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Curriculum Planning and Constructive Alignment

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Centre for International Training and Education

Pre-
sessional
EAP

Insessional
EAP

Credit
Bearing
Modules

Teacher
Training





Teacher Training

EMI Teacher
Development

EAP Teacher
Development

PGC TEAP

Consultancy





Curriculum Planning and Constructive Alignment

In this talk:

- An overview of constructive alignment
- Constructive alignment from an institutional perspective



Teaching for Quality Learning at University

Fourth Edition



John Biggs and Catherine Tang

Biggs, J. and Tang, C., 2011. *Teaching for quality learning at university*. McGraw-hill education (UK).

The most important ways of improving teaching are:

- recognizing that good teaching is as much **a function of institution-wide infrastructure** as it is a gift with which some lucky academics are born. Thus, policies and procedures that encourage good teaching and assessment across the whole institution need to be put in place.
[emphasis added]

Biggs and Tang (2011).



BEST Enhancement Plan

4.5.1 Course Development and Monitoring

- *Outline how your institution or college will ensure that standard processes for course development, approval, monitoring and review apply to EMI courses.*

4.5.2 Assessment

- *Outline how your institution or college will ensure that learning outcomes of EMI provision are assessed at the same level of same or comparable non-EMI provision.*



Constructive alignment

Institutional level

Programme level

Course level

Lesson level



Constructive alignment



Intended Learning
Outcomes (ILOs)



Teaching/learning
activities (TLAs)



Assessment task
(AT)



Constructive alignment



Intended Learning
Outcomes (ILOs)



Teaching/learning
activities (TLAs)



Assessment task
(AT)

Teaching and learning process verbs



Constructive alignment



Intended Learning Outcomes (ILOs)

- Module and Programme specifications
- Promotional materials
- Handbooks and course guides



Teaching/learning activities (TLAs)

- Lecture notes and ppts
- Handouts
- Online materials



Assessment task (AT)

- Task briefs and rubric
- Marking scheme/criteria



Example: Accounting

Accounting 1
1st year BBA
City University, Hong Kong

Intended learning outcomes (ILOs)

On completion of this course, students will be able to:

- ILO1** Record accounting transactions related to cash, receivables, inventories, fixed assets, payables, shareholders' equity, revenues, costs of merchandise sold and other expenses. Complete annual accounting cycle.
Prepare financial statements (balance sheets, income statements, statements of shareholders' equity, statements of retained earnings) for servicing and merchandising companies.
- ILO2** Identify and explain fundamental GAAP (generally accepted accounting principles)
Select, justify and apply the appropriate GAAP to support accounting treatments in preparing financial reports.
- ILO3** Identify and develop internal control procedures over cash.
Calculate and interpret fundamental financial ratios based on information collected from financial statements
- ILO4** Be a responsible learner: attend classes and submit assignments on time, advance preparation for classes, attentive in classes.
Be an active learner: actively participate in various classes. Comply with course policies, observe course policy regarding absences in mid-term test and final examination; comply with any other course policies as stipulated.

Teaching and learning activities (TLAs)

TLA1: Situation: interactive lecture

Concepts and general knowledge of financial accounting are presented with PowerPoint slides:

- Work-along exercise: students are given exercises and are encouraged to work along with the lecturer and their peers as the lecturer covers each topic. This exercise helps students follow the lecture closely and to visualize the applications of the concepts.
- Concept map: in the beginning or at the end of each lecture, the lecturer uses the concept maps to demonstrate links between various topics presented in the lecture.
- Incomplete PowerPoint slides: PowerPoint presentations provided the week before the lecture have had key words and figures on certain slides omitted. Students are encouraged to prepare before their classes and to participate during classes to complete the missing information.

Major focus: ILOs 1, 2 and 4; minor focus: ILO3.



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Select, justify and apply the appropriate GAAP to support accounting treatments in preparing financial reports.

ILO3 Identify and develop internal control procedures over cash.

Calculate and interpret fundamental financial ratios based on information collected from financial statements

ILO4 Be a responsible learner: attend classes and submit assignments on time, advance preparation for classes, attentive in classes.

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Assessment tasks (ATs)

AT1: Tutorial assignments and participation (10%)

Weekly tutorial assignments are given to students to assess students' understanding and knowledge on topics listed in the weekly teaching schedule.

Major focus: ILOs 1 and 4; minor focus: ILOs 2 and 3.

AT2: Mid-term test (40%)

The test is designed to assess students' technical knowledge in analysing business transactions, journalizing and preparing financial statements for external reporting.

Major focus: ILOs 1 and 2.

Biggs and Tang (2011).

Example: Accounting

- Look at the ILOs again
- How is ILO4 different?

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Biggs and Tang (2011).



Why is this important for EMI?

- It gives clarity to the teacher
- It gives clarity to the student
- It helps us to separate language for content in the 3 stages
 - Planning (ILOs)
 - Teaching (TLAs)
 - Assessing (ATs)

The most important ways of improving teaching are:

- shifting the focus from the teacher to the learner, and specifically, **to define what learning outcomes students are meant to achieve** when teachers address the topics they are meant to teach. [emphasis added]

Biggs and Tang (2011).



The problem of understanding

- What does '*The student will understand expectancy value theory*' mean?



Does it mean...

- Write a textbook definition of expectancy-value theory?
- Explain how it works in the student's own words?
- Use [taught content] to illustrate that a problem...could be accounted for and rectified in terms of expectancy-value theory?

Biggs and Tang (2011).



Different types of understanding:

- reproduces content from lecture notes without any clear structure;
- reproduces the content within the structure used by the lecturer;
- develops own structure, but only to generate answers to anticipated examination questions;
- adjusts structures from strategic reading of different sources to represent personal understanding, but also to control examination requirements;
- develops an individual conception of the discipline from wide reading and reflection.



Intended learning outcomes (ILOs)

- The ILOs are statements, written from the students' perspective, indicating the level of understanding and performance they are expected to achieve as a result of engaging in the teaching and learning experience.



Constructive alignment



Intended Learning
Outcomes (ILOs)



Teaching/learning
activities (TLAs)



Assessment task
(AT)



Implementing, supporting and enhancing constructive alignment in the department

- Leadership
- Consciousness raising
- Implementation
- Review and evaluation



Thank you for listening
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