

Tiger:



(Kinash and Knight 2013, p.19)

A! PEDTA INTRO (5 cr)

Contact session 3:

*Curriculum work and
Interaction in teaching*



Aalto-yliopisto
Aalto-universitetet
Aalto University

Aalto University Learning Services
University Pedagogical Training
Samu Tikkanen
Sara Rönkkönen
2.3.2021 12.00-15.30



A! Peda Intro 47 (5 ECTS)

Course timeline 26.1.2021-8.4.2021

Pre assignment
DL 26.1.2021

Session 1:
Tue 2.2.2021
12.00-15.30
I as a university teacher

Feedback 1

Readings

Session 2:
Tue 16.2.2021
12.00-15.30
Teaching and learning at the university

Learning Log
1 DL 26.2.2021

Readings

Session 3:
Tue 2.3.2021
12.00-15.30
Curriculum work, interaction in teaching

Feedback 2

Session 4:
Tue 16.3.2021
12.00-15.30
Individual teaching sessions

Learning log
2 DL 2.4.2021

Session 5:
Thu 8.4.2021
12.00-15.30
Peer group presentations

Final feedback

INDIVIDUAL TASK: Teaching practice preparation, session on 16.3.2021. DL for the plan 9.3.2021.

GROUP TASK: Peer group meetings (at least 2) and final presentation on 8.4.2021. DL for the final outcome 6.4.2021.

Individual reflecting & processing during the course

Schedule

12.00-12.10 Course practicalities

12.10-15.15 On curriculum and course design + working in groups (break at 13.00-13.10 and 14.30-14.40)

15.10 Assignment for next time, closing the day & collecting feedback



Learning outcomes for A! Peda Intro course

After the course, you

- ✓ have expanded your network among teachers at Aalto University and gained experiences of working in a multidisciplinary teacher group.
- ✓ will recognize the stages in teaching design. In addition: You have explored the role of interaction in teaching.
- ✓ will apprehend your role as a teacher in the learning process of the students. In addition: You are aware of the AllWell? - study wellbeing process at Aalto.
- ✓ will recognize the issues that may have an impact on learning experience.
- ✓ will recognize your strengths as a teacher.



Curriculum work – what is it all about?

Poll

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

[<https://minedu.fi/en/higher-education-and-degrees>] [<https://minedu.fi/en/education-system>]

Aalto/ School/ 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

Principles of curriculum development at Aalto*

1

The planning of teaching is competence-based The degree programme supports both the development of the field and the student's securement of a meaningful future profession The aim is the acquisition of the knowledge and skills that are vital for the student's professional future and working life, including transferrable skills as well as special competencies in the student's own field.

