Programme Design and Assessment
5 ECTS

Purpose of course

The aim of the course is twofold: on the one hand, students learn how to design and develop a curriculum in a team, while on the other hand, they learn from their own project-based learning experiences. The processes of curriculum development and project-based learning are planned, developed and reflected on together with the students in the seminar. This is one of the best ways to gain insight into how an innovative and student-centred learning process can be developed, and what kinds of strengths and problems these learning processes can have.

In the process of programme design, we focus on elaborating the learning outcomes of the programme, which are based on the learning needs of the programme participants and the expectations of the labour market and other stakeholders. The framework of programme design includes not only the planning of curriculum, but the ways and methods of delivering content, the assessment of learning, and the evaluation of the programme. The key features of programme design are student- and learning-centred, and the implementation arrangements are planned in the context of a selected educational institution.

Required reading
- Adam S. (2008): Learning Outcomes Current Developments in Europe: Update on the Issues and Applications of Learning Outcomes Associated with the Bologna Process, Bologna Seminar: Learning outcomes based higher education: the Scottish experience, 21 - 22 February 2008, Heriot-Watt University, Edinburgh, Scotland.
- Lokhoff J. et al. (eds. 2010): A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes, Bilbao, Groningen and The Hague. URL: http://core-project.eu/documents/Tuning%20G%20Formulating%20Degree%20PR4.pdf
- Kennedy D. (2006): Writing and using learning outcomes: a practical guide. University College, Cork.
- Toohey, S. (1999): Designing Courses for Higher Education. The Society for Research into Higher Education & Open University Press.

Knowledge

- Understands the relationship between education programmes and the world of workplace and labour market, and becomes acquainted with what kinds of research methods help him/her to explore this relationship.
- Becomes acquainted with the sequences and steps of the process of programme design.
- Understands the role of learning outcomes, the learning activities that lead to the intended results and the assessment of the students, and of the programme as a whole.
- Understands the challenges of the implementation of programme design in the context of national and international public and higher education.

Attitude:

- Becomes open to innovation in programme design.
- Is open to the learning needs of students and to the expectations of the potential employees.
- Commits to critically evaluate the new challenges and problems of public and higher education programmes.
- Becomes open to the continuous development of programme design and implementation

Skills:

- Explores and diagnoses the needs of students, labour market and society regarding the specific programme, and based on these needs and expectations, defines the aims and learning outcomes of the programme.
- Based on the specific learning outcomes, is able to define and plan the most appropriate delivery methods, content, learning activities, learning environments and assessment strategies.
- Analyses and evaluates the possibilities and constrains of the programme implementation.
- Collaborates with peers in order to develop a programme.

Autonomy-responsibility:

Due to intentional self-development, is able to work responsibly in a team as well as independently, and is able to reconcile personal and professional goals in his/her work.