**HANDOUTS & FORMS**

PROGRAMME ALIGNEMENT TRANSFORMATIVE LEARNING

COURSE REDESIGN LEARNING DESIGN

**COURSE REDESIGN**



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This toolkit has been developed by the Transforming Employability for Social Change in East Africa (TESCEA) partnership.

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**DAY 1**: CONCEPT

MAPPING

### LINK BETWEEN TRANSFORMATIVE LEARNING AND COURSE REDESIGN

**Note your immediate thoughts to the following questions in the table:**

How will the course that I am designing enable my students (both male and female) to live the Big Dream for my course?

What is the most important content (concepts) that my students need to learn in my course so that two, ten years down the line they will still value the course?

What kinds of learning (learning outcomes) do I want my students to experience?

### RATIONALE FOR THE SEQUENCING OF CONCEPTS AND MAPPING OF RELATIONSHIPS

The rationale for the sequencing of the concepts in the course is important to record, especially if you are not using an assigned text in chapter sequence. For example, it might be based on a historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications. Make sure to include the reasons why you have mapped out the relationships between and among the concepts as depicted in your course concept map.

**Draft your rationale in the table:**

**DAY 2**: LEARNING

## OUTCOMES

### REFLECTION ON THE ASSIGNED COMPULSORY READING

How People Learn: Brain, Mind, Experience, and School: Expanded Edition – Chapter 1: ‘Learning: from Speculation to Science’

**Note your reflections to the following questions in the table:**

How did the structure of the activity help you to develop a deeper understanding of the text?

How easy was it for you to find points for any of the 4Cs (Connections, Challenges, Concepts and Changes)? Why?

What came up in the discussion that surprised you?

**DAY 3**: ASSESSMENT

### FEEDBACK SCENARIOS FOR ROLE PLAYS

Imagine that you are giving feedback to:

* 1. A female student who has got a middle grade, but you feel lacks the confidence to fulfil her potential (she does not contribute verbally in class but her written work is excellent).
	2. A male student who is overly confident and has not done enough work to fulfil his potential (he talks a lot in class, and often interrupts others, particularly women. Sometimes his written work is excellent, but at other times it seems rushed).

**Use the space in the table to make notes as you prepare for and observe the role play, for example:**

If you are the facilitator of learning, you will need to prepare, in particular, what feedback will you give and how will you communicate it to the student?

If you are the observer, you will need to share your reflections on what the facilitator of learning did well and what they could improve on at the end of the role play.

If you are the student, you will need to play this role seriously and authentically. Think about how the male or female student would realistically respond in this situation and avoid getting too carried away in the role.

Continue overleaf

Use the space in the table to make notes as you prepare for and observe the role play, for example:

If you are the facilitator of learning, you will need to prepare, in particular, what feedback will you give and how will you communicate it to the student?

If you are the observer, you will need to share your reflections on what the facilitator of learning did well and what they could improve on at the end of the role play.

If you are the student, you will need to play this role seriously and authentically. Think about how the male or female student would realistically respond in this situation and avoid getting too carried away in the role.

***Use of formative assessment examples in your course***

Note your immediate thoughts to the following question in the table:

How and when would you apply one or two of the formative assessment examples in your own course?

#### Example 4: Group checklist – informal skill observation (analytic rubric for teams)

Date:

**Observer:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NAMES** | **SKILL A** | **SKILL B** | **SKILL C** | **SKILL D** | **SKILL E** | **SKILL F** | **SKILL G** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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Skill A = Prepares equipment, reviews procedures, determines purpose before commencing lab work. Skill B = Follows safety procedures throughout lab experiment, as specified in the lab manual.

Skill C = Follows directions carefully, and uses equipment accurately. Skill D = Records data systematically using protocols outlined in manual. Skill E = Cites limitations and/or assumptions involved in the experiment.

Skill G = Cleans lab area after finishing, rinsing and properly storing away equipment and chemicals.

