Workshop:

Constructive Alignment

TRƯỜNG ĐẠI HỌC KINH TẾ QUỐC DÂN
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KẾT NỐI TRI THỨC - VỮNG BƯỚC TƯƠNG LAI

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Aims of Session

- Understand the concept of constructive alignment
- Identify the benefits of constructive alignment
- Consider examples of how constructive alignment can enhance the learning and teaching environment

Constructive Alignment Intro

Constructive alignment has played an important role in how UK higher education programmes are designed

The premise behind constructive alignment is that learning and teaching activities relate directly to the intended learning outcomes and the assessment tasks – Biggs and Tang, 2011

There are a number of external influences that include: subject benchmark statements; frameworks for HE qualifications; professional statutory regulatory bodies; institutional drivers

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Constructive Alignment

It starts with the notion that the learner constructs his / her own learning through relevant learning activities

The role of the teacher / lecturer is to create a learning environment that supports the learning activities appropriate to achieving the desired / intended learning outcomes

By aligning the learning outcomes, learning activities and assessment, ‘the learner finds it difficult to escape without learning appropriately.’

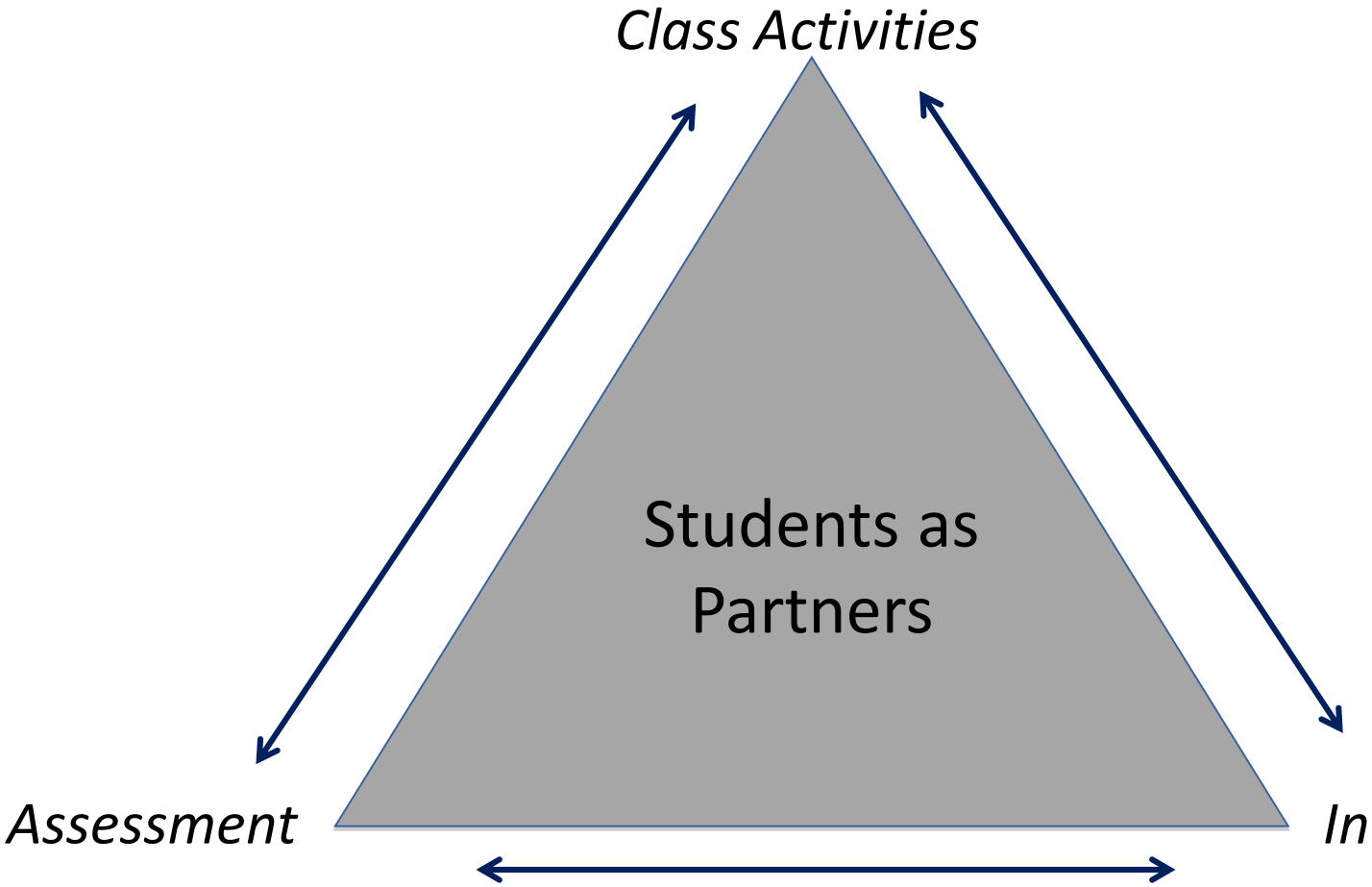
Constructive Alignment

Constructive refers to how students construct meaning – and this must be achieved by the learner

Alignment refers to what the teacher does in setting up the components opposite

1. Defining the Intended Learning Outcomes (ILOs)
2. Choosing activities that will lead to the ILOs
3. Assessing students actual learning
4. Arriving at a final grade

Constructive Alignment



Are these perceived as equal:

(i) Learners

(ii) Lecturers

See: Adapted from Biggs

Workshop activity

Work in small groups and use the module descriptor, teaching activities and assessment examples to ask the question: Do the learning outcomes, assessment and teaching align to enable effective student learning? Are there ways in which this could be improved?

