

Course Alignment Table

The following table offers a framework to plan or check the alignment of assessments and teaching and learning activities with course learning outcomes. This framework can be used to support course (re)design and planning.

<p>Course Learning Outcomes (CLOs) <i>What should students know, value and be able to do AFTER completing this course? Note: Courses typically have 6-8 CLOs that are common to all sections of the course.</i> <i>At the end of this course, students will be able to:</i></p>	<p>Summative Assessment <i>What summative assessment methods will students be required to complete to demonstrate they have achieved each CLO? (E.g., short answer exam question, project, presentation, portfolio of work)</i></p>	<p>Formative Feedback <i>What formative feedback methods will be used BEFORE the summative assessment to inform and improve student progress toward achieving each CLO? (E.g., muddiest point, strategic questioning, exit/entrance tickets, class polls, concept summaries, ungraded practice exercises or quizzes, etc.)</i></p>	<p>Teaching and Learning Activities <i>What TLAs will students actively engage in to develop the knowledge and skills necessary to achieve each CLO? (E.g., problem-solving, discussions, experiments, case studies, etc.)</i> Note: These activities can occur both inside and outside of the classroom.</p>	<p>Course Materials & Resources <i>What materials could be used to present, define, explore and/or reinforce key concepts? (E.g., textbook chapters, handouts, videos etc.) What educational technology or online resources could be used to support learning?</i></p>
1)				
2)				

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4)				
5)				

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