

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

Course design strategies: Constructive alignment

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CENTER FOR EXCELLENCE IN TEACHING AND LEARNING
INTERNATIONAL STUDIES

SEATTLE UNIVERSITY

Working from the presumption that we want

students

to learn

to be intellectually challenged

faculty

to enjoy their teaching

to have better work/life balance

the course design
process

to feel manageable and useful

to save faculty time in the long run

the Core Curriculum
Committee

to have enough information to approve
courses swiftly

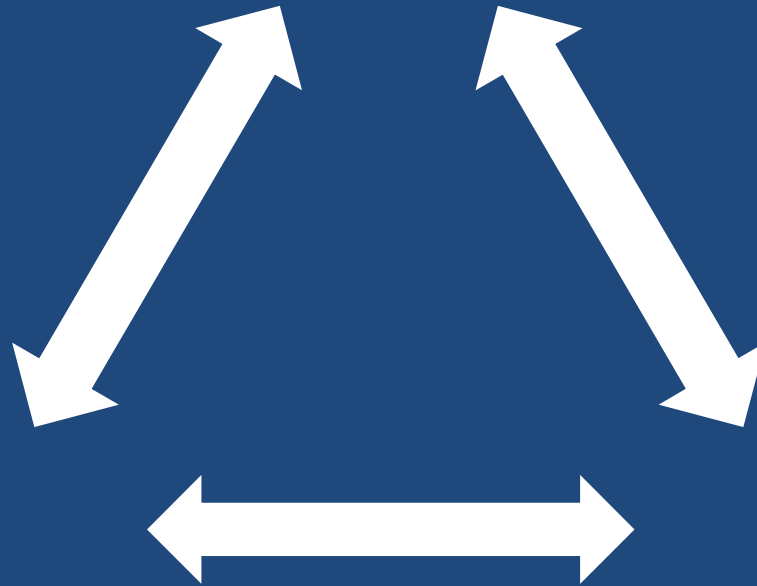
to have better work/life balance

John Biggs and Catherine Tang

*Teaching for Quality Learning
at University:
What the Student Does*

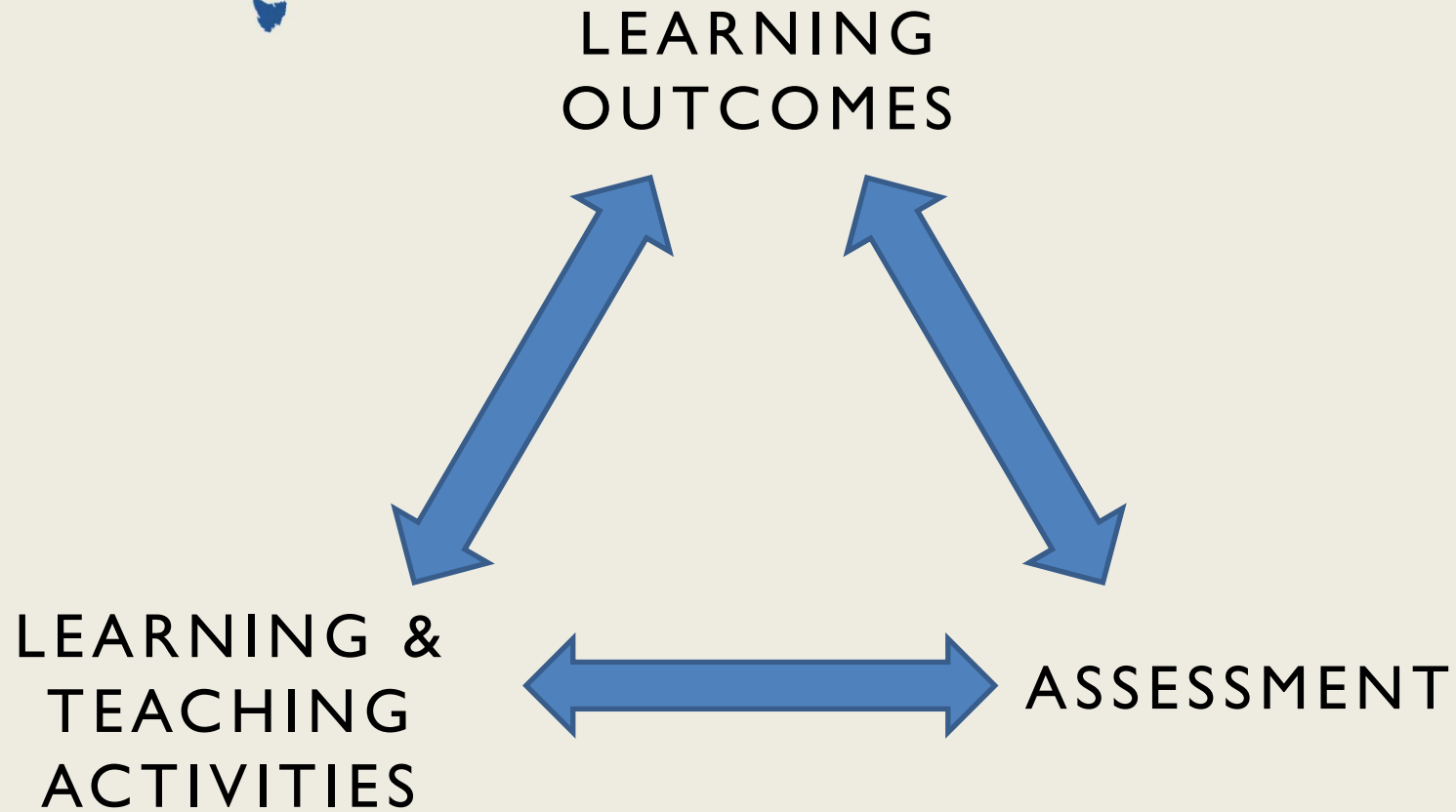
Third edition, 2007.