Note to participants – the purpose is to offer constructive feedback and act as critical friends to each other

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Discussion

Developing Constructive Alignment

- Key requirements

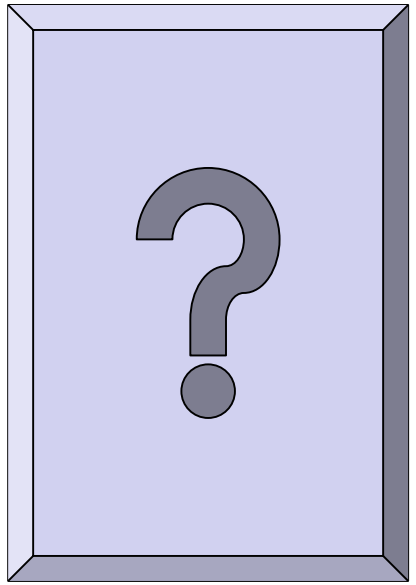
1. Practice
2. Practise
3. Variation

Surface or Deep Learning

Surface learning – associated with acceptance, memorisation, and surface retention of information

Deep learning – associated with understanding, connecting concepts and critical analysis

Terminology



Can you define the following:

Knowledge

Application

Evaluation

Comprehension

Synthesis

Analysis

Can you rank them in order of importance?

Defining Terminology

- Knowledge: evidence, the source material – Consider written material, numerical data etc
- Application: of the evidence of your understanding – Consider processing content of existing knowledge
- Evaluation: judgement of others' work arguments – Consider strengths, weaknesses, drawing out a position
- Comprehension: understanding and contextualising your evidence – Consider looking for patterns, messages
- Synthesis: formulation of your own ideas based on others' work – Consider conclusions, theories
- Analysis: evidence of data, others' evidence – Consider component parts, comparisons and contrasts

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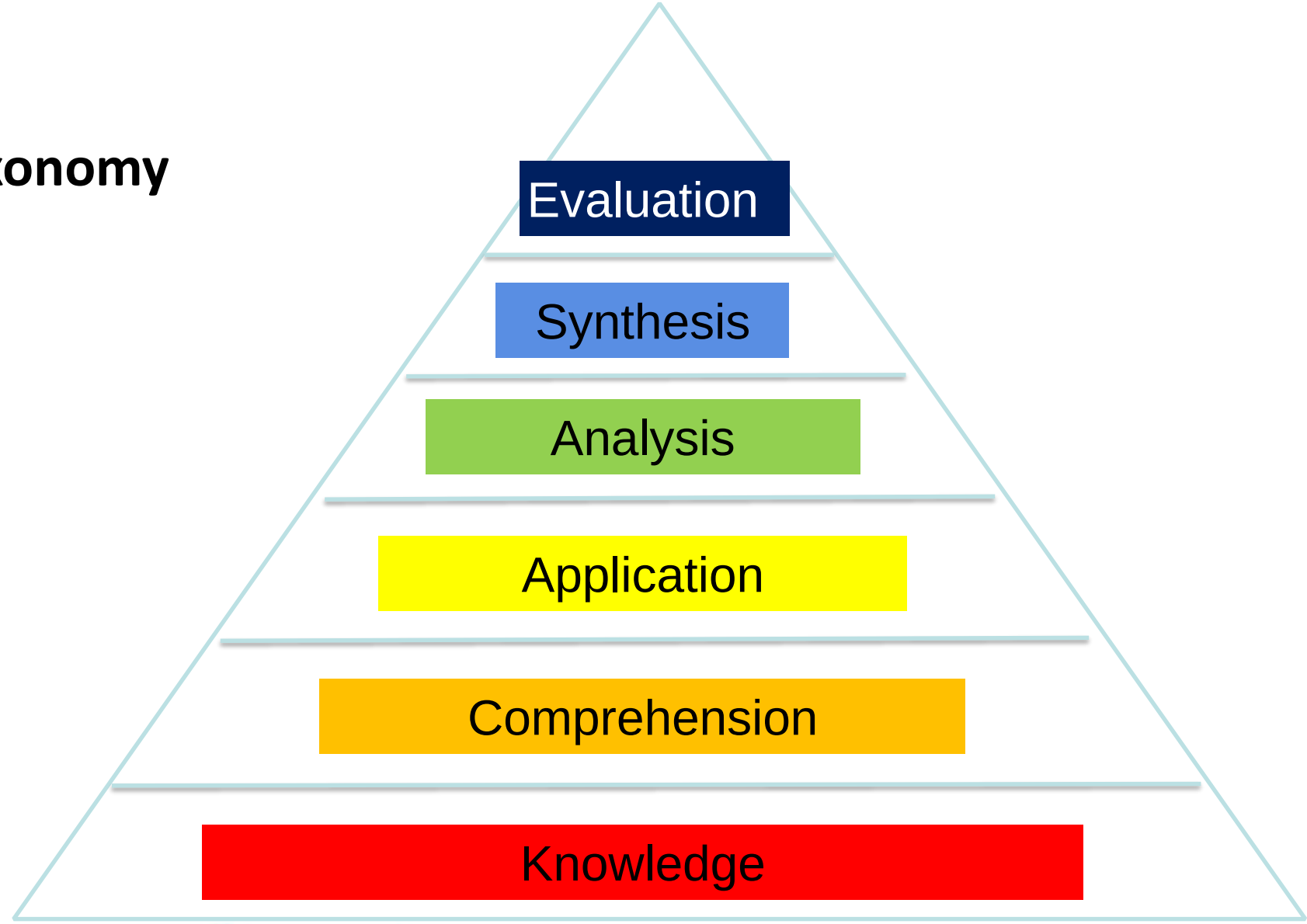
Known as
Bloom's Taxonomy



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Summary of Workshop