



# DIRECTORATE OF ACADEMIC PLANNING & MONITORING

AHMADU BELLO UNIVERSITY,  
ZARIA - NIGERIA

**Vice - Chancellor:** Professor Kabiru Bala, BSc (Hons) Building, M.Sc. (Bldg Serv.), MBA, PhD (Const. Mgt.) (ABU), FNIQB, MAPM, MCABE, C. Bldg E, MICIarb

**Director:** Professor Yahaya Makarfi Ibrahim, Bsc. (Hons) Quantity Surveying (ABU), M.Sc. Ph.D (Const. Proj. Mgt.), HWU, FNIQS, MCIQB, MAPM, RQS

DAPM/COM/30<sup>C</sup>/Vol. 30

28<sup>th</sup> October, 2022

Prof. M. B. Mua'zu,  
National Coordinator,  
IIOE-ICHEI, Nigeria National Centre,  
Department of Computer Engineering,  
Ahmadu Bello University, Zaria.

Dear Prof. Mu'azu,

## REQUEST TO ORGANIZE TRAINING FOR STAFF MEMBERS ON USE OF DIGITAL TECHNOLOGY FOR TEACHING AND LEARNING

We are aware that there is an on-going survey by the Centre to determine the level of knowledge on digital skills for teaching and learning among staff members and possible training needs. Without prejudice to the outcome of the survey, we suggest that the Centre can prepare at least three training modules categorized as follows:

- 1) Basic
- 2) Intermediate
- 3) Advanced

Each of the modules can contain at least three (3) aspects: content development, use of online platforms for teaching and learning and conducting assessment using digital tools. The training can be arranged to initially accommodate two (2) persons per academic department, which will be a total of two hundred and twelve (212) academic staff members. This will create a reasonable pool of competent staff members that would help to champion the digital transformation on teaching and learning in the University.

We look forward to a valuable alliance to promote use of digital technology for teaching and learning.

Thank you.

Prof. Y. M. Ibrahim  
Director



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**Director:** Professor Bello Mukhtar, B.Eng Chemical Engineering (ABU), M.Sc. Ph.D (KFUPM), MNSChE, R-COREN.

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DAPM/COM/30/13

23<sup>rd</sup> March, 2023

All Members,  
Committee on 30% Addition to NUC CCMAS,  
Ahmadu Bello University,  
Zaria.

## NOTICE OF MEETING

This is to inform members that the training for the development of the 30% NUC CCMAS for Deans and two staff from each Faculty is scheduled to hold as follows:

**Date:** Monday 27<sup>th</sup> March, 2023

**Time:** 9.00 a.m.

**Venue:** Faculty of Engineering Board Room, A.B.U. Zaria

Thank you.

Yours faithfully,

**S. M. Audu**  
Secretary to the Committee

## ABU Zaria: Observation on the Core Curriculum and Minimum Academic Standards (CCMAS) 2022

S/No	Faculty	Existing Programmes	CCMAS Programmes	Observation
1	ABU Business School	BSc Accounting BSc Actuarial Sciences BSc Business Administration BSc Economics BSc Insurance BSc Marketing	As in 2 Below (The CCMAS Captured Administration and Management as a discipline)	1. The CU required for graduation is less than the current requirements for graduation in ABU e.g. CCMAS 120 but Actuarial Science is 140 in ABU
2	Administration	BSc Public Administration BSc Local Govt & Development Studies	BSc Accounting BSc Actuarial Sciences BSc Aviation Management BSc Business Information Technology BSc Business Administration BSc Cooperative and Rural Development BSc Employment Relations & Human Resource Mngt BSc Entrepreneurship BSc Finance/Banking and Finance BSc Hospitality & Tourism Management BSc Information Resources Management BSc Insurance <b>BSc Local Government &amp; Development Studies</b> BSc. Logistics & Supply Chain Management BSc Marketing BSc Office and Information Management BSc Petroleum Information Management BSc Procurement Management BSc Project Management <b>BSc Public Administration</b> BSc Securities & Investments Management BSc Taxation BSc Transport Management	
3	Agriculture	B. Agriculture B. Fisheries & Aquaculture B. Forestry & Wildlife Management (NS) BSc Agricultural Extension (NS)	BSc Agribusiness <b>B. Agriculture</b> BSc Agricultural Economics BSc Agricultural Extension BSc Animal Science BSc Crop protection BSc Family & Consumer Science <b>BSc Fisheries &amp; Aquaculture</b>	The 3 existing programmes are all run over 5 years. However, the CCMAS captured both Fisheries & Aquaculture and Forestry & Wildlife management as BSc (4 years). There is a slight modification in nomenclature Forestry (Forest Resources)

			<p>BSc/BTech Food Science &amp; Technology  <b>BSc Forest Resources &amp; Wildlife Management</b>  BSc Horticulture &amp; Landscape Management  BSc Soil Science  B.Sc. Water Resources Mngt &amp; Agro-Meteorology</p>	
4	Arts	<p>BA Archeology (NS)  BA Archeology/History (NS)  BA English Language (NS)  BA English Literature (NS)  BA Arabic (NS)  BA Hausa (NS)  BA French (NS)  BA History (NS)  BA Theatre and Performing Arts (S)</p>	<p>BA Arabic  BA Archeology  BA African Traditional Religion  BA Christian Religious Studies  BA Christian Theology  BA Classics  BA Efik  BA English Language &amp; Literature  BA Film Production  BA Folklore Stories  BA Hausa  BA History/History &amp; Diplomatic Studies  BA Ibibio  BA Igbo  BA Islamic Studies  BA Linguistic  BA Modern European Language (French)  BA Modern European Language (German)  BA Modern European Language (Russian)  BA Music  BA Philosophy  BA Religious Studies  BA Shariah  BA Theatre Arts  BA Yoruba</p>	<p>1.The title of BA Theatre &amp; Performing Art is shortened to Theatre Arts.  2. BA French is renamed BA Modern European Language (French)</p>
4	Education	<p>BA (Ed) Arabic  B.Ed. Christian Religious Studies  B.Ed. Islamic Religious Knowledge  BA(Ed) Hausa  B.Ed. Social Studies  B.Ed. Educational Admin and Planning  B.Ed. Adult Educ &amp; Community Devt  B.Ed. Guidance and Counselling  BSc (Ed) Home Economics  BSc (Ed) Health Education</p>	<p>BSc (Ed) Adult and Continuing Education <b>Error! Bookmark not defined.</b>  BSc (Ed) Agricultural Education  BA (Ed) Arabic  BSc (Ed) Biology  BSc (Ed) Business Education  BSc (Ed) Chemistry  BA (Ed) Christian Religious Knowledge  BSc (Ed) Computer Science</p>	<p>1.The BLIS nomenclature was changed to B.Ed LIS  2. Health Education is BSc(Ed) in ABU but is presented as B.Ed in CCMAS  3. Teaching Practice not appropriately placed in some programmes</p>

