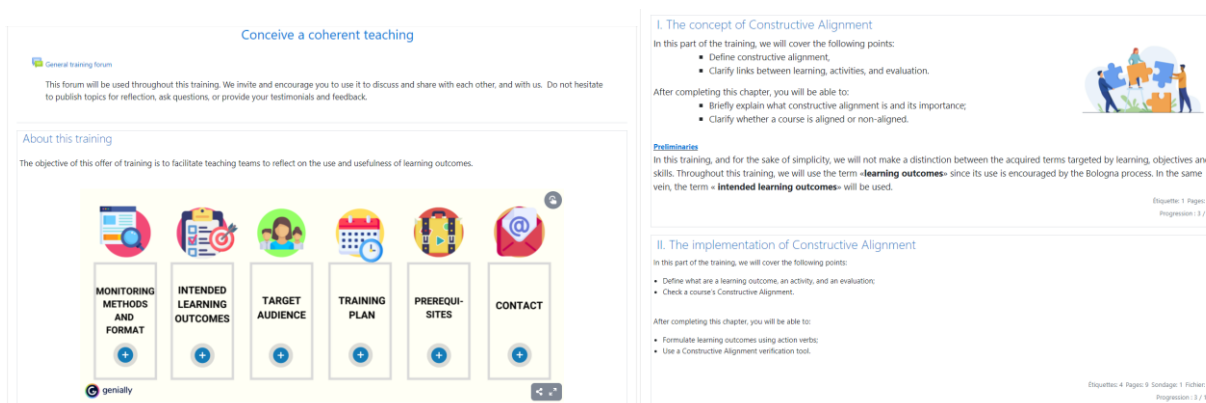


Sorbonne University: “Conceive a coherent teaching”

During the API Workshop in Warsaw, Sorbonne provided the training “Activity Based Curriculum Design (ABCD)”. As a complement the team also identified the need for educational contents about some fundamental notions on pedagogy. Among them we stress the importance of Bigg’s “Constructive Alignment”, essential for the design of a coherent teaching. Teachers work to create a learning environment that aligns pedagogically within a single curriculum, the intended learning outcomes, the teaching methods and activities used, as well as the assessment tasks, thus supporting students’ learning.

We designed and built a Moodle course: “Conceive a coherent teaching”, giving inputs not only about the concept but also its implementation.



Conceive a coherent teaching

General training forum

This forum will be used throughout this training. We invite and encourage you to use it to discuss and share with each other, and with us. Do not hesitate to publish topics for reflection, ask questions, or provide your testimonials and feedback.

About this training

The objective of this offer of training is to facilitate teaching teams to reflect on the use and usefulness of learning outcomes.

MONITORING METHODS AND FORMAT

INTENDED LEARNING OUTCOMES

TARGET AUDIENCE

TRAINING PLAN

PREREQUISITES

CONTACT

I. The concept of Constructive Alignment

In this part of the training, we will cover the following points:

- Define constructive alignment.
- Clarify links between learning, activities, and evaluation.

After completing this chapter, you will be able to:

- Briefly explain what constructive alignment is and its importance;
- Clarify whether a course is aligned or non-aligned.

Preliminaries

In this training, and for the sake of simplicity, we will not make a distinction between the acquired terms targeted by learning, objectives and skills. Throughout this training, we will use the term «**learning outcomes**» since its use is encouraged by the Bologna process. In the same vein, the term «**intended learning outcomes**» will be used.

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II. The implementation of Constructive Alignment

In this part of the training, we will cover the following points:

- Define what are a learning outcome, an activity, and an evaluation;
- Check a course's Constructive Alignment.

After completing this chapter, you will be able to:

- Formulate learning outcomes using action verbs;
- Use a Constructive Alignment verification tool.

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Within this training, we prepared resources on how to formulate and properly draft the intended learning outcomes, explained the importance of choosing adequate pedagogical activities and, finally, talked about assessment and its role in the teaching and learning process.

This resource will be used as part of API project by the project partners, as well as after the lifecycle of the project by the six 4EU+ partner universities.

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