



Aalto University

A! PEDTA INTRO

Day 3:

Curriculum work and interaction

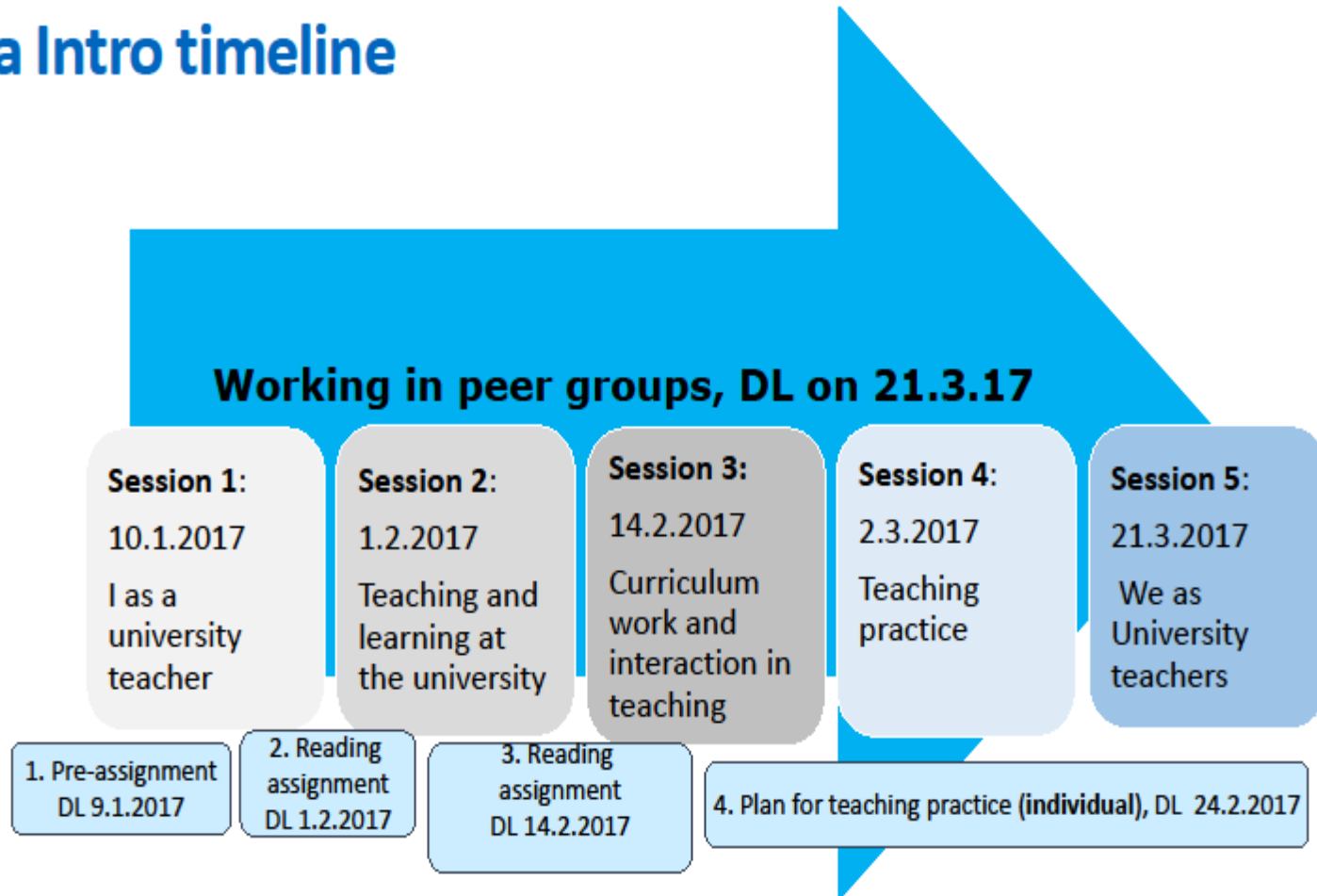
Aalto University Learning Services

University Pedagogical Training and Development

Kirsti Keltikangas and Päivi Kinnunen

14.2.2017

A! Peda Intro timeline



Learning outcomes for today

You

- Have explored the elements of **curriculum work (planning of teaching)** at the university
- Have learnt the basic idea of the **constructive alignment**.
- Recognize the significance of **interaction** in teaching and learning



Timetable

9.00 – 9.30	Welcome & feedback from the prior session
9.30 – 10.00	Curriculum work at the university, beginning
10.00-10.30	Study psychologist Mikko Inkinen
10.30-11.15	Curriculum work at the university, continues
11.15 – 12.00	LUNCH
12.00 – 15.15	Interaction in teaching and learning
15.15 – 15.30	Closing the day

A?

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Your thoughts from last session?



Feedback from prior session

I'm excited about...

Understanding better the learning and teaching process

I expect/ I need or I would like to...

