International Best
Practice in Building
Course Outlines

Ministry Of Education & Higher Education
Project Coordination Unit (PCU) : QIF – Education to Work Transition Project (E2WTP)
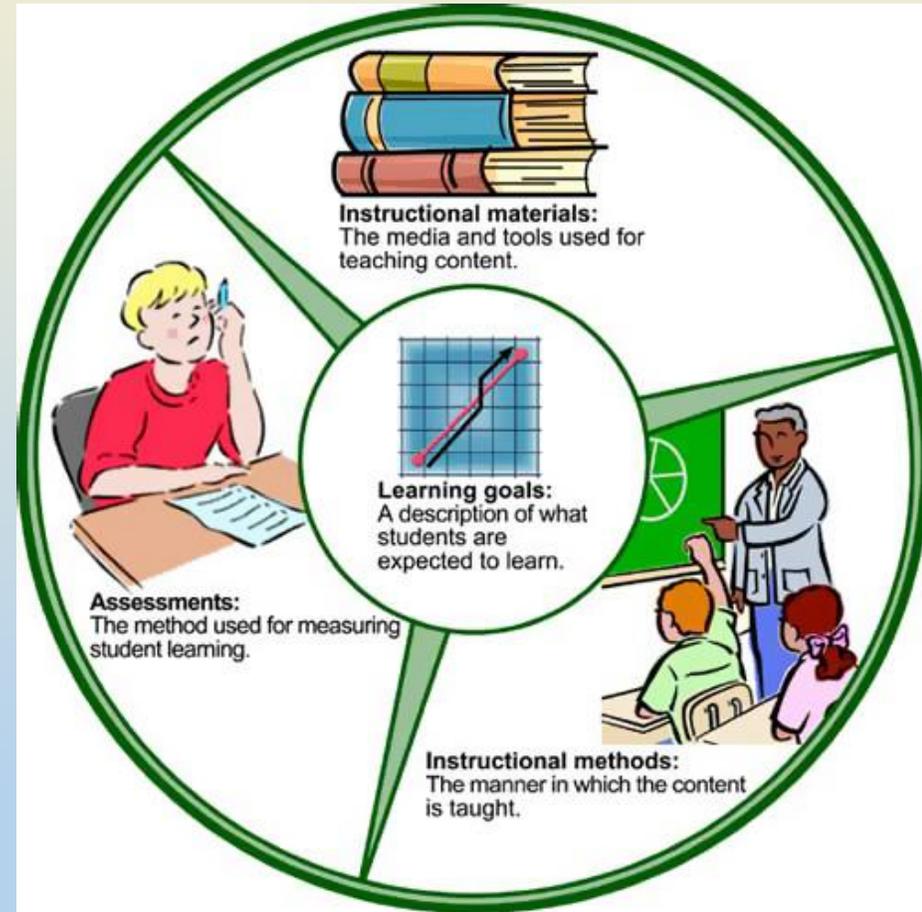**[Partnership Mentoring Consultant] – Building Course Outline**

Course Outline (Main Content)

1- General Information and Introduction - State Main Learning Objectives

2- State Anticipated Essential Employability Skills

3- Specify Learning Outcome

4- Specify Instructional Tools

5- Specify Evaluation / Assessment Tied to the Learning Outcome

6- Recommended Resources

7- Policies

Instructional materials:
The media and tools used for teaching content.

Learning goals:
A description of what students are expected to learn.

Assessments:
The method used for measuring student learning.

Instructional methods:
The manner in which the content is taught.

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Course outlines are intended to provide students with an overall plan for a course to enable them to function

efficiently and effectively in the course

1- General Information and Introduction

- **A brief statement on the general learning objectives of the course, subject area and application of acquired learning.**

- **The rationale for the sequence of the course, especially if there is not an assigned text in chapter sequence (e.g., an historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications).**

- **A description of the topics to be addressed in the course.**

- **A concept map or graphic representation of the content of the course.**

- **If appropriate, explain what the course is <u>not</u> about or what topics will <u>not</u> be covered.**

2- State Anticipated Essential Employability Skills

A listing of anticipated skill areas to be demonstrated by the student after completion of the course work.
(Communication   الاتصالات, Numeracy الحساب , Critical thinking & problem solving التفكير النقدي و حل المشاكل)
, Information management إدارة المعلومات etc...

