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Title

Evidencing learning outcomes : a multi-level multi-dimensional course alignment model / Bhavani Sridharan, Shona Leitch and Kim Watty

Publication year

2015

Source/Footnote

Inventory number

38932

Keywords

Abstract

This conceptual framework proposes a multi-level, multi-dimensional course alignment model to implement a contextualised constructive alignment of rubric design that authentically evidences and assesses learning outcomes. By embedding quality control mechanisms at each level for each dimension, this model facilitates the development of an aligned curriculum. The use of rubrics is a crucial theme for many higher education institutions owing to the binding requirement by universities to provide evidence to quality assurance agencies. The success of evidencing learning outcomes through rubrics, however, is only one piece of the puzzle. The other is the contextualised constructive alignment of intertwined factors. Despite the significance of embedding these factors, there has been little, if any, systematic framework in this area. The two key instrumental forces underpinning the conception of this model are: seeking external accreditation and the implementation of programme enhancement thus realising the strategic agenda for an Australian university.(HRK / Abstract übernommen)