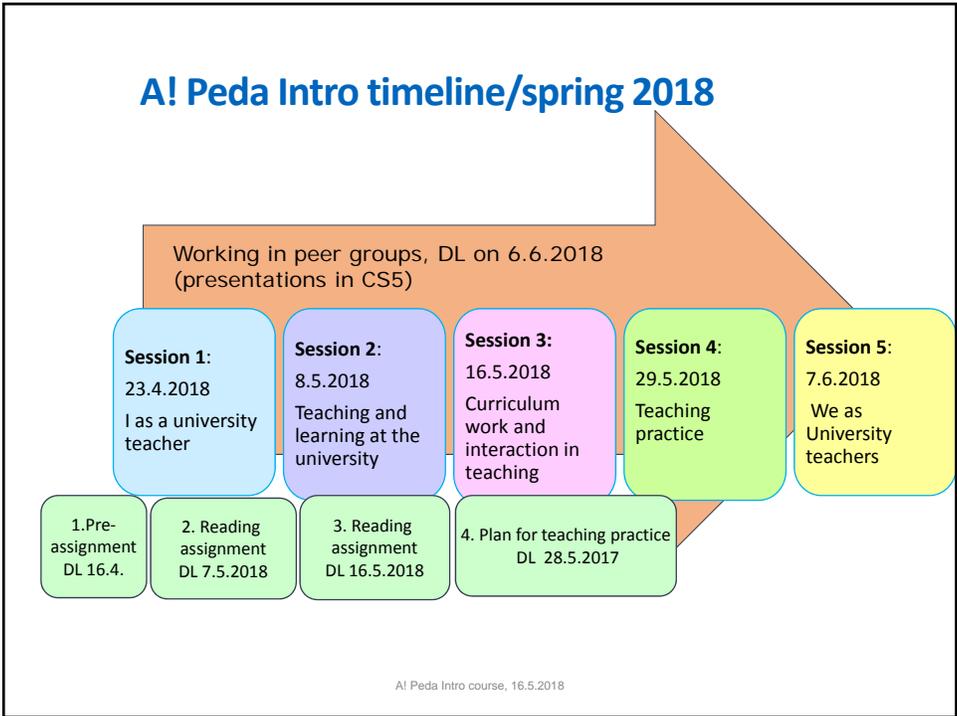




A! PEDTA INTRO (5 credits)

*Day 3:
Curriculum work and interaction*

*Aalto University Learning Services
University Pedagogical Training and Development
Maija Lampinen
16 May, 2018*



Learning outcomes of the day

After the session participant...

...has explored the elements of **curriculum work (planning of teaching)** in higher education.

...can explain the basic idea of the **constructive alignment**.

...recognizes the significance of **interaction** in teaching and learning

AI Peda Intro course, 16.5.2018

Timetable

9.00 – 9.30 Welcome & Feedback from the last session

9.30 – 12.00 Curriculum work in higher education

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

AI Peda Intro course, 16.5.2018

Feedback on the last session.



What the feedback is about

Content, goals, intended learning outcomes of the day

- I wish ... covering more substance
- I wish to know the best method of teaching for the academic students who don't have background of the subject

