

**Course Design**

**Workbook**

2023/24

**Tutor name:**

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# Dear Tutor,

This workbook has been designed to help you with your course design planning. Everything in it is also available in the lengthier Course Design Guidance document for your subject stream but you may find it easier to print and use this shorter version to make and keep your handwritten notes in, referring to the longer guidance as and when necessary.

There is no need to replicate your ideas across both booklets, so feel free to use whichever format suits you best.

# Training Overview

**Planning**

* What will pupils know/be able to do by the end of a tutorial/programme?
* What will you include and why?

**Participation**

* What will pupils do?
* What will you be doing?

**Progress**

* How will you know what pupils have learnt?
* How will you support them?

# Module 2: Planning a Scholars Programme Course

Backwards Planning

* Backward Design or ‘Backwards Planning’ refers to the process of planning a course or sequence of learning, where the designer focuses on the desired end result of the project first.
* Rather than beginning the planning process with a focus on a specific subject area or a series of activities, the design process begins by asking what learners should be able*to understand and do* at the end of the course.
* Before deciding that, think about why studying your research area is important and exciting.

Use this space to consider the big whys of your research by thinking about the following questions:

|  |
| --- |
|  |

Concept Mapping

Use this space to begin concept mapping the main ideas that will form the basis of your course

Course Aims

NB: this can be directly added to your Course Design Template following the training.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Aims** | | | |
| **Course Aims:** | What will your scholars understand by the end of the programme (subject knowledge)? | What will your scholars be able to do by the end of the programme (skills)? | What language will your scholars be able to use by the end of the programme? |

Draft Assignments

NB: this can be directly added to your Course Design Template following the training.

|  |  |  |
| --- | --- | --- |
| **Assignments** | | |
| **Assignment Titles** | **Final Assignment Title (Session 2)** | **Baseline Assignment Title (Session 2)** |
| **What the assignment should include:** |  | \*Your baseline assignment should allow you test some of the subject knowledge and most, if not all, of the academic skills you have identified above. |

Tutorial Outcomes

NB: this can be directly added to your Course Design Template following the training.

\*remember to review your course aims to ensure your outcomes and assignments supports pupil progress towards these aims

|  |  |
| --- | --- |
| **Tutorial 1** | |
| **Secondary Concept from concept map covered in this tutorial** | **Tutorial Outcomes** |
| **Tutorial 2** | |
| **Secondary Concept from concept map covered in this tutorial** | **Tutorial Outcomes** |
| **Tutorial 3** | |
| **Secondary Concept from concept map covered in this tutorial** | **Tutorial Outcomes** |
| **Tutorial 4** | |
| **Secondary Concept from concept map covered in this tutorial** | **Tutorial Outcomes** |

Tutorial Details

On the next page is a suggested planning template for your tutorials. Please feel free to copy this as many times as you need to plan your tutorials.

The Course Design Template will ask you to outline the main case studies/sources and activities each tutorial will include.

**Tutorial Planning Template**

**Tutorial Number:**

**Tutorial Objectives:**

**Starter**

* Hook students’ interest
* Check what they’ve retained from the previous tutorial

**Learning Activities**

* Deliver the key concepts of the tutorial
* Consider how students can experience independent or university-style learning

**Application Activities**

* Plan opportunities for students to actively engage with the content
* Encourage student-led and university-style learning

**Plenary**

* Allow students to demonstrate that they have met the tutorial objectives
* Plan opportunities to assess students’ understanding

**Checking Understanding Question**

* Are they ready to learn new content?

**Resources**

**Hinge Point Activity**

* How can students demonstrate an understanding of the key concepts?

**Resources**

**Checking Understanding Question**

* How can students demonstrate an understanding of the key concepts?

**Resources**

**Checking Understanding Question**

* How successfully have students met the tutorial objectives?

**Resources**

**Tutorial Notes**

* Plan your next tutorial based on students’ progress in this tutorial

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