



UNIVERSITETI “UKSHIN HOTI” PRIZREN
UNIVERSITY “UKSHIN HOTI” PRIZREN

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DRAFTING AND REVISING THE SYLLABUS GUIDE



Guidelines for Drafting and reviewing the syllabus for teachers and curriculum development supervising staff at University "Ukshin Hoti" Prizren.



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1. Introduction

The Guide for Drafting and Reviewing the Syllabus at the University "Ukshin Hoti" Prizren (UUHP), has been drafted to support the academic staff of UUHP, to draft and review a syllabus for the relevant subjects. The guide defines and explains the elements for the design and revision procedure of a syllabus in order for the teacher to reflect in an adequate way to design a good syllabus, as an important tool for the most effective management of a subject. Designing a quality syllabus will help students to clearly understand the teacher's expectations and the developed of the subject. To ensure that each syllabus achieves its intended purpose, as part of a standardized format, the syllabus will include the following key information: course description and purpose, learning outcomes, student workload, teaching methodology, assessment methodology, teaching material (literature), subject content. The syllabus is an essential document and the first interaction between the teacher and the student at the beginning of the semester and a well-designed and attractive syllabus plays an important role in encouraging and motivating the student to engage and take individual responsibility and engage with the teacher. Therefore, a well-designed syllabus will serve as an instrument for teachers and students to start a successful semester.



2. CONTENTS OF THE SYLLABUS

The syllabus is a document that contains important information about the subject. Therefore, the teacher must take care that during the drafting and revision of the syllabus, all the required elements and sufficient information for the implementation of the syllabus and make sure that the syllabus is understandable for the students.

The format of the Syllabus at the University "Ukshin Hoti" Prizren includes the following elements:

- Basic information about the course, including: academic unit, course title, program, level of studies (bachelor or master), course status (compulsory or elective), year of studies, number of hours per week (for lectures and exercises) , Credits - ECTS, lesson time / location, subject teacher, contact details (teacher's e-mail);
- Description of the subject;
- Objectives of the course;
- Learning outcomes;
- Student workload;
- Teaching methodology;
- Evaluation methodology;
- Literature (basic literature/additional literature);
- Lesson plan and course content (15 weeks per semester);
- Academic policies and rules of conduct.



2.1. Description of the subject

The course description serves as a basic outline to describe the rationale of the course and an overview of the content of the main topics that will be covered by the syllabus, about the skills and knowledge that will benefit students. The description should be short (150-200 words) and clear for students.

2.2. Objectives of the course

The purpose of the course description must be in line with the general objectives of the study program and the level of studies. Objectives should clearly state the expected learning that occurs as a result of completing the course.

2.3. Learning outcomes

Learning outcomes indicate what the student is expected to gain from a course and a detailed description of what they will be able to do after completing the learning process. In specifying the results, specific tasks, methodology, techniques, and so on are addressed at a satisfactory level of expectation for the content of the subject. They must be clearly worded, concise and accurate. Learning outcomes must contain action verbs, be measurable and related to forms of assessment within the subject. For learning outcomes it is recommended to follow 'Bloom's taxonomy' ¹.

Using Bloom's taxonomy allows you to link your results to the tasks you expect the student to demonstrate. It can also act as a guide to the level of learning you want your student to achieve.

¹ For more, see: Jessica Shabatura , " Using Bloom's Taxonomy to Write Effective Learning Outcomes", University of Arkansas, 2022 (<https://tips.uark.edu/using-blooms-taxonomy/>) ; "A spotlight on... Learning Outcomes with Bloom's Verb Guide", University of Liverpool, Center for Innovation in Education 2019 (<https://www.liverpool.ac.uk/media/livacuk/centre-for-innovation-in-education/staff-guides/learning-outcomes-with-blooms-verb-guide/learning-outcomes-with-blooms-verb-guide.pdf>).

2.3.1. Using Bloom's Taxonomy to write learning outcomes

The domain of cognition consists of six levels, which can be used to structure the learning outcomes, lessons and assessments of your course:

Bloom's levels	Key verbs (key words)
CREATE	Design, formulate, combine, build, invent, create, compose, propose, generate, integrate, modify, develop.
EVALUATE	choose, support, determine, judge, evaluate, compare, argue, justify, support, convince, select, evaluate.
ANALYSE	Classify, break down, categorize, analyze, , criticize, illustrate simplify.
APPLY	Calculate, predict, apply, solve, illustrate, use, demonstrate, define, model, perform, present.
UNDERSTAND	Describe, explain, paraphrase, restate, give original examples, summarize, interpret, discuss.
REMEMBER	Define, describe, outline, name, quote, repeat, identify, label, relate, state.

