



Háskóla- og Háskólasetun  
Vestfirðna  
University Centre  
of the Westfjords



Háskólinn  
á Akureyri  
University  
of Akureyri

# Teacher's Guide

Accepted by the CMM Master's Program Committee  
November 25, 2010, updated August 2011

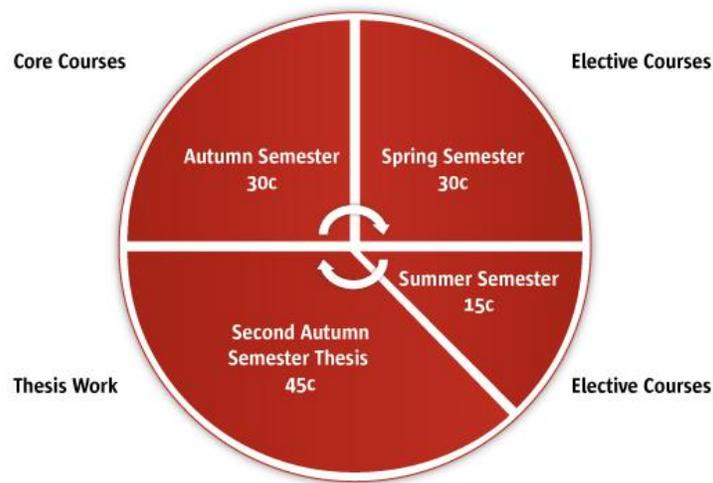


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## Goals of the master's program in Coastal and Marine Management

The aim of the Coastal and Marine master's program is to give students a comprehensive knowledge of how to manage strategies of coastal and marine areas. Students gain an international best practices perspective on how natural marine resources are managed and utilized around the world. The leading research methodologies from each relevant academic area are taught, including various cross-disciplinary approaches to address issues and problems within the field of coastal and marine management. Students gain analytical, communication, development and management skills which will enable them to assume demanding leadership positions in the field. The program is a full time study with 120 ECTS and the language of instruction is English. Further information can be found at [www.uw.is](http://www.uw.is)



## Bologna Process

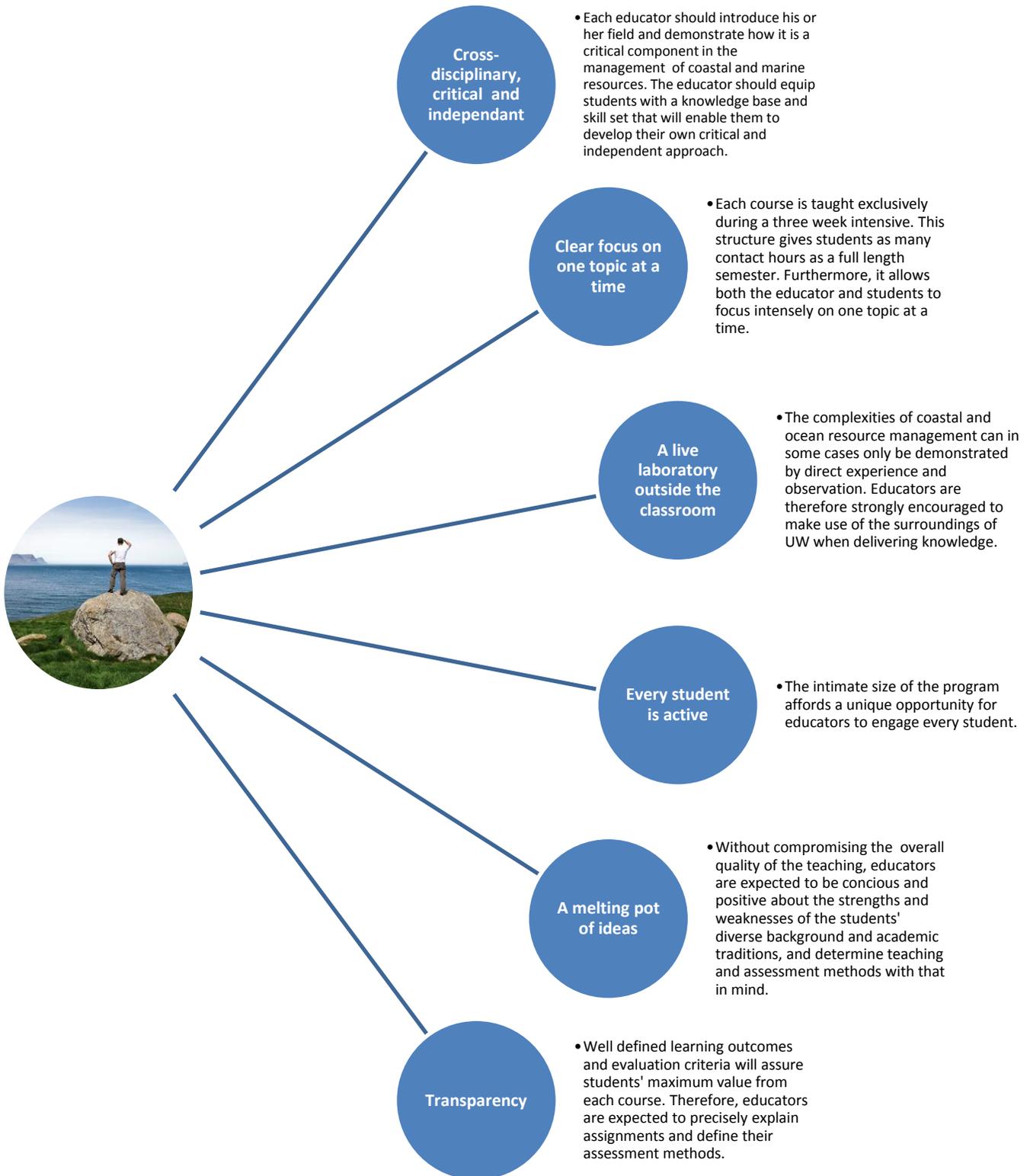
The program is classified as a terminal master's program from which students receive a master's degree – an M.R.M. (Master of Resource Management) from the University of Akureyri. The program is in cycle 2.2 of the Icelandic Ministry of Education's National Qualification Framework.

