Examples of course-level teaching design strategies

Metacognition, peer assessment, progressive assessment and authentic assessment

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1. METACOGNITION

EXAMPLE 1. Journal for reflective learning and self-assessment of a project

Objective of the activity

Students have to learn to manage and reflect on their own learning process while working on a project, applying metacognitive strategies to increase their autonomy.

Structure of the activity

Description of the main task	Students must complete a project (e.g. research, presentation, or problem-solving) within a set deadline. The learning journal will describe the student's progress, difficulties, solutions applied to different situations and problems that they have encountered during the project. It can include the use of different tools, including text, video, etc.

Instructions for the reflective learning journal	Throughout the process, students will be required to keep an online **reflective journal** (in text, audio or video format). The journal must include at least three entries at different points in the project (at the start, during the project and at the end).
	
	Each entry must answer the following questions (or others considered relevant):
	
	● **Initial entry (planning)**
	  - What are your goals in this project?
	  - What strategies do you plan to use to achieve these goals?
	  - How do you plan to organize your working time?
	
	● **Intermediate entry (follow-up)**
	  - How is your learning process going so far?
	  - What study or work strategies have you been using?
	  - What has worked for you and what hasn't? How could you adjust your strategies?

	- How much progress have you made towards your initial goals?
	
	● **Final entry (assessment)**
	  - What strategies have you found most useful to complete this project?
	  - What did you discover about your own learning process during this activity?
	  - If you had to repeat this project, what would you do differently?
	  - What problems have you had and how have you solved them?

Final self-assessment task	At the end of the project, students will carry out a **self-assessment** of their performance, comparing what they initially planned with the results achieved. In this part, they can reflect on: ● Whether the goals set were achieved. ● Which strategies were most effective and why. ● What they have learned from the process and how they can apply it to future tasks or in their work.
Feedback from teaching staff	**Feedback will be individual** and respond to the students' reflections. Comments can refer to their capacity for reflection, the strategies used and suggestions for possible improvements for future activities.

How will metacognition have been applied in this project?

● Students will need to reflect on their strengths and weaknesses when starting the assignment (for example, if they know they have time management issues, they could plan short breaks and shorter work periods).

● They will identify which strategies have worked in the past (e.g. using mind maps to organize ideas) and what new techniques they want to try.

● Half-way through the process, progress can be assessed with a view to making any necessary changes or adjustments.

● At the end, there should be an assessment to review whether the objectives have been achieved and for students to reflect on their own learning process.

EXAMPLE 2. Writing and metacognitive reflection during the production of an essay

Objective of the activity

Students have to write an essay, with planning, writing and revision steps, while reflecting on their own learning process. Throughout the activity, students apply metacognitive strategies to work more effectively as they organize and produce the essay.

Structure of the activity

Description of the main task	Students will have to write an essay on a topic worked on in the course. The essay must follow a structured format: introduction, development of arguments and conclusion.
Instructions for reflective learning in the writing process	During the writing process, students will have to send their course instructor emails, answering a series of reflective questions (they may be these or others; they should be adapted to each case). ● **Initial part (planning)** - What is the goal of your essay? What main points do you want to address? - What strategies will you use to organize your ideas (e.g. outlines, bullet points, preliminary reading)? - What are your strengths in essay writing? Which aspects do you find most difficult? - How do you plan to distribute your time to complete each part of the essay? ● **Intermediate part (follow-up)** - How is your essay progressing? Are you following the plan you set?

	- Have you encountered any unexpected difficulties? How did you deal with them? - Are the organizational strategies you have used effective? Have you changed anything? - How do you feel about your progress? Are you satisfied with your work so far? ● **Final part (assessment)** This can be added as an Annex when the essay is submitted. - Which strategies were most helpful while you were writing the essay? - Have you met the objectives you set at the start? - What have you learned about your writing process? What would you do differently next time? - How has this reflective process helped you improve your essay?
Final self-assessment task	After submitting the essay, students will have to complete a self-assessment, reflecting on their performance and the writing process (they can also include this, as an Annex, when they submit the essay). This self-assessment will include: ● A comparison of their initial goals and the final result. ● The impact of the strategies used during the process (e.g. paragraph review, use of sources, structuring the argument). ● Reflections on how they can improve in future essays.
Feedback from teaching staff	**Feedback will be personalized** and focus not only on the activity, but also on the reflective process and the essay itself. It can include suggestions for more effective learning, management, or writing strategies, as well as guidance on how planning and reviewing can be improved in future activities.

2. PEER ASSESSMENT

EXAMPLE 1. Peer assessment in a group project or activity

Objective of the activity

Students work in small groups on a project or activity dealing with a specific topic. During and after the project, each student participates in the peer assessment of their fellow students to improve their work and give formative feedback.

Structure of the activity

Description of the main task	Students will work in small groups on a project or activity dealing with a specific topic. During and after the project, each student will participate in the peer assessment of their fellow students to improve their work and give constructive feedback.
Instructions for peer assessment	● Before submitting the final version of the project, each group will submit an **initial deliverable** (a first draft). ● Each group will assess the work of another group. Students will have to provide **detailed formative feedback** on the following aspects: 　○ Clarity and coherence of the presentation 　○ Rigour and quality of information sources 　○ Organization and structure of the presentation 　○ Originality and creativity in the discussion of topics 　○ Other
Reflection on peer assessment	After having received feedback from the group assigned (inter-group peer assessment), each group will review the observations made and make any necessary adjustments to their project or activity. Next, they will have to write a joint reflection (which can be presented in text or video format) on:

	- How they have incorporated the feedback received into the final version of the project/activity. - What they have learned from the peer assessment process. - What elements of their work were improved thanks to the opinions of others. - Other aspects.
Individual peer assessment	At the end of the activity, each student will have to fill in a peer assessment form, where they will assess the work of each member of their group on a scale of 1 to 5 for each criterion specified (intra-group assessment). It must also include qualitative comments on each person's strengths and aspects that could be improved.
Final submission	After having reviewed the activity in the light of the peer assessment, the groups will submit their final version of the project or activity, together with the reflection and intra-group assessment.
Feedback from teaching staff	Teaching staff will assess both the quality of the feedback provided by each group and the final version of the project, taking into account how students have applied the recommendations proposed.

EXAMPLE 2. Peer assessment of an individual essay

Objective of the activity

Students write an individual essay on a specific topic. Before the final version is submitted, it is assessed by peers, who will offer mutual feedback to improve the quality of the essays.

Structure of the activity

Description of the main task	Each student will have to write an essay of approximately 1,500 words on an assigned topic. Students will have a deadline to submit a draft of the essay. The submission date will be set in the middle of the challenge or continuous assessment activity.
Instructions for peer assessment	After submitting the draft before the deadline, each student will be assigned a fellow student's essay to review. A **peer assessment rubric** will be provided with specific criteria to assess aspects such as: ● Clarity of the thesis or main argument. ● Clarity in the definition of the objective. ● Quality of the arguments and sources used. ● Structure of the essay (introduction, development and conclusion). ● Precision and quality of language. ● Other aspects. Students will be required to produce **detailed, formative feedback**, including strengths and areas for improvement, as well as a rubric-based score.
Individual reflection on the feedback received	Once the feedback has been received, each student will have to reflect on the peer assessment in a post in the online discussion forum, or in another space, answering these questions: ● What did you think of the feedback received? What did you learn about your essay from the feedback?

	• What changes do you plan to make to the essay before submitting the final version? • In what aspects do you think your work will improve thanks to this peer assessment? • Other aspects. Note: in Canvas, peer assessment can be anonymous.
Final submission of the essay	After reviewing and modifying their essay based on the feedback received, each student will submit the final version of the essay together with a brief reflection on the changes they have made and why.
Feedback from teaching staff	Teaching staff will assess the final essay, taking into account the improvements made after the peer assessment and the metacognitive reflection (the latter is optional). Teaching staff can also assess the value of the feedback that this student has given to their peer.

3. PROGRESSIVE ASSESSMENT

EXAMPLE 1. Progressive assessment in the creation of a digital portfolio

Objective of the activity

Students have to create a digital portfolio that brings together different pieces of work and reflections during a semester. Assessment is carried out in different phases, with feedback from teaching staff in each of them, with the aim of improving the final content.

Structure of the activity

Description of the main task	Students will have to create a digital portfolio in which they will compile various tasks carried out during the course (essays, projects, presentations, podcasts, etc.). Each task must be accompanied by a personal reflection on the process of completing it, the knowledge acquired and the skills developed.
Stages in the activity	**First stage: Structure and collection of information** ● In a first submission, students will design the structure of their portfolio, set out their first tasks and write their first reflection on the learning process. This first submission will include: ○ Introduction to the portfolio. ○ First selection of works. ○ Reflection on the learning objectives so far. ○ Other aspects. ● Teaching staff will provide **feedback** on the organization, the selection of works and the quality of the reflections so that students can adjust and improve their portfolio.

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Second stage: Review and expansion of the portfolio

- During the course, students will have to add new activities to the portfolio and review previous work. They should include additional reflections on how they have applied the feedback received and how their work has improved. In this stage, the following will be reviewed:

  - New tasks or projects added.
  - Improvements to previous work based on the feedback received.
  - Additional reflections on the learning process.
  - Others may be added.

- Teaching staff will again give **detailed feedback**, so that students can continue to improve their portfolio.

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Final submission

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Submission of the complete portfolio

- At the end of the semester, students will submit the complete portfolio with all the tasks and final reflections. They should include an **overall reflection** on the whole process, detailing the learning acquired, how they have applied the feedback and what skills they have developed during the course.

- Teaching staff will assess the complete portfolio taking into account not only the final product, but also the process of continuous improvement through the different stages.

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Feedback from teaching staff

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In addition to the final assessment of the portfolio, teaching staff will make a formative assessment of the student's ability to self-regulate and improve their learning throughout the different stages.

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ℹ Modifications can be made to this example. A portfolio could be created at different levels:

- **For a single course**
- **For various courses**
- **For an entire programme** (this decision should be made at programme level)

EXAMPLE 2. Progressive assessment of a research project

Objective of the activity

Students carry out an individual or group research project on a topic related to the course. Assessment is carried out progressively at different stages in the project, with feedback from teaching staff in each of them.

Structure of the activity

Description of the main task	Students will carry out a research project on a topic related to the course. The project will include the search for information, the writing of a final report and a presentation. Work will be divided into three main stages, each with assessment and feedback.

Stages in the activity	**First stage: Research proposal and work plan**
	
	● Students will submit a **research proposal** that includes:
	
	   ○ The objective of the project and the research question.
	   ○ The sources of information they plan to use and a research methodology.
	   ○ A work plan with a schedule.
	   ○ Other aspects.
	
	● Teaching staff will provide **feedback** on the feasibility of the project, the quality of the research question and the scheduling. Students will have to make adjustments according to the teaching staff's recommendations before moving on to the next stage.
	
	Second stage: Research and draft report
	
	● Students will submit a **draft** of the research report, which will include:
	
	   ○ Introduction with the revised research question.

	○ Body of the report with an initial discussion of the findings. ○ Preliminary references. ○ Other aspects. ● Teaching staff will give **detailed feedback** on the clarity of the arguments, the quality of the sources and the organization of the report. Students will adjust their work according to the feedback before the final version.
Final submission	**Final stage: Full report and presentation** ● The students will submit the **final report**, incorporating the feedback received in the second stage, and will make an **online presentation** (in video format or using slides). The presentation must summarize the main points of the project and the conclusions. ● Teaching staff will assess the final report and the presentation, taking into account the development of the project and improvements made as a result of the progressive feedback.
Feedback from teaching staff	During each stage, teaching staff will provide formative feedback, allowing students to fine-tune their research and organization. Finally, the full report will be assessed, and the entire progressive improvement process taken into consideration.

4. AUTHENTIC ASSESSMENT

EXAMPLE 1. Simulation of a practical case in a simulated professional setting

Objective of the activity

Students work on a **practical case** related to a real problem or situation within a simulated professional setting. The activity is designed to allow students to apply the knowledge and skills from the course in an authentic context, similar to what they might encounter in their professional lives.