Constructive alignment

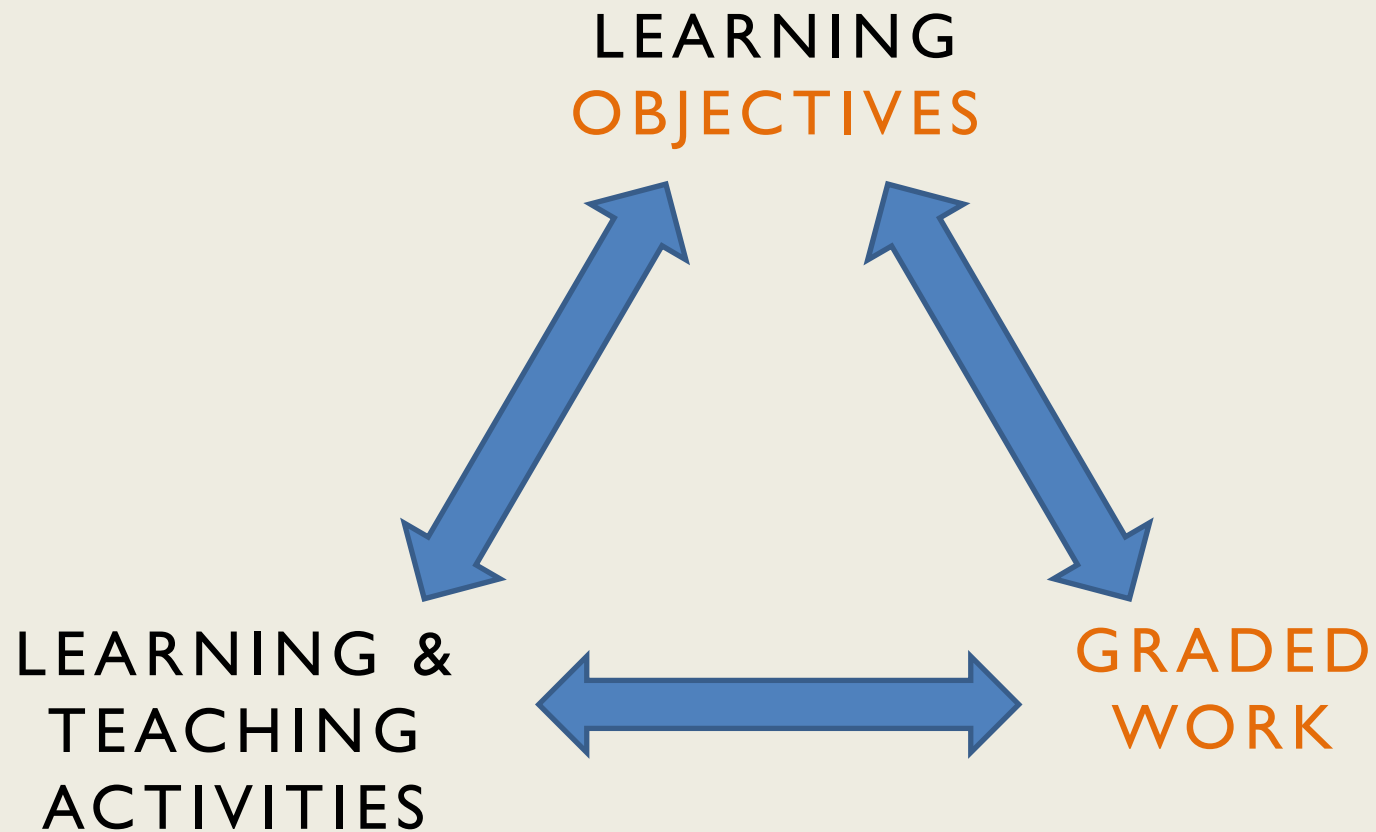




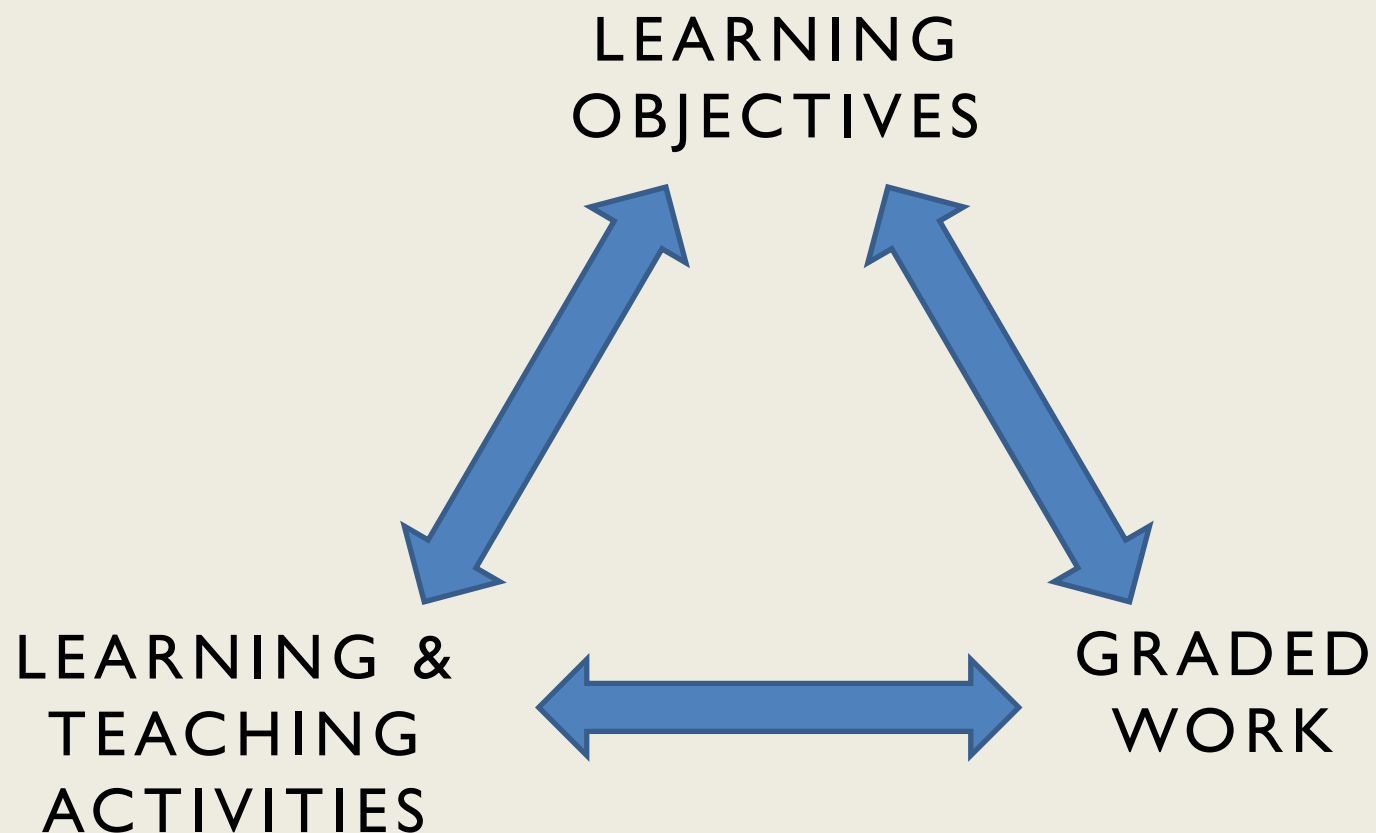
Constructive alignment in the research



Constructive alignment in SU terminology



MODULE III SOCIAL SCIENCE EXAMPLE:
“Humanitarian crises in Southeast Asia”



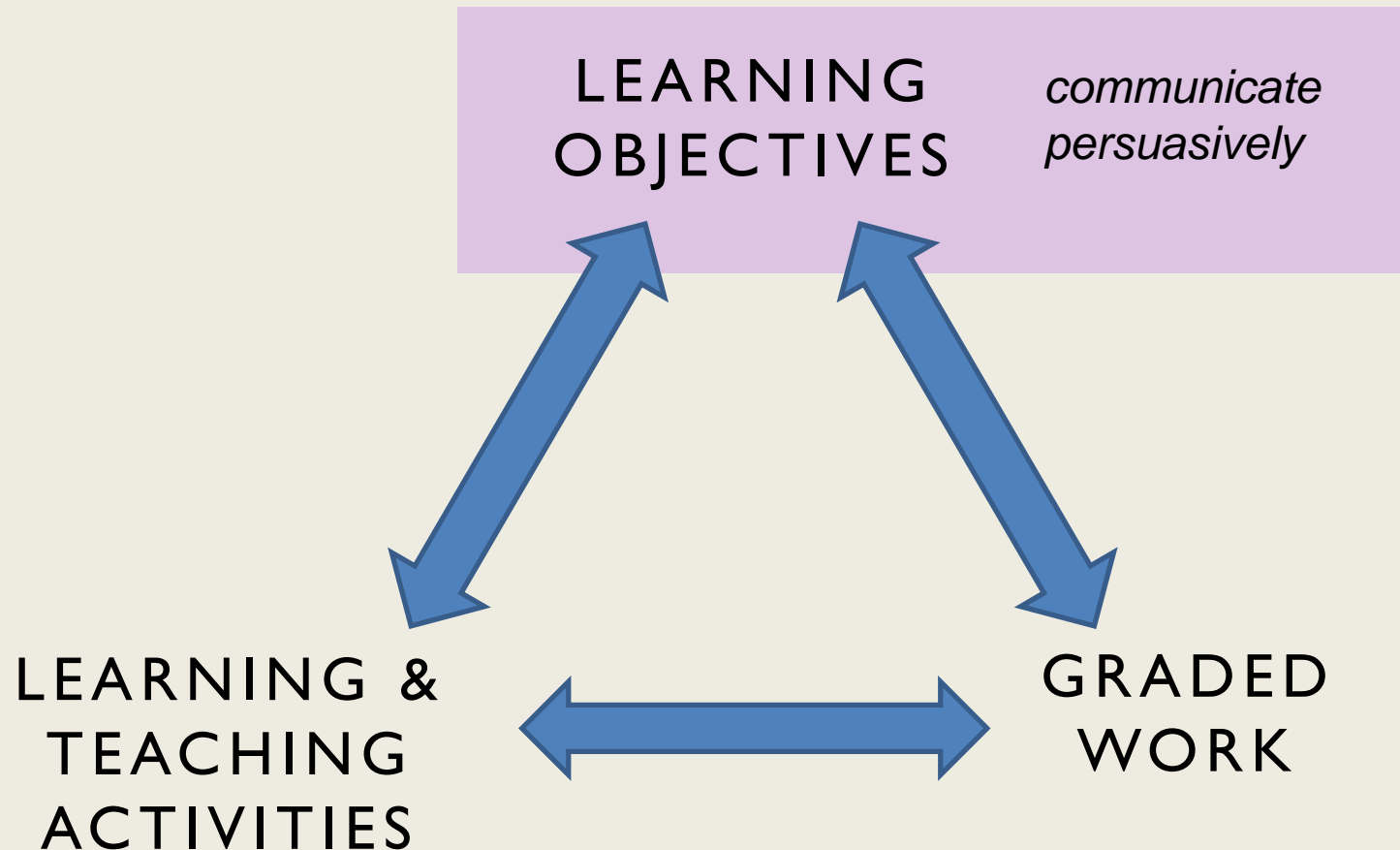
MODULE III SOCIAL SCIENCE EXAMPLE:
“Humanitarian crises in Southeast Asia”

LEARNING
OBJECTIVE

On successful completion of this
course, you will have:

engaged in persuasive
communication in appropriate
civic spheres

MODULE III SOCIAL SCIENCE EXAMPLE: “Humanitarian crises in Southeast Asia”

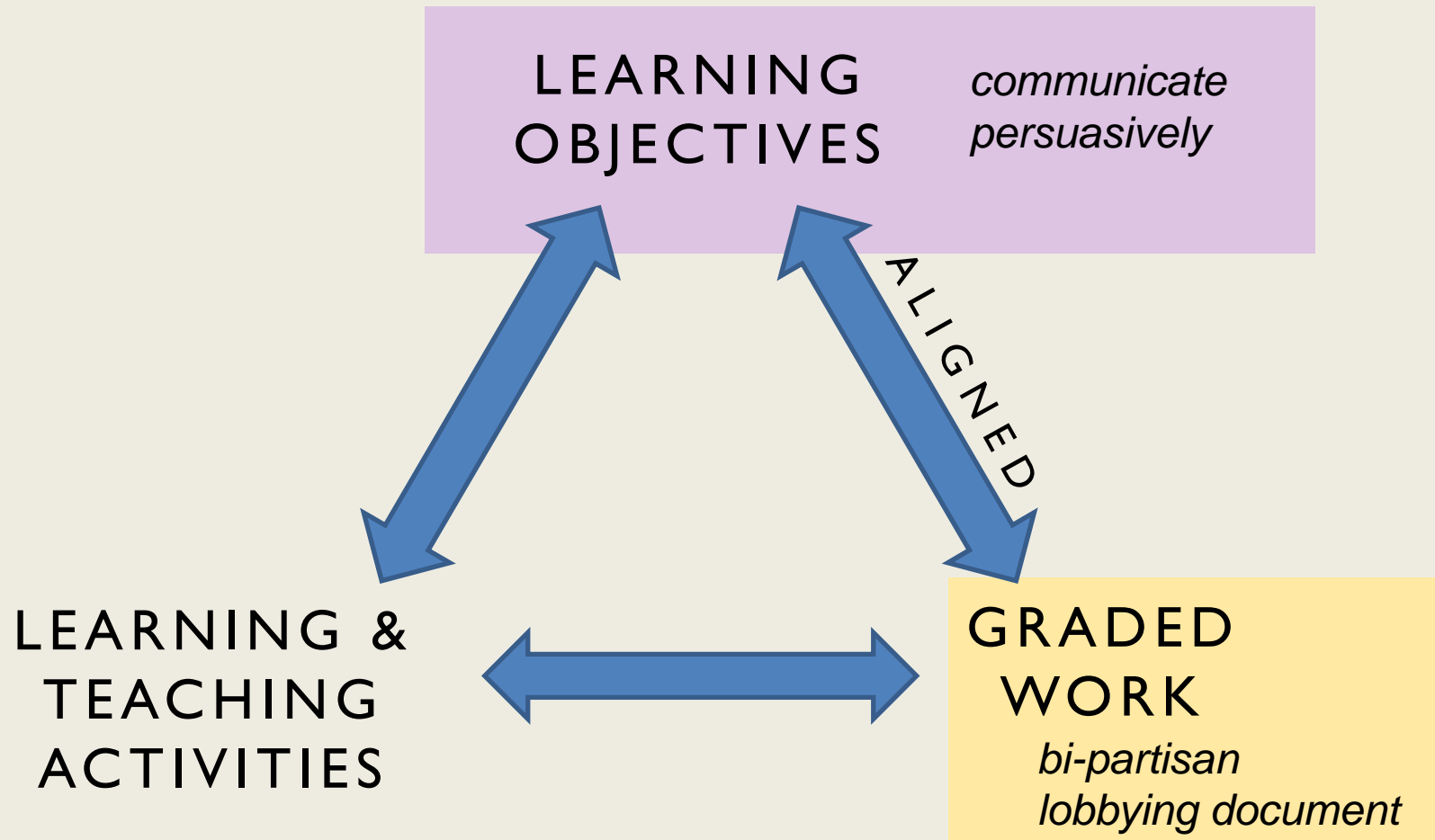


MODULE III SOCIAL SCIENCE EXAMPLE:
“Humanitarian crises in Southeast Asia”

Write a lobbying document
designed to garner
bi-partisan support
for a Southeast Asian
humanitarian project
of your choosing
(3,000 words)

GRADED
WORK

MODULE III SOCIAL SCIENCE EXAMPLE: “Humanitarian crises in Southeast Asia”

