



Teach-Meet Workshop no. 2

Constructive Alignment

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Chair of the Board of Examiners of the Faculty of Arts and Social Sciences

13 April 2018, EdLab, Maastricht University

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The agenda for today:

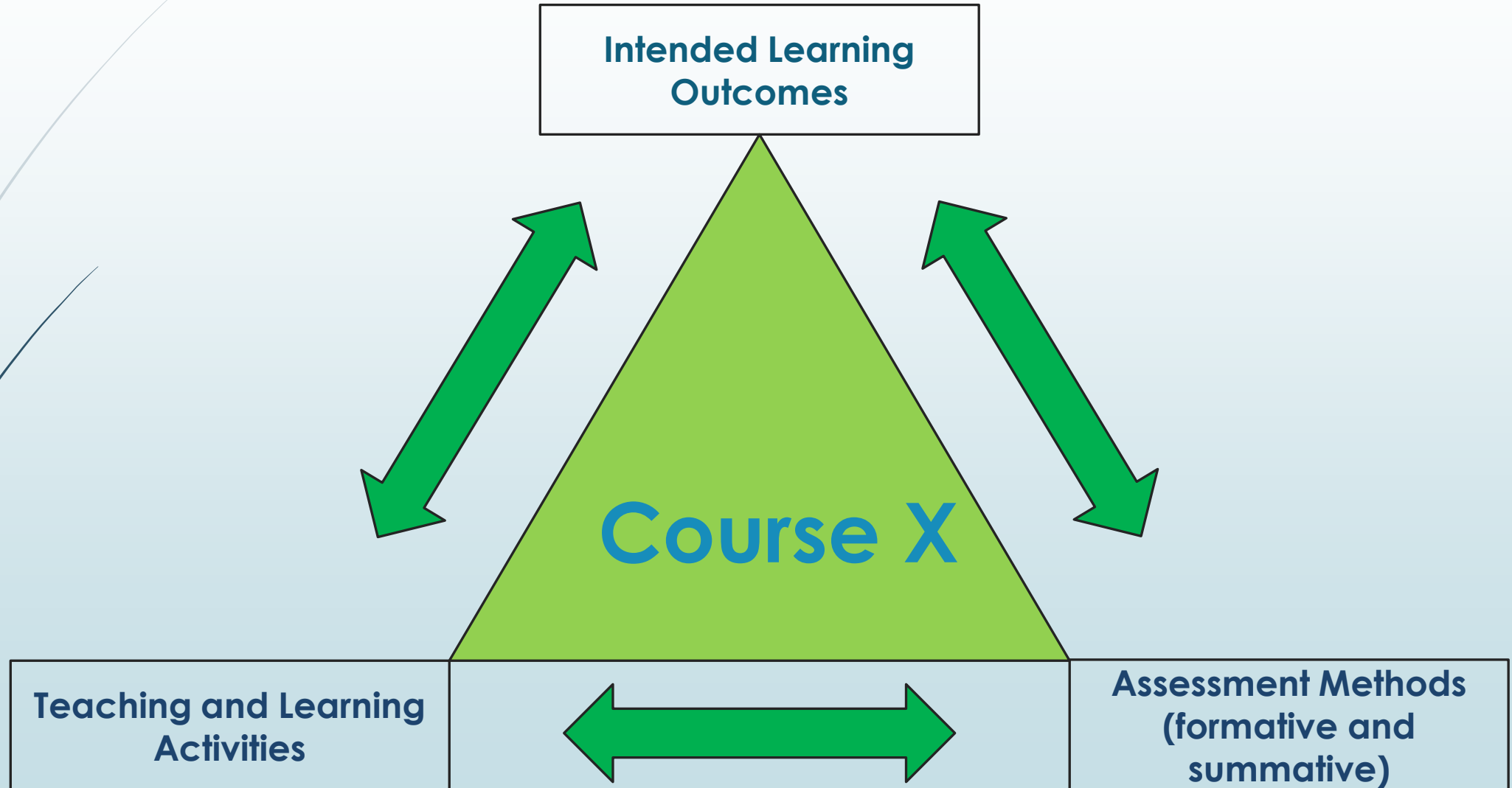
- Introduction round
- The principle of constructive alignment (John Biggs)
- Constructive Alignment (CoAl) at course, curriculum and institutional level
- CoAl as a quality assurance tool
- Discussion in pairs: 2x
- Wrap-up

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Introductory round

1. What is your name, background and current position at UM?
2. What is your experience with assessment and/or Constructive Alignment?
3. What are your expectations of this Constructive Alignment workshop?

The principle of Constructive Alignment (CoAI):



Good learning outcomes

- ▶ Have a clear and unambiguous content.
- ▶ Contain an “**action-verb**” (a measurable action that can be conducted).
- ▶ Are aligned with the position of the course in the curriculum

Tip: Start with “Students will be able to...”

Action-verbs

A good action verb is a measurable action.

