



Effective Course Coordination

A refresher for course coordinators in the MD Program

Institute for Teaching and Learning Innovation (ITaLI)

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ACKNOWLEDGEMENT OF COUNTRY

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

Introduction and setting the scene

UQ policies on Course Coordination (CC)

CC responsibilities before classes start

CC responsibilities during the semester

CC responsibilities after the semester

What can you expect from this workshop

1. A review of policies, tips and guidelines for effective course coordination

A Little About Karen

Karen is an experienced teacher who has worked in higher education for the past eleven years. She has experience in education evaluation, project management, policy development, curriculum and pedagogical transformation, and staff development. Karen's primary responsibilities at ITaLI include work in staff development, the blended learning initiative, learning spaces, evaluation design and implementation, curriculum design and peer observation. Her research interests include teacher data agency, learning analytics, curriculum and assessment design theory.



A Little About Hassan

- **Teaching:** Roughly 30 different offerings since 2010 with class sizes ranging from 50 to 600 of 10 distinct courses to a total of roughly 5000 students.
- **Research:** Drawing on theoretical insights from the learning sciences and exemplary techniques from the fields of human-computer interaction and learning analytics to design, implement, validate and deliver technological solutions that contribute to the delivery of learner-centred, data-driven learning at scale.
- **RiPPLE:** Over the last two year, I have spent a significant portion of my time developing [RiPPLE](#)



Activity

Who are you and is there anything in particular you would like to gain from this session?

On Padlet

1. What is working for you in your teaching?
2. What challenges, if any, are you experiencing in your teaching?
3. What is your best tip for an effective ECP?



Introduction and setting the scene

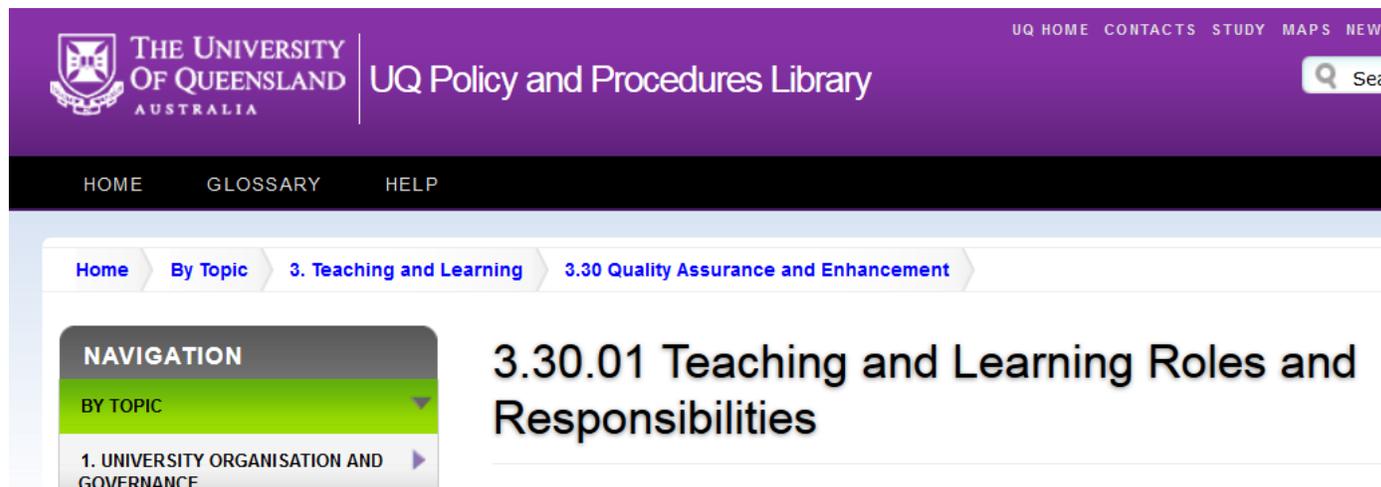
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UQ 3.30.01 Teaching and Learning Roles and Responsibilities



The screenshot shows the UQ Policy and Procedures Library website. The header includes the UQ logo and name, the title "UQ Policy and Procedures Library", and navigation links for "HOME", "GLOSSARY", and "HELP". A breadcrumb trail indicates the current location: "Home > By Topic > 3. Teaching and Learning > 3.30 Quality Assurance and Enhancement". A "NAVIGATION" sidebar on the left lists "BY TOPIC" and "1. UNIVERSITY ORGANISATION AND GOVERNANCE". The main content area displays the title "3.30.01 Teaching and Learning Roles and Responsibilities".

<http://ppl.app.uq.edu.au/content/3.30.01-teaching-and-learning-roles-and-responsibilities>

4.3.1 Course Coordinator

Summary of key responsibilities based on the Policy

- Providing leadership in course and curriculum development and quality assurance
- Negotiating the goals and academic content of the course
- Monitoring the student experience
- Providing appropriate information on the course to students and other staff as appropriate.
- Providing course-specific training of team members
- Teaching into the course.
- Managing the assessment of the course materials.
- Providing consistent, accurate and timely feedback to students on all aspects of the course.

