

Designing and Assessing Courses and Curricula

A PRACTICAL GUIDE

Third Edition

Robert M. Diamond

Designing And Assessing Courses And Curricula A Practical Guide 3rd Third Edition

Susan Toohey



Designing And Assessing Courses And Curricula A Practical Guide 3rd Third Edition:

Designing and Assessing Courses and Curricula Robert M. Diamond, 2008-08-11 *Designing and Assessing Courses and Curricula* reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels This thoroughly revised and expanded third edition of the best selling book positions course design as a tool for educational change and contains a wealth of new material including new chapters case examples and resources

Practical Guide to the Evaluation of Clinical Competence E-Book Eric S. Holmboe, Steven James Durning, 2023-11-24 Offering a multifaceted practical approach to the complex topic of clinical assessment *Practical Guide to the Assessment of Clinical Competence 3rd Edition* is designed to help medical educators employ better assessment methods tools and models directly into their training programs World renowned editors and expert contributing authors provide hands on authoritative guidance on outcomes based assessment in clinical education presenting a well organized diverse combination of methods you can implement right away This thoroughly revised edition is a valuable resource for developing implementing and sustaining effective systems for assessing clinical competence in medical school residency and fellowship programs Helps medical educators and administrators answer complex ongoing and critical questions in today s changing medical education system Is this undergraduate or postgraduate medical student prepared and able to move to the next level of training To be a competent and trusted physician Provides practical suggestions and assessment approaches that can be implemented immediately in your training program tools that can be used to assess and measure clinical performance overviews of key educational theories and strengths and weaknesses of every method Covers assessment techniques frameworks high quality assessment of clinical reasoning and procedural competence psychometrics and practical approaches to feedback Includes expanded coverage of fast moving areas where concepts now have solid research and data that support practical ways to connect judgments of ability to outcomes including work based assessments clinical competency committees milestones and entrustable professional assessments EPAs and direct observation Offers examples of assessment instruments along with suggestions on how you can apply these methods and instruments in your own setting as well as guidelines that apply across the medical education spectrum Includes online access to videos of medical interviewing scenarios and more downloadable assessment tools and detailed faculty guidelines An eBook version is included with purchase The eBook allows you to access all of the text figures and references with the ability to search make notes and highlights and have content read aloud

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Book Review Digest ,2002 [Assessing Student Learning](#) Linda Suskie, 2018-02-13 *Assessing Student Learning* is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful

greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves

Best Practices in Designing Courses with Open Educational Resources Olena Zhadko, Susan Ko, 2019-12-05 Best Practices in Designing Courses with Open Educational Resources is a practical guide that assists faculty and institutions looking to adopt and implement open educational resources OER and to foster meaningful effective learning experiences through the course design process Chapters loaded with tips case examples and guidance from practitioners advise readers through each step necessary for sustainable OER initiatives from preliminary planning and course redesign through teaching learning and faculty development Written by two authors with direct experience in training higher education professionals to use OER this is a comprehensive resource for faculty instructional designers course developers librarians information technologists and administrators hoping to rethink and refresh their curricula by moving beyond traditional textbooks An authors website expands the book with resources templates and examples of implementation models including faculty development workshop OER materials that can be adopted by readers

The Blended Course Design Workbook Kathryn E. Linder, 2023-07-03 Blended also called hybrid classrooms in which face to face interaction is intentionally combined with online activities to aid student learning are becoming more and more common Most recently flipped classrooms have become a popular method for teaching because more time for active learning in class can be gained by moving content delivery such as lecture to outside of class homework using technology tools such as video or lecture capture The blended model is proving to be an environment that provides more self directed technology mediated learning experiences for students who will be incorporating technology more and more into their professional lives post college The Blended Course Design Workbook meets the need for a user friendly resource that provides faculty members and administrators with instructions activities tools templates and deadlines to guide them through the process of revising their traditional face to face course into a blended format Providing a step by step course design process that emphasizes active learning and student engagement this book will help instructors adapt traditional face to face courses to a blended environment by guiding them through the development of course goals and learning objectives assignments assessments and student support mechanisms with technology integration in mind It will also help instructors choose the right technologies based on an instructor s comfort level with technology and their specific pedagogical needs The book will help each instructor who uses the text to develop a unique course by making choices about their course design based on student

learning needs for their chosen topic and discipline Every component of the workbook has been piloted with faculty designing and implementing blended courses and then revised to better meet the needs of faculty across a range of comfort levels with technology use The Blended Course Design Workbook includes detailed instructions for each stage of course design alongside specific activities that the reader can complete The book is unique because it facilitates a step by step process for blended course design with specific templates and tools that can be used across disciplines

How to Design a Vocational Curriculum Nasta Tony, 2017-01-19 A practical guide that offers solutions to the problems of designing and implementing a vocational curriculum It supplies an interpretation of all major changes taking place in the vocational curriculum particularly regarding GNVQs and provides assistance with programme submission

High Structure Course Design Justin Shaffer, 2025-06-03 STEM educator Justin Shaffer shares research backed strategies that help instructors design engaging high impact STEM courses to support student success

