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Aalto University

A! PEDTA INTRO

Day 3:

Curriculum work – theory and practice

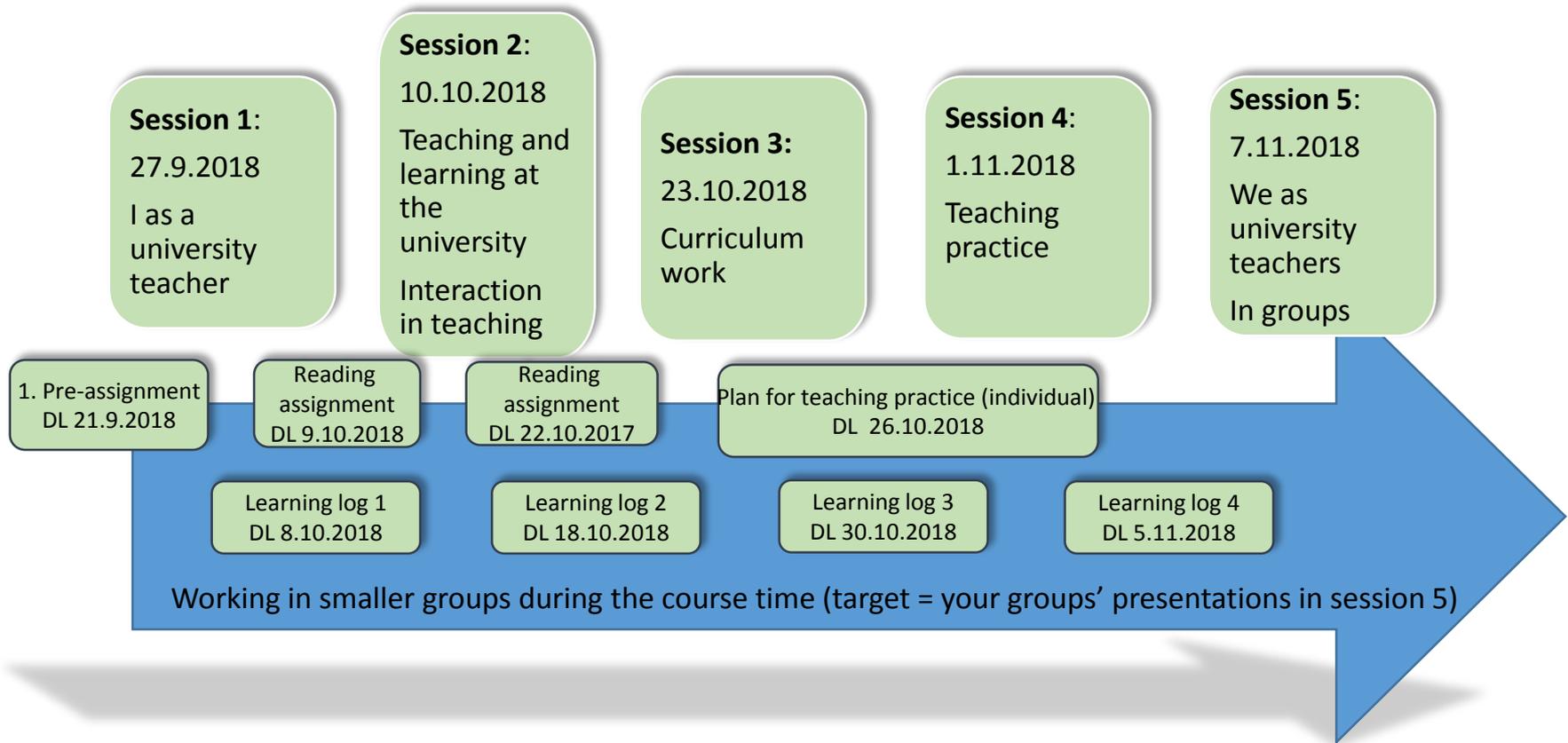
Aalto University Learning Services

University Pedagogical Training and Development

Kirsti Keltikangas and Maire Syrjäkari

October 23, 2018

A! Peda Intro timeline/Autumn 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**



Timetable

9.00 – 9.30 Welcome & feedback from the last session

9.30 – 12.00 Curriculum work at the university

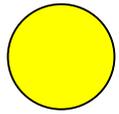
12.00 – 13.00 Lunch

13.00 – 15.00 Students' study well-being + Educational technology in teaching

- guests in this part

15.00 – 15.30 Next assignments & closing the day

Breaks included in the morning and in the afternoon



I am excited and inspired...

