LEARNING AS ASSESSMENT
THE CO-DEVELOPMENT OF
A CORE FIRST YEAR SUBJECT

Jen Roberts (Law, Humanities and the Arts)
Marcus O’Donnell (Digital Pedagogies)
Ruth Walker (Learning Development)
Co-developed the subject LHA101 at the University of Wollongong
THE CONTEXT

Faculty of Law, Humanities and the Arts at UOW restructure led to:
• Three schools with many different degrees
  • BA, BIS, BCMS, BCA, LLB, LAW etc etc

What led to the development of a new core first year subject across LHA:
• The BA review
  • like other Humanities degrees in Australia – an unstructured ‘lego land’
  • identified the need for a core first year subject
  • Adapted an existing subject ARTS101 Peer-to-Peer
• First year experience (retention and success)
• AQF (mapping learning outcomes)
• The Curriculum Transformation Project (CTP)
  • a whole-of-course approach to teaching and learning at UOW
• Recommendations from Learning, Teaching and Curriculum, which includes:
  • Learning Development, Educational Design, Strategic Curriculum Development
The curriculum transformation model at UOW (2014)
## LHA101: INTRODUCTION TO THE HUMANITIES

### Learning activities
- Online discussion
- Research strategies
- Critical reading
- Referencing skills
- Academic integrity

### Assessment activities
- Reflective writing
- Research report
- Group presentation
- Peer assessment
- Online submission

### Teaching & learning strategies
- Peer assisted learning
- Peer feedback
- Group work
- Debate
- Flipped classroom

### Alignment with UOW curriculum transformative practices
- FYE@UOW
- MyPortfolio@UOW (under development)
- HybridLearning@UOW
- Connections@UOW
- Capstones@UOW

LHA101 is a compulsory 6cp full semester subject for first year students (BA, BIS, BCMS). LHA101 supports students in their first session of study at UOW while exploring a series of contemporary topics that help students develop critical thinking, research and communication skills. The subject involves peer mentors, peer assessment and the scaffolded development of academic literacies. It was designed as a bookend to the compulsory capstone subject LHA301.
LHA101 incorporates peer mentoring and peer assessment:

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).
I HAVE NO IDEA
WHAT I'M DOING

The only thing you absolutely have to know is the location of the library.
— ALBERT EINSTEIN

DID YOU
REFERENCE ALL YOUR SOURCES?

RESEARCH
“Arguing that you don’t care about the right to privacy because you have nothing to hide is no different than saying you don’t care about freedom of speech because you have nothing to say.”

- Edward Snowden

intervention

solidarity trust prevention communities anti-violence bystander stand speak together intervene support
LHA101 ASSESSMENT TASKS

Four assessment tasks (pass/fail)

1. Reflection on past experience and future expectations
2. Research, writing and referencing
3. Collaborative team work, project management, critical analysis and oral communication
4. Self evaluation of progress in 2015, self identification of strengths and weaknesses and articulation of future goals
INCREASING IMPACT

Alignment with UOW curriculum transformative practices

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Every new incoming first year student allocated an eportfolio in LHA101 to self-curate signature assessment tasks across their Major.

LHA101 daisy-chaining academic literacies support and assessment tasks/feedback across other first year subjects in more than 16 Majors across the Bachelor of Arts (BA), Communication and Media Studies (BCMS) and International Studies (BIS).
Stakeholders across UOW are invested in the success and outcomes of LHA101, for example.....
RESILIENCE AND WELLBEING

From Sarah Tilliot’s appraisal of LHA101 from a Wellbeing perspective (2015)
AN EXAMPLE OF ECOLOGIES OF PRACTICE

Higher education: “an ecology of interconnected metapRACTICES”
(Kemmis et al 2009 p4)
LHA101 AND THE ECOLOGICAL CURRICULUM

“The promotion of students’ service learning, the encouragement to students to engage in their own ‘lifewide learning’, the instantiation into curricula of the idea of the student as a ‘global citizen’, the stretching of curricula to include social dimensions of a discipline, the inclusion of student projects oriented towards community matters, the challenge of value conflicts: these are only a sample of the possibilities that reach out towards an ecological curriculum.”

(Barnett 2014 Thinking about Higher Education p20)
REFERENCES


Tilliot S (2015) LHA 101 Resilience and Wellbeing integration report, submitted to Learning, Teaching and Curriculum, University of Wollongong