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3- Learning Outcomes

Learning outcomes should be **SMART (TT)**:

SPEAK TO THE LEARNER: learning outcomes should address what the learner will know or be able to do at the completion of the course

MEASURABLE: learning outcomes must indicate how learning will be assessed

APPLICABLE: learning outcomes should emphasize ways in which the learner is likely to use the knowledge or skills gained

REALISTIC: all learners who complete the activity or course satisfactorily should be able to demonstrate the knowledge or skills addressed in the outcome

TIME-BOUND: the learning outcome should set a deadline by which the knowledge or skills should be acquired;

TRANSPARENT: should be easily understood by the learner; and

TRANSFERABLE: should address knowledge and skills that will be used by the learner in a wide variety of contexts

The SMART(TT) method of goal setting is adapted from **Blanchard, K**., & Johnson, S. (1981). The one minute manager. New York: Harper Collins.

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When writing outcomes, a tool that is useful in defining the level that students need to attain is Bloom's (1956) *Taxonomy of Educational Objectives*.

Bloom and his colleagues divided learning into three domains: cognitive المعرفي , psychomotor نفسي , and affective مؤثر .   The resulting cognitive domain hierarchy is presented in Table 1.

Process Category	*Associated Actions*
Remember	Recall, remember, match, select, identify, choose, order, outline
Understand	Plot, define, summarize, classify, describe, present, explain
Apply	Propose, audit, edit, predict, construct, use, show, solve, compute
Analyze	Distinguish, differentiate, investigate, scrutinize, consider, question
Evaluate	Appraise, assess, judge, critique, comment, examine, interrogate
Create	Develop, design, devise, generate, propose, build, form, assemble

Table 1: Anderson and Krathwohl's revision of Bloom's cognitive domain hierarchy

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Bloom's Taxonomy of Cognitive Levels

Cognitive Level	Definition	Illustrative Verbs for Learning Objectives
1. Knowledge	remembering previously learned information	arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state
2. Comprehension	grasping the meaning of information	classify, convert, defend, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate
3. Application	applying knowledge to actual situations	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write
4. Analysis	breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized	analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test
5. Synthesis	rearranging component ideas into a new whole	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write
6. Evaluation	making judgments based on internal evidence or external criteria	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value

The Learning Level information is intended to assist training providers in developing learning activities and testing at an appropriate level to meet industry requirements.

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Examples on writing good sounding course outcome

• **Unclear:** The course will introduce you to major periods in the history of western music.

• **Clear**: You will be able to <u>identify and summarize</u> the important features of major periods in the history of western music.

• **Unclear**: You will understand important concepts and principles.

• **Clear**: You will be able to <u>apply important concepts</u> and principles of psychology to <u>draw conclusions</u> about populations from samples.

• **Clear**: You will be able to <u>describe</u> the operations of financial institutions and the services they provide.

• **Unclear**: You will write a term paper on a topic that interests you.

• **Clear**: You will be able to <u>demonstrate</u> your knowledge about the significance of current research in the field <u>by writing</u> a research report.

• **Clear**: You will be able to <u>prepare and present</u> effective, informative, and persuasive public speeches.

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4- Instructional Methods

•Provide a brief description of instructional approaches that will be used during the course (e.g., lectures,

seminars, simulation and virtual manipulation, laboratory or clinical activities, group projects, etc.).

•Any other requirements should be mentioned.

5- Assignments and evaluation

The description of how learning will be evaluated provides guidelines for students to structure and pace their study and to gauge their progress.

Providing explicit information about assignments and grading procedures will allay student anxiety or prevent phone calls, e-mails and visits from students questioning their mark after the course is finished. Once the course is finished, it is difficult to set up consistent standards and the result can be confusion and perceived injustice.

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6- Recommended Resources

•**Specific information should be provided about required texts** including title, author(s), edition number and where they can be purchased or borrowed.

•**Additional materials should be noted** if they are part of the required reading. (It should be clear what is required reading as opposed to suggested reading).

•**Recommended readings should also be listed.** It is helpful to the students to indicate the relationship of each reading to a particular topic in the course. This can be accomplished by grouping readings according to topic and/or class session.

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7- Policy statements

A **policy statement** is an organization-level document that prescribes acceptable methods or behaviors.

Essentially, a policy is simply the way things are done within an organization.

Policies are different from **procedures** and **standard operating procedures**, because policies are applicable to an entire organization and are primarily intended to set direction. Procedures and standard operating procedures, on the other hand, typically include very specific instructions used to accomplish defined tasks.

- *Academic integrity*

- *Missing classes*

- *Copy right*

- *Student rights*

- *Accessibility*

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How course content may deviate from institution to another?