**Preparations for 3rd Course Assembly - Examination**

**Task 1: Constructively aligning your course**

Fill in the matrix with your learning objectives, connected activities, forms of assessment, feedback and if the learning objective is graded as a pass/fail or a F – 3,4,5. Just delete or add rows to accommodate your course. This matrix includes all the information that you need to write up your examination structure.

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| --- | --- | --- | --- | --- | --- |
| **Learning outcome in your syllabus** | **Teaching and learning activity**  (activities or resources that support this specific learning outcome) | **In what way is the outcome assessed?**  (eg. assessed in a literature seminar and the final paper) | **When are they assessed and by who?** | **Form of feedback and from who?** | **Grading scale** |
| **Give an account of…** |  |  |  |  |  |
| **Compare and relate…** |  |  |  |  |  |
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**Task 2: Pick something that you find challenging with the planning and facilitation of your examination (papers, seminars, written preparations). Write it down below**

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| --- | --- | --- | --- |
| The examination model at CEMUS | | | |
| **Activity** | **Kind of examination** | **Scale** | **Who can do it?** |
| **Written preparation** | Assessment/Preparing  of grade  (*betygsberedning*) | Pass/Fail | Course Coordinators, Educational Coordinators, Guest lecturers |
| **Seminar I** | ” | Pass/Fail | ” |
| **Written preparation** | ” | Pass/Fail | ” |
| **Seminar II** | ” | Pass/Fail | ” |
| **Presentation** | ” | Pass/Fail | ” |
| **Individual paper** | ” | Fail - 3,4,5 | Someone with a PhD, ideally someone employed as a teacher at UU or SLU |
| **Decision on final grade and reporting** | Grading | Fail - 3,4,5 | Head examiner (check with your resource person if you’re unsure who this is for your course) |