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COURSE  
DEVELOPMENT  
1988

NOTES ON THE LANCING COURSE  
ON THE DEVELOPMENT OF  
COURSE MATERIALS

FOR THE DEVELOPMENT OF COURSE MATERIALS  
BY AN AUTHOR, BARBARA HITCHCOCK  
AND AN EDITOR, J. H. H. HITCHCOCK

The course is designed to help you

to understand the development of the course materials  
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# INTRODUCTION

The first step in the process of research is to identify a problem or question that is worth investigating. This involves a careful review of the literature and a clear statement of the research objectives. The next step is to design a study that will allow you to collect data that will answer your research question. This involves choosing a research design, selecting participants, and developing a data collection instrument. The final step is to analyze the data and draw conclusions about the results of your study.

The purpose of this research is to investigate the relationship between [topic] and [topic]. The research will be conducted using a [research design] and the results will be reported in a [report].

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Where there are no previous assignments, information may be drawn by examining demographic data for existing courses. The new course might be expected to be similar in some respects to the one that is being replaced. The new course will have complete sets of student performance statistics, and will be used to explore the possibility of new course information about likely student background and level of preparation.

In some cases, especially with formulation assignments, it may be possible to use a course team which will be available. A team of faculty members, perhaps a sample of previous students, may be used to evaluate the new course. The new course will be available to the faculty and students. The new course will be available to the faculty and students. The new course will be available to the faculty and students.

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## AIMS AND OBJECTIVES

The main aim of the present study is to investigate the effect of the use of the 'problem solving' approach on the development of mathematical problem solving skills of primary school children. The study is designed to investigate the effect of the use of the 'problem solving' approach on the development of mathematical problem solving skills of primary school children. The study is designed to investigate the effect of the use of the 'problem solving' approach on the development of mathematical problem solving skills of primary school children. The study is designed to investigate the effect of the use of the 'problem solving' approach on the development of mathematical problem solving skills of primary school children.

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Statements of objectives from Open University's new text, *Open Education Source*, Part III, Appendix B, listed a few examples of different styles of presentation of objectives at different levels of specificity in relation to their function in communication with students. For example, paper Essential and non-essential objectives (1977) information paper, illustrated the relationship between an aim and a range of objectives.

### How should we construct our aims and objectives?

The general idea is that of a hierarchy of objectives, where the most general objectives are defined in the chapter level text, and the most specific objectives are defined in the assignment, class, or project level.

In a general sense, the construction of aims and objectives is a matter of defining the learning objectives in terms of the learning outcomes. The aim is a general statement of the overall learning objectives and objectives are specific statements of the learning outcomes.

### Learning Objectives

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# OVERALL COURSE TEACHING STRATEGY

At an early stage of course planning, perhaps even before content has been finalized, course teams need indicate their intentions for the use of 21st century learning tools, course activities, and the overall course design. This will depend on the nature of the course content and the teaching strategy adopted for the course team. It is essential at an early stage of planning to identify the tools, activities, and strategies that will be used to deliver the course. The process of course design is a complex one, and it is essential that course teams consider the implications of alternative strategies and tools for the course design.

## How can we design a structure for our course?

The design of a course structure is a complex task that involves many factors. It is essential to consider the needs of the learners and the goals of the course. The structure of the course should be designed to support the learning objectives and to provide a challenging and engaging learning experience. The design of the course structure should be based on the following principles:

- The course structure should be designed to support the learning objectives and to provide a challenging and engaging learning experience.
- The course structure should be designed to be flexible and adaptable to the needs of the learners.
- The course structure should be designed to be clear and concise, and to provide a logical flow of content.
- The course structure should be designed to be accessible to all learners, and to provide a variety of learning activities and resources.
- The course structure should be designed to be evaluated and refined based on feedback from learners and other stakeholders.





## BROADCASTING STRATEGY

Broadcasting can be more effective if it is planned carefully. It is vital that the objectives of the broadcast are simple and clear. The objectives should be stated in terms of what the audience should do, think or feel. The objectives should be specific and measurable. The objectives should be realistic and achievable. The objectives should be relevant to the audience. The objectives should be time-bound. The objectives should be consistent with the overall strategy. The objectives should be communicated to all relevant staff. The objectives should be monitored and evaluated. The objectives should be reviewed and revised as necessary. The objectives should be used to guide the development of the broadcast content. The objectives should be used to guide the selection of the broadcast medium. The objectives should be used to guide the timing of the broadcast. The objectives should be used to guide the evaluation of the broadcast. The objectives should be used to guide the reporting of the broadcast. The objectives should be used to guide the follow-up of the broadcast. The objectives should be used to guide the overall strategy of the broadcast.

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to learn. A list is needed of what important content will be covered in the broadcast, and how that content will be used by the students and be seen to relate to the rest of the course. (especially assessment) Of special interest to many course teams will be the use of case studies and ways to develop these are discussed in *Engaging the Effectiveness of GM Documentary Case Studies* by Tony Bates and Margaret Galloway (2004 Information Pack 2004).

### Will the content in the broadcast be assessed?

Assessment of broadcast is a complex area and a number of strategies have been tried. It is possible for students to assess broadcast independently, by developing TMA questions which assess key broadcast material in an optional manner. Some of the issues are discussed in *Learning Assessments in Broadcasts* by Tony Bates (2004 Information Pack 2004).

### Will the broadcast be available to all students?

There are a number of issues which need to be considered when planning broadcast. It is essential to ensure that the broadcast is available to all students. This may involve providing a list of the broadcast material to students in advance of the broadcast. It is also important to ensure that the broadcast is available to all students. This may involve providing a list of the broadcast material to students in advance of the broadcast. It is also important to ensure that the broadcast is available to all students. This may involve providing a list of the broadcast material to students in advance of the broadcast.

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www.york.ac.uk/infocentre/infocentre.htm

# ASSESSMENT STRATEGY

Assessment is a process of gathering information about a student's knowledge, skills, and abilities. It is a tool that can be used to help teachers understand their students better and to provide them with the support they need to succeed. Assessment can be used in a variety of ways, including to measure learning, to identify areas of difficulty, and to provide feedback to students. The most effective assessment strategies are those that are aligned with the learning objectives and that provide meaningful information to both teachers and students.

The following are some key assessment strategies that can be used in the classroom:

1. **Formative Assessment:** This type of assessment is used to monitor student learning and provide ongoing feedback. It is typically used during the learning process and can take many forms, including quizzes, class discussions, and peer reviews. Formative assessment is designed to help students identify their strengths and weaknesses and to make adjustments to their learning strategies.

2. **Summative Assessment:** This type of assessment is used to evaluate student learning at the end of a course or program. It is typically used to measure the extent to which students have achieved the learning objectives and to provide a final grade or score. Summative assessment can take many forms, including exams, projects, and portfolios.

3. **Authentic Assessment:** This type of assessment is designed to measure students' ability to apply their knowledge and skills in real-world contexts. It often involves tasks that are meaningful and challenging, such as writing a research paper, conducting an experiment, or solving a complex problem. Authentic assessment is designed to assess students' higher-order thinking skills and their ability to transfer their learning to new situations.

4. **Self-Assessment:** This type of assessment involves students reflecting on their own learning and performance. It can be used to help students identify their strengths and weaknesses, set goals for themselves, and take responsibility for their own learning. Self-assessment can be done in a variety of ways, including through journals, portfolios, and peer reviews.

5. **Peer Assessment:** This type of assessment involves students evaluating their peers' work. It can be used to help students learn from each other, provide feedback, and develop their critical thinking skills. Peer assessment can be done in a variety of ways, including through group projects, peer reviews, and self-reflection exercises.

6. **Portfolio Assessment:** This type of assessment involves collecting and evaluating a student's work over time. It can be used to assess a student's progress, growth, and achievement in a particular area. Portfolio assessment can take many forms, including writing portfolios, art portfolios, and science portfolios.





















