



Friendship

School

2.4 Relationship between course learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Related Tasks & Assessment
D1	Identify and explain the components of a system	Project, Midterm, Final
D2	Apply the concepts of system analysis to a given problem	Midterm, Final
D3	Design a system that meets the requirements of a given problem	Midterm, Final
D4	Evaluate the performance of a system and make recommendations for improvement	Project, Midterm, Final

3. Strategies and approaches to learning

3.1 Learning and teaching activities

The first step in the learning process is to identify the learning objectives. This is followed by the selection of appropriate learning activities and teaching methods. The next step is to implement these activities and methods, and finally, to evaluate the learning outcomes.

The second step is to design the learning activities. This involves identifying the specific tasks and activities that will be used to achieve the learning objectives. The third step is to implement these activities, and the fourth step is to evaluate the learning outcomes.

4. Course schedule and structure

Aligned C LOs Lecture contents

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Lecture block 4 : Diseases
of the eye and brain

Tutorial discussion and small
group learning :

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4.4: የሥነ
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4.5: የሥነ
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x 8 ELISE [http://www.elise.com.au](#)

8 Conduct and Integrity Unit [http://www.candintegrityunit.com.au](#) : b
[http://www.candintegrityunit.com.au](#)

7. Readings and resources

NTSD & RESEARCH [http://www.ntsd.com.au](#)
CP & APPROPRIATE [http://www.cpa.com.au](#) h [http://www.cpa.com.au](#)
RESEARCH [http://www.research.com.au](#)
SANDS [http://www.sands.com.au](#)
MORNINGTON [http://www.mornington.com.au](#) d [http://www.mornington.com.au](#)
SANDS

8. Administrative matters

660000
660000
<https://www.optometry.unsw.edu.au/>

9. Additional support for students

- x 8888 : [http://www.8888.com.au](#)
- x 8888 : [http://www.8888.com.au](#) -b
- x 8888 : [http://www.8888.com.au](#)
- x 8888 : [http://www.8888.com.au](#) -b
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