Constructive Alignment in the Digital Age: Challenges and Opportunities at the University of Sulaimani

Authors : Daban Mohammed Haji
Abstract : This paper explores the application of constructive alignment in digital education at the University of Sulaimani, focusing specifically on the Language and Culture Center, Translation Department, and English Department. Constructive alignment, an outcome-based pedagogical framework developed by John Biggs, ensures that learning activities and assessments are directly aligned with the intended learning outcomes (ILOs). The study's findings reveal a significant gap in awareness and understanding of this pedagogical concept among lecturers. Many instructors are unfamiliar with constructive alignment, and those who have some knowledge of it face considerable challenges. These challenges include aligning learning activities and assessments with the ILOs and fostering higher-order cognitive skills as outlined in the SOLO taxonomy and revised Bloom's taxonomy. To address this issue, the existing pedagogy center at the University of Sulaimani could play a pivotal role. This center has the potential to foster faculty development and promote the adoption of constructive alignment in online teaching. By leveraging the center's expertise and resources, a tailored program can be designed to enhance faculty understanding and application of this pedagogical framework.
Keywords : constructive alignment, student-centerdness, pedagogy, bologna process
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