- the group / working with great people
- I am excited and inspired by the posters. I put the ideas I read into my mind in an illustrative way
- the quality of teamwork
- about learning more about other people's experience with students
- speech communication talk & group work
- excited by the group exercise to discuss reading material
- good advice for checking whether someone has understood: "can you explain it back to me?"
- lively discussion about reading materials
- nice to share communication horror stories
- interaction
- I have good time with class by sharing and hearing people talking about the reading task to understanding it clearly
- I am inspired by deep learning and hands-on activities in class!
- reading material
- the practical attitude of the course
- I am excited about...the teaching methods applied in the course

I am concerned about ...

- materials are somehow scattered
- I am concerned about the overlapping assignment
- final wrap-up which I can take away from the course
- losing track of the content of the course
- that objectives of assignments are not clear enough: that we therefore do something (in groups e.g.) then find out it's off-topic and have to redo it
- the amount of time the preparation for Assessment 4 will take
- not having an ethical/foundation to teaching
- planning a course
- looking at the students as an average

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

- I expect to have more motivation to do the assignments. Hopefully.
- Deep learning
- to know more on how I transit students from level 2 -> level 3 in learning
- lectures to be more focused on a specific topic at a time
- deal with conflict between > student centred-learning -> allowing students who exceed expectations to be rewarded (with good grades)
- I expect more discussion about how to motivate students
- I need... more explanation on individual teaching session
- Clearer and somewhat more detailed instructions, especially for the group work
- have more directly-actionable guidance
- teaching plan: hints, tips, tricks in class
- I'd like to have a more detailed answer to the issue Zach raised
- How to plan a course

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 (Bologna declaration)

National level

Government Degree Regulation, Ministry of Education and Culture in Finland

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

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

23.10.2018

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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



