Committee for Curriculum Development presents

Elements of Quality in Teaching Workshop

Tuesday 10/3/1436 H

Reem M. Altuwirqi

Workshop Schedule

Time	Topic
9:00 – 9:30	Bloom's Taxonomy a. Bloom's levels b. Bloom's verbs c. Relation between Bloom's levels and courses levels
9:30 – 10:30	Learning Outcome a. What are learning outcomes b. How to write learning outcomes c. Relation between learning outcomes, teaching strategies and effective assessment
10:30 – 11:00	Break
11:00 – 12:00	Effective Assessment a. Types of assessment b. Table of specification c. Rubrics
12:00 – 12:30	NCAAA course specification form
12:30 – 1:00	NCAAA course report form

Session 1
Bloom's Taxonomy

Bloom's Taxonomy

By the end of this session you will be able to:

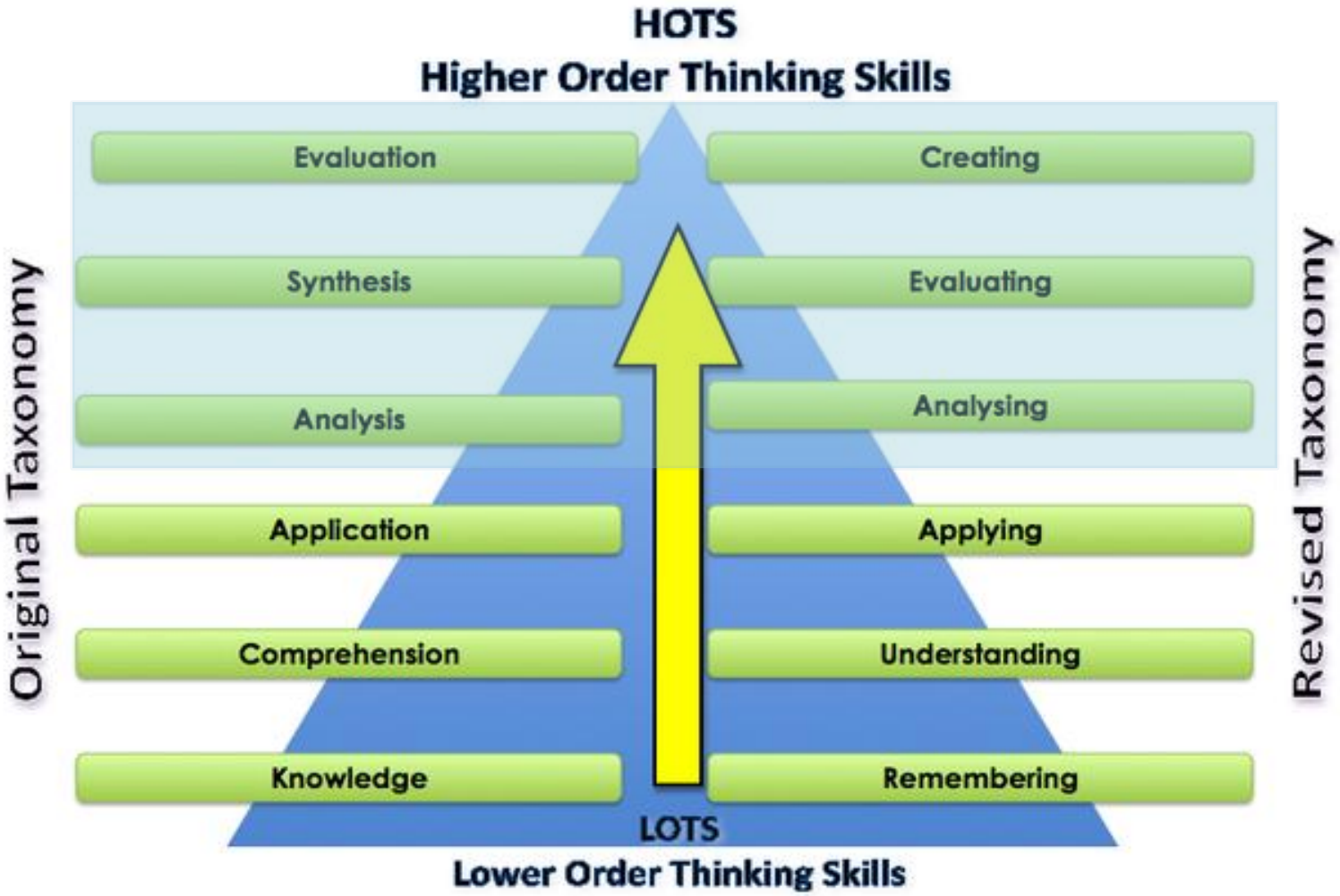
a. Identify the different levels of Bloom's taxonomy.
b. Relate verbs to specific Bloom's level.
c. Select the proper Bloom's levels to a specific course.

