MM24

Australian National University
Creating Knowledge

multiplemeasures.org.au

SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

Unit/subject/course brings together advanced students from a range of disciplines. It supports their peer led investigation of the gaps and opportunities between disciplines, in order innovatively to address complex problems.

How well does the assessment design fit the ID cohort?

Does it fit the level of *student expertise*?
Well scaffolded, well-resourced unit/subject/course designed for delivery to foundation level students. The unit/subject/course aims to assist students to identify and develop high level ID approaches.

Does it respond to the *range and style of cohort learning expectations*?
'Balanced' approach to learning culture enables broad access by students already engaged with a wide range of disciplinary studies. The focus is on shared concerns and integration of multiple perspectives in response to a shared complex problem. The unit/subject/course and is supported by university frameworks that allow intake from across faculties.

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

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

Multidisciplinary focus draws on an already advanced knowledge base. Key focus is on ID rather than disciplinary skills.

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

Multidisciplinary exposure expands broad ID competencies, including the ability to undertake critique across discipline boundaries. The development of negotiated ID responses to complex problems opens these skills further, and the development of assessment criteria with a focus on multiple perspectives highlights the significance of this.

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

Strong student leadership: tailored group project is developed within broad framework delivered and supported by staff. Significant input of staff perspectives are also provided by the inclusion of senior academics, providing insight to the range of approaches that might be taken to complex problems and the values that might be applied to identify 'success'.

Do the student and staff roles influencing the *process / development* of the tasks support ID learning outcomes? Process of development and outcome is almost entirely directed by these advanced year level students, working in-group context. Strong emphasis on peer feedback and individual reflection that considers a range of perspectives.

This summary draws on interview data collected through the **Multiple Measures** project, as well as materials produced by academics developing this unit/course/subject.
The **Multiple Measures** project was funded by the Australian Government Office for Learning and Teaching

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

Creating Knowledge (CK) is a Vice-Chancellor's course for talented, inquiring students from all areas of the ANU who are interested in what makes universities tick. A university is one of the places where people gather to make sense of the world and CK brings students from across the ANU together to do just that. It affords students early in their degree the time and the space to consider the nature of academic inquiry and its relationship to other ways of knowing and creating knowledge. Featuring a host of researchers and ideas from different disciplinary and cultural perspectives, CK presents a series of expert panels on the different ways knowledge is constructed across the ANU. In this way, motivated and interested students are given the opportunity to engage with different disciplinary and cultural ways of knowing. The panels, readings, tutorials and workshops are all thought starters – you need to use them as launching pads of inquiry, and not necessarily, final destinations.

Through deep and active engagement, students learn to be more aware of themselves and the world around them. They absorb and reflect on ideas, use them to pursue new trains of thought and track their own thinking patterns.

Learning Outcomes:

- Methods for negotiating, identifying and articulating societal issues and problems so that they become expressed in forms that can benefit from the application of research.
- Disciplinary characteristics of research, and methods for integrating research across disciplinary edges.
- Methods for implementing and evaluating research-based interventions and contributions that address societal problems.

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Learning Portfolio (35%) Investigate a gap in the knowledge in a discipline or disciplines of interest. This knowledge gap can be in any field, but it should be in an academic area of interest for you. Students will use this research project to explore the course themes and present an understanding of how knowledge could be developed to fill the gap. Assessment tasks include peer review (5%), a 3-min presentation 5% and the portfolio artefact 25%.

Group Research Project (30%) Explore in depth a piece of fundamental, popular or accepted knowledge. The final submission should be accessible to someone with no knowledge of the topic. Assessment tasks include a 5-min presentation 10% and a visual representation and rationale 20%.

Tutorial Co-facilitation (35%) Present a tutorial to your peers themed on a weekly topic, to be allocated during the first tutorial. Assessment tasks include a tutorial co-facilitation 10%, secret plan 10% and weekly focus questions and comments 15%.

