Academic & information literacy (AIL) programme:

Curriculum integration

Professional development for librarians and learning advisers at the University of Auckland

Learning Objectives

Librarians and advisers will:

- Gain an understanding of AIL and its importance to the University of Auckland, as well as the responsibilities of all stakeholders in providing AIL education to students.
- Analyse faculty/school/departmental (referred to as faculty in this document) curricula to identify potential courses for AIL integration.
- Understand different collaborative approaches when working with faculty, peers and other professional staff within UoA.
- Understand and apply the Research Skills Development Framework (RSDF) and the Wang AIL integration model in AIL curriculum integration.
- Learn to measure the impact of AIL integration
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Programme overview

The academic and information literacy (AIL) curriculum integration programme was developed from a needs analysis study, conducted at the University of Auckland Libraries & Learning Services (LLS) in 2009/2010. The pilot programme was conducted in 2011. The programme was revised based on extensive evaluation at the end of 2011 and again in 2014.

The target audience of the programme is subject and learning support services librarians and learning advisers. The programme is compulsory for all new subject librarians, learning support services librarians (referred to as librarians in this document) and learning advisers (referred to as advisers in this document) who have started at the University of Auckland (UoA) LLS since January 2011.

1. Learning outcomes

Librarians and advisers will:

- Gain an understanding of AIL and its importance to the University of Auckland, as well as the responsibilities of all stakeholders in providing AIL education to students.
- Analyse faculty/school/departmental (referred to as faculty in this document) curricula to identify potential courses for AIL integration.
- Understand different collaborative approaches when working with faculty, peers and other professional staff within UoA.
- Understand and apply the Research Skills Development Framework (RSDF) and the Wang AIL integration model in AIL curriculum integration.
- Learn to measure the impact of AIL integration

2. Training modules and times

The training programme consists of five modules:

Module 1: AIL for learning
- Understand the concept of academic and information literacy (AIL)
- Comprehend that AIL is transformative rather than skills based
- Understand the importance of AIL in the University of Auckland context and the role of librarians and advisers.

Module 2: Understanding your faculty curriculum
- Understand the curriculum and different levels of curriculum at UoA
- Understand curriculum structure of an academic programme or a department and identify potential courses for integrating AIL
- Understand frameworks which underpin curriculum analysis

Module 3: Collaboration: the foundation of AIL integration
- Understand the nature of collaboration
- Learn who to collaborate with at the University
- Understand the LLS process of collaboration
Module 4: Integration of AIL into the curriculum and designing integration activities
- Understand the Wang integration model in curricular integration of AIL
- Apply the AIL frameworks
- Design AIL integration activities

Module 5: Measuring the impact of AIL integration
- Learn to measure the impact of AIL integration

Time expectations:
- Module 1: AIL for learning (2-3hrs reading and assignment + team discussion).
- Module 2: Understanding your faculty curriculum (3-4hrs reading & assignment + 4hr class).
- Module 3: Collaboration: the foundation of AIL integration (3-4hrs reading & assignment + 4hr class).
- Module 4: Integration of AIL into curriculum and designing integration activities (4-5hrs reading & assignment + 4hr class)
- Module 5: Measuring the impact of AIL integration (4-5hrs reading and assignments online)

3. Programme assignment
There is an assignment at the end of each module for which a template is provided. All the module assignments should be completed by each participant. The participant’s team manager will give written feedback on each module before you submit it. The assignment (MS Word) should then be emailed to the Learning Services Support Manager. Members of the LLS Teaching and Learning Portfolio group will also provide feedback on this assignment.

4. Delivery methods
The programme is delivered in a number of different formats: discussion with your team organised by your manager, face-to-face workshops, and online self-learning.

- Module 1 is a team discussion. Participants complete the assignment questions after the team discussion. The manager may decide to invite LLS members outside of the team e.g. a learning support services librarian and a learning adviser to join the discussion.
- Modules 2-4 are face-to-face workshops where relevant LLS and faculty teaching staff facilitate or participate in the group discussions.
- Module 5 is a self-paced online learning module.

5. Programme website
The programme website is available at:
http://flexiblelearning.auckland.ac.nz/iltraining/index.html

6. Time frame
The programme will be offered in 2016 on the following dates:

- **Module 1 (team Discussion)**: the module content is available on the programme website, assignment due Monday 4 April 2016.
7. Training related documents

There are several documents relating to this programme, including handouts, information for team managers and PowerPoint presentations for modules 2-4. These documents are available from the programme website.

