



Aalto Universi

# A! PEDTA INTRO (5 credits)

*Day 3:*

*Curriculum work and interaction*

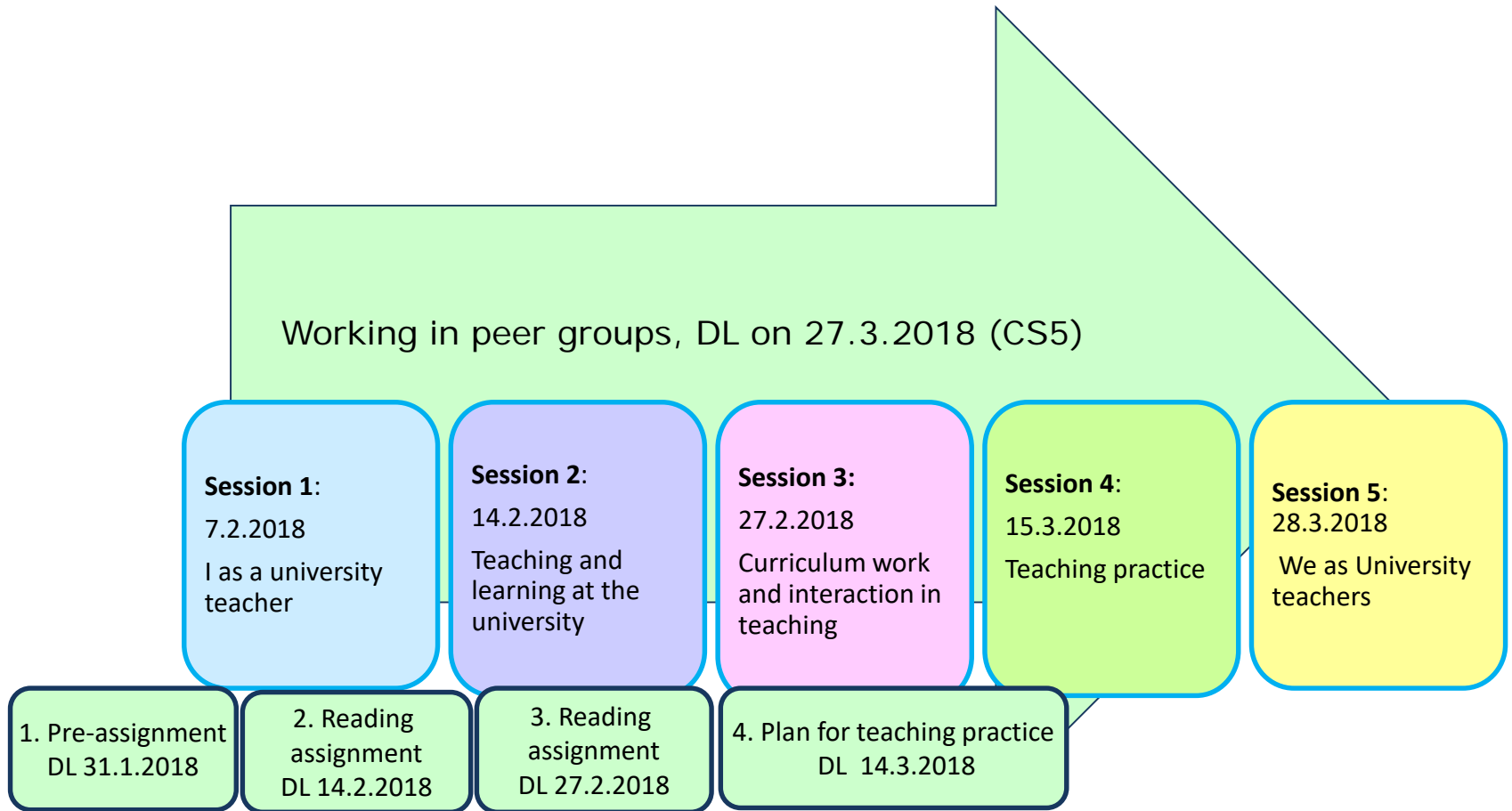
*Aalto University Learning Services*

*University Pedagogical Training and Development*

*Maire Syrjäkari and Kirsti Keltikangas*

*February 27, 2018*

# A! Peda Intro timeline/spring 2018



# Learning outcomes of the day

## Participant

- Has explored the elements of **curriculum work (planning of teaching)** at the University
- Can explain the basic idea of the **constructive alignment.**
- Recognizes the significance of **interaction** in teaching and learning

# Timetable

9.00 – 9.30 Welcome & Feedback from the last session

9.30 – 12.00 Curriculum work at the University

12.00 – 13.00 Lunch

13.00 – 15.00 Interaction in teaching and learning, Rinna Toikka,  
University teacher in speech and communication,  
Language Centre

15.00 – 15.30 Closing the day

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# I am excited and inspired...

- By the experiences from a wide range of people.
  - About benefiting from others comments and experiences. sharing different view-points.
  - About peer interaction
  - About learning from others.
- The way of teaching and discussions during the course
  - Inspired by the good reading material and some of the lecture time discussions.
  - By the active approach.
- These learning and teaching philosophies. Really inspiring and useful.
- About contributing to make Aalto the place where the most innovative teaching takes place.

# I am concerned about ...

- Deeply learning from the course
- Level 3 teaching
- The applicability of some of the (rather nice) teaching methods in intensive and non opinion-based subjects.
  - To implement the knowledge into "every-day" teaching.
- The amount of time I have available for this course.
  - the amount of work (reading, class prep, group prep etc.??)
- Nothing



# I expect, I need, I'd like to...

- I'd like practical guidelines and hints for effective teaching (in addition to theory)
  - I'd like to learn on how to design efficient teaching for subjects that heavily rely on, for example, mathematics.
  - I expect to learn about teaching methods (that can also be applied with "larger" groups, 50+ students)
  - I expect... More usable things? I need... more structure.
  - I'd like to learn about different learning activities others' are using.
- I would like to improve my skills as a teacher and develop my own style of teaching.
  - I need more time to digest the new information and implement them
  - I'd like to see in a more structured manner how the concepts we are learning are directing us towards becoming better teachers
- I would like to discuss issues more with the whole group and I would like to know what are Kirsti and Maire's point of view also after group discussions
- I'm looking forward to getting feedback on the teaching experiment I'm planning



# 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/Programme 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

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(Source: Karjalainen, A. (toim.) (2003) Akateeminen opetussuunnitelmatyö)

27.2.2018

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

- Connection between the courses, cooperation with the teachers of the programme
- Setting the learning outcomes (target group)
- Selecting the content
- Selection of learning material
- Planning the teaching methods
- Planning the assessment
- Counting the workload of students
- Timing - schedule planning



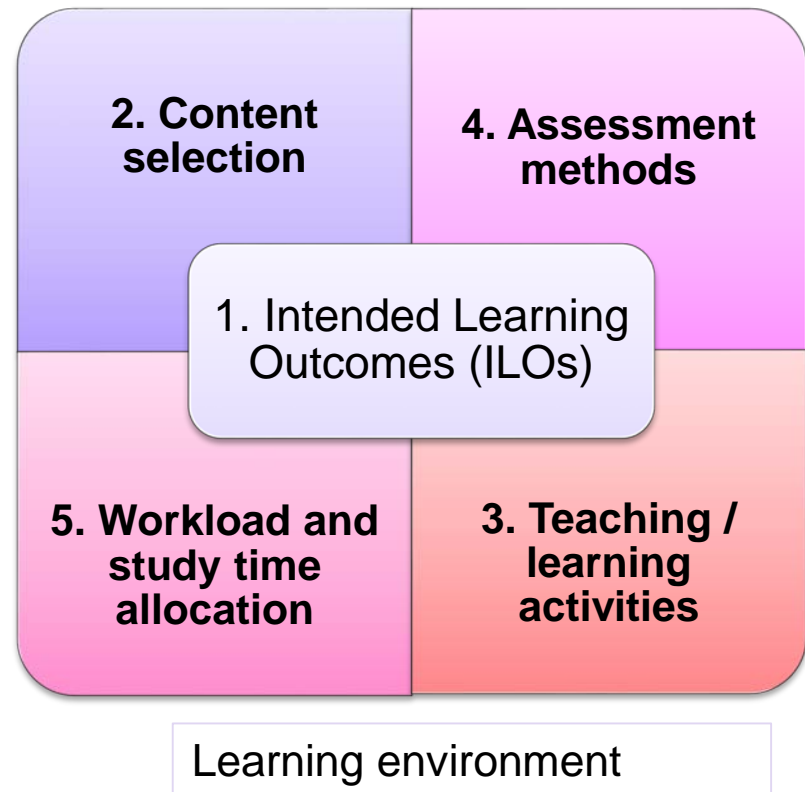
# Constructive alignment in teaching

# Planning "constructively aligned" course

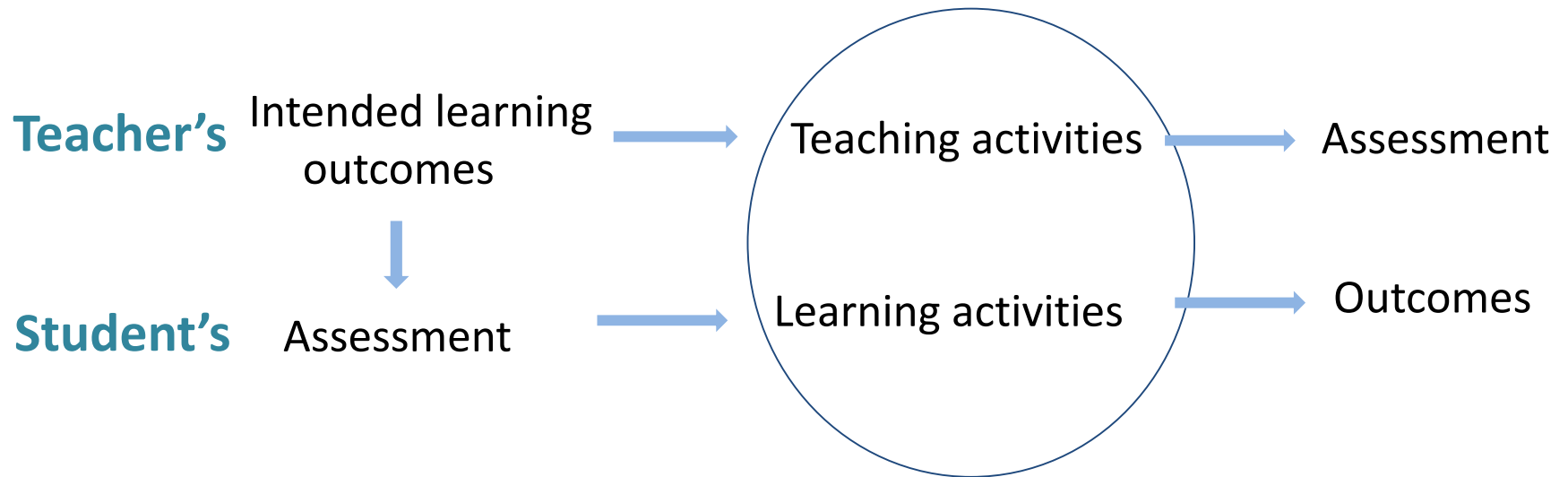
The concept of "constructive alignment" is related to constructivistic approach on learning (Biggs 1996, 2003)

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.



# Teacher's and student's perspectives on assessment



Students learn what they think they will be tested on

# Group work: curriculum work

## Puzzle method

### Phases:

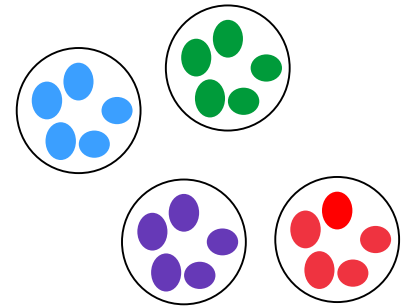
1. Working in expert-groups divided by topic 15 min
  2. Working in mixed groups 1 h min (including break)
  3. Back to the expert-group 15 min
- Short wrap-up 15 min

