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A! PEDTA INTRO

Day 3:

Curriculum work and interaction

Aalto University Learning Services

University Pedagogical Training and Development

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11.10.2017

A! Peda Intro timeline/autumn 2017

Working in peer groups, DL on 9.11.2017

Session 1:

14.9.2017

I as a
university
teacher

Session 2:

26.9.2017

Teaching and
learning at
the university

Session 3:

11.10.2017

Curriculum
work and
interaction in
teaching

Session 4:

26.10.2017

Teaching
practice

Session 5:

9.11.2017

We as
University
teachers

1. Pre-assignment
DL 14.9.2017

2. Reading
assignment
DL 26.9.2017

3. Reading
assignment
DL 11.10.2017

4. Plan for teaching
practice
(**individual**),
DL 18.10.2017

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 – 9.20 Welcome & feedback from the prior session

9.20 – 11.30 Curriculum work and group work

11.30 – 12.30 LUNCH

12.30 – 13.00 Constructive alignment

13.00 - 15.00 Interaction in teaching and learning

15.00 – 15.30 Closing the day



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Your thoughts from the last session

Feedback from the prior session (excerpts)

I'm excited about...

On trying out and learning new teaching methods (gallery walk approach)

Learning about different major aspects/considerations in learning (e.g., levels of learning, deep vs surface vs organized)

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

to learn more teaching methods and different approaches [several notes]

I am concerned about... please add your own comments

not being able to motivate the individual students to their extent of motivation and skills

Curriculum work – what is it all about?

Curriculum work on the different levels

European Higher Education Area

Academic degree standards (EQF = European Qualification Framework)
[http://ec.europa.eu/education/pub/pdf/general/eqf/broch_en.pdf]

National level

Government Degree Regulation, Ministry of Culture and Education, NQF = National Qualification Framework
http://www.minedu.fi/export/sites/default/OPM/Koulutus/koulutusjaerjestelmae/liitteet/finnish_education.pdf