		<p>BSc (Ed) Human Kinetics  B. Library &amp; Information Science  BSc (Ed) Biology Education  BSc (Ed) Chemistry Education  BSc (Ed) Computer Science Education  BSc (Ed) Geography Education  BEd Integrated Science Education  BEd Mathematics Education  BSc (Ed) Physics Education  BSc (Ed) Agricultural Education  BSc (Ed) Business Education</p>	<p>BA (Ed) Creative Arts Education  B.Ed Early Childhood Education  BSc (Ed) Economics  B.Ed Educational management  BA (Ed) Efik-Ibibio Education  BA (Ed) English Language/Literature in English  B.Ed Entrepreneurship Education  B.Ed Environmental Education  BA (Ed) French  BSc (Ed) Geography  B.Ed Guidance and Counselling  BA (Ed) Hausa  B.Ed Health Education  BA (Ed) History  B.Ed Home Economics  BSc (Ed) Human Kinetics/Health Education  BA (Ed) Igbo  BSc (Ed) Integrated Science  BA (Ed) Islamic Studies  BA (Ed) Language Arts Education  B.Ed Library and Information Science  BSc (Ed) Mathematics  BA (Ed) Music  BSc (Ed) Political Science  B.Ed Primary Education  B.Ed Social Studies and Civic Education  B.Ed Special Needs Education  BSc (Ed) Sustainable Development Studies  B. Technology Education  BA (Ed) Yoruba</p>	
5	Engineering	<p>B.Eng. Agricultural Engineering  B.Eng. Automotive Engineering  B.Eng. Chemical Engineering  B.Eng. Civil Engineering  B.Eng. Computer Engineering  B.Eng. Electrical Engineering  B.Eng. Electronic &amp; Telecom Engr  B.Eng. Material &amp; Metallurgical Engr  B.Eng. Mining Engineering  B.Eng. Polymer and Textile Engr</p>	<p>B.Eng. Aerospace Engineering  B.Eng. Agricultural and Biosystem Engineering  B.Eng. Automotive Engineering  B.Eng. Biomedical Engineering  B.Eng. Chemical Engineering  B.Eng. Civil Engineering  B.Eng. Computer Engineering  B.Eng. Electrical Engineering  B.Eng. Electronic Engineering  B.Eng. Electrical and Electronics Engineering</p>	<p>1. Polymer &amp; Textile Programme was not captured.  2. SIWES was split between 2 semesters</p>

		B.Eng. Water Resources & Env Engr	B.Eng. Environmental Engineering BSc Food Science and Technology B.Eng. Information and Communication Tech B.Eng. Industrial Production Engineering B.Eng. Marine Engineering B.Eng. Material and Metallurgical Engineering B.Eng. Mechanical Engineering B.Eng. Mechatronics Engineering B.Eng. Metallurgical B.Eng. Mining Engineering B.Eng. Natural Gas Engineering B.Eng. Petrochemical Engineering B.Eng. Petroleum and Gas Engineering B.Eng. Petroleum Engineering B.Eng. Structural Engineering B.Eng. System Engineering B.Eng. Telecommunications Engineering B.Eng. Water Resources Engineering B.Eng. Wood Products Engineering	
6	Environmental Design	BSc Architecture BSc Building BSc Geomatics BSc Quantity Surveying BA Industrial Design B. Urban & Regional Planning BA Fine Arts BSc Glass & Silicate Technology	<b>BSc Architecture</b> BSc Tech Architecture BSc Furniture Design BSc Interior Architecture and Design BSc Landscape Architecture BSc Naval Architecture <b>BSc/BTech Building</b> BSc/BTech Clothing & Textile Design BSc/BTech Environmental Management BSc/BTech Environmental Standards BSc/BTech Estate management BSc/BTech Fashion design <b>BA/BSc/BTech Fine and Applied Arts</b> BSc/BTech Geography <b>BSc/BTech Industrial design</b> <b>BSc/BTech Quantity Surveying</b> BSc/BTech Surveying & Geoinformatics BSc/BTech Urban and Regional Planning	1. BSc Glass & Silicate Technology was not captured in CCMAS. 2. Industrial Design was captured as BSc/BTech while ABU has been running the programme as BA. 3. The title of BSc Geomatics is captured as BSc/BTech Surveying & Geoinformatics and the cumulative credit unit for graduation are less than the 150 required for graduation in ABU
7	Law	LL.B	LL.B LL.B (Common & Sharia Law)	

8	Life Sciences	BSc Biochemistry BSc Biology BSc Botany BSc Microbiology BSc Zoology	BSc Applied Geophysics BSc Biochemistry BSc Biology BSc Biotechnology BSc Botany BSc Brewing Science and Technology BSc Chemistry BSc Environmental Management and Toxicology BSc Forensic Science BSc Geology BSc Industrial Chemistry BSc Industrial Mathematics BSc Industrial Physics BSc Marine Science BSc Maritime Science BSc Mathematics BSc Medical Physics BSc Medicinal Chemistry BSc Meteorology BSc Microbiology BSc Petroleum Chemistry BSc Physics with Electronics BSc Physics BSc Science Laboratory Technology BSc Statistics BSc Zoology	1. SIWES was split between 2 semesters
9	Physical Sciences	BSc Chemistry BSc Computer Science BSc Geography BSc Geology BSc Mathematics BSc Statistics	BSc Computer Science BSc Cybersecurity BSc Data Science BSc Information and Communication Technology BSc Information System BSc Information Technology BSc Software Engineering	
10	Pharmaceutical Sciences	B.Pharm Pharm.D (2022/2023)		Committee of Deans of Pharmacy Schools have written to NUC requesting a review from 232CU to 180CU for the D.Pharm programme
11	Social Sciences	BSc Mass Communication BSc Political Science	BSc Broadcasting BSc Development Communication Studies	

		BSc International Studies	BSc Film and Multimedia BSc Information and Media Studies BSc Journalism and Media Studies BSc Mass Communication BSc Public Relations BSc Strategic Communication BSc Criminology and Security Studies BSc Demography and Social Statistics BSc Development Studies BSc Economics BSc International Relations BSc Peace Studies and Conflict Resolution BSc Petroleum Economics and Policy Studies BSc Political Science BSc Politics, Philosophy and Economics BSc Psychology BSc Social Standards BSc Social Work BSc Sociology	
12	Veterinary Medicine	DVM		The Council has written to NUC requesting some information before making further inputs
	<b>College of Medical Sciences</b>			
13	Allied Health Sciences	B. Medical Laboratory Science B.Nursing Sciences B.Medical Radiography	B. Audiology BSc Complementary and Alternative Medicine BSc Dental Technology BSc Dental Therapy B. Environmental Health Sciences BSc Healthcare Admin & Hospital Management B. Health Information and management BSc Information Tech & Health Informatics B. Medical Laboratory Science B. Nursing Sciences BSc Human Nutrition & Dietetics B. Occupational Therapy D. Optometry BSc Pharmacology D. Physiotherapy BSc Prosthetics & Orthotics	



			BSc Public Health B. Radiography B. Speech and Language Therapy	
14	Basic Medical Sciences	BSc Human Anatomy BSc Human Physiology	BSc Human Anatomy BSc Physiology	
15	Basic Clinical Sciences	MBBS		Awaiting NUC response on 30% as requested by the Committee of provosts of Colleges of Medicine in Nigeria.
16	Clinical Sciences	MBBS		-do-
17	Dentistry	BDS		-do-

ABU COMMITTEE ON ADDITION OF 30% TO NUC CCMAS

TRAINING ON 30% ADDITION  
FACULTY OF ENGINEERING BOARD ROOM

27<sup>th</sup> March 2023

SNo	Name	Department	Faculty	Phone No	email
1.	Dr. G. L. LIKKO	EDU. Psychology	EDUCATION	08065364905	GLLIKKO3.GL@gmail.com
2	Prof H.R Ahmad	Paediatrics	Clin Sciences	08026834766	hafsaahmad@gmail.com
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4	Dr. YA Aliyu	Geomatics	Env. Design	08034642728	yaaliyu@abu.edu.ng
5	Dr Y. E. Apeji	Pharm & Ind. Pharmacy	Pharm. Sciences	08063991831	yeapeji@abu.edu.ng
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10	Dr. Shuaibu Mohammed	Political Science	Social Sciences	08065430472	shuaibumohammed@abu.edu.ng
11.	Aminu Yunusa	Sociology	Social Sciences	07034524178	yunusamnu@abu.edu.ng aminuyunusa77@yahoo.com
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16	Dr. S.B. Magashi	Law	Law	05036000071	sbmagashi@abu.edu.ng
17.	Dr. Dalimu M. Sani	Law	Law	05037031331	dalimsani@abu.edu.ng

# ABU COMMITTEE ON ADDITION OF 30% TO NUC CCMAS

TRAINING ON 30% ADDITION  
FACULTY OF ENGINEERING BOARD ROOM  
27<sup>th</sup> March 2023

SNo	Name	Department	Faculty	Phone No	email
1	Dr E.T. Ciana	JTOP	Arts	09091739624	etjawa@abu.edu.ng
2	Prof. M.S. SHERAZ	Provost office	College of med. Sci.	08036522655	provost@abu.edu.ng
3	Dr. Ibrahim Yusuf	Accounting	ABU Bus. Sch.	08036023501	ibrash78@gmail.com
4	Prof. U.L. Arunah	Agronomy	Agriculture	08063165910	aitiegbeni@gmail.com
5	Dr R. Abdulmalik	Plant Science	Agriculture	08035509630	rekimalik33@yahoo.com
6	Dr I. G. Bakko	Physiology	Basic Med	08036982739	gebakko@abu.edu.ng
7	Prof. W.O. HAMMAN	FBMS	BASIC MED. SCI	08062303007	wohamman@abu.edu.ng
8	Dr L.S. Kuburi	Med. Engr.	Engineering	08039232203	LSKUBURI@ABU.EDU.NG
9	Prof. I.A. Mohammed-Daba	Beerery	Engineering	08033611734	iamdaba@abu.edu.ng
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14	DR. BASHIR YUSUF	PUBLIC ADMIN	ADMINISTRATION	08032613492	basiriy481786@gmail.com
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# ABU COMMITTEE ON ADDITION OF 30% TO NUC CCMAS

TRAINING ON 30% ADDITION  
FACULTY OF ENGINEERING BOARD ROOM

27<sup>th</sup> March 2023

SNo	Name	Department	Faculty	Phone No	email
1	Dr. A. Muhammad	Comp Sc.	Physical Sc.	07066306406	amuh@abu.edu.ng
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3	Dr. D. K. Sani	Nursing Sci	Allied Health	07035385167	dksani@abu.edu.ng
4	Prof. M.G. Magay	Pharmacy	Pharm Sci	08034625849	magmas1@yahoo.com
5	Dr. SL Shem	Med Radiography	Allied Health	07033998473	slshem@abu.edu.ng
6	Dr. A. E. Ahmad	Med. Lab. Sci.	Allied Health Sc.	08036460273	aahmad@abu.edu.ng
7	Dr Samsi A. Lambo	Local Govt & Devt	ADMINISTRATION	08035899615	Samsigambo63@gmail.com
8	SANI Abdullahi	Local Govt & Devt	ADMINISTRATION	08067127545	Saniabdullahi@gmail.com
9	Dr. A. J. Suleiman	Public Law	LAW	08037017313	ajsuleiman@yahoo.com

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# CURRICULUM DEVELOPMENT AND REVIEW PROCESS

Professor Olubunmi Abayomi Omotesho

# Learning Outcomes

- By the end of this workshop, participants should be able to:

Explain the need for curriculum improvement;

Discuss the basic competences expected of a university graduate;  
and

Design a course content in a way that meets learners' needs and societal expectations.

# Curriculum

- *The curriculum of a programme is the totality of the experiences that are offered by the institution to achieve the philosophy, goal and objectives of the type and level of education* (National Universities Commission).
- It defines the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes.
- It specifies teaching, learning and assessment methods and indicates the learning resources required to support effective delivery.
- One of its primary functions is to provide a framework or design which enables learning to take place.

# Types of Curriculum

Subject-centered  
curriculum

Teacher-centered  
curriculum

Learner-centered  
or child-centered  
curriculum

Peripheral  
curriculum

Enrichment  
curriculum

Integrated  
(blended)  
curriculum

Correlated  
curriculum

Special curriculum



# Characteristics of a Good Curriculum

- ✓ The curriculum is continuously evolving.
- ✓ It must have continuous monitoring and evaluation.
- ✓ It is democratically conceived – a product of many minds and energies.
- ✓ It is the result of a long-term effort.
- ✓ It is a complex of details.
- ✓ It provides for the logical sequence of subject matter.

- ❖ The Curriculum has educational quality – should help the learner to become the best that they can possibly be.
- ❖ It complements and cooperates with other programmes of the community.
- ❖ The Curriculum has administrative flexibility - must be ready to incorporate changes whenever necessary.
- ❖ The curriculum should give the student total education that equips him with knowledge and professional skills to be able to practice his chosen field at the appropriate level.
- ❖ It is based on the needs of the people (competence-based).

# Competences

- They are the cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills and values (ethical, cultural, attitudinal, experiential and creative) to be acquired by a learner to earn the degree, certificate or diploma certifying training in the field of study.
- They serve as reference points for curriculum design and evaluation, not as straightjackets.
- They allow flexibility and autonomy in the construction of curricula.
- At the same time, they provide a common language for describing what curricula are aiming at.

# Competences

```
graph TD; A[Competences] --> B["Generic (transferable skills)  
competences that a degree holder in any  
field of study is expected to acquire"]; A --> C[Specific  
Specific to the field of study]; B --> D["Instrumental  
Competences  
Cognitive abilities, Methodological  
abilities,  
Technological abilities and  
Linguistic abilities;"]; B --> E["Interpersonal  
competences  
Individual abilities like social  
skills (social interaction and co-  
operation)"]; B --> F["Systemic  
competences  
Abilities and skills concerning  
whole systems  
(Combination of understanding,  
sensibility and knowledge; prior  
acquisition of instrumental and  
interpersonal competences  
required)"]; style A fill:#fff,stroke:#333,stroke-width:2px; style B fill:#fff,stroke:#333,stroke-width:2px; style C fill:#fff,stroke:#333,stroke-width:2px; style D fill:#fff,stroke:#333,stroke-width:2px; style E fill:#fff,stroke:#333,stroke-width:2px; style F fill:#fff,stroke:#333,stroke-width:2px;
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## Generic (transferable skills)

competences that a degree holder in any field of study is expected to acquire

## Specific

Specific to the field of study

### Instrumental Competences

Cognitive abilities, Methodological abilities,  
Technological abilities and  
Linguistic abilities;

### Interpersonal competences

Individual abilities like social skills (social interaction and co-operation)

### Systemic competences

Abilities and skills concerning whole systems  
(Combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required)

# List of Generic Competences for all African Graduates (TUNING Model)

1. Ability for conceptual thinking, analysis and synthesis
2. Professionalism, ethical values and commitment to UBUNTU
3. Capacity for critical evaluation and self-awareness
4. Ability to translate knowledge into practice
5. Objective decision making and practical cost-effective problem solving
6. Capacity to use innovative and appropriate technologies

# List of Generic Competences for all African Graduates (TUNING Model) . . .

7. Ability to communicate effectively in official /national and local languages
8. Ability to learn to learn and capacity for lifelong learning
9. Flexibility, adaptability and ability to anticipate and respond to new situations
10. Ability for creative and innovative thinking
11. Leadership, management and teamwork skills
12. Communication and interpersonal skills

# List of Generic Competences for all African Graduates (TUNING Model) . . .

13. Environmental and economic consciousness

14. Ability to work in an intra- and intercultural and/or international context

15. Ability to work independently

16. Ability to evaluate, review and enhance quality

17. Self confidence, entrepreneurial spirit and skills

18. Commitment to preserve African identity and cultural heritage

# Competency-Based Learning

Achieved through:

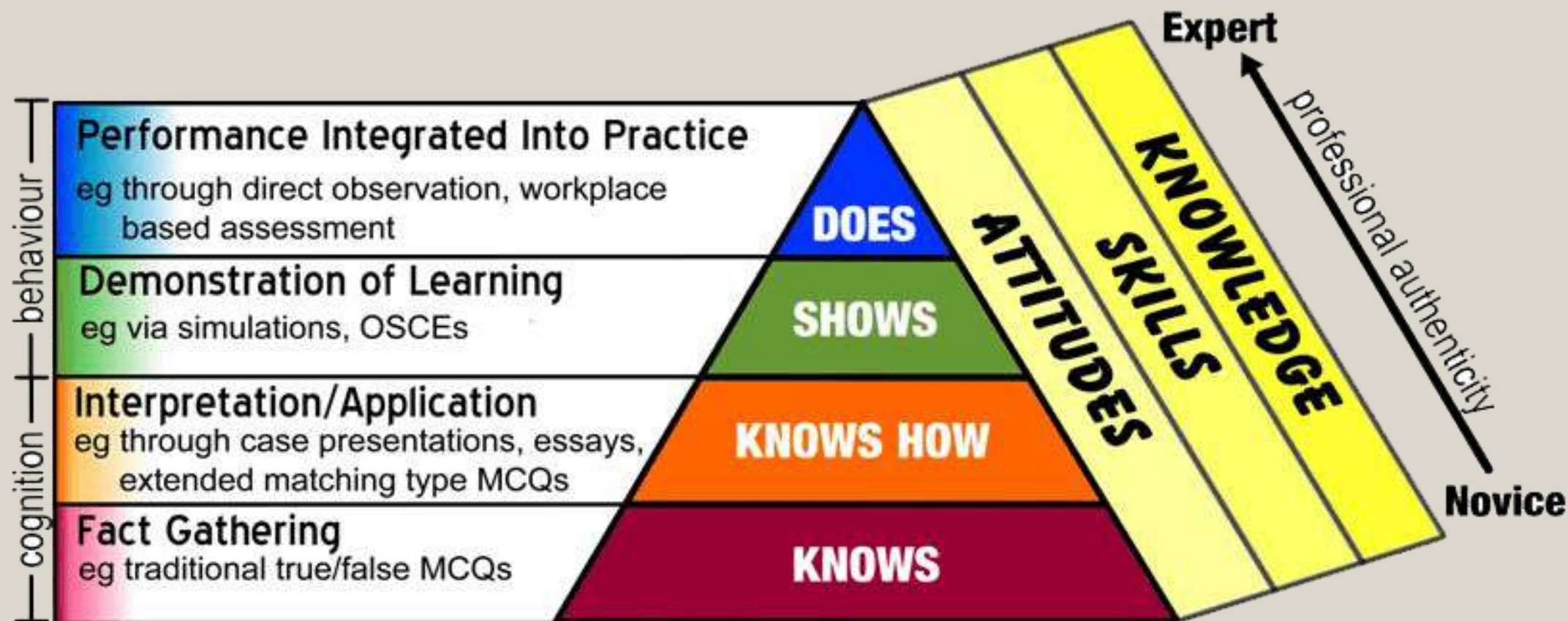
Informing students of  
the expected  
competences at the  
beginning of each  
posting

Learning-objective-  
directed teaching

Prioritisation of  
desired competences  
into “must know”, and  
“should know”

## MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

it is only in the "does" triangle that the doctor truly performs



Based on work by Miller GE, *The Assessment of Clinical Skills/Competence/Performance*; Acad. Med. 1990; 65(9); 63-67  
Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)



# Learning Outcomes

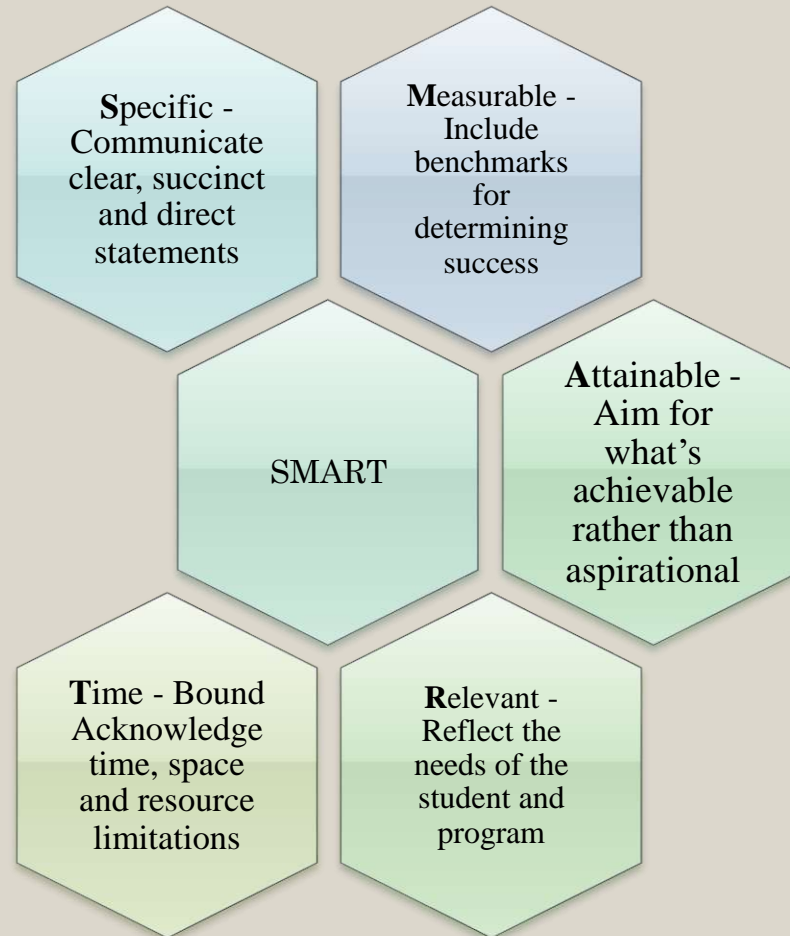
- Are broad statements about intended student learning after the course (or programme) has been completed in terms of the desired end product
- What students should know and be able to demonstrate, as well as the depth of the learning that is expected
- Knowledge, skills and values required by students to demonstrate learning of core concepts and essential components of the course (or programme)
- Often presented separately in the cognitive, psychomotor and affective domains, but also reflect a range of interacting knowledge, skills and attitudes
- Refers to the 3 H's:
  - habits of the head (what you want students to know)
  - habits of the hand (what you want students to be able to do)
  - habits of the heart (what qualities and attributes you want students to have)

# Writing Learning Outcomes

A learning outcome is a *specific* statement that describes exactly what students should be able to demonstrate **by the end of a lesson or course**.

Each competency statement can generally be parsed out into several learning outcomes.

Learning outcomes should be SMART, i.e.:



# Writing Learning Outcomes . . .

When submitting learning outcomes for course or program approvals, or assessment planning and reporting, please:

✓ Begin with a verb  
(exclude any introductory  
text and the phrase  
“Students will...”, as this is  
assumed)

✓ Limit the length of each  
learning outcome to 400  
characters

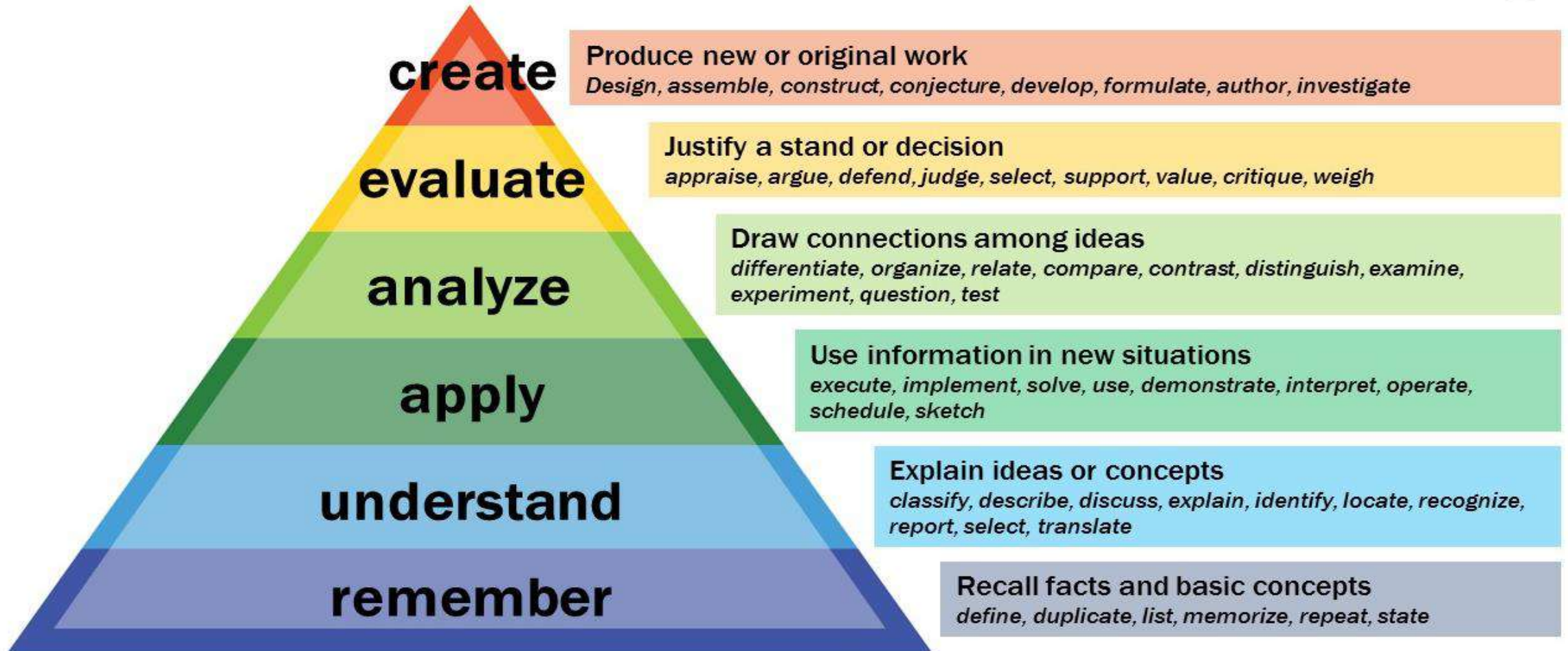
✓ Exclude special  
characters (e.g., accents,  
umlats, ampersands, etc.)

✓ Exclude special  
formatting (e.g., bullets,  
dashes, numbering, etc.)

# Steps for Writing Learning Outcomes

1. Begin with action verbs and ensure that the learning outcomes demonstrate *actionable* attributes.

Use an action verb that denotes the level of learning expected



# Steps for Writing Learning Outcomes . . .

## 2. Follow with a Statement

**Statement** – The statement should describe the knowledge and abilities to be demonstrated.

For example;

- Identify and summarize the important feature of major periods in the history of western culture
- Apply important chemical concepts and principles to draw conclusions about chemical reactions
- Demonstrate knowledge about the significance of current research in the field of psychology by writing a research paper

**Length** – Should be no more than 400 characters.

# Examples of Course Learning Outcomes

Students will...

- identify, formulate and solve integrative chemistry problems. (Chemistry)
- build probability models to quantify risks of an insurance system, and use data and technology to make appropriate statistical inferences. (Actuarial Science)
- use basic vector, raster, 3D design, video and web technologies in the creation of works of art. (Art)
- apply differential calculus to model rates of change in time of physical and biological phenomena. (Math)
- identify characteristics of certain structures of the body and explain how structure governs function. (Human Anatomy lab)
- calculate the magnitude and direction of magnetic fields created by moving electric charges. (Physics)

# Steps to Design Your Course

## **1. Recognize who your learners are**

prior knowledge, emotional and intellectual development levels, demographics etc.

## **2. Write measurable and observable course learning outcomes**

skills, knowledge and attitudes to achieve deep learning of key concepts

## **3. Identify evaluation methods for demonstrating learning outcomes**

assignments, projects, tests, demonstrations, case studies, presentations (% and marking schemes)

## **4. Consider informal assessment methods to use throughout course**

minute papers, tickets out door, surveys, peer sharing, consultations

## **5. Choose appropriate teaching and learning strategies to allow students to practice new learning**

active learning, student-centered, authentic, engaging and experiential strategies

## **6. Keep scope of content around key concepts and enduring understandings**

absolutely essential and necessary content to include vs. nice to know content



# Steps to Design Your Course . . .

## 7. Plan out your course content and how it will be organized

topics, content, scaffolding of learning experiences, time for application

### **Note:**

- Your plan should be in tune with the stipulations in the Minimum Academic Standards
- The retention capacity of your learners

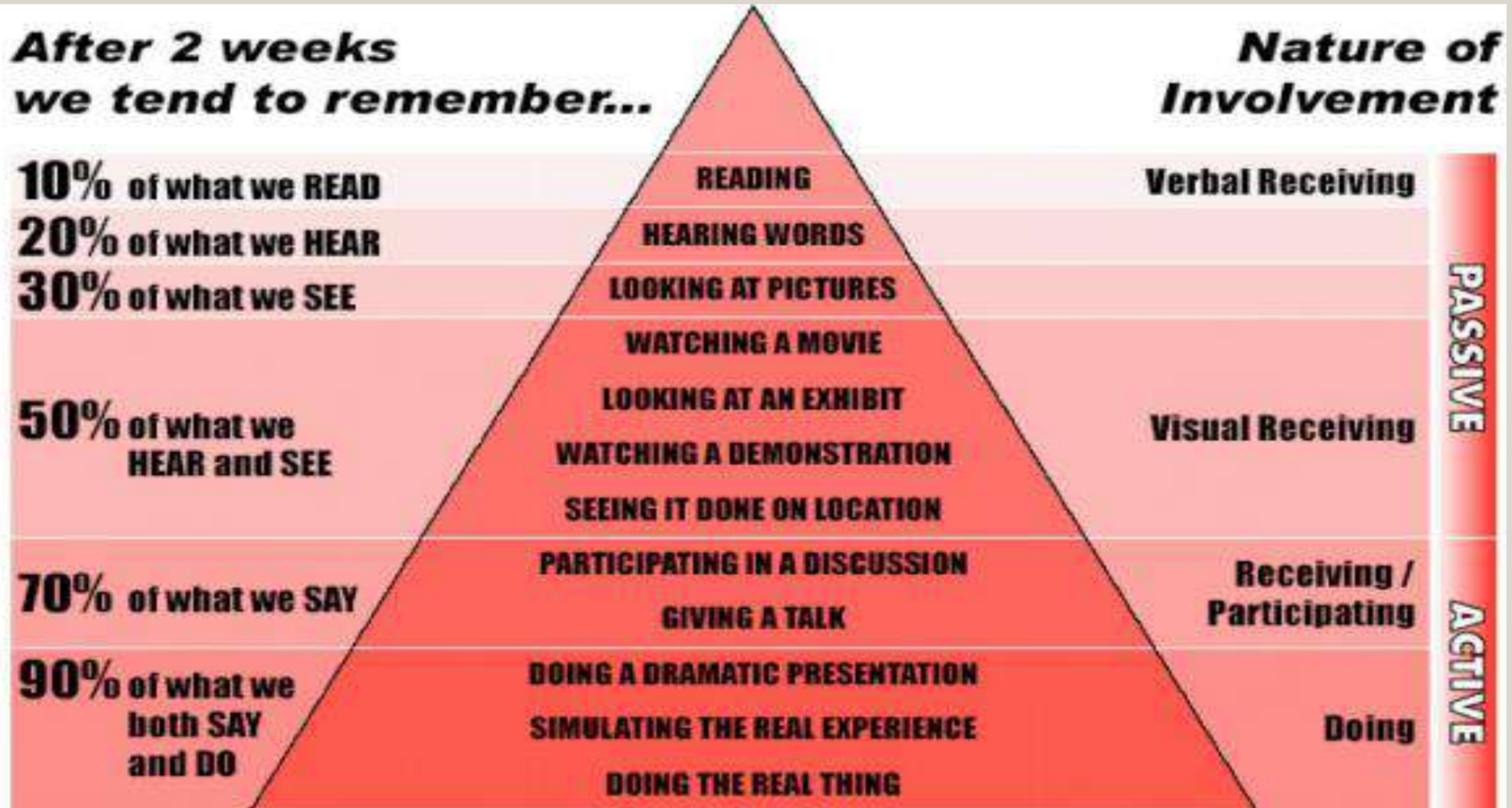


# Retention Capacity

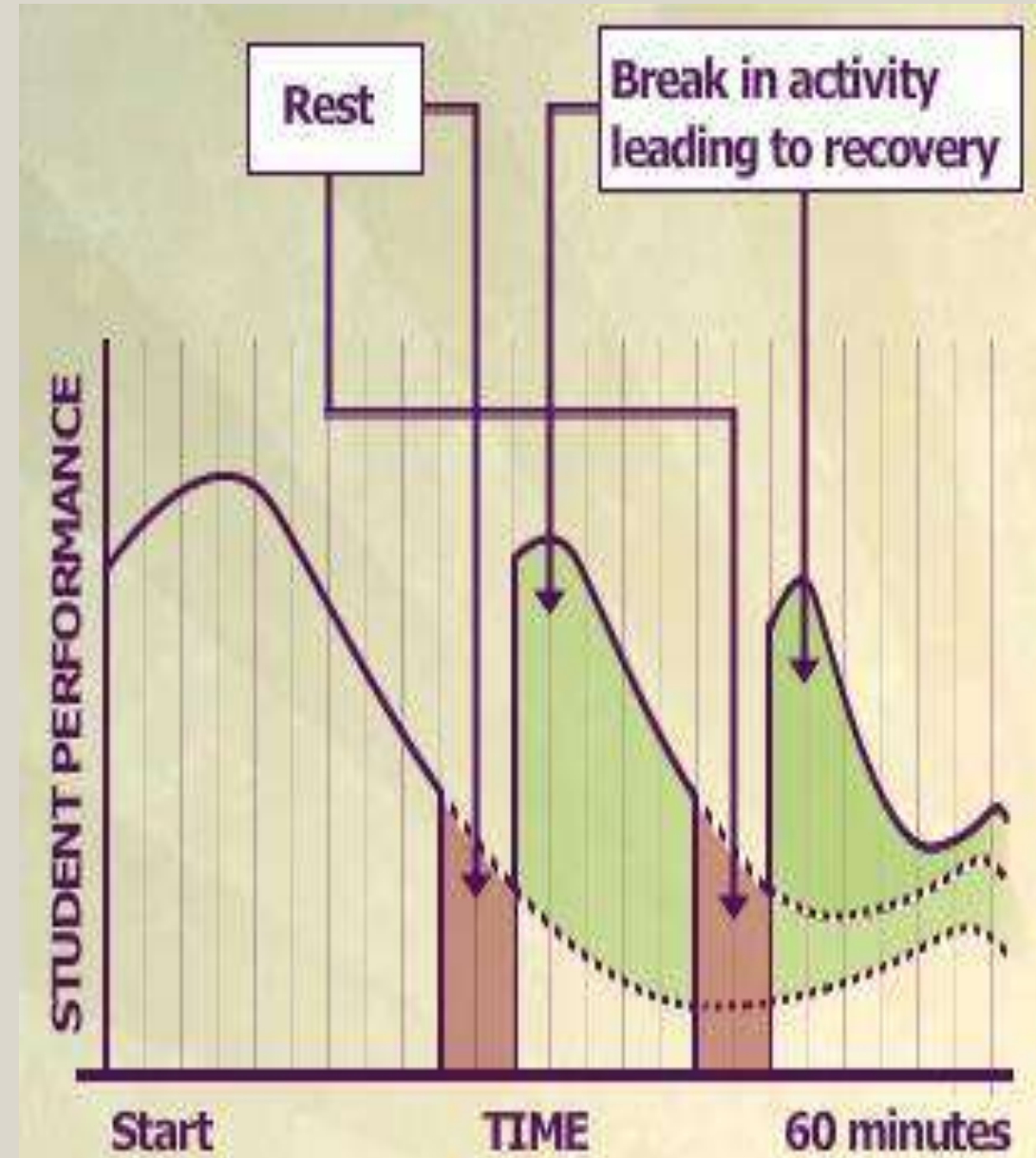
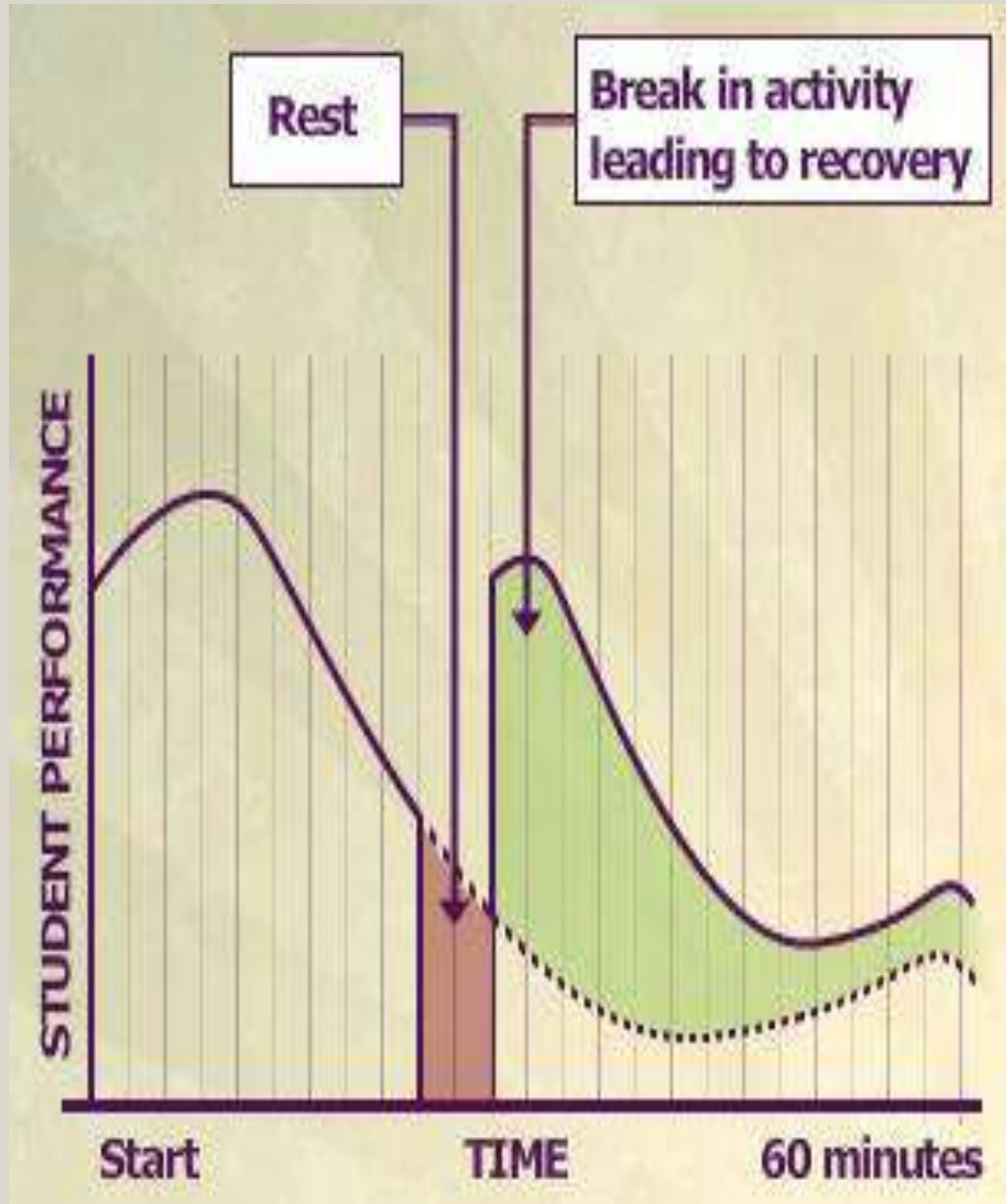
A diagnostic assessment to determine initial level of familiarity with course content may be useful

- Levels of learner recall:
  - a. Passive learning methods (lecture, reading, audio visual and demonstration)
  - b. Participatory (active) learning methods (discussion group, practice by doing and teach others)

# The Learning Pyramid (Edgar Dale)



# Cognitive Engagement in Lectures



(Bligh 2000)





# Assessment

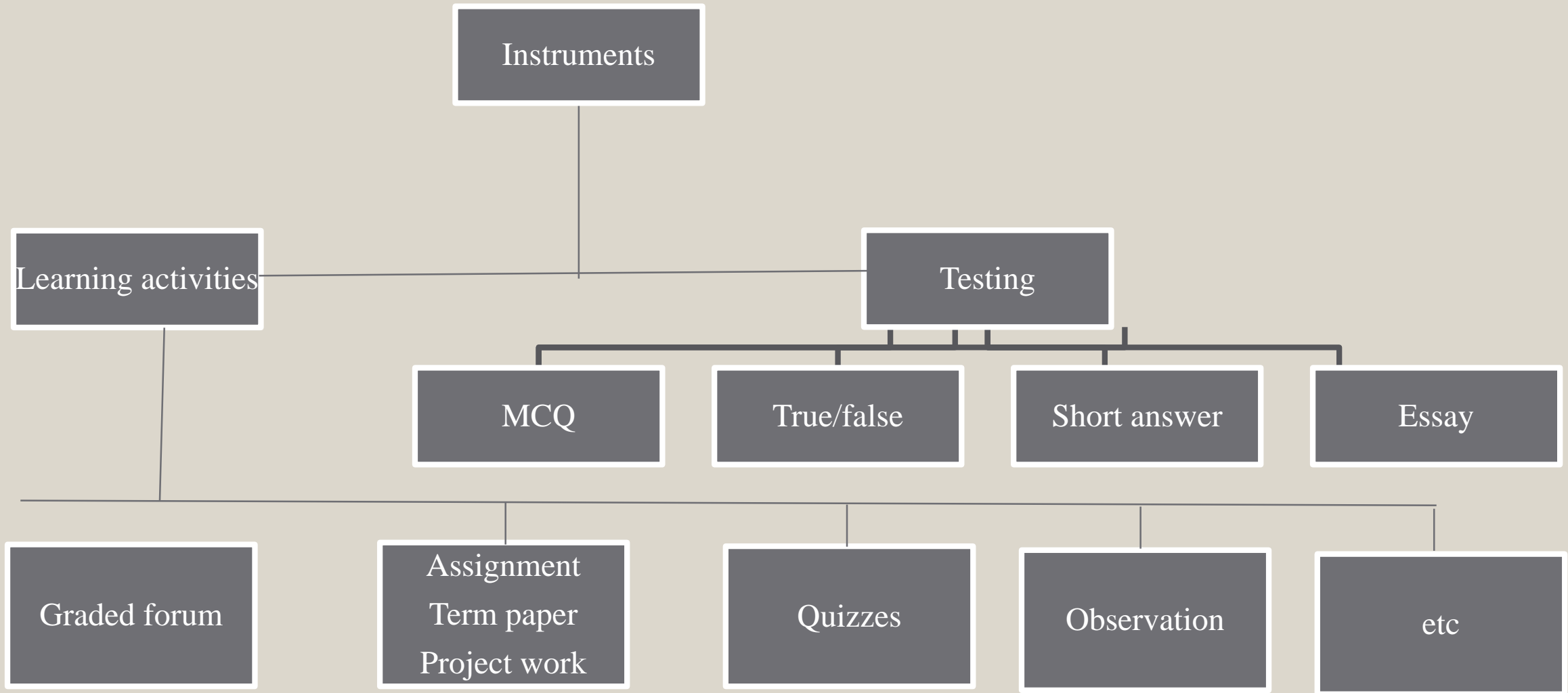
- Comprehensive means of obtaining information about learners
- Process of documenting knowledge, skills, attitudes and beliefs in measurable terms
- Measuring achievement of learning outcomes
- Demonstrate growth of competences
- It's more than testing
- Assessment drives learning
- Therefore the methods of learning should reflect being SMART

# Types of Assessment

✓ **Formative assessment:** Should be carried out regularly to give students feedback on their performance and to improve learning by helping the students to identify their strengths and weaknesses e.g. end-of-posting test

✓ **Summative assessment:** should be carried out to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark

# Instruments for Assessment



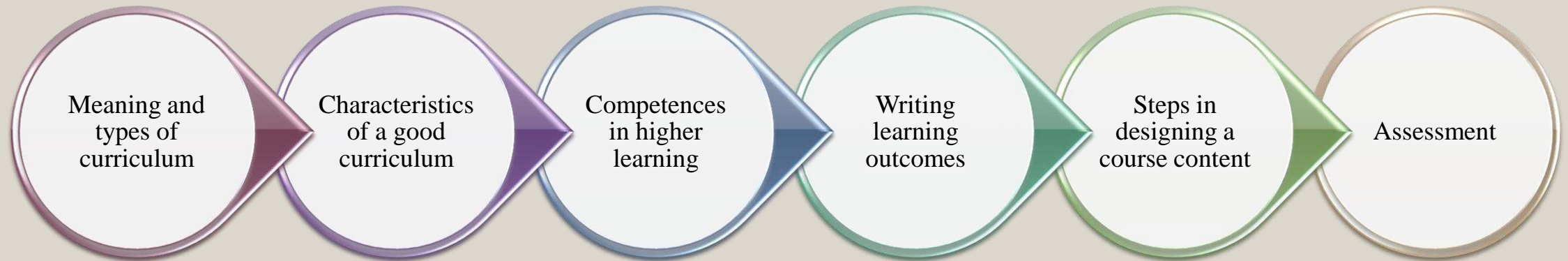
# Principle Testing

- Alignment between objectives, content and assessment.
- Contents must answer items that assess learning outcomes.
- Validity – Measures accuracy.
- Reliability – Consistency e.g. Split-half, Cronbach alpha, Kuder-Richardson (formulae 20, 21).
- Washback/feedback.





# Reflections



Thank you for your  
attention

# Some Useful E-Resources

- <http://tuningacademy.org/tuning-general-publications>
- <http://tuningacademy.org/journal>
- <http://uafulucknow.ac.in/wp-content/uploads/2020/03/CURRICULUM-DEVELOPMENT-MA-education-2nd-sem.pdf>
- <https://www.gre.ac.uk/learning-teaching/assessment/assessment/design/formative-vs-summative>
- <https://www.cmu.edu/teaching/assessment/index.html>
- <https://oedb.org/ilibrarian/6-free-platforms-teaching-online/>
- [https://www.netop.com/vision/remote-learning-with-vision?ppc\\_keyword=platform%20for%20teaching%20online&gclid=Cj0KCQjw\\_dWGBhDAARIsAMcYuJw88ow7KltFbjz5p8ozDjpcO8cAjrCaNE5XTAeXDFzXt63qMeqHWUaAkrzEALw\\_wcB](https://www.netop.com/vision/remote-learning-with-vision?ppc_keyword=platform%20for%20teaching%20online&gclid=Cj0KCQjw_dWGBhDAARIsAMcYuJw88ow7KltFbjz5p8ozDjpcO8cAjrCaNE5XTAeXDFzXt63qMeqHWUaAkrzEALw_wcB)

# Group Activity

- Identify some competences expected of graduates of your programme.
- Critique the existing curriculum of your programme. To what extent does it address the competences identified?
- Revise the course content of one of the courses in your programme and write the expected learning outcomes.



# GROUP ACTIVITY



❖ Q:

**IDENTIFY SOME COMPETENCIES  
EXPECTED OF A GRADUATE OF YOUR  
PROGRAMME**



❖ Q:

CRITIC THE EXISTING CURRICULUM





❖ Q:

TO WHAT EXTENT DOES IT ADDRESS  
COMPETENCIES?



❖ Q:

**REVISE THE COURSE CONTENT OF ONE OF THE COURSES IN YOUR PROGRAMME**

**AHMADU BELLO UNIVERSITY, ZARIA**  
**SCHOOL OF POSTGRADUATE STUDIES AND DIRECTORATE OF ACADEMIC PLANNING AND MONITORING**

**ONE DAY TRAIN-THE -TRAINER WORKSHOP ON CURRICULUM DEVELOPMENT AND REVIEW**

**26TH JUNE, 2021**

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