# Phase 1: 15 min

## Working in expert-groups divided by topic

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

- a) Learning outcomes (Roland, **Rodrigo**, **Fabricio**, Camilla and Silvan)
- b) Student's workload (**Sarianna**, Asit, Chris, **Kristina** and Ramzy)
- c) Teaching methods (**Ilyena**, **Parinya**, Ayman, Mikko and Summer)
- d) Learning assessment (Roberto, Jussi, Anas, Juhana and Idil)



The group:

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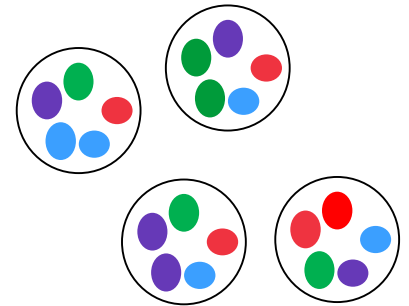


## Phase 2: Mixed groups 1 h (includes a break)

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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# Phase 3: Back to the expert-groups divided by topic (15 min)

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 12-13

# 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)

**Rinna Toikka**

**University teacher in speech  
communication  
Language Centre**

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# What is interaction?

# Nonverbal communication

- body language: gestures, posture, facial expressions
- distance, touch, use of time, eye contact etc.
- paralanguage

One cannot not communicate!

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Guerrero, L. K. & Hecht, M. L. 2008: *The nonverbal communication reader*



# Communication skills

- perception & interpretation
- planning your actions based on your objectives
- structure, clarity, argumentation
- contact

CONTEXT!

# Demo (in groups of 3)

Choose a skill / knowledge to teach

→ plan a short teaching session

→ try to be as clear as possible

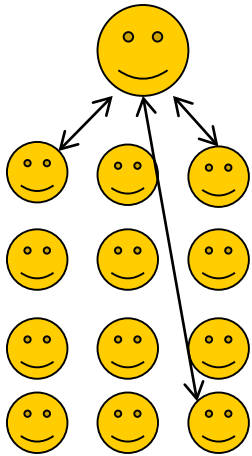
→ activate your students as much as you can

15 min for planning + demo

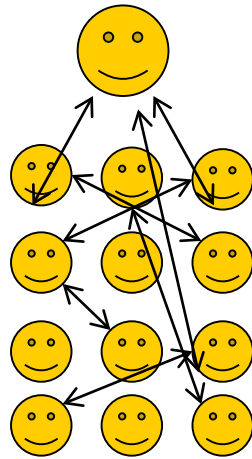
# Group work: interaction and teaching methods (15 min)

- Consider your experiences regarding successful and unsuccessful interaction in teaching and learning
  - Analyze why interaction was successful or unsuccessful
  - How could you affect interaction by using different methods? (ideas: Hyppönen & Linden, s. 34-54)
  - Prepare to share your main ideas with others
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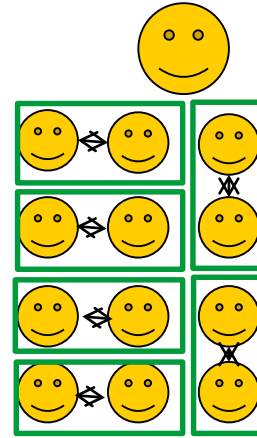
Between teacher and individual students



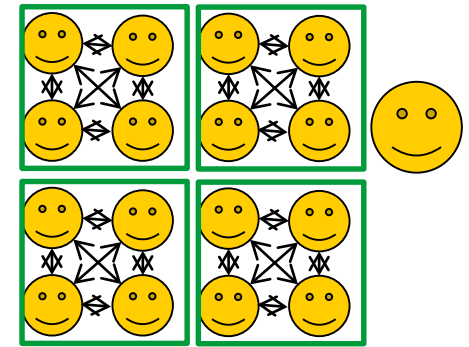
Teacher-led group discussion



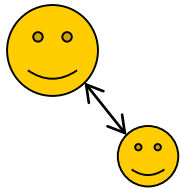
Between two students; teacher observing



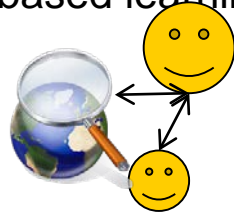
Small group discussion; teacher observing



