



Know your course - designing learning

Here's some general information about understanding your course so you can design your teaching, based on the description of your course. We show the different parts of a descriptor and how they fit together, as well as other things you'll need to consider.

Unpacking your course descriptor



The programme and your course have been approved by the NZ Qualifications Authority. You can only make changes through an official process.

CSTU5165: Whanau/ Family and Social Practice			
Course number:	CSTU5165	Level:	5
		Credits:	15
Main programme:	Bachelor of Social Practice		Compulsory
Pathway(s):			
Requisites / Restrictions:	Nil		
Other programmes:			
NZSCED field of Study:	Delivery mode:		
Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
63		87	150

1 Outcome Statement:
This course introduces students to the form and function of whanau and families in Aotearoa New Zealand society, as well as exploring the nature of the forces shaping family in the contemporary context, including intersecting issues of gender, class, ethnicity, sexuality, religion and dis/ability. The student will have opportunities to apply this analysis to their own family context, and will be introduced to specific issues around children and youth.

2 Learning Outcomes:
On successful completion of this course students will be able to:

- Describe the historical and contemporary nature of whanau/family in Aotearoa.
- Describe the relevance of the concept of whanaungatanga to social practice.
- Identify ways in which intersecting issues of gender, class, ethnicity, sexuality, religion and dis/ability shape the context of family life.
- Discuss some of the ways in which their own experience of whanau/family has helped shape their identity.
- Identify attitudes and issues around the place of children and youth within whanau/family and New Zealand society.

1. The Outcome Statement gives you a high level description of the course, the content and what students will learn.

2. The Learning Outcomes (LOs) drive everything you do in your course. Your assessments will align with them because you want to measure if students have met the LOs.

Learning outcomes tell you

- the knowledge or skills - **historical and contemporary nature of whanau.**
- how students are to deal with this - **the verb 'describe'.**
- the context - **in Aotearoa.**

How you teach will help students learn the knowledge and skills and how to use them in the context described in the LOs.

Your choice of assessment method answers the question-what is the best way for students to show they can do this?

3. The course details tell you the course code, level, number of credits and how your course fits into the programme.

4. One credit is a nominal 10 hours of learning and assessment. Time is split into what you do with your students (classes, tutorials, labs, online engagement) and what they do in their own time (additional reading, group work, assignments).

A 15 credit course is usually a semester long; 60 credits (usually 4 courses) a semester is a full-time load.

5. The assessment method is the way students will show their learning eg a report or presentation. See LOs in point 2 above.

6. The weighting is how much that assessment is worth in the course.

7. This tells you which learning outcomes are being assessed in this assessment. All learning outcomes have to be assessed but every assessment doesn't assess all learning outcomes.

Assessment:

Weighting	Nature of assessment	Learning outcomes
10%	Individual multi-choice quiz in class based on readings.	LO 1, 2
10%	Individual reflective exercise using diagrammatic/mapping techniques.	LO 3, 4
40%	Essay: a personal narrative followed by analytical reflections on the student's experience of their own family context in relation to at least two intersecting issues (gender, class, ethnicity, sexuality, religion and dis/ability).	LO 1 - 5
40%	Group exercise: research, analyse and present on one of a choice of five scenarios which provide examples and questions around key issues facing whanau and families in contemporary Aotearoa.	LO 1,2,3,5

Important questions

- If students will need to show what they know and can do, what will they need to learn?
- What key ideas or concepts will they need to learn?
- What knowledge and skills will they need?
- What will they need to be able to do with that knowledge?
- What skills will they need to develop? How will they learn to do that?
- Where might they get stuck? What can you do to help them through the hard parts?
- How will you know they have "got it"?