

# A SHORT GUIDE FOR REVIEWING AND REVISING SYLLABI

FOR TEACHING STAFF AND FOR STAFF SUPPORTING  
AND SUPERVISING CURRICULUM DEVELOPMENT



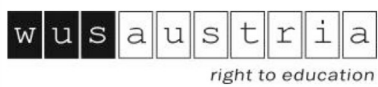


# **A SHORT GUIDE FOR REVIEWING AND REVISING SYLLABI FOR TEACHING STAFF AND FOR STAFF SUPPORTING AND SUPERVISING CURRICULUM DEVELOPMENT**

Developed by a working group from University of Prishtina “Hasan Prishtina” /Academic Development Office and Vice-Rector for Quality Assurance in cooperation with the project HERAS - Higher Education, Research and Applied Science in Kosovo.

*Prishtina, May 2018*

**IMPLEMENTING CONSORTIUM**



## INTRODUCTION

This short guide supports academic/teaching staff to adequately write/review/revise the syllabi of their courses so that these better reflect the content of the course and methodologies applied.

The aim of writing a good and quality syllabus is to provide information to students on the content of a course and its key elements: aim and purpose of the course, learning outcomes, student's workload, methodology of teaching and learning, assessment method and reading material. This enables students to pick suitable courses and prepare for them - they will know what to expect from the course and what is expected from them as learners. Students will be aware of the expected workload to master the course, and on the expected learning outcomes and competencies that he/she will gain after the completion of the course.

Students need to be provided with this information so they can take on more responsibility in their own learning. At the same time a well written syllabus serves as a guide for all academic/teaching staff involved in implementing the course.

*Course descriptions/syllabi which are comprehensible to students will result in lower dropout rates as students can make a more informed decision on what is the right course for them. Also, they can better prepare for and participate in the courses they have picked. Students who do not know what is going on in the courses are often disappointed and become frustrated. This results in higher drop-out rates and therefore reflects badly on the teaching staff, the university and ultimately results in poorly prepared graduates.*

## WHAT THE SYLLABUS MUST CONTAIN

Make sure that all sections are filled in and that the syllabus contains sufficient and useful information for external readers to be able to understand the concept and content of the course.

### I. The syllabus must respect the official form issued by the institution<sup>1</sup>

Currently, the syllabus form includes the following key elements:

- Basic information on the course: academic unit to which the course is attached, course title, level of study, course status (e.g. mandatory), year of study, number of classes per week, ECTS credits, time/location, name and contact details of teacher.
- About the course: course description, course goals, expected learning outcomes, importance and the relevance of course, prerequisite (if the course has a prerequisite / prior obligation).
- Students workload: should be in line with student's learning outcomes.
- Teaching method.
- Assessment method.
- Literature (primary/required and additional/recommended)..
- Designed teaching/lesson plan (15 weeks per semester).
- Academic policies and code of conduct.

### II. Course description

The course description should be short, concise, clear and informative! Think of what the student/colleagues need to know (and not what you want to tell).

### III. Goals of the course

The goals reflect the teacher's perspective and should correspond to the overall objectives of the academic program and study level (Bachelor, Master and PhD level).

### IV. Learning Outcomes

(see also: Hyland, A.; Kennedy, D.; Ryan, N.; Writing and Using Learning Outcomes. A Practical Guide: [http://www.fibaa.org/fileadmin/uploads/content\\_uploads/Writing\\_and\\_Using\\_Learning\\_Outcomes\\_01.pdf](http://www.fibaa.org/fileadmin/uploads/content_uploads/Writing_and_Using_Learning_Outcomes_01.pdf)) (Intended) Learning Outcomes describe the student's perspective of what a learner is expected to know, understand and be able to do after successful completion of a process of learning. For writing Learning Outcomes, it is recommended to follow Bloom's taxonomy (Annex II), which provides a list of verbs at the following levels of learning: knowledge, comprehension, application, analysis, synthesis, evaluation.

Ideally, Learning Outcomes should:

- be short and precise.
- contain only 1-2 active verbs within one Learning Outcome.
- be measurable. Some learnings are easier to measure than others but all learnings should be written on the basis that they can be assessed in the end, so when writing a Learning Outcome think already about how you intend to assess it in an exam/at the end of the course.

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<sup>1</sup> Please note that the template for description of syllabus may be amended time after time.

If the Learning Outcomes respect the points above they will better reflect what competencies the students will have acquired after the completion of the course.

#### **V. Importance and relevance of the course**

Students should be informed about the benefits from the course. The course should be presented in light of the new and current social, economic, technological, and educational developments.

#### **VI. Student's workload**

(see also ECTS User's Guide, 2015:

[https://ec.europa.eu/education/sites/education/files/ects-users-guide\\_en.pdf](https://ec.europa.eu/education/sites/education/files/ects-users-guide_en.pdf))

The "workload" means the time students typically need to complete all learning activities required to achieve the expected learning outcomes of the course. Calculation of the workload must thus include the following components: presence and contribution during lectures, project work, practical work/obligatory internships, homework and self-study, and preparation for examinations.

Calculation of ECTS: At the University of Prishtina "Hasan Prishtina" one ECTS equals 25 hours of (estimated) work done by the students. It is obligatory to include the student's own working/learning time (self-study) when calculating the number of ECTS (not only the teaching hours/presence of the teaching staff)!

#### **Example**

*A course of 4 ECTS/100 hours of work load could be composed as follows:*

- Contact hours with teacher: lectures 2 hours/week x 15 weeks/semester = 30 hours; consultation with teacher: 5 hours*
- Student's time for self-study (estimated): project work = 30 hours; homework and self-study = 15 hours; preparation for examinations = 20 hours*

#### **VII. Teaching Methodology**

Should encompass all possible activities to reach the Learning Outcomes of the course. You are requested to state exactly which teaching/learning methods you will apply and are asked not to use general statements such as "will be a mix of lecture and practical work". Instead select from a wide range of methods/activities: role play, case studies, exercises, student presentation, poster presentation, group work, learning log/diary to reflect on learning, lecture etc (in line with the principles of the Bologna process). Activities and methods should be student/learner centered in order to make sure that students develop curiosity, critical thinking and problem-solving skills.

#### **VIII. Assessment Methodology**

Should be continuing and frequent (not concentrated only on the final exam) to encourage students to come to and participate in the course actively throughout the year and the final mark should be the sum of all the student's results during the course (attendance, commitment, homework, intermediary exams, final exam).

## **IX. Literature**

Present to students relevant reading material and include also more current issues/publications; keep it short and precise and differentiate between what they have to read to able to pass the course (primary/recommended literature) and further readings (additional/ recommended literature for excellent or motivated students).

## **X. Teaching plan (15 weeks per semester)**

The teaching plan should be detailed for each week, it should contain some basic information such as: titles of course units; expected activity on student's involvement; planned classes should give more space to students for various activities such as exercises, presentation, small projects, seminars etc..

## **XI. Academic policies and code of conduct**

List items you find important for creating an appropriate teaching/learning environment. You should list no more than five items to make your point and the items should be tailored to your class (e.g. if you teach a painting class you may ask students to clean the room before they leave etc.)

*Some possible examples:*

*Laptop and tablet computers are allowed for quiet note taking only; other activities such as checking personal e-mail or browsing the Internet are prohibited.*

*Mobile/smart phones, and other electronic devices (e.g. iPods) must be turned off (or on vibrate) and hidden from view during class time.*

*It is expected from all to be polite and respectful towards others during discussions, and not to use rude language.*



## Annex I\_ EXAMPLE

### Course title : FREEHAND DRAWING AND AESTHETIC OF SPACE

| Course Basic Information    |   |
|-----------------------------|---|
| Academic Unit:              | Faculty of Civil Engineering and Architecture |
| Course title:               | Freehand Drawing and Aesthetic of Space       |
| Level:                      | BA  |
| Course Status:              | Mandatory                                     |
| Year of Study:              | 1st Year   1st Semester                       |
| Number of Classes per Week: | 1+3   |
| ECTS Credits:               | 3 ECTS  |
| Time /Location:             | Classroom S6  According to the timetable      |
| Teacher:                    | xxx   |
| Contact Details:            | xxx   |

|                     |   |
|---------------------|---|
| Course Description: | <p>The subject of Freehand Drawings and Aesthetics of space studies the natural forms and three-dimensional objects based on the study of presenting free hand drawing of the line, perspective, light and shadow, form and proportion. Students will gain the ability to draw/present objects in multiple ways, allowing them to evaluate a building or object on the basis of the formal elements - proportion, color, and materials - and the way the solution of problem will affect the overall design of the space. The art of drawing is an act of coordination between hand, eye and mind. Each of these elements is a subject of practice and routine, therefore many students will improve their drawing simply by learning new and useful principles and patterns.</p> |
|---------------------|---|

|               |  |
|---------------|--|
| Course Goals: | <p>The main objectives are subject to review different approaches to solving problems in drawing. Emphasis will be placed on developing the student's ability to see and understand how to create and represent real space around their true forms, as well as access and choose the most appropriate technique to create effective drawing. These enable the student's knowledge of observing the so-called easier architectural space.</p> |
|---------------|--|

|                             |  |
|-----------------------------|--|
| Expected Learning Outcomes: | Upon completion of this course the student will be able to:                                |
|                             | -Apply proportional relationship of drawings by using measurements.                        |
|                             | - Demonstrate basic techniques of freehand drawing   |
|                             | - Apply the principles of the perspective drawing with one, two and three infinite points. |
|                             | - Apply principles of drawing based on shadow, depth, texture.                             |
|                             | - Scrutinize proportional relationships between objects.                                   |
|                             | - Combine effective composition with developing a personal style.                          |
|                             | - Define and articulate the vocabulary and terms used in art.                              |

| Student Workload (should be in compliance with student's Learnign Outcomes) |       |           |           |
|---|-------|-----------|-----------|
| Activity  | Hours | Day/ Week | Total     |
| Lectures  | 1     | 15        | 15        |
| Theory/ Lab Work/Exercises  |       |           |           |
| Practical Work  | 2     | 15        | 30        |
| Consultations with the teaher   | 0.5   | 6         | 3         |
| Field Work  | 2     | 1         | 2         |
| Test, seminar paper   |       |           |           |
| Homework  | 1     | 15        | 15        |
| Self-study (library or home)  |       |           | 3         |
| Preparation for final exam  |       |           | 4         |
| Assessment time (test, quiz, final exam)                                    |       |           | 3         |
| Projects, presentations, etc.   |       |           |           |
| <b>Total</b>  |       |           | <b>75</b> |

|                     |  |
|---------------------|--|
| Teaching Methods:   | Lectures, exercises during class using different materials, one project work in group of 2-3 students (independent work), individual homework  |
| Assessment Methods: | Limit course passing X%;<br>Student attendance X%;<br>Individual assignments completed in class X%;<br>Individual assignments completed at home X%;<br>Evaluation from the tests X%;<br>Final Exam X%. |

|                        |   |
|------------------------|---|
| Primary Literature:    | 1.Lectures prepared by prof.ass.dr.ArtaJakupi<br>2.Keys to Drawing, Bert Dodson, North Light Books, Cincinnati, Ohio,manufactured in USA, First edition, First paperback printing 1990  |
| Additional Literature: | 1.White, G., (1989), Perspective-A Guide for Artist, Architects and Designers, BTBatsford Ltd, London<br>Campanario, G., (1990),<br>2.The Art of Urban Sketching, Quarry Books, Beverly, MA<br>3.Wnag, Th. C., (2002), Pencil Sketching, 2nd Ed. John Wiley & Sons.Inc, New Y |

| Designed teaching plan |   |
|------------------------|---|
| Week                   | Title of the Lecture  |
| Week 1:                | Introduction to the basic concepts and the material to be lectured to; Equipment and Basic Drafting Procedures  |
| Week 2:                | The Process of Drawing  |
| Week 3:                | Free and Controlled Hand Drawing  |
| Week 4:                | Measurement   |
| Week 5:                | The Illusion of Light   |
| Week 6:                | The illusion of Depth   |
| Week 7:                | One, Two and Three Point Perspective  |
| Week 8:                | Perspective of Ellipse and Perspective of 0, 4, 5, 6 Infinite Points  |
| Week 9:                | Urban Sketching -Techniques -Tools  |
| Week 10:               | Sketching of –People, Trees, Terrain and other complementary elements of the Architectural Landscape            |
| Week 11:               | Sketching of Architectural Objects  |
| Week 12:               | Sketching of the City   |
| Week 13:               | Illusion of Texture   |
| Week 14:               | Drawing and Imagination   |
| Week 15:               | Evaluation and Discussion of class and home assignments during the semester and preparation for the final exam. |

### Academic Policies and Code of Conduct

Tools used during class must be cleaned and stored away at the end of class.

Mobile/smart phones, and other electronic devices (e.g. iPods) must be turned off (or on vibrate) and hidden from view during class time.

Laptop and tablet computers are allowed for quiet use only; other activities such as checking personal e-mail or browsing the Internet are prohibited.

**Note |** *If a student has more than 3 class assignments evaluated below 50% he/she loses the right on taking the final exam. Evaluation is done from 0-100 %.*

## Annex II\_Bloom's list of verbs for writing Learning Outcomes

| Bloom's Classification of Cognitive Skills |  |  |
|--|--|--|
| Category                                   | Definition   | Related Behaviors  |
| Knowledge                                  | recalling or remembering something without necessarily understanding, using, or changing it  | define, describe, identify, label, list, match, memorize, point to, recall, select, state  |
| Comprehension                              | understanding something that has been communicated without necessarily relating it to anything else  | alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate |
| Application                                | using a general concept to solve problems in a particular situation; using learned material in new and concrete situations   | apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use  |
| Analysis                                   | breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles | analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide             |
| Synthesis                                  | relating something new by putting parts of different ideas together to make a whole.   | blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write        |
| Evaluation                                 | judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria                               | accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support         |