Bloom's Taxonomy

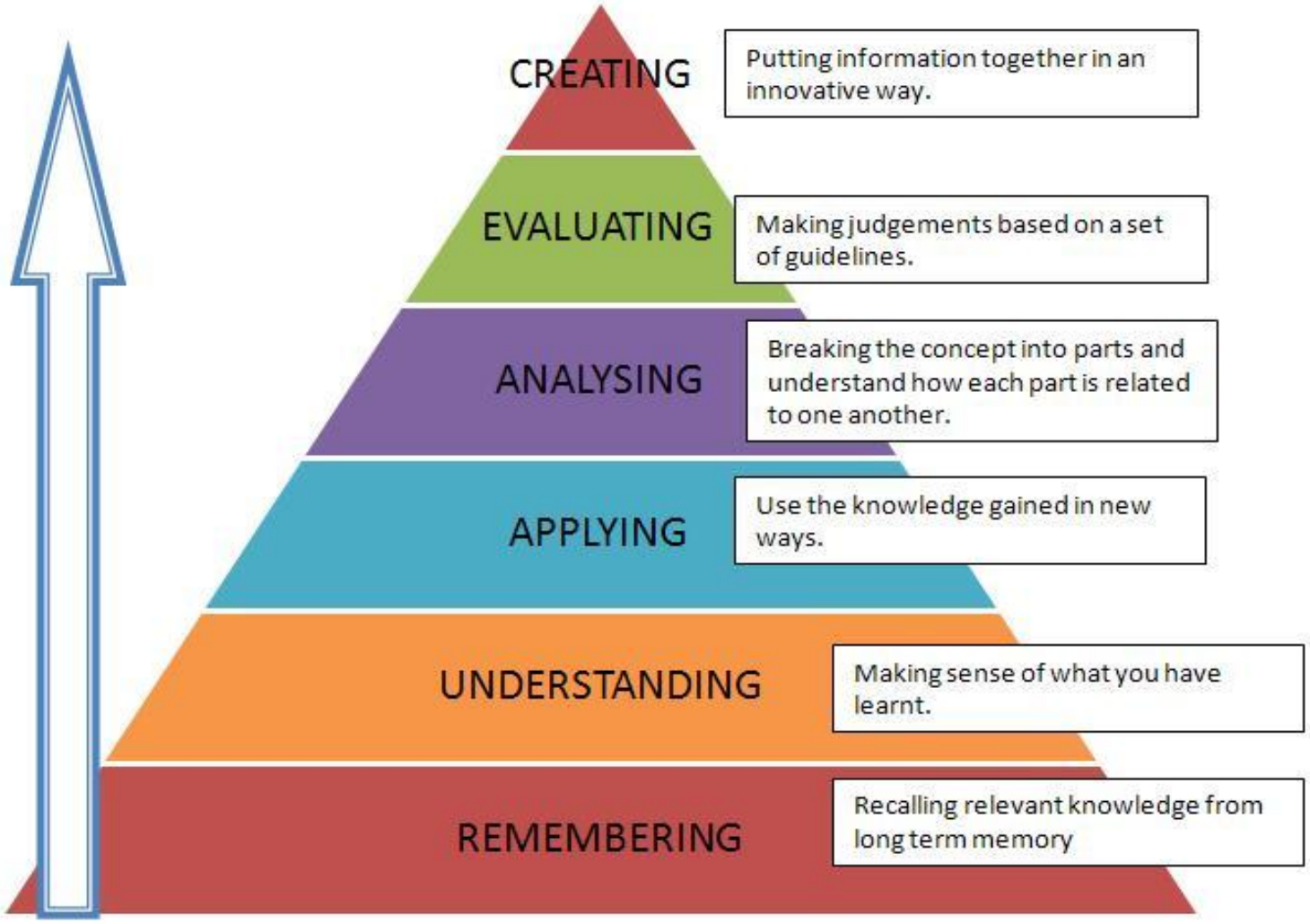
Bloom's taxonomy

A classification system used to define and distinguish different levels of human cognition i.e., thinking, learning, and understanding..

Bloom's Taxonomy



Bloom's Taxonomy



Bloom's Taxonomy

Creating: can the student create new product or point of view?

Evaluating: can the student justify a stand or decision?

Analyzing: can the student distinguish between the different parts?

Applying: can the student use the information in a new way?

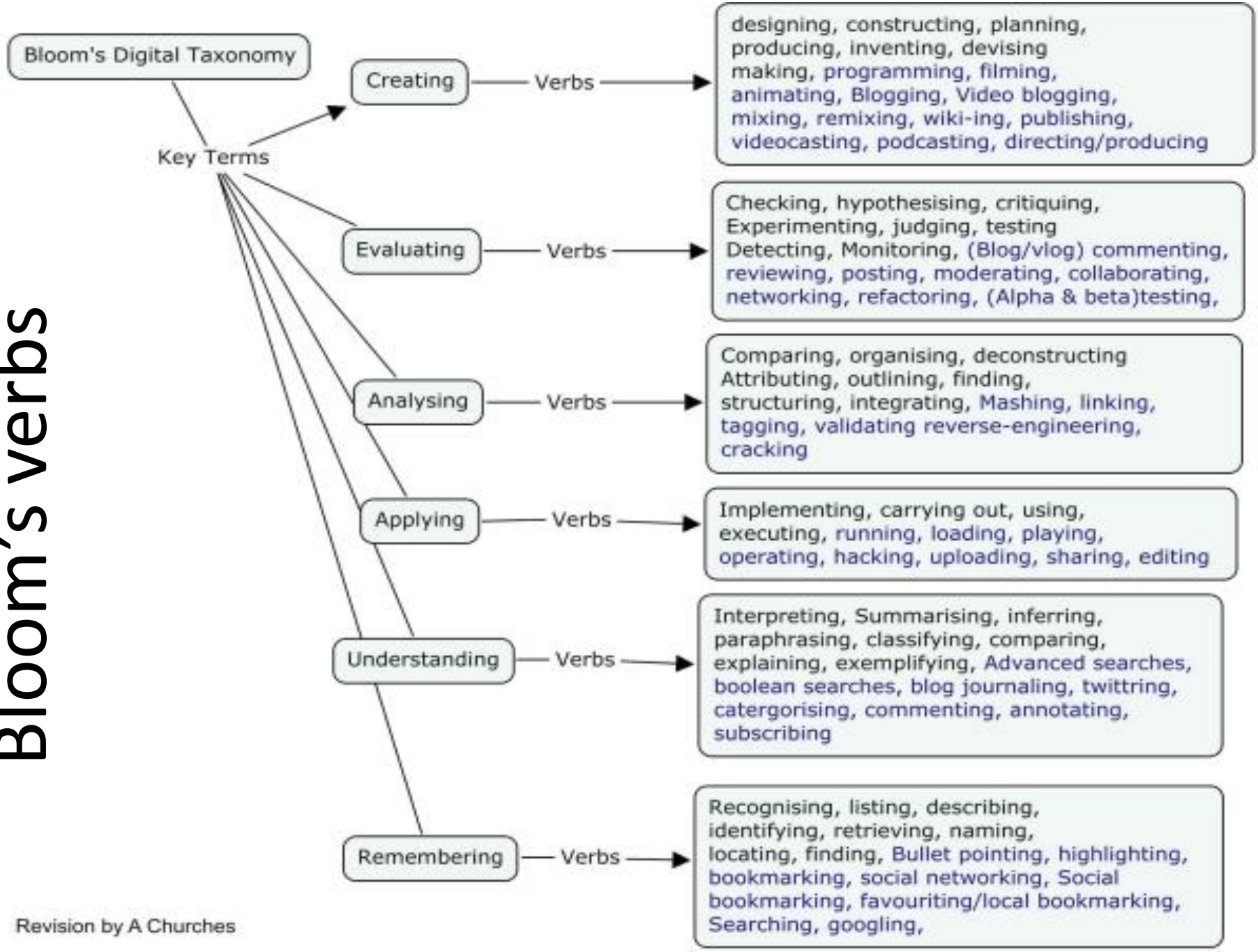
Understanding: can the student explain ideas or concepts?

Remembering: can the student recall or remember the information?