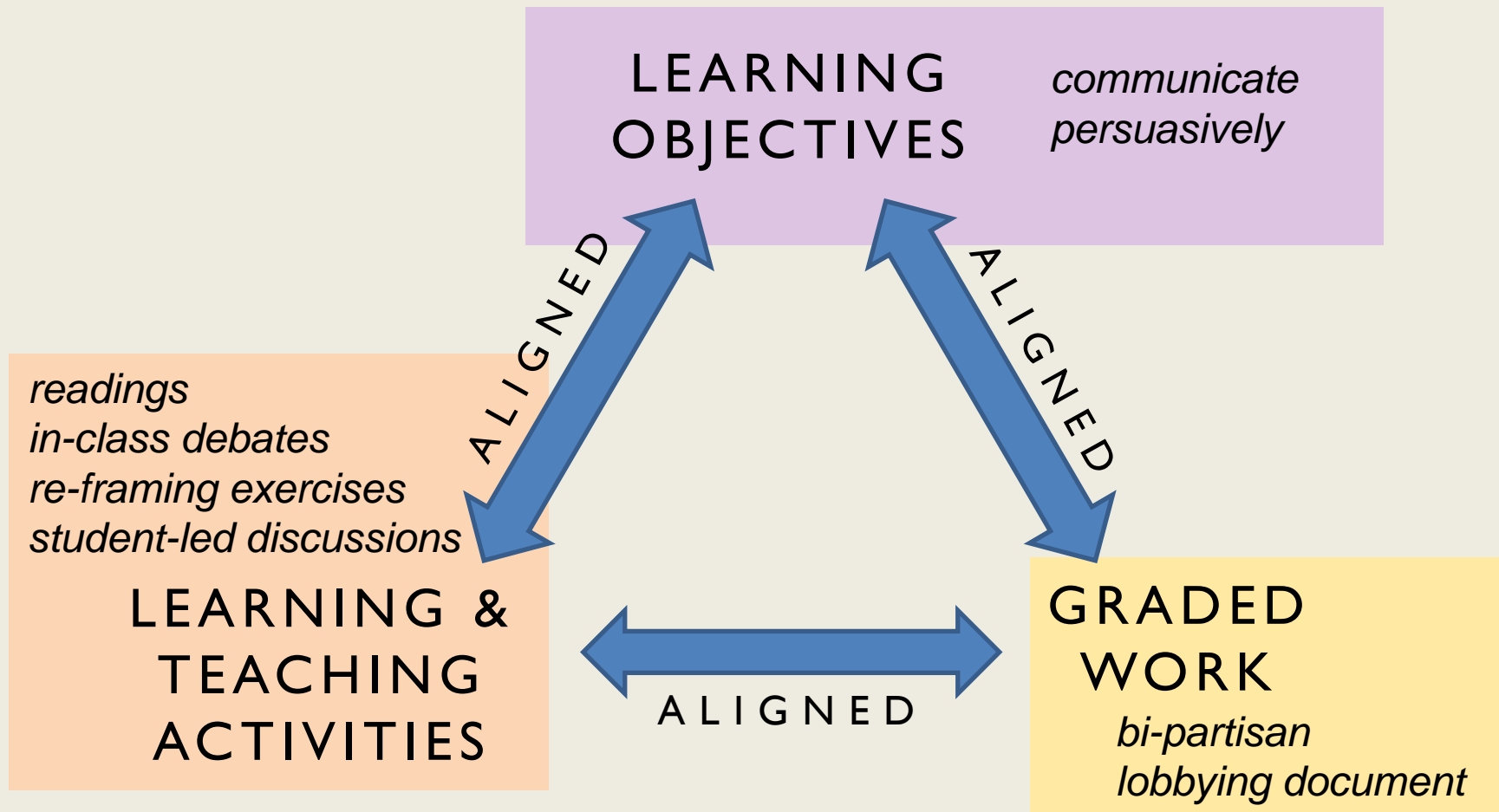


MODULE III SOCIAL SCIENCE EXAMPLE:
“Humanitarian crises in Southeast Asia”

LEARNING &
TEACHING
ACTIVITIES

- Readings
- Student-led discussions of four humanitarian crises
- In-class debates, taking a different perspective from your own
- Exercises in reframing messages for specific audiences

MODULE III SOCIAL SCIENCE EXAMPLE: “Humanitarian crises in Southeast Asia”



Why bother?

