



30 Aug 2017: 07:00AM UTC/GMT

MyCourseMap

Presenter: A/Prof Lisa Tee (Curtin University, Australia)

Your Webinar Hosts

Professor Geoff Crisp,
PVC Education, University of New South Wales
[g.crisp\[at\]unsw.edu.au](mailto:g.crisp[at]unsw.edu.au)

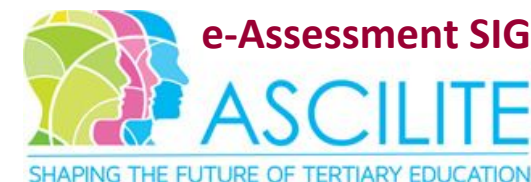
Dr Mathew Hillier,
Monash Office of Learning & Teaching,
Monash University
[mathew.hillier\[at\]monash.edu](mailto:mathew.hillier[at]monash.edu)

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Are we there yet? Making curriculum visible

Increasing curriculum transparency for university students and staff
with *MyCourseMap*

A/Professor Lisa BG Tee

School of Pharmacy | Innovation Studio | Curtin University



Australian Government
Department of Education and Training



Australian
Learning &
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Curtin University



MyCourseMap ©Lisa Tee 2013

National Teaching Fellowship Objectives



- To generate a national conversation around **how to better communicate and engage students** in their program of study
- **Increase transparency and relevance** of curricula and graduate capabilities for students.
- **Offers access** to an already developed interactive curriculum visualisation tool – **MyCourseMap** – built on digital-touch technology for all mobile devices and is available for pilot across institutions.

National Teaching Fellow

- 25 years in Academic leadership
- National Teaching Fellow 2016
- TEQSA Register of Expert 2014
- Director of Teaching and Learning, School of Pharmacy 2008-2015
- Curtin Academy Fellow Executive Team 2014
- Curriculum Review lead, Bachelor of Pharmacy
- 'Excellence in Teaching' awards – Curtin and National ALTC award 2011
- *Learning & Teaching with the Triple E: Enthusiasm, Energy, Empathy*



Introducing

MyCourseMap Fellowship Champions

Professor Ieva Stupans (RMIT)

Dr Cindy O'Malley (RMIT)

Dr Manuel Serrano Santos (QUT)

Dr Laetitia Hattingh (Curtin – Griffith)

Dr Simon Bedford (Uni of Wollongong)

Dr Cate Jerram (Uni Adelaide)

Dr Helen Godwin (Curtin)

Dr Tin Fei Sim (Curtin)

A/Prof Gerry Rayner (Monash University)

Julie Crough (Griffith University)

When you start university...

where do you start?

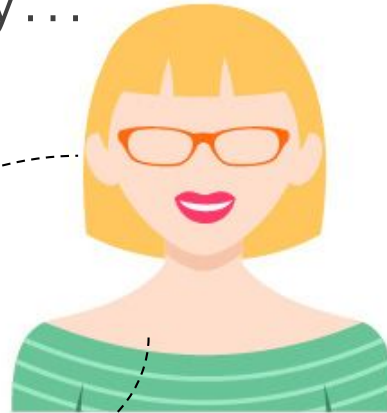


Enrol?

What units?

specialisation?

Graduate capabilities?



This

That

Other



course learning outcomes

How can we increase visibility of curriculum to students?

Are students aware of the importance of CLOs?

Are students aware of the importance of graduate skills for graduate success?

What about graduate skills and employability

How does your institution present course information?



Australian Government
Department of Education and Training



Drivers for change

Disruptive technology – digital age

TEQSA regulatory body

AQF Australian Quality framework

Year 1 transition

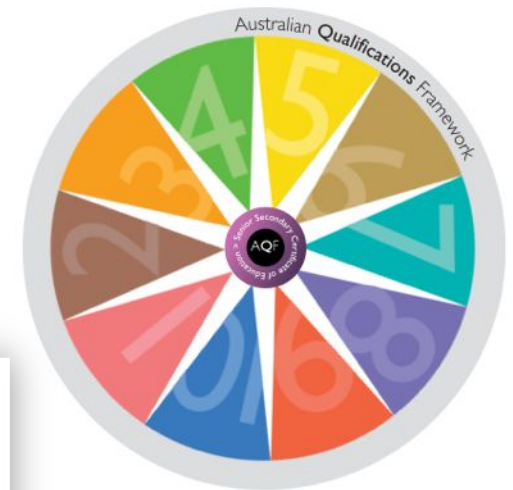
Graduate success



Australian Government

Tertiary Education Quality and Standards Agency

**A risk and standards
based approach to
quality assurance**
in Australia's diverse
higher education sector



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ALTF Graduate Capabilities and Employability

Assuring graduate capabilities: evidencing levels of achievement for graduate employability 2011 [Professor Beverley Oliver](#)



Supporting student transition to a futures-orientated professional identity 2013 [Professor Ieva Stupans](#)

From theory to practice: Equipping and enabling Australia's educators to embed employability across higher education [Professor Dawn Bennett](#)



Partnering with alumni to enhance graduate success in the health science disciplines [Dr Jessica Vanderlelie](#)

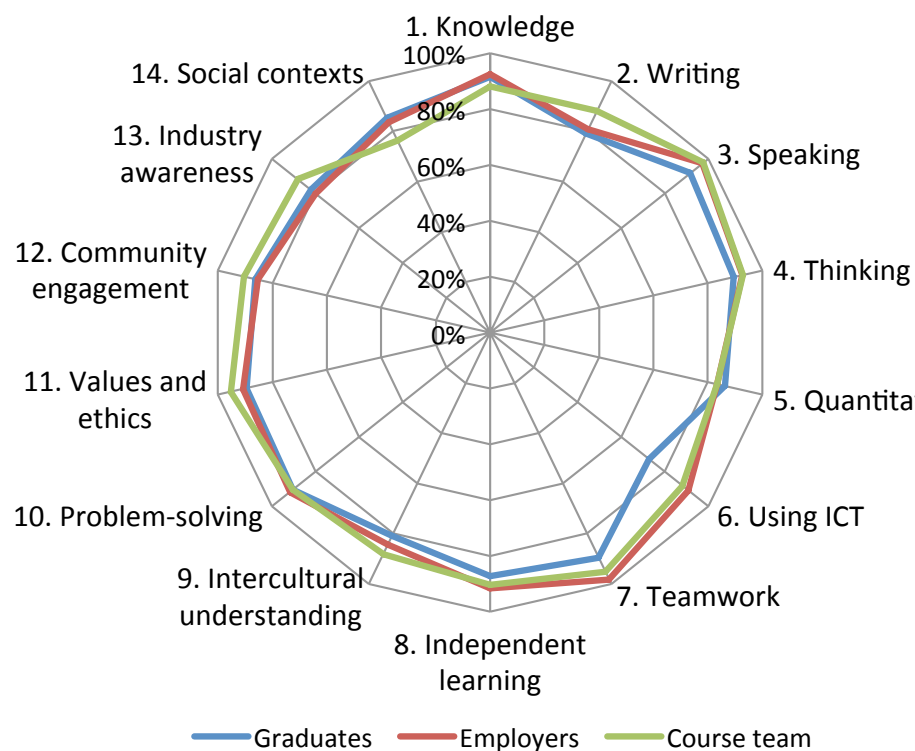


Graduate employability 2.0: building digital capabilities for lifelong career development [Dr Ruth Bridgstock](#)



Student problem: Lack visibility of graduate skills

Important



Demonstrated



I am excited about getting into Uni and very happy to be accepted into the Pharmacy course, but its scary.....as I do not know what to expect in the course.....