Example…

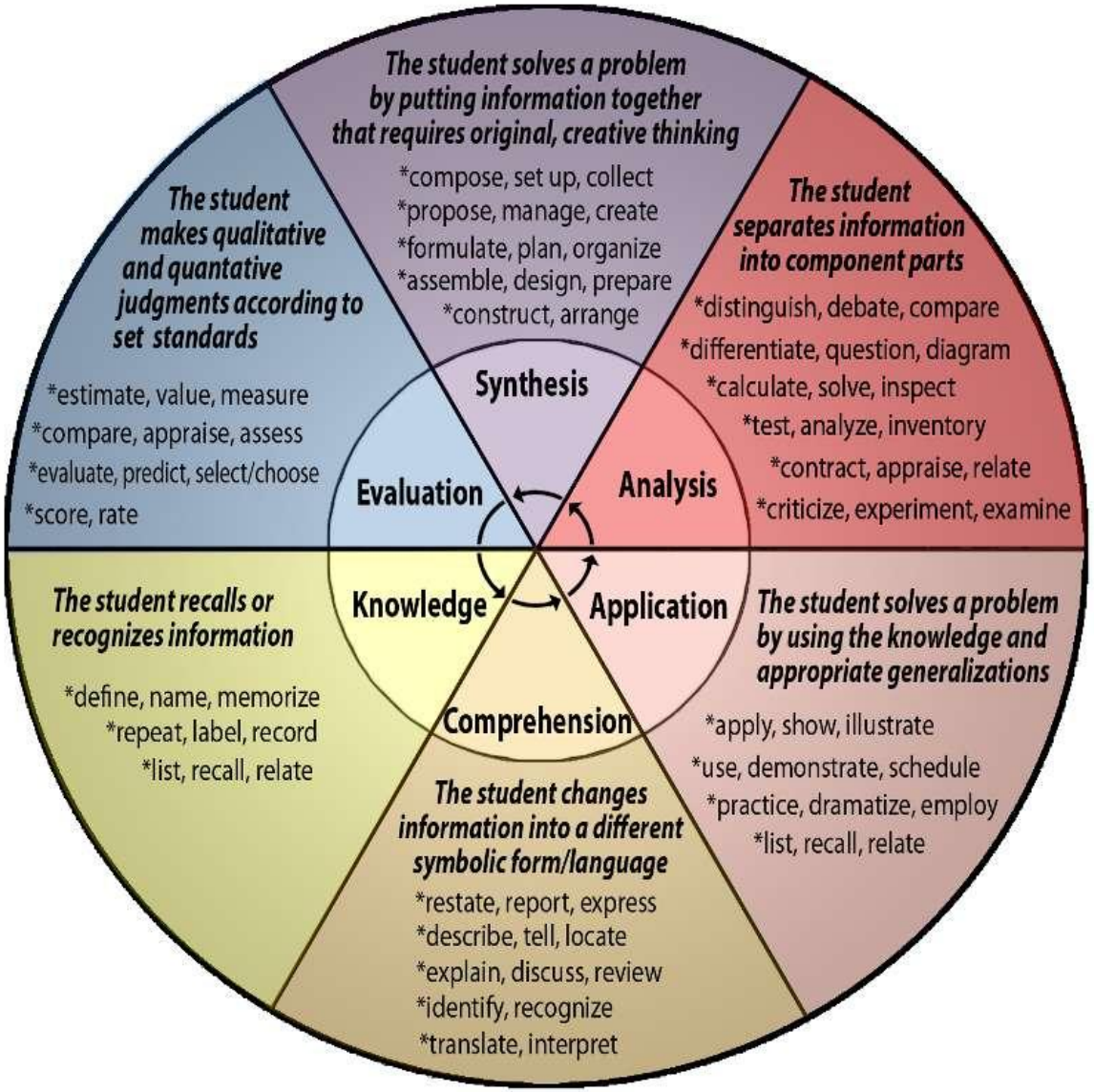
Question	Bloom's Level
Newton 2nd law is given by: a) F=m/a b) F = ma c) F= a/m	
A force of 1 N is applied to a box of mass 1 kg, what is the acceleration of the box due to this force?	
When a force of 1N is applied to a box it accelerated by 1 m/s2, when 2N force is applied what will be it acceleration?	
A car has a mass of 1000 kg. Four men got into the car each weighing 700 N. A car started from rest. After 10 sec its velocity was 5 m/s. How much force was applied by the car to make it move?	
A car company argued that for the car to function in best performance, it has to limit the number of passengers in the car. Is their argument justifiable?	
To achieve 260 m/s in 3 sec, a car has to be specially designed. How can you design such a car?	

Bloom's verbs

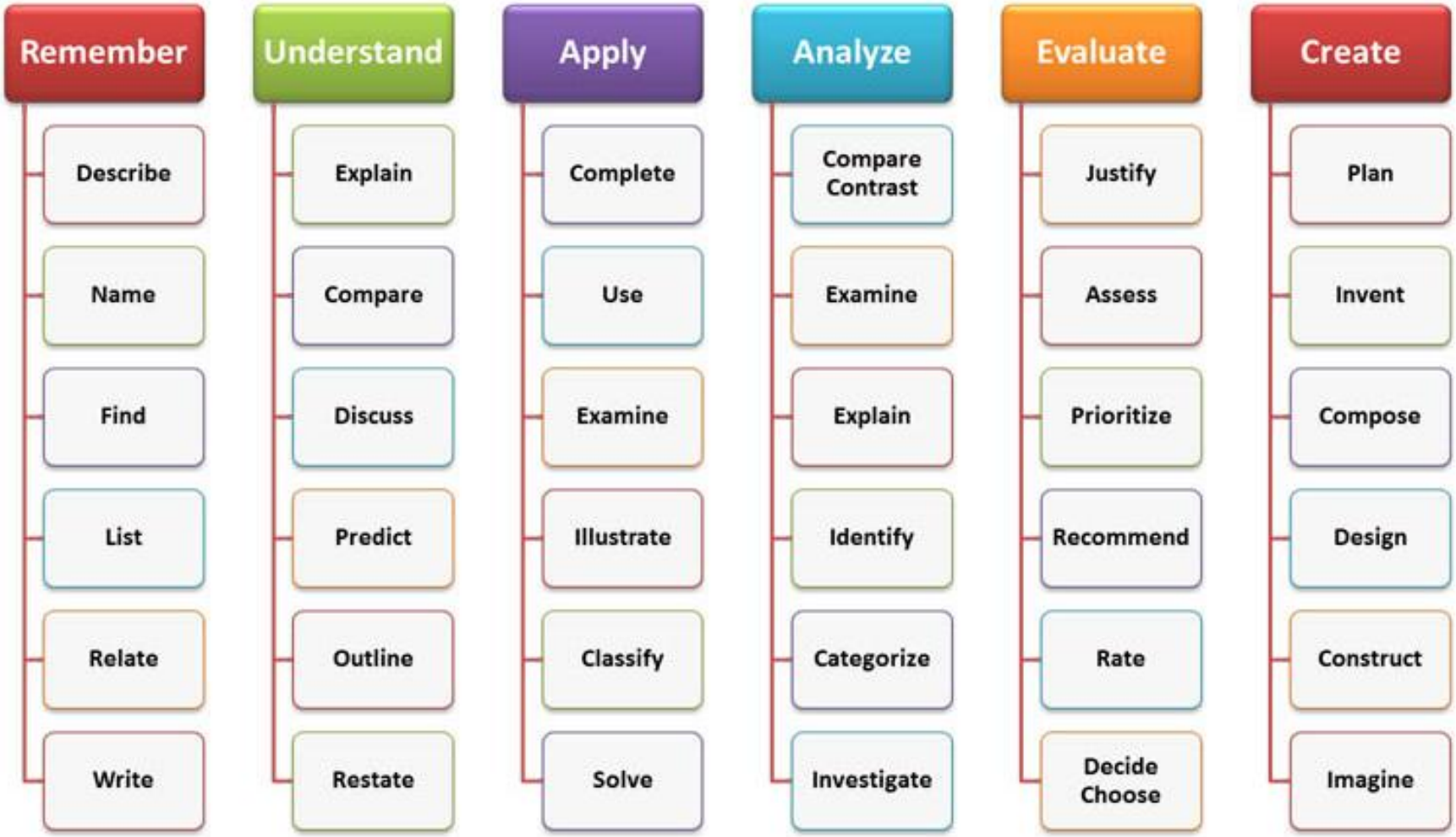


Revision by A Churches

Bloom's Verbs



Bloom's Verbs



Verbs to Avoid

- Know , comprehend, understand, appreciate, familiarize, be familiar,
- Study, be aware of, get exposed, become acquainted with, gain knowledge, learn ,
- realize , consider, maximize, continue, review, ensure, enlarge, strengthen, explore, deepen, encourage, reflect,

They are **difficult to measure objectively**, open to interpretation, difficult to assess, thus should be used with caution.