4.3.1 Course Coordinator

Liaison with stakeholders

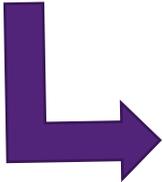
- Students in the course.
- All contributors to teaching in the course.
- Program Convenors, Major Convenors, and Year Coordinators relevant to the course.
- Chair of the relevant School Teaching and Learning Committee.
- The Chief Examiner in the School.
- School professional staff (e.g. staff supporting laboratory, field or computer teaching).

Linking Learning Analytics to Learning Design

Before Semester

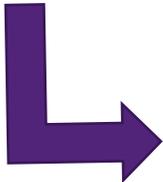
- Who are my students?
- What programs/careers are they enrolled in?
- Information about previous delivery of this course
- What is the course design?

Slide adapted from
Sue Bennett's ALASI 2018 Keynote



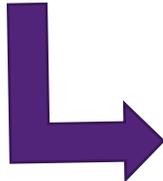
During Semester

- How are my students going?
- What are they doing?
- What are they understanding?
- Are they having problems in specific areas?



After Semester

- What did my students do?
- What did they learn?
- How does the content align to the program objectives?
- Are there any trouble spots in the course design or technology used?
- What improvements can be made?
- What did the students think?



Teach Course Again

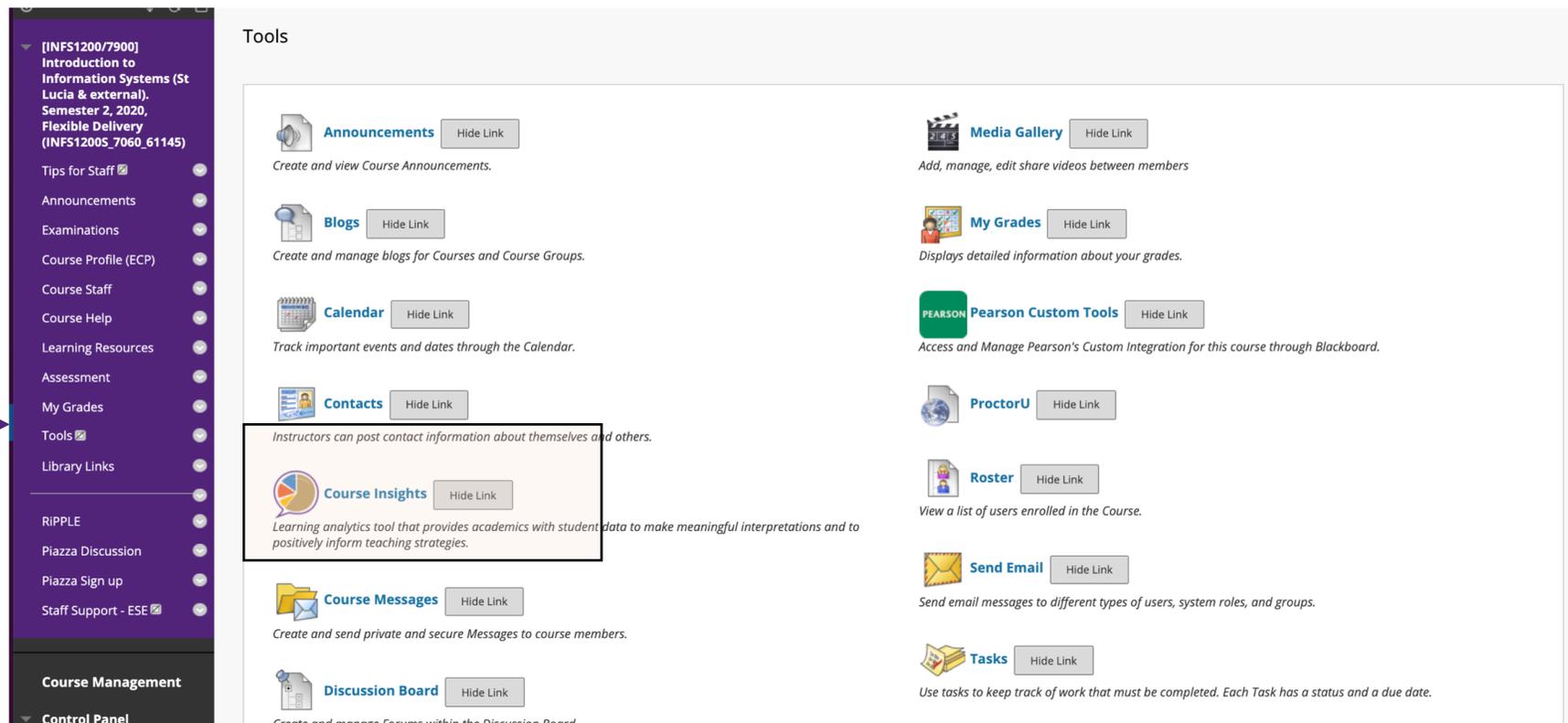
- Re-design aspects of course
- Adapt to a different Course
- Expand repertoire