ASSESSMENT CRITERIA / MARKING

- A defined scope of academic research and its relationship to broader concepts of knowledge and knowledge creation
- Demonstrated understanding of the importance of alternative viewpoints in the process of knowledge creation
- Critical argument, reflection, or connections about the nature of knowledge and the learning process
- Demonstration of effective communication conveying meaning to an educated but not specialist audience

This summary draws on interview data collected through the **Multiple Measures** project, as well as materials produced by academics developing this unit/course/subject.
The **Multiple Measures** project was funded by the Australian Government Office for Learning and Teaching.

Australian National University

VCUG2001
Creating Knowledge

Semester 2, 2015

Course Pre-Guide and Outline

In this guide

Note: this document will be supplemented by a detailed assessment guide and course schedule

1. Indicative Schedule

These topics are subject to change as lecturers are confirmed and will be superseded by a course schedule

Table 1: Indicative Schedule

Wk	Tuesday (Seminars) Forestry F108	Tutorial Ticket task	Thursday (Tutorials) Forestry F101	Assessment/Notes
1	No classes in Week 1			
2	Creating Knowledge & Course Introduction		Assessment Co-Design	
3	**Building Knowledge** (Colour Workshop @ 10am)	Declare a research/learning portfolio topic before tutorial	Tutorial run by your tutor	
4	**Colour as Knowledge** (Language Workshop @ 10am)	Set by your peers	Colour tutorial run by your peers	FQ 1 due Friday; comments due next Mon
5	**Language as Knowledge** (Dev. Workshop at 10am)	Set by your peers	Language tutorial run by your peers	FQ2 due Friday; comments due next Mon
6	**Guest Panel**	Set by your peers	Tutorial run by your peers	FQ3 due Friday; comments due next Mon
7	Group Project Workshop (wk 9 Workshop @ 10am)		No formal class - room booked for independent group work	
B1	Time for rest, relaxation (and finishing your Group Project!)			
B2				
8	No class - room booked (wk 9 Workshop @ 10am)		Group Project Presentation during Tutorials	FQ4 due Friday; comments due Mon
9	**Guest Panel** (wk 9 Workshop @ 10am)	Set by your peers	Tutorial run by your peers	FQ5 due Friday; comments due Mon
10	**Guest Panel**	Set by your peers	Tutorial run by your peers	FQ6 due Friday; comments due Mon
11	Portfolio Peer Review Session		Portfolio consultation	FQ7 due Friday; comments due Mon
12	Portfolio Presentation		End of class picnic	
13	No classes in Week 13			Portfolio due Friday

COLOUR KEY	Class run by Chris or Selena	**Bold indicates guest**	Grey indicates no class
	Class run by students	Assessable item TC = Threshold Concepts	

Class locations

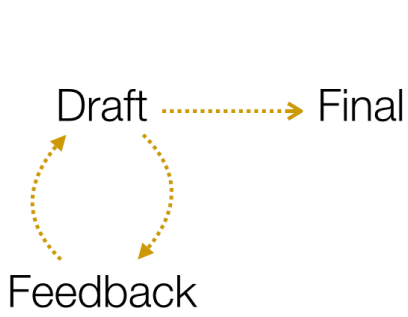
No classes in Week 1 or Week 13

Workshop (Tuesday)	10am-11am	Forestry F108 (upstairs)
Panels (Tuesday)	11am-1pm:	Forestry F108 (upstairs)
Tutorials (Thursday)	TBA	Forestry F101 (upstairs)

2. Indicative Assessment

This assessment will be confirmed in the Week 2 tutorial. Please ensure that you raise any queries before then.