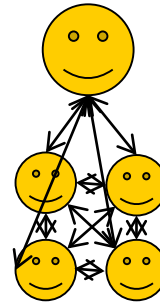
Personal guidance



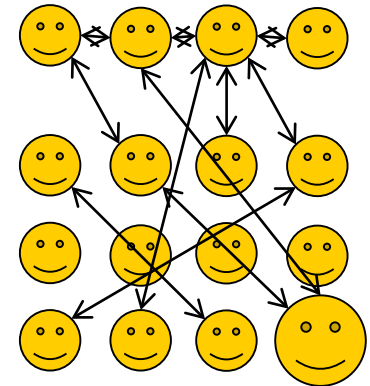
Supervised interaction with the environment (work-based learning)



Small group guidance

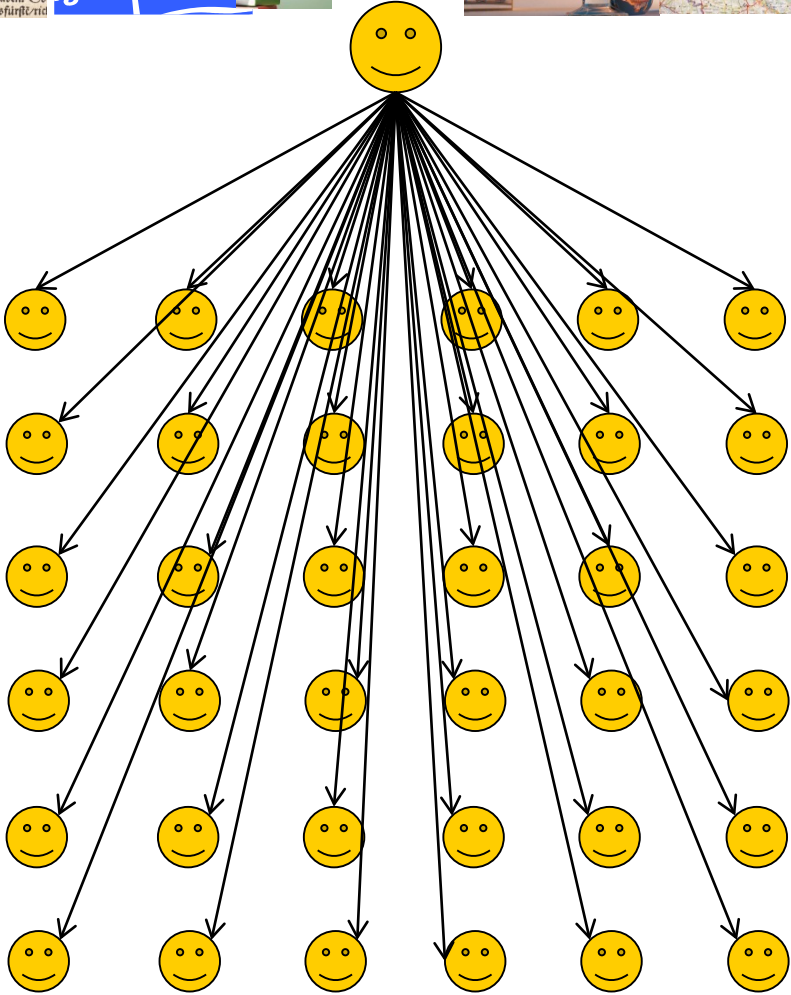
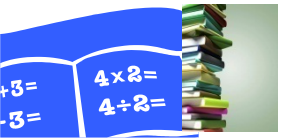


