

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

Riikka Evans

Miia Forstén

11.5.2021 12.00-15.30



A! Peda Intro 48 (5 ECTS)

Course timeline 13.4.2021-8.6.2021

Pre assignment
DL 12.4.2021

Session 1:
Tue 13.4.2021
12.00-15.30
I as a university teacher

Feedback 1

Readings

Session 2:
Tue 27.4.2021
12.00-15.30
Teaching and learning at the university

Learning Log
1 DL 7.5.2021

Readings

Session 3:
Tue 11.5.2021
12.00-15.30
Curriculum work, interaction in teaching

Feedback 2

Session 4:
Tue 25.5.2021
12.00-15.30
Teaching sessions (in small groups)

Learning log
2 DL 4.6.2021

Session 5:
Thu 8.6.2021
12.00-15.30
Peer group presentations

Final feedback

INDIVIDUAL TASK: Teaching practice preparation, session on 25.5.2021

GROUP TASK: Peer group meetings (at least 2) and final presentation on 8.6.2021

Individual reflecting & processing during the course

Schedule

12.00-12.10 Previous sessions feedback

12.10-13.10 Rinna Toikka

13.20 On curriculum and course design + working in groups (break 1 at 13.10-13.20 and break 2 in between the group works)

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



Feedback on learning logs

Likes

- Discussions
- Multidisciplinary course
- New ideas / tools/ thoughts
- Online experience

Wishes

- Methods / tools
- Clear instructions for group work
- Concern for the well-being of students
- More theoretical frameworks

Interaction in teaching

Rinna Toikka

Break

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

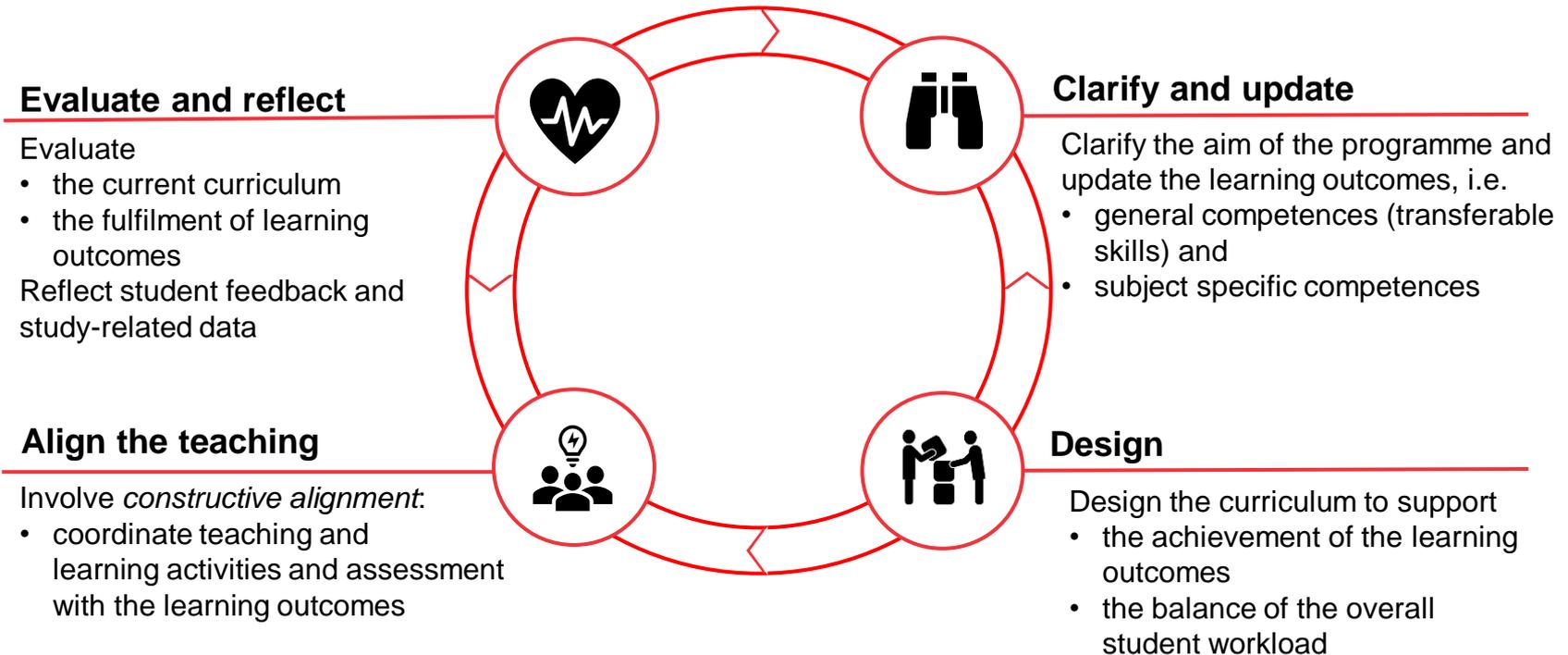
The learning outcomes and contents of the programme as well as its methods for evaluating teaching and learning should form a cohesive, foreseeable whole from the student's point of view, thereby helping students to graduate within the normative timeframe. The goal is for students to graduate within 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

