A Guide to Terms Associated with the Course Outline/Templates

Course Title: This is the full title of the course.

Course code (MC): An alphanumeric code assigned to a course offered by the Institute. The MC normally uses the subject code as a prefix, followed by four digits, where the first digit indicates the level of the course.

Department: The academic unit responsible for administering the course.

Credit Points: The number of credit points assigned for the course.

Contact Hours: The total number of contact hours that students are expected to spend under guidance in structured course activities (e.g. face-to-face, blended learning, on-line, etc.) will normally be 39 hours for a module of 3 cp.

Pre-requisite(s): (If applicable) Students must pass these courses before they are allowed to take the current course. Please state the course titles and codes (if any).

Medium of Instruction: The language in which teaching, learning, and assessment takes place.

Level: Courses present different degrees of challenge and complexity. This category indicates the degree of difficulty and complexity the course has been assigned by the department (Level 1 – Foundation, Level 2 – Intermediate, Level 3 – Advanced). A higher level number indicates a higher degree of complexity and challenge. Courses with higher levels are generally taken by more experienced students.

Synopsis: This summarizes the scope of the course content and activities.

Course Intended Learning Outcomes (CILOs): Statements that identify what students will know, be able to do and value by the end of the course. They must reflect the level of the course and contribute to the development of programme outcomes.

CILOs should be explicit statements that can guide the development of content and learning and assessment activities. To facilitate this, two tables have been provided that can be used to link CILOs with content, activities, course sequence and assessment.

Please note: Many excellent and desirable results of teaching, learning and assessment may not be directly assessable within the context of the course. HKIEd encourages colleagues to aim for such results. In this context, though, CILOs describe those results that allow for direct evidence of achievement within the course through assessment and structured observation.
Because designing CILOs is a challenging process, here are some guidelines:

1. Each programme will have an agreed set of learning outcomes representing the distinctive characteristics of graduates at the end of the programme as well as subject outcomes for the respective Majors or areas of studies in the programme. Course writers need to be aware of these and how their courses contribute to them.

2. Keep the number of CILOs to a manageable size. Cover the relevant content and skills without becoming atomistic.

3. When generating CILOs, ask yourself the following questions:
   ▪ What subject learning outcomes does this course draw on from all the learning outcomes relevant to my discipline?
   ▪ How do these outcomes complement other learning outcomes in the course?
   ▪ What facts, information or knowledge, do I want my students to learn in this course?
   ▪ What generic learning outcomes will be relevant to this course?
   ▪ What personal attributes, values, dispositions do they need to develop required for lifelong learning?

4. Some general characteristics of effective CILOs:
   ▪ Appropriate to level
   ▪ Achievable within time available
   ▪ Essential or significant
   ▪ Assessable/observable
   ▪ Clearly expressed

5. A well-written CILO is likely to contain the following components:
   ▪ A verb that indicates what the learner is expected to be able to do by the end of the period of learning.
   ▪ Word(s) that indicate on what the learner is acting or with what the learning is interacting.
   ▪ Word(s) that qualify the context and standards.

6. Some examples of CILOs:
   At the end of the course, the learner will be able to:
   ▪ Use theoretical frameworks of history to make independent interpretations of the development of cultural assumptions, values and practices (History).
   ▪ Design, evaluate, and use a variety of instructional media and technology (Education).
   ▪ Accurately use social scientific concepts to describe and analyze what you observe (Sociology).
   ▪ Identify diverse patterns in social life and explain how social, political, economic, and cultural forces contribute to their emergence (Sociology).

**Teaching Content:** This is the carefully selected and organized material that is covered through the course. Content should meet at least two criteria; it must:
   ▪ Allow the course aim to be met.
   ▪ Facilitate students’ achievement of CILO’s.
Teaching and Learning Activities (TLAs): These are the planned opportunities for students to progress towards mastery of the course content and associated skills. TLAs may assume various forms such as lectures, tutorials, debates, small-group work, practicums, rehearsals, problem-based learning activities, etc. It is of critical importance that the course TLAs are informed by both the course aim and the CILO’s.

Assessment: At the course level, assessment is the process of collecting, analyzing, interpreting, reporting, and using evidence of student achievement. Assessment strategies/methods may assume various forms, such as performance projects, examinations, case studies, term papers, etc. These methods стратегій must provide opportunities for students to demonstrate the degree to which they have achieved the CILOs. The entire assessment process must be conducted using valid, ethical, and consistent methods that are closely informed by the course outcomes and professional standards.

1. Three essential characteristics of course assessments are that they:
   - Measure students’ achievement of the CILOs.
   - Employ a defensible set of criteria.
   - Yield a useful indicator of student performance.

2. Course assessment is typically performed to satisfy four purposes:
   - Formative: provide immediate feedback to increase students’ learning and development.
   - Summative: evaluate students’ degree of outcomes achievement.
   - Developmental: improve the quality of the course and of instruction.
   - Institutional: provide evidence that may inform quality initiatives at subject, programme, and institutional levels.

Required Text(s): The text(s) associated with the course. Colleagues should regularly check for new additions or updates to a text and discuss their choice of text(s) among themselves. In selecting a new text or reviewing what you currently use, reflect on how well the text:
   - supports the aims of the course.
   - enables the achievement of the CILOs.

Recommended Readings: Supplementary material that may enhance students’ mastery of outcomes or extend their understanding and skills beyond what is offered through the requirements of the course.

Related Journals: Peer-reviewed and other professional publications that may provide students with current research relevant to the course.

Related Web Resources: Websites, newsgroups, and other net resources that have strong relevance to the course and may serve to enhance the teaching, learning and assessment therein.

A word of caution: Web resources are often neither edited nor subject to peer-review; great care and responsibility must be taken in reviewing and selecting appropriate web-resources.

Other: Any additional elements of the course outside the defined categories that should be made explicit.