The overarching aim of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange. Built into the process is quality assurance in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).<sup>1</sup>

The University Centre of the Westfjords has to fulfill the National Qualification framework for Iceland, so it is very important that teachers develop their course descriptions and learning outcomes according to the guidelines (the Bologna process criteria) given by the program director and the director of education and teaching. If more information regarding the Bologna Process is needed, please visit <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>

<sup>1</sup> <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Standards-and-Guidelines-for-QA.pdf>

## Characteristics of the program



## Course requirements

### Course description, learning outcomes and syllabus

Course descriptions and learning outcomes are approved and accepted by the master's program committee. If a course has been previously taught by a different teacher, the short course description and learning outcomes are typically available on UW's website. The previously used syllabus and a reading list are available/retrievable on UW's intranet, MySchool.

Learning outcomes are a very important part of fulfilling the requirements of the Bologna process. You are required to write or update the course description and learning outcomes for the course. Please refer to the Bologna process criteria when formulating or updating the learning outcomes for the course.

To prevent overlap between courses, please seek information about topics covered and case studies used previously in courses taught during the current academic year.

A preliminary syllabus, reading list and course schedule, determined by best teaching practices, must be submitted two months in advance and accepted by the University Centre. After approval by the Program Director, the syllabus will be published on MySchool.<sup>2</sup>

A template of a syllabus can be found in the appendix, including a schedule for detailed timing and reading material for each day. The template is updated regularly; please feel free to ask the program director for a template on word format.

Please revise your course syllabus before the teaching starts and notify the program director of any significant changes.

### Teaching methods

Educators are expected to use a variety of experiential approaches that meet the goal of problem-based learning. These include in-depth discussion, practicums, field work, and case studies.

Students are to hand in projects within the three weeks that each course is taught.

Course assessment should be in accordance to the learning outcomes. Be sure to choose assessment methods appropriate for your method of teaching and make sure to explain to the students which learning outcome each assessment part of the course applies to.

