

Course Development Principles

CLT Managed List

View Online



86 items

Graduate Attributes (1 items)

Graduate Attributes

[Webpage](#) |

<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/course-design/design-a-new-course/graduate-attributes/>

Support for Course Teams (8 items)

Leeds Beckett Teaching & Learning Resources - Leeds Beckett University

[Website](#) | <https://teachlearn.leedsbeckett.ac.uk/>

Leeds Beckett Academic Continuity - Leeds Beckett University

[Webpage](#) |

<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/teaching-delivery/academic-continuity/>

Leeds Beckett University Taxonomy of Assessment Domains (for taught courses) - Leeds Beckett University, 2015-04-28

[Document](#) |

https://teachlearn.leedsbeckett.ac.uk/-/media/files/clt/clttaxonomy_of_assessment_domains.pdf

Academic Approval, Periodic Review and Modifications Processes

[Webpage](#) |

<https://www.leedsbeckett.ac.uk/staffsite/services/quality-assurance-services/supporting-information/validation-revalidation-and-university-validation-panel/>

Course Validation/Approval Templates

[Webpage](#) |

<https://www.leedsbeckett.ac.uk/staffsite/services/quality-assurance-services/templates/>

Distance Learning Unit - Online Curriculum Design Template

[Document](#) |

https://leedsbeckett-my.sharepoint.com/:w:/r/personal/s_grund_leedsbeckett_ac_uk/_layouts/15/guestaccess.aspx?e=C6msux&CID=6f8b0815-8c4f-c9af-d7ef-69a0946d3d2b&share=EdJ1VOtUNvBIlgYSV3r3VKsBsMyv2D_ucd_2a20oq6DWFQ

A Blueprint for Teaching Excellence - Ruth Pickford, 2018-04-24

Article | <https://jpaap.napier.ac.uk/index.php/JPAAP/article/view/299>

The undergraduate experience of blended e-learning: a review of UK literature and practice - Rhonda Sharpe, Greg Benfield, George Roberts, Richard Francis, 2006

Article |

https://leedsbeckett-my.sharepoint.com/:w:/r/personal/s_grund_leedsbeckett_ac_uk/_layouts/s/15/guestaccess.aspx?e=C6msux&CID=6f8b0815-8c4f-c9af-d7ef-69a0946d3d2b&share=EdJ1VOtUNvBIlgYSV3r3VKsBsMyv2D_ucl_2a20oq6DWFQ

Key Concepts (5 items)

The idea of a key, or threshold, concept is that certain ideas are held to be central to the mastery of a subject (Meyer and Land, 2003).

The Threshold Concepts: Undergraduate Teaching, Postgraduate Training, Professional Development and School Education

Webpage | <https://www.ee.ucl.ac.uk/~mflanaga/thresholds.html>

An introduction to threshold concepts - Glynis Cousin, 2006-12

Article | <https://doi.org/10.11120/plan.2006.00170004>

Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning - Jan H. F. Meyer, Ray Land, 2005-04

Article | <https://link.springer.com/article/10.1007/s10734-004-6779-5>

Threshold Concepts and Troublesome Knowledge (1): linkages to ways of thinking and practising within the disciplines - Ray Land

Article |

[https://www.semanticscholar.org/paper/Threshold-Concepts-and-Troublesome-Knowledge-\(1\)%3A-Land/2694b962d30da979c48c41498624aa4588490b78](https://www.semanticscholar.org/paper/Threshold-Concepts-and-Troublesome-Knowledge-(1)%3A-Land/2694b962d30da979c48c41498624aa4588490b78)

Experiences of academic staff in using threshold concepts within a reformed curriculum - Sylvia Rodger, Merrill Turpin, Mia O'Brien, 2015-04-21

Article |

<https://srhe.tandfonline.com/doi/full/10.1080/03075079.2013.830832#.Xr1b92hKiUm>

Strong Course Identity (7 items)

Strong course identity manifests itself in clear and distinctive messaging about what it means to be a student on this course.

Staff Blackboard Open Education guides - Leeds Beckett University

Webpage |

<https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/open-education/>

Microsoft Teams - Leeds Beckett University

Webpage |

<https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/microsoft-teams/>

Building your course community - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/the-learning-pathway/building-your-course-community/>**Strategies of belonging: Counterstories of Black students at a predominately white university** - Neil Currant, 2015[Article](#) |https://www.researchgate.net/profile/Neil_Currant/publication/290434165_Strategies_for_BelongingCounterstories_of_Black_Students_at_a_Predominately_White_University/links/5697c55d08aec79ee32b4bd3/Strategies-for-BelongingCounterstories-of-Black-Students-at-a-Predominately-White-University**A sense of belonging: improving student retention** - Patrick O'Keeffe, 2013[Article](#) |<https://researchbank.rmit.edu.au/view/rmit:33763/n2006055432.pdf>**First Year Experience (FYE) Progress: Issues Paper 3: A 'sense of belonging'** - Queensland University of Technology[Document](#) |https://cms.qut.edu.au/__data/assets/pdf_file/0020/222590/first-year-experience-paper-developing-a-sense-of-belonging.pdf**Building Student Engagement and belonging in Higher Education at a time of change.** - Liz Thomas, 2012[Document](#) |<https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-report-final.pdf>**Depth of Learning** (6 items)

Deep learning is characterised by the ability to engage with the learning acquired; the type of engagement will advance over levels of study, but will always go beyond re-iteration or seeing the learning as isolated from other knowledge/ability.

How clear and organized classroom instruction and deep approaches to learning affect growth in critical thinking and need for cognition - Jui-Sheng Wang, Ernest T. Pascarella, Thomas F. Nelson Laird, Amy K. Ribera, 2015-11-26[Article](#) |<https://doi.org/10.1080/03075079.2014.914911>**Leeds Beckett University Taxonomy of Assessment Domains (for taught courses)** - Leeds Beckett University, 2015-04-28[Document](#) |https://teachlearn.leedsbeckett.ac.uk/-/media/files/clt/clttaxonomy_of_assessment_domains.pdf**Working from Home - Tool Guidance for Colleagues** - Leeds Beckett University[Document](#) |<https://www.leedsbeckett.ac.uk/staffsite/-/media/files/staff-site/its/about-us/virtual-tool-guidance.pdf>**Challenging your students** - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/the-learning-pathway/challenging-your-students/>

Personalised Learning - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/the-learning-pathway/challenging-your-students/>

Taxonomy of Assessment - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/the-learning-pathway/challenging-your-students/>

An Inclusive Environment (16 items)

An inclusive environment is one that is (i) non-discriminatory, appropriate, and transparent to each student we recruit; (ii) respects and values the perspectives and experiences each individual can offer; (iii) promotes values and practices associated with inclusive attitudes and behaviours in others.

Inclusive Practice - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/inclusive-practice/>

Microsoft Teams - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/microsoft-teams/>

MyBeckett - Creating Sub Groups - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/mybeckett/create-sub-groups/>

The Inclusive Course Design Tool - Leeds Beckett University, Feb 2020[Document](#) |<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/inclusive-practice/the-inclusive-course-design-tool/>

Inclusive Practice - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/inclusive-practice>

Four domains of students' sense of belonging to university - Mi Young Ahn, Howard H. Davis, 2020-03-03[Article](#) |<https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1564902>

Essential Frameworks for Enhancing Student Success: Flexible Learning - Stella

Jones-Devitt, 2020-04-27

[Webpage](#) |<https://www.advance-he.ac.uk/knowledge-hub/essential-frameworks-enhancing-student-success-flexible-learning>

Disability Advice - Leeds Beckett University[Webpage](#) |<https://www.leedsbeckett.ac.uk/staffsite/services/student-services/supporting-our-students/disability-advice/>

Equality Act 2010: What Do I Need To Know? - Government Equalities Office, July 2010[Document](#) |https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85021/public-sector.pdf**Inclusive learning and teaching in higher education: a synthesis of research | Advance HE** - Christine Hockings, 2010[Webpage](#) |<https://www.advance-he.ac.uk/knowledge-hub/inclusive-learning-and-teaching-higher-education-synthesis-research>**Disability Advice** - Leeds Beckett University[Webpage](#) | <https://www.leedsbeckett.ac.uk/studenthub/disability-advice/>**Encouraging student engagement in a blended learning environment: the use of contemporary learning spaces** - Debbie Holley, Caroline Dobson, 2008-06[Article](#) | <https://www.tandfonline.com/doi/full/10.1080/17439880802097683>**Flexible Pedagogies: new pedagogical ideas** - Alex Ryan, Daniella Tilbury, Nov 2013[Document](#) |<https://sustainability.glos.ac.uk/wp-content/uploads/2017/07/New-Pedagogical-Ideas.pdf>**Classroom Motivational Climate in Online and Face-to-Face Undergraduate Courses: The Interplay of Gender and Course Format** - Yan Yang, 2015/08/21[Article](#) |https://www.researchgate.net/publication/327142567_Classroom_Motivational_Climate_in_Online_and_Face-to-Face_Undergraduate_Courses_The_Interplay_of_Gender_and_Course_Format**Developing and Inclusive Curriculum** - University of Wales[Document](#) | <http://www2.wlv.ac.uk/equalopps/curriculum.pdf>**MyBeckett - Create a Discussion Board** - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/mybeckett/create-a-discussion-board/>**Course Level Assessment Strategy** (6 items)

This means considering how all assessments across your course relate to one another and to the course and level outcomes.