Student (group) -led interaction





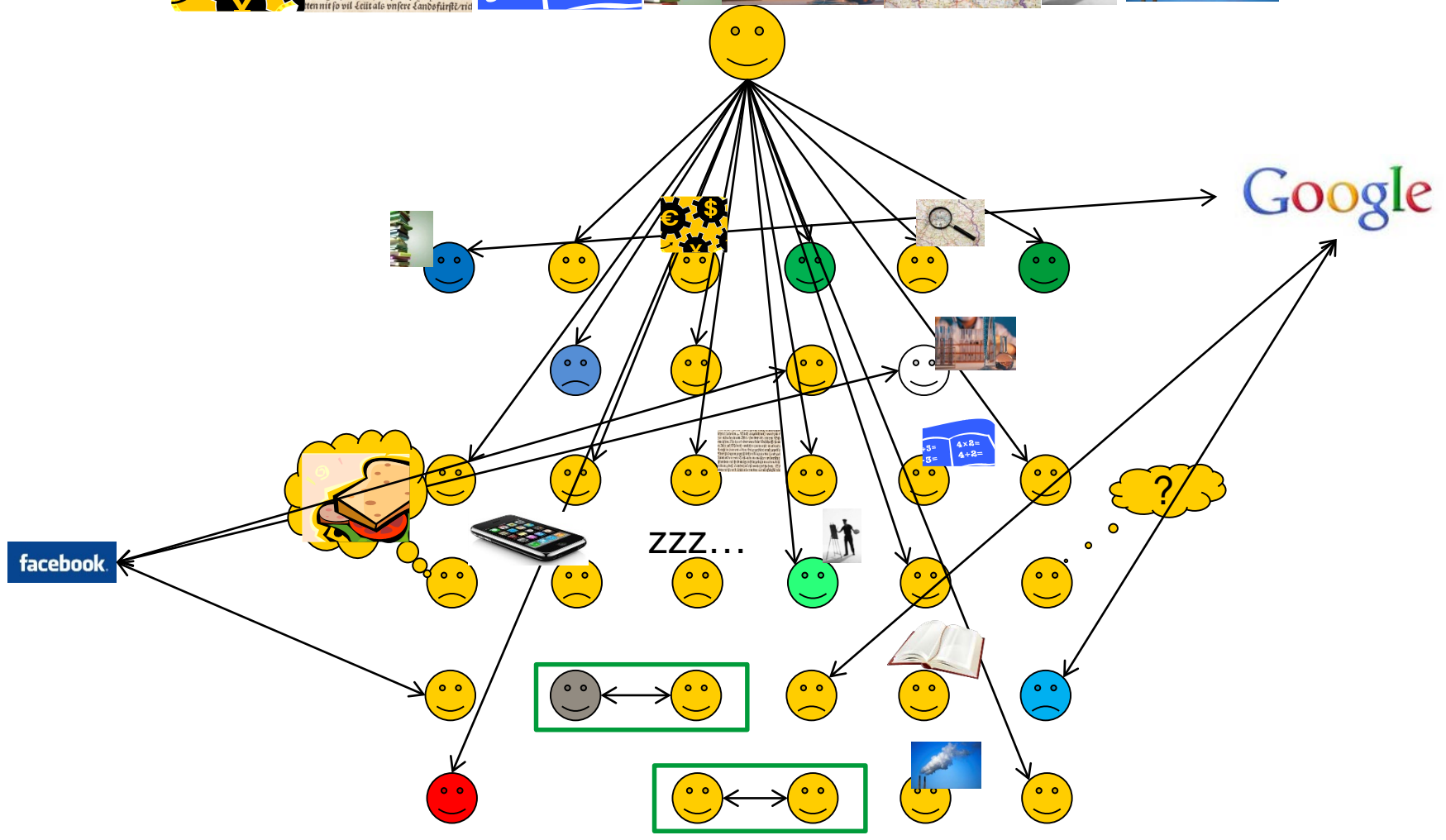
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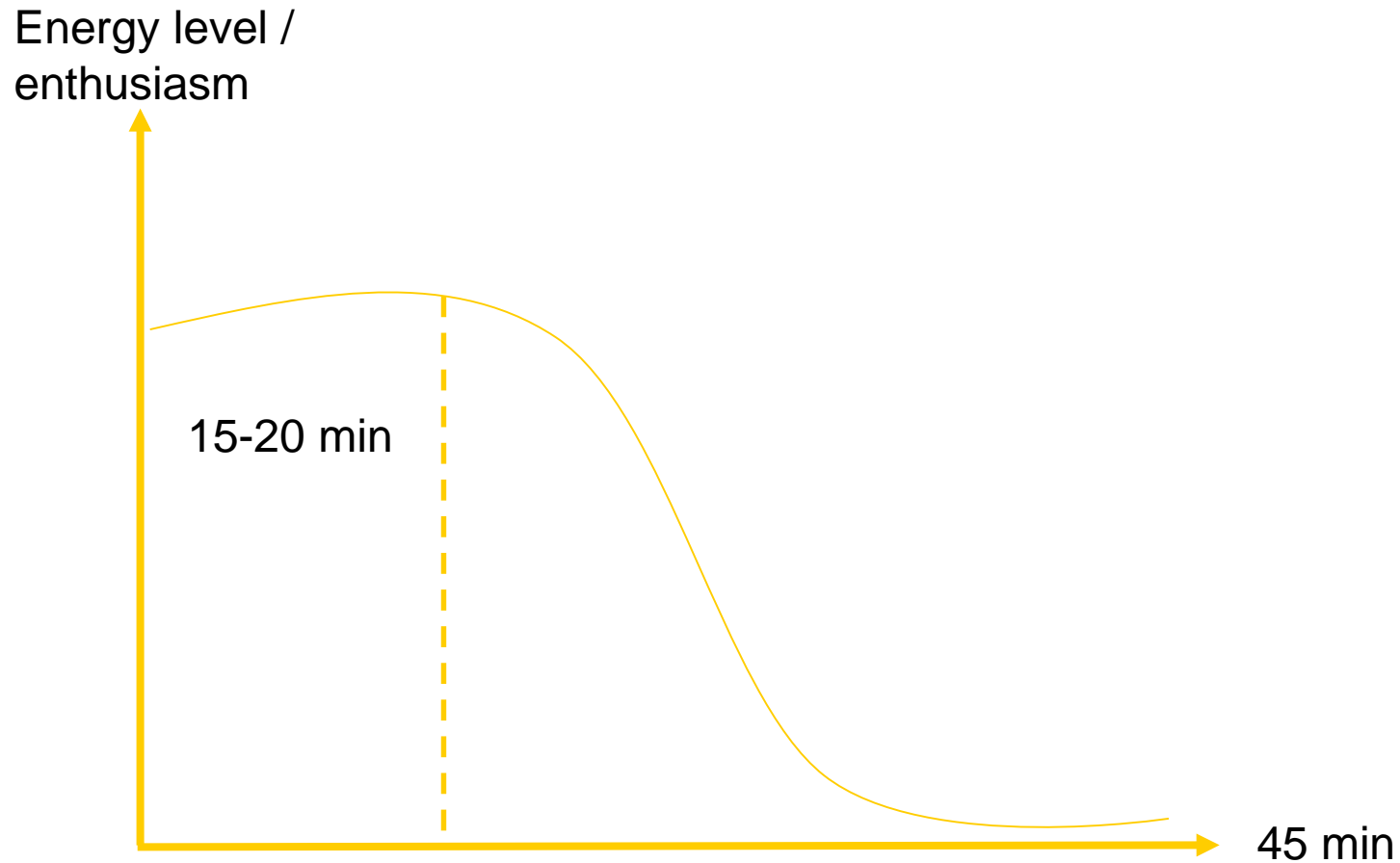


... (illegible text)

3=  
4x2=  
4+2=



# 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...?



# Feedback and for the next session



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# Homework

1. Reading task: Get Inspired. A guide for successful teaching. Chapters 4 and 5, pp. 27-49.  
<https://aaltodoc.aalto.fi/handle/123456789/11990>
  2. Write a plan for your teaching practice and submit it on MyCourses by March, 14. Instructions can be found on MyCourses.
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# Information for contact session 4

- Teaching practice is March, 15
- Teaching practice has three parts:
  - A) Teaching plan
  - B) Teaching based on your plan
  - C) Giving and receiving oral and written feedback
- You will have an opportunity to teach in a small group (3-4 persons) something from your own field for 20 min
- 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 and interaction etc.
- Is there a particular theme on which you would like to receive feedback?

# Feedback by feelings tree

- The most interesting topic today...
- Something new I learned today...



**Thank you!**

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