It is assumed that course assessments on master's level measures:

- Knowledge and understanding
- Information literacy
- Practical and communication skills

*Interdisciplinary program*

*Students with diverse background*

*Methodological background varies*

*If a course has more than one teacher, one teacher is responsible for the course by being its supervisor.*

*What supervision entails is the following: Coordination, organization, responsibility for both academic content and transparency in grading.*

*Learning outcomes have to be consistent with Bologna criteria*

*Consult program director when changing a course description and learning outcomes*

*Learning outcomes have to be realistic in the given timeframe, and consistent with course assessment*

*Lectures are one way to frame a topic, please use diverse teaching methods when appropriate*

<sup>2</sup> MySchool is UW's intranet. More details can be found in the chapter 'Facilities at UW and practical issues.'

- Theoretical and learning skills

Furthermore, an emphasis is put on critical thinking, independent research, focus and clarity in projects handed in, as well as a correct use of references (APA is preferred).

## Course assessment

In order to pass a course, a student must hand in all assignments. According to UW's Evaluation and Grading rules students must complete all course components and all parts of course assessment *unless otherwise specified by the instructor*. **Please read UW's Grading and Student Evaluation Rules carefully.**

- Group projects: Groups not larger than 4 people

- If assigned, group work should be carefully monitored in terms of equal distribution of workload. Large groups (>4) should be avoided.
- In group projects, students also conduct a peer-assessment, where they grade each others' performance in the group work using a template. Please take the peer-assessment into account when grading for group work.
- Please ensure transparency when evaluating performance in role play activities and other type of oral presentation of knowledge or group work presentation. Consider Pass/Fail grading in assignments where performance can be difficult to measure in a transparent and unbiased manner.

*Please use diverse course assessment, many small assignments preferred over one large project*

*Rubrics are used to ensure transparent grading.*

- One project should not count for more than 50% of final grade

- You are free to choose between many types of individual assessment, including: Research paper, position paper, policy white paper, poster, presentation, role-play, in-class exercise, take-home exam or in-class exam.

- Class participation: difficult to measure in a large class, **should not exceed 10%**. In a seminar based course, small class, class participation should not exceed 20%

Use rubrics when grading students' work. When introducing the course assignments, please present and explain the rubrics you will use during your evaluation. Please have the rubrics accessible on the course's website in UW's intranet. Teachers are free to modify these or develop their own, in consultation with the program director.

## Things to consider

### ...when choosing the appropriate assessment method

Students should gain the ability to work independently, as well as effectively in groups. The size and background of the student group can often determine the most suitable assessment method.

To prevent an overuse or overlap of one assessment method, please seek information about the assessment methods used previously in the current academic year.

Please consult the program director or director of education and teaching about appropriate assessment methods.

### ... when assigning readings

Readings can be either textbook, photocopied material or electric resources, such as papers from scientific databases. UW's intranet, MySchool, is used to upload and store e-resources.

UW's library is small but growing. Please notify UW librarian in two months advance if students are required to buy a textbook for the course. Same goes for suggestions for optional reading in textbook form, which would be of good use for students, and which would be good to have access to in UW library.

Students have access to scientific databases, for example via [www.hvar.is](http://www.hvar.is) (Iceland consortium).

### ... when planning practical sessions

Teachers are highly encouraged to include practical sessions. Those could be using the coastline, harbor, town and surroundings of Ísafjörður. Role play games can be played inside the classroom or in UW's courtyard (weather permitting).

Access to laboratory is very limited, please contact the program director.

UW does not have its own computer lab, students bring and use their own laptops.

*Consider size of class, diverse background of students, time allotted for a project, access to study resources, facilities, etc.*

*To prevent overuse of one assessment method or particular case study, please consult program director*

## Expected workload

The number of ECTS credits in each course varies, depending on the workload each course is supposed to bring. The workload for the students should be calculated as with the average of 50-60 hours a week (the equivalent of 2 ECTS) being the appropriate workload for the student in each course. Each ECTS credit is the equivalent of 20-30 hours of total workload for the student (everything included, class attendance, work on assignments, reading etc). You are responsible for distributing this time equally over the time your course extends and according to the number of ECTS your course is valued to be, so that the students have a realistic chance to complete the course, including papers and other assessments, within the allotted time frame of the course

Instructor's workload	Hours
Teaching: 45 x 45 min of classes (lectures and seminars)	6
Non-lecture contact hours (group work, supervision, individual instruction, excursion, guest lecturers), course organization, coordination etc	6,5
Preparation and course assessments	15
Communication with UW staff (academic and practical matters)	1
<b>Total instructor's workload pr. ECTS:</b>	<b>28,5</b>

As all courses do not have the same number of ECTS credits the expected workload for the instructor varies, according to the allotted number of ECTS for the course. For example, the total expected workload for a 6 ECTS course is about 170 hours. The total workload for a 4 ECTS course is about 115 hours and the total expected workload for a 2 ECTS course is about 58 hours.