- **Handout (modules 1-4)**: this is for participants. The handout (this document) contains all the key information including module learning outcomes, learning activities and module assessments. It is used at all the training sessions in combination with the PowerPoint presentations. The handout will be sent out module by module.

- **Information for Managers**: this is for team managers. It informs managers of the requirements of each module and module assessment, and the steps for signing off each module.

- **Module 2 presentation (PPT)**: is used in the group workshop in combination with the handout.

- **Module 3 presentation (PPT)**: is used in the group workshop in combination with the handout.

- **Module 4 presentation (PPT)**: is used in the group workshop in combination with the handout.


**Training certificate**

An AIL curriculum integration programme certificate will be awarded to those who have successfully completed **all five modules and all assignments**.

**Mentor/Peer support**

During the course of this programme you may elect to have a mentor or peer that you could work with. A mentor may be someone who has done the programme before, or a peer may be someone who is currently on the course with you.

**Contacts**

If you have any suggestions or comments on the programme, please contact one of the programme committee members: Li Wang ([l.wang@auckland.ac.nz](mailto:l.wang@auckland.ac.nz)), Chris Moselen ([c.moselen@auckland.ac.nz](mailto:c.moselen@auckland.ac.nz)), Julie Bartlett-Trafford ([j.trafford@auckland.ac.nz](mailto:j.trafford@auckland.ac.nz))
Module 1: AIL for learning

Module 1 provides an overview of academic and information literacy (AIL) in relation to both LLS and university frameworks. It also sets the scene for AIL within the university context and outlines the responsibilities of all those involved in AIL education.

Delivery of the module happens within the participants’ own team and is a discussion involving the participant, the team manager and team members. The team manager may also include LLS staff from outside the team – such as the learning support librarians and student learning advisers.

1. Learning outcomes

- Understand the concept of academic and information literacy (AIL) as the basis of the AIL integration
- Comprehend that AIL is transformative rather than skills based
- Understand the importance of AIL in the University of Auckland context and the role of librarians and advisers in taking responsibility for AIL integration.

2. Readings

Links to the readings are available on the course website.


5. University of Auckland. UoA Graduate Profiles (New Graduate Profile to be implemented in 2016, can also use the summary sheet on the programme site.

3. Team discussion

(joined by other subject librarians/learning advisers and organised by manager)

Read the required documents and discuss the following questions:

1. Based on the readings 1-3, what is your understanding of academic and information literacy in the higher education context?

2. How do readings 2 & 3 inform the idea that AIL is transferrable and transformational rather than just a set of skills?

3. In the new UoA graduate profile, all the capabilities are divided into 6 themes. Which themes are relevant to AIL and why?

4. Read the ACRL Framework and the new graduate profile. ACRL Framework consists of six key threshold concepts. You will be given one of the threshold concepts (see the programme website) to map with one of the themes of the Graduate Profile. In your team discussion, you need to discuss the relationship between the threshold concept that you have been given and the theme from the Graduate Profile you choose. Focus on the following questions:
   a. what does this threshold concept mean to you and your team?
   b. how might this threshold concept relate to the work that you and your team do?

5. Based on the UoA Information Literacy Guidelines and Principles, reflect on the roles of librarians/advisers and faculty in terms of information literacy education and curriculum integration of information literacy?

6. Find out if the faculty you are working with has accrediting bodies such as the Institution of Professional Engineers NZ (IPENZN) or the New Zealand Teachers Council. Which attributes are related to AIL? Please provide the URL of the accrediting documents. (this question is only for the professional faculties who have accrediting bodies)

4. Module assignment and completion

1. Record the discussions of you and your team in the template below in Module 1 Appendix.

2. Watch the video Reflective Writing available on the programme website. The video gives guidance on writing reflectively. You will be asked to write reflections throughout this programme.

3. Your manager should comment on and sign your completed form (module 1 Appendix). Email the Word version of your signed form to the Learning Support Services Manager l.wang@auckland.ac.nz so your completion of Module 1 can be recorded and feedback can be provided to you.

