independent study and preparation of assessment items. (LO 1-5)

Assessment:
1. Welcome: Welcome and orientate students.
2. Align: Align topic with learning outcomes and assessment.
3. Review: Interactive summary of past topics.
4. Inform: Provide key exam information.
5. Support: Locate and engage with exam support materials.
6. Practice: Provide example questions
7. Model: Demonstrate answers and marking of examples.
8. Revise: Use game-based learning to revise content.
9. Consolidate: Align theory and practice to outcomes.
10. Administrate: Provide notices and reminders.

Materials & Technologies

Orientation:
1. Welcome: Short video
2. Orientation: Online quiz about Subject Outline and site
3. Introduction: Discussion Board post and reply.

Weeks 1–6:
1-3. These activities (Welcome, Connect, Align) are presented in a single video using a generic template and appropriate multimedia (e.g., images, text overlays, music). The video is uploaded as a learning material under the subject site topic, along with a text copy of the topic, brief topic description, relevant learning outcomes, key concepts, and research articles.
4. Define: Students receive a digital template for all glossary activities (e.g., H5P Frayer Grids). They use this to record responses and compile a rich glossary as a basis for Assessment 3 revision.
5. Model: The problem-based scenario for modelling is presented as text or video on the subject site. The lecturer pre-prepares example resources (e.g., research) to support the scenario analysis and engages with students' prior learning and perspectives as identified in Assessment 1. The modelling is facilitated by learning technologies that enable, text and verbal annotations and contributions to the analysis.
6. Practise: The student/s select a relevant scenario and provide a text-based or verbal analysis and response. The scenario should be available online by hyperlink or text description and the analysis and response should be posted online using the site Discussion Board. Students then use the DB to post a critical response to another student's scenario analysis.
7. Consolidate: This activity is a screen-recorded commentary and feedback on key themes, insights and oversights emerging from the student responses on the DB. The video is uploaded to the subject site.
8. Administrate: Students receive a weekly email including the topic and description, scenario model video link, list of key concepts, relevant learning outcomes, research article links, consolidation video link, and administrative information.

Assessment:
1-3. Activities 1-3 presented in a single video using appropriate multimedia (e.g., screen capture).
4-7. Inform: Exam information, support, practice and marking recorded in video and uploaded to site.
8. Revise: Practice in workshop recorded in separate video.
9. Consolidate: Recorded to close previous video.
10. Administrate: Announcement email containing video and resource links sent to all students.

