Improving the pedagogical alignment of teaching by a visual canvas

Since Tyler’s work (1949) on the triple consistency and Biggs’ ones (1987; Biggs & Tang, 2011) on pedagogical alignment, it is admitted within the pedagogical scientific literature on higher education that a course should be organized in an interlinked way around learning outcomes, contents, learning activities and assessment strategies.

To support teachers in improving their teaching, pedagogical advisors have developed workshops based on this model or redacted texts describing it (Daele & Sylvestre, 2016). However, these workshops or texts most often present the concepts in a very mechanistic linear approach making one forget the reflection on the teaching as a whole and, in particular, forgetting the important weight of the teaching context.

In our practice of pedagogical advisor, the teachers regularly told us they would prefer a visual representation to guide their reflection rather than texts on pedagogy. We have therefore developed a canvas of pedagogical alignment as a guide for reflection to design a course. This canvas is inspired by the business model and value proposition canvases developed by Osterwalder & Pigneur (2010).

The canvas can be used in different cases including individual teaching, co-teaching or as part of a program. It can be used both when designing a course from scratch or when reflecting on an existing course. One can also imagine using the canvas to communicate with students, providing them with an integrated view. Therefore, it would allow them to better understand the links and logic between learning outcomes, content, teaching strategies and assessment strategies.

In this paper we will be presenting this visual tool developed to support course design in higher education. The canvas is the (first and) central element in a set of visual tools to guide teachers in taking a more intuitive and practical approach to course design.

Biggs J., Tang C. (2011). Teaching for Quality Learning at University. SRHE.