



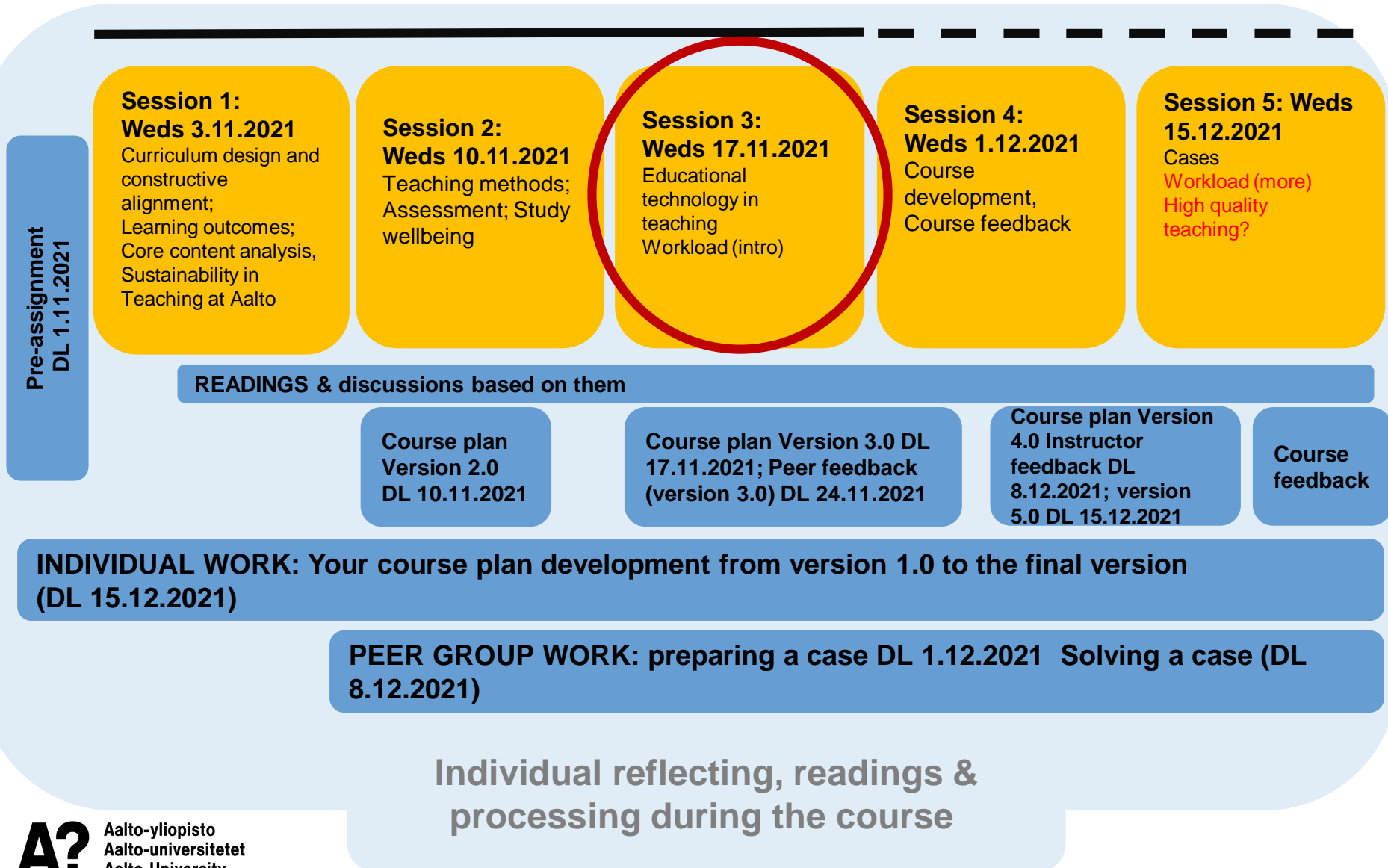
Aalto University

Course Design

PED-131.2210

*Teaching session III, 17.11.2021
Riikka Evans, Sara Rönkkönen
Silvana Perez Läherinta*

Course Design (5 ECTS): Timeline*



Your feedback & Flinga

- Home assignments? Group working? Amount of work? Realistic deadlines?
- Something else?

+ Let's take a look at the Flinga!

