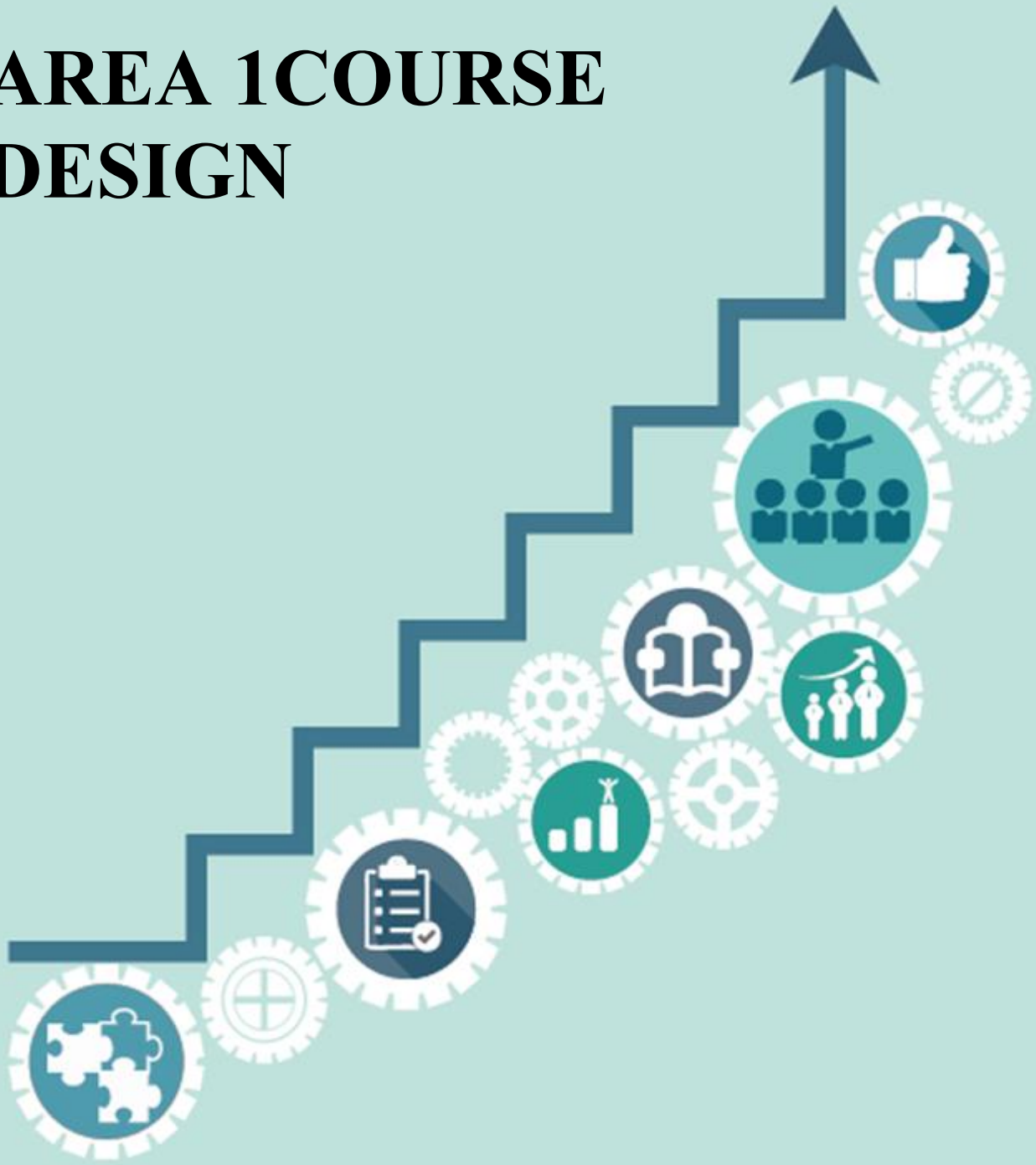
مركز تطوير التعليم الجامعي
Center for Teaching & Learning Development

AREA 1COURSE DESIGN



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1.1 Mentee Observation Record

COMPLETED BY MENTEE

Use this record when observing a COURSE SPECIFICATION of your colleague

Course details

Course name		Course code/number	
Credit hours		Year of study	
Postgraduate or undergraduate/ program		Prerequisites	

1. Are the learning outcomes of the course clear? Why?

2. Are the teaching strategies and learning resources/environment that are used suitable? Why?

3. Are the assessment methods and grading set suitable? Why?

4. Are there any action plans to do things differently?

1.2 Mentee Observation Record

COMPLETED BY MENTEE

Use this record to plan the writing of your COURSE SPECIFICATION

Course name		Course code/number	
Credit hours		Year of study	
Prerequisites		Postgraduate or undergraduate/ program	

1. What is your theory and concept in designing the course?

2. What are the learning outcomes (what do you want the students to achieve)?

3. What are the teaching strategies used to achieve the intended learning outcomes?

4. What assessment methods are used to assess the intended learning outcomes?

5. Source of knowledge: On which workshop session or experience or literature have you developed your COURSE SPECIFICATION?

1.3 Mentor Observation Record

COMPLETED BY MENTOR

Use this record to provide mentee with feedback on his or her COURSE SPECIFICATION

Course name		Course code/number	
Credit hours		Year of study	
Prerequisites		Postgraduate or undergraduate/ program	

1. Evaluate the constructive alignment of the course.

2. Are the learning outcomes addressing the Domains of Learning according to the National Framework of the KSA follow the constructive alignment?

3. Are the teaching strategies/learning resources that are used aligned with the learning outcomes?

4. Are the assessment methods aligned with the learning outcomes?

Strengths and Areas of Development in Area 1

Major component of course design	Strengths	Areas of development
Course design theory and concept Course design level in relation to the program Setting learning outcomes Teaching activities, content of learning and strategies Learning resources and facilities used (accuracy, relevance, up to students' level) Assessment tasks, feedback design and grading scheme Other issues:		

COURSE SPECIFICATION #1 attached

Mentee signature ---------- Date ----------

Mentor signature ---------- Date ----------

1.4 Mentee Reflection and Action Plan Record

COMPLETED BY MENTEE

Following your mentor's feedback and discussion, use this record to reflect and set action plans

1. According to previous discussion with your mentor, comment on what worked well. Why did it work well?

2. According to previous discussion with your mentor, comment on what did not work well. Why?

Actions to improve course design	How to achieve	Target time

COURSE SPECIFICATION #2 attached

Mentee signature ---------- Date ----------

Mentor signature ---------- Date ----------