



COURSE SYLLABUS

Managing the Course, 1.5 credits

Leda och ansvara för kurs, 1,5 högskolepoäng

Course Code: LMCR23	Education Cycle: Second-cycle level
Confirmed by: Director of Education Mar 13, 2023	Disciplinary domain: Education
Valid From: Autumn 2023	Subject group: PE1
Version: 1	Specialised in: A1N
	Main field of study: Education

Intended Learning Outcomes (ILO)

On completion of the course, the students should be able to:

Knowledge and understanding

- describe the process of designing learning experience
- outline course and classroom management strategies
- name aspects of course quality
- identify principles of personal and course branding

Skills and abilities

- apply the principles of designing learning experience in their own course context
- develop course communication and branding for increased commitment and engagement

Judgement and approach

- critically reflect on the integral course experience of their own course
- identify their need for deepened knowledge and improvement of their course management skills

Contents

- the process of designing learning experience
- course and class delivery
- course and classroom management strategies
- learning management systems
- principles of personal and course branding
- course communication
- measures of course quality

Type of instruction

The teaching consists of lectures, peer discussion and group work.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

Employment as university teacher, doctoral student or equivalent. English proficiency corresponding to at least English 5 or the equivalent is required.

Examination and grades

The course is graded Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The course is examined through an individual written assignment and presentation.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment and presentation	1.5 credits	U/G

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the

end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other information

The course is intended for beginners in university teaching, but also for more experienced educators that wish to enhance the educational experience for their students.

The course applies management principles for managing the course design, planning, communication and delivery as well as the course evaluation, with the purpose of creating a predictable and consistent course environment for all parties involved. Through these skills, the participant will be able to enhance student satisfaction with their courses, which has the potential to improve commitment and engagement.

Using management analogy, this course will contribute to building knowledge and practical skills useful for:

- a) designing a new course
- b) planning the course delivery
- c) delivering the course
- d) evaluating the integral course experience as an input to the next course delivery.

Course literature

Berndt, Adele, & Pantelic, Darko. (In review). *Professor brand*. [The paper will be shared with students through the course Canvas page.] 31 pp.

Floor, Niels (2023). *This is Learning Experience Design: What it is, how it works and why it matters*. New Riders. 302 pp.

Korpershoek, Hanke, Harms, Truus, de Boer, Hester, van Kuijk, Mechteld, & Doolaard, Simone (2016). A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students' Academic, Behavioral, Emotional, and Motivational Outcomes. *Review of Educational Research*, 86(3), 643–680.

<http://www.doi.org/10.3102/0034654315626799>. 38 pp.

Parrish, Patrick E., Wilson, Brent G., & Dunlap, Joanna C. (2011). Learning Experience as Transaction: A Framework for Instructional Design. *Educational Technology*, 51(2), 15–22. <http://www.jstor.org/stable/44429912>. 7 pp.

Richardson, John T. E. (2005). Instruments for obtaining student feedback: a review of the literature. *Assessment & Evaluation in Higher Education*, 30(4), 387-415. <http://www.doi.org/10.1080/02602930500099193>. 28 pp.

Center for Teaching and Learning. (n.d.). *Assessing and Improving Teaching*. University of Washington. Retrieved May 30, 2023, from

<http://www.teaching.washington.edu/topics/assessing-and-improving-teaching/>

Reference literature

Boyd, Brenda & Ralston-Berg, Penny (n.d.) Connecting the dots: Improving students Outcomes and Experiences with exceptional instructional design. In Whitney Kilgore & Diane Weaver (Eds.), *Quality Measures of Great Instructional Design*. Pressbooks on-line.

<http://www.pressbooks.pub/instructionaldesign2improvelearning/chapter/chapter-3-quality-measures-of-great-instructional-design/>

Perkins, Matthew, & Pfaffman, Jay (2006). Using a Course Management System to Improve Classroom Communication. *The Science Teacher. National Science Teachers Association*, 73(7), 33–37. <http://www.nsta.org/journals/science-teacher/science-teacher-october-2006/using-course-management-system-improve>

Schmidt, Matthew & Tawfik, Andrew A. (2022). Activity Theory as a Lens for Developing and Applying Personas and Scenarios in Learning Experience Design. *The Journal of Applied Instructional Design*, 11(1). http://www.edtechbooks.org/jaid_11_1/activity_theory_as_a

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Citing Sources – How to Create Literature References

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

The Interactive Anti-Plagiarism Guide – Jönköping University

Information about plagiarism at higher education institutions

Available in the learning management system.