

Syllabus

-: [CEULearning](#)
Course: Learning by Design: Facilitating student learning (In person) 2023/24 Winter
Book
(Text): Syllabus

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Description

Click through the pages (arrow at the bottom of page) to read through the course syllabus.

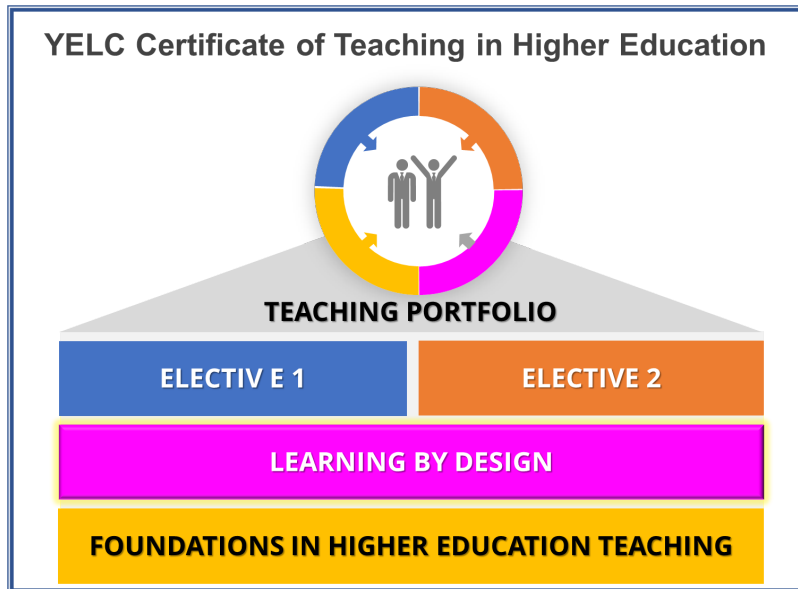
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1. Audience / Who can register for this course:

This course is aimed at entry-level and novice lecturers or PhD-students (during their TA-ship) to prepare you for the world of work in an Educational Institution. Thus, looking at Teaching and Facilitation, Assessment and Educational Research.

This course forms part of the YELC Certificate in Higher Education Teaching and make use of a scaffolded approach. Therefore, only participants who have **successfully completed** the Foundation's course will be allowed to register for "Learning by Design" (LbD) module.



2. Introduction & Module Philosophy

"Learning by Design" is the second of two modules that forms the basis of the in-house professional development certificate program for CEU doctoral students offered by the Yehuda Elkana Center for Teaching, Learning, and Higher Education Research (The Elkana Center).

During this twelve week / 2 US or 4 ECTS-credit module we shift the focus away from you as a lecturer, towards **the student and their learning journey**. We will explore how you as a "Designer and Facilitator of Learning", can guide students through the process of learning and thus their mastering of content and skills – starting you and them on the journey towards life-long, life-deep and life-wide learning.

The module begins with understanding your diverse group of students; then looking at how different students learn and how you can best support their learning; then determining how you will measure their learning; and aligning activities, assessment and materials that support student learning. This will all be combined in the syllabus that you will create during these 12 weeks. Throughout all of this, we will constantly reflect on our own growth as scholars in the process of becoming facilitators of learning.

During our sessions we will also unpack some assumptions that surround student learning, delve a bit deeper into the theories and principles that underpin and fosters learning (and good teaching) and then ensure that we align the teaching, learning and assessment with one another – closing the educational loop.

We will therefore purposefully focus on the DESIGN components of the curriculum or syllabus and how we design and assess for student learning. As a class we will incorporate the "PEACE" (Preparation, Expertise, Authenticity, Caring, and Engagement) principles into course design, while ensuring alignment between all activities.

The content will scaffold (or build) on the "Foundations of Teaching in Higher Education" and allow participants entry into the electives offered by the Center.