2

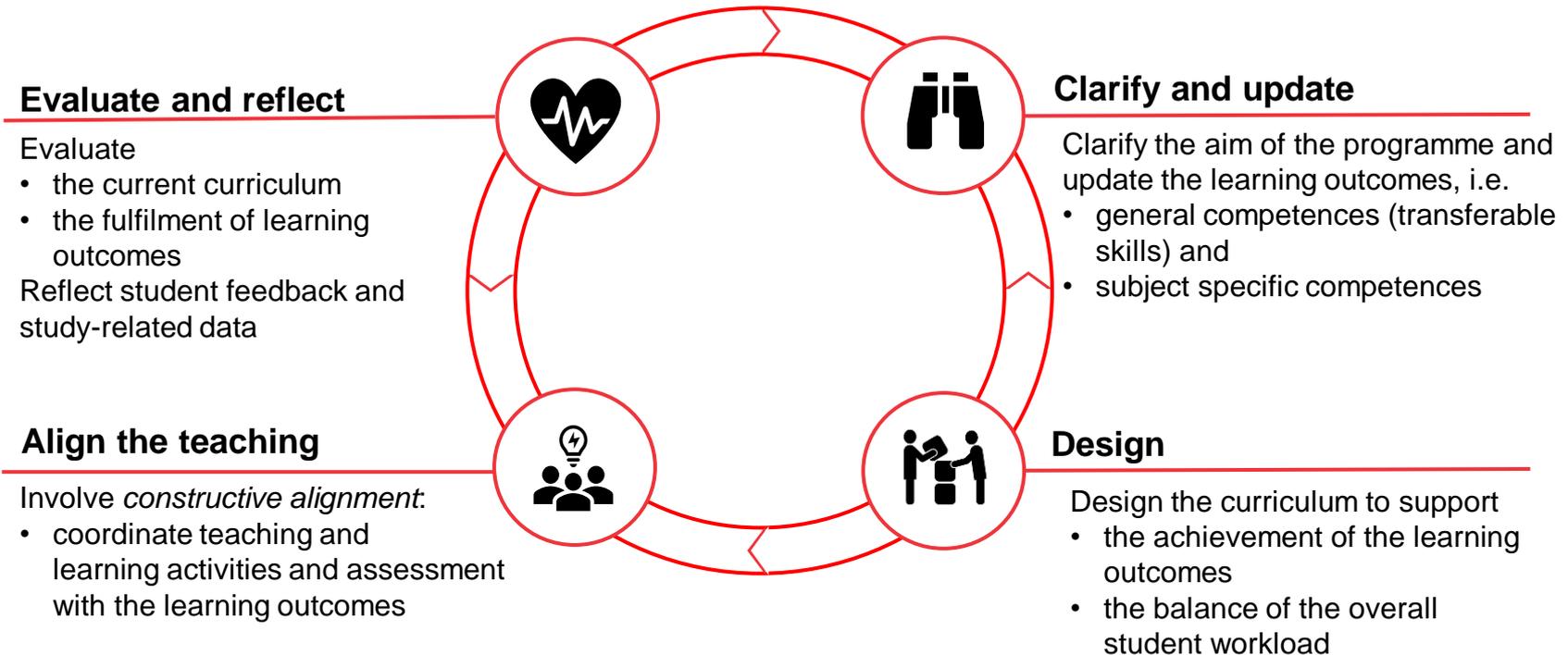
The learning outcomes and contents of the programme as well as its methods for evaluating teaching and learning should form a cohesive, foreseeable whole from the student's point of view, thereby helping students to graduate within the normative timeframe. The goal is for students to graduate within the target time, in a good state of well-being, ready for the demands of working life and for continually developing their competencies.

3

The degree programmes are being continually developed through broad collaborations. Degree programmes are developed through knowledge-based development and assessment. Broad-based cooperative planning with teaching and research staff forms the basis for the development work, which also includes students and other stakeholders.

Curriculum development cycle*

*in progress for 2022-2024 curriculum design



Aligning and planning teaching on a course level

Cooperating within the programme, identifying connections between different courses

Timing and planning the course schedule

Setting the course-level learning outcomes (keeping target group in mind)

Counting the workload of students

Selecting the contents

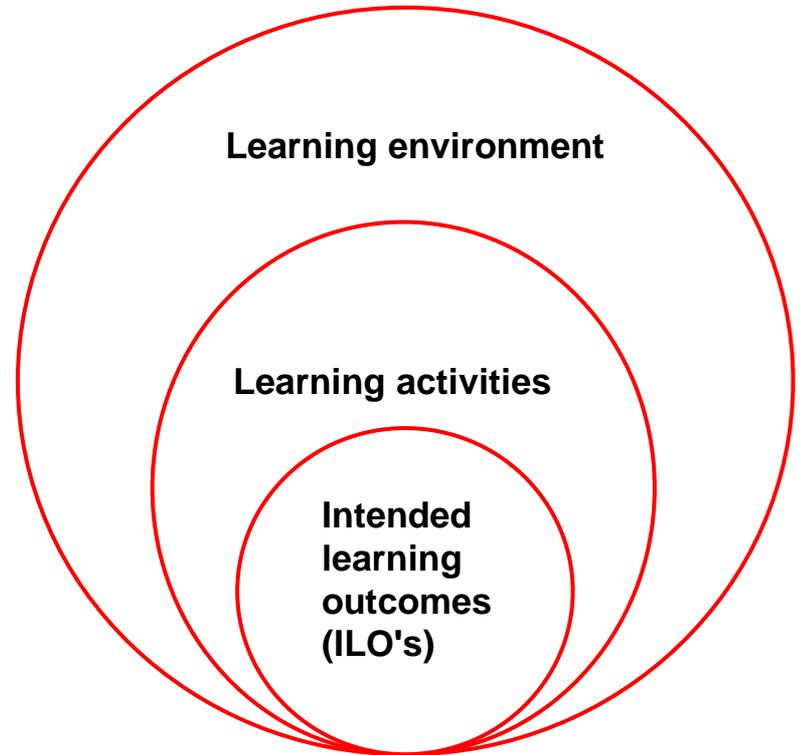
Planning the assessment methods

Selecting the learning materials

Planning the teaching methods

Constructive alignment

- The concept of "**constructive alignment**" is related to constructivist 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.