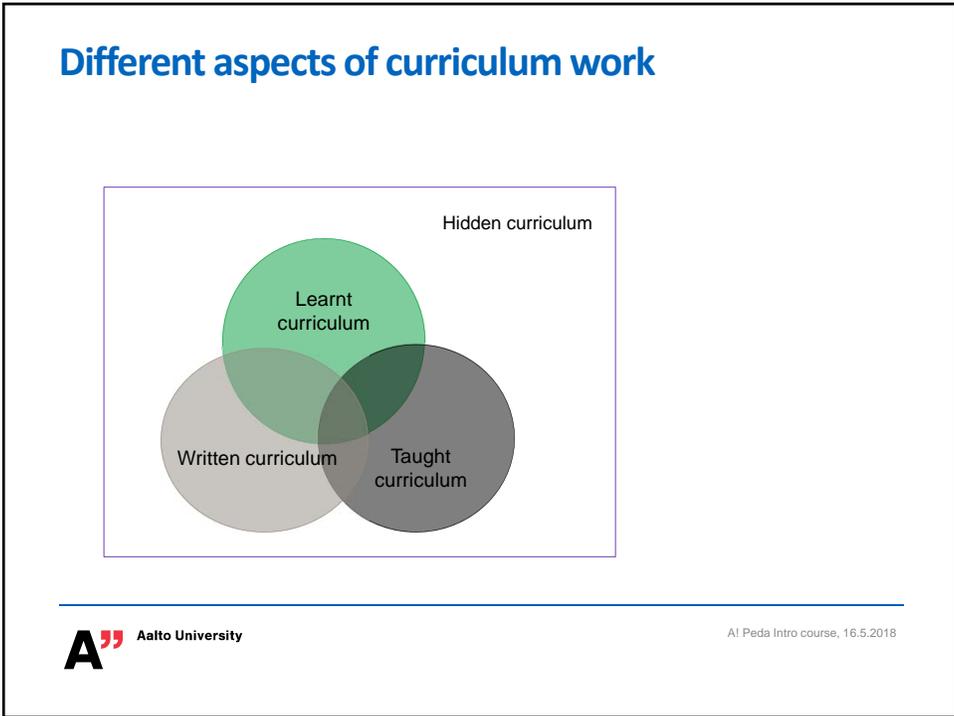
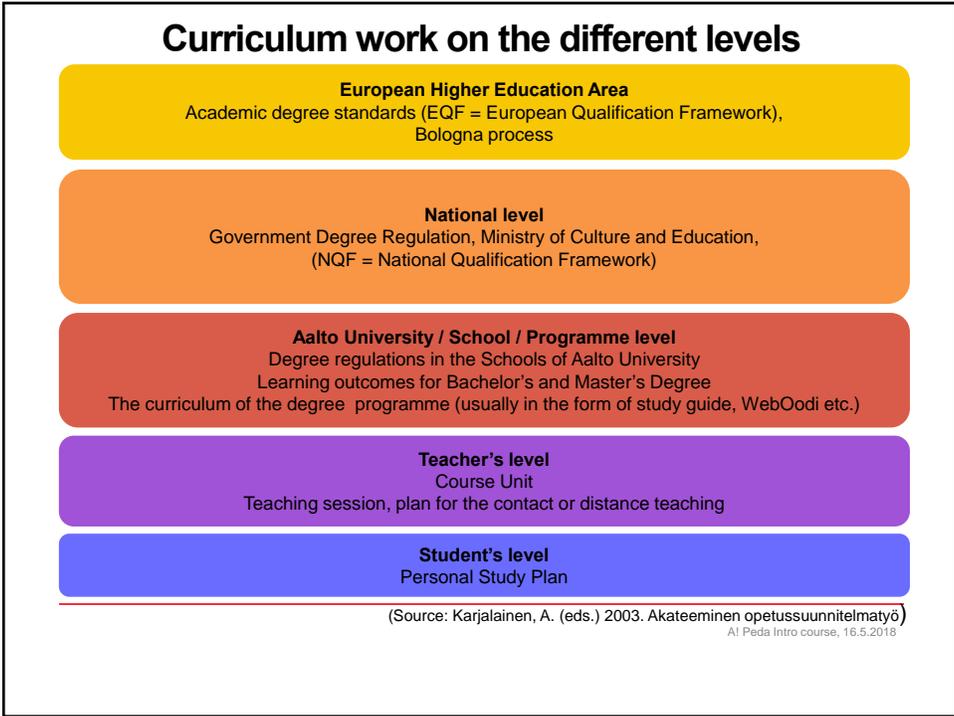
How the teaching session is organized

- I like ... reading material beforehand -> straight to the topic
- I wish ... Afternoon session instead of morning, It was in city center
- I wish ... More time: for coffee and assignments, to share opinions within the rotating groups
- I wish there would be some coffee & snack provided by the university

What the feedback is about

| | |
|-------------------------------|--|
| Teaching/studying | <ul style="list-style-type: none">• I like... the gallery walk; I wish we could have had a member from each poster group in the gallery walk group, one poster remained a bit unclear• I like ... interaction, discussions in small groups, designing the poster within the small group• I wish ... less time-consuming ways to cover the topics• I wish Teachers' role: More elaboration of the readings by teachers too• I wish ... There would have been some topics explained more detailed |
| Outcomes of teaching/studying | <ul style="list-style-type: none">• I like ... Better understanding of what the reading materials present• I like ... Find people with common or similar opinions on teaching |

Curriculum work – what is it all about?



Elements 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



Photo: <https://www.dreamstime.com/royalty-free-stock-photo-fictional-metro-map-shape-heart-vector-illustration-image2728585>

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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

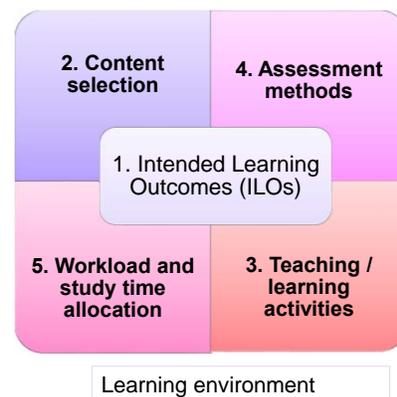
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Planning "constructively aligned" course

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.



(Biggs & Tang 2011. Teaching for quality Learning at University: What the Student Does?)

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Group work: curriculum work

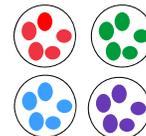
Puzzle method

Phases:

1. Working in expert-groups divided by topic 20 min
 2. Working in mixed groups 40 min
 3. Back to the expert-group 5 min
- Short wrap-up

Phase 1: 20 min

Working in expert-groups divided by topic



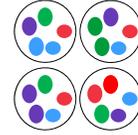
Groups are working on the topic given in the previous session.

- a) Learning outcomes (**Salvatore, Eman, Tommi**)
- b) Student's workload (**Naser, Riikka**)
- c) Teaching methods (**Anna, Yancho, Fiu**)
- d) Learning assessment (**Aino, Muhammad, Anand**)

The group:

- discusses the topic (reading material).
- defines the main points and summarises this on a paper,
- asks if something is unclear.
- the members of the group are ready to teach the topic to the others.

Phase 2: Mixed groups 40 min



Experts on one topic will be divided in new groups.

1. Tommi, Riikka, Yanko, Anand, Muhammad
2. Eman, Salvatore, Naser, Anna, Fiu, Aino

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 (5 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)

What is interaction?

Nonverbal communication

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

One cannot not communicate!

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!

Valkonen 2003, Valo & Almonkari 1995

Demo (in groups of 2-3)

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

How to create an atmosphere that supports learning?

