

Course Alignment

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Activity 1

Recall Information

Complete the sentence below.

- In our previous session about assessment, we covered the following topics:
 - 1.
 - 2.
 - 3.

Activity 2

Negative assessment experiences (nightmares)

- **Recall and share one of these experiences:**
- What happened?
- Why did it happen?
- Whose fault was it?
- Did it affect negatively your motivation?

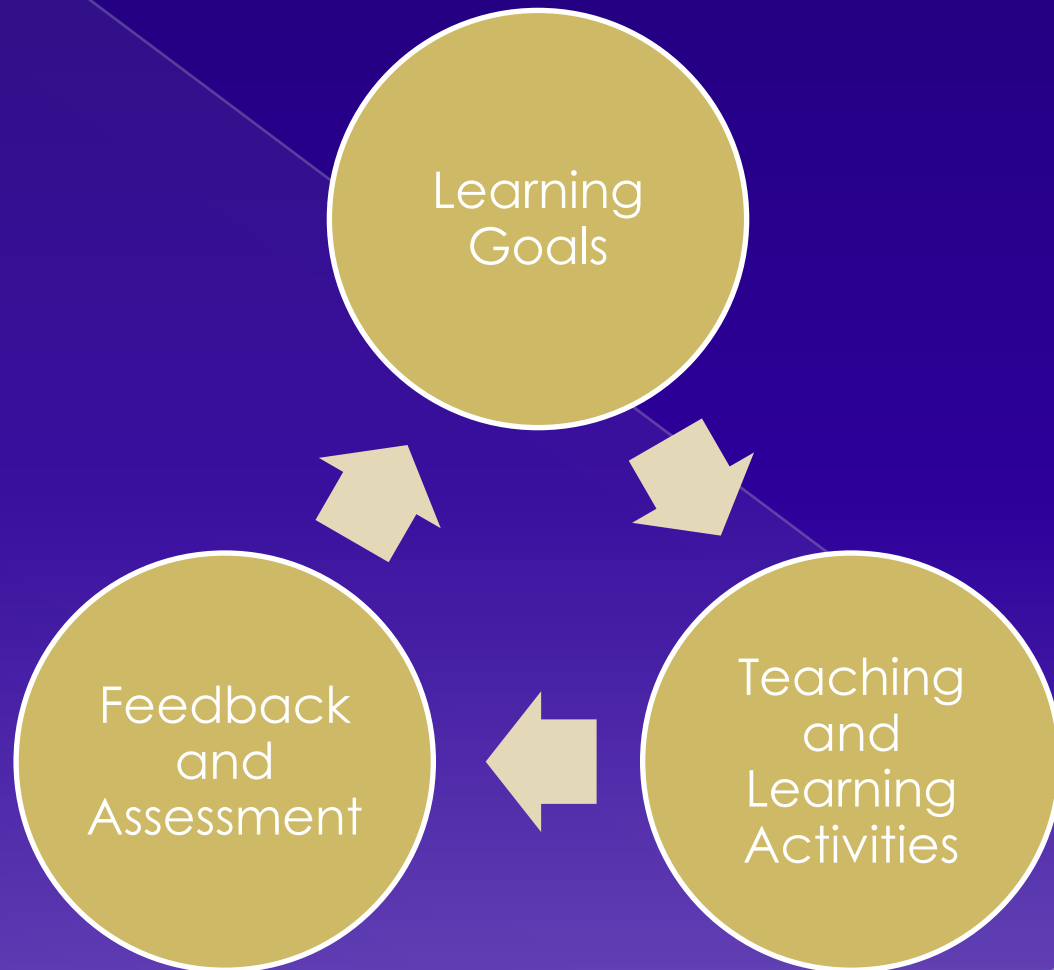
Let's watch a video

What is Constructive Alignment?

Constructive Alignment

- “The fundamental principle of constructive alignment is that a good teaching system aligns teaching method and assessment to the learning activities stated in the objectives so that all aspects of this system are in accord in supporting appropriate student learning”
(Biggs, 1999)

A model of course design (Adopted from Fink, 2003)



Constructive alignment: 3-stage course design

- What are “desired” outcomes?
- What teaching methods require students to behave in ways that are likely to achieve those outcomes?
- What assessment tasks will tell us if the actual outcomes match those that are intended or desired?

(Biggs, 1999)

Learning outcomes help instructors

- > Organize the course
- > Plan activities and assignments
- > Plan assessments

To achieve the desired outcomes.

Learning outcomes help students

- ◉ Know what to expect
- ◉ Understand what the course requires
- ◉ Recognize what they will be able to do at the end

Activity 3

- *Write down three outcomes that you would like to achieve in an upcoming workshop about delivering presentations.*

Activity 4

- ① *Form groups of twos.*
- ② *Group member A: explains how he/she will assess these outcomes.*
- ③ *Group member B: provides feedback to your partner on his/her explanation.*

Now Let's work with your syllabus

- Are your learning goals listed?
- Read some of them to us.
- Tell us what kind of assessment are you using.
- Is there alignment between your Los and assessment Tasks?
- Are you using a variety of types of assessment?