Course Insights

Course Insights is a learning analytics tool that provides academics with student data to make meaningful interpretations and to positively inform teaching strategies. For information see the following link

- <https://elearning.uq.edu.au/guides/course-insights>
- [Tool Demo Link](#)

Tools

The screenshot shows the Blackboard interface for a course. On the left is a vertical navigation menu with the following items: [INFS1200/7900] Introduction to Information Systems (St Lucia & external), Semester 2, 2020, Flexible Delivery (INFS1200S_7060_61145), Tips for Staff, Announcements, Examinations, Course Profile (ECP), Course Staff, Course Help, Learning Resources, Assessment, My Grades, Tools (highlighted with a red box), Library Links, RIPLE, Piazza Discussion, Piazza Sign up, Staff Support - ESE, Course Management, and Control Panel. On the right is the 'Tools' section, which contains the following items:

- Announcements**: Create and view Course Announcements.
- Blogs**: Create and manage blogs for Courses and Course Groups.
- Calendar**: Track important events and dates through the Calendar.
- Contacts**: Instructors can post contact information about themselves and others.
- Course Insights**: Learning analytics tool that provides academics with student data to make meaningful interpretations and to positively inform teaching strategies. (This item is highlighted with a red box.)
- Course Messages**: Create and send private and secure Messages to course members.
- Discussion Board**: Create and manage Forums within the Discussion Board.
- Media Gallery**: Add, manage, edit share videos between members.
- My Grades**: Displays detailed information about your grades.
- Pearson Custom Tools**: Access and Manage Pearson's Custom Integration for this course through Blackboard.
- ProctorU**
- Roster**: View a list of users enrolled in the Course.
- Send Email**: Send email messages to different types of users, system roles, and groups.
- Tasks**: Use tasks to keep track of work that must be completed. Each Task has a status and a due date.

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Check the logistics

- Liaise (as appropriate) with the Academic Leads regarding course objectives
- Ordering textbooks and other learning resources
- Ensuring that appropriate tutorial assistance is in place
- Ensuring that appropriate locally controlled space is booked as required – e.g. tutorial rooms, computer laboratories as necessary

Develop a coherent schedule/timetable

- Developing a coherent schedule/timetable for all learning activities and assessment in the course in collaboration with other contributors and in collaboration with year co-ordinators, where appropriate

Dates	Face-to-Face Learning Activities			Assessment		
	Lecture	Tutorial	Practical			
Week 1 3 Aug - 7 Aug	Conceptual Data Modelling ER Model (chapter 2, 3 and 4)			Assignment 1 ER Models	RiPPLE round 1	Module 1
Week 2 10 Aug - 14 Aug		ER Model (Basic)	Course Tools			Module 2
Week 3 17 Aug - 21 Aug	The Relational Model (Chapter 5)	ER Model (Advanced)	Case study 1 ER Diagrams			Module 3
Week 4 24 Aug - 28 Aug		ER-Relational	Working on Labwork			Module 4
Week 5 31 Aug - 4 Sept	Relational Query Languages SQL (Chapter 6 and 7)	Mapping	Case study 2 Relational Models			Assignment 2 Relational Data Model
Week 6 7 Sept - 11 Sept		SQL (intro)	Working with MySQL			
Week 7 14 Sept - 18 Sept		SQL (Basic)	Case Study 3.1 SQL: DDL			
Week 8 21 Sept - 25 Sept	Database Design Theory and Normalization	SQL (Advanced)	Case Study 3.2 SQL: DML	Assignment 3 SQL	RiPPLE round 3	
Reading Break 28 Sept - 2 Oct	Reading Break					
Week 9 5 Oct - 9 Oct	Public Holiday	SQL Tutorial Revision	Assignment 2 questions and Assignment 3 consult			
Week 10 12 Oct - 16 Oct	Database Design Theory and Normalization (Chapter 14 and 15)	Database Design Theory (Basic)	Case study 4 part 1 FDs and Normalization	Assignment 4 FDs and Normalization	RiPPLE round 4	
Week 11 19 Oct - 23 Oct		Database Design Theory (Advanced)	Case study 4 part 2 FDs and Normalization			
Week 12 26 Oct - 30 Oct	Database Security (Chapter 30)	Database Security	Exam and Assignment 4 Consult			
Exam Period				Final Exam		

Develop and submit the ECP

- Developing and submitting the [Electronic Course Profile \(ECP\)](#) for the course by the due date



→ [INFS7901 - Sem 1 2019 - St Lucia - Internal](#)

1. General Course Information

1.1 Course Details

Course Code: INFS7901 **Course Title:** Database Principles
Coordinating Unit: School of Information Technology and Electrical Engineering
Semester: Semester 1, 2019 **Mode:** Internal
Level: Postgraduate Coursework
Location: St Lucia
Number of Units: 2 **Contact Hours Per Week:** 2L1T1P
Incompatible: INFS7900 or INFS7903

Course Description: Database technology is a fundamental part of information technology and plays an important role in data analytics. Database technology is used to store and manage data with reliable services such as data integrity, shareability, recoverability, and security. In this course, we will study data modelling, representation, query and maintenance of data integrity. Hands-on experiences will be provided for students to create a basic database application system. In order to provide effective and efficient data management, we will study algorithms for effective access to structured data with different data processing requirements.

Assumed Background:
 Basic set theory is useful. No computer programming experience is assumed.

1.2 Course Introduction

This course has three main modules:

1. Relational databases, which includes basic concepts necessary to correctly design, and implement, a small information system.
2. Data access methods, which covers the basic fundamental data structures and algorithms which form the basis of indexing and optimisation in relational database management systems.
3. Indexing and query processing, which provides the logical foundation of how data is indexed and how a query is executed and optimised.

COURSE PROFILE

- 1. Course Information
- 2. Aims & Objectives
- 3. Learning Resources
- 4. Learning Activities
- 5. Assessment
- 6. Policies & Guidelines
- » Learning Summary
- » Print View
- » Profile History

» Student Noticeboard

Develop and submit the ECP

Include everything in the ECP that you would need to ensure good outcomes for your students and for your course team

- Every course has an ECP. Two ECPs = Two BB sites. However, you can request your two Blackboard sites are merged.
- It is the legal document of the course (used by external bodies for credit equivalents)
- Every student has access to the ECP
- Students can access the ECP via the Blackboard site and SI-net

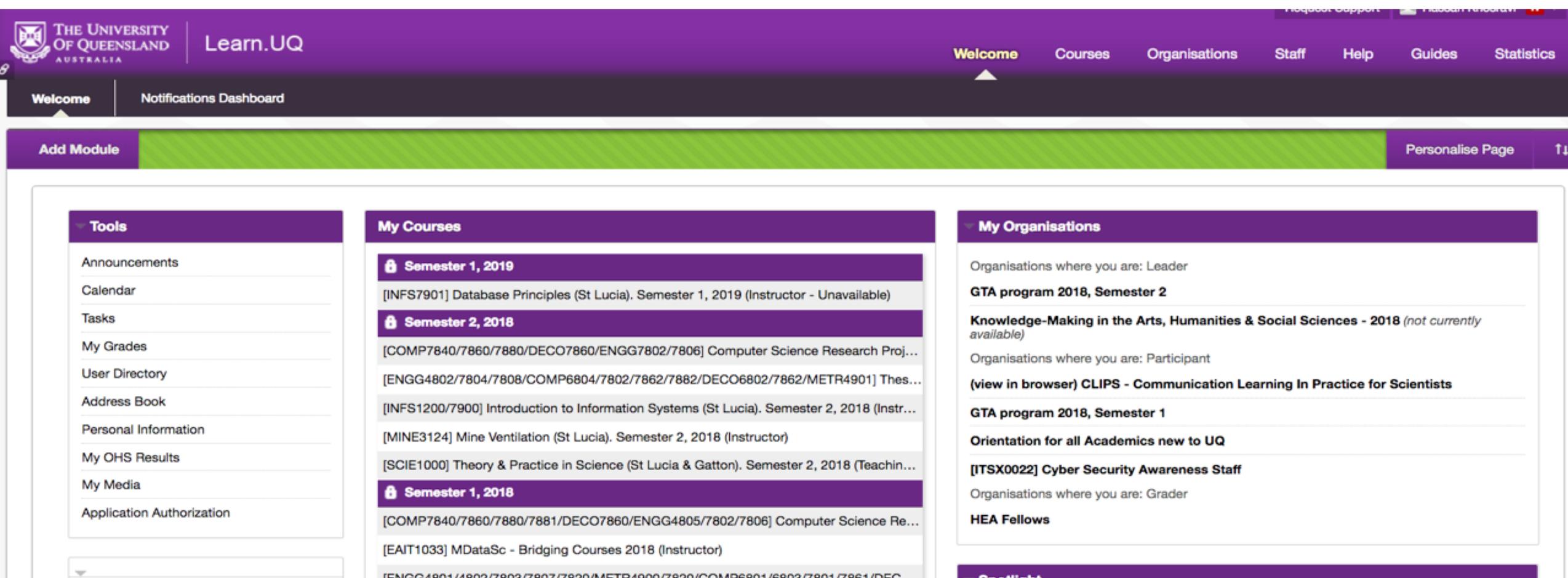
Go through the ECP in your first contact with students

Do a little screen capture video about the ECP

Other ways of highlighting the ECP

Responsibilities before classes start

- Developing the [Blackboard](#) site for the course
- [How to started with Learn.UQ](#)

