

The Care for Courses Method

to help course coordinators improve courses that score structurally low

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Introduction

In our faculty, there are courses with persistently low or extremely high pass rates and/or unsatisfactory student evaluations. Despite efforts by course coordinators to address these issues, improvements sometimes remain elusive. We designed the Care for Courses Method to help course coordinators identify root causes and implement effective interventions. **Can we develop an effective and sustainable Care for Courses Method?**

The Care for Courses Method

Theoretical Foundations

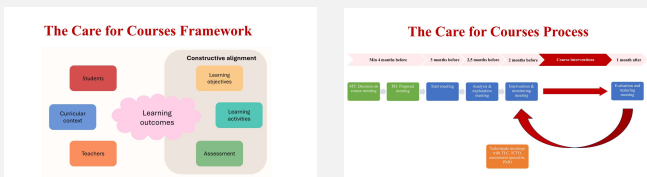
The UvA-Economics and Business faculty (EB) has adopted constructive alignment (CA, Biggs & Tang, 2015) as a foundational principle in their educational design (Vision on Teaching and Learning, 2020).

The CfC Method:

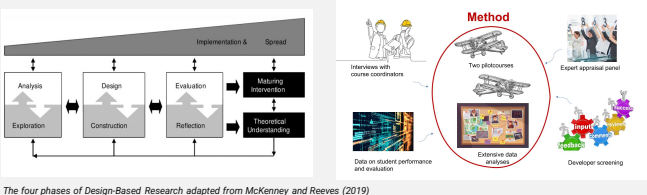
Frame work and design proces

The CfC **framework** is built on CA and inspired by Laparouze e.a. (2019). Based on the experience of course coordinators and input of the CfC team components were added. The CfC team comprises of experts in data analysis, pedagogy, and assessment.

The CfC **process** consists of iterative cycles inspired by the generic model for educational design research, developed by McKenney & Reeves (2019) and the faculty PDCA cycle.



The **design process** is an ongoing process with the experience in the pilots feeding improvements in the method (inspired by McKenney & Reeves, 2019).

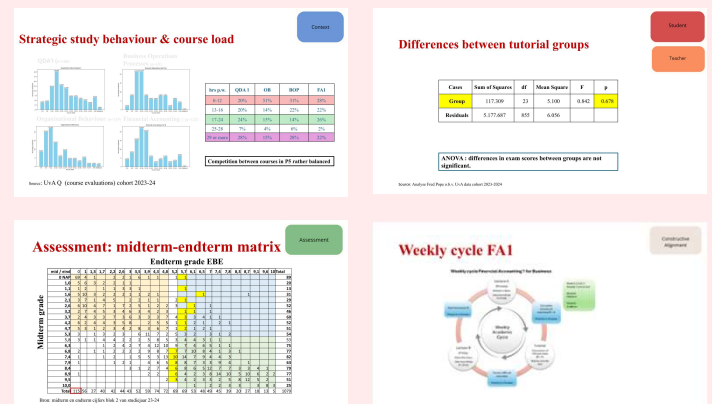


Key characteristics

- Course coordinator has a central role
- Combining expertise and data from different sources
- Focus on finding root causes
- Iterative process

First results: 2 pilot courses

The analyses: combining and visualizing



The interventions and results

- Improving feedback using digital tools
- Structuring and aligning course content over the weeks
- Course coordinators appreciated the proces and want to keep (and improve) their interventions
- Pass rates improved (3 - 9%), student satisfaction went up
- Formats were developed for analyses and meetings to improve efficiency and thus sustainability

Conclusion & Next steps

- The pilots confirmed that the Care for Courses Method can be effective and sustainable
- New courses chosen by programme directors
- Further development incl. standardisation (= efficiency)

What do you think?



Tool to visualise constructive alignment



Analyses presentation for the course coordinator