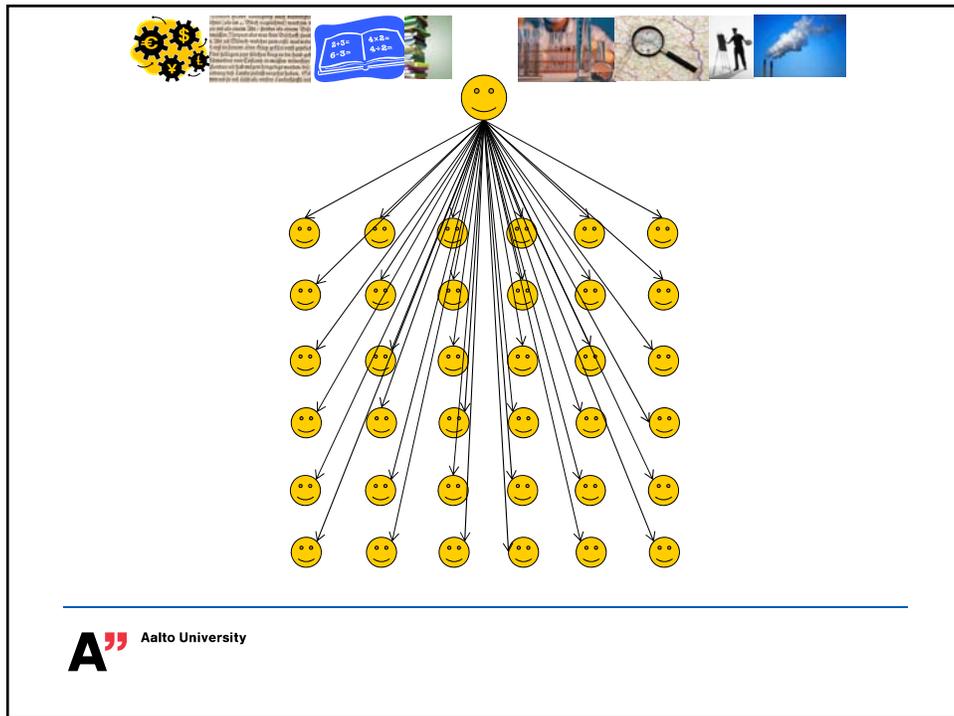
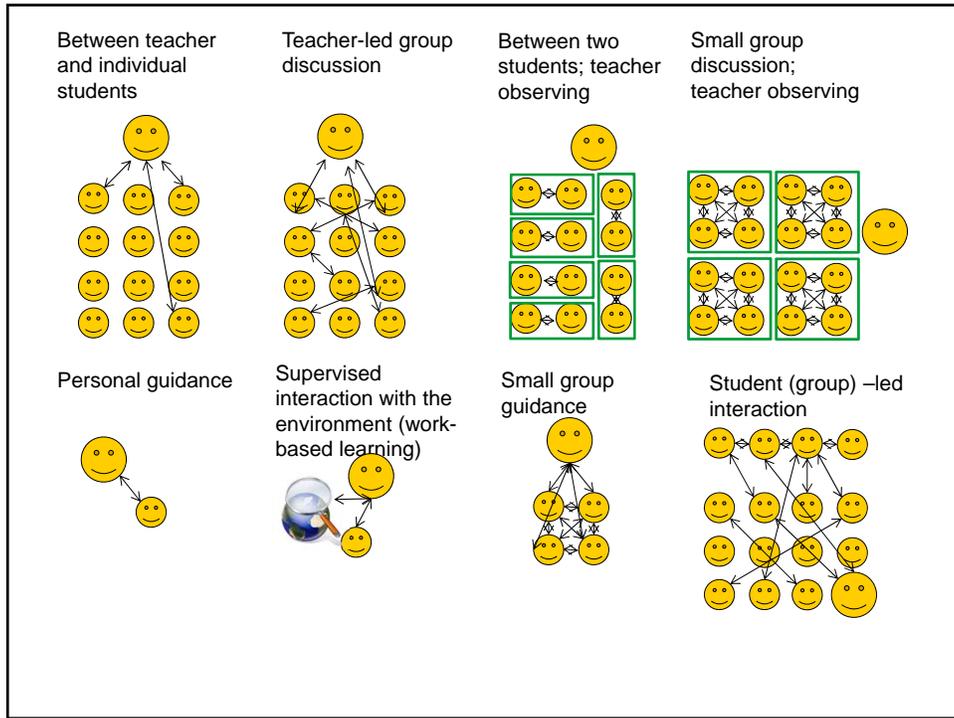
15 min. for planning + demo