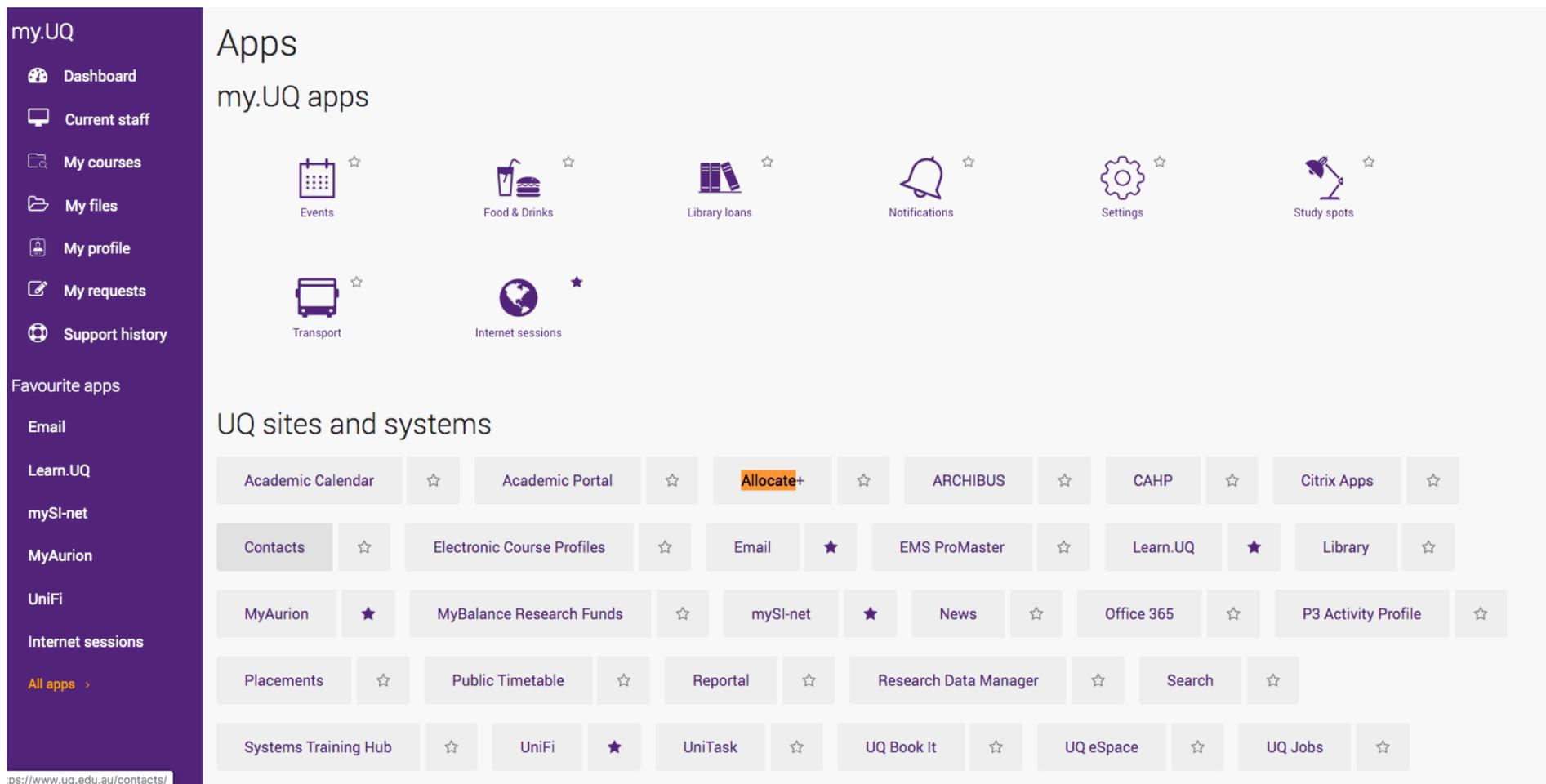


The screenshot shows the Learn.UQ Blackboard interface. At the top, there is a purple navigation bar with the University of Queensland logo and 'Learn.UQ' on the left, and a menu with 'Welcome', 'Courses', 'Organisations', 'Staff', 'Help', 'Guides', and 'Statistics' on the right. Below this is a dark grey bar with 'Welcome' and 'Notifications Dashboard'. A green bar contains 'Add Module' and 'Personalise Page'. The main content area is divided into three columns:

- Tools:** A list of utility links including Announcements, Calendar, Tasks, My Grades, User Directory, Address Book, Personal Information, My OHS Results, My Media, and Application Authorization.
- My Courses:** A list of courses organized by semester.
 - Semester 1, 2019:** [INFS7901] Database Principles (St Lucia). Semester 1, 2019 (Instructor - Unavailable)
 - Semester 2, 2018:** [COMP7840/7860/7880/DECO7860/ENGG7802/7806] Computer Science Research Proj...; [ENGG4802/7804/7808/COMP6804/7802/7862/7882/DECO6802/7862/METR4901] Thes...; [INFS1200/7900] Introduction to Information Systems (St Lucia). Semester 2, 2018 (Instr...; [MINE3124] Mine Ventilation (St Lucia). Semester 2, 2018 (Instructor); [SCIE1000] Theory & Practice in Science (St Lucia & Gatton). Semester 2, 2018 (Teachin...
 - Semester 1, 2018:** [COMP7840/7860/7880/7881/DECO7860/ENGG4805/7802/7806] Computer Science Re...; [EAIT1033] MDataSc - Bridging Courses 2018 (Instructor); [ENGG4801/4802/7802/7803/7820/METR4900/7820/COMP6801/6802/7801/7861/DEC...
- My Organisations:** A list of roles in various organizations.
 - Organisations where you are: Leader
 - GTA program 2018, Semester 2**
 - Knowledge-Making in the Arts, Humanities & Social Sciences - 2018** (*not currently available*)
 - Organisations where you are: Participant
 - (view in browser) CLIPS - Communication Learning In Practice for Scientists**
 - Organisations where you are: Grader
 - GTA program 2018, Semester 1**
 - Orientation for all Academics new to UQ**
 - [ITSX0022] Cyber Security Awareness Staff**
 - HEA Fellows**