4. Read the two readings below in preparation for Module 2.
5. Module 1 Appendix: AIL for learning assignment template

<table>
<thead>
<tr>
<th>Name of librarian/adviser:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of discussion:</td>
</tr>
</tbody>
</table>

Discussion topics:

1. Based on readings 1-3 what is your understanding of AIL in the higher education context? (300 Words max)

2. How do readings 2 & 3 inform the idea that AIL is transferable and transformational rather than just a set of skills? (300 Words max)

3. In the UoA graduate profile the capabilities are divided into 6 themes. Which themes are relevant to AIL and why? (300 Words max)

4. Read the ACRL Framework and the new graduate profile. ACRL Framework consists of six key threshold concepts. You will be given one of the threshold concepts (see the programme website) to map with one of the themes of the Graduate Profile. In your team discussion, you need to discuss the relationship between the threshold concept that you have been given and the theme from the Graduate Profile you choose. Focus on the following questions:
   4.1 what does this ACRL threshold concept mean to you and your team?
   4.2 how might this threshold concept relate to the work that you and your team do? (500 words max)
5. Based on the UoA *Information Literacy Guidelines and Principles*, reflect on the roles of librarians/advisers and faculty in terms of information literacy education and curriculum integration of information literacy? (300 words max)

6. Find out if the faculty you are working with has accrediting bodies such as the Institution of Professional Engineers NZ (IPENZN) or the New Zealand Teachers Council. Which attributes are related to AIL? Please provide the url of the accrediting documents. (this question is only for the professional faculties who have accrediting bodies) (100 words max)

**NOTE:** This question is only for professional faculties who have accrediting bodies.

**Team manager’s comments:** (include comments on participant’s preparedness for the discussion, understanding of AIL, understanding of reflection)

**Manager’s name:**  
(endorcing completion of Module 1)

Date:

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**Email the above document to the Learning Support Services Manager (l.wang@auckland.ac.nz) by 4th April 2016.**

**Preparation for module 2:** Read the following required readings before you attend Module 2:


Module 2: Understanding your faculty curriculum

This module covers an overview of curricula in higher education, different types of curricula at the University of Auckland, the curricular design process at the University, the scaffolding frameworks that underpin curriculum mapping, as well as how to analyse a programme curriculum to identify what is being taught and the requisite pathway connections of that programme.

1. Learning outcomes:

• Understand the curriculum and different levels of curricula at UoA to effectively integrate AIL into different levels of curriculum
• Understand curriculum development process at UoA to determine the AIL integration opportunities
• Be able to analyse an academic programme curriculum structure and identify potential courses for AIL integration
• Understand the scaffolding learning frameworks to underpin the integration of AIL at different levels

Prerequisites:
Module 1

2. Module 1 Revision

Activity 1: Welcome morning tea

Activity 1: Introduce yourself to someone you do not know and find out:

• your partner’s name, position & team
• work experience
• something interesting about him/her

Activity 2: Review of Module 1

Activity 2: Module 1 assignment summary
Reflection of M2 readings

**Activity 3: M2 reading reflection in pairs:**

1. What is your understanding of curriculum in higher education?
2. What are different levels of the curriculum? (refer to Wang’s article)
3. What are some challenges to map the curriculum against graduate capabilities? (refer to Spencer’s article)

Report back to the class

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**3. What do we mean by ‘curriculum’ in this training programme?**

‘Curriculum’ is an educational plan to enable students to obtain knowledge and skills leading to a degree or diploma. It not only refers to the official list of courses and their content offered by a university, but also refers to its purposes, organisation, delivery and activities, and the evaluation programme developed in an institution.

**Curricula at the University of Auckland**

There are different levels of the curriculum at the University: institutional, faculty, programme, course and class.

At the institutional level, the curriculum refers to the university graduate profiles and the teaching and learning policies (e.g. IL guidelines and principles) which guide the implementation of the offered curriculum (what the staff are going to teach).

At the faculty level, the curriculum refers to faculty teaching and learning policies and professional graduate requirements, as well as the official list of academic programmes and courses offered by that faculty. For example, the Engineering Faculty undergraduate programmes at the University of Auckland consist of general education courses, compulsory courses and electives. A faculty curriculum includes the organisation of the programmes and the courses and the assessment of student learning.

At the programme level, the curriculum refers to programme organisation, course objectives, content, delivery and activities, assessment and evaluation. For example, the undergraduate Nursing programme and the undergraduate Planning programme.

At the course level, the curriculum refers to course organisation, course objectives, content, delivery and activities, assessment and evaluation.

Below the course level of the curriculum there is the class level, which refers to class learning objectives, content, activities, assessment and evaluation.

AIL can be integrated into all these levels of curricula. First of all, let’s look at the curriculum design at the University.
4. Process of creating & changing courses at UoA

Video 1: An overview of when the course curriculum can be revised. The video focuses on this question:

- When would faculty teaching staff change the course content, assignments and assessment tasks?