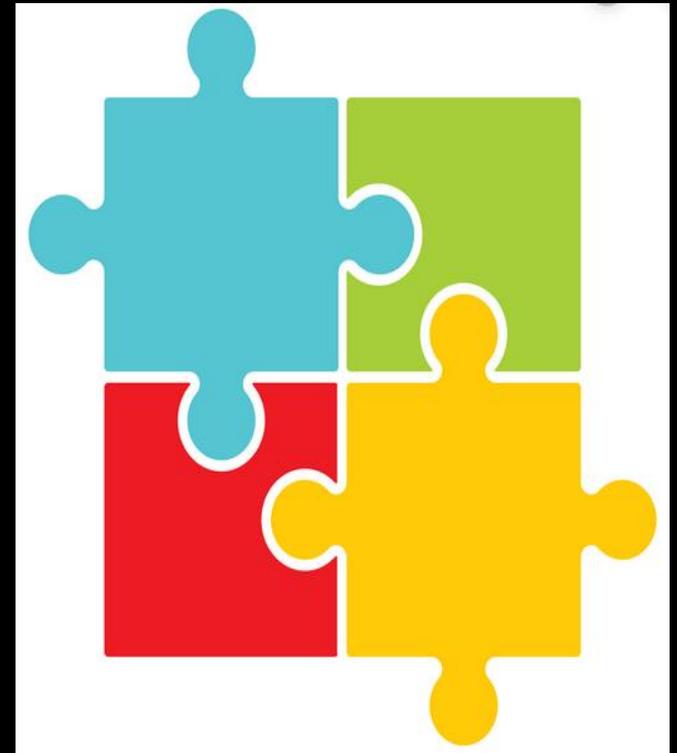


Group work: Curriculum work

Puzzle (jigsaw) method

Phases:

1. Working in expert-groups divided by topic 30 mins
2. Working in mixed groups 60mins
3. Back to the expert-group 15mins
4. Short wrap-up 10mins



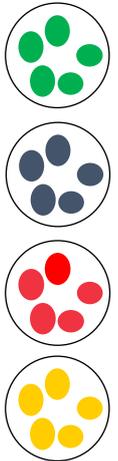
Phase 1: Working in expert-groups divided by topic

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

- Learning outcomes (Valeria, Maarit, Irina, Ville, Esko)
- Students' workload (Joni, Titta, Maija, Tiina, Tri)
- Teaching methods (Aleksi, Elina, Jarno, Veronika, Camilla, Koray)
- Learning assessment (Jenni, Kush, Janika, Esa, Kiia)

The group:

- discusses the topic (reading material) 10min
- **defines the main points** and **summarises them** on a Zoom Whiteboard 20min (screen share: Valeria, Joni, Aleksi, Jenni)
- NOTE: Everyone in the group **downloads the Zoom whiteboard as pdf**





Select a window or an application that you want to share



Basic

Advanced

Files



Screen



Whiteboard

Mee

Hos

Invit

Part

Jo

Computer

Share computer sound Optimize Screen Sharing for Video Clips

Share

yes no go slower go fast



Mute



Start Video



Security



Participants 2



Polls



Chat



Share Screen

Share (Alt+S) More

End

Invite

Mute All



View Options

Zoom Ratio Fit to Window

Request Remote Control

Annotate

Stop Participant's Sharing

Annotation toolbar with icons for Mouse, Text, Draw, Stamp, Arrow, Eraser, Format, Undo, Redo, Clear, and Save.

A?

Zoom meeting control bar with icons for Mute, Start Video, Security, Participants (2), Polls, Chat, Share Screen, More, and End.

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Phase 2: Mixed groups

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

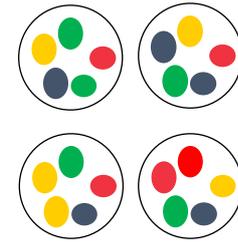
A) Learning outcomes 15min, including discussion

B) Students' workload 15min, including discussion

BREAK 10min

C) Teaching methods 15min, including discussion

D) Assessment 15min, including discussion



Expert in each group takes individual (pen&paper) notes of the discussion.

If there are unclear issues, please write also them down.