Structure of the activity

Description of the main task	Students will be given a case study based on a real-life situation related to the field of study (e.g. market research, an ethical problem, or a conflict resolution strategy in a company).
	They will have to work collaboratively or individually to find a viable solution.
Stages in the activity	**First stage: Analysis of the case and identification of the problem**
	● Students will be given a detailed description of the case. In the first stage, they will have to submit an **initial report** in which they identify the key problem, the parties involved and the main challenges. The report must include:
	○ Identification of the key problems in the case.
	○ A preliminary list of possible options or solutions.
	○ Other aspects.
	● Teaching staff will provide **feedback** on the clarity of the analysis, the precise identification of problems and students' understanding of the implications of the case.

	Second stage: Proposed solutions and justification
	
	● Students will have to present a **detailed proposal** in which they argue for the best solution to the problem, explaining how they would implement their solution in a real professional context. This stage includes:
	    ○ Proposal for specific solutions, with reasoning based on theoretical knowledge and data.
	    ○ Discussion of the practical implications of the solution (e.g. costs, implementation time, social or economic impact).
	    ○ Other aspects.
	
	● Teaching staff will provide **detailed feedback** on the feasibility and suitability of the solution proposed, helping students improve their critical thinking and problem-solving skills.

Final submission	**Final stage: Presentation of the final solution and reflection** ● Students will present a **final report** that includes the development of the case, the proposed solution and the specific steps that should be followed to implement it in a real professional environment. In addition, they will write a **final reflection** on the process, explaining how the activity has prepared them for similar professional situations. ● Teaching staff will assess both the proposed solution and the student's reflection on the process.
Feedback from teaching staff	Teaching staff will provide feedback on the final solution and the student's ability to analyse, explain and implement a realistic solution in a professional context.

EXAMPLE 2. Development of a marketing plan for a simulated company

Objective of the activity

Students have to develop a **marketing plan** for a fictional company, applying the knowledge acquired during the course in a realistic professional context. The activity is designed to simulate the experience of working as a marketing consultant, creating strategies based on market analysis, the target audience and the company's commercial objectives.

Structure of the activity

Description of the main task	Students will work individually or in groups to develop a marketing plan for a fictional company. Fictional but realistic information will be provided (sector, products, competitors, target audience, etc.). The marketing plan must include a strategy based on promotion, placement, price, product, etc., and must be presented in written and visual format.

Stages in the activity	**First stage: Analysis of the situation and marketing objectives**
	
	● Students will start with an **analysis of the company's current situation** (market analysis, competition, trends) and define **marketing objectives**. This stage includes:
	  ○ SWOT (strengths, weaknesses, opportunities and threats) analysis of the company.
	  ○ Definition of short-term and long-term goals (e.g. increased sales, brand positioning, etc.).
	  ○ Other aspects.
	
	● Teaching staff will provide **feedback on the analysis and the objectives**, assessing clarity, the feasibility of the objectives, the student's understanding of the market, etc. Students will be able to modify their goals based on the feedback received.

	Second stage: Development of a marketing strategy
	
	● In this stage, students will have to **design a marketing strategy** based on the four Ps of marketing (product, price, place and promotion). It must be a detailed proposal that includes:
	  ○ Strategies to position the product in the market and differentiate it from the competition.
	  ○ Pricing tactics based on market and target audience analysis.
	  ○ Promotion strategies using digital and traditional tools (advertising, social media, etc.).
	  ○ Proposals for the efficient placement of the product or service.
	
	● Teaching staff will assess the coherence and feasibility of the proposed strategy, offering **detailed feedback**, so that students can revise their ideas and adjust the strategy.

Final submission	**Final stage: Presentation of the complete marketing plan** ● Students will submit the **complete marketing plan**, integrating the feedback received in the previous stages. The plan must include both the initial analysis and the strategy developed, as well as a proposal for **monitoring and assessing the results** (key performance indicators or KPIs). ● The plan will need to be presented visually, using a tool such as PowerPoint, Canva or Prezi to prepare a **professional presentation**. ● Students will write a **final reflection** on the process of creating the plan, explaining what knowledge they've acquired and how they'll apply it in a real work context.
Feedback from teaching staff	In each stage, teaching staff will give feedback on the feasibility and creativity of the marketing plan, and how well it links business targets to real, applicable strategies.