

MyCanvas Course Planning

A Teaching Concept in 10 Simple Steps

LET'S DO IT!

The Teaching Support Centre is your partner when it comes to teaching development. That is why our experts have developed a tool which allows you to start planning your teaching in a structured and efficient way.

Simply fill out the Canvas on the next page and see how your ideas come together to form a teaching concept!

Check out our website for helpful tips, examples and further information on the individual steps.

Just click on the respective button if you would like to delve deeper into a particular topic.

First steps: from idea to teaching concept

- › Learn how to create a course concept via our **step-by-step** description. Use the key questions on the website as a guide to fill out your Canvas as effectively as possible.
- › We provide tips on how to **formulate learning objectives** and explain learning objective taxonomies.

Find inspiration

- › Our diverse **further education programme** offers plenty of impetus for your teaching.
- › Be inspired by your colleagues' teaching ideas via the good practice examples in the section **LEHRGUT Initiative**.

Get feedback

- › Get feedback from the expert members of the TSC team, either via an **interim evaluation (TAP)**, **teaching observation** or during a direct **personal consultation**.

Theory & practice: didactic concepts, methods & tools

- › These pages contain helpful information about **didactic concepts**, suitable **methods** and inspiring ideas to help you plan your courses.
- › This section describes the **digital tools** available to you when teaching at HTW Berlin.

Create & use teaching-learn- ing media

- › Do you want to produce your own media for your course or use existing material? We provide an overview of the topic **media production**.

Plan examinations

- › An overview of the topic **examinations** can be found here, and includes everything from organisational and legal to methodological questions.

The TSC is There for Teachers!

All the topics included on this page are part of the services provided by the Teaching Support Centre.

Do you have questions about the didactic teaching concepts, media production or examination planning?

We are happy to assist you!

Your name: _____

Course title _____

1. Clarify framework conditions

Target group: ☐ BA Semester: ☐ MA Semester: _____

Course format:

☐ Seminar-style lecture ☐ Seminar ☐ Exercise

☐ Other: _____

Number of participants:

Course venue:

☐ Online ☐ Hybrid | room: _____ ☐ In-person | room: _____

2. Formulate learning objectives

What do you want students to be able to do after completing your course, taking the taxonomy levels into account?

At the end of the semester, students will be able to...

Taxonomy level:

- ☐ Level 1: Remember
- ☐ Level 2: Understand
- ☐ Level 3: Apply
- ☐ Level 4: Analyse
- ☐ Level 5: Evaluate
- ☐ Level 6: Create

3. Define the Assessment Details

How would you like to assess the intended learning outcomes?

Assessment type:

- ☐ written
- ☐ oral
- ☐ practical

Weighting:

%

%

%

(up to three types may be combined)

Assessment format:

Length & permitted resources:

4. Select course content

Welche Inhaltsblöcke sind zum Erreichen Ihrer Lernziele relevant? Welchen zeitlichen Umfang benötigen Sie für die jeweiligen Themen?

5. Select teaching methods

Which methods will you use to help students achieve the learning objectives?

How do you approach the process of teaching content, encouraging students to work independently, revising topics, etc.?

6. Select media and materials

Which media and materials do you already have, and which do you need to procure or create?

Media and materials available:

Media and materials needed:

7. Select (digital) tools

Which (digital) tools support your teaching (e.g. whiteboard, Moodle assignments)?

8. Divide content - online/in-person

Which elements of your course are suited to online learning, and which require an in-person approach?

Which aspects of the course should be learned synchronously by the students, and which asynchronously?

9. Give and receive feedback

When and how can your students receive feedback?

When and how can you get feedback from your students regarding your course? Which methods could you use?

10. Divide content - semester planning

October
April

November
May

December
June

January
July