I would like to learn about different methods and how I, as a teacher, can involve students better

Curriculum work – what is it all about?

Curriculum work on the different levels

European Higher Education Area:

Academic degree standards (EQF = European Qualification Framework),
Bologna process

National level

Government Degree Regulation, Ministry of Education and Culture,

Aalto/School level

Degree regulations in the Schools of Aalto University

Learning outcomes for Bachelor's and Master's Degree

The curriculum of the degree programme (usually in the form of study guide,
WebOodi etc.)

Teacher level

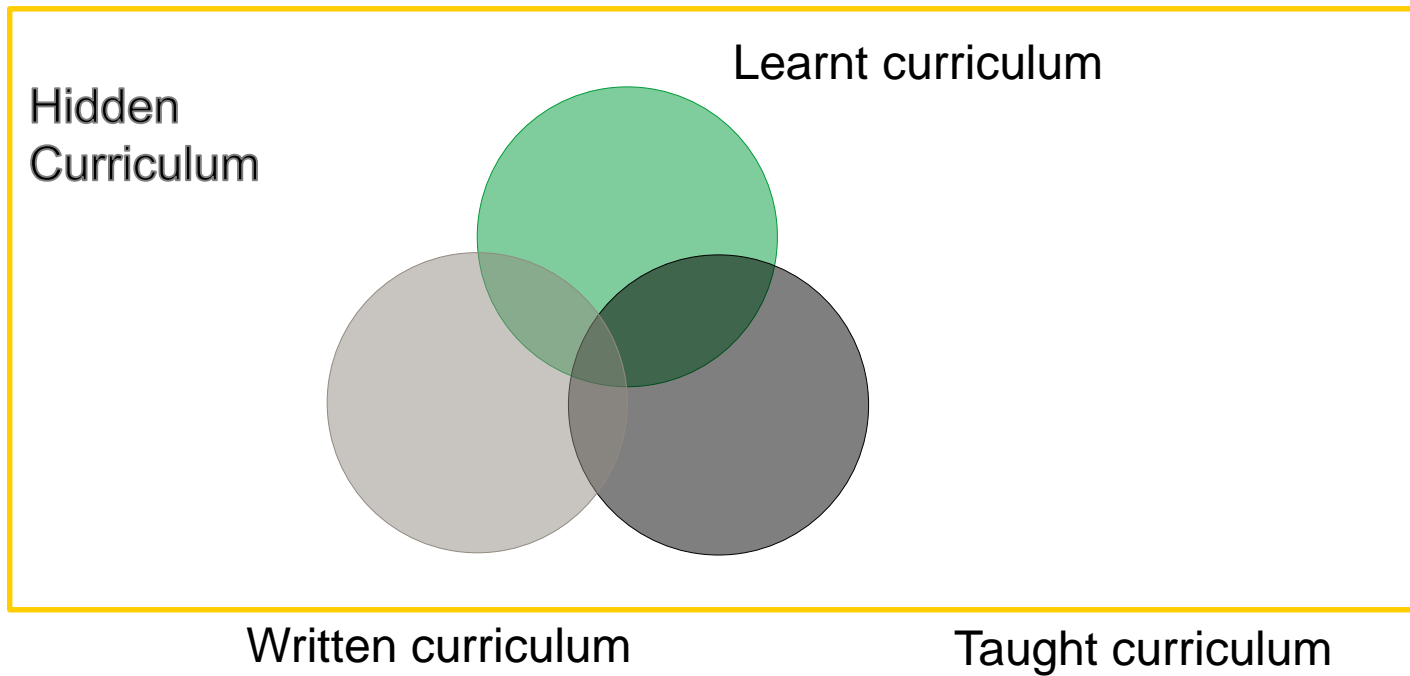
Course Unit

Teaching session, plan for the contact or distance teaching

Student level

Personal Study Plan

Different aspects of curriculum work



15.2.2017



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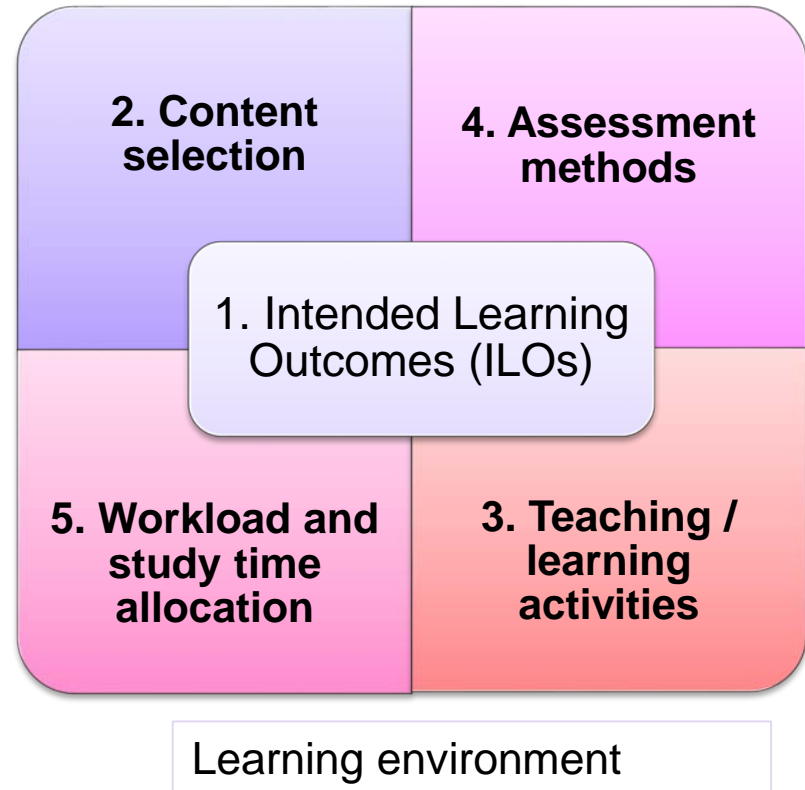
Constructive alignment in teaching

Planning “constructively aligned” course

The concept of “**constructive alignment**” is related to constructivistic approach on learning (Biggs 1996, 2003)

Constructive alignment means that the components in the teaching system, especially the teaching methods used and the assessment tasks, are *aligned* with the learning activities assumed in the **intended learning outcomes**.

The teacher's job is to create a **learning environment** that supports the learning activities appropriate to achieve the intended learning outcomes.



