### Designing First Year Discipline-Specific Curricula and Pedagogy

<table>
<thead>
<tr>
<th>Students And Their Learning</th>
<th>First Year Students</th>
<th>First Year Learners in my Discipline</th>
<th>Potential Graduates in my Discipline</th>
</tr>
</thead>
</table>
| Who are my students when they enter first year in my discipline? | • How do we design our curriculum to respond to the diversity of our students so that it is accessible to and inclusive of all?  
• How do I acknowledge and use students' previous experience in their learning? | • What are my students’ knowledge and skill levels in my discipline on entry?  
• What diverse personal backgrounds do my students bring to their understanding of my discipline?  
• What are the bottlenecks to students' learning in my discipline? | • How do I allow for diversity, agency and creativity in my students while still ensuring they achieve prescribed learning outcomes? |
| What do my first year students need to know and do in my discipline? | • How do I design my curriculum to be learning focussed?  
• How do I make the students' learning relevant to them?  
• How do I make my expectations of students clear, meaningful and explicit? | • What are the concepts that first year students need to master in order to be effective learners, thinkers and practitioners in my discipline?  
• What skills do I need to develop in my students in order for them to be effective learners, thinkers and practitioners in my discipline? | • What knowledge and skills do our students need to learn in first year in order to meet the learning outcomes and attributes we want our graduates to achieve? |
| What strategies can I use to help my students develop the knowledge and skills they require to be effective learners in my discipline? | • How do I scaffold and support students’ learning?  
• How can I engage students actively in their learning?  
• How can I facilitate collaborative learning?  
• How should I assess students and provide them with regular formative feedback on their work?  
• How do I develop my students as independent learners? | • How can I support my students in developing the complex forms of thinking, reasoning and knowing that are central to grasping disciplinary ways of thinking?  
• Knowing the bottlenecks, how can I break down expert methodologies and explicitly model expert practice?  
• How will students practise and apply discipline-specific skills and get feedback?  
• How can I help students to locate themselves within the disciplinary community? | • How do we design assessments and assessment criteria to meet required outcomes?  
• How might students collect and provide evidence of their learning? |
| What do my students now know and what can they do at the completion of their first year in my discipline? | • How am I evaluating my students’ learning experience? | • Do my students have the skills to begin to think like a practitioner in the discipline?  
• Are my students prepared for their future study in the discipline? | • How do we ensure that all students who pass meet the learning outcomes required for first year in the discipline? |