2.4. Student workload

The student's workload is the number of hours needed to provide students with learning activities aimed at achieving learning objectives in a subject. It includes planned activities and study time outside the classroom (contribution to lectures, practical work, projects, seminars, consultations with the teacher, preparation for exams, etc.). The student's load is made according to the calculation of credits in ECTS ². At UUHP, the student load for one ECTS credit is equal to 25 hours calculated in the student's engagement ($1\text{ ECTS} = 25h$).

Thus, for *example*: A course with 6 ECTS is equal to 150 hours of workload ($6\text{ ECTS} = 150h$). To ensure that students have sufficient learning time, it is important to list all the activities included in the syllabus. Other activities outside the classroom (as mentioned above) should also be taken into account in the calculation of credits.

2.5. Teaching methodology

The teaching methodology includes the ways used by the teacher applying different techniques and activities to achieve the learning goals of the subject. There are different methodologies that can be used by the teacher and which can often depend on the field of study, subject, topic, etc. Also, different methods and techniques can be used within a single lecture, or several lectures. The teacher is required to specify which teaching/learning methods will be applied and not to use generalized forms. A certain number of methods/activities that can be used are: case studies, work in small groups, lectures, exercises, student presentations, group work, essays, research papers, role playing, poster presentation, field visits, etc. The use of methods and the mixing of different techniques should serve the purpose of stimulating the student's curiosity, developing critical thinking and problem-solving skills.

² Guide for Higher Education (ECTS Users' Guide 2015), (http://www.ehea.info/media.ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf) .



2.6. Assessment methodology

Assessment is a process through which the basis for evaluating students' achievements in the subject is formed. Student assessment should be applied continuously (not only the final exam) including a variety of forms of assessment, with the aim of encouraging students to participate actively throughout the course curriculum. The final grade must be the sum of the student's results achieved within the activities foreseen for the achievement of the learning results, such as: participation, homework, research work, debates in class, midterm exam, final exam.

5.7. Literature

The syllabus provides students with the necessary reading materials, including professor's current publications relevant to the subject. A distinction must be made between primary literature and supplementary literature (recommended for students motivated to read). It is recommended that the literature be from the latest publications, in order to follow scientific trends.

5.8. Lesson plan and course content (15 weeks per semester)

The teaching plan should be detailed for each teaching week separately, including: main topics of the teaching units, activities for student involvement. In the planned teaching hours, students should be given space for learning activities, such as: exercises, presentations, presentation of projects, seminars, etc.).

5.9. Academic policies and rules of conduct

In the syllabus, students should be informed about the teacher's policies, including rules that are important for student behavior and creating a suitable environment for teaching/learning. Here some elements are defined which are related to: student tardiness and absences, plagiarism, communication, behaviors allowed during the discussion, etc.



1. REVIEW OF THE SYLLABUS AT UUHP

The syllabuses at the University are revised to adapt to the best teaching/learning practices, to be current following the latest scientific, technological trends, leading institutions and stakeholders.

During the revision ensure that the syllabus assessment is appropriate and effective, improve the clarity of the syllabus for the teacher and students to achieve the expectations.

The revision includes the examination of the current syllabuses, with the aim of supplementing or changing them where necessary. Syllabus revision should be based on the framework of this Guide.

For the revision of the Syllabus, the procedure provided in this guide must be followed.

1.1. Review procedure

Step 1: The review of the Syllabus at the University is done by the subject teacher, in case of completion and improvement³. At least one month before the beginning of each semester, the teacher initiates the revision of the syllabus, while the final approval is made before the beginning of the semester.

Step 2: During the review of the syllabus, the teacher must take into account the results of the evaluation of the subject by the students and other stakeholders.

Step 3: After analyzing the evaluation results and recommendations, the teacher makes the necessary improvements to the syllabus.