Assessment Methods - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/assessment/assessment-methods/>**Online Feedback - Mapping assessment types to tools and feedback mechanisms** - Leeds Beckett University[Webpage](#) |<https://teachlearn.leedsbeckett.ac.uk/-/media/files/digital-learning/online-feedback.pdf?la=en>

Implementation of Group Work on Web-Based Distance Learning Courses - Chris Garbett, 2009

[Article](#) |

https://www.researchgate.net/publication/237063628_Implementation_of_Group_Work_on_Web-Based_Distance_Learning_Courses

Using assessment to support student learning - Graham Gibbs, 2010

[Article](#) | <http://eprints.leedsbeckett.ac.uk/2835/>

Designing First-Year Assessment and Feedback: A guide for university staff - Ruth Pickford, 2009

[Book](#) | <http://eprints.leedsbeckett.ac.uk/2810/>

The Impact of Assessment on Student Learning: How Can the Research Literature Practically Help to Inform the Development of Departmental Assessment Strategies and Learner-Centred Assessment Practices? - Chris Rust, 2002-07

[Article](#) | <https://journals.sagepub.com/doi/pdf/10.1177/1469787402003002004>

Transforming assessment in higher education | Advance HE - AdvanceHE, 2019

[Webpage](#) |

<https://www.advance-he.ac.uk/guidance/teaching-and-learning/transforming-assessment>

Personalised Student Support (14 items)

This means ensuring students feel they are regarded and supported as individuals on their courses.

Student IT Advice & Support - Leeds Beckett University, 2020

[Webpage](#) | http://libguides.leedsbeckett.ac.uk/it_support

Academic Advisors - Leeds Beckett University

[Webpage](#) |

<https://www.leedsbeckett.ac.uk/staffsite/services/student-services/resources-for-staff/academic-advisors/>

Academic Advisor Guidance May 2020 - Leeds Beckett University, May 2020

[Document](#) |

<https://www.leedsbeckett.ac.uk/staffsite/-/media/files/staff-site/services-for-students/resources-for-staff/cltguidanceforacademicadvisorssep17v1.docx>

Student Support Framework - Leeds Beckett University

[Webpage](#) |

https://my.leedsbeckett.ac.uk/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_126_1

MyBeckett staff guide on adding module contacts - Leeds Beckett University

[Webpage](#) |

<https://teachlearn.leedsbeckett.ac.uk/-/media/files/digital-learning/online-feedback.pdf?la=en>

Which online meeting tool - Leeds Beckett University

[Webpage](#) |

<https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/adobe-connect/choosing-an-online-meeting-tool/#4--scenarios>

SEMS (StREAM) Login - Leeds Beckett University

[Webpage](#) | <http://sems.leedsbeckett.ac.uk/login>

MyBeckett guide to Adaptive Release - Leeds Beckett University

[Webpage](#) |

<https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/mybeckett/adaptive-release/>

Student Engagement Monitoring System (SEMS) - Leeds Beckett University

[Webpage](#) | <https://www.leedsbeckett.ac.uk/staffsite/services/registry-services/sems2/>

Perceived academic quality and approaches to studying in the health professions - John T. E. Richardson, Lesley Dawson, Gaynor Sadlo, Virginia Jenkins, Janet Mcinnes, 2007-01

[Article](#) | <https://www.tandfonline.com/doi/full/10.1080/01421590701529389>

EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement. - A Al Zumor, K Al Refaai, E Eddin, F Al-Rahman, 2013

[Article](#) |

https://www.researchgate.net/publication/256598064_EFL_Students'_Perceptions_of_a_Blended_Learning_Environment_Advantages_Limitations_and_Suggestions_for_Improvement

Seven Principles for Good Practice in Undergraduate Education - Arthur W Chickering, Zelda F Gamson, Mar 1987

[Article](#) | <https://eric.ed.gov/?id=ED282491>

Transforming assessment and feedback: enhancing integration and empowerment in the first year - David Nicol, 2009

[Article](#) |

<https://www.enhancementthemes.ac.uk/docs/ethemes/the-first-year/transforming-assessment-and-feedback.pdf>

Transition to postgraduate study: Practice, participation and the widening participation agenda - Victoria L O'Donnell, Jane Tobbell, Rebecca Lawthom, Maria Zammit, Mar 2009

[Article](#) | <https://journals.sagepub.com/doi/abs/10.1177/1469787408100193>

Challenging and Authentic Tasks (5 items)

This means providing practical learning and assessment tasks which require students to actively apply skills and knowledge appropriate to their area of study and future employment.