Ratings:

1 = Competent, skills consistently demonstrated. 2 = Improving, needs further practice or reminder.

3 = Incomplete, skills not demonstrated or unsuccessful. N/A = Not applicable

Source: Fenwick & Parsons (2000).

### CHART: LINKING COURSE CONCEPTS THROUGH TO TEACHING AND LEARNING STRATEGIES

This six-column chart links course concepts and soft skills through to formative and summative assessment methods and then on to teaching and learning strategies – this can act as a helpful organiser to draw on, particularly when compiling a course assessment plan and schedule of teaching and learning strategies. You need to make sure that you directly link the assessment methods (and tasks) and the teaching and learning strategies (and activities) to the learning outcomes for the course that you are redesigning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1****CONCEPTS** | **2****KEY SOFT SKILLS****(i.e. skills, capabilities & dispositions)** | **3****LEARNING OUTCOMES** | **4****FORMATIVE ASSESSMENT METHODS/ TASKS** | **5****SUMMATIVE ASSESSMENT METHODS/ TASKS** | **6****TEACHING****& LEARNING STRATEGIES/ ACTIVITIES** |
|  |  |  |  |  |  |
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**DAY 4**: TEACHING AND

## LEARNING STRATEGIES

### FURTHER REFLECTION ON THE ASSIGNED COMPULSORY READING

Making thinking visible: How to promote engagement, understanding, and independence for all learners – Chapter 1: Unpacking thinking

**Note your reflections to the following questions in the table:**

What do you mean when you say, “I want my students to think”? What kinds of thinking do you value in your course?

What teaching and learning strategies can promote the kinds of thinking that you value in your course?

### MATCHING SOFT SKILLS TO APPROPRIATE TEACHING AND LEARNING STRATEGIES

**DIMENSION**

**TEACHING AND LEARNING STRATEGIES**

|  |
| --- |
| **Foundational knowledge** |
| Building a knowledge base |  |

|  |
| --- |
| **Application** |
| Selecting appropriate information |  |
| Evaluating and interpreting information |  |
| Making sound arguments and decisions |  |
| Analysing the claims/arguments of others |  |
| Creativity and innovation |  |

|  |
| --- |
| **Integration** |
| Interconnected thinking |  |
| Applying information to personal, social and/or work life |  |
| Networking |  |
| Dealing with an uncertain future |  |

**DIMENSION**

**TEACHING AND LEARNING STRATEGIES**

|  |
| --- |
| **Human dimension** |
| Self-management |  |
| Teamwork |  |
| Interpersonal skills |  |
| Negotiation and managing conflict |  |
| Oral and written communication |  |
| Leadership |  |

|  |
| --- |
| **Caring** |
| Social awareness |  |
| Commitment to positive social change at the community level |  |

|  |
| --- |
| **Learning how to learn** |
| Self-direction |  |
| Reflective thinking |  |

### THE CONVERSATIONAL FRAMEWORK AND SIX LEARNING TYPES

The conversational framework designed by Diana Laurillard is a model of how people learn in formal educational settings. It argues that learning is supported by dialogue between students and their instructors (in our case facilitators of learning) and that six different types of learning can be facilitated by this dialogue. It draws on learning theories such as conceptual, experiential and collaborative learning, as well as social constructivism and constructivism. The framework helps facilitators of learning to design teaching and learning activities from the perspective of students.

How would you describe each of the below learning types to a colleague? What examples would you give? Provide your explanations in the table below.

|  |  |
| --- | --- |
| **TYPE OF LEARNING** | **SHORT EXPLANATION** |
| **Acquisition**(read, watch, listen) |  |
| **Investigation**(inquiry) |  |
| **Discussion** |  |
| **Practice** |  |
| **Production** |  |
| **Collaboration** |  |

***Redesign of a single learning session, following the transformative learning cycle***

Instructions

First note down a single concept or topic for which you will be designing a 2- to 3-hour learning session. Note down the common misconceptions about your chosen concept or topic that most students make.