First year Pharmacy student



To be able to see the entire course map and listening to students talking about the units will increase my confidence. With increased confidence, I will perform better.....

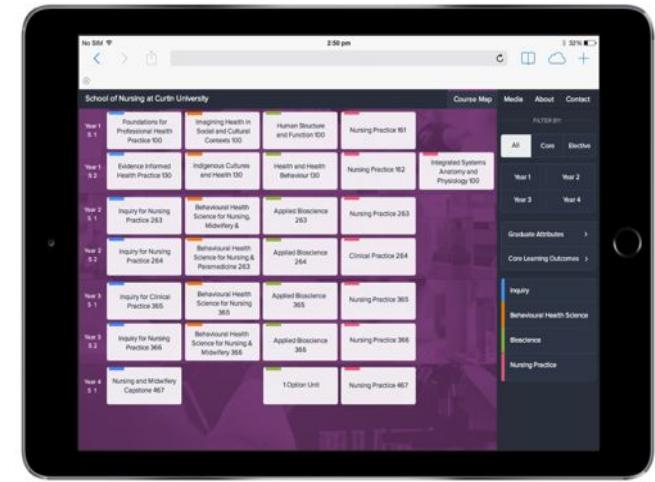
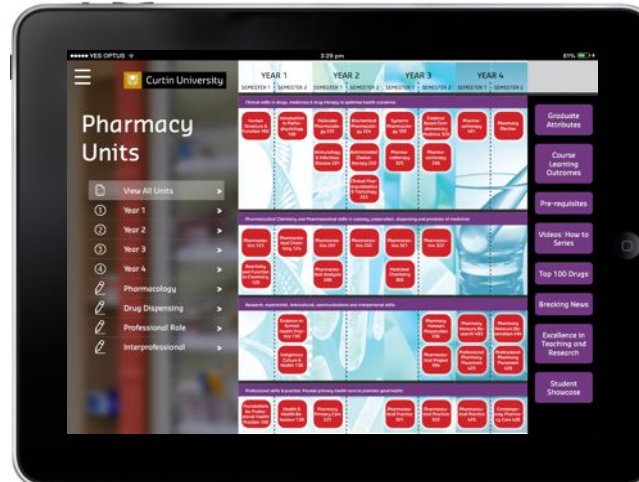
MyCourseMap™ Concept

- One stop portal for course information - **immediate relevance**
- Horizontal and vertical integration of curriculum – **holistic view**
- Peer, graduate and employer stories – **motives and inspires**
- Links learning outcomes to assessments – **assessment drives learning**
- Links content to CLOs– **competency & accreditation**
- Graduate capabilities - **employability**
- **One tool many uses** – marketing, curriculum review and renewal, accreditation, remediation and study plan....and more

**a mothership / docking station
for learning resources**



MyCourseMap Journey

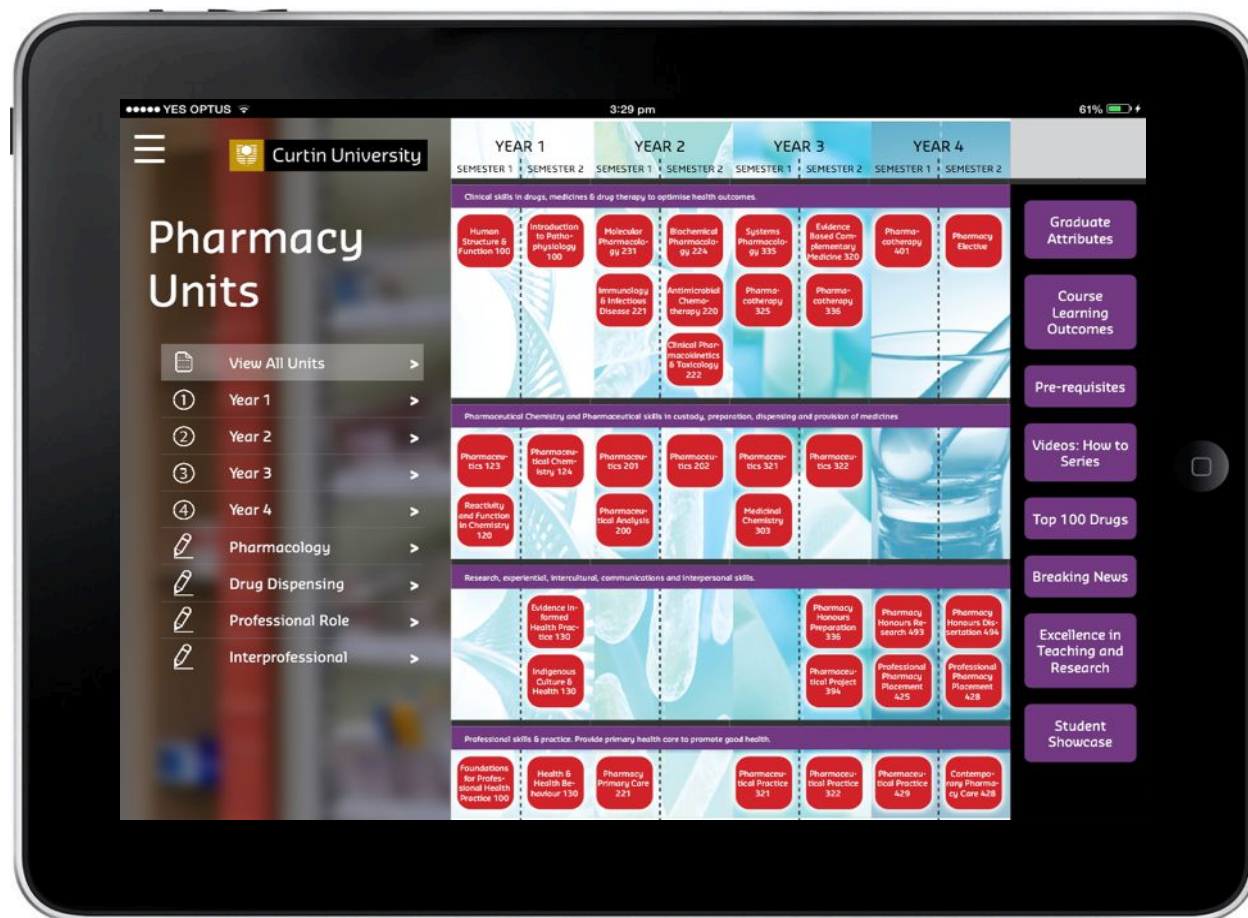


MyCourseMap Team Research and Evaluation

Sonia Ferns, Laetitia Hattingh,
Vanessa Chang, Sue Fyfe,
Oksana Burford, Tin Fei Sim,



MyCourseMap - POC



MyCourseMap: What the students and staff say

Students



Three main themes

- 1. User-friendly and easy to navigate**
- 2. Providing a holistic picture of a degree**
3. Useful for planning.

Staff



Four main themes

1. Incorporation of modern technology
- 2. User-friendly and easy to navigate**
- 3. Providing a holistic picture of a degree**
4. Multiple applications and uses.

“It’s quite visually simple, easy to work your way around it.”

*“When I enrolled I wasn’t sure actually what I was going to be going into. And I had no idea about any of the units that I would be having to enrol in but having **this App it shows you all the units.**”*

*“Yeah it will **help me get prepared** ... it helps me prepare for what I am actually going to do in the course.”*



*“...the fact that its an App itself is only **really appealing** to this kind of generation. It’s **a lot better than a piece of paper or a brochure**”*



*“...I think it is a great idea. **I can’t really emphasise how great it is for curriculum builders**, unit coordinators, head of schools, within faculty. Even for the admin staff at University. Not only University, its even for any institution to be honest. Educational institutions, TAFE that could be implemented quite easily...”*

MyCourseMap – ASCILITE full conference paper



MyCourseMap: an interactive visual map to increase curriculum transparency for university students and staff

Lisa B.G. Tee

School of Pharmacy
Curtin University

Laetitia Hattingh

School of Pharmacy
Curtin University

Kate Rodgers

Curtin Teaching and Learning
Curtin University

Sonia Ferns

Curtin Teaching and Learning
Curtin University

Vanessa Chang

Curtin Teaching and Learning
Curtin University

Sue Fyfe

Office of the Pro Vice Chancellor
Health Sciences, Curtin University

MyCourseMap is an interactive curriculum map created to increase curriculum transparency for both students and staff. It provides access to the entire curriculum at a glance, displays alignment of unit learning outcomes, assessments, course learning outcomes, and graduate attributes, and links video from employers, graduates, and



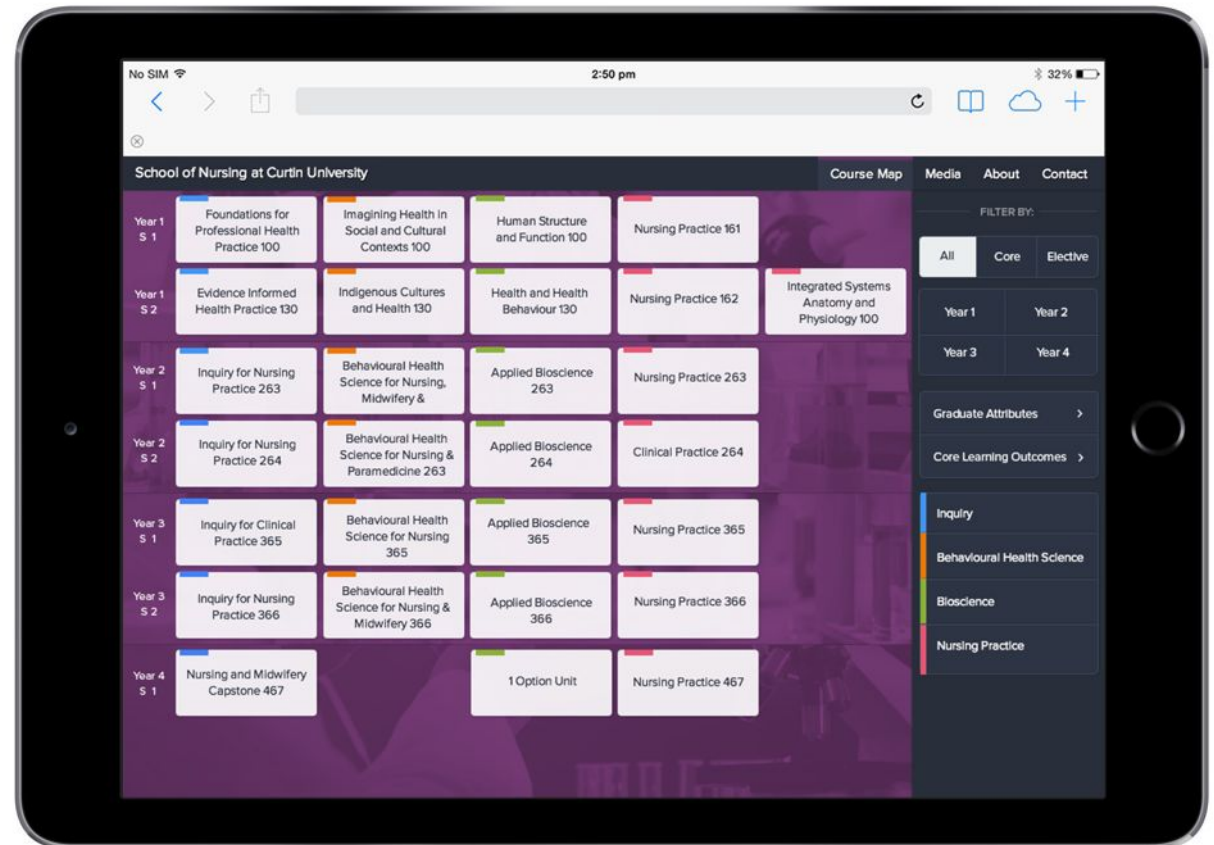
An interactive course guide that informs and inspires your students.

Featuring

- at-a-glance portal
- intuitive navigable interface
- visual rich interactive unit pages

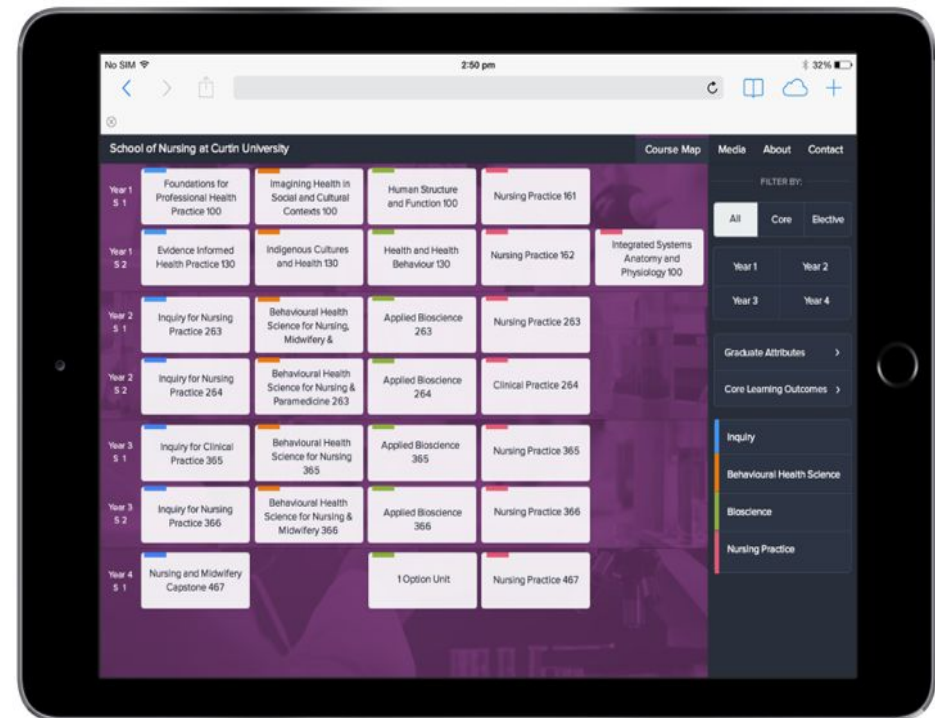
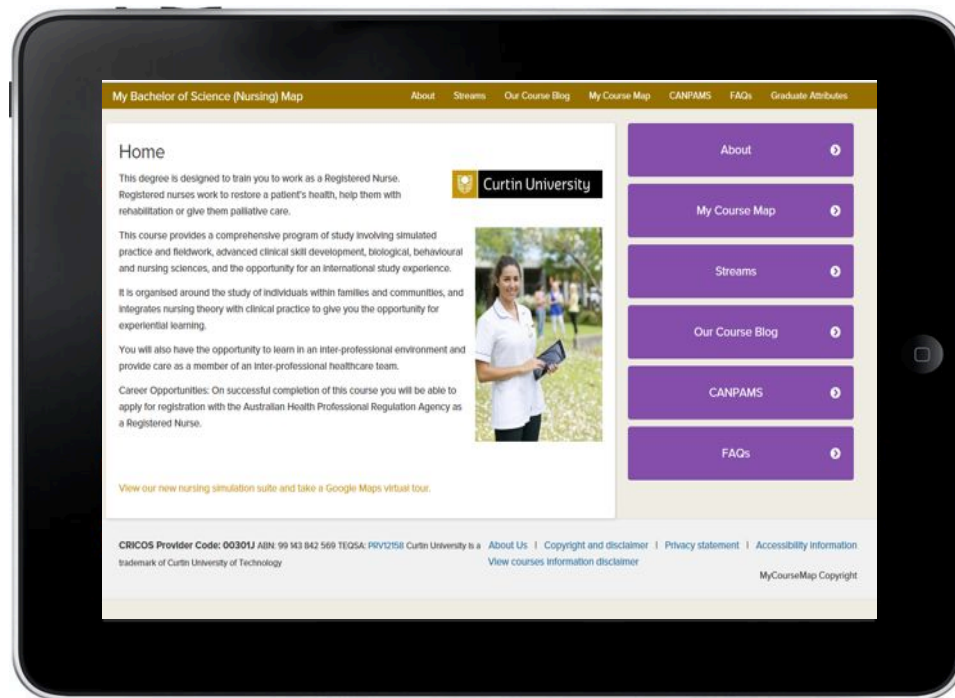
For Organisations:

- Customise to your brand and your training schedule
- Get started in minutes
- Intuitive Administration console

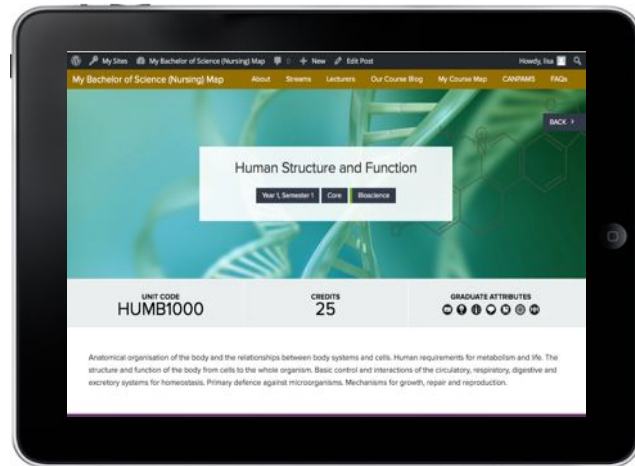


*"its quite motivational... if you've just enrolled, being able to see **where you start** which is very general **to where you're going to be heading** ... Its quite exciting."*

MyCourseMap™ Mark II



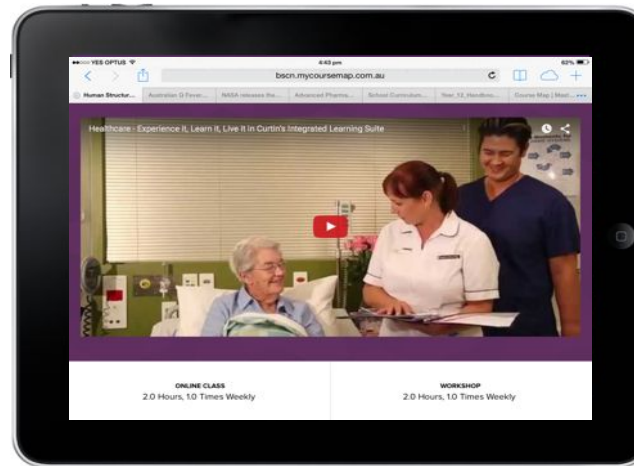
MyCourseMap™ Mark II



[MyCourseMap Nursing](#)

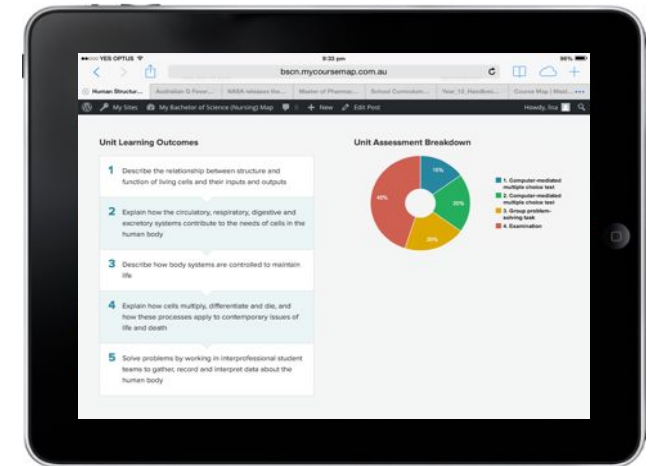
[MyCourseMap for RMIT](#)

[MyCourseMap for Psychology at UOW](#)



[MyCourseMap Pharmacy](#)

[MyCourseMap for BPharm@QUT](#)



MyCourseMap™ Mark II – filter graduate attributes

My Bachelor of Science (Nursing) Map					About	Streams	Our Course Blog	My Course Map	CANPAMS	FAQs	Graduate Attributes
Year 1 Semester 1	Human Structure and Function	Foundations for Professional Health Practice	Imagining Health in Social and Cultural Contexts	Foundations of Nursing Practice							GRADUATE ATTRIBUTES
Year 1 Semester 2	Integrated Systems Anatomy and Physiology	Evidence Informed Health Practice	Indigenous Cultures and Health Behaviours	Fundamentals of Nursing Practice							Professional skills
Year 2 Semester 1	Applied Bioscience for Chronic Conditions	Inquiry for Chronic Care	Behavioural Perspectives of Lifespan	Integrated Nursing Practice							Cultural understanding
Year 2 Semester 2	Applied Bioscience for Acute Conditions	Inquiry for Professional Practice	Behavioural Responses to Chronic Illness	Integrated Clinical Practice							International skills
Year 3 Semester 1	Applied Bioscience for Complex Conditions	Inquiry for Evidence-based Practice	Behavioural Responses to Acute Illness	Complex Nursing Practice 1							Lifelong skills
Year 3 Semester 2	Applied Bioscience for Clinical Conditions	Inquiry for Complex Care	Behavioural Perspectives of Mental Wellbeing	Complex Nursing Practice 2							Technology skills
Year 4 Semester 1		Nursing and Midwifery Capstone		Transitional Nursing Practice							Communication
Year 4 Semester 1 Option	Clinical Education for Practice	Mental Health Wellbeing	Advanced Wound Care								Critical thinking
											Accessing information
											Discipline knowledge
											Professional skills
											Cultural understanding
											International skills
											Lifelong skills
											Technology skills
											Communication

MyCourseMap™ Mark II – filter course/program learning outcomes

My Bachelor of Science (Nursing) Map					About	Streams	Our Course Blog	My Course Map	CANPAMS	FAQs	Graduate Attributes
Year 1 Semester 1	Human Structure and Function	Foundations for Professional Health Practice	Imagining Health in Social and Cultural Contexts	Foundations of Nursing Practice	LEARNING OUTCOMES 1 Demonstrate accountable, safe, effective and innovative nursing care incorporating research evidence into nursing practice 2 Use reflective, evidence based and problem solving approaches to the provision of nursing care 3 Access and critically evaluate and utilise health care information 4 Communicate effectively with individuals, families, communities, within diverse health contexts 5 Use technologies that assist the nurse to provide quality patient care within a changing health care environment 6 Be an independent, self-directed learner who constructively reflects upon the health, social and educational experiences of self and others 7 Incorporate regional, national, and global trends and innovations in health						
Year 1 Semester 2	Integrated Systems Anatomy and Physiology	Evidence Informed Health Practice	Indigenous Cultures and Health Behaviours	Fundamentals of Nursing Practice							
Year 2 Semester 1	Applied Bioscience for Chronic Conditions	Inquiry for Chronic Care	Behavioural Perspectives of Lifespan	Integrated Nursing Practice							
Year 2 Semester 2	Applied Bioscience for Acute Conditions	Inquiry for Professional Practice	Behavioural Responses to Chronic Illness	Integrated Clinical Practice							
Year 3 Semester 1	Applied Bioscience for Complex Conditions	Inquiry for Evidence-based Practice	Behavioural Responses to Acute Illness	Complex Nursing Practice 1							
Year 3 Semester 2	Applied Bioscience for Critical Conditions	Inquiry for Complex Care	Behavioural Perspectives of Mental Wellbeing	Complex Nursing Practice 2							
Year 4 Semester 1		Nursing and Midwifery Capstone		Transitional Nursing Practice							
Year 4 Semester 1 Option	Clinical Education for Practice	Mental Health Wellbeing	Advanced Wound Care								

MyCourseMap™ Mark II — motivation by what the students say

BPharmMCM

Home MyCourseMap Why Pharmacy? **What our students say** Career Opportunities Roles of Pharmacists Professional Recognition Graduate Attributes

Home


Welcome to Bachelor of Pharmacy at Curtin University

Pharmacists study aspects of how and why drugs work, how they are formulated and administered, and how they are used in the treatment of disease.

While pharmacists often work in community and hospital pharmacies, they can also work in areas such as research and development, participating in activities ranging from drug discovery and formulation, to assessing the therapeutic benefits of different drugs.

Your first year is interprofessional and taken with students from other health sciences degrees. In your following years, you will study pharmacy primary care, pharmaceuticals, antimicrobial chemotherapy, pharmacology, pharmacotherapy and pharmaceutical practice.

You will complete a minimum of 12 weeks of clinical placements during the course. There are opportunities for you to take your placements interstate and overseas in hospitals, the community or in industry.



Take a Google Maps virtual tour of our model pharmacy suite.

Curtin University

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BPharmMCM

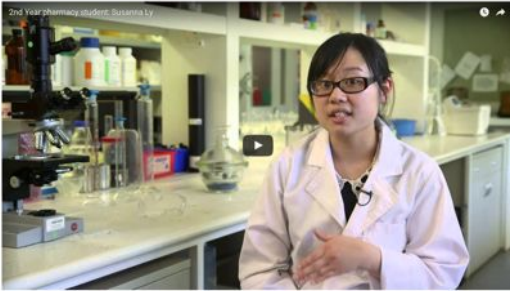
Home MyCourseMap Why Pharmacy? **What our students say** Career Opportunities Roles of Pharmacists Professional Recognition Graduate Attributes

What our students say


1st Year pharmacy student Joshua Jones




2nd Year pharmacy student Susanna Ly



3rd Year pharmacy student Saly Puliyil

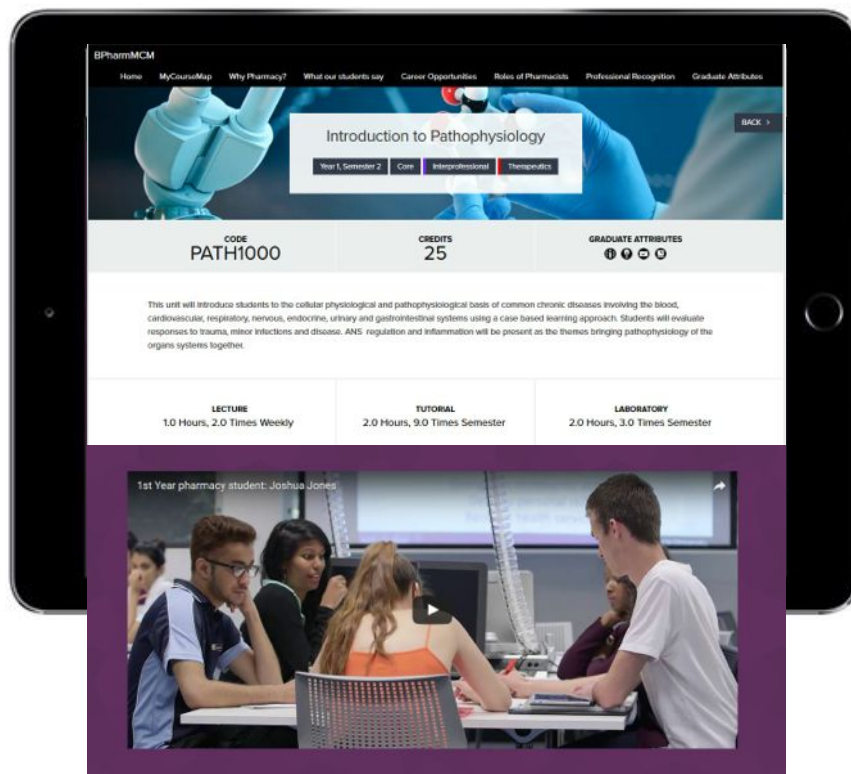


Final 4th year pharmacy student Matthew Schmidt



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Learning Outcomes

- 1 explain how the body responds to trauma, minor infections and disease
- 2 explain the roles of ANS and inflammatory process in common pathophysiological conditions
- 3 compare and contrast the physiological and pathophysiological states of common chronic diseases
- 4 Interpret cellular physiological data routinely gathered as part of the assessment of well being and illness

Assessment Breakdown

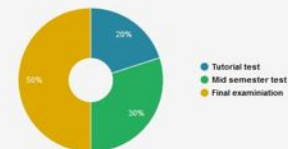


The tutorial sessions are very helpful and enable one to reinforce important concepts. I enjoyed the way the different topics followed from week to week, building on each other. Role play was great and helped greatly to remember the effects of the RAAS! Our lecturers were very approachable and there was never a silly question. We were continuously reminded to not rote learn as this would not help us in the future. I was

Learning Outcomes

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Assessment Breakdown



The tutorial sessions are very helpful and enable one to reinforce important concepts. I enjoyed the way the different topics followed from week to week, building on each other. Role play was great and helped greatly to remember the effects of the RAAS! Our lecturers were very approachable and there was never a silly question. We were continuously reminded to not rote learn as this would not help us in the future. I was unaware of the many body's immune responses and reactions which take place with very little change until now, which has allowed me to not only understand the body's function but also already apply that to my other units and daily life too.

Students eVALUate 2016

Pre-requisite

Human Structure and Function

Related

Human Structure and Function	Antimicrobial Chemotherapy	Integrated Pharmacology and Therapeutics 1
Biochemical Principles in Pharmacology	Immunology and Infectious Diseases for Pharmacists	Clinical Pharmacotherapeutics
Central Nervous System Pharmacology and Therapeutics	Integrated Pharmacology and Therapeutics 3	Integrated Pharmacology and Therapeutics 2

MyCourseMap™ Mark II — career inspiration from industry videos

BPharmMCM


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Roles of Pharmacists

A pharmacist

- Specialises in medicine management to ensure the safe and effective use of medicines.
- Is responsible for making pharmaceutical products and dispensing medicines.
- Advises on interactions between medicines and side effects of treatment with medicines.
- Assists in primary care enquiries such as pain relief, skin complaints and complementary medicines.
- Conducts medicine reviews in patients' home and in residential aged-care facilities.

Studying Pharmacy at Curtin: Andrew Stafford



BPharmMCM

Home MyCourseMap Why Pharmacy? What our students say Career Opportunities Roles of Pharmacists Professional Recognition Graduate Attributes

Career Opportunities

Graduates are both highly employable and sought after. As a graduate, you may seek a career in health care working in the fields of community, hospital or consult pharmacy.

The role of the pharmacist within community pharmacy has expanded to include assisting patients with the management of their chronic diseases, such as obesity, asthma and diabetes. In the future, pharmacists in the primary care setting are going to become increasingly involved in the care of patients through multidisciplinary teams. The setting of practice of pharmacy will expand from the community pharmacist to include medical clinics and the patient's home. The role of pharmacists as prescribers is currently under investigation.


Within hospitals, pharmacists provide a diverse range of services from drug distribution and dispensing, provision of drug information and education, through to ward-based clinical pharmacy services where they participate in patient care as part of a team. Hospital pharmacists may also engage in quality assurance programs and clinical research.

Consultant pharmacists provide medication management review services. They work in collaboration with patients and their doctors to ensure the patient achieves the best outcomes from their drug therapy. Such pharmacists work in aged care facilities and/or patients' homes.

Graduates may also develop a career in the pharmaceutical industry which employs pharmacists in a number of areas including research roles in the development of medicines, production of pharmaceuticals, quality assurance, regulatory services, marketing and drug information.

Graduates may also work for the State or Federal Government in regulatory and policy roles.

Studying Pharmacy at Curtin: Tin Fei Sim



The next step.....

Making graduate attributes and course learning outcomes “visible” to students and staff

.....Lisa Tee's National Teaching Fellowship



Australian Government
Department of Education and Training



**Australian
Learning &
Teaching
Fellows**



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Making curriculum visible:

A Psychology Course Cluster Review
Case Study from UOW



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Introducing Fellowship Champion....

Dr Simon Bedford
Senior Lecturer in Assessment and
Feedback
Learning Teaching and Curriculum (LTC)
sbedford@uow.edu.au



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

The Psychology Course cluster Review 2016-17

Four areas of focus:

1. Australian Psychology Accreditation Council (APAC) reaccreditation
2. External Referencing of Assessment Standards (ERoS)
3. Comprehensive course review including Curriculum Transformation
4. TEQSA chosen course to report on mapping against HESF



Supporting the Psychology Course Cluster Reviews

Constructive Alignment and building the curriculum map:

1. Core and elective subjects mapped
2. Alignment of the CLOs with APAC and the AQF
3. Alignment of SLOs with CLOs
4. Assessments linked to SLOs
5. Mapping of the UOW Curriculum Model
6. ELP and Professional Skills

Key Changes:

1. New APAC standards used
2. New set of CLO's created
3. Most SLO's re-written
4. Some assessment changes
5. Building new subjects

Problem:

1. How to gather and share this data with the course review team, the wider Psychology School and students?



Making the Psychology curriculum visible

Psychology 300 Level alignment: **Part B** (to be used in conjunction with Part A)†

†

Code:†

Top (Grey) column = proposed Subject Learning Outcomes†

Second column = existing Subject Learning Outcomes†

* Core to 3-year and honours degrees†

** Core to Honours degree, but not 3-year degree†

+ Taught in Wollongong and Singapore+†

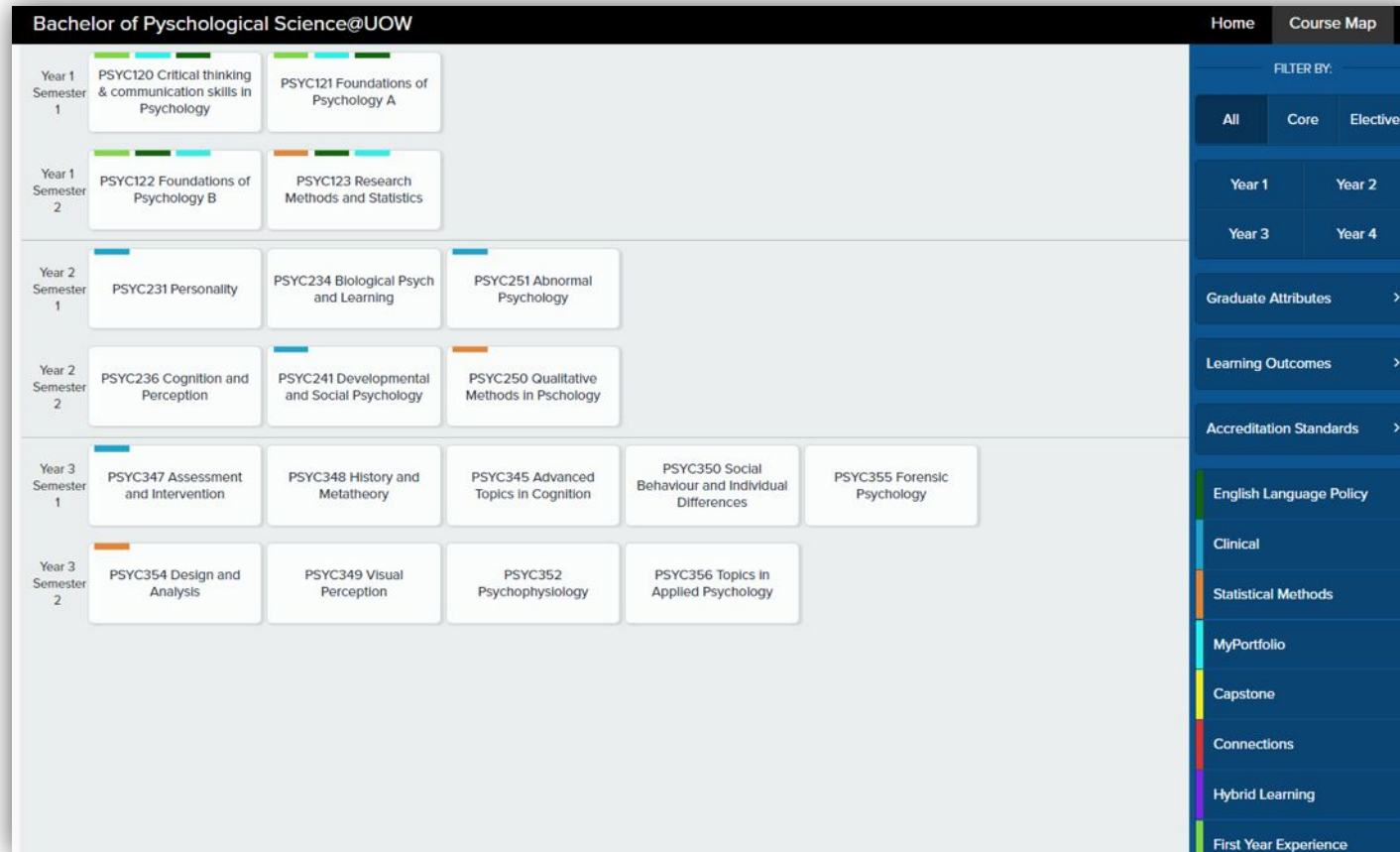
<p>PSYC350 Social behaviour and individual differences Proposed SLO†</p> <ol style="list-style-type: none"> 1. Demonstrate broad and coherent knowledge of social behaviour and the individual differences that may impact that behaviour.† 2. Formulate a research question and develop a research proposal pertaining to social behaviour.† 3. Identify individual differences that may impact on social behaviour.† 4. Communicate perspectives of social behaviour and individual differences orally and in writing using appropriate standards and technologies. 	<p>PSYC352 Psychophysiology (Johnstone) Proposed SLO†</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of a range of physiological measures (peripheral and central) and specific aspects of perceptual and cognitive functioning.† 2. Locate and evaluate research relevant to the science of psychophysiology.† 3. Contextualise the science of psychophysiology within the broader discipline of psychology.† 4. Demonstrate appropriate techniques for the recording of peripheral and central physiological data.† 5. Apply appropriate ethical and professional behaviours to research in psychophysiology.† 6. Apply psychophysiological techniques and approaches in the investigation of cognitive/perceptual functioning in normal and atypical individuals.† 7. Communicate findings from research orally and in writing using appropriate standards and technologies. 	<p>PSYC355 Forensic Psychology (Magor-Blatch) Proposed SLO†</p> <ol style="list-style-type: none"> 1. Identify and describe major terms and concepts in forensic psychology (eSLO1)† 2. Describe and apply major theories of criminal behaviour (eSLO2)† 3. Apply psychological principles and research methods to populations who are in contact with the criminal justice system (eSLO3)† 4. Critically analyse current research and topics in forensic and criminal psychology.† 5. Discuss the principles of forensic assessment and ways in which mental illness is defined and responded to in the legal environment.† 6. Communicate findings from research orally and in writing using appropriate standards and technologies. NEW† 	<p>PSYC356 Topics in Applied Psychology (Magee) proposed SLO†</p> <ol style="list-style-type: none"> 1. Demonstrate broad and coherent knowledge of core topics in the discipline of psychology health and wellbeing in the workplace.† 2. Apply basic research methods to investigate and evaluate claims regarding psychological questions and phenomena.† 3. Communicate findings from research orally and in writing using appropriate standards and technologies.† 4. Exhibit a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.† 5. Apply critical thinking skills, scientific method and knowledge to evaluate claims regarding psychological phenomena.† 6. Apply appropriate ethical, professional and personal behaviours within a range of contexts.†
<p>† eSLO1: Describe the literature in a key area of social behaviour.† † eSLO2: Formulate a research question in a selected area of social behaviour.† † eSLO3: Describe the individual difference factors associated with that behaviour.† † eSLO4: Integrate the research literature associated with areas of interest in PSYC350.†</p>	<p>† eSLO1: Describe the relationships between a range of physiological measures (peripheral and central) and specific aspects of perceptual and cognitive functioning.† † eSLO2: Analyse current literature in the area with respect to these dependent and independent variables.† † eSLO3: Explain how Psychophysiology relates to the broader aspects of Psychology.† † eSLO4: Describe and discuss the fundamental elements of physiology underpinning this area.† † eSLO5: Demonstrate appropriate techniques for the recording of peripheral and central physiological data.† † eSLO6: Discuss and demonstrate the relevance of ethical and scientific issues in relation to research in Psychophysiology.† † eSLO7: Apply psychophysiological techniques and approaches in the investigation of cognitive/perceptual functioning in normal and atypical individuals.†</p>	<p>† eSLO1: Identify and describe major terms and concepts in forensic psychology.† † eSLO2: Describe and apply major theories of criminal behaviour.† † eSLO3: Demonstrate an understanding of the application of psychological principles and research methods to populations who are in contact with the criminal justice system.† † eSLO4: Critically analyse current research and topics in forensic and criminal psychology.† † eSLO5: Demonstrate an understanding of principles of forensic assessment and ways in which mental illness is defined and responded to in the legal environment.†</p>	<p>† eSLO1: Demonstrate a broad and coherent knowledge of core topics in the discipline of psychology, their applications, and ethical behaviour in research and professional contexts.† † eSLO2: Demonstrate a basic knowledge of research methods, including an evaluation of the characteristics of the science of psychology/scientific method.† † eSLO3: Demonstrate an ability to apply research methods to address psychological questions related to behaviour and mental processes.† † eSLO4: Write standard research reports and orally present information in various formats.† † eSLO5: Exhibit a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.† † eSLO6: Apply critical thinking skills and knowledge of scientific method to evaluate claims regarding psychological phenomena.† † eSLO7: Use information in an ethical manner and apply knowledge of ethical and legislative requirements to determine appropriate ethical conduct in a range of contexts.†</p>

New Course Learning Outcomes	APAC goals proposed				
1. Demonstrate a broad and coherent knowledge and understanding of the key concepts, principles, overarching themes and applications in psychology.	1.1. Comprehend and apply a broad and coherent body of knowledge of psychology with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach (then lists different topics).	Demonstrate broad and coherent knowledge of social behaviour and the individual differences that may impact that behaviour (eSLO1, eSLO4)† Assessment 2 Mid-term exam 20%† Assessment 4 Final exam 35%†	Demonstrate knowledge of a range of physiological measures (peripheral and central) and specific aspects of perceptual and cognitive functioning (eSLO1)† Assessment 3 Weekly quizzes (10 x 2% = 20%)† Assessment 6 Final exam†	1. Identify and describe major terms and concepts in forensic psychology (eSLO1)† Assessment 1 In-class quizzes 10%† Assessment 4 Final exam 45%†	Demonstrate broad and coherent knowledge of core topics in the discipline of health and well-being and workplace settings (eSLO1)† Assessment 2 Group presentation 20%† Assessment 4 Final exam 45%† Final exam 45%†
2. Apply basic methods and technologies in psychology, including research design, data analysis, interpretation and evidence-based approaches in a manner that is sensitive to cultural and individual diversity.	1.2. Apply knowledge and skills of psychology in a manner that is sensitive to the diversity of individuals, including ethnic, gender and cultural diversity, including the cultural diversity of Aboriginal and Torres Strait Islander Peoples.	Formulate a research question and develop a research proposal pertaining to social behaviour (eSLO1, eSLO2, eSLO3, eSLO4)† Assessment 1 Research presentation 10% (group)† Assessment 3 Research proposal 35%†	Locate and evaluate research relevant to the science of psychophysiology (eSLO2)† Assessment 4 Article analysis 5% (hurdle requirement)† Assessment 1 Lab report 25%†	2. Describe and apply major theories of criminal behaviour (eSLO2)† Assessment 1 In-class quizzes 10%† Assessment 2 Written Assignment 30%† Assessment 3 Group presentation 15%† Assessment 4 Final exam 45%†	Apply basic research methods to investigate and evaluate claims regarding psychological questions and phenomena (eSLO2, eSLO3)† Assessment 1 Essay 20%† Assessment 2 Group presentation 20%†

Making the Psychology curriculum visible

[illegible]

Making the Psychology curriculum visible



MyCourseMap allows:

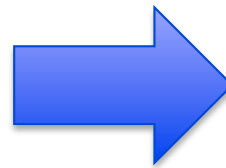
1. CLO/SLO/APAC Data to all be in one place.
2. Pulls assessment weights together.
3. Maps the CTP and ELP
4. Core vs Electives
5. Makes comparison with other courses more simple.
6. **Easy to share with staff and students and external bodies.**



What next?

1. The course review team are currently writing the evaluation reports.
2. A range of recommendations have been proposed.
3. A new set of assessments and subjects redesigns are proposed.
4. MyCourseMap will allow the new and old curriculums to be compared and disseminated for comment.

Bachelor of Psychological Science@UOW				
Year 1 Semester 1	PSYC00 Critical thinking & communication skills in Psychology	PSYC01 Foundations of Psychology A		
Year 1 Semester 2	PSYC02 Foundations of Psychology B	PSYC03 Research Methods and Statistics		
Year 2 Semester 1	PSYC231 Personality	PSYC234 Biological Psych and Learning	PSYC251 Abnormal Psychology	
Year 2 Semester 2	PSYC236 Cognition and Perception	PSYC241 Developmental and Social Psychology	PSYC250 Qualitative Methods in Psychology	
Year 3 Semester 1	PSYC347 Assessment and Intervention	PSYC348 History and Metatheory	PSYC345 Advanced Topics in Cognition	PSYC350 Social Behaviour and Individual Differences
Year 3 Semester 2	PSYC354 Design and Analysis	PSYC349 Visual Perception	PSYC352 Psychophysiology	PSYC356 Topics in Applied Psychology



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Year 2 Semester 1	PSYC231 Personality	PSYC234 Biological Psych and Learning	PSYC251 Abnormal Psychology	
Year 2 Semester 2	PSYC236 Cognition and Perception	PSYC241 Developmental and Social Psychology	PSYC250 Qualitative Methods in Psychology	
Year 3 Semester 1	PSYC347 Assessment and Intervention	PSYC348 History and Metatheory	PSYC345 Advanced Topics in Cognition	PSYC350 Social Behaviour and Individual Differences
Year 3 Semester 2	PSYC354 Design and Analysis	PSYC349 Visual Perception	PSYC352 Psychophysiology	PSYC356 Topics in Applied Psychology



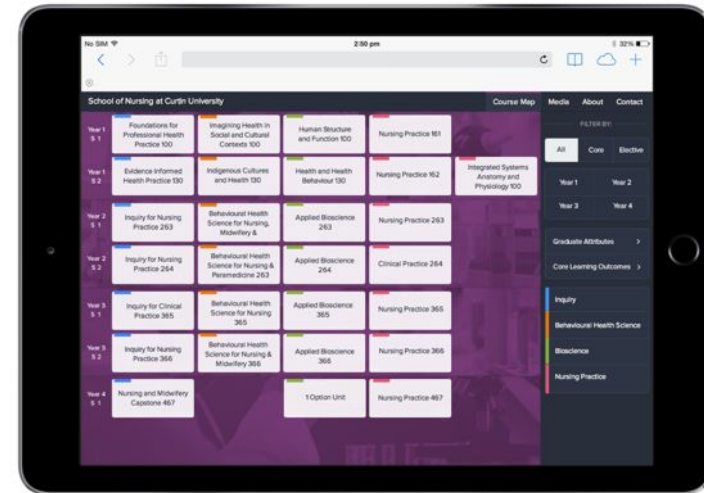
Staff and Institution problem



The Old Way

Paper or PDF based course information

- *Hard to understand*
- *Difficult to update*
- *Not student-focussed*



The MyCourseMap Way

Online, visual course map information

- *Visually appealing*
- *Quick updates, anytime*
- *Student and faculty focussed*

Proposed Fellowship Outputs

1. Enable academics and students to **employ a whole-of-program**, interactive map from the point of enrolment.
2. Participating institutions **have MyCourseMap** for use
3. Generate a community of practice who will address the important issue of **engaging student with curricula** within and beyond the Fellowship.



Webinar Session feedback:

With thanks from your hosts

Professor Geoff Crisp,
PVC Education, University of New South Wales
[g.crisp\[at\]unsw.edu.au](mailto:g.crisp[at]unsw.edu.au)

Dr Mathew Hillier,
Monash Office of Learning & Teaching
Monash University
[mathew.hillier\[at\]monash.edu](mailto:mathew.hillier[at]monash.edu)

Recording available

<http://transformingassessment.com>