- Don't use 'know', but:

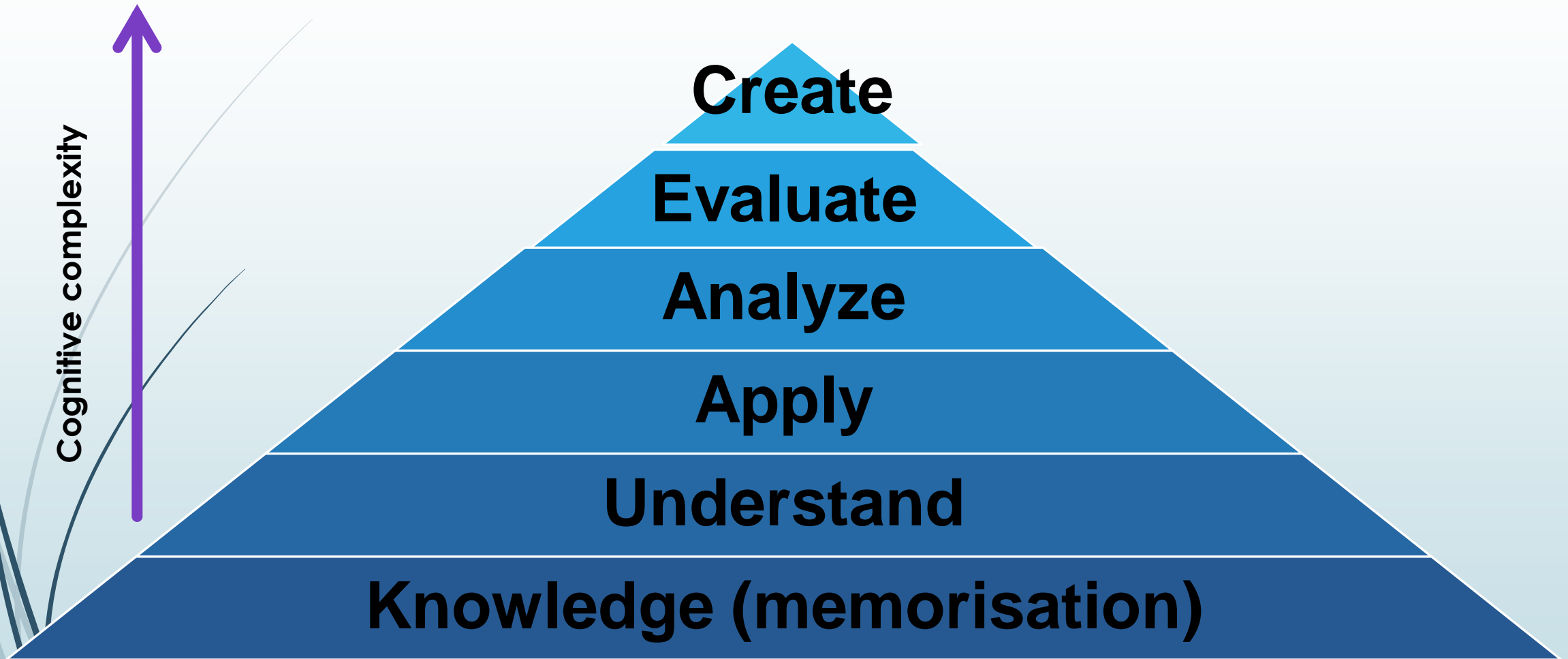
- 'explain', 'define', 'list', 'opsommen' ...

- Don't use 'understand', but:

- 'give examples of', 'compare', 'explain in your own words' ...

Tip: use Bloom's taxonomy

Bloom's taxonomy of learning outcomes



Example of CoAI at course level:

Learning outcome	Teaching/learning activities	Assessment methods	Weight of the summative assessment in the final course grade
1a. Students are able to explain and compare the differences between Technological determinism, Social determinism, and the STS-approach (Bloom level 1 and 2)	Lecture no. 1, 3 and 5 PBL session no. 4 and 6	Formative: tutor feedback during the PBL discussions Summative: literature review	10%
1b. Students are able to choose and apply one approach (from Technological determinism, Social determinism, and the STS-approach) for the purposes of their research paper (Bloom level 3 and higher)	Lecture no. 5 Research workshop, Skills training, individual consultations	Formative: written comments from the tutor on the first draft (week 4); individual consultations Summative: research paper	70%