Video 2: An overview of the process of making the changes in a course at the University of Auckland. The video focuses on this question:

- What process do faculty teaching staff need to follow to make the changes in their courses?

Video 3: An overview of the process of developing a new course at the University of Auckland. The video focuses on this question:

- What is the curricular approval process for a new course in a department or faculty?
Summary of analyzing an academic curriculum

- Any major change: at least a year in advance in order to be included in the University calendar
- Course coordinators are the key in assignment or other course changes
- Percentage of exam in assessment: 30%+70% or 50%+50%
- New course development: often starts from a special topic then elective so new courses have more opportunity to integrate AIL in.

It is important to understand your faculty curriculum and the student body in each academic course. This facilitates your work with faculty teaching staff when you aim to integrate AIL into teaching. You can obtain faculty curricular programme information through these channels:

- University calendar (either print or online http://www.calendar.auckland.ac.nz/);
- Your faculty undergraduate handbook or prospectus;
- Faculty or departmental course website;
- Departmental manager for a course list and course coordinators and lecturers.

You can obtain the number of students enrolled in a course through the University Student Services Online website (http://www.studentservices.auckland.ac.nz/uoa/sso-class-search).

5. Understanding curriculum at programme level

In order to understand a programme curriculum, we need to understand the programme structure. We start with programme curriculum structure analysis by looking at two different examples.

Example 1: Civil engineering programme curriculum structure analysis

Below is a real example of analysing an engineering undergraduate curricular programme to understand what is being taught and the requisite pathway connections. Based on the results of the analysis, courses with potential for AIL integration can be identified in each year as shown in the diagram below.
Example 2: BHSc programme curriculum structure analysis

Below is another real example of analysing a Bachelor of Health Science undergraduate curricular programme to understand what is being taught and the requisite pathway connections. This programme is different from the above Engineering one as it does not have core courses cross all years. For this kind of programme, the pre-requisite approach can be used to identify the courses which have the most impact on the programme.
Summary: process of analysing a faculty curricula programme structure

- Identify all courses in each year
- Identify course coordinators/teaching staff for each course where possible
- List all courses and course coordinator and teaching staff by year and semester with a short description
- Analyse opportunities for AIL integration

6. Scaffolding learning frameworks for understanding curricula

There are many different frameworks that can be used to understand the faculty programme structure, how to design learning activity and assessment in a scaffolded, increasingly sophisticated manner, integrating AIL capabilities into course and programme curricula. We will illustrate a few widely used, useful frameworks as we think about the curriculum structure, AIL curriculum design and integration.

6.1 Bloom’s taxonomy

Bloom’s taxonomy identifies six levels of learning within the cognitive domain, from the simple recall of knowledge through increasingly more complex mental interaction such as understanding, application, analysis, synthesis to evaluation. Bloom’s taxonomy provides us with a framework for scaffolding knowledge to build AIL learning outcomes from a lower level to an increasingly higher level. Once you have decided appropriate levels for the learning outcomes, all AIL learning activities can be developed based on these learning outcomes. Below are some examples of AIL learning outcomes developed at the different years.

Click [here](http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/) for further detail about the revised Blooms’ taxonomy by Anderson and Krathwohl (2001).
An example of Bloom’s taxonomy application in Education

