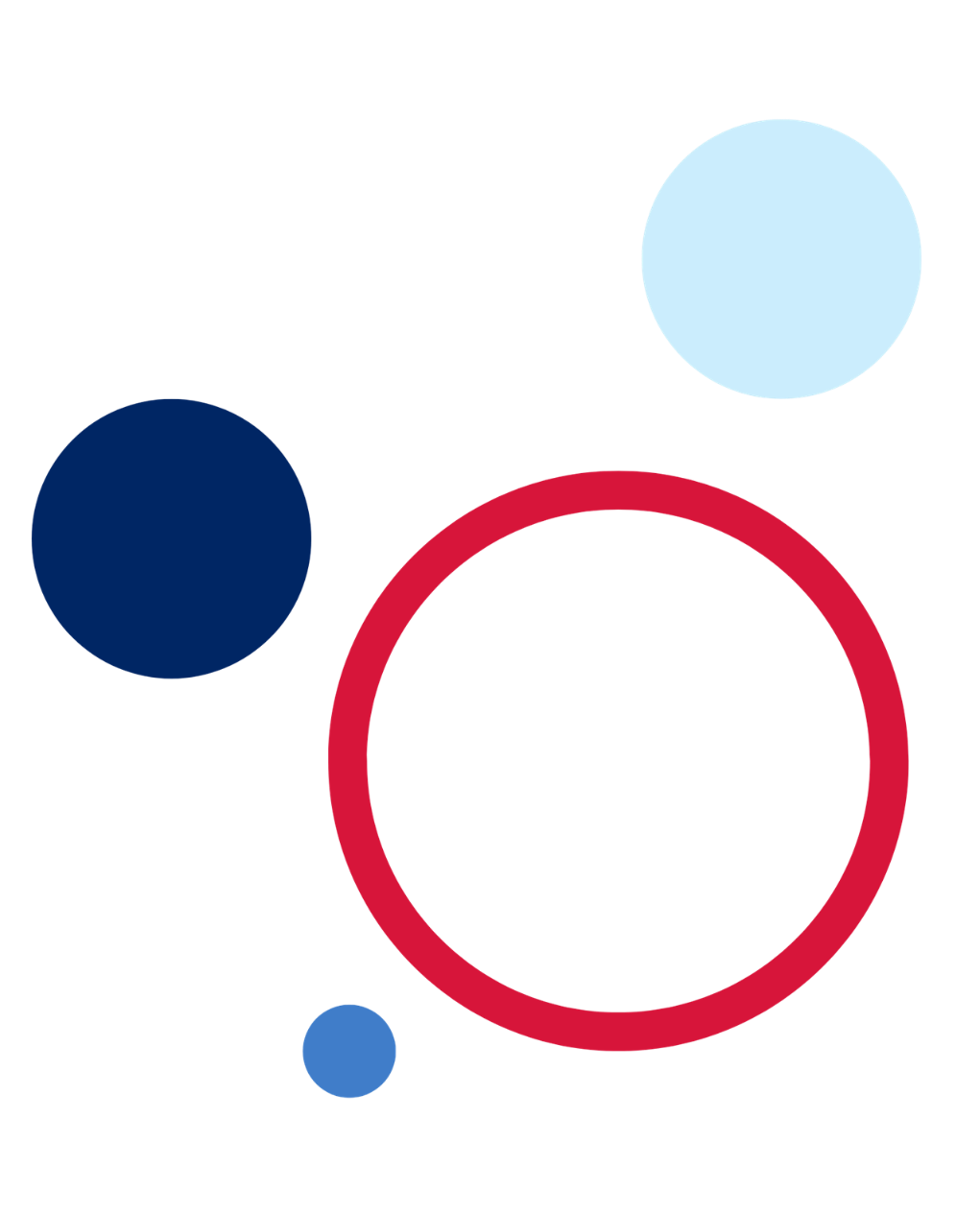
# Health and movement science Stage 6 – depth study review tool



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## Reviewing a depth study

This tool contains a series of questions to make judgements and review a depth study after it has been created or after it has been implemented with students.