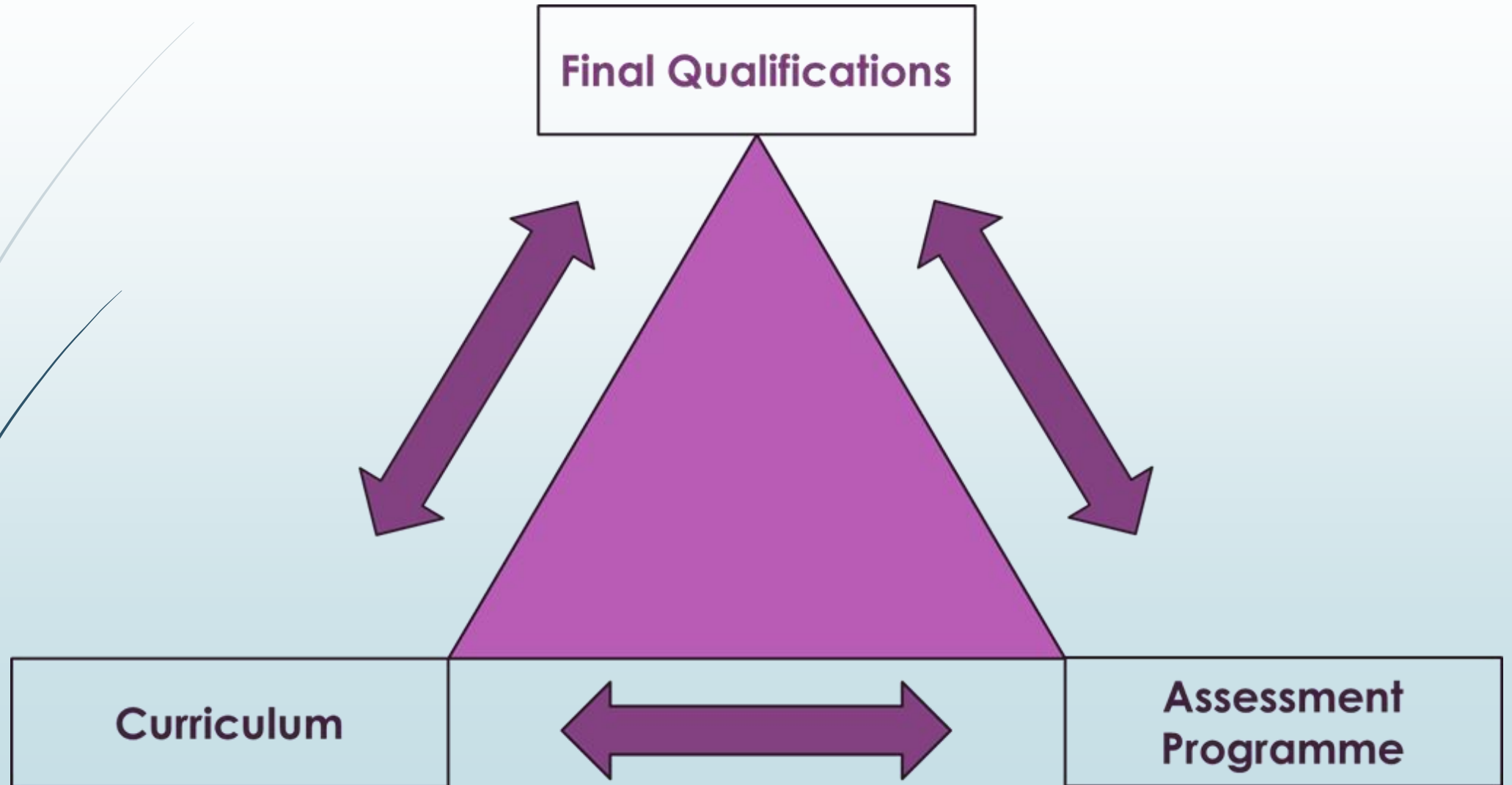
Discussion no. 1

Discuss with your neighbour the courses you are involved in:

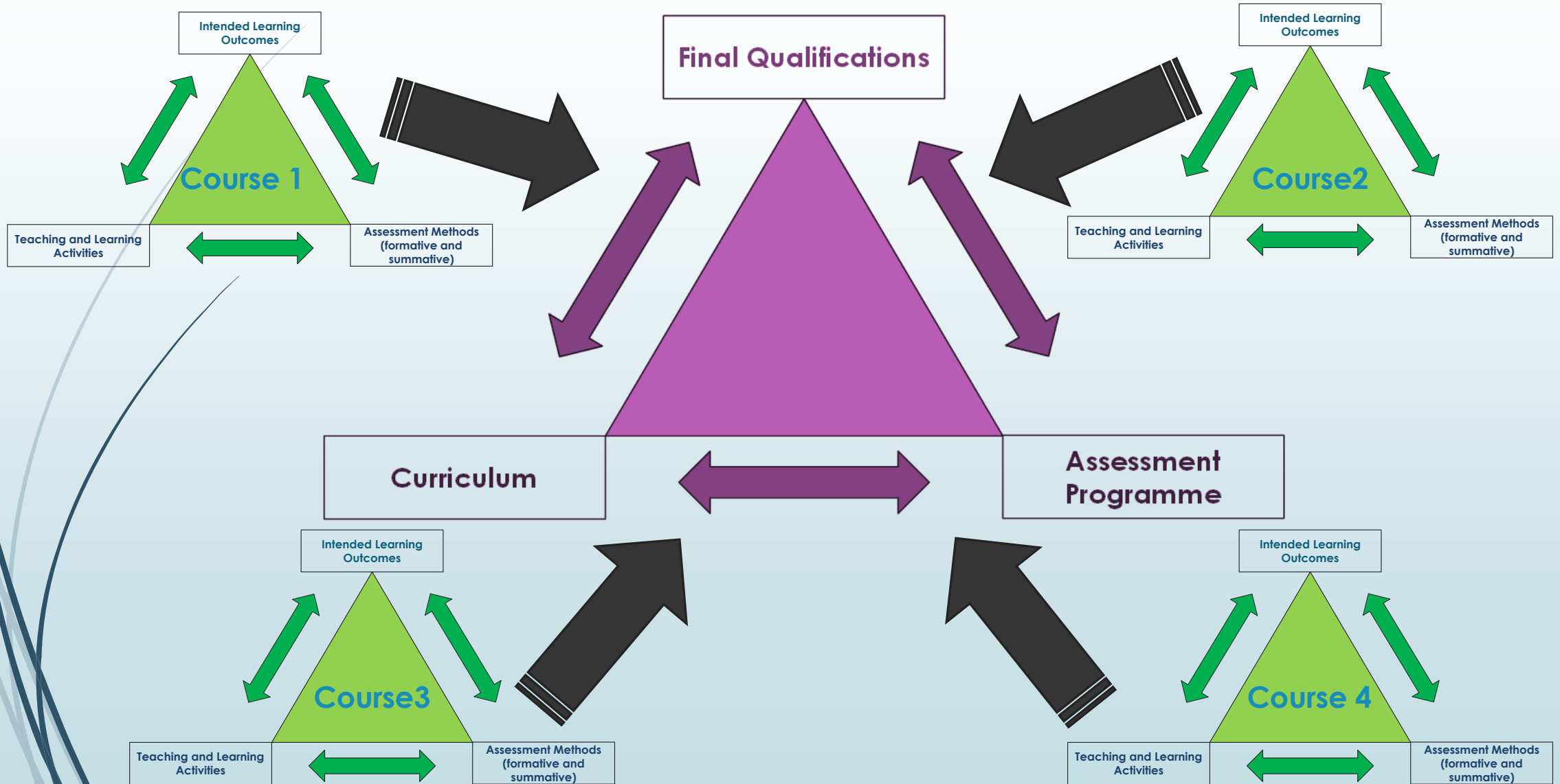
1. Are they constructively aligned?
2. Provide an example of a learning outcome which is aligned and therefore assessed adequately
3. Provide an example of a learning outcome which is not aligned and therefore not assessed adequately



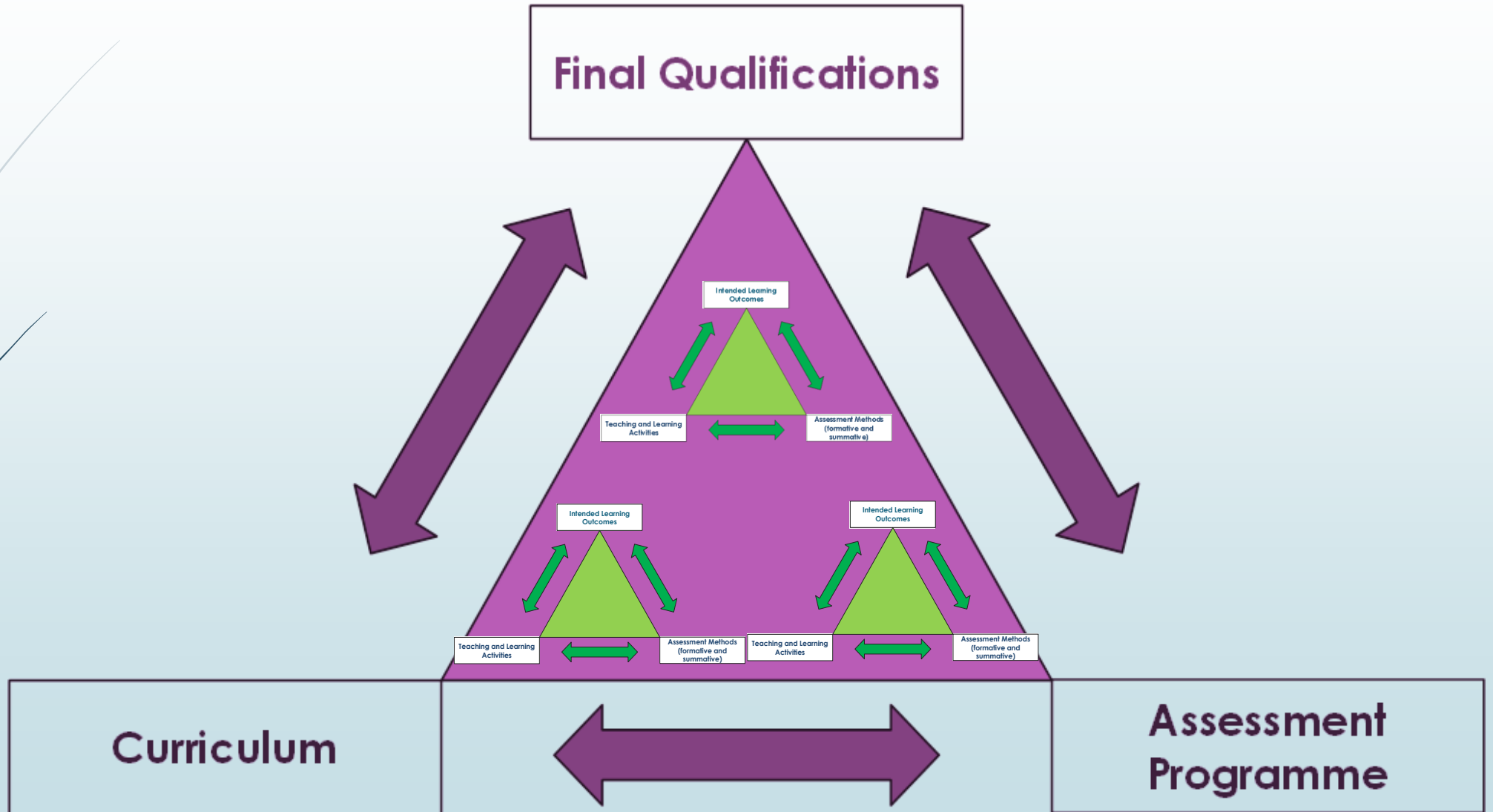
CoAI at programme level:



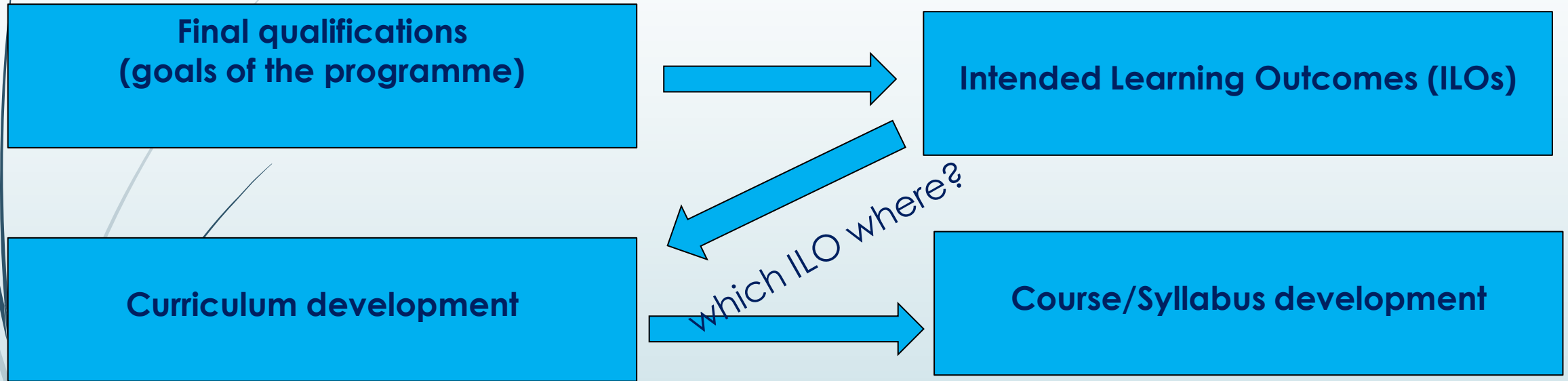
Assuring CoAI at programme level:



CoAI at programme level



Assuring CoAI at curriculum level (deduction):