Check Allocate+

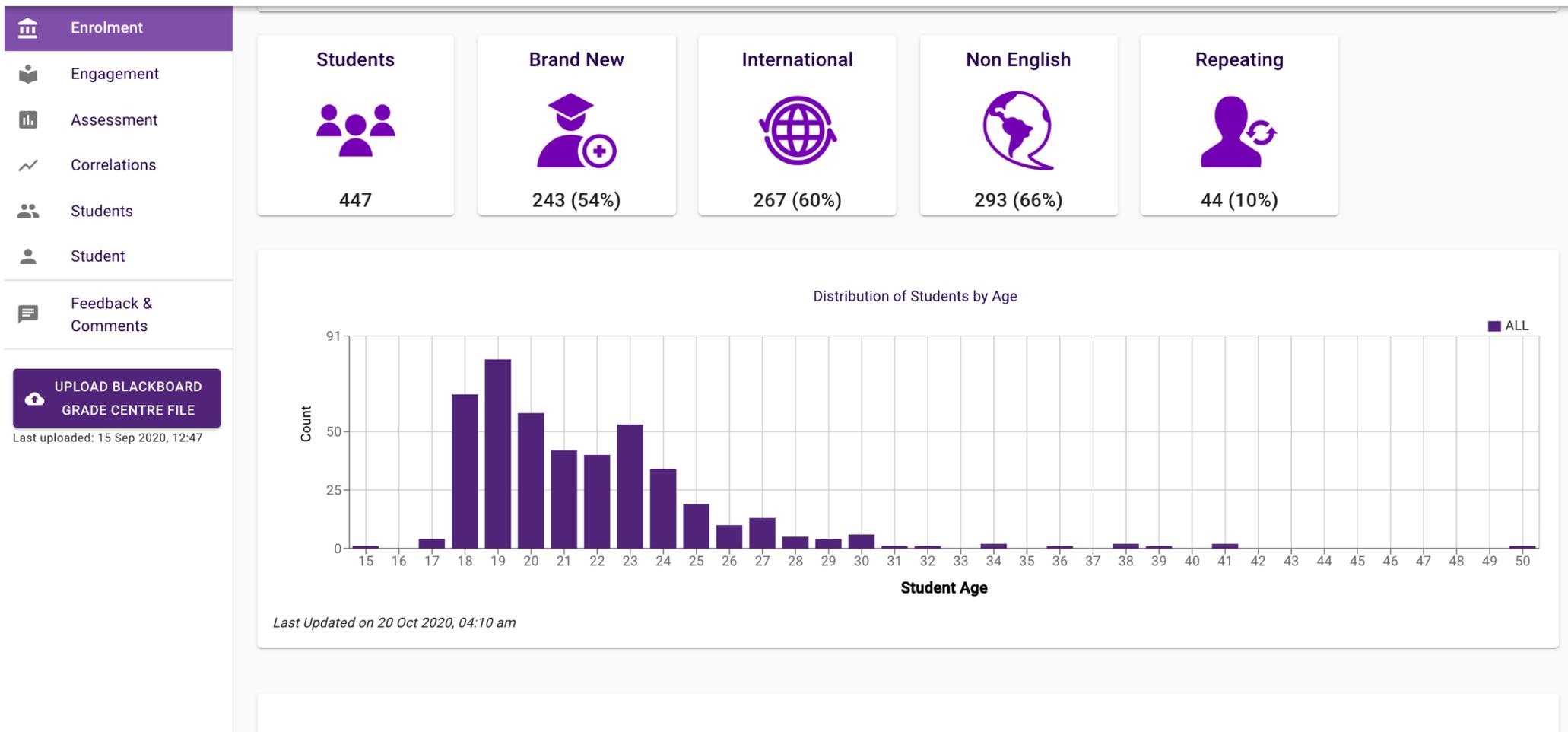
- Check Allocate+ for any changes to the timetable and venues and for class lists.



