Course name:

Your name  
Unit  
School

COURSE PLAN

Use these themes when writing your own course plan. The learning assignments in *Course Design* course relate to different aspects of the course plan, i.e. you don’t have to fill in each topic of the course plan right away but you’ll do that incrementally during the course. Remember to provide arguments for your pedagogical choices!

The final course plan, which you’ll submit at the end of this course should include (at least) following things:

1. Basic information:
   1. Name of the course
   2. Amount of ECTS
   3. Teaching period(s) when the course is taught
   4. Language of the course
   5. Target group (Bachelor's / Master's course / Doctoral course)
   6. The number of students (approximately)
   7. Is the course elective or mandatory
2. Course connections on:
   1. Course connections on other courses: which programme/major/minor/module course belongs to, connections with other courses?
   2. What kind of previous knowledge (or courses) is required from the students? What kind of knowledge/skills does the course offer to other courses (e.g., is the course a pre-requisite for some other course(s)
   3. Course connections on program level learning outcomes (you can use Table 1, for example)
3. Intended learning outcomes (including also skills such as group working, presentation skills etc.) (you can use Table 2)
   1. especially look into how sustainability and SDG ‘s promoted in your course
4. Content (for example core content analysis) (you can use Table 3)
5. Teaching methods (you can use Table 2)
   1. Give examples of teaching sessions, assignments ….
   2. How do you use digital tools/platforms in your course (e.g. Wiki, MyCourses, Adobe Connect, A+, Rubric, Presemo…)
6. Assessment: methods, criteria, scale (you can use Table 2)
7. Course workload (both from students and the teachers side)
8. Study wellbeing (how do you support study wellbeing?)
9. Materials used during the course
10. How & when & on what you give feedback to students?
11. How & when & on what students give feedback to course teacher(s) and how is it utilized?
12. Include to your plan a description of the field that students are going to be working after they graduate. What kind of competencies and knowhow they are likely to need? What is the ultimate goal of the training, employment after graduation or further to working career that is going to be at least 20-45 years after graduation? What is your conception about the expertise in the field you teach and how does it show in your own course?

Table 1 Course in relation to program level learning outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Program level intended learning outcomes | | |
|  |  | Program ILO1 | Program ILO2 | Program ILO3 |
|  | ILO1 | Introduced | - | Emphasized |
|  | ILO2 |  |  |  |
|  | ILO3 |  |  |  |

Table 2 Alignment check

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Teaching method | Learning  activity | Assessment (scale, who assesses, formative/summative assessment, emphasis on the final grade …) | Feedback to students (who provides feedback, feedback on the process or the end product … | Feedback to the teacher |
| ILO1 |  |  |  |  |  |
| ILO2 |  |  |  |  |  |
| ILO3 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Table 3 Core content analysis

|  |  |  |  |
| --- | --- | --- | --- |
|  | Must know | Should know | Nice to know |
| Knowledge |  |  |  |
| Skills |  |  |  |
| Attitudes |  |  |  |