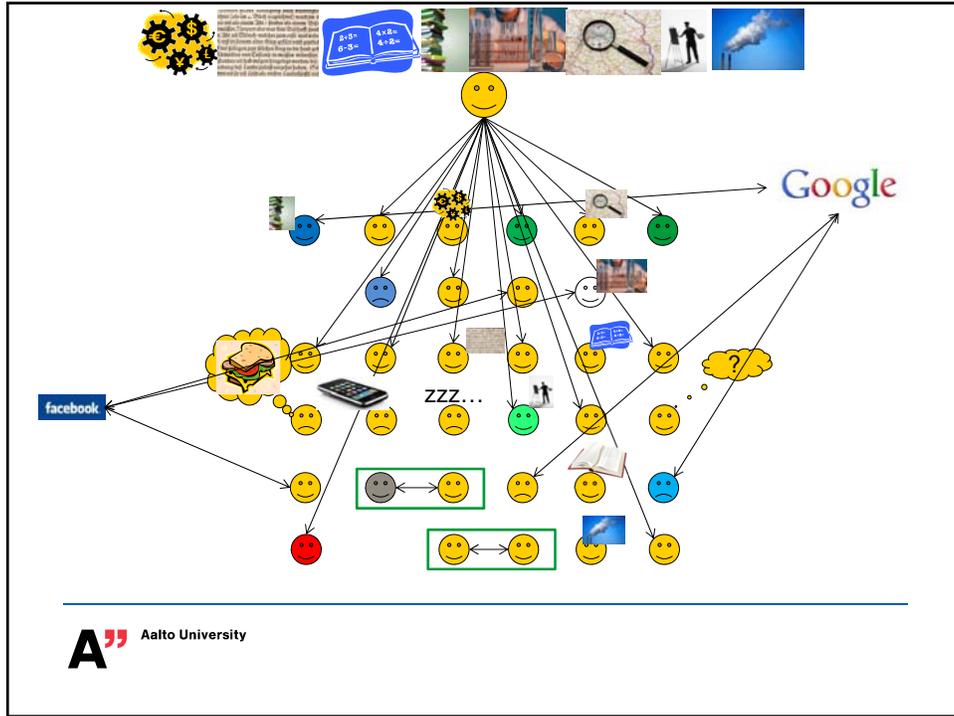
Group work: interaction and teaching methods

- Four groups (15min.)
- Consider your experiences in the given context

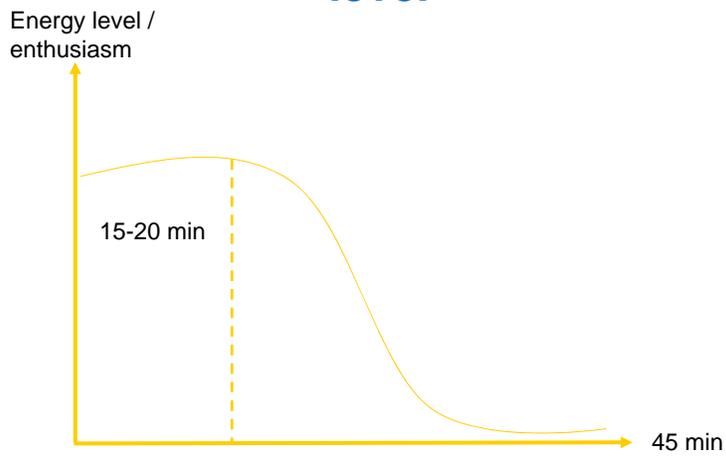
- Focus on learning!

- Prepare to share your main ideas with others:
 - What are the challenges in this context?
 - How to support learning? How to create a positive atmosphere? How to activate the students?



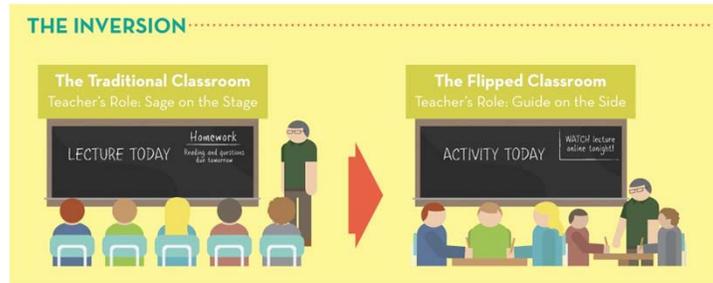


The rhythm of teaching vs. energy level



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

Flipped Classroom



<http://www.knewton.com/flipped-classroom/>

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



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 28 May 2018. Instructions can be found on MyCourses: "Written plan for the teaching practice, inbox and guidelines".
 3. Print 4 copies of your plan and bring them to the next teaching session.
-

Information for the 4th teaching session

- Teaching practice is on 29 May 2018.
- Teaching practice has three parts:
 1. Teaching plan
 2. Teaching based on your plan
 3. 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: intended learning outcomes, content, methods and interaction etc.
- Is there a particular theme on which you would like to receive feedback?

Feedback

- Go to MyCourses: Teaching session 3.
- Give feedback by answering the questions.
- <https://mycourses.aalto.fi/course/view.php?id=19519§ion=4>

Thank you!