Bloom's Level vs. Course Level

Bloom's Level / Course level	100s	200s	300s	400s
Remember				
Understand				
Apply				
Analyse				
Evaluate				
Create				
Percentage %	100%	100%	100%	100%

Bloom's Taxonomy

By the end of this session you will be able to:

a. Identify the different levels of Bloom's taxonomy. (Understanding)
b. Relate verbs to specific Bloom's level. (Applying)
c. Linking the proper Bloom's levels to a specific course. (Analyzing)

Session 2
Learning Outcomes

Learning Outcomes

By the end of this session you will be able to:

a. Explain learning outcomes
b. Use Bloom's verbs to write learning outcomes for your course.
c. Relate between learning outcomes, teaching strategies and effective assessment.

What are learning outcomes?

learning outcomes set out what a learner is expected to know, understand and be able to do as the result of a process of learning.

NQF

Why write learning outcomes?

1. They help teachers and/or curriculum designers make their own educational goals explicit.
2. They communicate the intent of instruction to students, other teachers, administration and the public.
3. They provide the basis for teachers to analyze what they teach and to construct assessment.
4. They describe the specific performance against which teachers can evaluate the success of instruction.
5. They communicate to students the performance they are expected to learn. This may empower them to direct their own learning
6. They make it easier to individualize learning.
7. They help teachers evaluate and improve both instructional procedures and learning targets.

(Gow, 1976, quoted in Nitk & Brookhart, 2007)

How to write learning outcomes?

Learning outcomes have three parts:

1. What the student will do that demonstrates learning.
2. The context within which the student will demonstrate learning. You might state how much supervision will be required, how much information she will have, how slowly or quickly she must show the learning, and so on.
3. How well she have to demonstrate her learning.

A Guide to writing learning outcome

1. Select a verb for performing the task.
2. Determine if the verb you have chosen best describes the type of behavior that the learners need to display after learning (use Bloom's Taxonomy).
3. Under what conditions must the task be performed?
4. Determine to what standards the task must be performed.

Example

Students will be able to create and solve mathematical models of physical phenomena using analytic and numerical methods such that models are suitable for publication.

- what the student will do: **create and solve mathematical models of physical phenomena (verb)**
- in which context: **using analytic and numerical methods (condition)**
- how well she will do it: **suitable for publication (standard)**

Domains of Learning Outcomes(NCAAA)*

- Knowledge: The ability to recall and present information
- Cognitive skills: Ability to organize ,analyze, evaluate, solve problems, and make decisions, etc.
- Interpersonal skills: Ability to effectively work in groups & resolve conflicts
- Analytic & communication skills: Ability to use basic math & statistical techniques and communicate effectively especially in writing.
- Psychomotor Skills

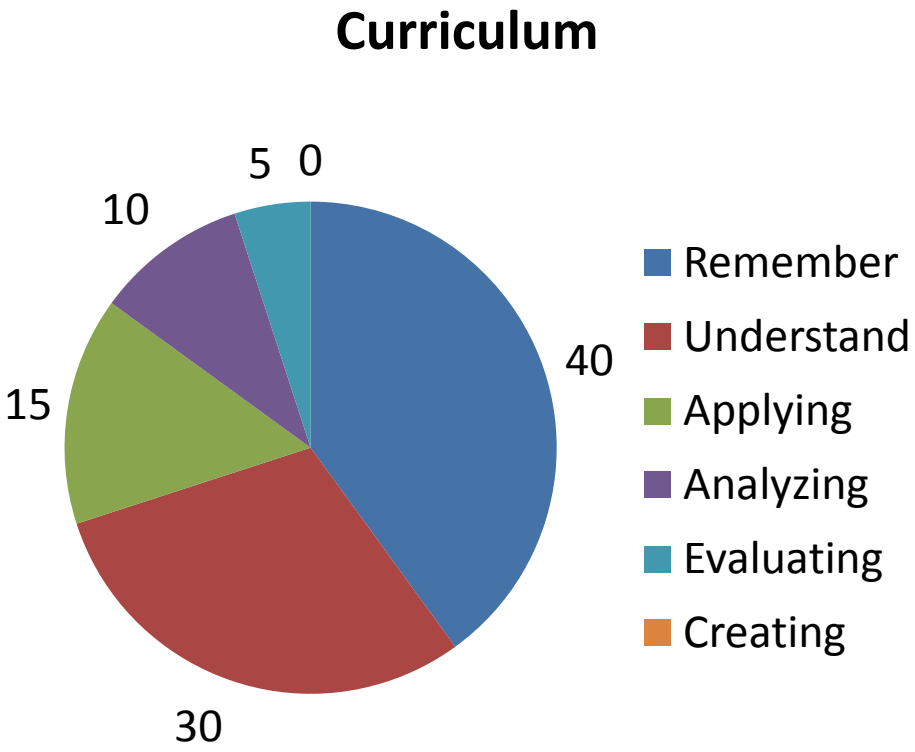
*Each domain is explained in details in NCAAA documents(for bachelors, level 3)

SMART Statements

A Learner- centered statement

- ***Specific:*** *Has only one clear interpretation, one meaning*
- ***Measurable:*** *Has to be measured, could be expressed and converted into values*
- ***Achievable:*** *Has to be implemented within the available capacities and capabilities*
- ***Relevant:*** *Relevant to subject matter, to students, program objectives and to the institution's mission.*
- ***Timely:*** *Has to be implemented in limited to a specific time.*