Design a 2- to 3-hour learning session for this single concept or topic, from the course you are redesigning, following the four phases of the transformative learning cycle. Develop an experience that incorporates the following:

A lot of sensory input from the students. The experience must facilitate sensing and evoke feeling, for example video, sound recordings, games, impromptu skits, self-evaluation questionnaires, etc.

Reflective questions that allow for reflective observation and that enable your students to examine their hidden assumptions and misconceptions about the concept or topic in question.

Factual data that will expose the theories that underpin the field of study.

An activity to help formalise new ideas formed due to student interaction with the presented facts. This activity should allow for the validation/invalidation of their assumptions and get them to express what they now know.

Another experience that will help students to test out their newfound knowledge.

**Draft your learning session plan in the table.**

Continue to draft your learning session plan in the table.

**DAY 5**: FROM COURSE TO

## LEARNING EXPERIENCE

REDESIGN

#### Questions for evaluating example learning designs

If you are evaluating both learning designs, label your notes LD1 or LD2 in the findings column.

|  |  |
| --- | --- |
| **EVALUATION QUESTION** | **FINDINGS** |
| 1. How clear are the course learning outcomes? |  |
| 2. Do the descriptions of the teaching and learning activities match the learning types assigned by the author? |  |
| 3. Is the balance of learning types used, appropriate given the learning outcomes? |  |
| 4. How effectively does the author use Kolb’s learning cycle and what does the sequence of phases look like? |  |
| 5. How accurately has the author used the different features? For example, if the blended icon has been selected, does the contents of the learning design actually match this? |  |
| 6. How appropriate and clear are the teaching and learning activities and their sequencing? (incl. studentno. selected and timings for each teaching and learning activity) |  |
| 7. How gender responsive is the learning design? |  |
| 8. How aligned are the learning outcomes, assessment and teaching and learning activities? |  |
| 9. What other observations do you have? |  |

**DAYS 1–5**: GENDER-

## RESPONSIVE PEDAGOGY

### WAYS TO BE GENDER-RESPONSIVE IN THE PLANNING AND FACILITATION OF MY COURSE

This section is a place for you to note down reflections from the five days of the course redesign workshop. The reflections you record will help you to prepare for your final course redesign showcase pitch at the end of the week, but most importantly they will feed into the redesign of your current and future courses.

**Day 1:**

Think back to your own education (either university or schooling):

Can you think of a time when boys/girls or young men/women were treated differently? What did this teach you about gender/being a man or woman?

**As a facilitator of learning now, what would you have done differently in that situation?**

Day 2:

What do the audit results mean for your course in terms of how you will **prepare your students**

for the industry they will encounter after graduation?

Think about:

What gender issues will your students, as future professionals, encounter during the course of their professional work?

Will they be sensitive to the different needs women and men might have as their customers/patients/pupils or users of products?

How can you make them more aware of gender stereotypes they might encounter in the field you are teaching in?

Day 3:

What are the implications of the role plays for the workplace?

If a female student gets the top grade in all her written work but is silent in class, how might this translate to how she operates in the workplace?

***If a male student is overly confident, but does not do enough work to fulfil his potential, how might this translate to how he operates in the workplace?***

How might internalised bias have affected the students in the role play scenarios?

Day 4:

How have male/female students behaved differently in your class or learning session? What was your role as a facilitator of learning in relation to these interactions?

Day 5:

What is your key takeaway from the gender sessions?

What are you going to do to make your course more gender responsive going forward?

Who are you going to communicate your learning to, about how to make your course more gender responsive following this workshop?

### OTHER GENDER CONSIDERATIONS THAT MAY IMPACT ON THE TEACHING OF MY COURSE

This section is a place for you to capture any additional ideas, thoughts and reflections related to gender that you may have during the course redesign workshop. This could be, for example, thoughts about how to make your learning sessions and/or designs more gender responsive.

