

## UQx GUIDING PRINCIPLES

### Principles

Overseen by the Institute for Teaching and Learning Innovation, the following guiding principles have been adopted to ensure UQx courses, modules, and related content offer excellence and high quality and reflect UQ's values, priorities and intellectual breadth and depth. These principles are based directly on those developed by HarvardX and have been adapted to the UQx environment.

### General Principles

- UQx should reflect the diversity of disciplines, ways of knowing, and intellectual priorities of all UQ schools.
- UQx should support modes of learning and curricular approaches for a variety of student backgrounds.
- UQx should provide high quality online educational engagement and learning experiences to the widest range of individuals.
- UQx should enhance learning opportunities for all UQ students.
- UQx should support ways to address a wide range of educational research questions at the individual course level and across multiple courses/pathways.
- Courses proposed for UQx should be reviewed and approved by a broadly representative committee that can also solicit feedback from the school or faculty most appropriate for the subject matter.

### Content and Connectivity

- UQx courses should be led by UQ academic staff. The lead for each course will be responsible for both its intellectual development and its execution at the highest possible level of quality.
- UQx courses should adhere to the educational expectations defined by the University in collaboration with relevant UQ schools or faculties. This principle will accommodate variation from the usual on-campus courses in areas such as content coverage, duration and forms of assessment, while ensuring that UQx courses remain aligned with the university, school or centre's intellectual vision.
- UQx courses should explicitly enhance teaching and learning in UQ schools. Entire UQx courses or their components can and should

contribute to UQ's on-campus courses or other educational efforts, either internally or externally directed.

- UQx courses can address any topic that an on-campus course at any UQ school would address. UQx courses are not limited to topics that have been previously covered and can certainly break new ground, while maintaining the principle of connectivity to UQ's other teaching and learning efforts.
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### Pedagogical and Research Format

- UQx courses should have clearly articulated learning goals. These can include engagement with specific bodies of knowledge, learning of particular skill sets – both qualitative and quantitative, and exploration of particular ways of knowing.
- UQx courses should align explicit learning goals with the teaching framework of the course. The teaching framework includes the various ways information is delivered, how student understanding is assessed (formative and summative), and what modes of interaction between students and between students and teaching staff are supported.
- UQx courses should support different and innovative kinds of assessment. These include both formative and summative assessment of student learning, as well as assessment of the course design, instruments and student pathways through the material.
- All available data about the course and student performance will be collected, preserved, and shared with approved researchers. Individual students' identities will be kept confidential, but not necessarily anonymous; all data is subject to use for ongoing research to improve teaching and learning. Assignment of rights to use all data gathered should be a principle of participation in UQx.
- UQx courses will include a mechanism for reviewing and updating the content and pedagogy. There should be a process whereby assessment data are easily used to refine the content and pedagogy of the course.