This module will allow for the development of your own teaching persona through a combination of reading, reflective writing, and practical tasks. You will gain a research-driven foundation for your work as a twenty-first century scholar-teacher through the study of key issues and experimentation in a variety of approaches.

3. Our Commitment to Inclusion

As your course facilitators, we are committed to creating an inclusive and accessible learning environment that will serve well all members of the CEU teaching and learning community. This means that all course participants, including participants with disabilities, are provided equal and equitable access to all course materials and activities.

Kindly inform us about any unseen hurdles that may present a barrier to your learning. Feel free to speak to us about concerns or questions you may have about assignments, activities, or assessments.

Any student who feels they may need an accommodation for any type of disability should contact the CEU Disability Services Officer at nyikesn@ceu.edu.

4. Learning outcomes

After interacting with the content and actively participating in class, you should be able to:

- apply the **educational principles** of active, student-centered learning in developing education
- recognize **group dynamics** and manage it in a professional, supportive and inclusive way
- identify characteristics of the target group, such as prior knowledge, and **design education** based on these characteristics
- align the intended learning outcomes, teaching and learning activities and assessment methods using the principles of **constructive alignment**
- apply / incorporate the institutional assessment **policy and regulations** when planning and conducting assessment of students' work
- create appropriate **assessment and feedback** opportunities to support student learning based on the principles of constructive alignment.
- use relevant assessment methods which meet the **quality criteria** of validity, reliability and transparency
- improve teaching based on student feedback and **module evaluations**, teaching experience and recent educational insights
- compile / **create a NEW syllabus** for a 6-week module or course

5. Module participants and registration

The module is open to all CEU doctoral students and visiting doctoral students who have successfully completed the '*Foundations in Higher Education*' module. Students who are about to undertake teaching in CEU departments as TAs are particularly encouraged to apply. However, those students who are not currently tutoring or teaching are also welcome to attend the module as a basis for their future practice. Students from departments or programs that require the module for their (CEU-based) TAs or teaching fellowship, students completing the CTL certificate program, and students who are about to complete their CEU studies or their required residence period on campus is about to finish in the given academic year may be given priority in registering for the module. The CTL faculty reserve the right to allow such students priority in registering.

6. Module requirements

The module is offered as a **PASS/FAIL**, 2 US (or 4 ECTS) credit module. It runs for 12 weeks, comprised of twelve, 100-minute synchronized sessions **and** weekly individual asynchronized preparation and follow-up activities.

To receive a **PASS**, students are required to:

- complete all pre- and post-class readings and activities (*including exit-tickets*), attend, and actively participate in all the class sessions. Participants need to contact and notify the coordinators - no later than a day in advance - if they are going to miss a class due to illness and arrange ways to complete the module requirements;
- successfully complete all module assignments (before, during and after class activities & assignments); and
- submit the final assignment (to be discussed in class).

7. Auditing

Students may not audit the module.

Audit = get credit for, receive RPL (recognition of prior learning)

8. Major assignments and deadlines

There will be weekly small assignment that needs to be submitted during or directly after class, AND a few major assignments.

The module will be structured around these 4 larger and **scaffolded** assignments:

- **syllabus draft** – week 4 & 7
- new teaching **artifact** (student activity created) – week 6. (Important: **Not** the same artifact created for Foundations' teaching session)
- comprehensive **assessment** with instructions, rubric and memorandum – week 9 & 10
- **Grand finale**: final **fully developed syllabus** - week 12

We are also making use of **peer-feedback for selected activities**.