Setting % of cognitive levels…



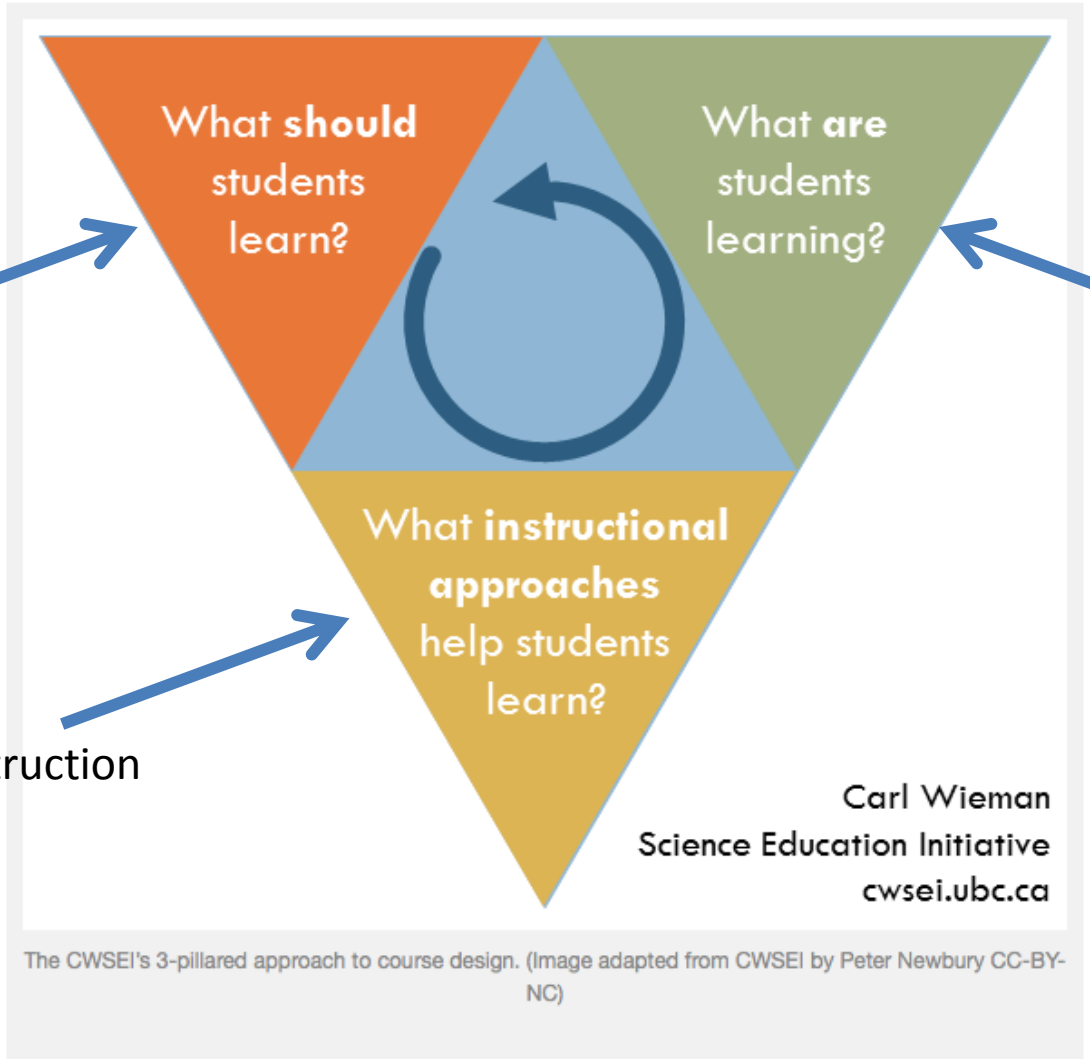
Course: Optics 311

Course Topics	No.	Objective	Content	Learning Level					
				Kn	Co	App	Any	Syn	Eva
Nature of Light	1.1	Describes the dual nature of light		x					
	1.2	Calculates photon's energy, wavelength, and momentum				x			
	1.3	Distinguishes between the different parts of an electromagnetic spectrum			x				
Geomatrecial Optics	2.1	Define the Hygen's Principle		x					
	2.2	Describes the Fermat's Principle		x					
	2.3	Apply Fermat's Principle to reflection				x			
	2.4	Apply Fermat's Principle to refraction				x			
	2.5	Computes the image using a plane mirror				x			
	2.6	Demonstrates the use of Snell's law for refraction through plane surfaces				x			
	2.7	Demonstrates the use of reflection law of a spherical mirror				x			
	2.8	Demonstrates the use of refraction laws of a spherical surface				x			
	2.9	Solve the Len's Maker equation for thin lenses				x			
	2.10	Computes the refractive power of lenses				x			
	2.11	Derives Newton's equation for thin lens				x			
Optical Instrumentation	3.1	Explain the operation of an optical instrument						x	
Wave Equation	4.1	Derive the one dimensional wave equation				x			
	4.2	Describe the harmonic wave and its components		x					
	4.3	Conversion of harmonic wave to complex notation			x				
	4.4	Differentiate between different typs of waveforms					x		
	4.5	Computes the energy and power of an electromagnetic wave				x			

Microsoft Excel - optics 311 - table of specification

	A	B	C	D	E	F	G	H	I	J
37		6.2	Solve the interference of two mutually coherent fields				X			
38		6.3	Computes the interference from a Young double slit				X			
39		6.4	Computes the interference from a thin dielectric film				X			
40	Optical interferometry	7.1	Construction of a Michelson interferometer						X	
41	Diffraction	8.1	Derive the formula for diffraction from a single slit				X			
42		8.2	Computes the beam spreading				X			
43		8.3	Derive the formula for diffraction from a rectangular and circular aperatures				X			
44		8.4	Illustrates the effect of diffraction on the resolution of an image					X		
45		8.5	Derive the formula of diffraction from a double slit				X			
46		8.6	Derive the formula of diffraction from many slits				X			
47	Polarization	9.1	Define polarization and its types		X					
48		9.2	Solve Mauls' law to find the intensity of light through dichoric materials				X			
49		9.3	Derive the absorptivity of a material				X			
50		9.4	Demonstrate the polarization by reflection from diaelectric surfaces				X			
51		9.5	Describe polarization by scattering		X					
52		9.6	Define birefringence and double refraction		X					
53		9.10	Compute the optical activity of a material				X			
54	Application of light in life	10.1	Write a short essay on the application of light in life							X
55		Total		100	9	5	59	6	11	10
56		Weight								
57										
58		Percentage			9	5	59	6	11	10
59										

Linking thing together (**Alignment**)



Outcomes

Assessment

Instruction

The CWSEI's 3-pillared approach to course design. (Image adapted from CWSEI by Peter Newbury CC-BY-NC)

http://www.peternewbury.org/wp-content/uploads/2013/12/CWSEIcoursedesign.png

NCAAA Course Specification

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
2.0	Cognitive Skills		
3.0	Interpersonal skills and responsibility		
4.0	Communication, Information technology, numerical skills		
5.0	Psychomotor skills		

← Alignment →

Outcome Based Lecture Plan

Session Plan

Topic:

Aim:

Learning Outcomes:
At the end of the session a successful student will be able to:

-
-
-

Time	Content	T & L Methods	Resources	Assessment (how will I know the relevant outcome has been achieved?)

Evaluation / Reflection (continue overleaf if necessary)

Instructional Strategies

Instructional Strategies List
(Change it Up, Change it Up, Change it Up!)

- ✓ Active Participation
- ✓ Activity centers
- ✓ Addressing Special Needs students
- ✓ Addressing student learning styles
- ✓ Advance organizers
- ✓ Anticipatory set
- ✓ Benchmark testing
- ✓ Checking for understanding
- ✓ Classroom routine/management
- ✓ Comparing similarities and differences
- ✓ Concept Attainment
- ✓ Connect to prior knowledge/learning
- ✓ Considering Multiple Intelligence
- ✓ Cooperative Learning
- ✓ Cueing Students
- ✓ Generating and testing hypotheses
- ✓ Giving students examples
- ✓ Graphic organizers
- ✓ Dealing with student error
- ✓ Demonstration
- ✓ Differentiating Instruction
- ✓ Direct Instruction
- ✓ Displaying student work
- ✓ Drill and practice
- ✓ Feedback to student
- ✓ Organization of class
- ✓ Peer coaching/tutoring
- ✓ Pneumonic device
- ✓ Portfolios
- ✓ Praise/recognition
- ✓ Probing questions
- ✓ Provide flexible time on assessments
- ✓ QAR- Question and Response
- ✓ Questioning Strategies
  - Volunteer vs. non-volunteer
  - Call out
  - Choral
  - Pair/share
- ✓ Quiet time/rest time
- ✓ Reciprocal teaching
- ✓ Re-focus students to learning
- ✓ Round robin reading
- ✓ SDAIE (Specifically Designed Academic Instruction in English)
- ✓ Shadowing
- ✓ Small group instruction
- ✓ Story mapping
- ✓ Student demonstrations to class
- ✓ Student projects
- ✓ Student use of planners

Learning Outcomes

By the end of this session you will be able to:

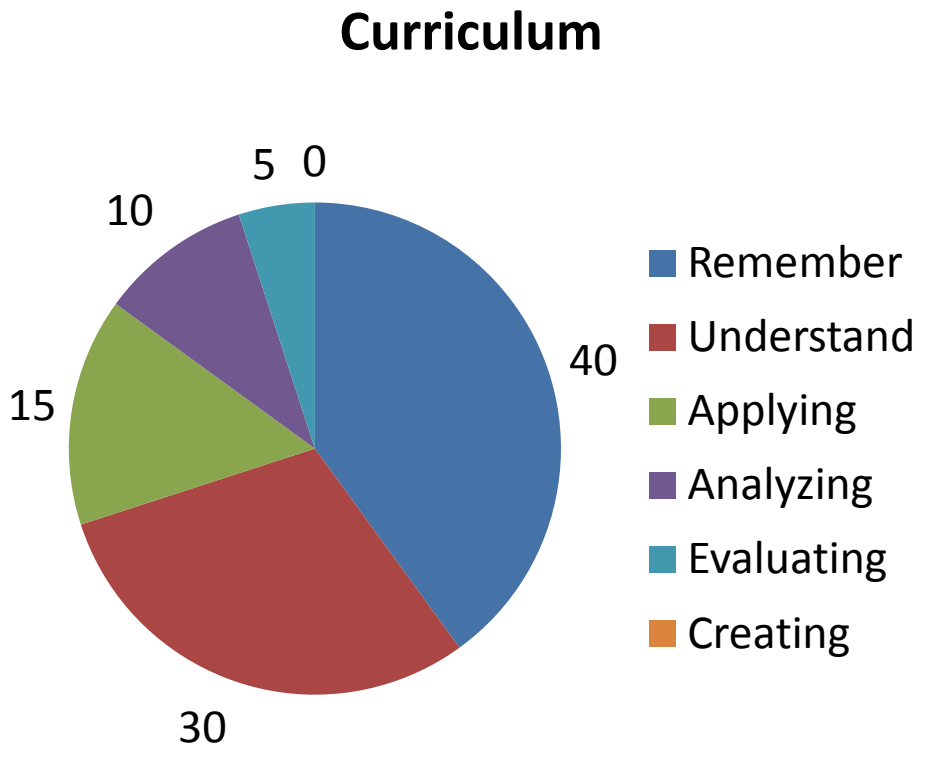
a. Explain what are learning outcomes. (Understanding)
b. Use Bloom's verbs to write learning outcomes for your course. (Applying)
c. Relate between learning outcomes, teaching strategies and effective assessment. (Analyze)

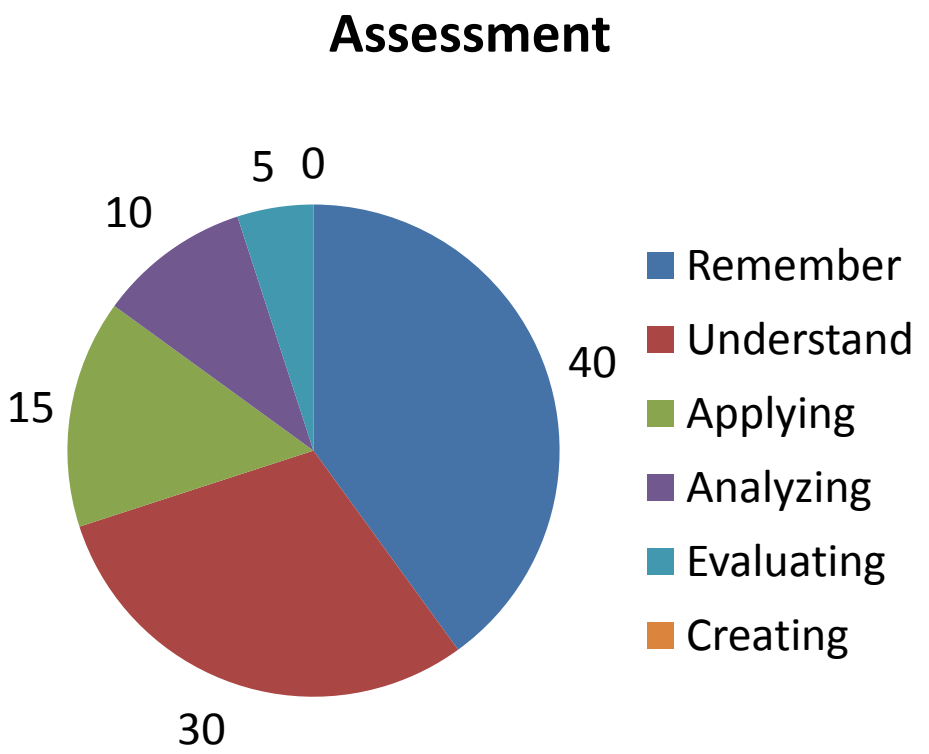
Session 3
Effective Assessment

Types of Assessment

Formative	Interim	Summative
• Interactive class discussion • Exit slip • Quiz • On the spot performance	• Chapter test • Extended essay • Project scored with a rubric	• Standardized testing • Final exam • Cumulative project • Research project

Mapping for Effective Assessment





Assessment Tools Types

Scholastic red

Teacher Resource ■ *Chart*

Assessment Tool Types

Assessment Tool	Description
Anecdotal Record	An informal record of an event or behavior observed in the classroom.
Benchmark	Standards to help a teacher determine students' progress in literacy development.
Checklist	An assessment guideline listing skills, behaviors, or characteristics to help guide and record teacher observations of students as they perform certain tasks. There are also student checklists that can be used by students for self-assessment purposes.
Conference	A meeting or conversation involving teacher, student, and/or family members to discuss a student's progress. The purpose is to facilitate one-on-one exchanges, and allow the student to express him- or herself. In a parent conference, the basic purpose is to inform parents of their children's progress and school performance.
End-of-Year Test	A formal assessment of specific skills taught during instruction throughout the year.
Journal	A notebook in which a student can write a spontaneous response to literature and/or assessment of personal progress with reading skills and strategies.
Literacy Log	A record of student literacy activities (for example "Books I Have Read") to help students keep track of his or her own reading or writing progress. Students also use the logs for recording their personal responses to the literature. In some cases, a teacher can suggest prompts for students to use to stimulate thoughts. Students may also use logs to record words that are new, interesting, and entertaining.
Oral Fluency Assessment	An informal assessment of reading to determine oral reading errors or miscues.
Observation	An informal assessment technique of watching students to identify strengths and weaknesses, patterns of behavior, and cognitive strategies. Observations help determine which students need additional support and how to adjust instruction to encourage more and better learning.
Oral Reading	An oral and silent reading assessment used for diagnosing students'

Microsoft Excel - optics 311 - table of specification

Course: Optics 311

Course Topics	No.	Objective	Learning Level						Item		
			Kn	Co	App	Any	Syn	Eva	MCQ	Restricted Essay	Extended Essay
Nature of Light	1.1	Describes the dual nature of light	x						1		
	1.2	Calculates photon's energy, wavelength, and momentum			x					1	
	1.3	Distinguishes between the different parts of an electromagnetic spectrum		x					1		
Geomatrecial Optics	2.1	Define the Hygen's Principle	x						1		
	2.2	Describes the Fermat's Principle	x						1		
	2.3	Apply Fermat's Principle to reflection			x					1	
	2.4	Apply Fermat's Principle to refraction			x					1	
	2.5	Computes the image using a plane mirror			x				1		
	2.6	Demonstrates the use of Snell's law for refraction through plane surfaces			x				1	1	
	2.7	Demonstrates the use of reflection law of a spherical mirror			x				1	1	
	2.8	Demonstrates the use of refraction laws of a spherical surface			x				1	1	
	2.9	Solve the Len's Maker equation for thin lenses			x				1	1	
	2.10	Computes the refractive power of lenses			x				1	1	
	2.11	Derives Newton's equation for thin lens			x				1		
Optical Instrumentation	3.1	Explain the operation of an optical instrument					x				1
Wave Equation	4.1	Derive the one dimensional wave equation			x				1		
	4.2	Describe the harmonic wave and its components	x						1		
	4.3	Conversion of harmonic wave to complex notation		x					1		
	4.4	Differentiate between different typs of waveforms				x			1		
	4.5	Computes the energy and power of an electromagnetic wave			x				1	1	