### APPENDIX C. PERSONAL REFLECTION FORM

Personal reflection leads us to make meaning from our learning experiences. It helps us to understand the significance of those experiences to us personally on our journey to being better facilitators

of learning. Reflection also helps us uncover assumptions we have about teaching and our work as facilitators of learning. This provides us with the evidence to evaluate those assumptions so that we can then challenge our beliefs and values and therefore continue to grow and learn.

The purpose of this daily personal reflection is to help you critically reflect over what has been happening in the workshop and in any readings, as it pertains to your life and your experiences throughout the workshop. Enter your comments as reflections on your reactions to what you have encountered,

rather than simply summaries of what took place in the workshop or in the reading assignments.

Complete the form in **soft copy**, one form for each day of the workshop. The following questions are here to help guide your reflection:

|  |  |  |  |
| --- | --- | --- | --- |
| **TITLE OF COURSE UNDER REDESIGN:** |  | **REFLECTIONS FOR DAY NO.** |  |
| **QUESTION** | **RESPONSE** |
| **What new learning did I experience during today’s sessions and activities?** |  |
| **What did I learn about myself as a learner as I worked through the sessions and activities?** |  |
| **How did my work in today’s sessions and activities challenge my beliefs and values about my teaching?** |  |
| **What assumptions did I uncover?****What evidence do I need to gather to (in)validate these assumptions?** |  |
| **Additional thoughts/insights** | Continue overleaf |

Briefly explain how you intend to improve students’ learning after this workshop in relation to transformative learning and gender responsiveness. Provide some examples:

Please share any suggestions for improvement for similar workshops in the future:

Any other comments:

### APPENDIX F. EVIDENCE DOCUMENT FOR PROGRAMME ALIGNMENT, COURSE REDESIGN AND TRANSFORMATIVE LEARNING

#### Introduction

This document is introduced to you on the first day of the Programme Alignment – Profiling the Ideal Graduate workshop. The purpose of this document is for you to capture (in soft copy) the key evidence relevant to the redesign of your course. You will draw upon this evidence to support you, as a facilitator of learning, in the completion of your standard university course outline template, which you will start on Day 4 of the Course Redesign for Significant Learning and Transformation workshop. Make sure that you have this document with you at all times during the three workshops, as you will need to draw on your inputs in this document to support your learning in the sessions.

You will need to enter key information related to your institution (section 1) as well as the key outputs you generate through participating in the Programme Alignment, Transformative Learning and Course Redesign workshops (sections 1–8).

Treat this as a dynamic document, completing the sections as you navigate your learning journey through the three aforementioned workshops and make time to revisit your inputs, reflect upon them and revise where necessary. As a final note, this evidence document will prove to be a valuable contribution to your teaching portfolios (if you maintain one).

If you have any questions about this document, don’t hesitate to ask your workshop facilitators for more guidance.

1. INSTITUTIONAL INFORMATION

(most of this information exists already within your institution and/or you will need to draw on what is generated in the Programme Alignment workshop).

Complete the table below.

|  |  |
| --- | --- |
| **UNIVERSITY NAME:** |  |
| **FACULTY/SCHOOL NAME:** |  |
| **DEPARTMENT NAME:** |  |
| **UNIVERSITY VISION:** |  |
| **UNIVERSITY MISSION:** |  |
| **UNIVERSITY MISSION OUTCOMES:** | **UMO1:** |  |
| **UMO2:** |  |
| **UMO3:** |  |
| **UMO4:** |  |
| **UMO5:** |  |
| **UMO6:** |  |
| **UNIVERSITY CORE VALUES:** |  |
| **THE UNIVERSITY PROMISE TO THE STUDENTS:** |  |
| **FACULTY/SCHOOL VISION:** |  |
| **FACULTY/SCHOOL MISSION:** |  |
| **FACULTY/SCHOOL MISSION OUTCOMES:** | **FMO1:** |  |
| **FMO2:** |  |
| **FMO3:** |  |
| **FMO4:** |  |
| **FMO5:** |  |
| **FMO6:** |  |
| **FACULTY/SCHOOL CORE VALUES:** |  |
| **THE FACULTY PROMISE TO THE STUDENTS ON THE PROGRAMMES:** |  |
| **THE IDEAL UNIVERSITY GRADUATE PROFILE:** |  |