The review could be used to:

* Amend a depth study before use with a future student. Information would indicate which learning experiences need adjustment. Remember that a depth study would need modification to suit the needs of a future student cohort.
* Guide future depth studies with the existing cohort, indicating what worked well and what could be improved.

Use the tool flexibly to review your depth study.

### Step 1 – planning for your student needs

This step focuses on whether the depth study reflected the information you collected about your student cohort. Did you effectively consider who you were designing for?

Table 1 – review questions for Step 1 – planning for your student needs

|  |  |
| --- | --- |
| Review questions | Notes |
| * Does or did the depth study reflect: * student learning needs * student strengths * student interests or aspirations * student choice * inclusion of all students * knowledge, understanding and skills relevant to their real-life experiences * a variety of ways to learn and demonstrate learning for your students? |  |

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

This step focuses on execution of the purpose of the learning through the depth study.

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

|  |  |
| --- | --- |
| Review questions | Notes |
| * Is or was collection of evidence of learning possible and effective over the course of the depth study? |  |
| * Will or did the collection of evidence of learning allow for adjustments for individuals or groups of students to promote learning? |  |
| * Are or were the expectations and scope suitable and accessible for all students? What changes are required? |  |
| * Is or was student data reflected in the depth study design? |  |
| * Will or did the end-product provide clear evidence of learning? |  |
| * If self and peer assessment are a feature: * Is it purposeful? * Does it add a level of depth to the learning and understanding through the questions created? |  |

### Step 3 – content and outcomes selected

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

Table 3 – review questions for Step 3 – content and outcomes selected

|  |  |
| --- | --- |
| Review questions | Notes |
| * Does or did the depth study provide an opportunity to: * investigate content which is relevant and meaningful for young people or local context * promote application of knowledge, understanding or skills for all students * create deep understanding and link to HSC content (preliminary depth study)? |  |
| * Does or did the depth study provide guidance on content specificity for deeper learning? |  |

### Step 4 – the model of delivery selected

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

Table 4 – review questions for Step 4 – the model of delivery selected

|  |  |
| --- | --- |
| Review questions | Notes |
| * Does or did the depth study provide enough modelling, scaffolding and support for students? |  |
| * Is or was the instruction clear for all students? What adjustments are required? |  |
| * Is or was the selected approach (modelled, guided or independent) the most suitable for the content and outcomes selected? |  |

### Step 5 – time allocation and timing

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

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

|  |  |
| --- | --- |
| Review questions | Notes |
| * Is or was the positioning of the depth study clear in the scope and sequence? |  |
| * Does or did the positioning in the scope and sequence support and reflect: * the purpose of the depth study, for example, consolidation of concepts, extension * the approach selected, for example, modelled, guided or independent * the model of delivery, for example, case study, practical application, field work, excursion, research * learning experiences used to build and apply concepts? |  |
| * Is or was the time allocation suitable for the depth study? |  |
| * Are or were the tasks and experiences realistic for the time allocation? |  |

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

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

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

|  |  |
| --- | --- |
| Review questions | Notes |
| * Are or were the specific experiences and tasks realistic for: * your student group * the time frame? |  |
| * Will or did the specific experiences and tasks: * allow for application of knowledge, understanding and skills and therefore application of syllabus content * promote curiosity, open minds and passion * allow for student choice * offer meaning and connections to student’s interests, local environments or real-life contexts * build connections across syllabus content for application and transference * draw students in, maintain interest and promote engagement * promote depth of learning * allow for collection or drawing out evidence and data which is applied to the syllabus content * allow for assessment of the selected outcomes * offer the flexibility to demonstrate learning in a range of ways? |  |
| * Does or did the depth study allow for adjustments or accommodations for students where needed? |  |
| * Are or were the required resources for all tasks and experiences suitable and accessible for all students? |  |
| * Is or was collection of evidence of learning possible and effective over the course of the depth study? |  |
| * Will or did the collection of evidence of learning allow for adjustments and/or accommodations for individuals or groups of students to promote learning? |  |
| * Will or did the end product provide clear evidence of learning? |  |
| * Is or was peer or self-assessment a useful strategy to promote learning? |  |

## References

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