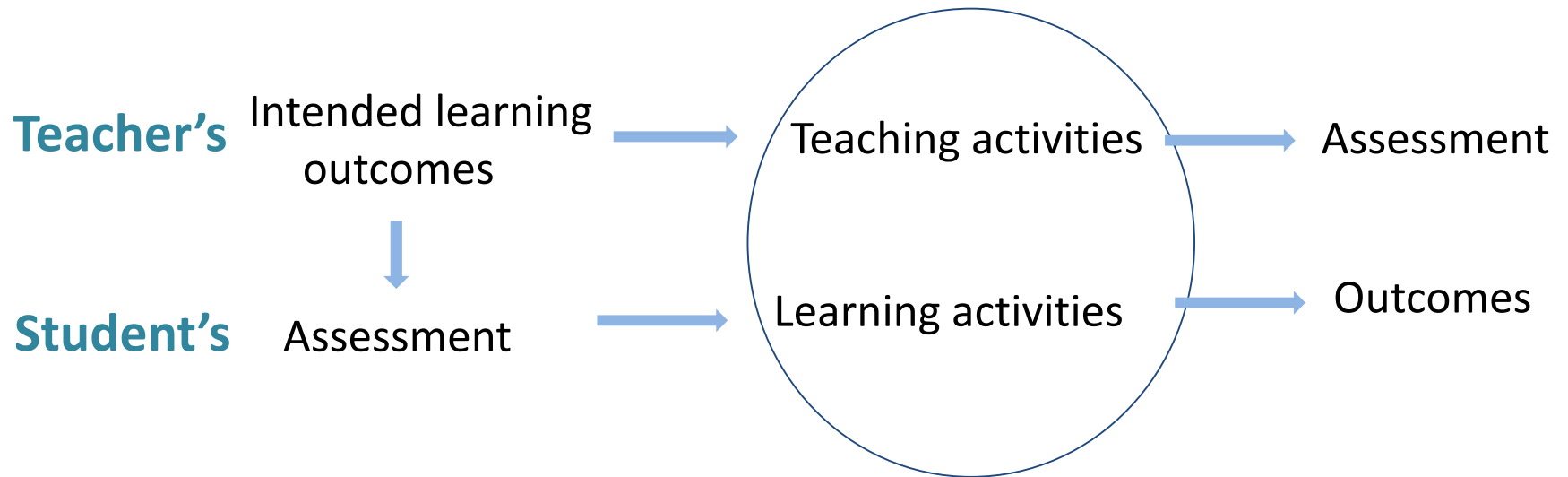
Elements (steps) of the curriculum work, the planning process

1. Connection between the courses, co-operation with the teachers of the programme
2. Setting the learning outcomes (target group)
3. Selecting the content
4. Selection of learning material
5. Planning the teaching methods
6. Planning the assessment
7. Counting the workload of students
8. Timing - schedule planning



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Teacher's and student's perspectives on assessment



Students learn what they think they will be tested on



Core Content Analysis

	Must know	Should know	Nice to know
Academic discipline	Constructive alignment, curriculum work, Meaning of interaction in teaching	Tools for course design (Core content analysis...)	Different ways to organize interaction
Professional skills	Teaching peers Analyzing the interaction situation	Working in a multidisciplinary teacher group	

Visitor
Mikko Inkinen
Study psychologist
Aalto Learning services

Mikko's slides separately in MC

Group work: curriculum work

Puzzle method

Phases:

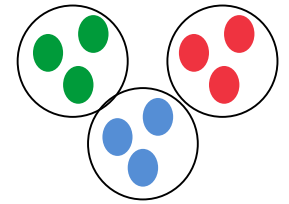
1. Working in expert-groups divided by topic 10 – 15 min
 2. Working in mixed groups 1 h 15 min (including break)
 3. Back to the expert group 15 min
- (Short wrap-up 15 min)

Phase 1:

Working in expert-groups divided by topic

Groups are working on the topic given in the previous session.

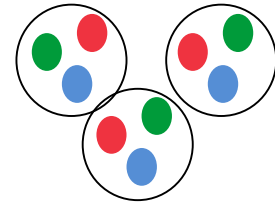
- a) Learning outcomes
- b) Student workload
- c) Teaching methods
- d) Assessment



The group:

- discusses the topic (reading material).
- defines the main points and summarises this on a paper,
- asks if something is unclear

Phase 2: Mixed groups



Experts on one topic will be divided in new groups.

The experts in each group will teach their topic to the others in this order:

- a) Learning outcomes
- b) Students' workload
- c) Teaching methods
- d) Assessment

If there are unclear issues please write them down. They could be discussed in the end of the exercise.



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Lunch 11.15-12.00

Phase 3:

Back to the expert-groups divided by topic

Go back to your "topic group" and discuss together:

- What do you think about curriculum work as a whole? What is easy or challenging?
- Did you learn something new about your topic after you worked in a mixed group?
- Could you use the method (puzzle) in your teaching?

Visitor

Harri Hakula, Senior university
lecturer from Mathematics
dept./SCI



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Interaction in teaching and activating teaching methods



Interaction in teaching – why?

- The fundamental rationale is to improve students' learning
- Here interaction refers to the kinds of exchanges (communication) that are believed to extend thinking and enhance learning
- According to this view, learners develop understanding
 - In interactive & social situations
 - Helped by & in collaboration with others

Vygotsky 1972; Bruner 1986; Britton 1970; Wells 1986; Norman 1992; Barnes & Todd 1995; Mercer 1995 (in discourse: Gumperz 1982; Chafe 1982; Tannen 1989; Levinson 2006)

Interaction

When we deal with social information,

We observe the situation

We interpret

We set a goal

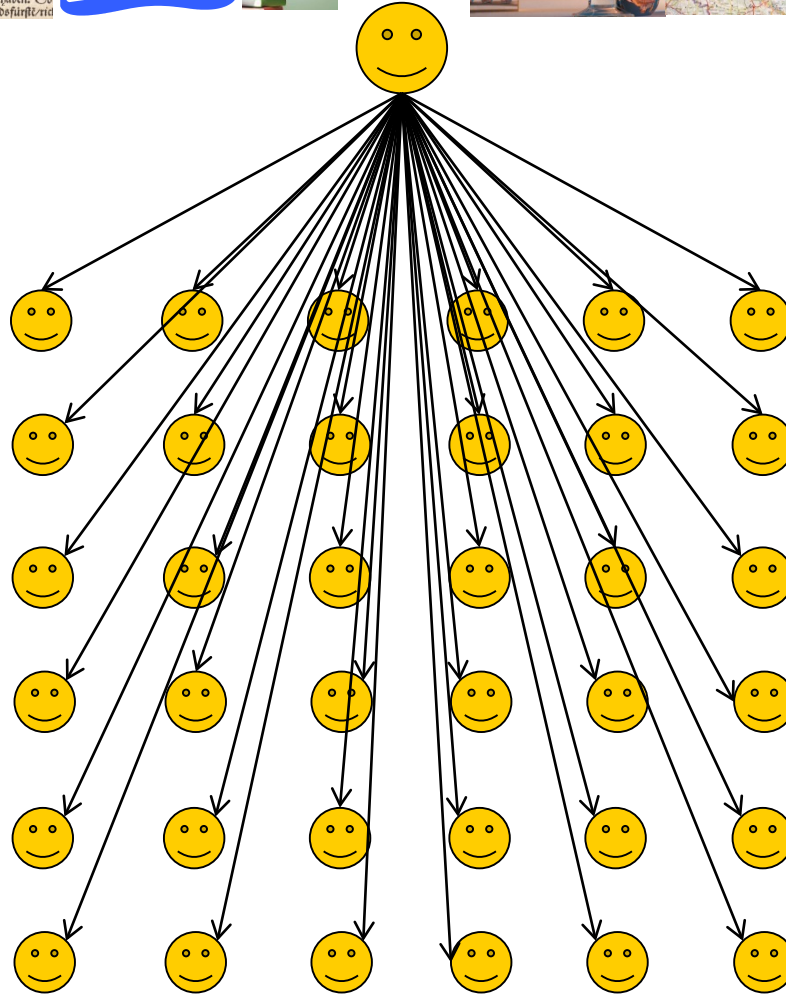
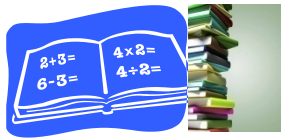


We consider the wisest course of action

We consider the optional courses of action

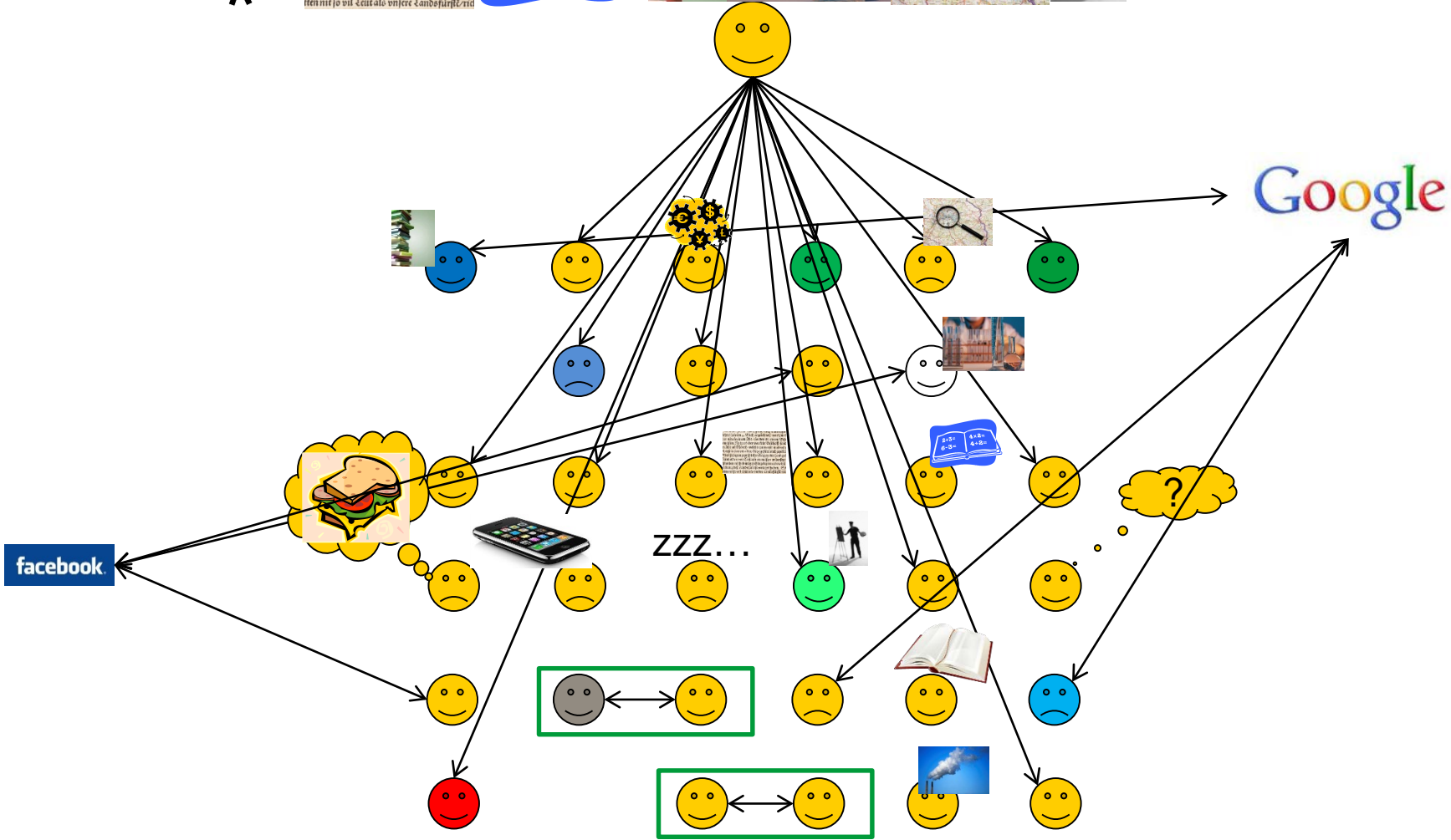
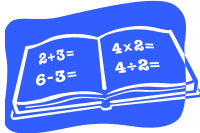


...wenn einer rausginge auch untergeordnet
lichter (als im „Büch verzeichnet“) ward im d
ses mit als einem Abt / fonder als einem Stift
emüssen. Vorher aber war sein Vorkursfondo
n Abt von Wölnsch welcher zum erft mal wider
Lerft in seinem alter frieg gefürt vnd jentel
Der folgigen zeit folchen frieg in die hend geb
Vimoden von Esplans in massen widerfist
handen mit hab mitsgen hüngelet werden. Die
erbung des lands zuerst verzeret haben. Es
ten mit so vil Leüt als vnser Landfürst/ri

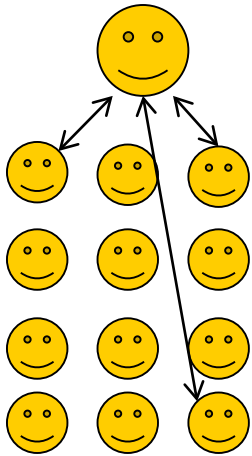




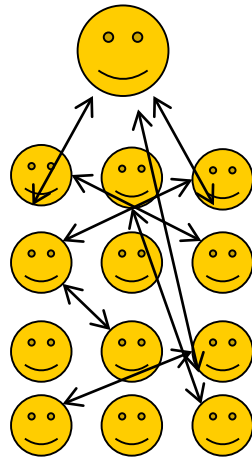
ANMERKUNG: Die Anzahl der etwas unregelmäßig
 (also im 1. Bild zu verdeutlichen) wird im 2.
 also mit einem Bild / fender als einem Bild
 emäßig. Vorpost aber war kein Bildschiff, fond
 in Bild ein Bildschiff, welcher zum ersten mal wieder
 4 erst im fünften alten Krieg geflutet wird und
 Foder folgenden Zeit fólchen Krieg in die Hand get
 Nummern von Colfane in massen widerfest
 haben mit hab mögen híngefest werden, bíf
 erdung der Lande zuletzt verfest haben. Co
 tem mit so viel Zeit als unfer Landeshafte Zeit



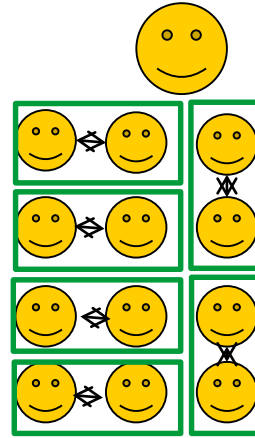
Between teacher and individual students



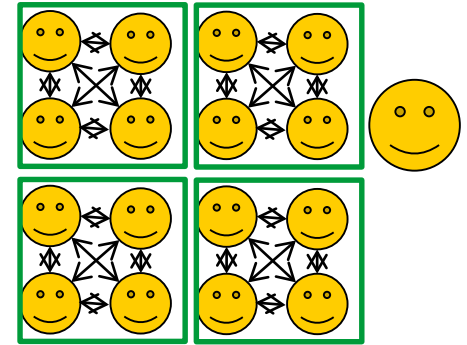
Teacher-led group discussion



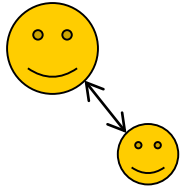
Between two students; teacher observing



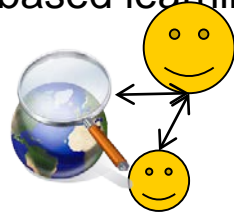
Small group discussion; teacher observing



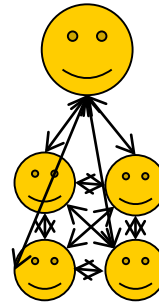
Personal guidance



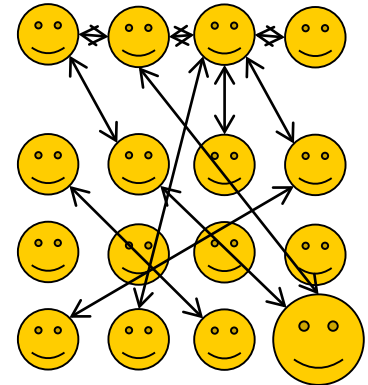
Supervised interaction with the environment (work-based learning)