<table>
<thead>
<tr>
<th>Using information to learn</th>
<th>Year 1 – Support &amp; scaffolding</th>
<th>Year 2 – Developing independence</th>
<th>Year 3 – Independent learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB Categories below developed from items in blue:</td>
<td>Bloom’s Taxonomy– remember and understand</td>
<td>Bloom’s Taxonomy – apply and analyse</td>
<td>Bloom’s Taxonomy– evaluate and create</td>
</tr>
<tr>
<td>Recognise need for information/decide</td>
<td><strong>Understand</strong> the appropriate learning management system – Cecil/Moodle – and what courses are located where</td>
<td><strong>Analyze</strong> assignment topics and choose keywords for searching</td>
<td><strong>Determine</strong> when further information is needed and be able to find it from relevant sources</td>
</tr>
<tr>
<td>Graduate Profile II (e) UoA IL Policy – Skills (a) ANZIIL IL Standards (1)</td>
<td><strong>Record</strong> ideas using thinking tools such as brainstorming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate/find/sort information</td>
<td><strong>Understand</strong> the appropriate learning management system – Cecil/Moodle – and what courses are located where</td>
<td><strong>Construct</strong> a keyword concept map for searching the Catalogue and Databases</td>
<td></td>
</tr>
<tr>
<td>Graduate Profile II (e) UoA IL Policy – Skills (b) ANZIIL Standards (2)</td>
<td><strong>Identify</strong> items on a reading list – understand differences between journals, articles, book chapters, books</td>
<td><strong>Find</strong> the full-text of an article both electronically and in print</td>
<td></td>
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<tr>
<td></td>
<td><strong>Understand</strong> the Education Library – know how to get course readings, find books, check out and return books, lending policies, where to get study help, special collections</td>
<td><strong>Develop</strong> a mental map of Catalogue, Databases and Internet (Google) – understand limitations of Internet</td>
<td><strong>Create</strong> advanced Catalogue searches using features by saving searches and using facets</td>
</tr>
<tr>
<td></td>
<td><strong>Identify</strong> items on a reading list – understand differences between journals, articles, book chapters, books</td>
<td><strong>Investigate</strong> the major NZ educational journals</td>
<td><strong>Create</strong> advanced Internet/database searches – use social bookmarking to store and retrieve information</td>
</tr>
<tr>
<td></td>
<td><strong>Understand</strong> the Education Library – know how to get course readings, find books, check out and return books, lending policies, where to get study help, special collections</td>
<td><strong>Locate</strong> government electronic information relating to education/social work</td>
<td><strong>Set up</strong> RSS and alerting feeds</td>
</tr>
<tr>
<td></td>
<td><strong>Identify</strong> items on a reading list – understand differences between journals, articles, book chapters, books</td>
<td><strong>Locate</strong> government electronic information relating to education/social work</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Understand</strong> what plagiarism is, the UoA policy on plagiarism, and the CLL contract</td>
<td><strong>Discriminate</strong> between primary and secondary sources of information</td>
<td><strong>Evaluate</strong> a variety of information sources including conference papers, audio-visual information such as podcasts, and reports</td>
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<td></td>
<td><strong>Identify</strong> the main ideas from information obtained</td>
<td><strong>Locate</strong> government electronic information relating to education/social work</td>
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<tr>
<td></td>
<td><strong>Demonstrate</strong> familiarity with study skills such as highlighting, note-taking skimming and scanning</td>
<td><strong>Locate</strong> government electronic information relating to education/social work</td>
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</table>
6.2 RSDF

RSDF (Research Skills Development Framework) has been developed and widely used in Australian universities to provide scaffolding opportunities for students to develop their research skills from a lower level (supported/guided) to a high level (completely independent). It covers research processes including: academic and information literacy, from clarifying required knowledge, to finding, evaluating, organising, analysing and applying information. It was developed based on the ANZIIL framework linked with Bloom’s taxonomy. For more information and examples of how to apply this framework, please visit: [http://www.adelaide.edu.au/rsd/framework/](http://www.adelaide.edu.au/rsd/framework/).

As mentioned in Module 1 & 3, RSDF can be used to analyse and map a programme or course curriculum, it can also be used to develop learning outcomes, and/or assessment marking criteria to provide scaffolding learning opportunity for students.
An example of curriculum assignments analysis of identified courses using RSDF