1. PROGRAMME LEARNING OUTCOMES

(you will need to draw on what is generated in the Programme Alignment workshop)

These are clear and short statements of the knowledge, competencies or skills you expect students to have acquired by the end of the programme.

List your programme learning outcomes (**PLOs**) in the table below.

|  |  |
| --- | --- |
| **PLO1:** |  |
| **PLO2:** |  |
| **PLO3:** |  |
| **PLO4:** |  |
| **PLO5:** |  |
| **PLO6:** |  |
| **PLO7:** |  |
| **ETC.** |  |

* 1. FACULTY/PROGRAMME OUTCOMES MATRIX

Next, list the programme learning outcomes (**PLOs**) down the left-hand column and then indicate which PLO contributes to which faculty/school mission outcome by marking with an **X**.

|  |  |
| --- | --- |
| **PROGRAMME LEARNING OUTCOMES (PLOS)** | **FACULTY/SCHOOL MISSION OUTCOMES** |
| **FMO1** | **FMO2** | **FMO3** | **FMO4** | **FMO5** | **FMO6** |
| **PLO1:** |  |  |  |  |  |  |  |
| **PLO2:** |  |  |  |  |  |  |  |
| **PLO3:** |  |  |  |  |  |  |  |
| **PLO4:** |  |  |  |  |  |  |  |
| **PLO5:** |  |  |  |  |  |  |  |
| **PLO6:** |  |  |  |  |  |  |  |
| **PLO7:** |  |  |  |  |  |  |  |
| **ETC.** |  |  |  |  |  |  |  |

* 1. PROGRAMME (CURRICULUM) MATRIX

Hard skills are technical or subject-specific skills that require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience, for example engineering design, credit risk assessment or software programming.

Soft skills are generic, transferable skills that do not require a dedicated course or teaching unit, but can be acquired by the student through well-designed activities in the curriculum. They are also referred to as “power skills”. They can be skills required in the workplace, irrespective of a specific role, for example, communication, teamwork, critical thinking and problem-solving skills and so on, namely the skills, capabilities and dispositions found in the TSL soft skills matrix.

Differentiate between the programme learning outcomes (**PLOs**) that inculcate hard skills and those which inculcate soft skills and list them down the first empty column. Then next list the Y1, Y2, Y3 and Y4 courses that contribute to each specific PLO listed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PROGRAMME LEARNING OUTCOMES (PLOS)** | **YEAR 1 COURSES** | **YEAR 2 COURSES** | **YEAR 3 COURSES** | **YEAR 4 COURSES** |
| **HARD SKILLS PROGRAMME LEARNING OUTCOMES** |
| **PLO1:** |  |  |  |  |  |
| **PLO2:** |  |  |  |  |  |
| **PLO3:** |  |  |  |  |  |
| **PLO4:** |  |  |  |  |  |
| **SOFT SKILLS PROGRAMME LEARNING OUTCOMES** |
| **PLO5:** |  |  |  |  |  |
| **PLO6:** |  |  |  |  |  |
| **PLO7:** |  |  |  |  |  |

1. PERSONAL TEACHING AND LEARNING PHILOSOPHY

(you will need to draw on what you developed at the Transformative Learning workshop)

You can revisit the following five questions to help refine your personal philosophy:

1. What is the value you intend to create through your facilitation of this course?
2. What approach will you use to facilitate learning?
3. What kind of learning environment do you intend to create to allow for a great learning experience?
4. What is your attitude towards the content you are facilitating learning about?
5. What will your attitude be towards your students?