Designing Courses for Higher Education Susan Toohey, 1999-05-16 What issues need to be considered in designing a course or unit of study in higher education Who should be involved in designing a course and how can they best work together What should students get out of a course Susan Toohey focuses not on teaching techniques but on the strategic decisions which must be made before a course begins She provides realistic advice for university and college teachers on how to design more effective courses without underestimating the complexity of the task facing course developers In particular she examines fully the challenges involved in leading course design teams getting agreement among teaching staff and managing organizational politics She also explores the key role played by academics own values and beliefs often unexamined in shaping course design and student experience In doing so she offers course designers both an understanding and a framework within which to clarify their own teaching purposes Designing Courses for Higher Education is an accessible jargon free text providing practical assistance and enlivened by many examples of innovative practice and interviews with academics involved in course design It is a key resource for college and university teachers

Designing and Teaching Undergraduate Capstone Courses Robert C. Hauhart, Jon E. Grahe, 2014-12-02 Enrich your students and the institution with a high impact practice Designing and Teaching Undergraduate Capstone Courses is a practical research backed guide to creating a course that is valuable for both the student and the school The book covers the design administration and teaching of capstone courses throughout the undergraduate curriculum guiding departments seeking to add a capstone course and allowing those who have one to compare it to others in the discipline The ideas presented in the book are supported by regional and national surveys that help the reader understand what is common what is exceptional what works and what doesn't within capstone courses The authors also provide additional information specific to different departments across the curriculum including STEM social sciences humanities fine arts education and professional programs Identified as a high impact practice by the National Survey of Student Engagement NSSE and the Association of American Colleges and Universities LEAP initiative capstone courses

culminate a student's final college years in a project that integrates and applies what they've learned. The project takes the form of a research paper, a performance, a portfolio, or an exhibit and is intended to showcase the student's very best work as a graduating senior. This book is a guide to creating for your school or department a capstone course that ties together undergraduate learning in a way that enriches the student and adds value to the college experience. Understand what makes capstone courses valuable for graduating students. Discover the factors that make a capstone course effective and compare existing programs both within academic disciplines and across institutions. Learn administrative and pedagogical techniques that increase the course's success. Examine discipline-specific considerations for design, administration, and instruction. Capstones are generally offered in departmental programs but are becoming increasingly common in general education as well. Faculty and administrators looking to add a capstone course or revive an existing one need to understand what constitutes an effective program.

Designing and Teaching Undergraduate Capstone Courses provides an easily digested summary of existing research and offers expert guidance on making your capstone course successful. *Effective Unit Design for Higher Education Courses* Sharon A. Cooper, Siva Krishnan, 1920-04-20. A clear and concise course design is integral to effective student learning; however, designing curriculum can be a daunting task for academics. *Effective Unit Design for Higher Education Courses* is a practical resource based on theoretical foundations designed to assist both professional course designers and academics with varied levels of curriculum design and development experience or background in higher education units and courses. This book provides a variety of practical advice, skills, and resources to assist academics in designing curriculum that focuses on enhancing student learning. Readers are given a range of evidence-based developmental tools that challenge some of the currently accepted conventions behind unit design. Appropriate for any skill level, this book is designed to provide an accessible and structured process to design or revitalise high-quality units of study. Chapters cover a range of topics including developing assessment methods, strategies for providing feedback, and evaluating unit design. The book has been structured to follow a design process, but as unit design is non-linear, chapters can be read in any order depending on interest or need. An essential guide for curriculum designers of all skill and experience levels, this book will appeal to all higher education academics tasked with an aspect of unit design.

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Developing a Curriculum Audrey Nicholls,S. Howard Nicholls,1978

Designing and Teaching Undergraduate Capstone Courses Robert C. Hauhart,2015 Enrich your students and the institution with a high impact practiceDesigning and Teaching Undergraduate Capstone Courses is a practical research backed guide to creating a course that is valuable for both the student and the school The book covers the design administration and teaching of capstone courses throughout the undergraduate curriculum guiding departments seeking to add a capstone course and allowing those who have one to compare it to others in the discipline The ideas presented in the book are supported by regional and national surveys that help the reader understand what s common what s exceptional what works and what doesn t within capstone courses The authors also provide additional information specific to different departments across the curriculum including STEM social sciences humanities fine arts education and professional programs Identified as a high impact practice by the National Survey of Student Engagement NSSE and the Association of American Colleges and Universities LEAP initiative capstone courses culminate a student s final college years in a project that integrates and applies what they ve learned The project takes the form of a research paper a performance a portfolio or an exhibit and is intended to showcase the student s very best work as a graduating senior This book is a guide to creating for your school or department a capstone course that ties together undergraduate learning in a way that enriches the student and adds value to the college experience Understand what makes capstone courses valuable for graduating students Discover the factors that make a capstone course effective and compare existing programs both within academic disciplines and across institutions Learn administrative and pedagogical techniques that increase the course s success Examine discipline specific considerations for design administration and instruction Capstones are generally offered in departmental programs but are

becoming increasingly common in general education as well Faculty and administrators looking to add a capstone course or revive an existing one need to understand what constitutes an effective program Designing and Teaching Undergraduate Capstone Courses provides an easily digested summary of existing research and offers expert guidance on making your capstone course successful *Course Design* George J. Posner, Alan N. Rudnitsky, 1997 Bridging theory and practice in curriculum development Course Design provides teachers with invaluable concepts and skills for planning effective courses The goal of the book is to help the reader become a flexible yet systematic curriculum planner by developing a greater awareness of the important decisions to be made and the alternative options available at each stage of decision making The authors begin with a set of guidelines for developing a course and then lead readers through a step by step process of developing an actual course or unit of their own The seventh edition features significant new coverage of state and national standards and of multiple intelligences

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