Curriculum development Session 5: Long-term development

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Curriculum Development –course timeline

Session 1:

Wed 16.11.22

13.00-16.00

Otakaari 1, U261

Introduction to curriculum development

Session 2:

Wed 30.11.22

13.00-16.00

Otakaari 1, U261

Curriculum development process and practices

Session 3:

Wed 14.12.22

13.00-16.00

Otakaari 1, U261

Future-oriented development and practicing alignment

Session 4:

Wed 18.1.23

13.00-16.00

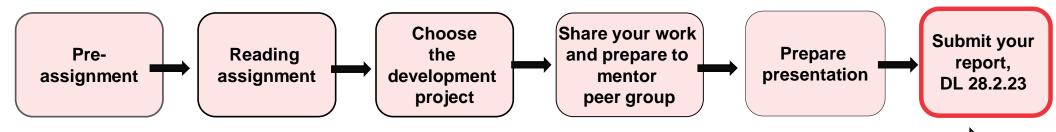Väre, R107 Ryhmäopetus

Co-develop the curriculum

Session 5:

Wed 8.2.23

13.00-16.00

Väre, R107 Ryhmäopetus

Reflection of the course and long-term development

Pre-assignment → **Reading assignment** → **Choose the development project** → **Share your work and prepare to mentor peer group** → **Prepare presentation** → **Submit your report, DL 28.2.23**

Working with your team during the course

Timetable for the project

By 11.12.   **decide the development project topic**, write description and justification to the report and provide a link to the report for the teachers

14.12.   third session of the course, mentoring teams announced

By 11.1.   **send the link to your report for your mentoring team** (the report as it at this stage) and start preparing for mentoring (read the other groups report and make notes)

18.1.   fourth session of the course, team mentoring session (aim is to get support and ideas for others for the project)

18.1.-8.2.   **prepare presentation** of your project (report does not have to be ready yet)

8.2.   final session of the course, project presentations (report does not have to be ready yet)

28.2.   **submit your final report**

Development project report

The report consists of the **following sections:**

1. **Analysis of the current state of the curriculum:**
   - evaluation of the educational goals, alignment and the use of ILO's and the current curriculum development practices
   - reflection considering the different approaches to curriculum presented during the first session
2. **Description of the identified main development areas of the curriculum**
3. **Development project topic and description, background and justification for why you chose the topic**
4. **Your reflection of the project: what happened and how did it go?**
5. **Long-term plan for other identified development areas:**
   - description of the planned development practices, process and partners: who, how and when is involved in the development
6. **Key findings from the literature**
7. **Brief conclusions and key learnings from the course**

One of the group members will **submit the final report to MC by the end of February** (28.2.2023) (template in MyCourses)

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Today's session

13:00–13:10   Agenda and schedule for today

13:10–13:50   Project presentations

BREAK 5 min.

13:55–14.35   Project presentations

BREAK 5 min.

14.40-15.25   Long-term planning with the teams

BREAK 5 min.

15.30–15.45   Reflection of the course and your learning

15:45–16.00   Course feedback

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Group development projects: what has happened, what have you learned?

Project presentations

AIM:

- **To provide the overall picture of the development projects of the course for everyone**: share experiences of different types of identified challenges, solutions to the challenges and ways of working concerning curriculum development

- **To summarise the key learning** of the projects conducted during the course

- **SCHEDULE: 10 MIN. PER GROUP** + couple of minutes for audience questions

- **ORDER:**
  1. Christine & Hossam
  2. Marja, Sakari, Sini, Denise
  3. David, Bianca & Nina
  BREAK
  4. Risto & Janne
  5. Johannes, Sonja, Paul, Meri & Simo
  6. Myrto, Ewald & Tamara

Long-term plan

Work with your own team 30 min.

- What will happen before the next curriculum design round (2024-2026)?

- How will you proceed with the development work?

- Who will you involve in the development?

Plan for long-term development

	Development goals: the aim is to…	Concrete task: how to do it?	Responsible actor: who?	Target schedule: when?	Follow-up
Curriculum goals	1.				
	2.				
	3.				
Curriculum process: our way of working	1.				
	2.				
	3.				

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Reflection of the course

Intended learning outcomes and the main content of the course

After the course, you will be able to:

1. to discuss the different approaches of the curriculum in higher education
2. to identify the curriculum development process and practices and reflect on them in relation to their degree programme/major/minor
3. reflect the principles of constructive alignment in curriculum development
4. identify and apply tools in curriculum development
5. co-develop the curriculum together with the teaching team involved in the development
6. make a plan for continuous development

Our main topics in the course:

- Curriculum in higher education
- Constructive alignment in curriculum development
- Assessment and development of the curriculum
- Co-development of the curriculum
- Tools for curriculum development
- Continuous development

Course timeline

What is curriculum?

