Course design as a collaborative enterprise:
Incorporating interdisciplinarity into a backward mapping systems approach to course design in Higher Education

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Scope

- Background
- What the literature says: collaboration
  backward design (iterative design)
- The course design process
- **The review of the Bachelor of Physiotherapy**
- Team reflections on the review process
Background drivers for change

1. Quality education & compliance
   - TEQSA from 2011
   - Industry standards, eg Australian Standards for Physiotherapy
   - Graduate Attributes

2. Increased competition

3. Distance Education and online learning
The CSU Course Design Process

• A process and a technology –CourseSpace- for a university-wide approach to course design and approval
• Based around a course team approach of collaboration
• a process of backward design of learning outcomes, authentic assessment tasks and learning experiences
• aligned to TEQSA standards, graduate attributes comprising both industry and professional standards
collaboration

Leadership AND teamship
Dispersed leadership

Multi-disciplinary diversity

Shared goals and accountability
Backward design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.
Constructive alignment – from standards, products, assessments to subjects
Review of the Bachelor of Physiotherapy

Existing course outcomes aligned to the Physiotherapy professional standards

Subjects in the course were designed in relative isolation

Instability in the course team negatively impacted the process of subject review and development
Interdisciplinary collaboration for course review

Knowledge, skills and attributes required for an entry-level Physiotherapist

Physiotherapy practice thresholds in Australia and Aotearoa New Zealand

1 May 2015
Interdisciplinary collaboration for course review

Knowledge, skills and attributes required for an entry-level Physiotherapist

Graduate Learning Outcome Advisors
One of the essential components of threshold competence for initial and continuing registration as a physiotherapist in Australia and Aotearoa New Zealand is:

‘Consider each client as a whole, adopt client-centred and family/whānau focused (where relevant) approaches and prioritise cultural safety and cultural respect’.
Interdisciplinary collaboration is an important feature of this course review because it facilitates new perspectives on the knowledge, skills and attributes required for an entry-level physiotherapist.
Team reflections on the course review process

Collaboration breaks down barriers which can be built around individual subjects.

**Academics became less protective about the subjects they coordinate.**

Collaboration with colleagues external to the physiotherapy course team enabled new perspectives on the course and constituent subjects.

Every member of the course team contributed to constructive alignment of the individual parts to form the whole.

Risks in the process are lack of dedicated time and subsequent modification of aligned assessment tasks.
Thank you

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