The screenshot shows the my.UQ dashboard interface. On the left is a dark purple sidebar with navigation options: Dashboard, Current staff, My courses, My files, My profile, My requests, Support history, Favourite apps, Email, Learn.UQ, mySI-net, MyAurion, UniFi, Internet sessions, and All apps. The main content area is titled 'Apps' and 'my.UQ apps', featuring icons for Events, Food & Drinks, Library loans, Notifications, Settings, Study spots, Transport, and Internet sessions. Below this is a section for 'UQ sites and systems' with a grid of buttons for various services: Academic Calendar, Academic Portal, Allocate+ (highlighted in orange), ARCHIBUS, CAHP, Citrix Apps, Contacts, Electronic Course Profiles, Email (with a star), EMS ProMaster, Learn.UQ (with a star), Library, MyAurion (with a star), MyBalance Research Funds, mySI-net (with a star), News, Office 365, P3 Activity Profile, Placements, Public Timetable, Reportal, Research Data Manager, Search, Systems Training Hub, UniFi (with a star), UniTask, UQ Book It, UQ eSpace, and UQ Jobs.

ps://www.uq.edu.au/contacts/

Know your students



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Communication and managing expectations

A Communication Policy Example

1. All non-personal messages should be posted to the Blackboard Discussion Boards.
2. We will check Blackboard on the following days xx, yy, zz.
3. Informal chatting can happen in the xxx.
4. Personal messages should be directed to the course coordinator with UNEE1000 in addition to the subject in the subject line. Without this, the email may get lost or delayed.
5. If you are enquiring about an extension, please follow the instructions in the Extension Policy available in the Electronic Course Profile.
6. The coordinator's office/Zoom hours are posted on the Blackboard site.
7. Check your UQ email daily. Communications sent to UQ email addresses will be considered 'received' within 24 hours of sending.
8. Please abide by the Student Charter (<http://www.uq.edu.au/hupp/index.html?page=25116>)

Weekly Announcement example

Hello INFS1200/7900 Students,

To help you prepare for Week 8 of INFS1200/7900 please read the following announcements:

Lectures: We will first off Module 3, focusing on nested queries and in particular division queries which are generally referred to as one of the hardest parts of the course. We will then make a start on Module 4: Database Design Theory and Normalization. The Module 4 slides can be accessed using this link [here](#).

Tutorials: The tutorials this week will cover advanced SQL SELECT statements. You can view this week's tutorial sheet at the link [here](#). Additionally, the solutions for last week's tutorial have been released and can be viewed [here](#).

Practicals: In this week's practical we will consider the second case study for Module 3 with a focus on the DML language. You can download it from this link [here](#). Please have a quick read before your practical and be prepared to work through this together in groups. Additionally, the solution for Module 3 Case Study 1 has been released and can be viewed [here](#).

Assignment 3: Assignment 3 will be released in the next day or two and will be due **on 9 October**. stay tuned! Some of have asked how you might be able to find a partner to work with for this assignment. I will address this issue during the lecture tomorrow.

We look forward to seeing you tomorrow morning over Zoom!

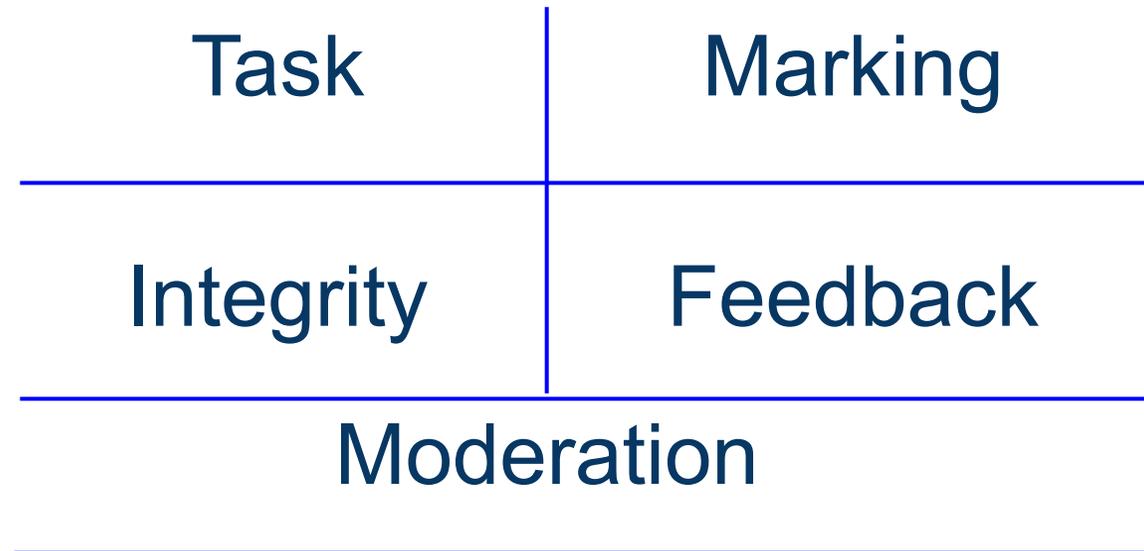
Best wishes,

Hassan on behalf of the INFS1200/7900 Teaching Team

Assessment

- Ensuring all items of assessment are prepared in a timely manner, and checked carefully for accuracy and clarity
- Preparing a sample examination if exemption is sought from release of examination papers
- Ensuring that all submitted assessment items are consistent with advice given in the ECP and consistent with the stated goals of the course
- Ensuring that assessment is marked, moderated and returned in a timely fashion with appropriate feedback