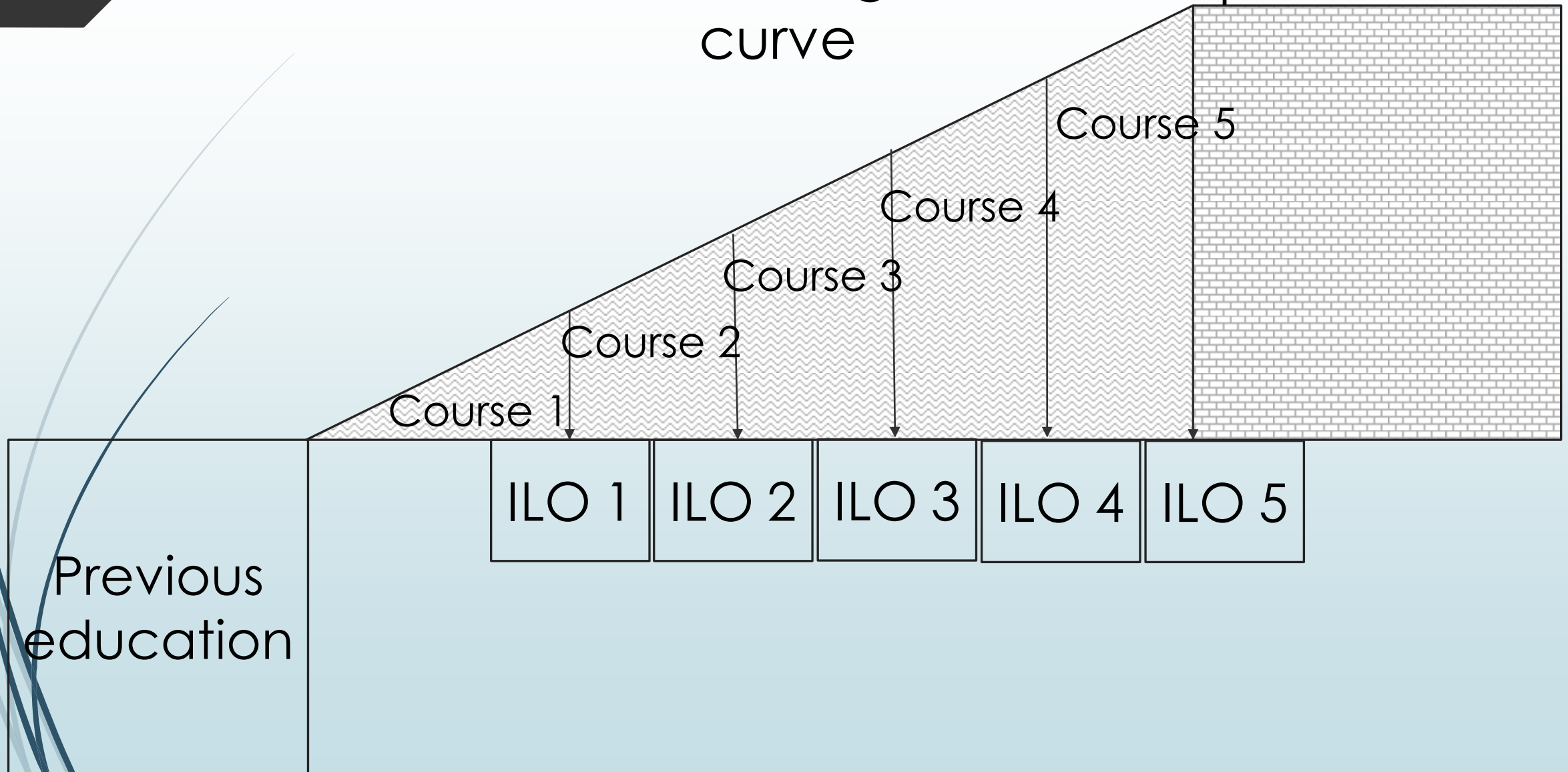


choose educational activities and assessment methods depending on ILOs and desired competence achievement