During the week 2 tutorial, we will co-design the assessment task requirements and expectations.
There are two requirements for each assessment task:



1. Each assessment must have formative feedback built into it

2. Each assessment should encourage Higher Order Thinking Skills

Below is a broad outline of a suggested framework for assessment

Table 2: Indicative Assessment

Item	Mark	Marker	Due	Marks returned
Research Portfolio (50%)			*Understand an area of knowledge and reflect on course themes*	
Weekly focus questions	10%	Chris	midnight Fri each week	by following Mon
3-min talk	5%	Chris & Selena	Tues wk12 tutorial	Wed wk 12
Portfolio artefact	35%	Chris or Selena	Fri wk12	as exams
Group Research Project (30%)			*Investigate a piece of popular knowledge in an outside discipline*	
5-min presentation + Q&A	10%	Chris & Selena	Wk 8 Tutorial	by wk 9 tutorial
Visual representation + rationale	20%	Chris & Selena	Fri wk 8	by wk 9 tutorial
Tutorial Co-Facilitation (20%)			*Run a tutorial on knowledge topics for your peers*	
Tutorial co-facilitation	10%	Selena & peers	1x, in weeks 4-6, 9-10	at following tutorial
Tutorial tickets	10%	Chris	midnight, night before	at end of tutorials

In the week 2 tutorial, we'll establish the task requirements, any suggestions on mark allocation, and what a good example would look like against the marking criteria.

Assessment Task Overview

Group Project

Your task is to explore in depth a piece of fundamental, popular or accepted knowledge. The final submission should be accessible to someone with no knowledge of the topic.

Suggested tasks:

- *presentation and Q&A*
- *produce a visual representation (digital or physical) accompanied by a rationale*
- *interview two experts (ie ANU professors) on the topics*

Suggested marking criteria

- demonstrated awareness of academic research and its relationship to knowledge creation
- demonstrated understanding of alternative viewpoints or thinking about the knowledge
- evidence of critical thinking about the nature of knowledge and the learning process
- effective communication of ideas

Tutorial Facilitation

Present a tutorial to your peers themed on the weekly topic, to be allocated during the first tutorial. In order to prepare for student-facilitated tutorials, you need to submit a preparation 'ticket' the night before in response to a question that the facilitators ask.

Suggested tasks:

- attend a workshop the week before your tutorial to bounce around ideas
- complete a secret plan that details how you will run your facilitation
- run the tutorial for 90 minutes
- peers submit a ticket before coming to the tutorial that is incorporated into the tutorial

Suggested marking criteria

- encourages high quality discussion/exchange of ideas
- effectively relating the tutorial to the course themes in a way that maximises student learning
- maintaining clarity and logical progressions of ideas to an effective conclusion
- clear instructions that assist in achieving above points
- ability to respond well to questions including the explanation of concepts

Portfolio

Investigate an gap in the knowledge in a discipline or disciplines of interest. This knowledge gap can be in any field, but it should be in an academic area of interest for you. You will use this research project to explore the course themes, and present an understanding of how knowledge could be developed to fill the gap.

Suggested tasks:

- weekly focus questions to explore the ideas in the course in relation to your portfolio
- comments on weekly focus questions to encourage discussion and give formative feedback
- oral presentation - a 3MTalk on the topic
- peer review - get formal peer review on your final portfolio
- final submission - a digital or physical artefact that can be consumed in 10-15 minutes that demonstrates your learning in the course through the knowledge gap

Suggested marking criteria

- a defined scope of academic research and its relationship to broader concepts of knowledge and knowledge creation
- demonstration of multiple perspectives in constructing knowledge
- critical argument, reflection, or connections about the nature of knowledge and the learning process
- effective communication conveying meaning

3. Course Outline

The nitty-gritty information about the course

4.1 Introduction

Creating Knowledge (CK) is a Vice-Chancellor's course for talented, inquiring students from all areas of the ANU who are interested in what makes universities tick. A university is one of the places where people gather to make sense of the world and CK brings students from across the ANU together to do just that. It affords students early in their degree the time and the space to consider the nature of academic inquiry and its relationship to other ways of knowing and creating knowledge. Featuring a host of researchers and ideas from different disciplinary and cultural perspectives, CK presents a series of expert panels on the different ways knowledge is constructed across the ANU. In this way, motivated and interested students are given the opportunity to engage with different disciplinary and cultural ways of knowing. The panels, readings, tutorials and workshops are all thought-starters – you need to use them as launching pads of inquiry, and not necessarily, final destinations. Through deep and active engagement, students learn to be more aware of themselves and the world around them. They absorb and reflect on ideas, use them to pursue new trains of thought and track their own thinking patterns.

What to expect

The Vice Chancellor's courses are all about learning to appreciate other ways of looking at the world and students learn from each other as much as from the lecturers. Peer-learning focussed and cross-disciplinary in nature, CK explores how scholarly inquiry is conducted in a range of disciplines outside their own course of study. We want students to see the world through the eyes of others, to appreciate the strengths of different perspectives and to understand how positions are reached and opinions formed. Through individual and group learning, students will have the opportunity to analyse, synthesise, evaluate, apply and communicate knowledge.

Engaged and motivated students will use the CK experience to explore:

- how researchers in various fields including the arts, social sciences, law, science, business, engineering and Asia and the Pacific think about what they are doing, including the relationship between academic ideals and everyday research practice;
- whether and how academic inquiry differs from knowledge creation in other contexts (traditional ways of knowing, non-Western intellectual traditions, religious thought, policy making, investigations by police or journalists, corporate knowledge production, creative art and design); and
- the changing social context of academic research, including the idea of the knowledge economy.

Indicative Workload

Four hours contact a week, made up of a 2-hour panel (highly recommended), and a 2-hour tutorial (compulsory). In addition, a 1-hour workshop (compulsory) is held the week before your tutorial co-facilitation (only need to attend once).

Approximately six hours independent learning a week is required to engage in the course content.

Preliminary task

For your first tutorial (week 2), you will be asked to prepare a half-page summary of a piece of knowledge that is a cornerstone of your discipline. This should be something that 'everyone' in your field of endeavour 'knows' (for example, an engineer knows that triangles are the strongest shape for building). The summary should explain what the knowledge is, and provide some background for someone who knows nothing about it.

Learning Outcomes

LO1: Methods for negotiating, identifying and articulating societal issues and problems so that they become expressed in forms that can benefit from the application of research.

LO2: Disciplinary characteristics of research, and methods for integrating research across disciplinary edges.

LO3: Methods for implementing and evaluating research-based interventions and contributions that address societal problems.

Learning Activities

Face-to-face activities

Panels– Please come to the panel having done the topic's reading.

Tutorials – Please come to the panel having done your tutorial ticket.

Facilitator Workshop — Attend a facilitator's workshop ahead of running your tutorial. Times and locations TBA.

Online activities

Tutorial Tickets - tutorial tickets need to be submitted on Wattle before tutorials.

Reading and resources - all the reading and resources, including previous years' slides are available at:
http://vc-courses.anu.edu.au/resources/?dir=ck/

Feedback, comments & marks

Feedback is widely misunderstood concept in education. I see feedback as a systems process that drives behaviour (formative feedback), rather than being the the result of assessed work (summative feedback).

In this course, there are many formal and informal processes to collect ***formative feedback*** to help submit the best work you can. These include regular opportunities with your tutor and with Chris for specific feedback, and most assessment items are staged so that you can receive feedback as you go. You should also make the most of informal feedback, such as through other members of your group and former students.

When marks are returned, they will be accompanied with ***minimal summative feedback to justify the mark***. You are welcome to ask your marker for more feedback if you would like or need.

Group & peer evaluation/marking

Peer evaluation and comments are a part of group work: in this case, the Group Project and Tutorial Facilitation.

On occasion, not all members of a group contribute equally to the the work required, or not all members have the same expectations of standards. There is a moderation process available to provide recognition when required:

Tutorial Co-facilitation (voluntary) talk to your tutor upon the completion of your tutorial if your group requires this

Group Project (required) this will occur in the final group presentation tutorial. Moderation will apply to all group project assessment, unless otherwise stated by the group (eg, person A helped a lot during semester, but we didn't see them whilst preparing the final reports)

The course convener will override group evaluation if deemed necessary, in consultation with your tutor. This highlights the importance of working well both as a group, and within your group.