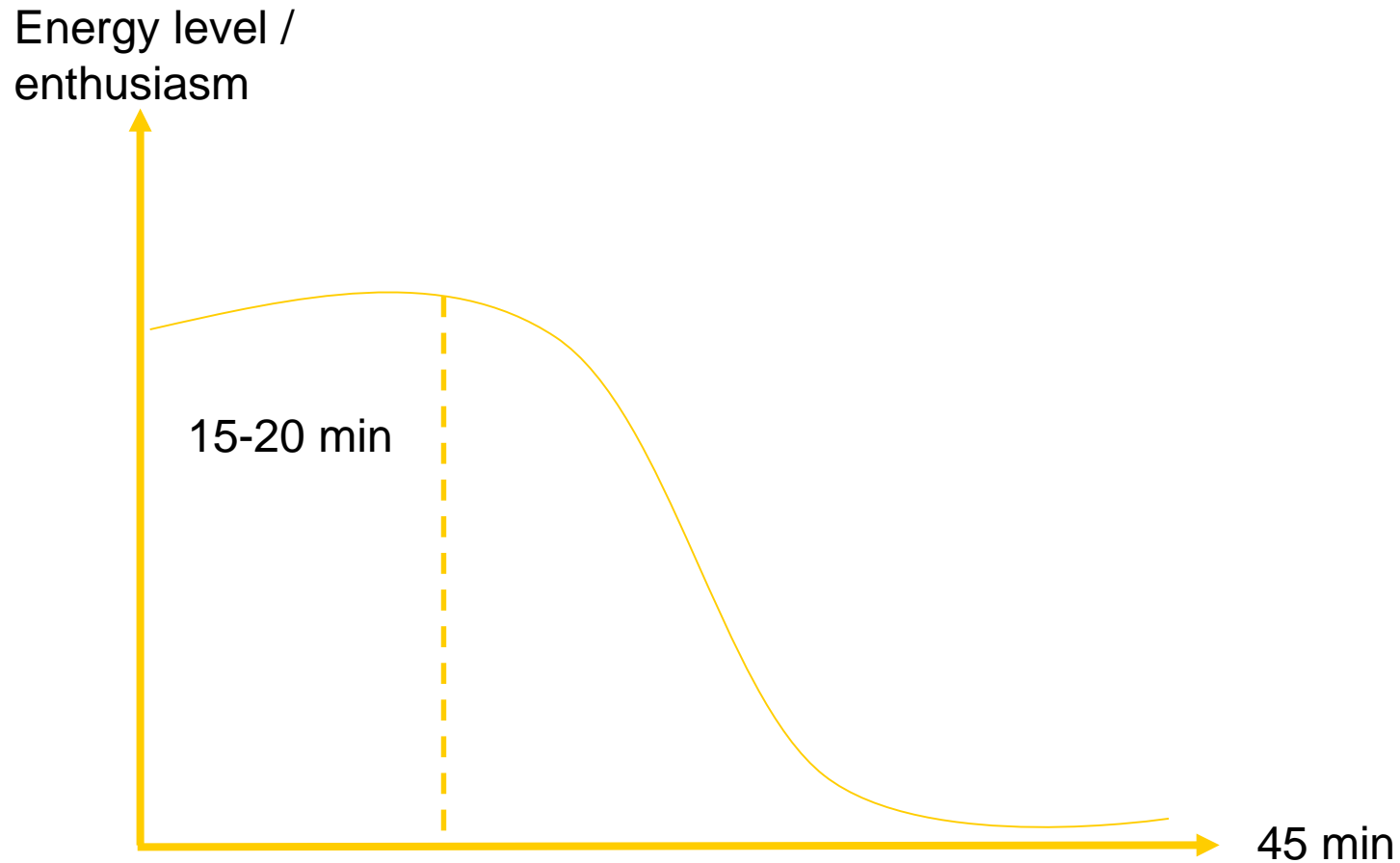
Small group guidance



Student (group) -led interaction



The rhythm of teaching vs. energy level



E.g., Johnson, A. & Proctor, R. W. 2004. Attention, theory and practise

Open questions to trigger thinking

(Aarnio & Enqvist 2002)

- **What do you think...?**
- **What are the grounds for...?**
- **What does it mean...?**
- **What are the consequences...?**
- **How do you understand...?**
- **Where does it come from that...**
- **What is the meaning of...?**
- **What if...?**
- **What has x to do with y?**
- **How do you feel...?**
- **How do you describe...?**
- **How do you find this...?**
- **What kind of actions...?**

Group work:

Interaction and teaching methods

- To be done in three to four groups
- *In groups:* Consider your experiences regarding successful and unsuccessful interaction in teaching and learning – two groups on successful interaction, two groups on unsuccessful interaction
- *In each group:* Select one (real or fictional) teaching situation and create together a demonstration/drama about the situation (15 min)
 - Analyse why the interaction was successful or unsuccessful
 - How could you affect interaction by using different teaching methods (ideas: Hyppönen & Linden (2009) pp. 34-54)?
 - Select a personal experience of such case for the others to consider and discuss
- Prepare (with your group) a short presentation (~5 min) for the others
- Demonstrate your presentation/performance to the others
- The others observe and discuss (~5 min) about the interaction after each demo/drama session

About the next session

(Thursday 2.3.2017 from 9.00-
12.00)

+ feedback

Information for contact session 4

- Teaching practice (20 min) on the next course session Thursday 2.3.2017
- Teaching practice has three parts:
 - A) Teaching plan (DL 24.2.2017)
 - B) Teaching based on your plan
 - C) Giving and receiving oral and written feedback
- You will teach individually in a small group (4-5 persons) e.g. something from your own field
- We suggest you to try a method or a way of teaching that is new to you
- Think about the following: aims of the teaching practice, content, methods, interaction, learning theory perspective, possible evaluation etc.
- Is there a particular theme on which you would like to receive feedback?

Homework

1. Write a plan for your teaching practice and submit it on MyCourses by 24.2. You will find instructions for it on MyCourses.
2. Prepare your teaching practice for a group 4-5 people (your peers and a facilitator)
3. Be prepared to receive feedback from your peers
4. Be prepared to give constructive feedback for your peers
5. Write a short (max one A4) individual “learning portfolio” on your own growth as a teacher using GROW-model (instructions in MyCourses -> Individual assignments OR see Appendix 1 at the end of these slides) – DL Tuesday 14.3.



