Unit Learning Design Step 2:

Using the Unit Sequence Template

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| About The Unit sequence template enables unit coordinators to graphically represent the constructive alignment and intended teaching sequence for a unit on a single A3 sheet of paper (or electronically).The template serves four primary purposes:* To make learning design easily visible to persons other than the unit designer, via a physical aligning of the unit elements (listed above).
* To aid teaching teams in undertaking collaborative unit design and review.
* To facilitate and strengthen ongoing curriculum renewal and assurance of learning activities.
* To serve as a starting point for designing blended and/or online units of study.

**The guidance in this template specifically refers to terminology and processes used at the University of Tasmania for units of study.** | before useThe Unit Sequence template is designed to be edited using Microsoft Word.Many of the row and column headings within the unit sequence template are accompanied by help text which can be viewed by hovering the mouse over the text.  |

| FieldEach column or row heading for which guidance is provided | Quick helpThe instructional text visible upon rolling over corresponding item in the table above. | Additional information about providing this contentThis information provides… | Technical tipsGuidance specific to modifying this document using Microsoft Word |
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| Unit Code | If the unit code is not yet defined, enter the part that is known (e.g. for a proposed breadth unit this would be “XBR???”) | Unit codes are typically comprised of six characters (3 letters and 3 digits). The three letters commonly represent the study area (i.e. ENG – engineering). The first of the three digits represent the nominal year level of the unit. The second digit may be used to represent sub-disciplines or areas of specialisation. The final digit may be used to individually classify multiple units from the same sub-discipline or specialisation at the same nominal year level.  | No complex editing techniques required. Text should be typed into table cell provided. |
| Unit Title | Enter the current or proposed unit title | For pre-existing units, enter the current title. For a unit being conceptualised, enter a proposed title which captures/represents one or more of the following:The overarching problem or wicked problem necessitating the development of the unitThe penultimate product or performance which students will produce in the unitThe main conceptual domain students will learn about, in parallel with an active verb which may: differentiate the unit from any other units with a similar conceptual domain indicate the broad level of cognitive complexity  | No complex editing techniques required. Text should be typed into table cell provided. |
| Teaching Team  | List any academics (beyond the co-ordinator) who will co-develop the unit and/or have been designated to teach into the unit. | The group of individuals, other than the unit coordinator who are playing a role in the design and/or delivery of the unit. | No complex editing techniques required. Text should be typed into table cell provided. |
| Study Mode(s) | A unit can be offered via off-campus (distance) and/or, on-campus study modes | Indicate whether the unit is being offered to students via distance and/or on-campus study modes. Please note that the term ‘blended’ typically refers to a sequence of learning which features a combination of physical and virtual/online components. The detail of the ‘blend’ is best represented using the unit sequence template.  | No complex editing techniques required. Text should be typed into table cell provided. |
| Intended Learning Outcomes | Intended learning outcomes (ILOs) are statements that outline what students need to be able to do and know in order to successfully complete the unit of study. | Intended learning outcomes (ILOs) are statements that outline what students need to be able to do and know in order to successfully complete the unit of study. They are typically written using a commonly structure such as Stem + Active Verb + Focus + Condition. For more information on writing intended learning outcomes, please see: [‘Intended Learning Outcomes – a quick guide’](https://elibrary.utas.edu.au/lor/items/0a60cfbe-0b5d-4207-97bd-56c028a1c5ec/1/). You will have designed assessment tasks which have been formulated to assess one or more of the unit level intended learning outcomes. It is ideal if the unit level assessment design decisions are made/documented using the [‘unit concept and assessment details’](https://elibrary.utas.edu.au/lor/items/5170ded9-a8ee-4708-9226-27eb37b90ddb/1/) template. In lieu, a unit outline for an existing unit may contain such information. As each of the assessment tasks will have a nominated due date, you can start positioning each ILO on the timeline at this point. The duration of how long you intend for students to be working on the related assessment task, will determine how long you stretch the ILO box to the left. For example an ILO being assessed via a design project which is introduced to students in week 7 and due in week 10, will be stretched horizontally between these points on the timeline. In circumstances where an ILO is assessed multiple times via 2 or more assessment tasks, you may need to copy and paste the ILO instance so that you can simulate a scenario such as; ILO 1 is assessed between weeks 2-6 and then weeks 9-12.  | **To add a new floating text box:** a) Click on the outline of the sample floating text field situated on the ‘Intended Learning Outcomes’ row. b) Press CTRL+C to copy. c) Place the cursor in the cell where you wish to position the new floating text field. d) Press ‘CTRL+V’ to paste a new text box. **To move a floating text box:** a) Click on the outline of the sample floating text field you seek to move. b) Press CTRL+X to cut/remove the text field from its current position. c) Place the cursor in the cell where you wish to re-position the floating text field. d) Press ‘CTRL+V’ to paste the text box.**To extend the length of a floating text:** a) Click on the outline of the sample floating text you seek to extend. b) Hover the cursor over the circular handle positioned on the vertical center and far right edge of the text field. c) Click and drag the handle horizontally to stretch the instance across the desired number of weeks/blocks.  |
