

Designing a curriculum for enhanced learner autonomy – CTU, Oct 2007

<u>Tuesday Oct 2</u> 08.00-10.45	<ul style="list-style-type: none">▪ Curriculum design: an example from the Graduate School of Teaching and Learning, University of Amsterdam▪ Getting organized: setting program targets
<u>Wednesday Oct 3</u> 08.00-10.45	<ul style="list-style-type: none">▪ Setting up design parameters to enhance learner autonomy and effective teaching▪ Setting standards: the Dublin descriptors
<u>Thursday Oct 4</u> 08.00-10.45	<ul style="list-style-type: none">▪ Addressing questions delivered at yesterday's workshop▪ Assessment for learning▪ Cooperative learning▪ Coping with big classes: the jigsaw-method
<u>Friday Oct 5</u> <u>08.00-10.45 [a]</u> <u>13.30-16.00 [b]</u>	<ul style="list-style-type: none">▪ Coping with less contact hours: task-based learning [a]▪ Working on semester programs [a, b]▪ Poster presentations and revision [b]▪ Presenting your revisions [b]