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HOCHSCHULE FÜR
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Good practices on the creation of training courses

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Development and change needs

Development and change needs can be brought forward by all university members and all organs and institutions within the university, for example, due to:

- Legislative changes
- Requirements of the Quality Assurance System Regulation (QSR) or Federal Ministry of Education, Science and Research (BMBWF) *in Austria*
- Evaluation results
- Suggestions from cooperation partners
- Internal innovations
- Professional, pedagogical, and societal developments

Determining curriculum type & understanding institutional goals

Determine the type of curriculum, whether it's a:

- New curriculum
- Resubmission
- New major version of an existing curriculum
- Subversion of an existing curriculum

Understand institutional goals:

- Identify the mission and vision of the institution.
- Understand the strategic objectives of the department or faculty.
- Consider accreditation requirements and standards.

A guide to effective course development

Step 1: Collecting and Discussing Development and Change Needs

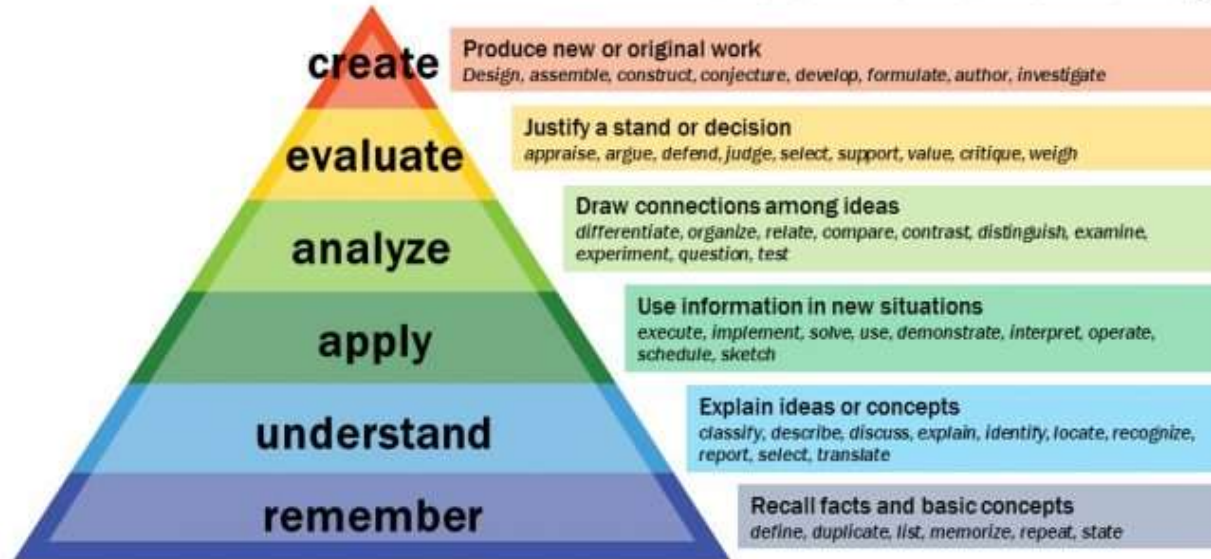
- Conduct a survey on educational needs.
- Gather feedback from stakeholders, instructors, students, and administrators.
- Aim to gain a comprehensive overview of potential areas for development.
- Initiate discussions and brainstorming sessions to analyze collected information.
- Identify gaps or weaknesses in current courses and curricula.
- Plan actions for continuous development.
- Ensure educational offerings meet evolving needs of students and industry.



Step 2: Defining Learning Outcomes

- Define clear and measurable learning outcomes for the course or program.
- Ensure alignment with institutional goals and accreditation standards.
- Use action-oriented competence orientation to define learning outcomes.
E.g. Use Bloom's Taxonomy to guide the development of learning objectives.
- Example: Learning Outcome: "Students will be able to **analyze** and **evaluate** complex data sets using appropriate statistical methods."

Bloom's Taxonomy



 Vanderbilt University Center for Teaching

Step 3: Course design and structure

- Develop a course outline or syllabus outlining topics, objectives, and assessments.
- Determine appropriate instructional methods and resources.
- Consider the sequencing of content to facilitate student learning.
- Example for online courses: Week 1: Introduction to [Course Topic]; Week 2-3: Theoretical Foundations; Week 4-5: Case Studies and Applications, etc.

Step 4: Incorporating active learning strategies

- Encourage student engagement through active learning techniques.
- Incorporate group discussions, problem-solving activities, and hands-on projects.
- Provide opportunities for reflection and application of knowledge.
- Example: Flipped classroom activities, peer teaching sessions, experiential learning projects.



Step 5: Assessment and evaluation

- Develop a variety of assessment methods to measure student learning.
- Include formative assessments for ongoing feedback.
- Use rubrics or grading criteria to ensure consistency and fairness.
- Example: Exams, quizzes, essays, presentations, peer evaluations.

Step 6: Continuous improvement

- Collect feedback from students and stakeholders.
- Evaluate course effectiveness based on learning outcomes.
- Make revisions and updates as needed to enhance the quality of the course.
- Example: End-of-course surveys, focus groups, annual program reviews.

Conclusion

- Creating curricula and courses for universities is a dynamic process that requires careful planning and assessment.
- By aligning with institutional goals, defining clear learning outcomes, and incorporating active learning strategies, educators can create engaging and effective courses.



Good practice examples

Two concepts for online-courses

- Agile methods in regional development / Design thinking
- Resilience in regional development
- Two examples by CIHEAM Bari – on the Google Drive folder

Chosen topics for courses

Chosen topics (examples):

- Entrepreneurship in an innovative milieu (AZ)
- Food security (AZ)
- Sustainability / Climate Change (UA)
- Marketing and financing (MD)
- Fostering cooperations in agriculture (EU partners)

- STATUS QUO?









Workshop

Instructions:

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BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