<table>
<thead>
<tr>
<th>B. Find &amp; Generate</th>
<th>Collect and record required information or data using a prescribed methodology from a prescribed source in which the information/data is clearly evident.</th>
<th>Collect and record required information and/or data using a prescribed methodology from a prescribed source/s in which the information/data is not clearly evident.</th>
<th>Collect and record information/data from self-selected sources using one of several prescribed methodologies.</th>
<th>Collect and record self-determined information/data from self-selected sources, choosing an appropriate methodology based on structured guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGINE 140 Project Part 1:</td>
<td>• use Library Search • use prescribed search methodology relating to biofuel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVIL 201:</td>
<td>• use specified engineering databases guided by educators • use prescribed search methodology required for GIS and land information</td>
<td></td>
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<tr>
<td>ENGINE 303:</td>
<td></td>
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<tr>
<td>ENGINE 303:</td>
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<td></td>
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<td></td>
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<tr>
<td>CIVIL 705 Library Tutorial:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F. Communicate and Apply</td>
<td>Use mainly lay language and prescribed genre to demonstrate understanding for lecturer/teacher as audience. Apply to a similar context the knowledge developed. Follow prompts on ESC issues.</td>
<td>Use some discipline-specific language and prescribed genre to demonstrate understanding from a stated perspective and for a specified audience. Apply to different contexts the knowledge developed. Specify ESC issues.</td>
<td>Use discipline-specific language and genres to demonstrate scholarly understanding for a specified audience. Apply the knowledge developed to diverse contexts. Specify ESC issues in initiating, conducting and communicating.</td>
<td>Use discipline-specific language and genres to address gaps of a self-selected audience. Apply innovatively the knowledge developed to a different context. Probe and specify ESC issues in each relevant context.</td>
</tr>
<tr>
<td>ENGINE 140 Project Part 1 and Part 2:</td>
<td>• Use common language to write a pre-structured report and to demonstrate understanding for lecturer as audience. • Cite references from a book, a journal and a website using the Engineering Number Reference Style with educator’s guidance.</td>
<td>• Write a team based report &amp; produce an oral presentation using some discipline-specific language for a specified audience with educator’s guidance • Use information with respect of work of others by referencing appropriately and using different types of reference styles.</td>
<td>• Write a system project report by applying knowledge learnt from the Mini Case Study and the Information Management lecture to demonstrate scholarly understanding for a specific audience • Present report scholarly using engineering specific language. • Respond to feedback from peer assessments in the course. • Identify ethical, social and cultural issues in the system engineering report writing.</td>
<td>• Write a literature review to address gaps on the research topic. • Write a research proposal and interim report for a self-selected audience. • Design poster to present own project research • Write Project report and present it in the final year project seminar by applying innovatively the knowledge developed from the research project. • Specify ethical, social and cultural issues relevant to the research topic.</td>
</tr>
<tr>
<td>ENGINE 204</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CIVIL 705:</td>
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</tbody>
</table>
There are more examples of applying RSDF to develop assessment marking criteria (rubrics). You can visit this site to find more


**Summary of the module**

- What is curriculum?
- Different levels of curricula at UoA
- Process of curriculum design at UoA
- Understanding and analysing faculty curriculum

**7. Module assignment**

**This assignment consists of 3 parts:**

1. Find out about your faculty or a faculty of your choice:
   1.1. What are the requirements regarding changes to existing courses?
   1.2. When they change the course content, assignments and assessment tasks, do they need an approval? If so, from whom?

2. Use the template (or use the pre-requisite approach) below to complete Activity 6 which was begun in class.

3. Reflection
   3.1 What have you learnt from the curriculum analysis process?
   3.2 How can you apply this to other programme analysis in the future?
Activity 6: Analysing an academic programme curriculum (start in the class)

1. Select a subject or programme in your faculty (either undergraduate or postgraduate)

2. Analyse the curricular structure of the selected subject/programme by completing the following:
   a. Identify course coordinators and lecturers for each course.
   b. List all courses by year and semester with lecturer’s name(s) for each course.

3. Identify opportunities for AIL integration with these courses. Explain the reasons for choosing these courses (choose at least one course across each level of an academic programme).

   - Obtain information about faculty/departmental curricular programmes via:
     - University calendar [http://www.calendar.auckland.ac.nz/](http://www.calendar.auckland.ac.nz/)
     - Faculty or departmental course website
     - Faculty handbooks
     - Faculty prospectus
     - Contact the departmental manager to get course list and course coordinators and lecturers

   - Obtain student numbers in a course – Student Services Online: [http://www.studentservices.auckland.ac.nz/uoasso-class-search](http://www.studentservices.auckland.ac.nz/uoasso-class-search) (the link is available on the programme site)

Email the Word doc with manager’s feedback to Li by 2nd May 2016.

8. Required readings


Additional readings:


## 9. Module 2 Analysing a programme curriculum – assignment template

(If the academic programme that you are analysing does not have clear core courses in each year, please use the pre-requisite approach to analyse it as BSHc programme structure analysis shown above.)

<table>
<thead>
<tr>
<th>Year 4 Programme name (core courses or potential courses coloured)</th>
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<tbody>
<tr>
<td>Course title (credit/student no), coordinator/lecturer</td>
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<tr>
<td>Year 3 Programme name (core courses or potential courses coloured)</td>
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<td>Year 2 Programme name (core courses or potential courses coloured)</td>
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<td>Course title (credit/student no), coordinator/lecturer</td>
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<td>Year 1 Programme name (core courses or potential courses coloured)</td>
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<tr>
<td>Course title (credit/student no), coordinator/lecturer</td>
</tr>
</tbody>
</table>

### Preparation for module 3

Please read the following required readings before you attend Module 3: