

# **A Synthesis of Best Pedagogical Applications and Practices of a Course Design**

**Dr. Samia MOUAS**

**Department of English Language and Literature**

**Batna 2 University**

# Aligning Aims & Objectives, Instruction and Assessment





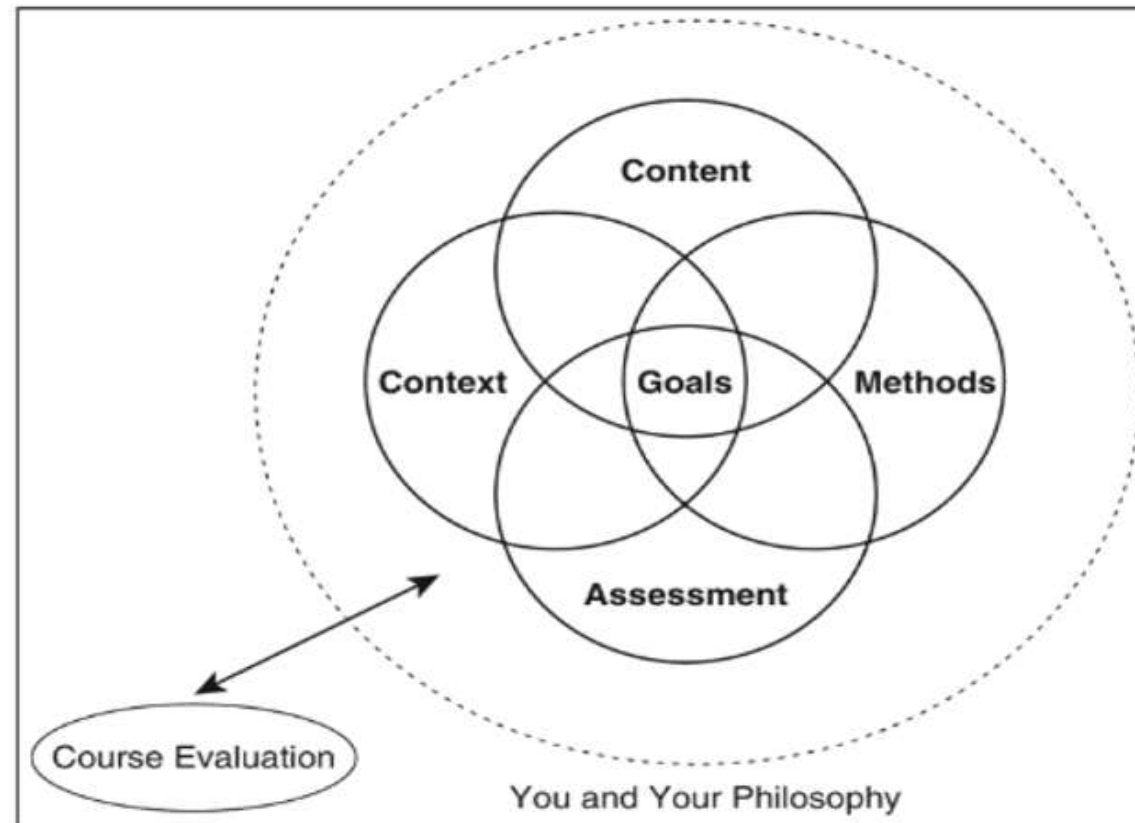
An important consideration when designing a learning experience, course, or program is **to ensure instructional strategies and assessments** and are aligned with the **intended learning outcomes** (Biggs & Tang, 2011; Maki, 2010).

➡ While creating an aligned design, teachers should focus on instructional strategies that **develop learners' knowledge** and **skills** while providing **formative feedback** and preparing them for **formal assessment**.

# Principles of Good Course Learning Outcomes

## Clear

- **Realistic, not aspirational:** all students should be able to demonstrate the **knowledge** or **skill** described by the learning outcome at the conclusion of the course.
- **Measurable**
- **Performance based and observable** – **prepare, calculate, identify, describe, discuss, compare, create, evaluate, etc.** (*describe what they will do.*)
- **Avoid verbs:** know, understand, comprehend, appreciate, realize, study, be familiar with etc. (**they're too vague and cannot be measured**)  
(Bloom's Taxonomy Action Verbs for a list of useful verbs)
- **Are focused on the learner:** rather than explaining what the instructor will do in the course.
- **Offer a timeline** for completion of the desired learning.



**Figure 1:** Model of the components of course design. Source: **Ellis, D.E. (2008)**. *Princípios fundamentais para um planeamento curricular eficaz*. *Pedagogia no ensino superior*, 2. Coimbra, Portugal: Escola Superior de Educação de Coimbra.

## Contextual Issues: Students

- **Who are my students (i.e., age range, program of study, year of study)?**
- **What are their interests? What are their needs? What are their goals?**
- **What are their expectations of this course? Of me?**
- **What are my students' goals? How can I incorporate them into the course content?**
- **How can I respect **the diverse abilities and needs of my students** (i.e., language or cultural differences, or students who learn in different ways)?**
- **What teaching methods are most likely to engage my students?**
- **Do I need to assess their Oral / Written skills? And how?**

# Content Issues: Resources

- **What resources will I use and where do I find them (i.e., journals, libraries, student bibliographies, online searches, etc.)?**
- **What has been used in the past (i.e., textbooks, reading packages, notes packages, computer packages, etc.)?**
- **Are my students the same as those for whom the resources were prepared?**
- **Are there new resources I want to add?**



# Assessment Issues

**Key questions to ask yourself as a teacher before choosing the assessments that allow you to evaluate whether students have attained the outcomes you have set out or not.**

- **What assessment tools will I use (i.e., assignments, exams, projects, collaborative work, peer assessment)? Why?**
- **What am I trying to accomplish by using these tools? What do I want my students to get out of them? Are they consistent with my beliefs about students' learning?**
- **How can I limit the possibility of plagiarism and cheating?**
- **How well do my assessment plans match the course/lecture...guidelines?**
- **What can I learn about my students' learning from the assessment results? How will I analyze and use these results?**



At the university level, you are  
**a teacher-researcher**

How can **YOU** (as a Novice Teacher  
Link between  
the **pedagogical** and the **Scientific**?)

Since your **priorities** shifted  
from  
**writing and publishing**  
to  
**teaching**



**Did you write and/or published articles since your were  
recruited as a teacher?**

ياحسراه أستاذة

منك بالصح أستاذة؟

وين راهو الوقت أستاذة؟

ياربي نوجد دروسي ونقري ونصح، ونعس  
ونأطر وووووو

**You are complaining while others are publishing.**

**This is the question.**

**Try to manage your time** and balance it between **work and research** with researching and publishing being a secondary concern (**As a teacher-researcher**)

**Often, teaching is merely passing down old knowledge, not creating new information.** (Through research from **the known** to the **unknown**)

**Teaching is a valuable experience for novel ideas, raw field for gaps in existing literature.**

**PUBLISH**

**OR**

**PERISH**

**(Especially in English)**



## The Reality of the Arabic Language in Social Media Networks and Its Impact on Linguistic Security and Identity

واقع اللغة العربية في شبكات التواصل الاجتماعي  
وأثرها على الأمن اللغوي والهوية

**Dr. Samia MOUAS**

**National Conference on:**

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**– تحديات وتطلعات في الواقع الافتراضي –**

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automated linkages between **you,**  
**your and others'** research activities.**

**As a teacher researcher, you should**

**Enhance your profile**

**on**

**academic portals,**

**social media, and**

**personal websites**



<https://www.sndl.cerist.dz/>

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




Mouas Samia bienvenue dans votre espace



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### Liste de l'ensemble des Ressources

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z [Toute la liste](#)

 Détails	 Détails	 Détails	 Détails	 Détails	 Détails	 Détails	 Détails
 Détails	 Détails	 Détails	 Détails	 Détails	 Détails	 Détails	 Détails



<https://orcid.org/>

Open researcher and contributor identifier

A screenshot of a mobile browser displaying the ORCID profile for Samia Mouas. The browser address bar shows 'orcid.org/0000-0'. The profile header features the ORCID logo and the name 'Mouas Samia'. Below this, a large dark blue banner displays 'SAMIA MOUAS' and her ORCID ID '0000-0002-5259-5582'. There are icons for copying and printing the ID, and a link to 'Show record summary'.

**Personal information**

No personal information available

**Activities**

Collapse all

▼ Employment (1) [?]

<https://www.researchgate.net/>

A screenshot of a mobile browser displaying the ResearchGate profile for Samia Mouas. The browser address bar shows 'researchgate.net'. The profile header includes the ResearchGate logo and navigation icons. The main section shows a profile picture, the name 'Samia Mouas', and her credentials: 'Ph.D. in Didactics of the English Language · Position · University of Batna 2, Algeria'. It also lists her current position: 'Associate Professor at the Department of English Language and Literature, Batna 2 University'. Below this, there are statistics: 'Research Interest Score 23.9', 'Citations 1', and 'h-index 1'. A blue button labeled 'Add research' is visible. At the bottom, there is a 'Business card' entry with an 'Edit' option.

<https://scholar.google.com/>

A screenshot of a mobile browser displaying the Google Scholar profile for Samia Mouas. The browser address bar shows 'olar.google.com'. The profile header includes the Google Scholar logo and a search icon. The main section shows a profile picture, the name 'Samia MOUAS', and her affiliation: '-MCA- Associate Professor Department of English, BATNA 2 University'. Below this, there are tabs for 'ARTICLES', 'CITÉE PAR', and 'COAUTEURS'. The 'CITÉE PAR' tab is selected, showing a list of articles with citation counts. Two articles are visible: 'Integrating Intercultural Awareness through Idioms Processing The Case of Master One Students at the Department of English, University of Batna' (1 citation) and 'AN EXPLOERATORY STUDY OF TEACHER'S ASSESSMENTS OF project work' (1 citation).

<https://access.clarivate.com/login?app=wos>

The screenshot shows the Web of Science login interface. At the top left is the Clarivate logo. Below it, the text "Web of Science" is displayed. A "Welcome!" message is followed by the instruction "Sign in to continue with Web of Science". There are "Sign in" and "Register" buttons. Below these are input fields for "Email address\*" (containing "s.mouas@univ-bahia2.dz") and "Password\*", with a "Forgot Password?" link. A "Sign in" button is positioned to the right of the password field. Below the login area, there are social media icons for Facebook, Google, and LinkedIn, along with a link for "Having trouble using ORCID to sign in? Click here". At the bottom, there are links for "Institutional Sign In" and "Sign In with your institution's group or regional affiliation".

Register for your FREE Web of Science profile

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Gain a deeper understanding with a profile that shows you are more than a number
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Track your contributions to demonstrate your expertise throughout your career
- Do what matters**  
Save time with a profile that syncs with ORCID

<https://www.sndl.cerist.dz/>

The screenshot shows the SndL website header and navigation. At the top right, there are links for "MESRS | DGRSDT | CERIST" and a language dropdown menu set to "Français". The SndL logo is on the left, and the CERIST logo is on the right. Below the logos is a navigation menu with items: "ACCUEIL", "ACTUALITES", "BASES DE DONNEES", "OPEN ACCESS", "PORTAILS", "FORMATIONS", "F.A.Q", and a green "Connexion" button. The main content area features four vertical panels with icons and "Plus" buttons: "SCIENCES & TECHNIQUES", "SCIENCES DE LA VIE & DE LA TERRE", "SCIENCES HUMAINES & SOCIALES", and "PLURI-DISCIPLINAIRES". To the right of these panels is a photograph of a person's hands using a laptop and a tablet.

<b>Category</b>	<b>Title</b>
<b>Academic portals</b>	<b>ORCiD</b>
	<b>ResearchGate</b>
	<b>Google Scholar</b>
	<b>Academia</b>
	<b>Loop profile</b>
	<b>Microsoft Academic</b>
	<b>Impactstory</b>
	<b>ScienceOpen</b>
	<b>SciProfiles</b>
	<b>Scopus Author ID</b>
<b>Social media</b>	<b>LinkedIn</b>
	<b>Twitter</b>
	<b>Facebook</b>
	<b>Instagram</b>
<b>Personal endeavor</b>	<b>Blog post</b>
	<b>Websites</b>
	<b>Email</b>

<https://dgrsdt.dz/en>

## The Directorate-General for Scientific Research and Technological Development (DGRSDT).



المديرية العامة ل

English ▾



Home DGRSDT ▾ R&D activities ▾ DEV\_TECH ▾ Journals scientific ▾ Services ▾ Contact 🔍

Calls



Infos,News ,Appels...

### News published

List of category A journals

List of category B journals

National Scientific Journals

Predators and predatory editors

relevant calls and more for you.DGRSDT

# Other best ways to continuously expand your research interests

**Learn** from others and **share** your own experiences.

**HOW?**

**Join a professional network of teachers/researchers who have similar interests, goals, or challenges.**

**Find such networks **online**, through social media, blogs, podcasts, or webinars, or **offline**, through conferences, workshops, or local meetings.**

**A professional network** can provide you with **valuable resources, feedback, support, and opportunities** to **collaborate and innovate** with your peers and consequently **find novel ideas to write about and publish.**

## **Assignment 1**

Choosing what to **cover in a course / lecture / TD / TP** can be a daunting and a very intimidating task – there are often so many different ideas and perspectives to choose from within each topic!

**What DIFFICULTIES do you encounter when you are narrowing down your choices?**

(Feel free to answer in Arabic, English or French)

**Send your answers to:**

**[formation.mouas2024@gmail.com](mailto:formation.mouas2024@gmail.com)**

## Assignment 2

What are **the main challenges** of writing and publishing after you started the teaching profession?

**(In GOOGLE Forms)**



## References

- Biggs, J. & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Maidenhead, UK: Open University Press.
- Brown, H. Douglas. (2004). *Language assessment: Principle and Classroom Practice*. New York: Pearson Education.
- Brown, H. Douglas & Lee, Heekyeong. (2015). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Pearson Education, Inc.
- Maki, P. (2010). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.

Thank  
You