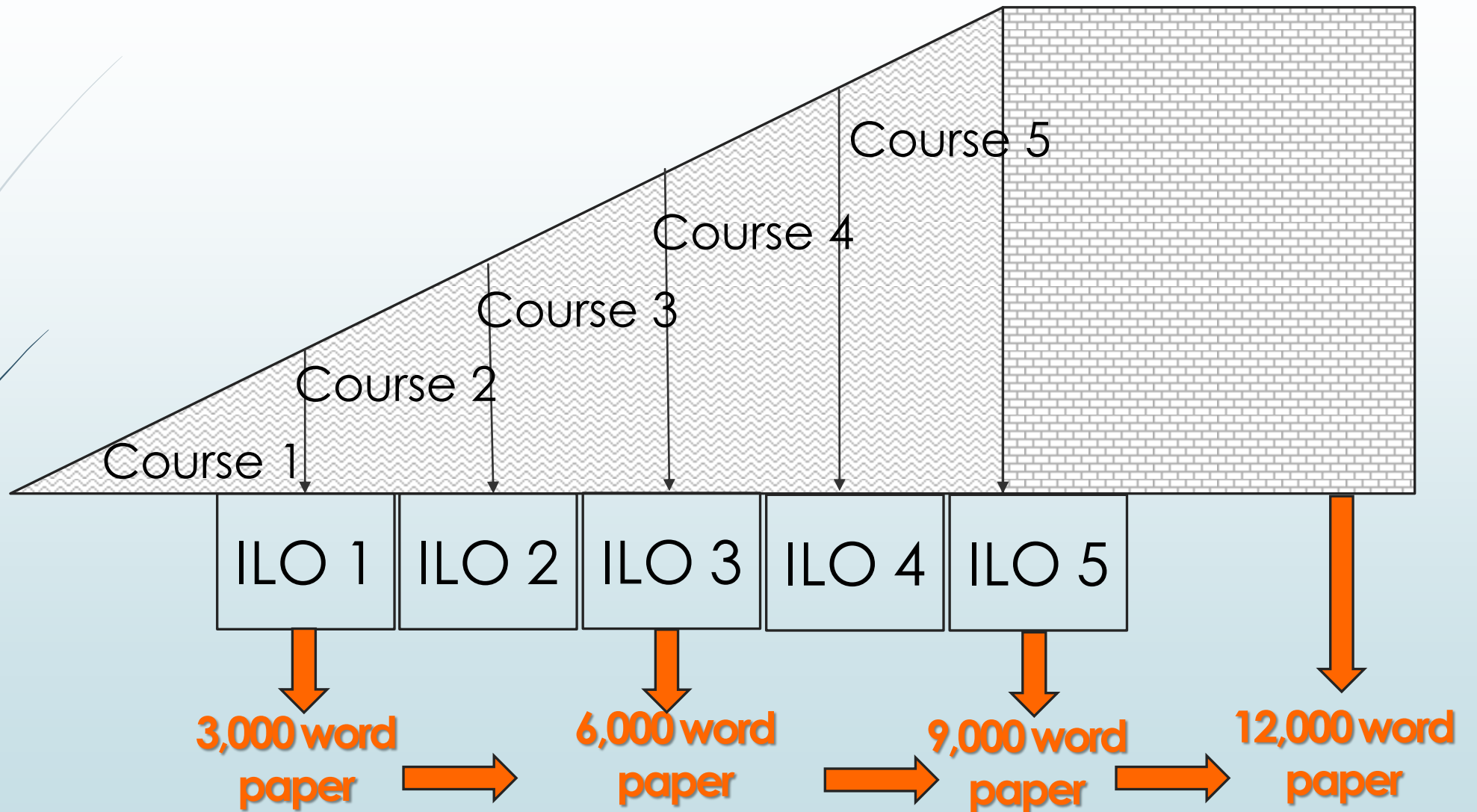
Admission
criteria

Curriculum
learning
curve

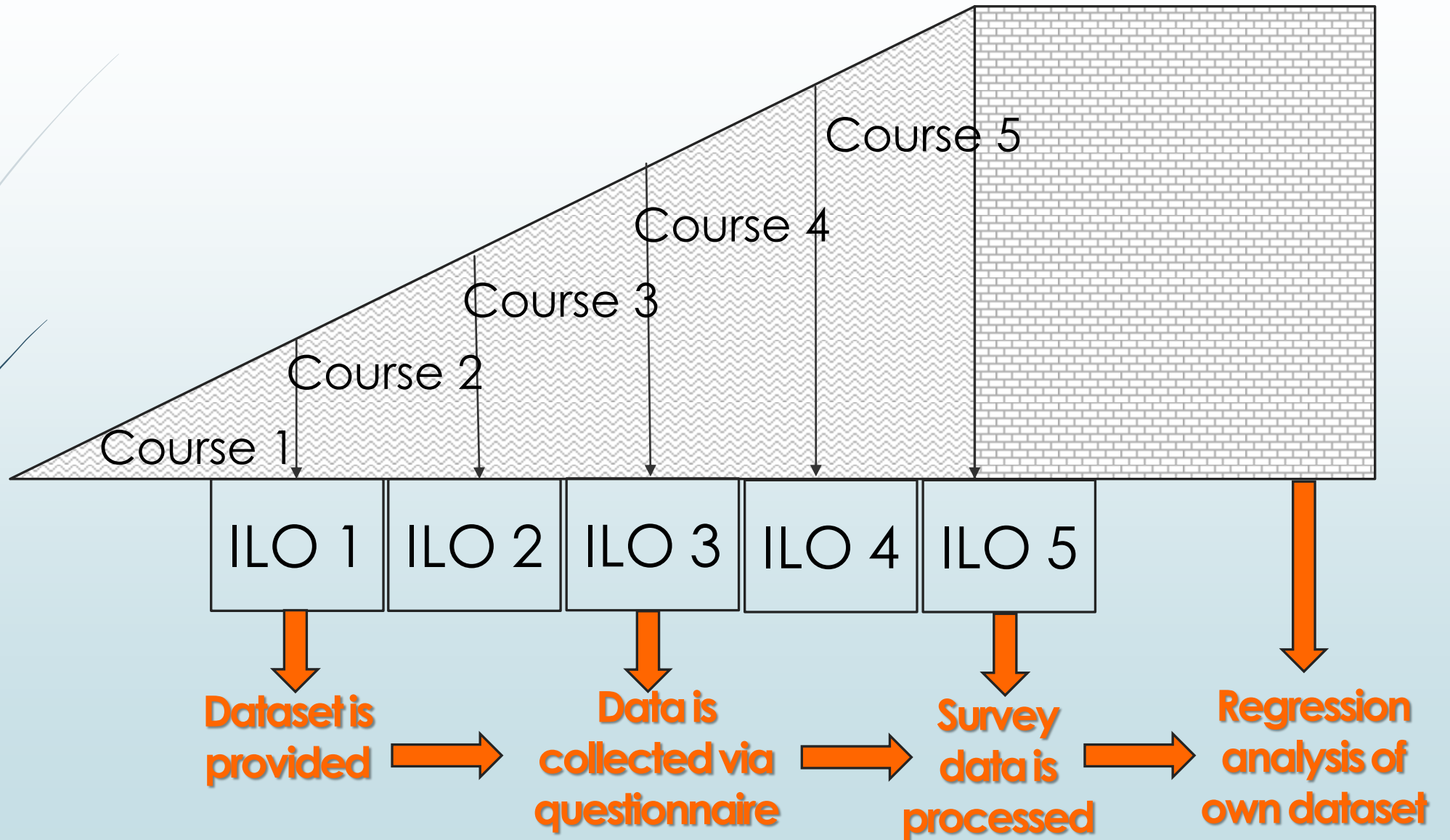
Final
qualifications



Learning line: Academic writing



Learning line: Statistical training



Discussion no. 2

1. How do you evaluate the alignment of the program you take part in at this moment?
2. Are the courses and their exams aligned to each other and with the FQs?
3. Do you work with learning lines across the curriculum?
4. Provide examples of (not) well-aligned learning lines.