### **Organization of lectures**

Lectures are not the focus of our program but are needed to frame a topic.

Lecture hours are normally in the morning, from 9.00-12.00.

Students are not required to attend all classes. However, sometimes participation makes up a part of the grade.

If students wish to have many days off from the course, such request must be known to the program director and the director of teaching and education. Same goes for unusually late handing in of assignments.

### **Contact hours**

Teachers are expected to publish office hours when students can have a meeting or make contact via email regarding assistance.

### **Practical sessions and field trips**

As you have the freedom to schedule the course, you have a unique opportunity to create plenty of field work, practical sessions, surveys, role-playing, case studies and other practical experiences. Instructors are to include field trips, guest lecturers, visits to companies and institutions, etc. if they are in accordance with the course objectives. Instructors are to participate in those activities and to lead the group. *We highly encourage that you schedule at least one field trip during your course.* Please speak with the University Centre staff for suggestions appropriate to your course, both in terms of academic relevance and budget.

### **Career Seminar**

It is strongly encouraged that you have an additional lecture to discuss career planning and development. As students do not have a host of faculty on campus to communicate with regarding career development we feel that it is beneficial for the students that each professor spends time with them on this matter. This can be a casual discussion over lunch or something more formal.

### **Open research lecture**

One lecture should be given about your current research as this opens opportunities for students to explore the various areas of study in this broad field. The University Centre would like to offer the public insight in your field and wants to encourage you to have such a lecture open for public. Such lectures are usually held on Fridays.

## Evaluation

The instructor has two weeks after the end of the course to prepare the grades and send them to the director of education and teaching. Then the teachers have to hand in the grades by mail and verify them with a signature.

***Please make sure you read UW's Grading and Student Evaluation Rules carefully.***

Excel templates for grading each student are available, please ask program director.

### Grading: Frame of reference

Grades are given on a scale of 0-10. Course grades are given in increments of 0,5. In our CMM program a passing mark is a 5 in each individual course and an average of 6,5 is required for the degree. The group's average grade for courses is considerably higher than the minimum grade.

Grade averages are computed in two decimal places.

*Explanation of grades:*

9,00-10,00 is first class with distinction

7,25-8,99 is first class

6,00-7,24 is second class

4,75-5,99 is third class

0,00-4,74 is a failing mark

***Grades must be given for each course component***

***Distribution of grades must reflect performance***

***Failing grade is 4,74 or below***

***The course supervisor (teacher) proactively sends each student a breakdown of the grade***

***All written assignments must be handed in to the Director of teaching and education for preservation (excludes problem sets, calculations, etc.)***

### Feedback

Teachers are responsible for providing each student with comments (overall and specific) for all written assignments handed in, e.g. through rubrics.

The supervisor of the course is responsible for providing each student with breakdown of the final grade from the course, as soon as he/she has sent the final grades in the applicable form to the director of education and teaching.

The breakdown should be sent proactively to all students, regardless of whether they request a breakdown. This should be in concordance with the rubrics for the respective assignment, explained at the same time as the assignments in question.

Teachers must be available after grades are published (personally, by phone or through e-mail) to answer questions that students might have concerning the grading.

### Preservation of assessment components

UW needs to preserve a copy of all written assignments counting for more than 33% of a grade. This does not, however, apply to calculations.

## Plagiarism

At the beginning of each academic year, all students sign the *University Centre's Academic Honour Pledge*. In doing so, they promise to fully respect intellectual property rights when writing their thesis, as well as in other study assignments. When assessing work handed in by students, it is very important to keep an eye on any sign of plagiarism and notify the director of education and teaching immediately if there is reason to believe that a student has used other people's text as their own text.

Handing in an assignment containing sections of plagiarized text (as defined in the student's signed statement for UW as well as material taught in UW Writing Centre) will annul a grade for a given prerequisite. Any further action is taken by the director of education and teaching in cooperation with the program director and master's committee.

