

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – Transdisciplinary Science Levels 2 and 3

RESPONSES: 5 REPRESENTING: 5 PEOPLE

Course Rationale

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	3	1		

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>While maintaining broad focus the rationale could be improved by describing:</p> <ul style="list-style-type: none"> • what constitutes science • local to global contexts 	<p>Ways Forward:</p> <p>The rationale will be refined by:</p> <ul style="list-style-type: none"> • maintaining breadth • explicitly referring to the three strands of Australian Curriculum: Science • outline local to global contexts



Pathways In

The pathways in are appropriate and clearly describes all relevant pathways.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2	3			

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Possible pathways should be considered in more detail:</p> <ul style="list-style-type: none"> the place for this course before Year 11 relationships with vocational pathways 	<p>Ways Forward:</p> <p>The Pathways information should provide greater guidance on the:</p> <ul style="list-style-type: none"> place for this course before Year 11 relationships with vocational pathways

Learning Outcomes

- Learning outcomes describe observable and measurable behaviours so that valid judgements can be made about whether students have achieved the learning outcomes and at what level.
- Clear learning outcomes are important because they communicate to students what they are expected to do as a result of successfully completing a course or module.

In consideration of the learning outcomes identified in this paper do they clearly describe what students will be able to do on successful completion of a course (or module of work)?

Yes	No
4	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
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<p>The learning outcomes need to be refined by including:</p> <ul style="list-style-type: none"> • research • further guidance on quantitative strategies • clearer outline of communication 	<p>Ways Forward:</p> <p>Learning Outcomes within the Initial Draft will be refined to make more explicit the place of research, quantitative strategies and communication.</p>
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Course Structure

- All course structures for Tranche 1 courses are aligned to the Integrated Policy Model.
- All courses will be 150 hours in length, and divided equally into three weighted modules of 50 hours each.

Do you agree with the proposed organisation of modules identified in this paper?

Yes	No
4	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Flexibility of sequence of delivery of very important.</p> <p>What is required needs to be achievable for all learners and at the appropriate Level.</p> <p>Some question on how modularisation could work.</p>	<p>Ways Forward:</p> <ul style="list-style-type: none"> • Flexibility of sequence of delivery will be clear in the Initial Draft • The development process for the Initial Draft needs to be cognisant of what is possible to be achieved for all learners. <p>Response:</p> <ul style="list-style-type: none"> • The implementation of modularisation is currently being negotiated.

Delivery Sequence

Do you agree with the course delivery sequence proposed in this paper?

Yes	No
3	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Flexibility of sequence of delivery of very important.	Ways Forward: <ul style="list-style-type: none"> Flexibility of sequence of delivery will be clear in the Initial Draft

Module Content

Please note that the descriptions of module content may vary from course to course for example:

- some *will* identify specific themes, concepts and topics to organise course content.
- some *may* enable teacher/learner choice of themes, concepts and topics.

Do you agree with the module content proposed in this this paper?

Yes	No
4	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Greater detail is required within the Module Content, including: <ul style="list-style-type: none"> Local to global contexts What is meant by theories and methodologies? Ensuring the content is pitched at the right level The need for primary data 	Ways Forward: <p>The Module Content in the Initial Draft will include greater detail associated with:</p> <ul style="list-style-type: none"> Local to global contexts What is meant by theories and methodologies? Ensuring the content is pitched at the right level

- The use of primary and secondary data

Relationship to Possible Future Provision

Tranche 1 courses are placed in a specific curriculum focus area, which shapes the nature of the learning and the course design. There are 5 focus areas:

- Discipline based
- Personal Futures
- Professional Studies
- Transdisciplinary
- Work-based learning

Do you agree with the suggested Focus Area for this course?

Yes	No
5	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Transdisciplinary Science Levels 2 and 3 fits well within the Transdisciplinary Projects Focus Area	Response: Transdisciplinary Science Levels 2 and 3 will remain in the Transdisciplinary Projects Focus Area