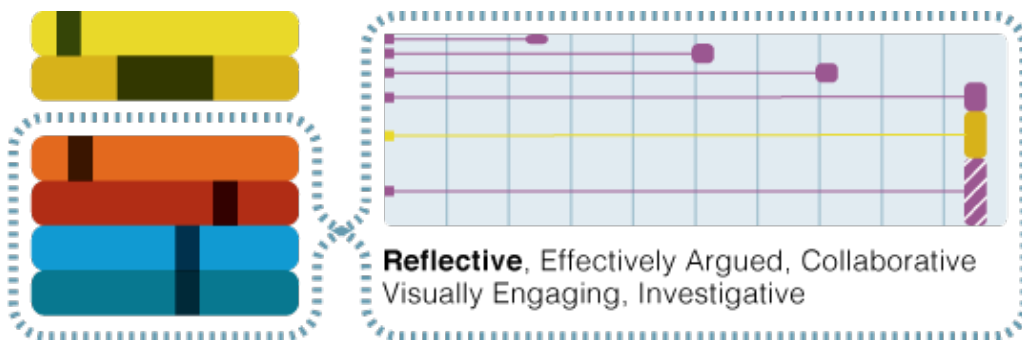


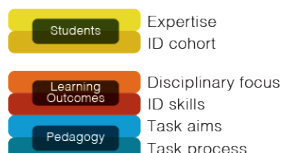
MM28



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Reflective, Effectively Argued, Collaborative
Visually Engaging, Investigative



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

Unit/subject/course focuses on key shared themes and societal issues; students investigate a shared concern through guided individual readings and the collaborative development of a tailored project response.

How well does the assessment design fit the ID cohort?

Does it fit the level of student expertise?

First year level Unit/subject/course that relies on relatively high level of maturity and competency.

Does it respond to the range and style of cohort learning expectations?

Learning culture biased towards a general skillset focused on text based review and critique, but suitable for a wide range of cohorts including a high proportion of double degree students.

How well does the assessment design align to intended ID learning outcomes?

Do the tasks and criteria sufficiently support development of students' disciplinary practices ?

Deepening of disciplinary knowledge is not the focus of this leadership unit.

Do the tasks and criteria sufficiently support development of students' interdisciplinary skills ?

Emphasis on ID practices and collaborative activity, consolidating ID skills and a focus on the application of these to shared global problems.

Do the student and staff roles influencing the direction / aims of the tasks support the ID learning outcomes?

Balanced approach to student defined aims and interests within a strict broader framework set out by staff.

Do the student and staff roles influencing the process / development of the tasks support ID learning outcomes?

Balanced approach, with strong emphasis on peer feedback and some opportunities for group work. A focus on integrative synthesis of perspectives is called for in the concluding project.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This first year unit introduces students to interdisciplinary approaches to addressing the key challenges facing the global community. Students are introduced to historical and contemporary concepts, ideas, and frameworks necessary for critically reflecting on the impact of globalisation across cultures. Key to this reflection will be the development of skills in understanding institutions, cultures and people across a range of local, regional, and global contexts. The unit will enable students to identify, define and describe key global challenges and to apply the interdisciplinary knowledge gained in this unit to critique and construct knowledge in this area.

Learning Outcomes:

- Demonstrate an understanding of key concepts and frameworks.
- Identify key global issues and relate these to different disciplinary contexts.
- Synthesize a range of sources and apply to understanding different global contexts.
- Demonstrate collaborative skills and leadership potential.
- Communicate interdisciplinary knowledge in multiple formats (written, oral, audio-visual)

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Critical Summary 1 (5%) Students are required to provide a 400-word summary of 2 articles provided as required readings from Module 1: Mass Atrocities.

Critical Summary 2 (10%) Students are required to provide a 400-word summary of 2 articles provided as required readings from Module 2: Migration.

Critical Commentary 1 (10%) Students are required to provide a 500-word summary of 2 articles provided as required readings from Module 3: Radicalisation. Students must add their own critical commentary on the articles to their summary.

Critical Commentary 2 (15%) Students are required to provide a 500-word summary of 2 articles provided as required readings from Module 4: Indigenous Peoples in the Global World. Students must add their own critical commentary on the articles to their summary.

Learning Reflection VODCAST (25%) In this assessment you are required to reflect upon your understanding of dialogue as a tool in leadership and group scenarios. You will need to evaluate the ways in which these experiences impacted on your learning throughout the semester. Specifically you should consider how these practices differ from communicating through debate or argumentation. Students are to submit a 3-minute Vodcast.

Progressive Group Task (35%) In groups devise 5 principles for evaluating belonging. Then draft 10 questions that will form the basis of your 'citizenship' test. The questions will build on the principles you have identified in the 5 principles. Then write a 2000-word evaluation report on the concept and use of citizenship tests. Students must also submit a 200-word evaluation of how your group worked together, identifying your role and your contribution to the group.

ASSESSMENT CRITERIA / MARKING

- Identification of key arguments within each article
- Identification and sourcing relevant information
- Summary is concise and coherent
- Key arguments synthesized and analysed
- Analysis and reflection in key points
- Appropriate use of academic writing techniques
- Selection and evaluation of the impact of learning experiences
- Integrated discussion of course materials as support for evaluation claims
- An effective argument with logical flow of ideas
- Production an effective visually engaging balanced video communication product