A video about the importance of feedback for students' learning: [aipalautetta_FINAL_h264_4k \(panopto.eu\)](https://panopto.eu/aipalautetta_FINAL_h264_4k)

[Student perspectives on how different elements of constructive alignment support active learning - Telle Hailikari, Viivi Virtanen, Marjo Vesalainen, Liisa Postareff, 2021 \(sagepub.com\)](https://sagepub.com/student-perspectives-on-how-different-elements-of-constructive-alignment-support-active-learning)

Learning outcomes for the session

After the session you are able to

- ✓ recognize different tools of educational technology
 - ✓ select appropriate educational technology tools /methods for your course
 - ✓ justify your choices and explain the added value of educational technology in your course
-
- ✓ calculate workload for your course
 - ✓ understand the importance of student and teacher workload

Schedule for today

9.15 Opening, 10-15 min

9.30 Educational technology in teaching at Aalto: *How to pedagogically approach online/onsite/hybrid? How to align teaching with the intended learning outcomes (course & programme level) & teacher's own resources, experience & interests?*

10.15-10.20 BREAK 1

10.20 Educational technology in teaching continues: Group work, Aalto guidelines

11.20-11.30 BREAK 2

11.30 Workload. Also: time for groups to meet & assignments for the next session

12.30 The End

Educational technology in teaching

Warming up!



What is it that especially interests you in the topic (Educational technology in teaching)?

Think about your relationship with educational technology in teaching and learning. **Name one thing/issue/phenomenon that you would like to learn more about.**

- Reflect for 1 minute
- Write your comment in the chat
- Hold until we say go, and then press the Enter button

A''

Aalto University

Student Workload

- 1) Study time allocation = teacher's point of view
- 2) Workload = perception from the student's point of view





Aalto University

**Which factors have an influence
on students' perceptions of
workload?**

Objective workload / time allocation

(mitoitus)

An estimation of the **time learners typically need to complete all learning activities** such as lectures, seminars, projects, practical work, work placements, individual study **required to achieve the defined learning outcomes** in formal learning environments.

Teaching activities + Learning activities + Assessment methods = WORKLOAD
(hours)

- An academic year is defined 1,600 hours, even though the teaching periods do not fully cover that calculated amount.
- **1600 h = 60 credits** → **1 credit = 26,7 h**
- **Three** years to complete a bachelor's degree (180 ECTS* credits) and **two** years to complete a master's degree (120 ECTS credits).
- For individual learners, the actual time to achieve the learning outcomes will vary -> **subjective workload**

An Example Course

Hours	Type of learning activity
22 h (5 x 4 h + 1 x 2h)	Lectures + exam
4 h (2 x 2 h)	Poster Sessions
10 h (5 x 2 h)	Exercises
39 h	Poster project
40 h	Independent study (<i>includes time to reflect</i>)
20 h	Exam preparation
Total: 135 h	

Additional material: Factors affecting students' perceptions on workload

Evenly distributed	The course workload is...	Unevenly distributed
Intrinsic interest	Student's motivation is ...	Extrinsic interest, obligation
Unities, bigger entities	Teaching and teaching materials focus on ...	Details
Students get (peer) support, guidance	Student support and guidance ...	Nobody is interested in their study efforts
Has permissive culture	Department/ student group (culture)...	Stresses the importance of success
Concrete and clear	Intended learning outcomes are ...	Unclear
They are capable of doing the assignments	Student thinks...	They are not able to do the assignments
Possibility to affect the course (teaching & learning methods, timetables)	Student has...	No/very little possibilities to affect the course

19.11.2021

Time for groups to catch up

Workload and study time allocation?

Read the material in [Course workload and study time allocation | Aalto University](#)

What can you do as a teacher?
Think also about the course plan
you are working on during this
course.

*Download the Workload estimation
tool (Excel sheet) for later use*



Additional material: Teacher can reduce students' perceived workload

Aim	Method
Provide students opportunities to affect how they study	Provide options for completing the course: e.g., teaching sessions + exam OR a small project and presentation
Justify why it is important to learn the course content	Provide examples from the work life, how the learned knowledge & skills can be applied.
Support motivation with realistic goals/learning outcomes	Find out what students already know about the topic and adjust the learning outcomes accordingly.
Reduce the emphasis on rote learning	Reduce/avoid assessment that emphasizes remembering (small details). E.g., traditional exams that students do individually without any aids.
Provide help with the time management	Mid/quarter-term deadlines/exams. Visualize how much time is needed when and for what kinds of tasks.