Enter the description of your personal teaching and learning philosophy in the table below:

1. GENERAL COURSE INFORMATION

(most of this information exists already within your records; you will just need to draw on Day 3 of the Transformative Learning workshop for the Big Dream for the students taking the course).

Complete the table below.

|  |  |
| --- | --- |
| **COURSE CODE:** |  |
| **COURSE TITLE:** |  |
| **THE BIG DREAM FOR THE STUDENTS TAKING THE COURSE:** | **By the end of this course, the student will be able to know…** [please complete]**in order to be able to do…** [please complete]**so that they become…** [please complete] |
| **NUMBER OF CREDITS:** |  |
| **MODE OF DELIVERY:**Select one option and mark with an X. | Face to face:  | Online:  | Blended:  |
| **PREREQUISITES:**Particular courses to have already completed, specific knowledge or skills a student should have before beginning the course (e.g. use of the computer, abilityto read architectural plans, etc.) |  |

1. COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

* 1. CONCEPT MAP

A concept map or graphic representation of the content of the course should be inserted here (for example by taking a photo):

* 1. DESCRIPTION OF COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

Brief descriptions, in the form of bullet points, of the key content that will be covered under each concept of the course.

Complete the table below.

|  |  |
| --- | --- |
| **CONCEPTS** | **DESCRIPTION OF THE CONTENT** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

* 1. RATIONALE FOR THE SEQUENCE

(you will need to draw on what is generated in the Course Redesign workshop)

The rationale for the sequence of the course, especially if you are not using an assigned text in chapter sequence (e.g. a historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications).

Enter your rationale in the table below.

1. COURSE LEARNING OUTCOMES

(you will need to draw on what is generated in the Course Redesign workshop)

Clear statements of the knowledge, capabilities or skills you expect students to have acquired by the end of the course. Differentiate between the course learning outcomes (CLOs) that inculcate hard skills and those that inculcate soft skills, then list them in the table below.

|  |
| --- |
| **HARD SKILLS COURSE LEARNING OUTCOMES** |
| **CLO1:** |  |
| **CLO2:** |  |
| **CLO3:** |  |
| **ETC.** |  |
| **SOFT SKILLS COURSE LEARNING OUTCOMES** |
| **CLO4:** |  |
| **CLO5:** |  |
| **CLO6:** |  |
| **ETC.** |  |

1. ASSESSMENT

(you will need to draw on what is generated in the Course Redesign workshop)

A description of assessment methods or tasks that will be used during the course, aligned to each course learning outcome. The description of each assessment method or task should provide significant detail as to how it will assess the course learning outcome/s, i.e. the specific knowledge, capabilities, skills and habits of mind being developed.

Complete the table below.

|  |  |  |
| --- | --- | --- |
| **COURSE LEARNING OUTCOMES** | **FORMATIVE ASSESSMENT METHODS/TASKS** | **SUMMATIVE ASSESSMENT METHODS/TASKS** |
| **CLO1:** |  |  |
| **CLO2:** |  |  |
| **CLO3:** |  |  |
| **CLO4:** |  |  |
| **CLO5:** |  |  |
| **ETC.** |  |  |

1. TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)

(you will need to draw on what is generated in the Course Redesign workshop)

A description of the teaching and learning strategies or activities that will be used during the course, aligned to each course learning outcome (e.g. lectures, seminars, laboratory or clinical activities, group projects, etc.)

Complete the table below.

|  |  |
| --- | --- |
| **HARD SKILLS COURSE LEARNING OUTCOMES** | **TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)** |
| **CLO1:** |  |
| **CLO2:** |  |
| **CLO3:** |  |
| **ETC.** |  |
| **SOFT SKILLS COURSE LEARNING OUTCOMES** | **TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)** |
| **CLO4:** |  |
| **CLO5:** |  |
| **CLO6:** |  |
| **ETC.** |  |



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