

# The constructive alignment canvas



designpedagogique.info

Course title :

Designed by :

Date :

Version :



## 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
- Budget
- Pedagogical material

## Instructors

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



## Intended learning outcomes

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

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

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



## Content

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



Source : Lanarès, J., Laperrouza, M., et Sylvestre E. [2024]. Course design. Lausanne: PPUR.  
The list of questions and associated items is not exhaustive. Additional information can be found in the book "Course design".

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