Advice and key factors in designing programmes, courses and curricula

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(adapted from material prepared by
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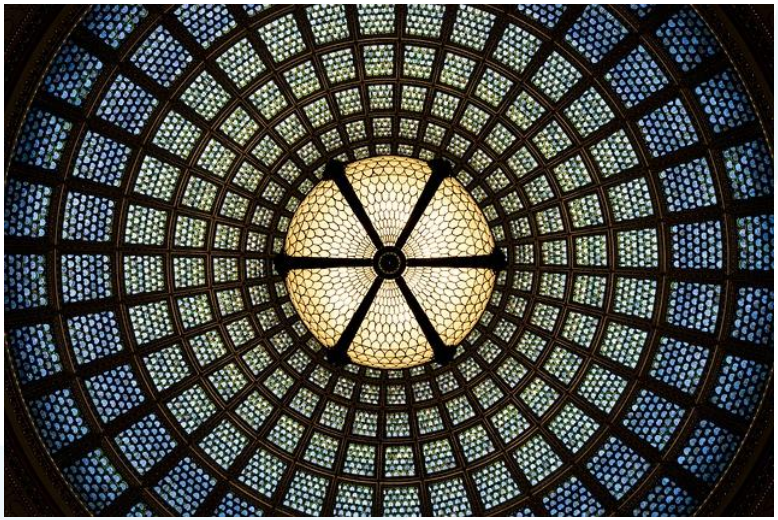
Key factors to consider

- Learning outcomes
- Constructive alignment and other models
- Designing assessment
- Designing in engagement



Learning outcomes

- focus your course design
- guide students
- student friendly language
- use verbs like:
  - analyse
  - compare
  - evaluate

By the end of this programme/course students should be able to …

Learning outcomes

- draw on:
  - SCQF
  - graduate attributes
  - Bloom's taxonomy
- student friendly language
- not too many (about 5)

The Scottish Credit and Qualifications Framework

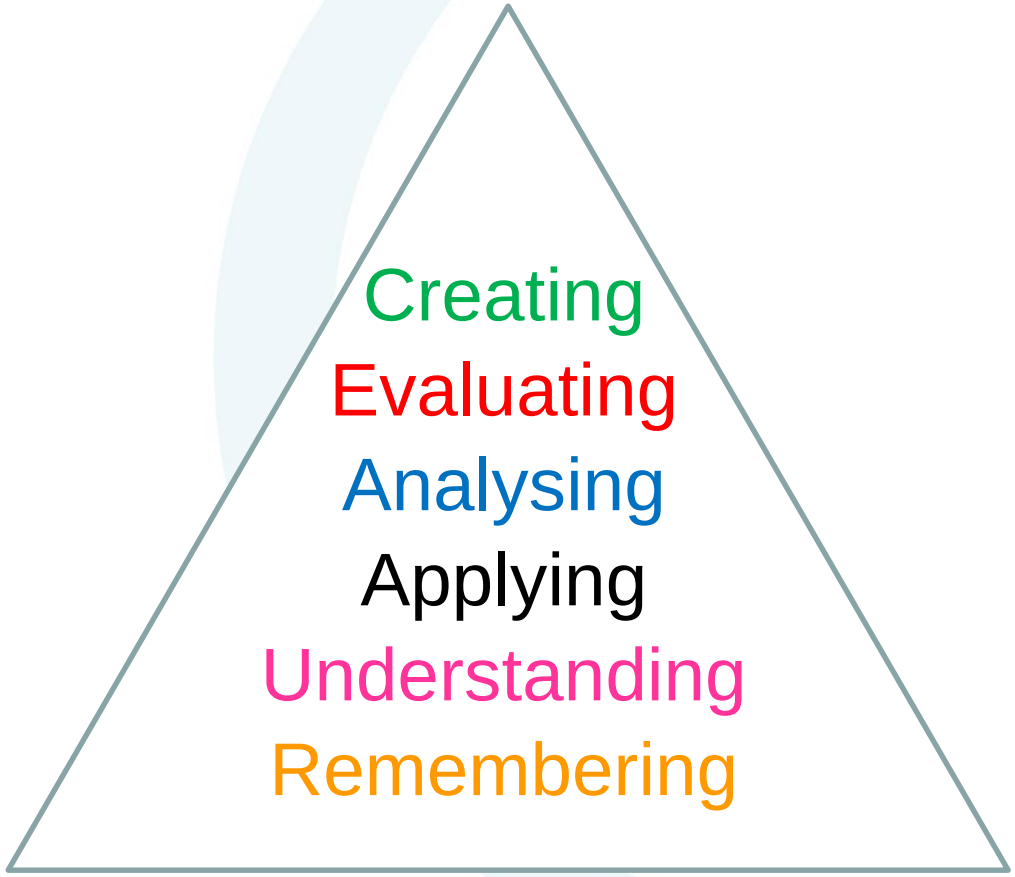
LEVEL 7

An overall appreciation of the body of knowledge that constitutes a subject/discipline/sector.

LEVEL 12

A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles.

Bloom's Taxonomy



Constructive Alignment

- “constructive” from constructivist perspectives
- the learner’s activity is crucial
- “alignment” of learning outcomes, assessment and teaching
- Biggs (1996)

Other Models

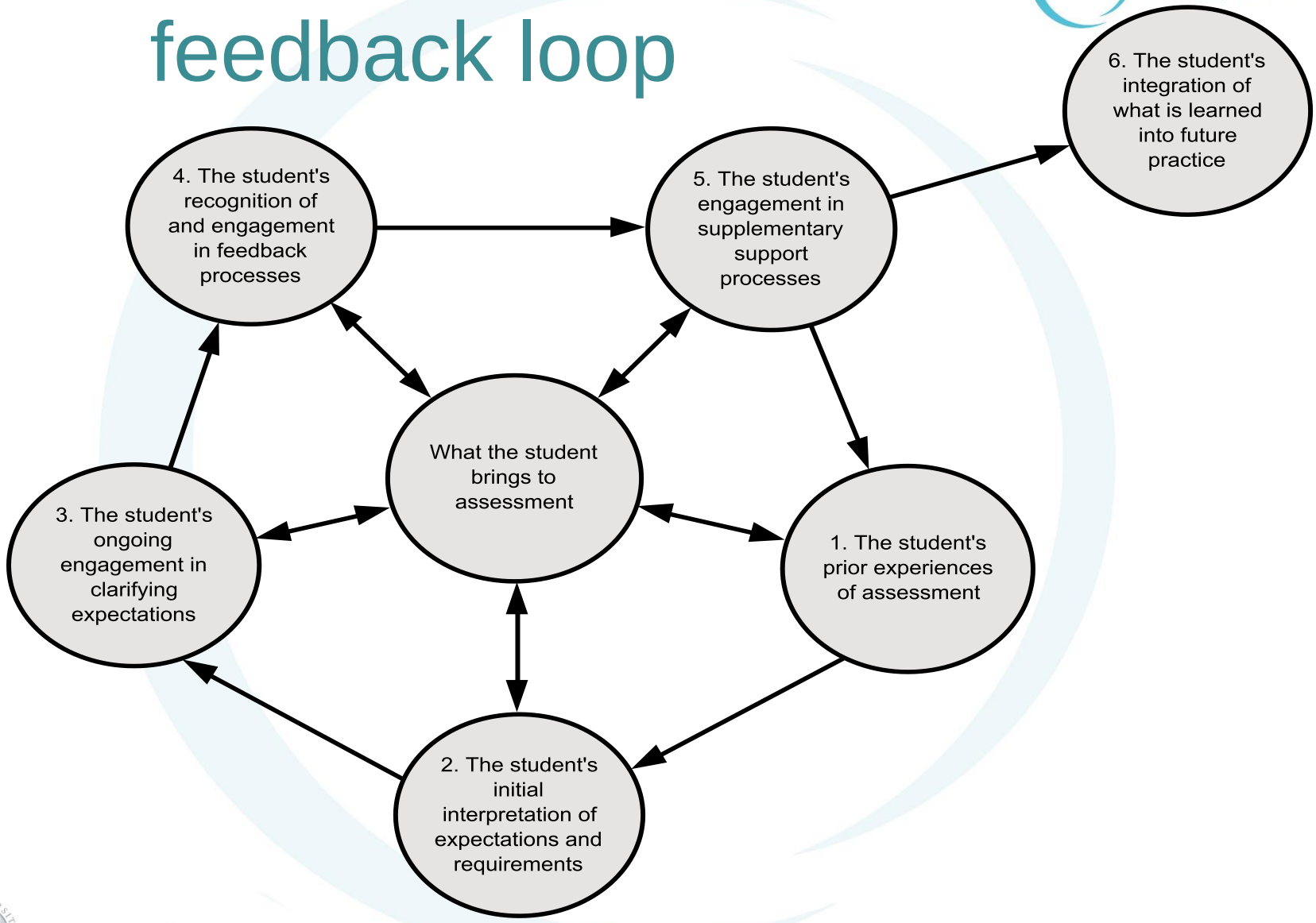
- spiral curriculum
- curriculum mapping and graduate attributes
- assessment literacy at the programme level
- vertical threads

Designing Assessment

Frameworks for designing assessment:

- the guidance and feedback loop
- assessment of, as and for learning
- authentic assessment
- assessment across programmes

The guidance and feedback loop



From McCune and Rhind (2014) drawing on Hounsell et al. (2008)

Assessment of, as and for learning

Approach	Purpose	Reference points	Key assessor
Assessment *of* learning	Judgements about placement, promotion, credentials, etc.	Other students	Teacher
Assessment *for* learning	Information for teachers' instructional decisions	External standards or expectations	Teacher
Assessment *as* learning	Self-monitoring and self-correction or adjustment	Personal goals and external standards	Student

Earl (2003) Table 3.2:

http://www.heacademy.ac.uk/resources/detail/subjects/escalate/4148_Guide_to_assessment

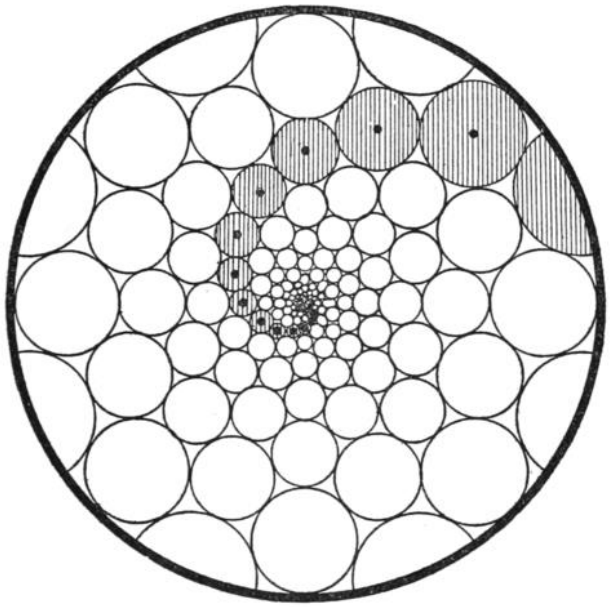
Authentic Assessment

- promotes deep, complex and worthwhile learning
- experienced by students as meaningful and relevant
- helps students feel they are really *doing* the subject
- relevant to the real world
- gives students a sense of personal involvement

Sambell, McDowell and Montgomery (2013)

Assessment Across A Whole Programme

- increasing sector interest in planning assessment at the programme level
- opportunities to practice before it's high-stakes
- feed-forward
- guidance and feedback loop again
- development of graduate attributes over time
- TESTA audits



Designing in engagement

Intended learning outcomes

Assessment

Teaching approaches

Evaluation

As an underpinning curricular theme

Student engagement examples

- Co-design a lab with students (Biology):
  Tierney & Tatner University of Glasgow
- Small group work in a large class (Geography):
  Moore-Cherry, University College Dublin
- Worksheets for first year students (Maths):
  Duah, Loughborough University
- Student photographs in the curriculum (Geography):
  Gilmartin, University of Ireland, Maynooth
- Course content (Business): Canales, St Andrews University
- Make reading more engaging – the Doughnut round
  (Fleizner et al, 1997)
- Essay questions (Classics): Kruschwitz, Reading University
- Assessment weighting (Engineering): Balance, University of Glasgow

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