## Course Overview

Please describe the main purpose of this course. Cover the followings points:

* Who is this course for (target audience) and why this course is important for them? You may want to consult the Academic Lead about the students’ profiles.
* Introduce the topic and provide context and bridge into students’ prior knowledge.
* A brief description of your teaching/facilitating approach.
* Brief description of course workload: activities, assignments, deliverables (detail of activities, assignments are to be provided in the units).
* Other expectations you may have for the students.

## Course Learning Outcomes

| **Course Learning Outcomes** | **Assessment Criteria** |
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## Design Matrix

Use this matrix to design activities that are mapped to the learning outcomes for the course and for each unit. Table 1 explains the design elements and provides two examples. A blank design matrix is in Appendix 2.

Table 1: An Example from a Design Matrix

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| **Design elements** | **Learning Outcomes** | **Assessment Criteria** | **Activities** | **Assessment Methods** | **Resources** |
| Notes: (Typically you will start from left to right in this table. However, you may design the activities as the starting point and map it to the outcomes and assessment.) | List all the outcomes here as the basis for the design of the course. | Assessment criteria should describe observable evidence of learning, essential to  demonstrate achievement of the learning outcome | Consider the activities that will enable the learners to achieve the learning outcomes. List activities and technology tool to be used. | How will you determine that learners have achieved learning outcomes? Assess the activities against the assessment criteria for each learning outcomes. | Select resources that will support learning activities. |
| Example (1) | 1. Learners will be able to apply conceptual frameworks to explain differences across cultures as they relate to individual and collective behaviours, practices, attitudes, perceptions, and expectations 2. Learners will be able to demonstrate the knowledge and skills required to be effective and efficient in communicating across cultures. 3. Learners will develop strategies to enhance the quality of inter-cultural interactions at the interpersonal and, more significantly, at the inter-group level | Relate analysis to the course content.  Identify the issues that you think are instrumental for the understanding of the communication modes, styles, patterns, and assumptions  provide a list of strategies indicating what you might have done differently and why | Inter cultural communication case study. This is an individual activity. Learners read the case, answer questions provided in the case, follow the assessment criteria and submit their paper to a dropbox. | Instructor will read the paper and provide feedback to individual | Case study in the textbook |
| Example (2) | Identify and raise awareness of the particular sources of conflict and threats to human security, which have triggered and exacerbated the conflicts in Uganda and Rwanda. | Through the simulation exercise and the writing of the S&I report, learner must demonstrate the understanding of the intervention strategies required for each of the “problem situations” identified. | Pax Warrior Simulation. Individual interacts with the simulation program, one week of class discussion, and individual writes a paper | Monitor the class discussion and assess the written paper | Pax Warrior simulation   * BBC Report on Rwanda * Rwanda Genocide at Wikipedia PBS: Ghosts of Rwanda Further Reading * Romeo Dallaire, “Shake Hands with the Devil: The Failure of Humanity in Rwanda” |

There are a number of interactive tools available in Moodle that support learning activities:

* **Forums** for discussion (class or team based)
* **Assignments** for file submission or online text (individual or team based)
* **Chat** for real-time conversation (class or team based)
* **Glossary** (instructor or student led)
* **Quiz** for self-testing or summative testing
* **Wiki** for a collaborative workspace (class to team based)
* **Choice** for online polls

When you are determining the type of activity to engage your learners you must also define the resources that will support the activity.

Resources may include

* Books
* Journal articles
* Web sites
* CD-ROM materials
* Video
* Audio

Select resources that represent your subject well and can inspire and stimulate thinking/interaction.

## Design Matrix Template

Notes:(Typically you will start from left to right in this table. However, you may design the activities as the starting point and map it to the outcomes and assessment.)

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| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **Assessment Criteria** | **Activities** | **Assessment Methods** | **Resources** |
| List all the outcomes here as the basis for the design of the course. | Assessment criteria should describe observable evidence of learning, essential to  demonstrate achievement of the learning outcome | Consider the activities that will enable the learners to achieve the learning outcomes. List activities and technology tool to be used. | How will you determine that learners have achieved learning outcomes? Assess the activities against the assessment criteria for each learning outcomes. | Select resources that will support learning activities. |
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