Sheet1 Sheet2 Sheet3

Objective	Content	Learning level						Item type					
		Re	Un	App	Ana	Eva	Cre	T/F	Match	Short ans.	MCQ	Restrict. Essay	Extend. Essay
Obj1		X (4)						4					
Obj2				X (4)							4		
Obj3			X (5)						1				
Obj4					X (4)							2	
Obj5					X (5)					5			
Obj6						X (8)							1
Total		4	5	4	9	8	0	4	1	5	4	2	1
Weight		4	5	4	9	8	0	4	5	5	4	4	8
%		13%	17%	13%	30%	27%		13%	17%	17%	13%	13%	27%
								1	5	1	1	2	8

43%

60%

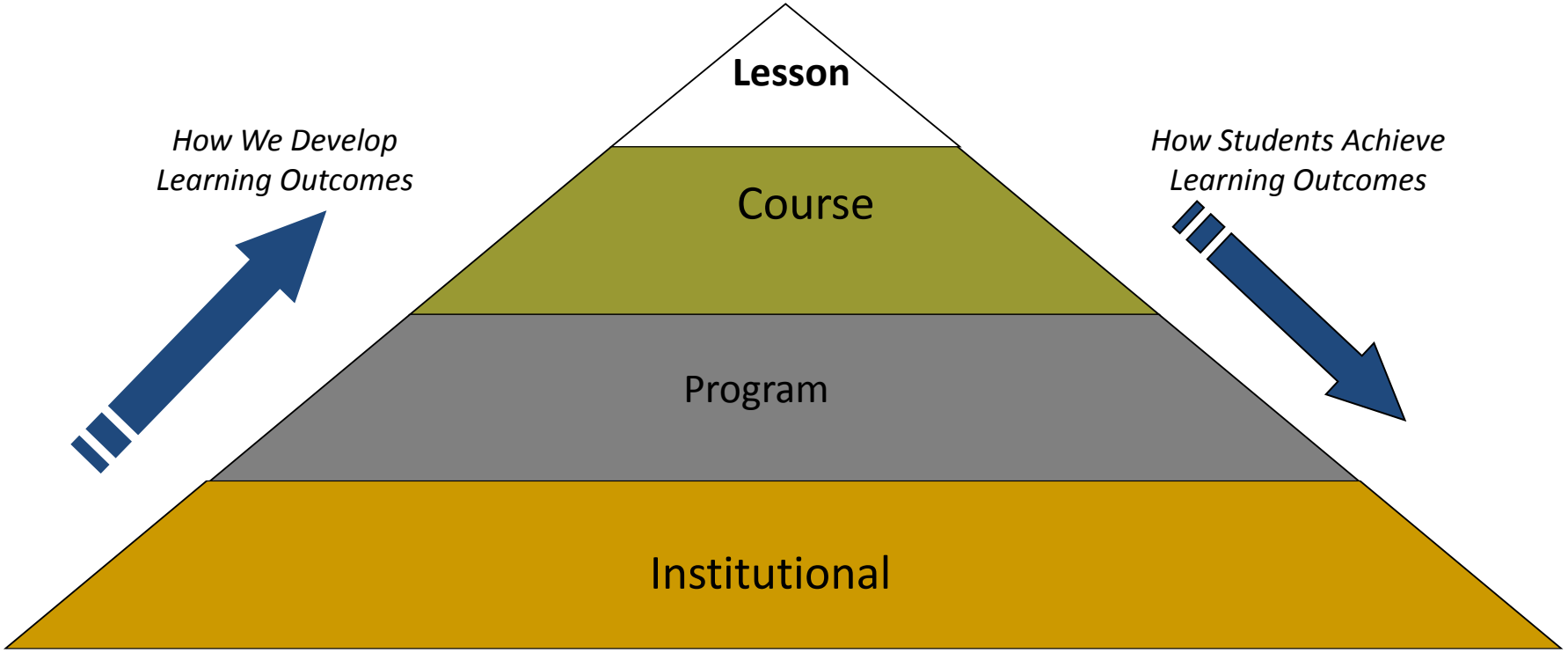
Rubrics

Presentation Rubric Referee Name/ID: _____ Student Name/ID:_____

Category	5 points / Tick	4 points / Tick	3 points / Tick	2 points / Tick
Language use and delivery Student communicates ideas effectively **Score:** ____	☐ Effectively uses eye contact ☐ Speaks clearly, effectively and confidently using suitable volume and pace. ☐ Fully engages the audience ☐ Dresses appropriately for the occasion ☐ Selects rich and varied words	☐ Maintain eye contact ☐ Speaks clearly and uses suitable volume and pace. ☐ Take steps to engages the audience ☐ Dresses appropriately ☐ Selects appropriate words	☐ Partial eye contact ☐ Speaks clearly and unclearly in different positions ☐ Occasionally engages the audience ☐ Dresses inappropriately ☐ Selects inappropriate words	☐ Uses eye contact ineffectively ☐ Fails to speak clearly and audibly and uses unsuitable pace. ☐ Does not engages audience ☐ Dresses inappropriately for the occasion ☐ Selects inappropriate words
Organization and preparation The student exhibits logical organization **Score:** ____	☐ Introduces topic clearly and creatively ☐ Maintains clear focus on topic ☐ Effectively includes smooth transitions to connect key points ☐ Ends with logical, effective and relevant conclusions ☐ Finished within 30 seconds (0:30) of required time	☐ Introduces the topic clearly ☐ Maintains focus on the topic ☐ Includes transitions to connect key points ☐ Ends with coherent conclusion based on evidence ☐ Finished 31-60 (0:31 - 1:00) too short or too long from required time	☐ Introduces the topic ☐ Somewhat maintains focus on the topic ☐ Includes some transitions to connect key points ☐ Ends with a conclusion based on evidence ☐ Finished 61-90 (1:01 – 1:30) seconds too short or too long from required time	☐ Does not clearly introduces the topic ☐ Does not maintains focus on the topic ☐ Uses ineffective transitions that rarely connect points ☐ Ends without a conclusions ☐ Finished too short or too long from required time by 91 seconds or more (1:31 or more)
Content The student explains the process and findings of the project and the resulting learning **Score:** ____	☐ Clearly defines the topic and its significance ☐ Supports the topic and key findings with an analysis or relevant and accurate evidence ☐ Provides evidence of extensive and valid research with multiple and varied sources ☐ Speaker clearly knew topic ☐ Combine and evaluate existing ideas to form new insights	☐ Clearly defines the topic ☐ Supports the topic and key findings with evidence ☐ Present evidence of valid research with multiple sources ☐ Speaker generally knew topic ☐ Combine existing ideas to form new insights	☐ Defines the topic or thesis ☐ Supports topic with evidence ☐ Present evidence of research with sources ☐ Speaker knew topic some of the time ☐ Combine existing ideas	☐ Does not clearly defines the topic or thesis ☐ Does not supports the topic with evidence ☐ Present little or no evidence of valid research ☐ Speaker does not seem to know topic ☐ Show little evidence of the combination of ideas
PowerPoint & Visuals (AUDIO/ VISUAL) **Score:** ____	☐ Font choice and size very clear and easy to read ☐ Contains only relevant information, not entire sentences ☐ Did not read from the A/V most of the time	☐ Font choice and size clear and easy to read ☐ Contains most of information needed to make the point ☐ Reads from the A/V part of the time	☐ Font choice and size somewhat clear and easy to read ☐ Contains some of information needed to make the point ☐ Read from the A/V most of the time	☐ Font choice and size not very clear nor easy to read ☐ Contains very little of information needed to make the point ☐ Read from the A/V throughout the entire speech

