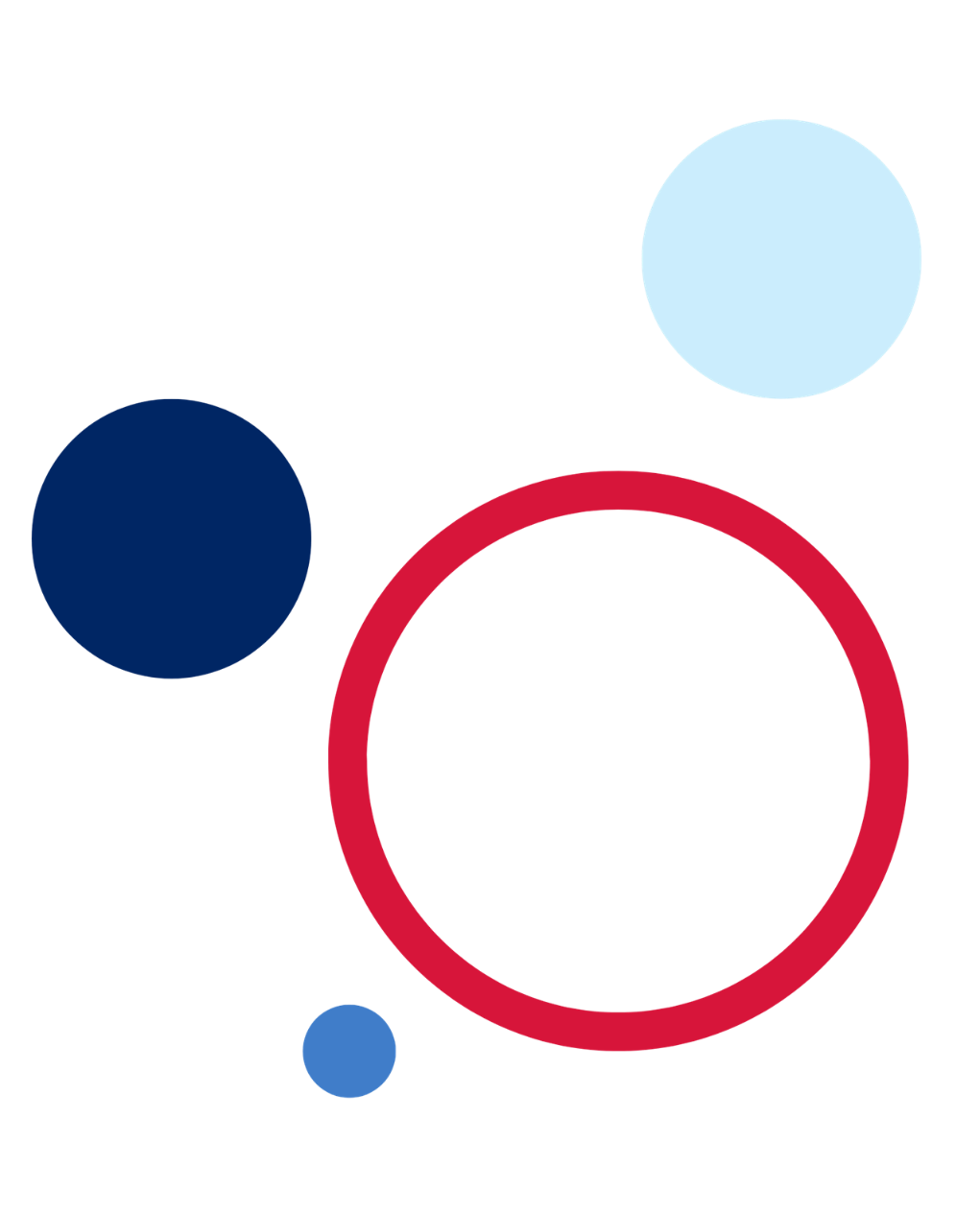
# Health and movement science Stage 6 – depth study design tool



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## Designing a depth study

This tool contains a series of questions to support the various steps involved in designing a depth study. The steps are presented in a linear way, however you may find when you design that:

* some steps are required earlier than others based on the content selected
* some steps are required more than once based on the content and delivery mode.

Use the tool flexibly to design your depth study to suit your student cohort.

### Step 1 – knowing your students

This step focuses on collecting information about your student cohort. Consider who you are designing for.