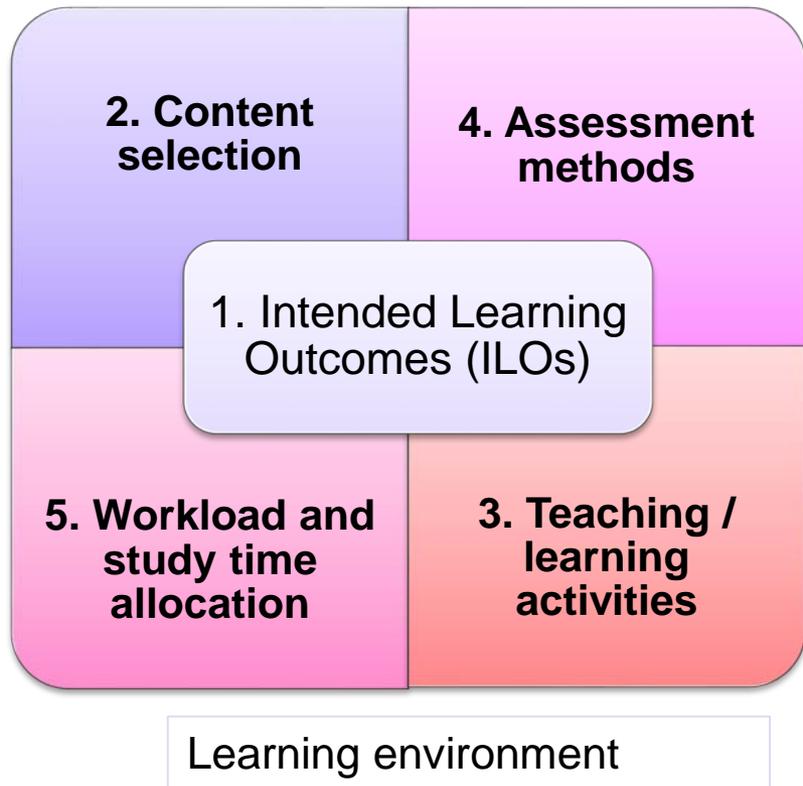
Constructive alignment in teaching

Planning "constructively aligned" course

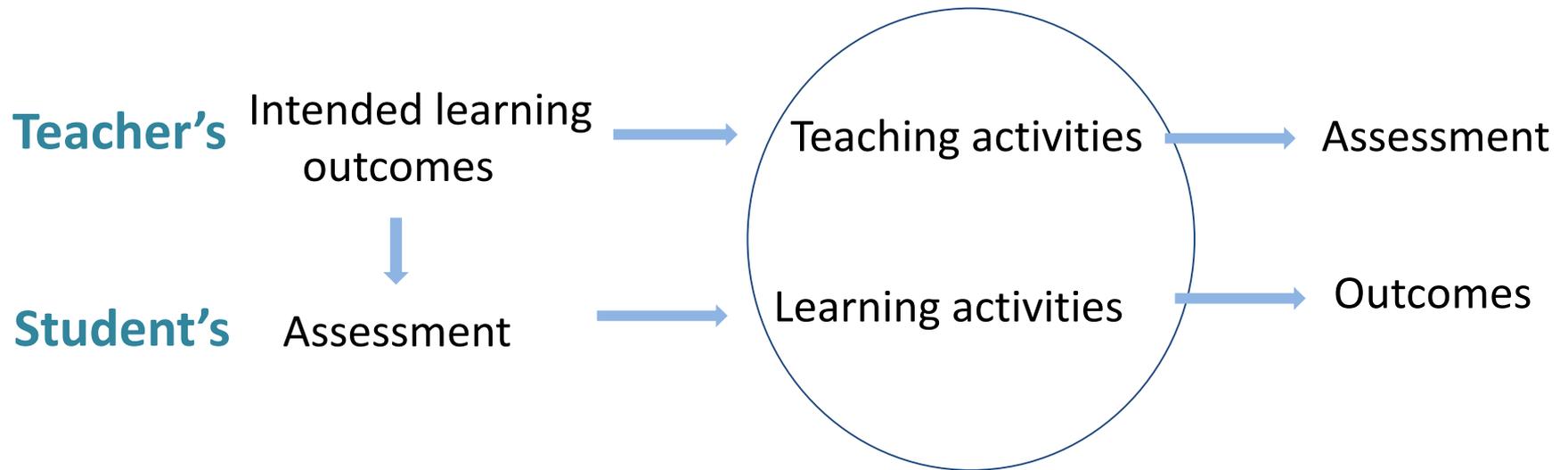
The concept of "constructive alignment" is related to constructivistic approach on learning (Biggs 1996, 2003)

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:

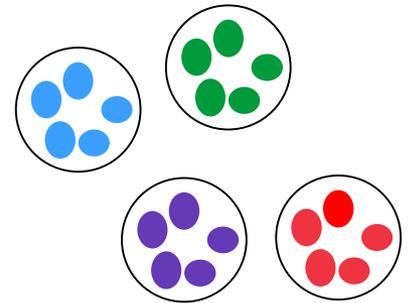
1. Working in expert-groups divided by topic 15 min
2. Working in mixed groups 1 h (including break)
3. Back to the expert-group 15 min
4. Short wrap-up 15 min

Phase 1: 15 min

Working in expert-groups divided by topic

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

- Learning outcomes (Chrysl, Guo-Xu, Lachlan, Maryam, *Spyros*)
- Student's workload (Derin, Kay, Loc, Marijn, Michael A., Zach)
- Teaching methods (Anastasiia, Athanasios, Ghita, Hadi, *Michael H.*)
- Learning assessment (Elif, Rainhard, Rhodri, Samuel, Yannis)



The group:

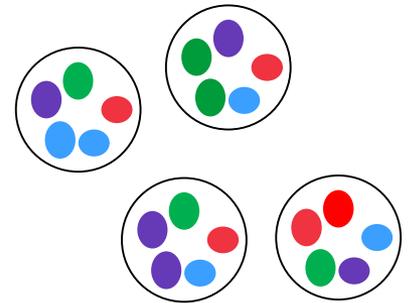
- discusses the topic (reading material).
 - defines the main points and summarises this on a paper,
 - asks if something is unclear.
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Phase 2: Mixed groups 1 h (includes a break)

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.

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



Students' study well-being

guests Viivi Virtanen (LES Aalto)
and Mikko Jääskeläinen (IEM, SCI)

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Break



IT tools for teachers – theory and practice

guests Kalle Kataila (LES IT)
and Arttu Polojärvi (ENG)

Feedback and homework 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 26.10.2018. Instructions can be found on MyCourses on the left frame topic
 3. Write your third learning log by 30.10.2018
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Information for contact session 4

- Teaching practice is Thursday 1.11.2018
- Teaching practice will be done in three parts:
 - A) You do your individual teaching plan
 - B) You will do your teaching practice based on your plan
 - C) You will give and receive 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 Presemo

[Presemo.aalto.fi/pedaintro37](https://presemo.aalto.fi/pedaintro37)

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

Go **NOW** to the address given above (either with your mobile or laptop) and write your thoughts
feedback you give in presemo is anonymous

Thank you!