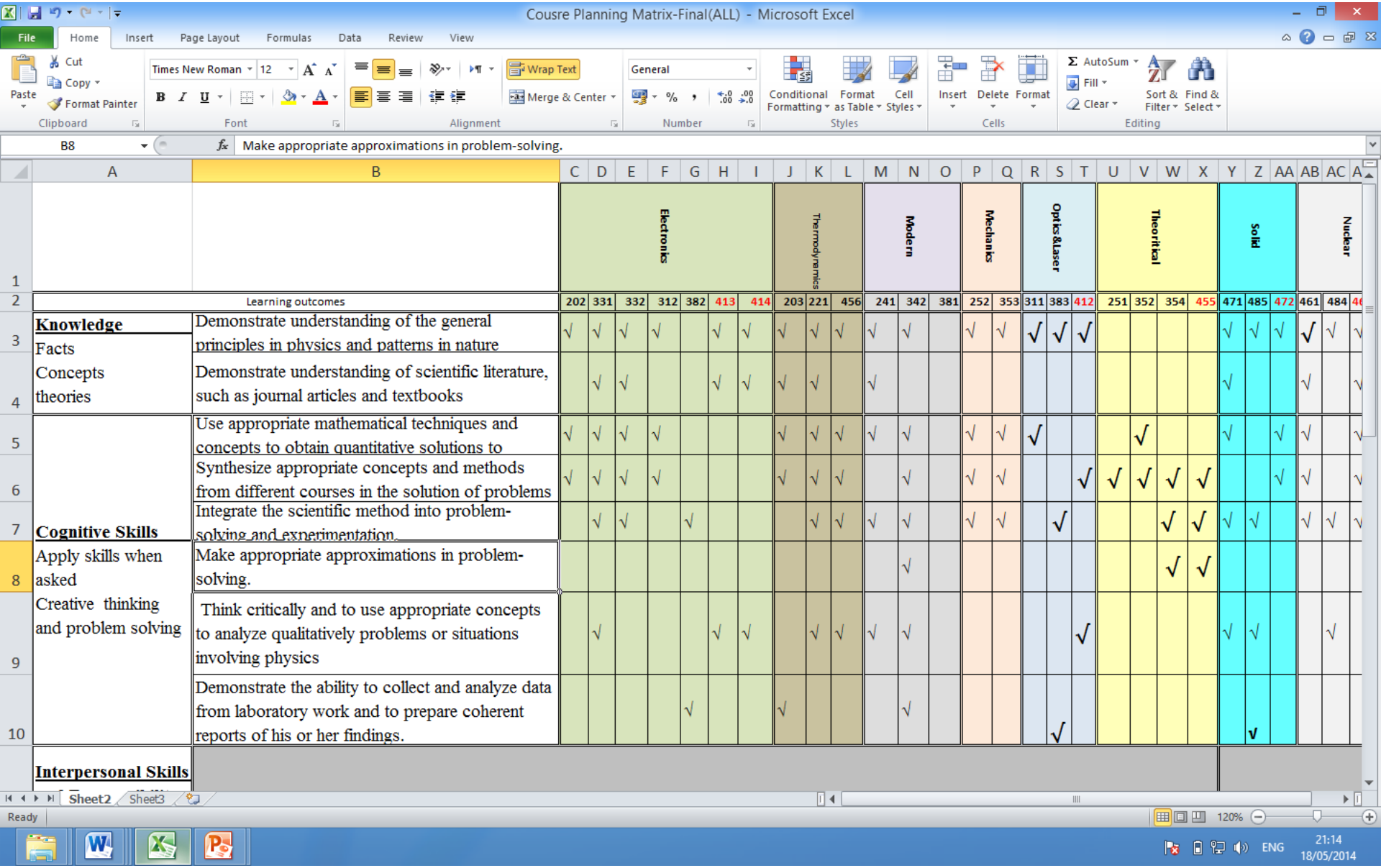
Session 4
Course Specification Form

Learning Outcomes



Adapted from Huba and Freed (2000), p. 108.

Curriculum Mapping



Curriculum Mapping

PROGRAM LEARNING OUTCOMES Students will be able to:	COURSE / LEARNING EXPERIENCE 1	COURSE / LEARNING EXPERIENCE 2	COURSE / LEARNING EXPERIENCE 3	►
OUTCOME A	**I**		**R**	
OUTCOME B		**I**	**R**	**E**
OUTCOME C		**IRE**		
▼				

I: Introduced **R: Reinforced** **E: Emphasized**

Course Specification

A. Course Identification and General Information

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	☐	What percentage?	☐
b. Blended (traditional and online)	☐	What percentage?	☐
c. e-learning	☐	What percentage?	☐
d. Correspondence	☐	What percentage?	☐
f. Other	☐	What percentage?	☐

Comments:

Course Specification

B. Objectives

1. What is the main purpose for this course?
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

Course Specification

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Mathematics of Wave motion	3	9

2. Course components (total contact hours and credits per sem):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours						
Credit						

3. Additional private study/learning hours expected for students per week.

Course Specification

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
2.0	Cognitive Skills		
3.0	Interpersonal skills and responsibility		
4.0	Communication, Information technology, numerical skills		
5.0	Psychomotor skills		

Course Specification

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1			
2			
3			
4			

Course Specification

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Course Specification

E. Learning Resources

1. List Required Textbooks
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Course Specification

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

2. Computing resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Course Specification

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
3 Processes for Improvement of Teaching
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Course Specification

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Session 5
Course Report Form

Course Report Form

1. Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned

2. Consequences of Non Coverage of Topics For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.		
Topics (if any) not Fully Covered	Effected Learning Outcomes	Possible Compensating Action

Course Report Form

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1.			

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

Course Report Form

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)			
List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	

Course Report Form

C. Results

1. Distribution of Grades			
Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A			
B			
C			
D			
F			
Denied Entry			
In Progress			
Incomplete			
Pass			
Fail			
Withdrawn			
2. Analyze special factors (if any) affecting the results			

Course Report Form

C. Results

3. Variations from planned student assessment processes (if any) (see Course Specifications).	
a. Variations (if any) from planned assessment schedule (see Course Specification)	
Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
Variation	Reason

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion

Course Report Form

D. Resources and facilities

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.

Course Report Form

F Course Evaluation

1 Student evaluation of the course (Attach survey results report)
a. List the most important recommendations for improvement and strengths
b. Response of instructor or course team to this evaluation
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)
a. List the most important recommendations for improvement and strengths
b. Response of instructor or course team to this evaluation

Course Report Form

G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis

2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible