

Tranche 1 – Phase 4 – Draft Course

Transdisciplinary Science Level 3

Total Responses = 9

Organisations represented	Group	Individual
7	0	9

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>The general feedback was positive about the content, for example:</p> <ul style="list-style-type: none"> • Transdisciplinary Science 3 is an important course for Tasmania as we move towards providing students with greater choice, flexibility, agency and engagement in their learning. • When considering the importance of this course I was particularly struck by the TASC 2021 Student Impact Survey data which asked 'what makes learning hard?' 45% of students don't know what they really want to do and 45% find the learning is not interesting. This feedback from students who are already completing existing Year 11/12 courses shows that students are underwhelmed by the courses they are currently studying, and that learning that captures student interest and relates to the real world is so important. 	Noted.

Key themes	Years 9 to 12 Learning Response
<ul style="list-style-type: none"> The Transdisciplinary Science 3 course allows students to learn and develop 21st Century skills of creative and critical thinking and communication skills. Clearly for some students this is not the experience they are having. This is embodied by the comment from the same survey, 'I feel like school isn't really about actual, real, proper learning anymore, it's just a game of memory.' 	
Some minor word changes were suggested.	Changes were accepted and made in the course document.

Work Requirements

Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
One respondent had some concerns over inconsistencies between Modules 1 and 2 for the Logbook Work Requirement.	Changes have been made for greater consistency between the modules for the Logbook Work Requirements.
Some minor word changes were suggested.	Changes were accepted where possible and made in the course document.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
More information, such as work samples, around exactly what is expected for Work Requirements and External Assessments was requested.	Further information will be made available through implementation processes.

Key themes	Years 9 to 12 Learning Response
It would be useful if an example electronic logbook could be created as an exemplar.	This will be considered as part of implementation.
The range of mathematical skills that could be used needs clarification.	Information such as this will be provided through implementation processes.
Information about how to manage time, risk and resources such as Laboratory Technicians would be useful.	Information such as this will be provided through implementation processes.
Examples of the nuances between the relative complexity of tasks would be useful.	Examples such as these are planned to be shared as the course is implemented.
Strategies to support students would be welcome.	The intention is for strategies such as these to be shared amongst providers.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
Some minor word changes were suggested for the Pathways section.	These changes were accepted and made in the course document.
One respondent questioned whether the inquiry cycle on page 4 was appropriate for the Transdisciplinary Science inquiry process that this course aims to achieve.	This is the inquiry cycle suggested for all Transdisciplinary Projects courses. It is only a general guide and can be adapted.
Minor wording changes were suggested for some standard elements.	Changes were accepted where possible and made in the course document.
Minor wording changes were suggested for the Learning Outcomes.	Changes were accepted and made in the course document.
This looks like a great course.	Noted.

Draft External Assessment Specifications (if applicable)

Summary of feedback regarding implementation of Draft External Assessment Specifications

Key themes	Years 9 to 12 Learning Response
Some specific advice was provided for consistency.	This advice was accepted, and changes made in the draft EAS Document.
Given that the folio could include many images or other multimedia files, it was suggested the allowable size be increased.	The maximum file size was increased in the draft EAS Document.
As word processors are not suited to creating graphs and diagrams for science communication, it should be clear that other packages can be used.	It has been made clear that products from other packages should be embedded in the word document.
There were conflicting opinions on whether the Poster should be assessed externally. On one hand it does provide an opportunity for greater depth of external assessment when the poster is presented. However, it was also mentioned that there is an equity issue if one provider has greater resources to secure professional printing.	No change was made. The Poster is included in external assessment on the grounds of equity.
It was noted that scientific posters are most useful when they are succinct and engaging.	Text to this effect has been included in the draft EAS and course documents.
The poster should include references and acknowledgement of sources to be consistent with academic poster presentations.	References and acknowledgement of sources has been included in the draft EAS and course document.
For the Poster presentation it was recommended there should be less time for the student presentation and greater opportunity for the panel to ask questions.	The relative times have been adjusted in the draft EAS document to reflect this recommendation.
Some specific advice on wording should be provided.	This advice was accepted and included in the draft EAS and course documents.
It was commented more than once that the presentation and defending of ideas provides an authentic opportunity for assessors to determine the authenticity and depth of knowledge the student has.	Noted.