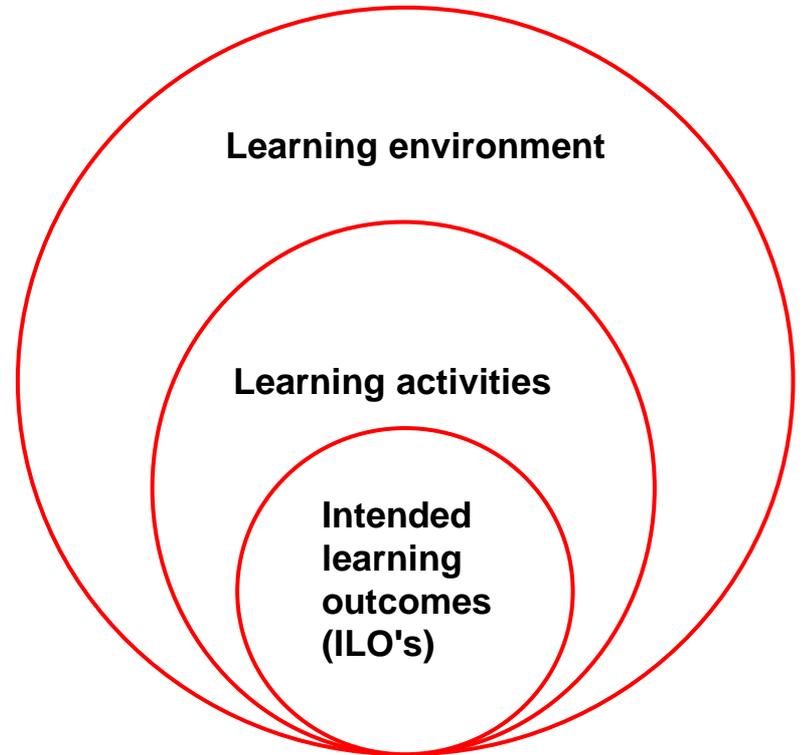
Planning the assessment methods

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.