Aalto-yliopisto

Feedback via MyCourses- page on Course session 14.2.2017



Write a short learning portfolio: Developing as a teacher

- Write a short (max. A4) learning portfolio on your own growth as a teacher using the GROW model, see the next slide.
- For further guidelines how to write a portfolio, see the “learning portfolio guide” p.40 onwards.
- You don’t have to include your name to the document.
- DL 14.3. Please submit your one page portfolio as a pdf file to: MyCourses – Individual assignments – After course session 3

GROW model and examples of questions



Set a goal

- How would you define your goal?
- What do you want to move forward?
- The goal should be in a **SMART** format: Specific, Measurable, Achievable, Relevant and Time specific.

Current situation

- What have you done? What has helped you to do [task that you were meant to do]?
- If you think about your [task that you were meant to do] now, how ready it is on a scale of one to ten, 1-10, if 10 means the best situation and 0 the opposite of it.

What could you do? Opportunities and options

- What should you do to achieve your goal?
- Is there something that prevents you to achieve your goal?
- Is there something that might help you to achieve your goal?

Wrap-up: What – when – by whom + will to do it

- Wrap-up, small steps that will happen
- What will you do to complete [task that you were meant to do]?
- What are your next steps?
- How could you remove possible obstacles?

LEARNING PORTFOLIO GUIDE

(modified from the guide written by Arttu Polojärvi, Heikki Remes and Jasmin Jelovica to masters level students)

WHAT IS A LEARNING PORTFOLIO?

- The portfolio helps learners to plan and reflect their learning process. The objective is to improve the efficiency of the learning process and to define one's own vision for the future.
- The portfolio should also focus on knowledge and skills learned during your studies: the main point is that the portfolio should describe the key characteristics of your learning process and your professional growth. Professional growth here means the improved understanding of required working life skills and knowledge needed for your expert profile. A portfolio is also a collection of examples of your work, which demonstrates your learning and your professional skills.

WHAT DOES A PORTFOLIO INCLUDE?

A good portfolio is well described by the list of five items below. You may choose to use these items as a guideline for your own portfolio. The items below are in a chronological order: they start from your background and reach all the way to the reflection and feedback given towards the end of your studies.

1. Background and motivation: Describe your background, reflect on your past studies, and contrast them to your goals and plans in the pedagogical studies. What are your strengths, weaknesses, and interests as of now? How did you gain your strengths? You choose your studies based on your background as you must compare your goals to your level of expertise now. Describe the motives behind your choice of expertise. This part synthesizes your expertise in few sentences: you can take it as an abstract of your portfolio helping others in understanding your key competences and your interests.

- Purpose: You make a structured description of your skills and strength that you can use in planning your further studies. This may motivate further your studies.

2. Goals (the expertise profile): Describe the goals for your professional growth: what do you want to be in the future? Why do you want to reach a certain expertise profile and what motivates your work towards it? Reflect your goals to your strengths, weaknesses, and your interests. What type of skills do you want to have in the future and what type of skills do you already have?

- Purpose: This section sets the goals for your studies and will steer your work in planning your studies. A description of clear main goal is preferred.

3. Path to reach your goals: Present clearly how you plan to move forwards to reach your goals in professional growth. How do you aim for your goals? Write a clear and concrete description. Are you able to see and describe how the choices you make for your studies help you to reach your goals course-by-course, or do you see you are forming the goal through a group of courses? Do you see clear milestones for your work towards your goals?

- Purpose: The description of the path is a concrete guideline you should follow throughout your studies (this is not to say you could not change your plans during the studies).

4. Reflection on your success: This section of the text reflects your studies towards your goals. What were the factors that enabled your success, caused delays in your studies, or even kept you from reaching your goals, and what did these factors relate to (environment, support or the lack of it, schedule, planning)? Note that reflection can be very specific on certain issues or on a more general level on the others as it based on your thoughts and feelings on your professional growth. As long as it is a deep and insightful look into your studies there is no one correct format for it.

- Purpose: The reflection helps you to fine-tune your study plan to be more accurate and realistic. The reflection also gives feedback to teachers about the study program and gives basis for future development.

5. Future development needs: Based on the reflection on your success, you identify challenges and can define the topics for future development. You should modify your plan on this basis and add also some new feature to it. You can also give feedback about the pedagogical studies. Where do you need additional advising and mentoring? What could be done better in the program in order to support your studies, and your professional growth towards your choice of expertise? Note that your grade on the course will never depend on the feedback you give, but instead, the feedback is for us to improve our teaching and our program.

- Purpose: This section works for the development of your pedagogical study plan. In addition, your feedback is utilized in future development of the pedagogical studies.