

Internationalising Course Design

Activity 3 Activities & Assessment

Activity Description

Purpose

Activity 3 is a video case study activity.

The purpose of this activity is for participants to consider (i) how teaching and learning activities and assessment methods can be constructively aligned to the ILOs, and (ii) which mechanisms could be used for documenting and demonstrating this constructive alignment.

Participants work on internationalisation challenges presented through a video case study and an associated course dossier. The activity uses curriculum design tools to document constructive alignment. The activity integrates this with an active learning approach, utilising group work and reflection to equip the participant with an understanding of challenges, strategies and resources to be able to (i) LO2: Support the formulation, mapping and embedding of ILOs in different programmes of studies, and (ii) LO3: Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the ILOs while taking into account cultural diversity.

Procedure

➤ Please refer to slides 32-39 of the Power Point presentation of this module.

The activity is divided into 3 parts: (a), (b), and (c).



(a) Presenting the case of Susanne

Time

30 minutes

- Activity 3 Video Case. In part (a), the participants become acquainted with Susanne's case study by reading the course dossier and by watching the short video in which Susanne briefly explains her considerations about explicitly including intercultural and global competences in the learning outcomes.
- Distribute the selected course dossier from Activity 3 Worksheet Sample Course Dossier to the participants.
- Provide reading time to the participants (5 to 10 minutes).
- Distribute the questions in Activity 3 Worksheet Susanne's Questions raised in the video to the participants before showing the video
- Let participants watch the video case study. After viewing, ask if they would like to see it again.
- Debrief the video case study in the large group (10 to 15 minutes) before moving on to part (b) to create a shared mindset among the participants.
- You might want to ask the participants if Susanne (in the case) is representative of lecturers they work with within their own context and whether they discovered any misconceptions the lecturer in the case might have regarding internationalising a course design, etc.

Additional tips for the facilitator

When introducing the activity, emphasize that the activity will focus on certain aspects (mainly on how to align the teaching and learning activities and the assessment with the ILOs) of the course design framework (Hattie, 2009). This way, an explicit link with the first activity is made.

If this activity is run over two days, part (a) can be done at the end of the first day. At the start of the second day, start by showing the video again.

Resources Needed

1. Activity 3 Video Case
2. Activity 3 Worksheet Susanne's Questions: here are the questions raised in the video
3. Activity 3 Worksheet Sample Course Dossier



(b) Construct ILOs and aligned teaching and learning activities and assessment for the case of Susanne

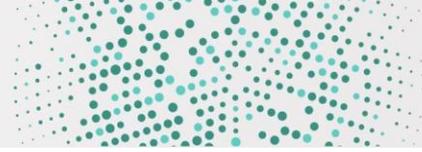
Time

35 minutes

- After you have presented the case (a), instruct the participants to look at the learning outcomes of the course in the course dossier in small groups (at least 3 participants per group is advised). Each group is asked to focus on 1 or maximum 2 learning outcomes.
- Ask the groups to construct a couple of ILOs based on these chosen learning outcomes. Emphasize that the ILOs should be appropriate for the case study
- After the groups have completed their construction of the ILOs, ask them to identify which cognitive dimensions (e.g. knowledge, skills, attitude, communication) of intercultural competence these ILOs touch upon. This will facilitate them with the next part of the activity, which involves developing appropriate learning activities and assessment tasks for each ILO.
- Now, ask participants to brainstorm about feasible teaching and learning activities and assessment modes that fit the course design and support the Susanne's needs. Ask them to reflect on the questions raised in the video(s). Are these activities and assessments aligned with the (newly) constructed ILOs and do they develop the desired element of intercultural and global competence in students?
- Participants can write down the ILOs and ideas for teaching and learning and assessment activities on a piece of flipchart paper.

Additional tips for the facilitator

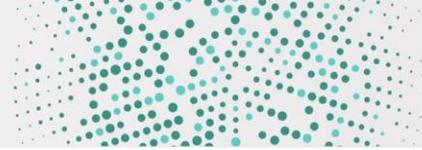
- Some participants might be less familiar with cognitive domains or constructing learning outcomes and therefore it might be helpful to briefly explain this to them (Bloom's taxonomy might be a good resource here or Biggs' SOLO taxonomy).
- After working on the ILOs, participants can brainstorm about appropriate teaching and learning activities as well as the assessment modes.
- Assessing ILOs might be a topic of specific interest for the participants. When questions are raised on how to assess ILOs, first ask if other participants in the group have an idea. Afterwards, discuss the value of assessment for learning and diagnostic assessment for the development of intercultural competence. Next, highlight the need for summative assessment when ILOs are included in a programme. Link this back to activity 2 and the strategic planning of ILOs in the programme and consider how assessment should also be strategically planned.



Resources Needed

1. Activity 3 Worksheet Sample Course Dossier: printed A3 for every group and printed on A4 for every participant
2. flip chart paper
3. markers





(c) Debriefing in the large group

Time

20 - 30 minutes

- Ask a couple of groups to share a particular aspect of their course design (IILO, learning activities and assessment), demonstrating its constructive alignment and how it develops intercultural competence. This should take about 10 to 15 minutes.
- Discuss the results in the large group. The focus of this part is the transfer from the developed IILOs, activities and assessment modes to a discussion about how the ED can use this in his/her own practice.
- Summarize the lessons learned and focus on the transfer from developing materials to using these materials and skills in an ED role.

Resources needed

Completed flip charts from part (b)



Timeframe

90 minutes (please see the specific time needed for each part of the activity explained in the procedure above).

Room / space needed

Room needs to allow for workstations (one for each group)

Participant number

Min 2 Groups of 3; Max 5 Groups of 5

Possible variations

For parts (a) to (c) different case studies can be used. On the EQUIIP platform you can find **a case studies**. You could also find case studies within your own context.

If you have more time, part (c) could be extended to allow all groups to presenting all course designs.

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