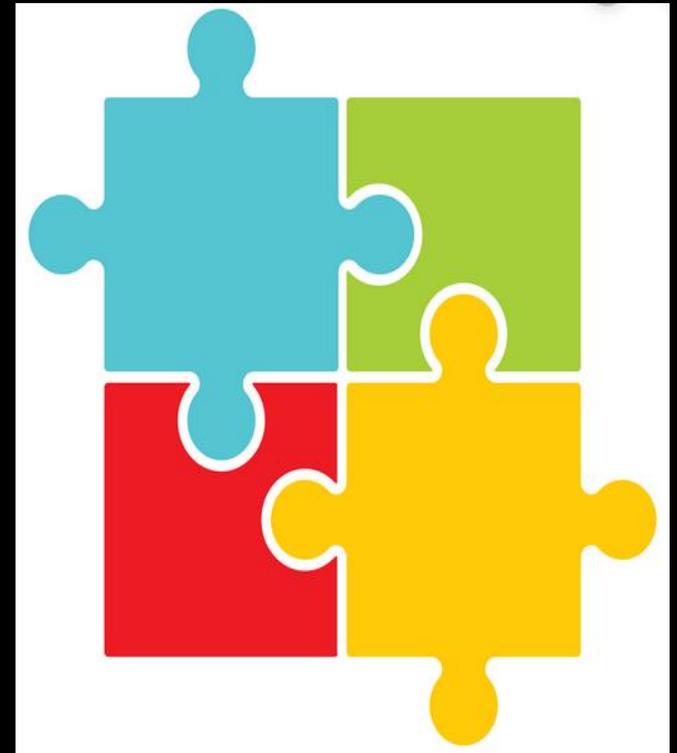


Group work: Curriculum work

Puzzle (jigsaw) method

Phases:

1. Working in expert-groups divided by topic 30 min
2. Working in mixed groups 40 min
3. Back to the expert-group 10 min
4. Short wrap-up 10 min



Phase 1: Working in expert-groups divided by topic

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

- Learning outcomes ([Lauri](#), [Jonathan](#), [Arturo](#), [Laura H.](#), [Camilla](#))
- Students' workload ([Tuukka](#), [Nourhan](#), [Rupesh](#), [Laura Z.](#), [Francesco](#))
- Teaching methods ([Sami](#), [Sini](#), [Lukas](#), [Matteo](#), [Petra](#))
- Learning assessment ([Seongtae](#), [Gerardo](#), [Philip](#), [Rohit](#), [Augusto](#))

The group:

- discusses the topic (reading material) 10min
- **defines the main points** and **summarises them** on a Zoom Whiteboard 20min (screen share: Lauri, Tuukka, Sami, Seongtae)
- 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

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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

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More

End

Invite

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A?



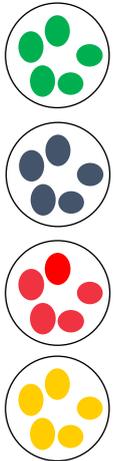
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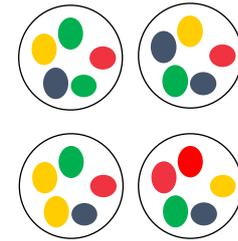


Break

Phase 2: Mixed groups

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

- A) Learning outcomes 10 min, including discussion
- B) Students' workload 10 min, including discussion
- C) Teaching methods 10 min, including discussion
- D) Assessment 10 min, 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

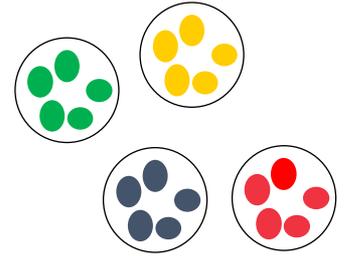
Group A: Jonathan, Laura H., Tuukka, Sami, Seongtae

Group B: Arturo, Nourhan, Rupesh, Sini, Gerardo

Group C: Lauri, Laura Z., Lukas, Matteo, Philip

Group D: Camilla, Francesco, Petra, Rohit, Augusto

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

Phase 4: Wrap-up

- Learning outcomes (**Lauri, Jonathan, Arturo, Laura H., Camilla**)
- Students' workload (**Tuukka, Nourhan, Rupesh, Laura Z., Francesco**)
- Teaching methods (**Sami, Sini, Lukas, Matteo, Petra**)
- Learning assessment (**Seongtae, Gerardo, Philip, Rohit, Augusto**)

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

Please share your findings in the chat.

Feedback in Presemo

- ❖ I am excited and inspired by ...
- ❖ I am concerned about ...
- ❖ I expect, I need. I'd like to...

<https://presemo.aalto.fi/intro48s3>



For the next session

Information for next session

Individual teaching practice will take place on Tuesday **25.5.2021**

- 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 Friday **21.5.2021**. Instructions can be found on MyCourses on the left navigation.

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!

[For teachers: Remote teaching -webinar sessions in
May and June 2021 | Aalto University](#)