New groups

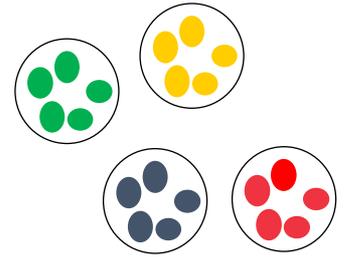
Group A: Valeria, Esko, Joni, Aleksi, Jenni

Group B: Maarit, Titta, Tri, Elina, Jarno, Kush

Group C: Irina, Maija, Camilla, Koray, Janika

Group D: Ville, Tiina, Veronika, Esa, Kiia

Phase 3: Back to the expert-groups divided by topic



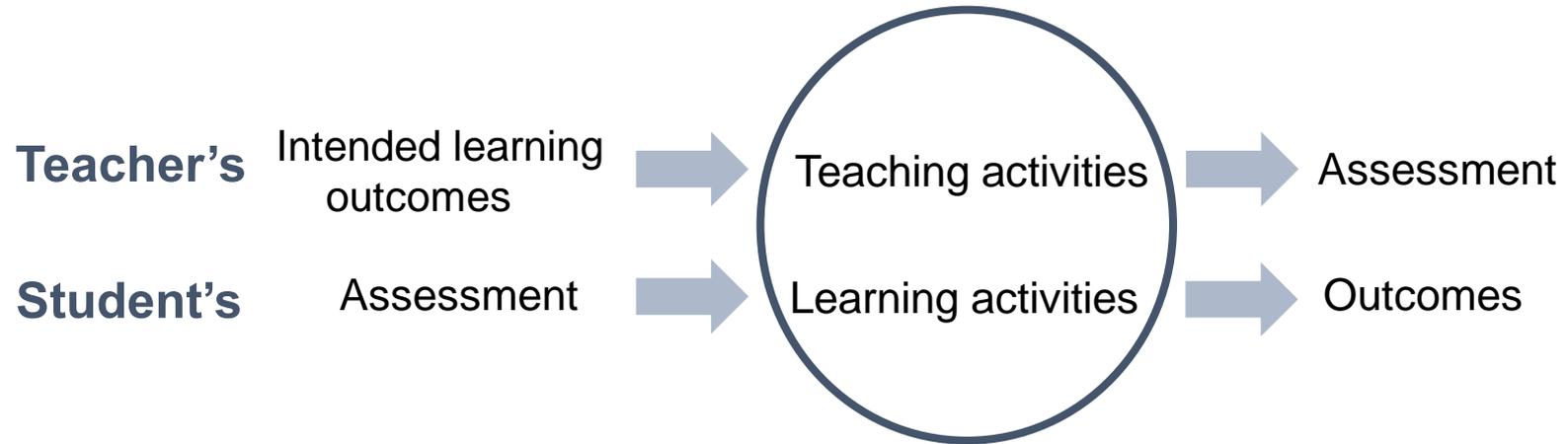
Go back to your "topic group", discuss and share the ideas from previous phase.

- You have 15 minutes to wrap up and decide your key takeaway from this exercise:

What will you take with you to course design?
JOKER: how about curriculum design?

- Be prepared to share your group findings in the chat

Teacher's and student's perspectives on assessment & learning outcomes



Students learn what they think they will be tested on.

[Biggs & Tang \(2011\)](#). Teaching for quality Learning at University : What the Student Does

For the next session

Information for next session

Individual teaching practice will take place on Tuesday **16.3.2021**

- You will teach to a small group (3-4 persons) 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, interaction, etc.
- Is there a particular theme on which you would like to receive feedback?

- Help for planning: Get Inspired. A guide for successful teaching. Chapters 4 and 5, pp. 27-49. <https://aaltodoc.aalto.fi/handle/123456789/11990>
- Submit your **teaching practice plan** on MyCourses by **9.3.2021**. Instructions can be found on MyCourses on the left navigation.

Feedback

- Platform: **Presemo**
- Method: I like – I wish; a way to give constructive feedback (and feedforward)

<https://presemo.aalto.fi/pedaintro0203202>

<http://presemo.com/docs/userguide.en.html>



Some references

(for further reading, optional if you have time)

Entwisle, N. & Ramsden, R. (1983) *Understanding Student Learning*. Routledge, London. E-book version published in 2015.

Felder, R.M. & Brent, R. (2005) Understanding Student Differences. *Journal of Engineering Education*, (94)1, 57-72.

Marton, F., Hounsell, D., & Entwistle, N. (Eds.). (1997). *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Pang, M.F. & Marton, F. (2005) Learning theory as teaching resource. *Instructional Science*, 33, 159–191.

Thank you!