19.11.2021

Teacher workload

Study time allocation / student's view			Work time allocation / teacher's view		
Function (e.g. lectures, exercises, assignments, exam, project work, group work, "time to think")	Time allocation, h (e.g. 7 x 2h (1:1), meaning 7 weeks of teaching with 2 h lectures/week. Using 1:1 time allocation ratio, total is 28 h.)	Total h	Function ("counterpart" for functions in student's view, e.g. preparing and implementing lectures and exercises, grading exams, reading and commenting assignments. NB! Each function can be examined before, during and after the course)	Time allocation, h (time used for different functions e.g. creating / renewing an assignment 5h before the course, 25 (students) x 1 h reading and grading the assignments during the course)	Total h
TOTAL			TOTAL		

When working on your own course plan

- [Course workload and study time allocation | Aalto University](#)
- Draw up/ update workload calculation to your own course and write arguments for your calculation (e.g. time allocation models, your own experience based on the feedback etc.)
- How is the workload divided in your course over time and/or over different activities (contact teaching, assignments, group work, exam, independent studying etc.)?
- Look at your learning outcomes from the perspective of *time allocation* and *workload*. Pay attention to the following points:
 - What level your learning goals are, i.e. how profoundly things must be learned?
 - Think about how workload could be assessed/verified. How could you take into account the workload of the course while planning?

Course Design (5 ECTS): Timeline*

Pre-assignment
DL 1.11.2021

Session 1: Weds 3.11.2021

Curriculum design and constructive alignment;
Learning outcomes;
Core content analysis,
Sustainability in
Teaching at Aalto

Session 2: Weds 10.11.2021

Teaching methods;
Assessment; Study
wellbeing

Session 3: Weds 17.11.2021

Educational
technology in
teaching
Workload (intro)

Session 4: Weds 1.12.2021

Course
development,
Course feedback

Session 5: Weds 15.12.2021

Cases
Workload (more)
**High quality
teaching?**

READINGS & discussions based on them

Course plan
Version 2.0
DL 10.11.2021

Course plan Version 3.0 DL
17.11.2021; Peer feedback
(version 3.0) DL 24.11.2021

Course plan Version
4.0 Instructor
feedback DL
8.12.2021; version
5.0 DL 15.12.2021

Course
feedback

INDIVIDUAL WORK: Your course plan development from version 1.0 to the final version (DL 15.12.2021)

PEER GROUP WORK: preparing a case DL 1.12.2021 Solving a case (DL 8.12.2021)

Individual reflecting, readings &
processing during the course



Aalto University

For and **before** the next
teaching session (see
MyCourses)

1. Peer feedback (version 3.0) **DL 24.11.2021**
2. Teaching case (group work) - **DL 1.12.2021**
3. Readnings & Flinga DL **1.12.2021**

Peer feedback on course plans (DL 24.11.2021)

When you give feedback on course plans, you may use the following questions to guide your work:

- Read the ILOs (intended learning outcomes) – are they written from the students' perspective? Do they state at which level (e.g. Bloom taxonomy) student should be after the course?
- Pay attention to constructive alignment: can you see the connection between ILOs, assessment and teaching methods, content, used materials?
- You can also comment on other parts of the course plan that we have been discussing during the course so far!

To whom will I give peer feedback?

SPRING

Who provides the feedback?	To Whom?
Arturo Delgado	Julia & Anna
Julia Grundmann	Roza & Seppo
Anna Klemettinen	Alexandru & Arturo
Roza Yazdani	Julia & Arturo
Seppo Sipilä	Roza & Alexandru
Alexandru Paler	Seppo & Anna

SUMMER

Who provides the feedback?	To Whom?
Jonathan Harvey	Ewald & Martin
Ewald Kibler	Martin & Augusto
Martin Andraud	Augusto & Lukas
Augusto Cannone Falchetto	Lukas & Jonathan
Lukas Ahrenberg	Jonathan & Ewald

AUTUMN

Who provides the feedback?	To Whom?
Camilla Nenonen	Arne & Mashrura
Arne Kroeger	Mashrura & Camilla V-W
Mashrura Musharraf	Camilla V-W & Talayeh
Camilla Vornanen-Winqvist	Talayeh & Camilla N.
Talayeh Aledavood	Camilla N. & Arne

WINTER

Who provides the feedback?	To Whom?
Roby McPherson	Petra & Jari
Petra Hietanen-Kunwald	Jari & Hanna
Jari Vepsäläinen	Hanna & Mikko
Hanna Renvall	Mikko & Roby
Mikko Kivelä	Roby & Petra