| **Formal Assessment Tasks** | Formal assessment tasks are those which feature in the unit assessment schedule. | Assessment tasks designed for students to achieve one or more of the unit intended learning outcomes. These tasks are those contained within the unit assessment schedule and almost always contribute to the final grade. You will have designed assessment tasks which have been formulated to assess one or more of the unit level intended learning outcomes. It is ideal if the unit level assessment design decisions are made/documented using the [‘unit concept and assessment details’](https://elibrary.utas.edu.au/lor/items/5170ded9-a8ee-4708-9226-27eb37b90ddb/1/) template. In lieu, a unit outline for an existing unit may contain such information. Inside the floating text box, state the assessment method (i.e. report), its weighting within the unit (i.e. 25%) and the ILOs which this task is assessing. If the unit assessment schedule has not been conceptualised, select potential methods from a glossary, such as P.99 of [Assessing and Assuring Australian Graduate Learning Outcomes](http://www.olt.gov.au/system/files/resources/SP10_1879_Barrie_Report%20_2013.pdf)As each of the assessment tasks will have a nominated due date, position each task on the timeline at this point. The duration of how long you intend students to work on the related assessment task, will determine how long you stretch the assessment task box to the left. For example, an assessment task which is introduced to students in week 7 and due in week 10, will be stretched horizontally between these points on the timeline. | **To add a new floating text box:** a) Click on the outline of the sample floating text field situated on the ‘Formal Assessment Tasks’ row. b) Press CTRL+C to copy. c) Place the cursor in the cell where you wish to position the new floating text field. d) Press ‘CTRL+V’ to paste a new text box. **To move a floating text box:** a) Click on the outline of the sample floating text field you seek to move. b) Press CTRL+X to cut/remove the text field from its current position. c) Place the cursor in the cell where you wish to re-position the floating text field. d) Press ‘CTRL+V’ to paste the text box.**To extend the length of a floating text:** a) Click on the outline of the sample floating text you seek to extend. b) Hover the cursor over the circular handle positioned on the vertical center and far right edge of the text field. c) Click and drag the handle horizontally to stretch the instance across the desired number of weeks/blocks.  |
| **Location / Tool** | The physical location or virtual tool used to facilitate each individual component of the unit.  | Under the Formal Assessment, Feedback, Learning activities and Instruction rows, there is a row entitled ‘Location/Tool. The purpose of this row is to specify a physical location (e.g. lab) and/or an online tool which could be used to facilitate/deliver each of the instances (each floating text box) on each row. It is envisaged that Blended units of study feature components which are facilitated via an online technology (discussion board) and/or at a physical location (i.e. workshop). These rows enable you to specify the ‘blend’ of on-campus and on-line elements in respect to the intended function of each component of the unit.  | No complex editing techniques required. Text should be typed into table cell directly below the relevant instance.  |
| **Feedback** | Instances where students will receive some form of feedback on their performance in assessments and learning activities.  | Instances throughout the teaching period, where students will receive feedback on their performance (from a formal assessment task and/or learning activity). Feedback on learning activities does not necessarily need to come from the teacher/academic, as it may come from peers, automation (e.g. online quiz), self-review of performance against modelled responses or through self-reflection (using a set of reflective questions) .Inside the floating text box please indicate whether the feedback is in response to a student’s performance in a learning activity or a formal assessment task. Use the number identifier (i.e. LA 3) instead of writing the entire name of the tasks or activity. | **To add a new floating text box:** a) Click on the outline of the sample floating text field situated on the ‘Feedback’ row. b) Press CTRL+C to copy. c) Place the cursor in the cell where you wish to position the new floating text field. d) Press ‘CTRL+V’ to paste a new text box. **To move a floating text box:** a) Click on the outline of the sample floating text field you seek to move. b) Press CTRL+X to cut/remove the text field from its current position. c) Place the cursor in the cell where you wish to re-position the floating text field. d) Press ‘CTRL+V’ to paste the text box.**To extend the length of a floating text:** a) Click on the outline of the sample floating text you seek to extend. b) Hover the cursor over the circular handle positioned on the vertical center and far right edge of the text field. c) Click and drag the handle horizontally to stretch the instance across the desired number of weeks/blocks.  |
| **Learning Activities** | The non-assessed learning experiences which rely on students’ active participation.  | For the purpose of this template, learning activities broadly classify those non-assessed learning experiences which are primarily reliant upon student participation. Learning activities are typically designed as a means for students to actively develop their capacity to successfully complete formal assessment tasks (and thus achieve intended learning outcomes). In parallel, learning activities serve as an opportunity for students to receive some form of feedback on their level of understanding/performance. These activities are not part of the formal assessment schedule. One means of devising learning activities is to reference the set of assessment criterion or milestones within the formal assessment task which the learning activity is intended to prepare students for. Inside the floating text box, please provide a title for the learning activity accompanied by its method. The title should focus on the concept students will be learning through their participation in the activity, while the method should focus on defining the type of activity (i.e. simulation, roll-play). In addition, indicate which formal assessment task the learning activity is intended to support. Use the number identifier (i.e. FA 2) instead of writing the entire name of the formal assessment task.  | **To add a new floating text box:** a) Click on the outline of the sample floating text field situated on the ‘Learning Activities’ row. b) Press CTRL+C to copy. c) Place the cursor in the cell where you wish to position the new floating text field. d) Press ‘CTRL+V’ to paste a new text box. **To move a floating text box:** a) Click on the outline of the sample floating text field you seek to move. b) Press CTRL+X to cut/remove the text field from its current position. c) Place the cursor in the cell where you wish to re-position the floating text field. d) Press ‘CTRL+V’ to paste the text box.**To extend the length of a floating text:** a) Click on the outline of the sample floating text you seek to extend. b) Hover the cursor over the circular handle positioned on the vertical center and far right edge of the text field. c) Click and drag the handle horizontally to stretch the instance across the desired number of weeks/blocks.  |
| **Instruction** | Components of the unit which feature knowledge presented to students via presentation, demonstration, readings or lectures.  | For the purpose of this template, instruction refers to elements of the unit learning design where students are required to listen, read or view learning content. The provision of this learning content is typically made on the basis that students are required to develop a level of familiarity with underpinning knowledge which enables their successful engagement with the learning activities (and subsequently formal assessment tasks) in the unit. Inside the floating text box state the overarching concept covered, the method of instruction and its duration. Methods of instruction typically include a combination of oral lectures, physical demonstrations, readings and audio-visual learning resources.  | **To add a new floating text box:** a) Click on the outline of the sample floating text field situated on the ‘Instruction’ row. b) Press CTRL+C to copy. c) Place the cursor in the cell where you wish to position the new floating text field. d) Press ‘CTRL+V’ to paste a new text box. **To move a floating text box:** a) Click on the outline of the sample floating text field you seek to move. b) Press CTRL+X to cut/remove the text field from its current position. c) Place the cursor in the cell where you wish to re-position the floating text field. d) Press ‘CTRL+V’ to paste the text box.**To extend the length of a floating text:** a) Click on the outline of the sample floating text you seek to extend. b) Hover the cursor over the circular handle positioned on the vertical center and far right edge of the text field. c) Click and drag the handle horizontally to stretch the instance across the desired number of weeks/blocks.  |
| **Topics** | A list of learning concepts covered in each week or teaching block.  | The topics are a list of the learning concepts which are being addressed via the instruction and/or learning activities in the given week or teaching block. In the floating box list the major topics and subtopics if there is one overarching topic for the block/week.  | **To add a new floating text box:** a) Click on the outline of the sample floating text field situated on the ‘Topics’ row. b) Press CTRL+C to copy. c) Place the cursor in the cell where you wish to position the new floating text field. d) Press ‘CTRL+V’ to paste a new text box. **To move a floating text box:** a) Click on the outline of the sample floating text field you seek to move. b) Press CTRL+X to cut/remove the text field from its current position. c) Place the cursor in the cell where you wish to re-position the floating text field. d) Press ‘CTRL+V’ to paste the text box.**To extend the length of a floating text:** a) Click on the outline of the sample floating text you seek to extend. b) Hover the cursor over the circular handle positioned on the vertical center and far right edge of the text field. c) Click and drag the handle horizontally to stretch the instance across the desired number of weeks/blocks.  |
| **Modules** | A section of the unit which extends beyond one week where there is an overarching area of focus.  | In many unit designs it is common to structure the unit using a small number (i.e. 3-6) of discrete sections which span more than the equivalent of one week. These discrete sections are commonly referred to as modules, whereby there is a unified focus over a sub-part of the unit. Your intended learning outcomes may serve as a useful first point of reference for considering whether the use of modules is necessary in your unit.  | **To add a new floating text box:** a) Click on the outline of the sample floating text field situated on the ‘modules’ row. b) Press CTRL+C to copy. c) Place the cursor in the cell where you wish to position the new floating text field. d) Press ‘CTRL+V’ to paste a new text box. **To move a floating text box:** a) Click on the outline of the sample floating text field you seek to move. b) Press CTRL+X to cut/remove the text field from its current position. c) Place the cursor in the cell where you wish to re-position the floating text field. d) Press ‘CTRL+V’ to paste the text box.**To extend the length of a floating text:** a) Click on the outline of the sample floating text you seek to extend. b) Hover the cursor over the circular handle positioned on the vertical center and far right edge of the text field. c) Click and drag the handle horizontally to stretch the instance across the desired number of weeks/blocks.  |