****Late submissions cannot be accommodated as the sessions scaffold on activities and assignments, and it has a direct impact on peer-feedback.**

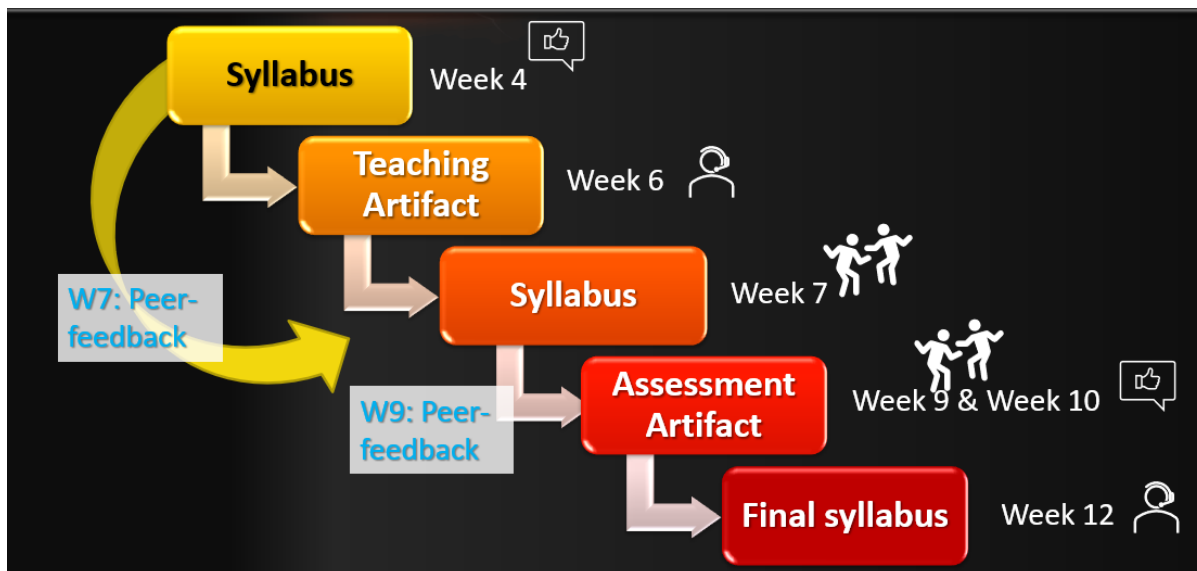
However, you may use a ONES-OFF 24-hour extension during this course for the formal assessments.

You do not have to contact us for that, but kindly indicate it as such on the front page of your assignment.

9. Assessment description

Assessment planning

- During **Week 4**. Draft syllabus outline
 - Students submit (for noting) their initial 6-week **syllabus-planning** on the template provided. Include aspects such as name of course, purpose, audience, credits, instructions, etc....
- During **Week 6**.
 - Students submit a comprehensive new activity (for one of the weeks in their syllabus) by Friday. Includes the instruction, guidelines, (initial) marking guide / rubric & feedback planning.
- During **Week 7**. (Self-study week) Updated **Syllabus**
 - Submit by the Tuesday after the Thursday's self-study class
- During **Week 8: Reflection & Response**
 - Peer-feedback submit by Week 8 - Thursday
 - Submit Response and reflection on Syllabus by Friday
- During **Week 9**. Create a new **alternative assessment**
 - Submit alternative assessment activity by Monday-morning (following week)
- During **Week 10**. Create a **Rubric**
 - Peer feedback on alternative assessment - Wednesday
 - Create and submit rubric for (previous week's) assignment – self assessed (for noting) by Friday
- End of **Week 12**. Final Syllabus.
 - Submit final syllabus WITH self-assessment by Friday



10. Topics

- Week 1: Welcome. Introductions and the way forward
- Week 2: How do students learn
- Week 3: Learning Theories
- Week 4: Syllabus Design to foster learning
- Week 5: Facilitating student discussions
- Week 6: Constructing student learning (activities)
- Week 7: Self-study week (work on syllabus)
- Week 8: Assessment Principles and Policies
- Week 9: Creating Alternative Assessments
- Week 10: Grading and Assessment Integrity
- Week 11: Educational Research (SoTL)
- Week 12: Syllabus presentation, Feedback (from you to us) & Final thoughts

11. Conclusion

It is evident, given all that needs to be addressed and done during this 12 weeks, that this will be a packed semester with loads of interaction and activities - but together we will create great things.

We are really looking forward to this journey with you.