Shareable Modules
Strategic Teaching & Learning Grant Round 2

(to be known as KNOTs – *To Know the Nature of Things*)
contact for information: chris.browne@anu.edu.au
v0.3, June 2024

OVERVIEW

A new University-wide course is being developed to support flexible and collaborative development of learning experiences for Indigenous perspectives, transdisciplinary skills and critical thinking. The course will focus on preparing students to apply transdisciplinary problem-solving skills in a social impact context. The course will comprise an ecology of learning modules – focused, contained learning engagements.

It is anticipated that these standalone modules will be made available as a common resource, and may be developed for and delivered within other aligned courses.

We are seeking a diverse range of subject matter experts to develop these modules as part of a collaborative university-wide strategic initiative.

About Modules...

Are there suggested topics for modules?

Modules are simply a mechanism for recognising learning at a sub-course level, and so the topics are limitless. Some may even be self-directed.

There are some areas priority areas, including:

- **Indigenous perspectives and knowledges**, and building a core set of modules that can be shared across multiple courses, and build on resources from the ANU Library's Indigenous Knowledges hub.
- **Transdisciplinary Problem-Solving**, including topics relating to the development of skills outlined in The Transdisciplinary LibGuide.
- **Experiential Learning**, including activities that develop practical skills that may be developed through activities that support work integrated learning, fieldwork, placements, projects, simulations, and other forms experiential learning, as outlined in the ANU Employability Framework.

- **Contemporary societal issues**, particularly aligned to transdisciplinary areas of ANU research, or that can bridge a gap between research and education.

How big is a Module?

Modules can range in size. The size of a module will be based on 'points'. 1 point is the equivalent of 10 hours of learning, or approximately 0.5 units. Modules can be between 1 and 6 points (10-60 hours, 0.5-3 units).

A general rule of thirds applies around time, but could be interpreted as appropriate for the activity:

- About 1/3 of time could be allocated to pre-activity preparation (background reading, etc)
- About 1/3 of time could be allocated to the activity itself (class, workshop, seminar, tutorial, fieldwork, etc)
- About 1/3 of time could be allocated to post-activity task (for example, reflection, follow-up, extension)

For example, a 1-point module could take the form of:

- A 1-hour seminar with pre/post activities, repeated over three weeks
- One, 3-hour seminar with pre/post activities
- A full-day workshop with minimal pre/post activities
- 10 hours of self-directed or other independent learning

To keep things simple, modules should be integers, and rounded to the appropriate size, based on the hours allocated to the activity including pre/post.

Can a module be assessed?

A module should have some supporting material, and may include suggested formative assessment, such as things to consider further that could be included in a portfolio-style assessment. However, the assessment should be a suggestion, and should be driven by the course the module is in.

What can be in a module?

If it's worth learning, it can be in a module! A module should have a single focus, and be self-contained. As a starting point, the modules will be divided into the three pillars for TD problem-solving:

- Context: "The Knowing". Understanding the bigger picture.
  Modules inspired by exploring real-world or contemporary problems or issues. This could include topical subjects or seminars.
- Skills: "The Being" Developing skills to improve practice.
  Modules that directly relate to building a repertoire of core skills related to the graduate attributes. This could include workshops that build skills to
- Collaboration: "The Doing" Collaborating for change.
  Individual and collaborative project-based modules. This could involve projects and other options for students to collaborate with external partners.

What level can modules be pitched at?

A schema for 'Introductory, Intermediate, Advanced' will be developed. If proposing a higher level (ie advanced) a pathway to that level should exist (ie introductory, intermediate).

How are modules recognised?

Students who complete a module can be recognised through a digital badge in the new LMS. Think of this like a digital certificate.

Can modules be included in existing courses?

Yes. This is the idea.

It is possible to create a course entirely from modules!

Do modules have to be included in courses?

No. A module could be developed to benefit certain cohorts (for example, as an introductory unit for first year students or act as a supplement for within a course.)

What acknowledgement or licensing will be in place for modules?

At this stage, it is anticipated that modules will eventually become part of a learning commons, and be designed for ANU use only, likely with a process of recognition to the author/s (ie citation). It may be possible to restrict use. If this is a concern, please reach out and help us put in place the right mechanism for your situation.

What information will be required for a Module?

Proposed required information for a module:

- **Title**: A recognisable identifier that describes the module intent. Less than 10 words.
- **Summary**: A plain text description of the content and for the module. Between 100-200 words.
- **Suggested Size**: Between 1-6 points (see definition of points below)
- **Learning Outcomes**: 1-2 learning outcomes for the module aligned with the course learning outcomes (attached)
- **Course Material**: may include lesson plan, slide decks, recordings, notes and other shareable material
- **Preparation task:** For example, resources, particularly drawing upon:
    - The Transdisciplinary LibGuide
    - The ANU Library's Indigenous Knowledges hub
- **Post-activity task:** Suggestions on reflective prompts or extension tasks that could be used towards a final assessment task
- **Advice:** may include advice to students about other module to complete, or options for further study