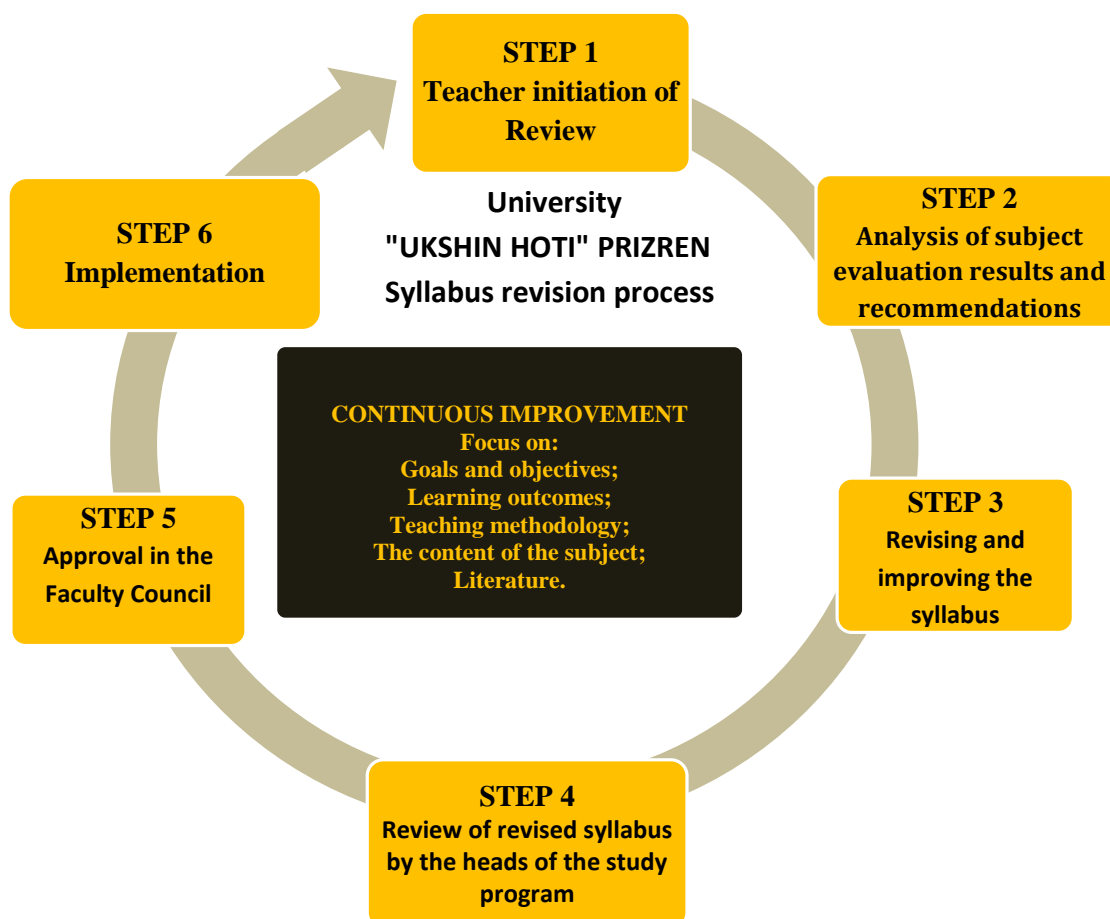
Step 4: Then the teacher sends the draft syllabus to the heads of the study program for consideration. The program holders review the syllabi and their compatibility with the study program. The heads of the study program approve and proceed to the faculty council, the revised syllabus. In case the revisions proposed by the teacher are in conflict with the content of the program, the program managers return the syllabus to the subject teacher with justification.

Step 5: The faculty council reviews and finally approves the revised syllabus.

Step 6: After approval by the faculty council, the revised syllabus comes into effect.

³During the review of the syllabus, additions and changes can be made up to the level determined by the Accreditation Manual, by the Kosovo Accreditation Agency (AKA).

Figure I Syllabus revision/change process





Appendix I , Syllabus Template

COURSE SYLLABUS "XXXXX"

Basic data of the subject			
Academic unit:			
Subject title:			
Program:			
Level:			
Subject Status:			
Year of studies:			
Number of hours per week:			
Credit value – ECTS:			
Time / location:			
Teacher:			
Contact details:			
Course description:			
Purpose of the course:			
Learning outcomes:			
Student workload (should correspond to the student's learning outcomes)			
activity	hour	Day/week	in total
Lectures			
Theoretical/laboratory exercises			
Practical work			
Contacts with the teacher/consultations			
Field exercises			



Colloquiums, seminars			
Homework			
Student's independent study time (in the library or at home)			
Final exam preparation			
Time spent on assessment (tests, quizzes, final exam)			
Projects, presentations, etc.			
TOTAL			150 hours 6 ECTS
Teaching methodology:			
Evaluation methodology:			
LITERATURE			
Primary/basic literature:			
Additional literature:			

Designed lesson plan:		
WEEK	Lectures	exercise
<i>First week:</i>		
<i>Second week:</i>		
<i>Third week:</i>		
<i>Fourth week:</i>		
<i>Fifth week:</i>		



Sixth week:		
Seventh week:		
Eighth week:		
Week nine:		
Tenth week:		
Eleventh week:		
Week twelve:		
Thirteenth week		
Fourteenth week		
Fifteenth week		
Academic policies and code of conduct		