Designing Assessment



<https://staffdevelopment.hr.uq.edu.au/course/ELDESA>

Check in on students' progress

-  Enrolment
-  Engagement
-  Assessment
-  Correlations
-  Students
-  Student
-  Feedback & Comments

 **UPLOAD BLACKBOARD GRADE CENTRE FILE**

Last uploaded: 28 Sep 2020, 18:14

Students

Course Insights is no longer able to obtain grades automatically from Blackboard. Please upload Blackboard Grade Centre file to view assessment data. ✕

[UPLOAD BLACKBOARD GRADE CENTRE FILE](#)

FILTER ^

Demographic + Enrolment + Engagement + Assessment +

Blackboard Engagement v less than v ✕ AND

Week 8 QuizJ400003 v less than or equal to v ✕ AND

Match All v Please select a week +

APPLY FILTER
RESET FILTER

Student List - (Filtered)
[SEND EMAIL](#)
[COPY EMAIL ADDRESSES](#)
[EMAIL HISTORY](#)




Enrolment
Engagement
Demographic
Assessment
Contacted

>	✓	Username	First Name	Last Name	Study Load	Brand New	Academic Integrity Module	Residential Status	Course Load	Repeating	Program
>	✓	s168226	Jack	Smith	FULL_TIME	No	No Modules Completed	DOMESTIC	7	Yes	Bachelor of Mathematics
>	✓	s233086	Kathleen	Gray	FULL_TIME	No	No Modules Completed	DOMESTIC	1	Yes	Bachelor of IT
>	✓	s230655	Emily	Cross	FULL_TIME	No	No Modules Completed	DOMESTIC	1	Yes	Bachelor of IT
>	✓	s256864	Christina	Ruiz	FULL_TIME	No	No Modules Completed	DOMESTIC	1	Yes	Bachelor of Economics
>	✓	s225145	Cameron	Williams	FULL_TIME	No	No Modules Completed	DOMESTIC	9	Yes	Bachelor of Economics
>	✓	s260931	James	Lewis	FULL_TIME	No	No Modules Completed	INTERNATIONAL	3	Yes	Bachelor of IT
>	✓	s266274	Ashley	Cole	FULL_TIME	No	No Modules Completed	DOMESTIC	1	Yes	Bachelor of IT
>	✓	s173822	Kaitlyn	Fields	FULL_TIME	No	No Modules Completed	INTERNATIONAL	1	Yes	Bachelor of Mathematics
>	✓	s220875	Robert	Williams	FULL_TIME	No	No Modules Completed	INTERNATIONAL	3	Yes	Bachelor of Engineering

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Supporting Students with a Disability

- A **Student Access Plan Disability (SAPD)** may be devised for each student with a disability, to facilitate a partnership between the student, academic staff and Student Services.
- Development of a SAPD involves several steps:
 - The Disability Adviser will assess the student with a disability
 - The Disability Adviser initialises a SAPD for the student and recommendations in response to these requirements.
 - The Course Coordinators then review and respond to the suggested adjustments on the SAPD.
 - SAPD will progress to the Associate Dean Academic of the relevant Faculty for final comment.
 - SAPD will return to the Disability Adviser and be finalised.

<https://ppl.app.uq.edu.au/content/1.70.08-disability>

Withdrawing from a course or program (WWAP)

Commonly students apply for withdrawal without academic penalty. The Associate Dean (Academic) would request information from course Coordinators about the student's participation before making a decision on the application.

Assessment Task	Due Date	Weighting	Attempted Yes/No	Mark Received	Date Student Received Result (if known)
<i>Adaptive Learning Exercises</i> Question Authoring and Answering via RIPPLe	23 Jul 18 - 22 Oct 18	10%			
<i>Computer-based Assessment Assignment</i>	17 Aug 18 17:00 - 26 Oct 18 17:00 The assignment will have intermediate milestones for submission before final due date	20%			
<i>In Class Quiz Quiz 1</i>	28 Aug 18 14:00 - 28 Aug 18 15:50	15%			
<i>In Class Quiz Quiz 2</i>	9 Oct 18 14:00 - 9 Oct 18 15:50	15%			
<i>Exam - during Exam Period (Central)</i> Final exam	Examination Period	40%			

<https://ppl.app.uq.edu.au/content/3.50.02-academic-withdrawal-courses>

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Responsibilities after the semester

- Providing students access to examination scripts and papers
- Marking deferred exams
- Setting and marking supplementary assessment
- Managing the process of approved re-marking items of assessment in a fair and equitable manner
- Finalising incomplete results within the required timeframes
- Responding to student feedback from SECaTs and other tools in the development of the next offering of the course
- Reviewing the course description for the following year

Thank you!