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's level

Course Unit
Teaching session, plan for the contact or distance teaching

Student's level

Personal Study Plan

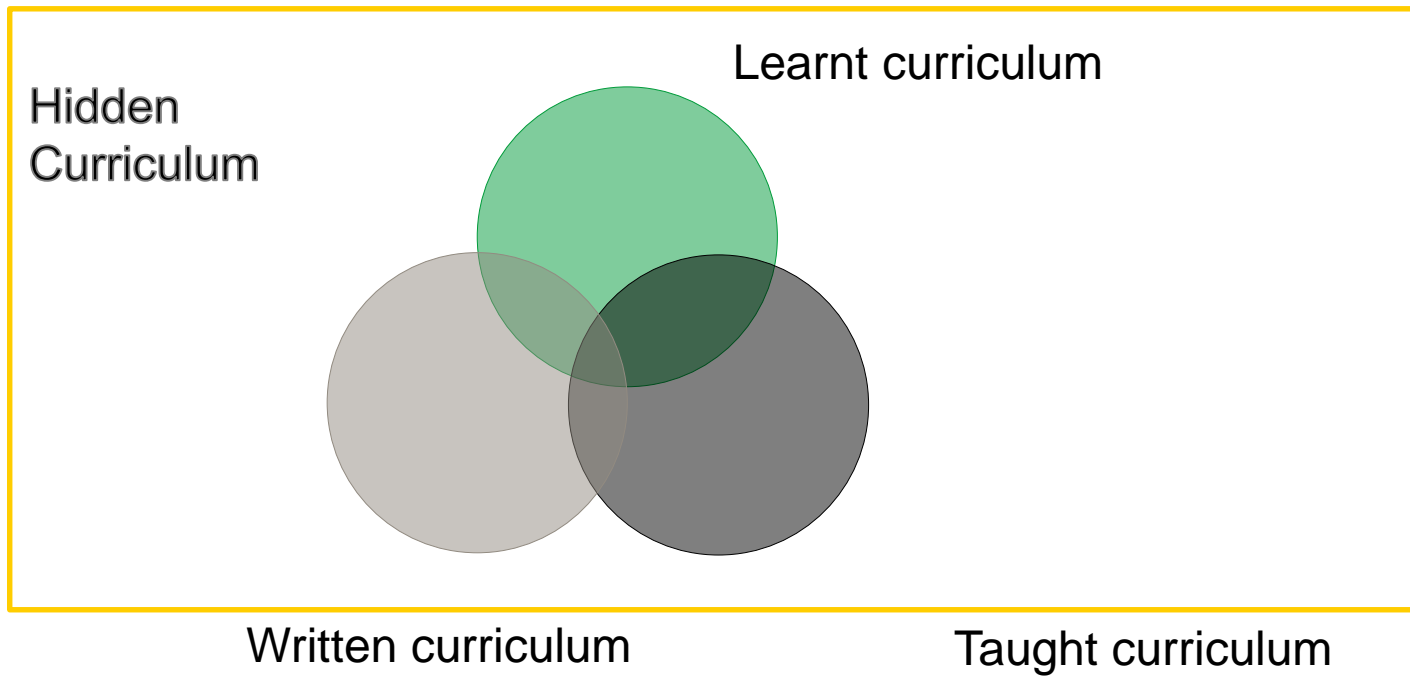
Elements of the curriculum work

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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Different aspects of curriculum work



12.10.2017



Group work: curriculum work

Puzzle method

Phases:

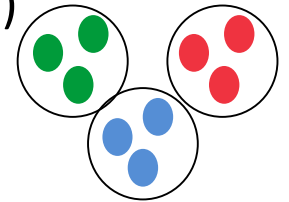
1. Working in expert-groups divided by topic 10 – 15 min
 2. Working in mixed groups 1 h (including break)
 3. Back to the expert group 15 min
- (Short wrap-up 15 min)

Phase 1:

Working in expert-groups divided by topic (15 min)

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

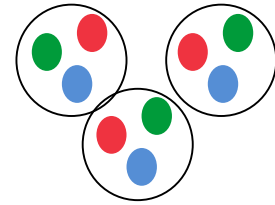
- a) Learning outcomes (Krista, Tuomas, Magd, Solomon, Anna-Mari)
- b) Student workload (Ugur, Oldouz, Charlotte, Mihkel, Wang Meng)
- c) Teaching methods (Yong Liu, Rahman, Helena, Sam, Mikko)
- d) Learning assessment (Pascale, Jan, Imran, Andrew, Saqlain)



The group:

- discusses the topic (reading material),
- defines the main points and summarises this on a paper (individually),
- asks if something is unclear.
- Notice! Each member should be able to teach the topic to the others.

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.

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?



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Lunch 11.30-12.30



A?

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Constructive alignment in teaching



Constructive alignment (CA) (J. Biggs)

Major steps:

1. Defining the intended learning outcomes (ILOs)



2. Choosing teaching/learning activities likely to lead to the ILOs



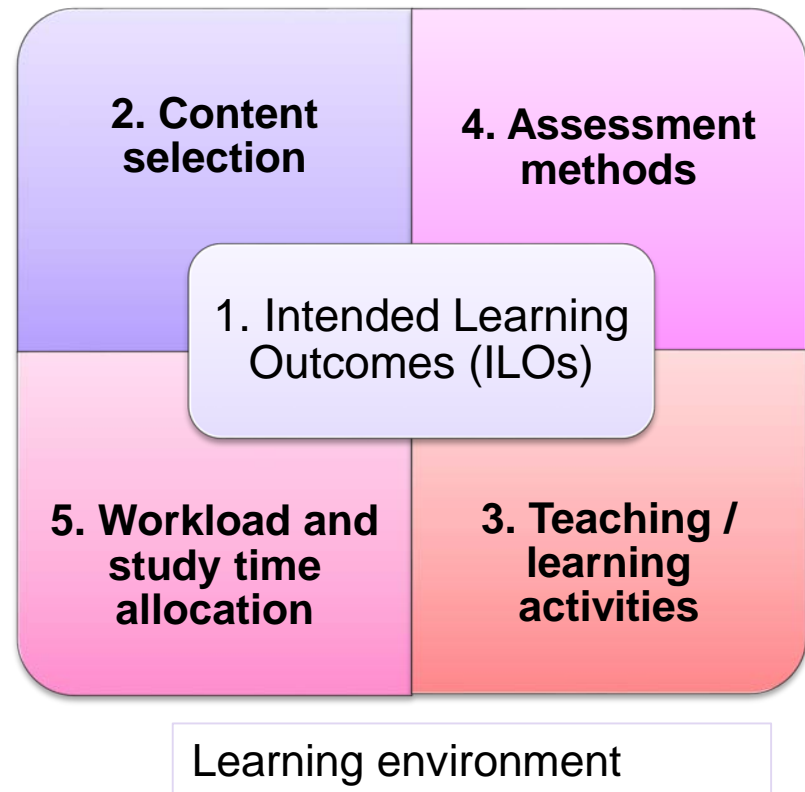
3. Assessing students' actual learning outcomes to see how well they match with the intended learning outcomes

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.





Selecting content: 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	



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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

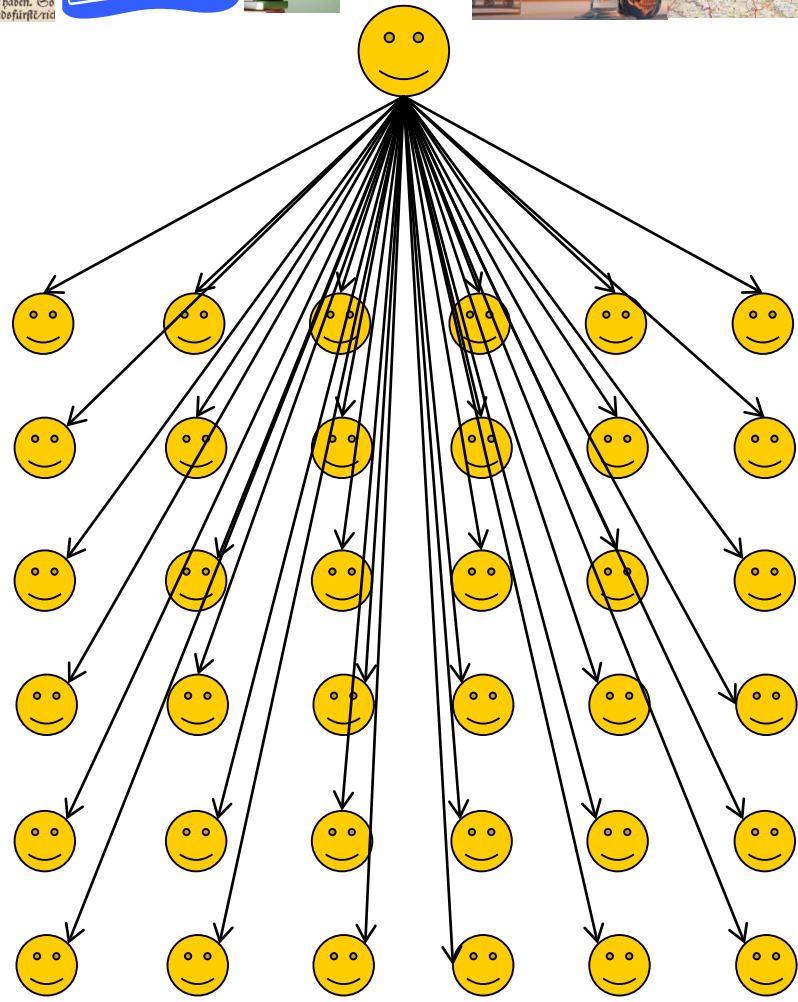
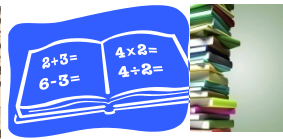


We consider the wisest course of action

We consider the optional courses of action

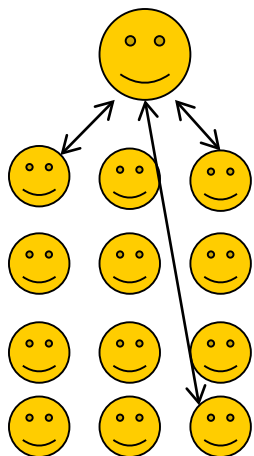


...wenn einer rausginge auch untergeordnet
 (als im „...“ durch verzeichnet) ward im d
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 emiffen. Verfertiger war sein Verfertiger. funder
 n Abt von Wölnsch welcher zum erft mal wider
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 erbung des lands zuerft verachtet haben. Es
 tem mit so vil Leüt als vnfre Landtsfürft/ri

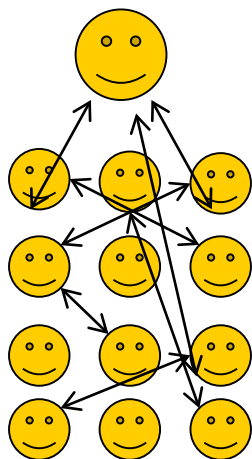




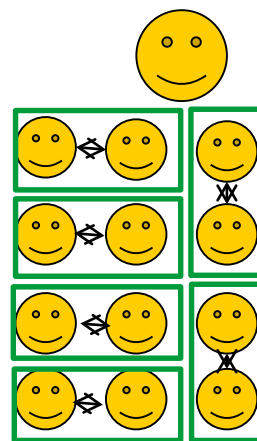
Between teacher and individual students



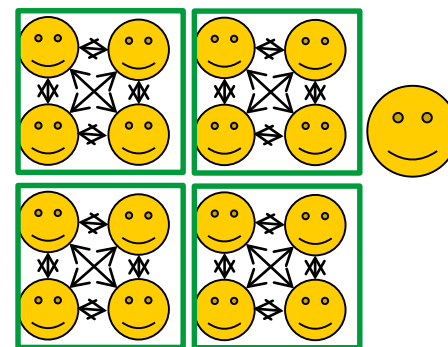
Teacher-led group discussion



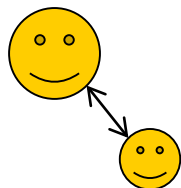
Between two students; teacher observing



Small group discussion; teacher observing



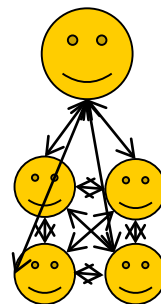
Personal guidance



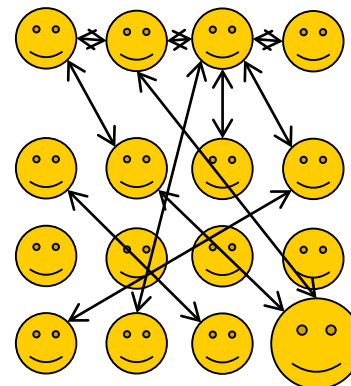
Supervised interaction with the environment (work-based learning)



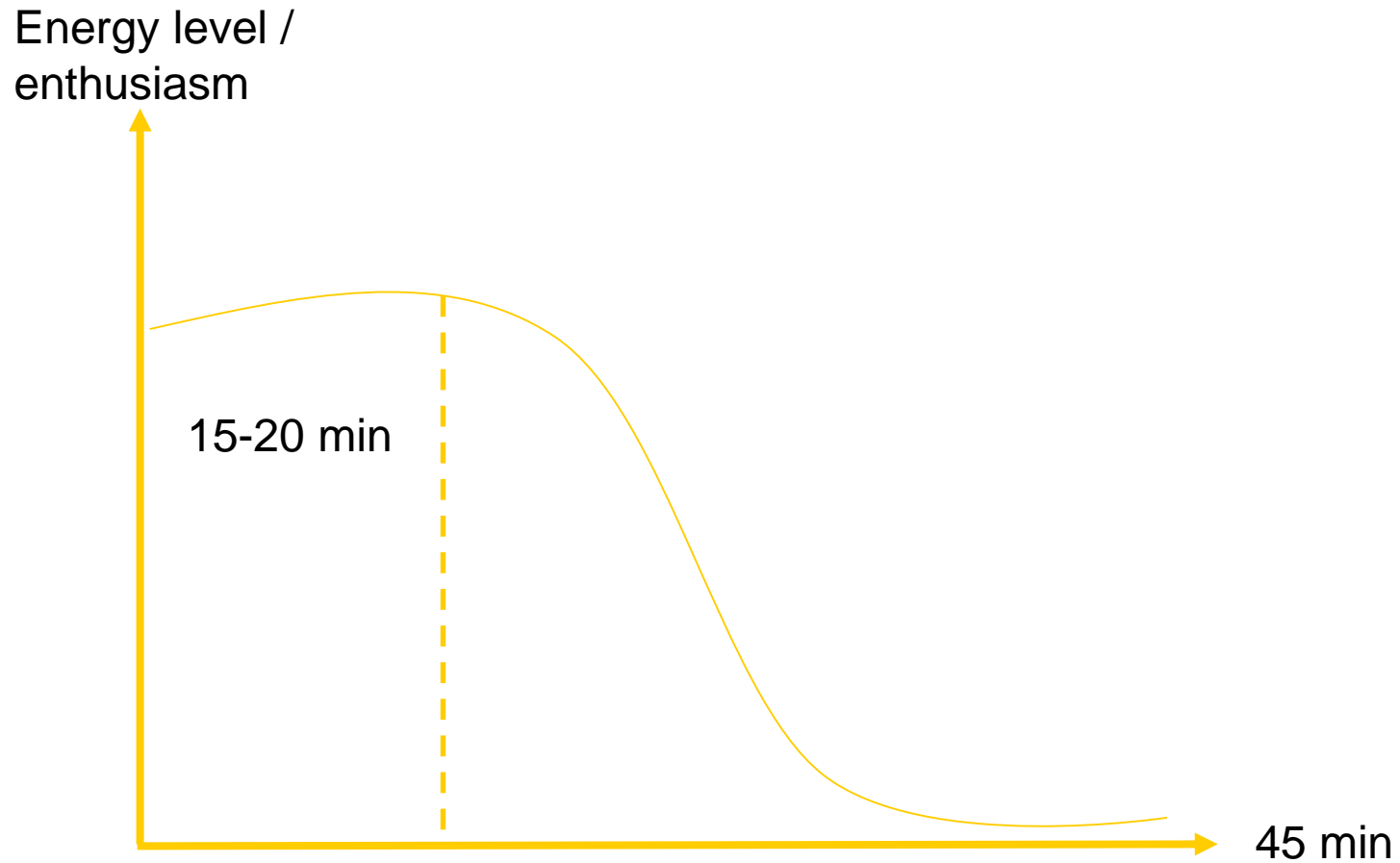
Small group guidance



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 four groups
- Consider your experiences regarding successful and unsuccessful interaction in teaching and learning
- In each group discuss your experiences and select one or combine your experiences and prepare a demonstration / performance / drama about the teaching situation (20 min)
 - Analyse why the interaction was successful or unsuccessful
- Present your demonstration / performance / drama (~5 min) to the whole group

**About the next session
(Thursday 26.10.2017 from 9.00-12.00)**

+ feedback

Information for the contact session 4

- Teaching practice (20 min) on the next course session Thursday 26.10.2017
- Teaching practice has three parts:
 - A) Teaching plan (DL 18.10.2017, submit it into MC)
 - 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 18.10. 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



Aalto-yliopisto

Feedback with blank paper