Implementing Authentic Tasks in Web-Based Learning Environments - Younghee Woo, Jan Herrington, Shirley Agostinho, Thomas C Reeves, 2007

[Article](#) |

https://researchrepository.murdoch.edu.au/id/eprint/5756/1/implementing_authentic_tasks.pdf

Personalised Learning - Leeds Beckett University

[Webpage](#) |

<https://teachlearn.leedsbeckett.ac.uk/the-learning-pathway/challenging-your-students/personalised-learning/>

Course design for increased student satisfaction - David Baume, 2009

[Book](#) | <http://eprints.leedsbeckett.ac.uk/2807/>

Leeds Beckett University Taxonomy of Assessment Domains (for taught courses) - Leeds Beckett University, 2015-04-28

[Document](#) | https://teachlearn.leedsbeckett.ac.uk/-/media/files/clt/clttaxonomy_of_assessment_domains.pdf

MyBeckett Module for Academic Advisors - Leeds Beckett University

[Website](#) | https://my.leedsbeckett.ac.uk/webapps/blackboard/execute/launcher?type=Course&id=_133474_1&url=

Activities Linked to Student Experience (5 items)

This means making sure activities take account of students' diverse backgrounds, experiences, and intentions post-graduation.

Microsoft Teams - Leeds Beckett University

[Webpage](#) | <https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/microsoft-teams/>

Poll Everywhere - Leeds Beckett University

[Webpage](#) | <https://teachlearn.leedsbeckett.ac.uk/guides/third-party-software-and-apps/poll-everywhere/>

Self and peer assessment (staff guide) - Leeds Beckett University

[Webpage](#) | <https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/mybeckett/self-and-peer-assessment/>

Inclusive Induction - Leeds Beckett University, Apr 2020

[Webpage](#) | <https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/inclusive-practice/inclusive-induction/>

Models for structuring reflection - Leeds Beckett University

[Webpage](#) | <https://skillsforlearning.leedsbeckett.ac.uk/local/reflection/models/index.shtml>

Vertical and Horizontal Integration of Learning (12 items)

This means that a course should be considered as a whole rather than just a series of separate modular components. It means ensuring that there are course level learning outcomes. It also means ensuring that a student's learning at different academic levels can be linked (vertically) and also that there are opportunities for themes and modules

within one academic level to be thematically connected (horizontal integration). This helps underpin a cohesive student learning experience.

Taxonomy of Assessment - Leeds Beckett University

Webpage |

<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/assessment/#taxonomy-of-assessment>

Enhancing the Design and Analysis of Flipped Learning Strategies - Martin Jenkins, Rena Bokosmaty, Melanie Brown, Chris Browne, Qi Gao, Julie Hanson, Ketevan Kupatadze, 2017-03-29

Article |

https://www.researchgate.net/publication/315921558_Enhancing_the_Design_and_Analysis_of_Flipped_Learning_Strategies

Problem-Based Learning: An Overview of its Process and Impact on Learning - Elaine H.J. Yew, Karen Goh, 2016-12

Article |

<https://www.sciencedirect.com/science/article/pii/S2452301116300062>

Experiential Learning: Experience As The Source Of Learning And Development - David A Kolb, 1984

Article |

https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development

Feedback - Leeds Beckett University

Webpage |

<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/feedback/>

Flipped Learning - Leeds Beckett University

Webpage |

<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/teaching-delivery/learn-about-different-teaching-delivery-methods/flipped-learning/>

Teaching for quality learning at university: what the student does - John B. Biggs, Catherine So-kum Tang, Society for Research into Higher Education, 2011

Book

Inclusive learning and teaching in higher education: a synthesis of research | Advance HE - Christine Hockings, 2010

Webpage |

<https://www.advance-he.ac.uk/knowledge-hub/inclusive-learning-and-teaching-higher-education-synthesis-research>

Leeds Beckett University Taxonomy of Assessment Domains (for taught courses) - Leeds Beckett University, 2015-04-28

Document |

https://teachlearn.leedsbeckett.ac.uk/-/media/files/clt/clttaxonomy_of_assessment_domains.pdf

A Blueprint for Teaching Excellence - Ruth Pickford, 2018-04-24

Article |

<https://jpaap.napier.ac.uk/index.php/JPAAP/article/view/299>

Design of a Blended Learning Environment Based on Merrill's Principles - Janner

Simarmata, Asari Djohar, Janulis Purba, Enjang A Juanda, 2016

Webpage | <https://iopscience.iop.org/article/10.1088/1742-6596/954/1/012005/pdf>

Developing an inclusive culture in higher education: final report | Advance HE - Mike Wray, 2013**Document** |<https://www.advance-he.ac.uk/knowledge-hub/developing-inclusive-culture-higher-education-final-report>