Competency-based curriculum

Knowing, acting, being

Constructive alignment

Second session 30.11.22

Curriculum development process

Co-development and collaboration

Process development in Aalto

Third session 14.12.22

Curriculum development tools: ILO's, curriculum mapping, analysismatrix of relationships
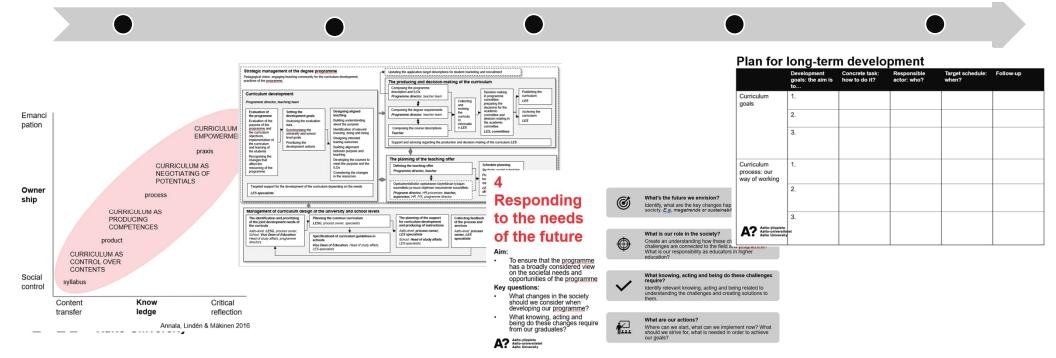
Fourth session 18.1.23

Team mentoring

Curriculum guidelines: sustainability, LWL, worklife skills

Fifth session 8.2.23

Development projects

Long-term plan

Course wrap-up

Annala, Lindén & Mäkinen 2016

4 **Responding to the needs of the future**

Aim:
- To ensure that the programme has a broadly considered view on the societal needs and opportunities of the programme

Key questions:
- What changes in the society should we consider when developing our programme?
- What knowing, acting and being do these changes require from our graduates?

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What's the future we envision?
Identify, what are the key changes happening in society. E.g. megatrends or sustainability

What is our role in the society?
Create an understanding how these changes and challenges are connected to the field and programme. What is our responsibility as educators in higher education?

What knowing, acting and being do these challenges require?
Identify relevant knowing, acting and being related to understanding the challenges and creating solutions to them.

What are our actions?
Where can we start, what can we implement now? What should we strive for, what is needed in order to achieve our goals?

Plan for long-term development

	Development goals: the aim is to...	Concrete task: how to do it?	Responsible actor: who?	Target schedule: when?	Follow-up
Curriculum goals	1.				
	2.				
	3.				
Curriculum process: our way of working	1.				
	2.				
	3.				

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Reflect back and discuss with a pair…

- What kind of inventions or discerns have you made during the course?

- **Has something changed in your thinking?**

- What has helped you?

- Which one of these previously mentioned themes (or something else) is especially relevant for you now?

Support services

Who to contact?

U-level support:

- **Curriculum process, curriculum development at Aalto**: Noora Jaakkola
- **Pedagogical support for curriculum development at Aalto**: Erika Myllyniemi
- **Integration of cross-cutting themes**: Noora Jaakkola (co-educators@aalto.fi)

Support at schools:

- LES planning officers and coordinators and the pedagogical specialists

Also remember:

- **Curriculum design –** instructions for curriculum design at aalto.fi, programme director's handbook (new set of instructions to be published March)

Pedagogical support for curriculum development

Who to contact?

Aalto ARTS
- Linda Mäkinen (linda.e.makinen@aalto.fi), pedagogical specialist
- Antti Huittinen (antti.huittinen@aalto.fi), specialist of digital learning

Aalto BIZ
- Maura Ratia (maura.ratia@aalto.fi), pedagogical specialist
- Silvana Perez Läherinta (silvana.perezlaherinta@aalto.fi), specialist of digital learning

Aalto SCI
- Miia Forstén (miia.forsten@aalto.fi), pedagogical specialist
- Veruscka Xavier Filqueira (veruscka.xavierfilgueira@aalto.fi), specialist of digital learning

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Course feedback:
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