



Vice chancellor for education
Education Development Center
Curriculum Planning Division

Course Plan Framework

Course Information

Educational department
Course title
Course code
Type and number of credits¹
The name of the faculty member in charge of the lesson
The name of the faculty member/ faculty members
Prerequisite / synchronous
Major and type of degree

Information of the instructor in charge of the lesson

Academic rank
Specialized field
The place of work of the faculty
Phone number
Email address

¹ Including theoretical, practice, or practical- theoretical by number of approved units. (Example: 2 theoretical units, 1 practical unit)

General description of the lesson (It is expected that the person in charge of the lesson, while providing general explanations, describes the different content sections of the lesson in one or two paragraphs)

Goals ¹/ Competencies

Specific objectives / Sub competencies

It is expected that at the end of this course, the students:

Educational Approach :

Virtual in person blended

Teaching methods regarding the selected educational approach:

Virtual Approach

- Flipped Classroom
- Digital Game Based Learning
- Interactive E-content Based Learning
- Problem Based Learning (PBL)
- Guided Discovery Learning
- Text- Based Scenario Learning
- Discussion -Based Learning in the forum
- Other approaches (please name)

In person Approach

- Interactive Lectures (questions and answers, quizzes, group discussions, etc.)
- Small Group Discussion
- Role Play
- Guided Discovery Learning
- Team- Based Learning (TBL)
- Problem -Based Learning (PBL)
- Scenario -Based Learning
- Peer teaching
- Game -Based Learning
- other approaches (please name)

¹ Goals are the outcomes you intend to achieve, whereas objectives are the specific actions and measurable steps that you need to take to achieve a goal. Goals are general statements of what is to be achieved. Objectives, on the other hand, are specific actions one takes within a certain timeframe. Goals can be intangible and non-measurable, but objectives are defined in terms of tangible targets.

Blended Approach

A combination of subsets of virtual & in-person approaches used in teaching

Name the method

Lesson Calendar

Session	Topic	Teaching Methods	Learning activities/ assignments	Instructor (s)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				

Student responsibilities

It refers to the general responsibilities of the student during the course. Tasks and expectations such as regular class attendance, completing homework on time, studying references introduced, and active participation in classroom programs, etc.

Student assessment methods

-
- Notify the type of assessment (formative / summative)
- Notify student assessment method
- Notify the share of each grade weighting of each evaluation method

Formative evaluation: During the course, the students are evaluated by monitoring their activities performed independently or with the guidance of the instructor. The goal of a formative assessment is to monitor students' learning to provide ongoing feedback that can help students identify their strengths and weaknesses and target areas needed to be improved. Which, in turn allocating a grade weight of the assessment to the activities, the instructor can encourage students to achieve the goals and the objectives. Such as doing different projects, periodic diagnostic tests, midterm exams class worksheets and class quizzes.

Summative assessment is used to evaluate students' learning, skill acquisition, and academic achievement at the end of a defined instructional period—typically at the end of a semester.

Generally speaking, summative assessments are defined by these means:

Written exams, oral exams, or practical tests with a variety of tests, such as written tests including closed-ended written tests for example "multiple choice", "matching" and "true/false" and Open-ended written tests such as descriptive and short answer, reasoning tests such as key feature test, scenario writing by making a hypothesis, etc. Practical tests that can include, a variety of objective structured tests such as OSCE² OSLE³ or workplace based assessment using tools such as DOPS⁴, logbook, portfolio, 360-degree evaluation etc.

Sources:

Resources include textbooks, specialized journals, articles, and related website addresses.

- A) Books
- B) Articles
- C) Electronic content
- D) Resources for further study

¹In the virtual educational approach, the share of formative evaluation is more than the share of summative evaluation.

²Objective Structured Clinical Examination

³Objective Structured Laboratory Examination

⁴Direct Observation of Procedural Skills

Course plan evaluation checklist

Department	Major/ degree	Course title	Item	Evaluation criteria	How to appraise the design according to the criteria		
					Acceptable	Needs correction	Description of items that need correction
			Course information	The general information of the course including the course provider, course title, course code, type and number of units, name of the instructor in charge of the course and other instructors, prerequisite courses and at the same time, field and degree are mentioned.			
			Instructor's information	The information of the instructor in charge of the course, including academic rank, specialized field, contact information, etc., has been entered.			
			General description of the course	The different content sections of the lesson are introduced in one or two paragraphs.			
			General Objectives / Competencies,	General objectives / proficiencies are inserted in the correct writing format.			
			Specific goals / sub Competencies	The specific goals / other capabilities are listed in the correct writing format.			
			Educational approach	The desired educational approach is specified in providing the course, including in person, virtual and combined.			
			Teaching-learning method	Teaching and learning methods are listed.			
			Lesson plan calendar	The table for the lesson calendar is completed.			
			Student responsibilities	Responsibilities and expectations of students such as regular attendance in the classroom, completing homework on due time, studying the introduced resources and active participation in class programs, etc. are defined and included.			
			How to evaluate a student	How to evaluate a student is mentioned by identifying the type of assessment (formative / summative), the assessment method and the share of each type / assessment method in the student's final grade.			

			Sources	Textbooks, specialized journals, articles and addresses of related websites are introduced.			
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