

Module Code	TL6011
Module Title	CURRICULUM DESIGN: PLANNING FOR LEARNING, TEACHING AND ASSESSMENT
Academic Year	AY2025/26
Semester	Semester 1 (Autumn)
Assignment	<i>Reflection on Peer Review</i>
Module Leader	Dr Íde O'Sullivan
Name/Student ID	21208867
Word Count (not including appendices references)	345

Author's declaration:

I hereby confirm that I am the sole author of this assignment and that it is not the work of any other individual. All primary and secondary sources that have been consulted have been identified and acknowledged in the appropriate way. No part of this assignment has been previously submitted, either in full or in part, to this or any other institution.

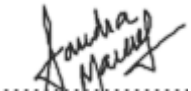
GenAI Usage

I have read the statement on use of Generative AI **Yes (delete as applicable)**

I have used Gen AI in this assignment **No (delete as applicable)**

If Yes, please provide details as follows:

"The following [explain use] were used to [explain use]. The prompts used include Review, correct, improve, adjust, suggest ways of improvement. The output from these prompts was used to [explain use]."

Signed: 

Date: 27/11/2025



Generative AI Checklist for Students

QUESTION/STATEMENT	STUDENT RESPONSE (Yes/No and Further Explanation)
Have I checked the assessment brief or have spoken to my tutor and can confirm that the use of Gen AI is not prohibited for my assessment type? Have I used Gen AI as directed within the assessment brief?	Yes
Have I reviewed the guidance on Generative AI provided by the Academic Integrity Unit and I am aware of the strengths and limitations of these tools?	Yes
Have I documented the use of AI as required by the module lead?	Yes
Have I included an acknowledgments section in my assignment (<i>if required by tutor</i>)	
Am I prepared to discuss any questions regarding how and why I used AI in case questions arise?	Yes
<i>Consider the following:</i> Am I prepared to discuss my approach to drafting this assignment? Have I retained drafts of my work to demonstrate how I integrated Gen AI into my work? What reason(s) did I have for using Gen AI to complete a particular passage or section? Was it used for idea generation or to create an outline, for example? Have I retained the prompts I used to generate the AI responses	Yes
Have I critically reviewed any outputs from Gen AI (<i>if permitted for this assessment</i>) to ensure that I am satisfied of the veracity and quality of the information generated?	Yes
Did I acknowledge my usage correctly according to instructor or UL Library guidelines?	N/A

Hi Sandra,

Please see my feedback below.

Some theories *conflict* philosophically (for example, Gagné is behaviourist/structured; Kolb and PBL are constructivist/experiential). The text describes *all* theories as complementary without showing how tensions are resolved. Demonstrate how and why specific theories are chosen for specific parts of the module, and acknowledge where certain models may not fully align. For example, use Gagné for micro-skills in Photoshop tool mastery, use Kolb/PBL for open-ended creative projects.

Although alignment is mentioned, the module description does not explicitly map learning outcomes, learning activities and assessment. Perhaps provide a table to explicitly align each outcome to teaching and assessment?

The assessment mentions AI tools in a positive way but lacks critical engagement with the negatives of using AI. Could you include some information around integrity issues and over-reliance on automated feedback? The use of AI needs to be scaffolded with critical literacy to ensure learners do not bypass essential creative decision-making or breach exam integrity.

The learner profile section focuses mainly on Bloom's Taxonomy rather than the actual learner cohort (which could include adult returners, unemployed learners, people with diverse digital levels of prior experience etc.). Could you acknowledge barriers (confidence, tech anxiety, broadband issues) and motivational factors.

The module context is very long and could be more focused – highlight what matters most – why are you redesigning? Why are Photoshop skills important, how does this redesign address a skills gap? What challenges through this new redesign will it meet or what problems will it address? This would show some more analysis rather than just describing what you will do.

Hope this help Sandra. These are minor issues which I hope will enrich your submission.

Kind regards,

Audrey.

Reflection on Peer Review

I had the opportunity to share my redesign draft with Audrey during a one-to-one meeting, which provided invaluable insights into the clarity and coherence of my submission. One of the key areas she highlighted was the need to broaden and deepen my description of the learner profile. In my draft, I focused predominantly on Bloom's Taxonomy rather than on the actual characteristics of the Further Education cohort. As Audrey pointed out, learners in this context bring diverse backgrounds, age ranges, levels of digital literacy, and varying degrees of confidence. These differences can create challenges - for example, advanced learners may feel held back while others may experience anxiety when faced with unfamiliar digital tools. Acknowledging these barriers early is essential, not only to justify the redesign decisions but also to demonstrate how the module aims to support equity and engagement across the cohort.

In addition to the one-to-one discussion, the group peer-review session helped clarify several further improvements. A key point raised by both Audrey and Ide was the need to include an explicit alignment table mapping learning outcomes to teaching activities and assessments. While I referred to constructive alignment conceptually, I had not presented it in a structured way. Incorporating this table will make the module's design logic clearer and more accessible, especially for readers unfamiliar with the programme.

Another significant area was the treatment of AI within the assessment. Although I focused on the benefits, I had not sufficiently related issues of academic integrity or the risks of over-reliance on automated tools. This feedback reminded me of the importance of embedding AI critical literacy, ensuring that students understand both the opportunities and the limitations of these technologies.

Finally, we discussed the need to demonstrate clearer theoretical alignment by explaining why certain learning theories are applied to particular tasks. This will strengthen the academic grounding of the redesign and highlight intentional pedagogical choices.

Overall, both the one-to-one and group review sessions were extremely valuable. They helped me refine the clarity, structure, and justification of my redesign, ultimately strengthening the pedagogical integrity of the module.