

1. GOAL

Choose a focus for your session, by selecting an education level (class, course or curriculum) and method (design, position, reflect). Please see the booklet for explanation.

METHODE	CLASS	COURSE	CURRICULUM
DESIGN	individual class	individual course	new curriculum
POSITION	between classes	between courses	internal Bsc/ Msc programme
REFLECT	individual class	individual course	between programmes

What is the class, course or curriculum about?
How do you define your position?

2. POSITION

Position your education in the range of the three axes: challenge, complexity and disciplinarity. The challenge from given to free, complexity from tame to wicked problem and type of disciplinarity: mono/multi/inter/trans – please see illustration below.

MONO-DISCIPLINARY, MULTI-DISCIPLINARY, INTERDISCIPLINARY AND TRANS-DISCIPLINARY.
For more information and examples, please see the booklet. Do you need to reposition?

● problem
● project
↑ academic approach
↑ societal approach

Mono-disciplinary approach Multi-disciplinary approach Inter-disciplinary approach Trans-disciplinary approach

Adapted from Jaeger (1999) and Böhm (2024)

3. SPEAK UP & PRIORITIZE

Select 5 to 7 cards for each category that are important or relevant to your class, course or curriculum. If there are items missing, please use the empty cards. As a team you can decide on the hierarchy, and order the cards accordingly on top of the board.

4. RELATE

What are the relations between the societal values, skills, professional values and methods you selected? Can you group them into clusters?

These clusters will form the foundations for the learning objectives in the next step. You can start from any category and can form various sets of combinations.

SPEAK UP!

Methodology supporting the dialogue in the design of Challenge-Based and Inter- and Transdisciplinary education.

CONSTRUCTIVE ALIGNMENT

Constructive alignment is an educational design framework where learning objectives, learning activities and assessments are aligned to create a cohesive and affective learning path.

Please check whether your learning objectives, learning activities and assessment criteria align.

5. LEARNING OBJECTIVES

What should students know or be able to do?
Formulate learning objectives, based on the clusters of cards with societal values, skills, professional values and methods.

1
2
3
4
5

6. LEARNING ACTIVITIES

What learning activities could help students reach the learning objectives?
How do you: incorporate societal values, develop professional values, teach the skills? Which methods help you achieve this?

1
2
3
4
5

7. ASSESSMENTS

Make explicit for each learning objective:
What are criteria to assess whether a learning objectives has been achieved?
When do you do the assessment, are there assessments during the course or only at the end?
How are you going to assess? Do you make use of formative assessment during the project and/or summative assessment at the end?
Who is doing the assessment, is it peer or teacher assessment?

See the booklet for more information and examples.

WHAT
WHEN
HOW
WHO