Table 1 – design questions – Step 1 – knowing your students

|  |  |
| --- | --- |
| Design questions | Notes |
| * What do you know about your students’: * strengths * preferred learning approaches * interests * aspirations * experiences * cultural or language background * ability to work independently * ability to work collaboratively * learning needs, for example physical, emotional or academic? |  |
| * How can you use this information in your planning? |  |
| * Do any of your students require additional learning support? What needs to be modified and how? |  |
| * What other information do you need about your students to plan your depth study? |  |
| * How will your student information influence: * content and outcomes selected * model of delivery * tasks or experiences. |  |

### Step 2 – the purpose and focus of the learning

This step focuses on why the learning matters and the purpose of the learning through the depth study.

Table 2 – design questions for Step 2 – the purpose and focus of the learning

|  |  |
| --- | --- |
| Design questions | Notes |
| * How will the depth study design reflect an understanding of student data? |  |
| * Are the scope and expectations of the depth study clear? |  |
| * Is the purpose of the learning clear? |  |
| * Will the depth study be part of the summative assessment, and therefore formally assessed? |  |
| * Is the depth study part of formative assessment to provide evidence of student learning? |  |
| * How will evidence of learning be collected over the course of the depth study? |  |
| * What will students produce to demonstrate clear evidence of learning? * Is this end product a valid measure of learning for the depth study? * Does the end product link to the selected outcomes and content? * Does this end product reflect the purpose of the depth study? |  |
| * Will self-assessment and peer assessment be a feature of the depth study? |  |

### Step 3 – selecting content and outcomes

This step focuses on selecting content and appropriate outcomes for the depth study.

Table 3 – design questions for Step 3 – selecting content and outcomes

|  |  |
| --- | --- |
| Design questions | Notes |
| * Which syllabus content requires focus or depth for your students? How do you know this? |  |
| * How will you provide guidance on content specificity for depth in the study? |  |
| * How much content will you select for the time allocation? |  |
| * What adjustments and accommodations to outcomes and content are required for students undertaking the Life Skills course? * How can the Life Skills content and outcomes be aligned to the depth study? |  |
| * Do the outcome(s) align with the content selected? |  |

### Step 4 – selecting the model of delivery

This step focuses on how the depth study will be delivered.

Table 4 – design questions for Step 4 – selecting the model of delivery

|  |  |
| --- | --- |
| Design | Notes |
| * Does the depth study aim to provide opportunities for consolidation or extension or both, in relation to the syllabus content and concepts? |  |
| * Does the depth study provide guidance on content specificity to allow for deeper learning experiences? |  |
| * What adjustments to the delivery model are required for students: * undertaking the Life Skills course * who are high potential or gifted * with particular learning needs, for example physical, emotional or academic * who need support to work independently * who need support to work collaboratively? |  |
| * What approach (modelled, guided or independent) best suits the syllabus content and outcomes? |  |
| * What approach (modelled, guided or independent) best suits this group of students? |  |
| * Can this depth study include more than one approach based on student need and context? |  |
| * Will the depth study be modelled, guided or independent? Why? |  |
| * Will the selected approach (modelled, guided or independent) promote depth of learning? |  |

### Step 5 – time allocation and timing

This step focuses on when the depth study will be delivered and how much time will be allocated.

Table 5 – design questions for Step 5 – time allocation and timing

|  |  |
| --- | --- |
| Design questions | Notes |
| * Where is the depth study best placed in the scope and sequence for this class? |  |
| * Has the foundational learning been taught prior to commencing the depth study? |  |
| * What is the most suitable time frame for the depth study? |  |
| * Is this time frame appropriate for all students? |  |
| * Are the tasks and experiences realistic for the time allocation? |  |
| * Is there flexibility built into the depth study to allow for time to be used where students need it most? |  |

### Step 6 – specific experiences, tasks and resources

This step focuses on how the students will experience learning through the depth study, including tasks, experiences and resources.

Table 6 – design questions for Step 6 – specific tasks, experiences and resources

|  |  |
| --- | --- |
| Design questions | Notes |
| * What specific experiences and tasks will: * be realistic for your student group * instigate and promote curiosity and passion for your students * cater for the range of student interests and preferred ways of learning * fit within the time frame * promote meaning and connection for your student group * address the syllabus content and outcomes * allow for application of knowledge, understanding and skills, and therefore allow for the application of syllabus content * promote depth of learning and connections * allow students to demonstrate their learning in a range of ways * allow for collection or analysis of evidence and data * allow for assessment of the skills outcomes? |  |
| * Are the steps, tasks, experiences and processes flexible to cater for all students? |  |
| * Are the resources required for all tasks and experiences accessible for all students? |  |

## References

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