

# **Course design for outcomes based learning in higher education**

**Tuning Online Course**

# What for

## To help the implementation process

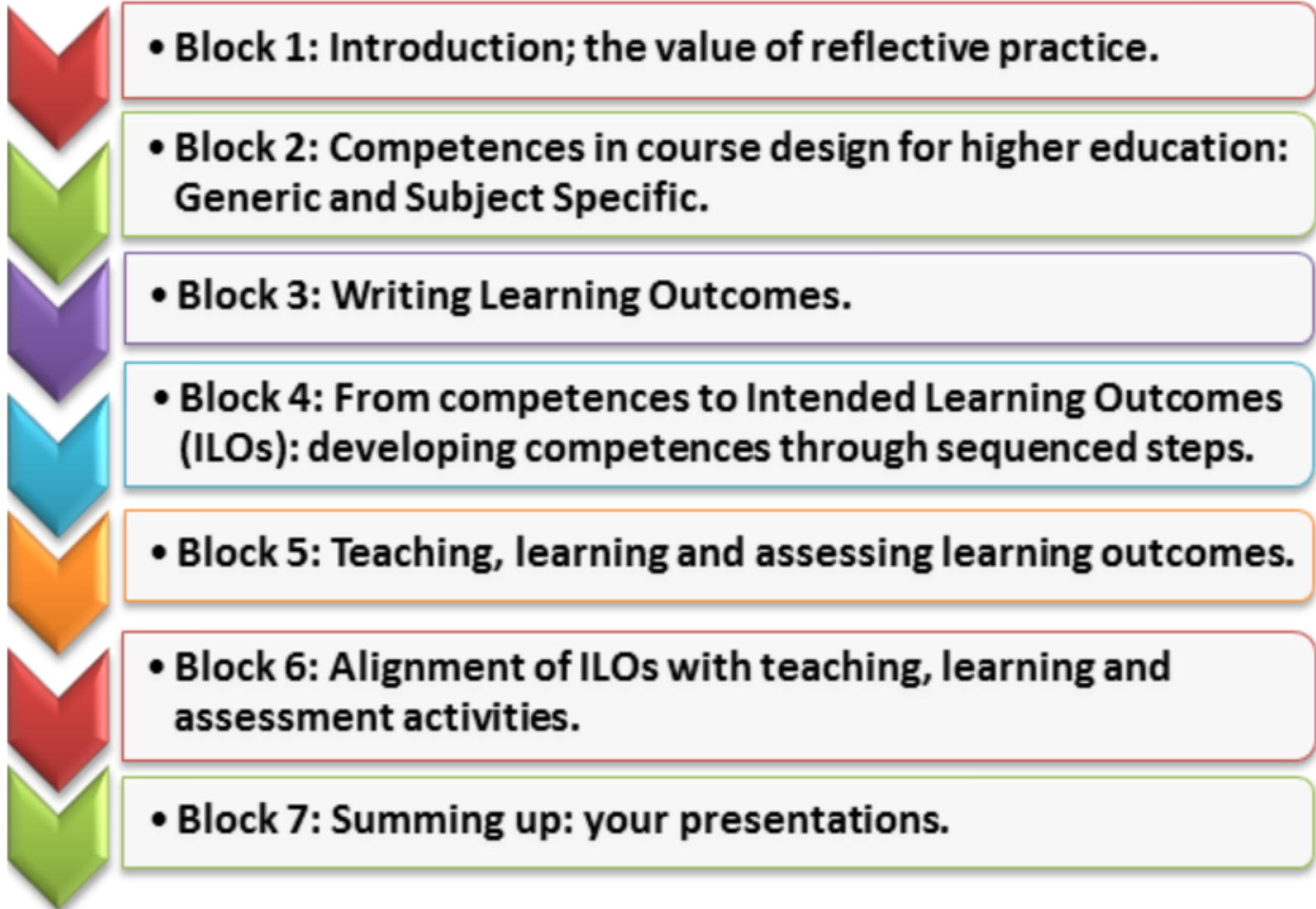
- **Build teams:** 5 academics per HE per SAG participate in the on-line Tuning exercise
- **Make a step forward:** focus on individual courses (always within the context of a common degree programme)

# By the end of this short course, you will have

1. Developed a **working knowledge** and **shared language** in relation to competence-based learning, and its value for enhancing student learning;
2. **Considered** what **competences** your students are expected to develop during the **degree programme** as a whole;
3. **Selected competences** that directly relate to or can best be developed within **your course(s)**;
4. **Written learning outcomes** that enable students to develop these competences;
5. Practised **sequencing learning outcomes**;

# By the end of this short course, you will have

6. Compiled an **archive of teaching techniques, learning activities and assessment methods** appropriate for your work;
7. Considered different **ways of assessing student achievement** of outcomes;
8. **Designed a proposal for improving one course** from the point of view of the **alignment** of learning outcomes, teaching, learning and assessment techniques; *this will provide a template for the revision and design of further courses, to help you in the Tuning Implementation exercise.*
9. Practised **structured reflection** on your teaching, your students' learning, as well as on your own **professional development** as a lifelong learner.



**= Presentation of the team revision, evaluation and development of ONE course in your subject area.**

**This is a collaboration-based  
online learning course**



**with tutorial support  
from Tuning experts.**

# Teams & Tutors

Work in institutional subject based teams on:

- Focussed tasks
- Giving and receiving feedback from other teams
- Supported by Tutors' feedback

# Assessment

- 1) Individual **self-assessment** before and after the course
- 2) **Peer-assessment**
  - within teams
  - among teams
- 3) **Tutor support and feedback** for all teams in the public part of the platform and for each particular team in the team's "private" space on the platform
- 4) **Tutor assessment** of the team's final course proposal



# Roles and Responsibilities

## **1) Tuning Africa SAG members:**

- Assemble the team at his/her university
- Coordinate the work of the team
- Report the team opinions, findings and questions on the platform

## **2) Individual academics in the teams**

- Share the work
- Complete the part of the work assigned

# Workload and Dynamics

- **6 hours per Block for Blocks 1-6**
  - 30min F2F meeting to share tasks
  - 3h of individual work
  - 1.5-2h F2F meeting (or several shorter meetings) to agree on what gets posted on the platform
  - 30min individual reflection & peer-assessment;
- **12 hours of guided work for Block 7**

Any questions?