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CURRICULUM	Learning Outcomes	**How can I transform learning outcomes?** The examples demonstrate opportunities to: • refine learning outcomes (e.g., to 3-5 in a developmental structure) • add qualifying phrases to outcomes that emphasise principles and priorities of the JCU Model (e.g., globally engaged, place based, chosen career) • align the language of learning outcomes, assessment items, curriculum content, and teaching activities (e.g., learning, development, authentic scenario, problem-based) • include skills, processes, applications, and dispositions beyond content knowledge (e.g., application, analysis, disposition).
	Topics	**How can I transform weekly topics?** The examples use a cross-curricular approach to consolidate the number of weekly topics (e.g., Motivation as a thread through weekly development topics). Other approaches include: • a combination approach that uses a broader weekly label (e.g., two weeks of *Domains of Development I and II* instead of three weeks of *Cognitive Development, Moral Development, Psychosocial Development*) • a reduction approach that removes unnecessary topics (e.g., *Assessment and Evaluation* may be covered in a different subject or not a necessary focus for non-education students in the subject) • a pathways approach that keeps and even adds topics but allows students to choose some topics (e.g., one week of *Development Elective* could include optional pathways through four non-core domains) • a themed approach that emphasises general problems, case studies, or skills as weekly topics that lead into traditional disciplinary content (e.g., one week of *Local Case Study* explores multiple domains of development) • a cornerstone and capstone approach that includes Orientation and Review topics that emphasise content topics previously covered in separate weeks (e.g., the Review week in the carousel/intensive model could provide an integrative model of development that emphasises curriculum content that has been missed or underemphasised in preparation for Assessment 3 (i.e., the Quiz).
	Key Concepts	**How can I transform key concepts?** The examples include key concepts arranged differently across weeks. Transforming the range of key concepts can help to: • inform weekly topic changes (e.g., integrating rather than isolating the key concepts of *Teaching Strategies* through different domains of learning development) • sequence the curriculum content of the subject (e.g., introduce broad concepts early as a basis for more differentiated concepts) • scope the curriculum content (e.g., include general concepts [e.g., paradigms, theories, learning, tensions] and specific concepts [e.g., ZPD, Nature-Nurture]) • align curriculum content with learning outcomes, assessment and learning activities (e.g., Using a Frayer Model in the learning activities and using the key concept glossary as a basis for the Assessment Quiz) • promote deep learning by identifying core tensions and paradoxes across diverse local problems and global challenges.
ASSESSMENT	Assessment Items • Method • Weight • Length • Due Date • LOs	**How can I transform assessment?** The examples demonstrate how assessment can be transformed to: • meet benchmarked standards for 3-credit point units (e.g., 2-3 assessment items; 2-3 summative submission and feedback points; 4000 words equivalent load) • include early low stakes assessment before census date that also helps to orientate and integrate students to a subject (e.g., Self-Reflection Assessment 1) • consolidate assessment using multi-methods to reduced formal submission points, formal feedback, and assessment administration (e.g., Assessment 2 in trimester model is modified to include Assessment 1 & 2 in semester model) • align assessment directly to weekly learning activities to encourage active learning and engagement (e.g., weekly glossary activity relates directly to Assessment 3) • modify assessment to fit multiple subject modes and reduce administration and preparation for subject coordinators (e.g., Assessment items 1-3 are modified to fit trimester and intensive models) • modify assessment for more expansive and inclusive modes of expression (e.g., principles of UDL to integrate multimodal options for presentation) • conceptualise and arrange assessment as a continuous process to scaffold independent study hours (e.g., 4 hours in the trimester model) and structure key events (e.g., census date, recess, exam period) • conceptualise and arrange assessment as an integrated and explicit focus to scaffold preparation (e.g., explicit focus in Orientation, Introduction and Review weeks and direct links through interim learning activities) • Avoid formal scheduled examinations unless a necessary part of programmatic assessment.
TEACHING	Learning Activity • Types • Sequence	**How can I transform learning activities?** The examples demonstrate how learning activities can be transformed to: • align with the calendar model and subject mode of delivery (e.g., the learning activity sequence can be used in the trimester and intensive models, and in online and onsite modes) • align with subject activity methods (e.g., the learning activity sequence can be used in online or onsite lectures, workshops, and tutorials) • offer generic learning scaffolds that provide some consistency and expectations for students (e.g., standard weeks involve activities that *Welcome, Connect, Align, Define, Model, Practise, Consolidate,* and *Administrate*) • sequence activities logically from exploring prior learning to applying and evaluating new knowledge and skills • align learning activities to assessment (e.g., Weekly Model and Practise activities and Assessment 2 scenario analysis) • align learning activities to curriculum (e.g., Define activity and key concepts) • align learning activities to learning outcomes (e.g., Align and Consolidate activities link directly to the LOs) • promote active learning (e.g., Practice activity; student-led scenario choice; use of Discussion Board to facilitate peer-to-peer interaction) • integrate JCU principles and priorities (e.g., local and global problem-based scenarios are the basis for weekly activities and allow selection to emphasise JCU Model focus on Cultural Capability and Global Engagement).
	Materials & Technologies	**How can I transform learning materials and technologies?** The examples demonstrate how learning materials and technologies can be transformed to: • align with multiple modes of delivery (e.g., the 'digital first' strategy in the examples provides a common online platform for core learning materials including lecture videos, research articles, administration information, assessment) • differentiate for online and onsite modes of delivery (e.g., onsite workshop facilitates interaction through synchronous group work, and online workshops provide interaction through Collaborate Ultra and the Discussion Board) • align with JCU online technologies and templates (e.g., video recordings through Panopto; online workshops through Collaborate Ultra; peer-to-peer interactions through Discussion Board) • present learning materials in multiple formats (e.g., H5P Frayer Model; Vodcast of learning activities 1-3; multimodal scenarios; online research articles) • allow flexibility and facilitate digital literacy in assessment (e.g., alternative audio-visual presentation of Task 4 in Assessment 2 in trimester and intensive models) • reduce unnecessary materials by proving only core materials and facilitating students' active learning to locate individualised learning materials (e.g., topic readings, problem-based scenarios).