

**TOTAL Teacher Experience**

**‘Transforming Outcomes Through Action Learning’**

**COURSE ALIGNMENT GRID (CAG)**

**GUIDELINES FOR USING THE CAG**

1. Check the wording of the ILOs for your course, in particular:
   * Is each ILO worded so that:
     + There is an action verb at an appropriate level (in terms of order of thinking skills – see the document ‘CAG\_Blooms\_Tax\_Action\_Verbs\_Definitions’)
     + Plus a statement such that students will know what they are expected to do in order to meet that ILO?
   * Are the combination of the ILOs at an appropriate level overall, considering the year and students of the course?
2. Adapt the grid for your own course (number of ILOs, assignments/assessments, weeks, etc), and put an X or tick in each box where each ILO is addressed.
3. Then take a look at the grid and reflect on the balance and integration in your course, e.g.:

* Are there any gaps in the alignment? e.g. where one outcome is unintentionally less well-addressed or assessed than others?
* Are any outcomes overly concentrated on? (Some may be intentionally emphasized according to the priorities of the course/program or other reasons.)
* Are the outcomes sequenced appropriately?
* Are the outcomes integrated appropriately?
* Do any changes need to be made in the course in order to give the right balance of time and attention to each ILO?
* Are there any other relevant patterns you can see?
* Do you have any other comments?

1. You may or may not wish to make changes (either now or later) in your course or syllabus as a result of this exercise. If you are not in a position to make changes, perhaps you could convey your feedback to the Course Coordinator or appropriate colleague(s).

Note:

* *The first few questions on the Teacher’s Final Feedback Form are about this ‘CAG’ exercise, so you may wish to answer those questions now, while the answers are still fresh in your mind.*
* *Sample Course Alignment Grids are found in the workshop handout from Driscoll & Wood (2007), pp 156-169*

Reference*:*

Driscoll, A. & Wood, S. (2007). *Developing outcomes-based assessment for learner-centered education: a faculty introduction*. Sterling, Va.: Stylus Pub..

**COURSE ALIGNMENT GRID**

TOTAL Teachers: Please adjust the table below according to the number of ILOs for your chosen course.

Professor/Teacher:

Course Code & Title:

Term:

Which ILO(s) are you focusing on?

Which 4 weeks will you be collecting data?

Days & Times of class(es):

Which class(es) will the Student Feedback Forms be completed in?

Class Venue(s):

When do you plan the (mini-)assessments for cycles 1 & 2?

Number of students enrolled in class:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week #** | **Class Dates** | **No Class** | **ILO 1** | **ILO 2** | **ILO 3** | **ILO 4** | **ILO 5** | **ILO 6** |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |  |  |

TOTAL Teachers: Please either attach/include the course document including

(1) numbered Course Intended Learning Outcomes and

(2) Measurement of Learning Outcomes in table form, or reproduce them on this form.