# The constructive alignment canvas

Course title: Designed by: Date: Version:



designpedagogique.info



## Context

What broader context is my course a part of? What possible constraints should I be aware of when making teaching choices?

#### **Students**

- Number of students
- Group diversity
- Prior learning

#### Curriculum

- Teaching format
- Number of credits
- Links with other courses



## Teaching and learning strategy

How can I provide the appropriate conditions for my students to achieve the intended learning outcomes?

- Type of activities (lecture, exercise, fieldwork, etc.)
- Proportion of different activities



## Assessment strategy

How will I check that students have achieved the intended learning outcomes?

- Type of assessments (oral, quiz, production, etc.)
- Weight of each assessment
- Role of assessment (diagnostic, formative, certification, etc.)

# Resources

- Infrastructure
- Pedagogical material

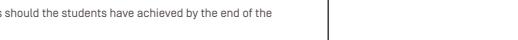
## Intended learning outcomes

What outcomes should the students have achieved by the end of the

Wording: "By the end of this course, students will be able to:"

Example: "Critically assess the ethical implications of a research project".

learning content situation demonstrating learning



### Instructors

- Role in teaching
- Time to design course
- Specific educational intentions



## Content

What knowledge, skills, and attitudes do my students need to achieve the intended learning outcomes?





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