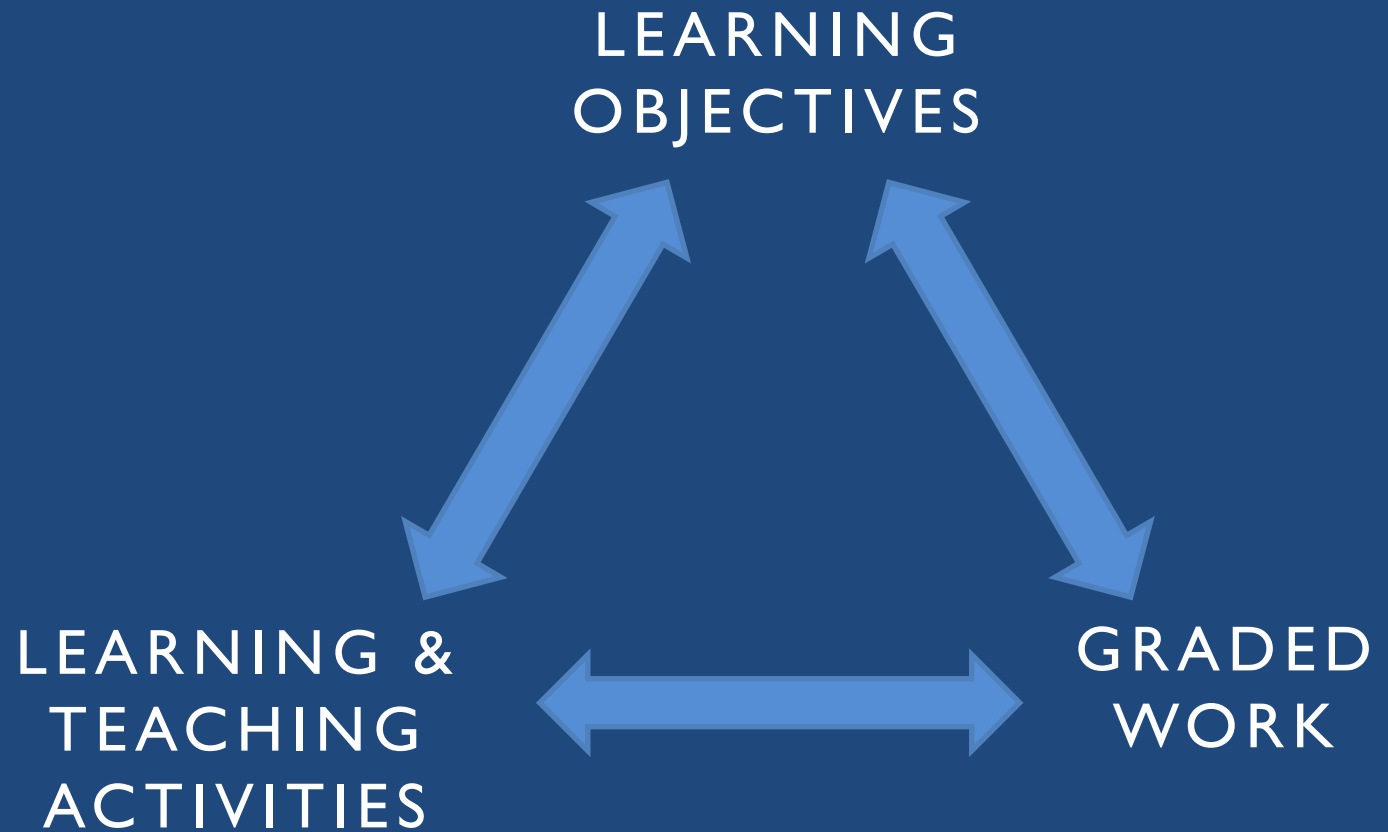
Education is about *conceptual change*

Conceptual change is more likely if:

- students and faculty are clear about where they're going in a course (objectives)
- students experience the need to get there, and faculty can communicate that need
- students feel they can focus on the task, rather than worrying they might be caught out
- students enter dialogue with faculty and peers to “shape, elaborate, and deepen understanding.”

Questions?

Contact CETL at cetl@seattleu.edu



Key reference:

Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university: What the student does.* (3rd ed.)
Maidenhead, UK: Society for Research into Higher Education/Open University Press.