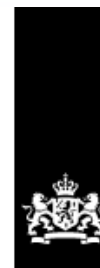
Constructive Alignment and Accreditation

The four standards of the current NVAO Dutch accreditation framework are based on the CoAI principle:

- *What does the programme aim for? (cf. Standard 1);*
- *How is this realized by this programme? (cf. Standard 2);*
- *Are the objectives achieved? (cf. Standard 3 and 4).*



Inspectie van het Onderwijs
*Ministerie van Onderwijs, Cultuur en
Wetenschap*



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VERDERE VERSTERKING

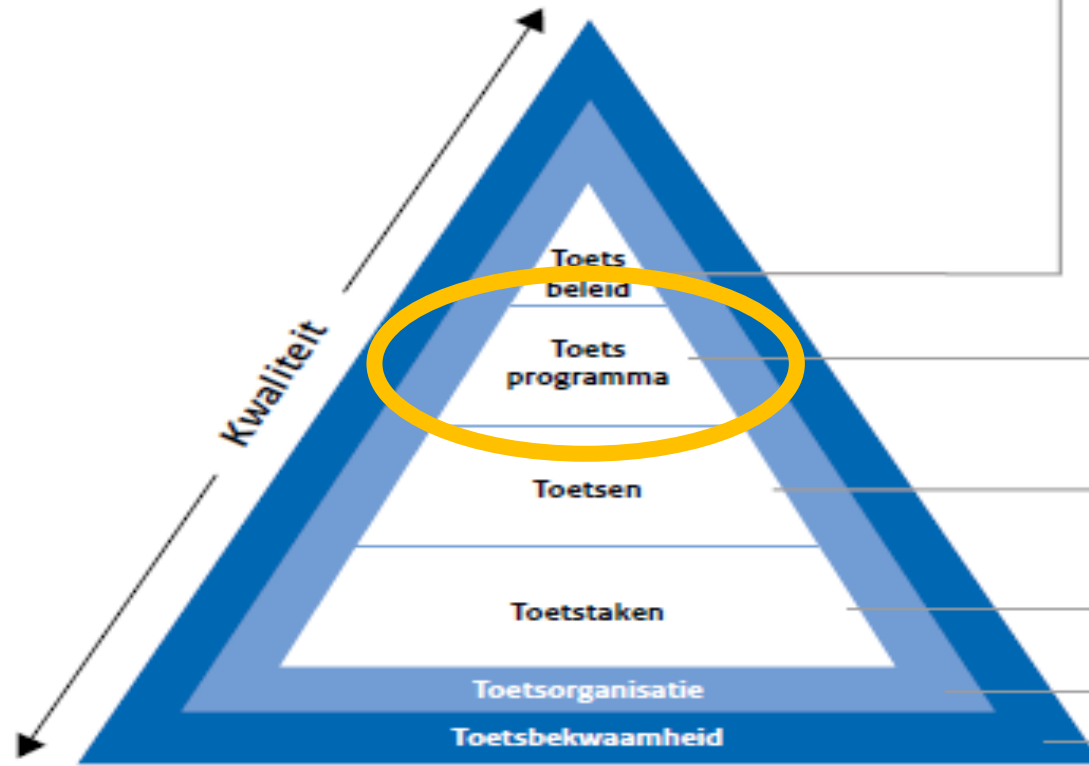
ONDERZOEK NAAR HET FUNCTIONEREN VAN
EXAMENCOMMISSIES IN HET HOGER ONDERWIJS

[Maart, 2015](#)

DE KWALITEIT VAN DE TOETSING IN HET HOGER ONDERWIJS

[Februari, 2016](#)

Verbeterpunten



Toetsbeleid

- Toetsbeleid weinig benoemd
- Gebrekkige samenhang tussen toetsbeleid op niveau van instelling, opleiding en vak

Toetsprogramma's

- Geen toetsprogramma's op opleidingsniveau
- Matige opbouw of samenhang tussen toetsen
- Programma's voldoen niet aan alignment-eisen

Toetsen en toetstaken

- Externe termen niet voldoende smart geformuleerd
- Formatieve (feedback)functie onderbelicht
- Externe validering nog in ontwikkeling

Toetsbekwaamheid

- Te weinig aantoonbare toetsdeskundigheid van opleidingsmanagement, examencommissieleden en examinatoren
- Professionaliseringsaanbod deels vrijblijvend of in ontwikkeling
- Geen zicht op effect van huidig aanbod en weinig mogelijkheden van elkaar te leren (externe kwaliteitszorg)

Toetsorganisatie

- Geen heldere verdeling van taken en verantwoordelijkheden
- Te weinig aandacht voor toetsdeskundigheid in personeelsgesprekken en loopbaanbeleid
- Matige facilitering (tijd, professionaliseringsaanbod)

Source: [Onderwijsinspectie, 2016](#)

What are you taking away from this workshop?

➤ The Constructive Alignment website of UM, maintained by EdLab:

<https://constructivealignment.maastrichtuniversity.nl>

➤ There are also hard-copies of the Handbook on Constructive Alignment available 😊

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**Thanks a lot for your
attention and success!**