- After receiving assignments from the class, please forward them to the program director, which is responsible for having the assignments scanned. The checker program only shows convergence of the assignment with texts found on the internet. It does not show, whether quotations are formally right or not. Besides indicating cases of plagiarism, the result of the checker can help you to find out whether all quotations are formally right and sources have been used according to good academic practices, and whether the number and quality of sources is appropriate. We suppose, this will be covered by your rubrics for this assignment. If sources have not been used according to good academic practice intentionally or to a large extent the assignment shall be deemed to be plagiarism. Whenever the checker-program indicates a red flag, you must be especially aware of possible plagiarism. In this case, you should write a 1-2 paragraph statement declaring that you believe the assignment is plagiarism. The plagiarism report can be used as a reference. The declaration is then sent to the director of education and teaching, who, in consultation with the program director and the master's committee, decides next steps. It is important to spot those who plagiarize early on; as such conduct compromises the reputation and quality of the program. Repeated incidents of plagiarism can lead to expulsion from the program.

*Students have signed an academic honor pledge*

*In order to detect mild or serious forms of plagiarism, UW uses a plagiarism checker program*

*Written assignments should always be submitted electronically (word, PDF, etc.)*

*Student receives a failing mark (0) for a plagiarized assignment*

## Course evaluation

After each course, students complete a course evaluation. This is typically done before grades are submitted. You will receive a summary of the evaluation.

When revising your course schedule and learning outcomes, please consider past course evaluations and student feedback

As well as commenting on the course, students grade the following components of a course:

- Course structure and layout
- If the course fulfills given goals and expectations given by course description and learning outcomes
- How well the course connects with the whole CMM program
- How is the teacher's knowledge of course material
- The preparation of the teacher
- Teacher's accessibility
- Communications with the teacher
- Access to course material
- Workload

## Facilities at UW and practical issues

### Needed documents before arrival

After the committee has approved a teacher, you are required to submit the following:

- Personal information/biography for program's website

Name

Title and institution/company

CV and a list of publications

Picture (permitted to use on UW's website)

- Detailed course description with learning outcomes
- Syllabus six weeks prior to the start of the course, including required readings
- Signed contract sent to you by the director of education and teaching

### MySchool

The University Centre intranet can and **should** be used to facilitate communication between teachers and students. Your lectures and reading material must be posted here for student access. Through MySchool, you are able to send messages, E-mails, create a discussion forum and post course assignments and project deadlines. Please put your slide presentations under "Lectures" and reading material (pdf and word documents) under "Other material". You are, through the intranet, responsible for ensuring that all students have access to all information regarding the class, course assignments, assessment, field trips and more.

You will receive a user name and a password for MySchool before the course starts. Please contact, Pernilla Rein [pernilla@uwestfjords.is](mailto:pernilla@uwestfjords.is) for this information. If you have never used such a system and need assistance and instruction, the director of education and teaching or an assigned UW project manager will be available to help.

### Access to computers and technical support

Teachers usually bring their own laptops and connect to the projector in the classroom. If you are not able to bring your own laptop UW will provide you with one for your teaching in Ísafjörður.

Teachers are provided with office space during their stay. There is wireless internet in the building and also where you will be staying.

Feel free to ask for any assistance with the practical aspects of the teaching whenever needed.

### Printing and copying

You can print and copy papers and handouts at the Centre, and you are welcome to send materials for copying in advance. Please ask staff of UWestfjords for guidance regarding these matters.

It is also possible to scan documents and upload them to our intranet, MySchool.

### Accommodation and travel arrangements

Please contact an assigned project manager via [info@uwestfjords.is](mailto:info@uwestfjords.is) for further details.

