

REAL GOOD TEACHERS

TALK ABOUT ...

LATARE

PROGRAMME DESIGN



LATARE PROGRAMME DESIGN



Scan me to watch the LATARE video at ako.ac.nz

KUPU ARATAKI INTRODUCTION

If your course seems out of sync with its approved aims and overall programme requirements, here's a framework that works.

The LATARE framework provides clarity of process in the design and development of courses, while ensuring curriculum alignment is maintained within an approved programme of study (Haggerty, 2016).

A course that is well designed for learning has:

Outcomes

- Desired outcomes for each activity, assessment, the course and programme will have a sound rationale.
- Well written outcome statements, aligned to the NZQF levels, will clearly determine the course learning expectations.

Assessment

- Will align with the learning outcomes and learning activities, have a sound rationale and are learning-centered.
- Will include criteria for quality design: valid, reliable, current, transparent, fair, manageable.

Support for learning

- A focus on the best possible outcomes for all learners.
- Deliberate acts of teaching that meet learner needs.
- Teaching that is planned to support learning in ways that are aligned with the desired outcomes.

Activities

- Engaging learning activities will support achievement of the outcomes and are aligned to assessments.
- Learning activities will be authentic, integrated and appropriate to the subject matter.
- Purposeful activities that form the core of the learner experience and scaffold learners to success.

Organised

- A sound pedagogical rationale for the structure, models of learning, flexibility, student learning pathways.
- Learning activities that enable learners to construct their own meaning and to develop as expert learners.



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TAKE-AWAY

Avoid adding to the curriculum, it only increases the workload for teachers and students.

Check there is congruence between the written (approved) curriculum and the taught curriculum (the one which learners and teachers actually experience).

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THINGS TO DO

- Discuss with your peers how the LATARE framework could support course development in your context.
- Use the LATARE framework to review an existing lesson plan.
- Talk about curriculum creep – has the approved / accredited curriculum changed?

LATARE

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THE LATARE FRAMEWORK SUPPORTS CURRICULUM DEVELOPMENT FOR ONLINE AND OTHER LEARNING CONTEXTS. (Haggerty, 2016)

A course that is well designed for learning has:

A sound rationale and alignment between course outcomes, learning activities, assessment and graduate outcomes.

Benefits of the LATARE framework:

- Focuses on learning hours not teaching hours.
- Reduces the risk of curriculum creep.
- Supports good teaching & learning practice.
- Framework for staff development.

RAUEMI AKO – LEARNING RESOURCE:

Haggerty, C. (2016). Developing courses the easy way. In H. Hamerton and C. Fraser (Eds.), *Te tipuranga – Growing capability: Proceedings of the 2015 National Tertiary Learning and Teaching Conference* (pp. 5-9). Tauranga, New Zealand: Bay of Plenty Polytechnic.

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LEARNING OUTCOMES

The learning outcomes, the accredited components, are the basis for all other components of the course.

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ASSESSMENT

How Learning Outcomes will be measured:

- number of assessments.
- formative or summative.
- due dates, weightings, etc.

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TOPICS

Topics that the course will cover:

- what is need-to know.
- what is nice to know. Avoid additive curriculum.

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ACTIVITIES

The teaching/ learning activities that will be included throughout the course to facilitate learning – aligns with the philosophy and stated pedagogy of the approved curriculum.

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RESOURCES

To be developed and made available within the learning environment:

- Web links, teaching materials, literature, research, content, etc.
- Service support requirements, e.g. library, learning support, etc.

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EVALUATION

How effective the teaching and learning was and what changes would be recommended for the future.