## Appendix 1: Bologna assessment of a course

Name of course: CMM \_\_\_\_\_

The course fulfills the following Bologna criteria of National Qualification Framework for Iceland (Mastersdegree 2. cycle, level 4). Please cross the appropriate box, depending on how the course fulfills each criteria; 0: does not apply to this course, 1: applies a little, 2: applies to this course:

Teacher:	0	1	2
<b>1. Knowledge and understanding:</b>			
Student has acquired systematic understanding of the most recent knowledge available within field of study.			
Student has deepened or widened the knowledge base obtained at former levels.			
Student can use knowledge and understanding in a professional manner.			
<b>2. Type of knowledge:</b>			
Student possesses significant understanding of problems and subjects, based on most recent information and research in relevant field of study.			
Student has acquired knowledge by attending courses and/or carrying out research in area of expertise.			
<b>3. Practical skills:</b>			
Student can make decisions in an independent, professional way.			
Student has the ability and skills to evaluate, analyse and gather scientific data.			
Student can develop projects and put them in context by applying methods based on relevant studies, theories and/or experiments.			
Student can understand and tackle complex subjects in professional context.			
<b>4. Theoretical skills:</b>			
Student can make autonomous assessments, when different methods of analysis and complex theoretical issues are appropriate.			
Student can demonstrate increased and deeper understanding, and more extensive perspective of their area of expertise than in first cycle.			
Student can utilise their knowledge, understanding and problem solving skills in new and unfamiliar situations in a broad or interdisciplinary context connected with relevant field of study.			
Student is capable of integrating knowledge, tackling complex subjects, and formulating opinions based on limited information.			
Student is familiar with research methods in the field of study and comprehends research and research outcomes.			
Student can apply the research process in an effective way and carry out smaller research projects.			
<b>5. Communication skills and information literacy:</b>			
Student can initiate projects in field of study, manage those projects and take responsibility for the work of individuals and groups.			
Student can communicate, clearly and unambiguously, complex theoretical subjects.			
Student possesses skills and knowledge to analyse and communicate statistical data			
Student has adopted necessary skills to use techniques and software relevant in field of study.			
Student is aware of ethics of science.			
<b>6. Learning skills:</b>			
Student has developed the necessary learning skills and independent work methods to be able to continue to further studies at doctorate degree.			

## **Appendix 2: Syllabus template (also available in electric form)**

### **Master's Program in Coastal and Marine Management University Centre of the Westfjords - Iceland**

**CMM [Number of course] [Name of course]**

Core/Elective Course (2/4/6/8 ECTS)  
dates

**Instructors:**

Name, position, email

**(Tentative) guest lecturer(s):** If applicable, name, email

**Description:**

**Goals, aims and teaching objectives:**

At the end of the course, students will have gained:

**Learning outcomes<sup>3</sup>:**

At the end of the course, students will be able to:

**Assessments<sup>4</sup> (further details at the end of the syllabus):**

*Rubrics presented in class when applicable*

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<sup>3</sup> In accordance with the Bologna process.

<sup>4</sup> NB.

If a student completes the course with a mark below 47,5% in one of the prerequisites of the class, she/he will fail in the whole course.

Handing in an assignment containing sections of plagiarised text (as defined in the student's signed statement for UW as well as material taught in UW Writing Centre) will annul a grade for a given prerequisite.

If a student fails to hand in a written assignment on the due-day, every day that passes that date will degrade the grade by 0,5.

**Course Bibliography:**

**Required readings (preliminary):**

**Extra readings (preliminary):**

Course notes from lecturers.

**Course Details:**

**W1 (supervised by \_\_\_\_\_):**

Date , hours	Theme	Reading material	Sessions (x45)	Other (hrs)	Teacher
Monday,					
Tuesday,					
Wednesday,					
Thursday,					
Friday,					

**W1 (supervised by \_\_\_\_\_):**

Date, hours	Theme	Reading material	Sessions (x45)	Other (hrs)	Teacher
Monday,					
Tuesday,					
Wednesday,					
Thursday,					
Friday,					

**W1 (supervised by \_\_\_\_\_):**

Date	Theme	Reading material	Sessions (45 min)	Other (hrs)	Teacher
Monday,					
Tuesday,					
Wednesday,					
Thursday,					
Friday,					

Total:

\*The dates and list of reading material can be changed but final schedule will be announced before the beginning of the course.

**Assignments - further details:**

[Assignment + detailed assignment description]

Applicable learning outcome:

[Assignment + detailed assignment description]

Applicable learning outcome:

[Assignment + detailed assignment description]

Applicable learning outcome:

Attendance and class-participation \_\_\_% (max 10%)

Applicable learning outcome:

[It is preferred that one assignment does not exceed 50% of the course evaluation]