



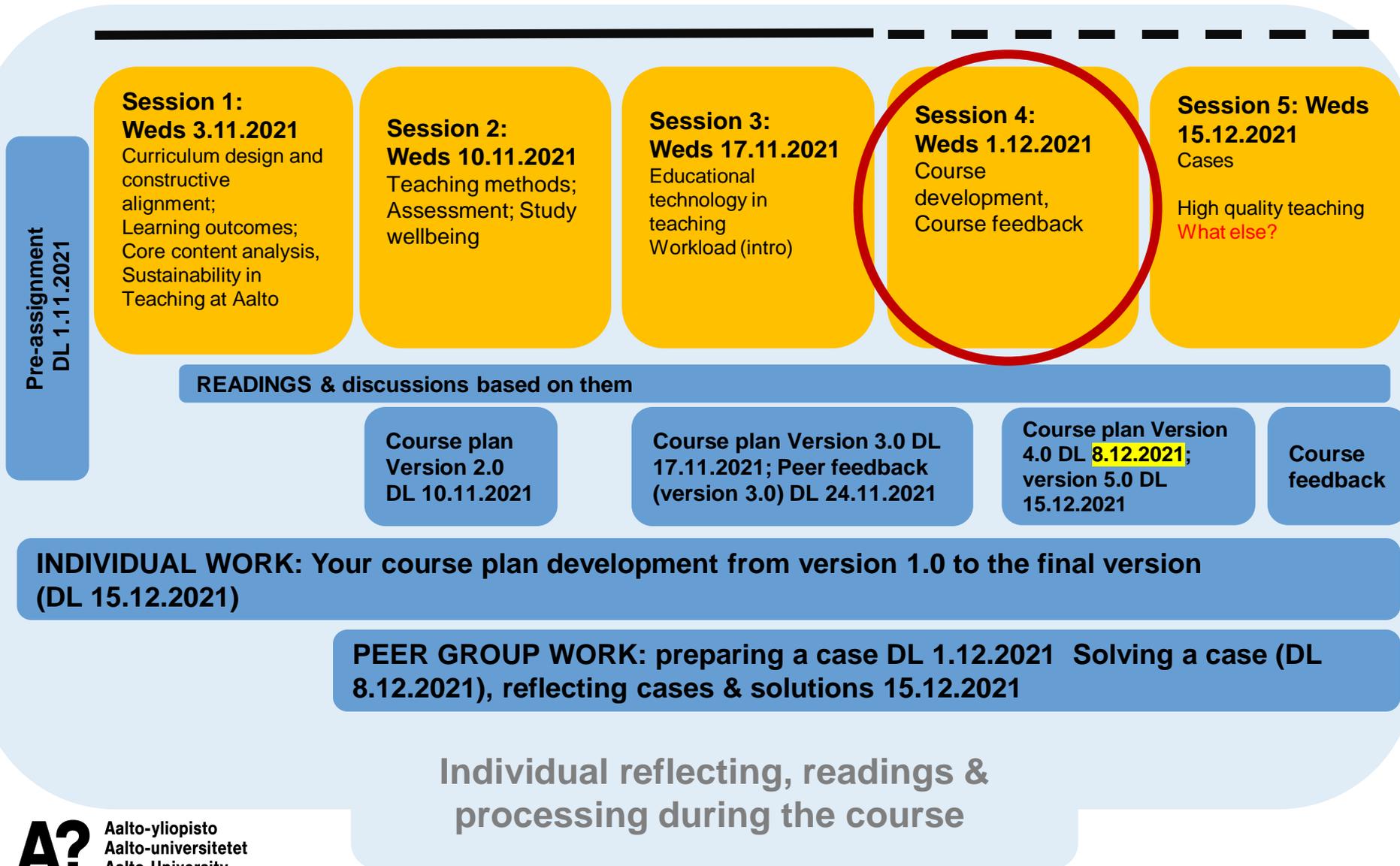
Aalto University

Course Design

PED-131.2210

*Teaching session IV, 1.12.2021
Riikka Evans, Sara Rönkkönen*

Course Design (5 ECTS): Timeline*



* Session contents and individual deadlines may be subject to minor changes

Schedule for today

9.15 Opening & your feedback

9.30 What did we do last time? Workload, repetition

9.45 Adopting feedback as a tool for continuous course-level development

10.15 BREAK

10.30 Group work (30min) + adopting feedback as a tool for continuous development as a teacher + group work

11.30 BREAK

11.45 Time for peer groups (cases) & what's next? *Your wishes for our last session (15.12.)? High quality teaching & cases, but what else?*

Learning outcomes for the session

After this session you are able to..

- justify and select methods for collecting feedback
- discuss and evaluate how teaching methods and feedback are used in your discipline

Your feedback

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

Please take 2 mins to reflect and post your feedback in the chat.

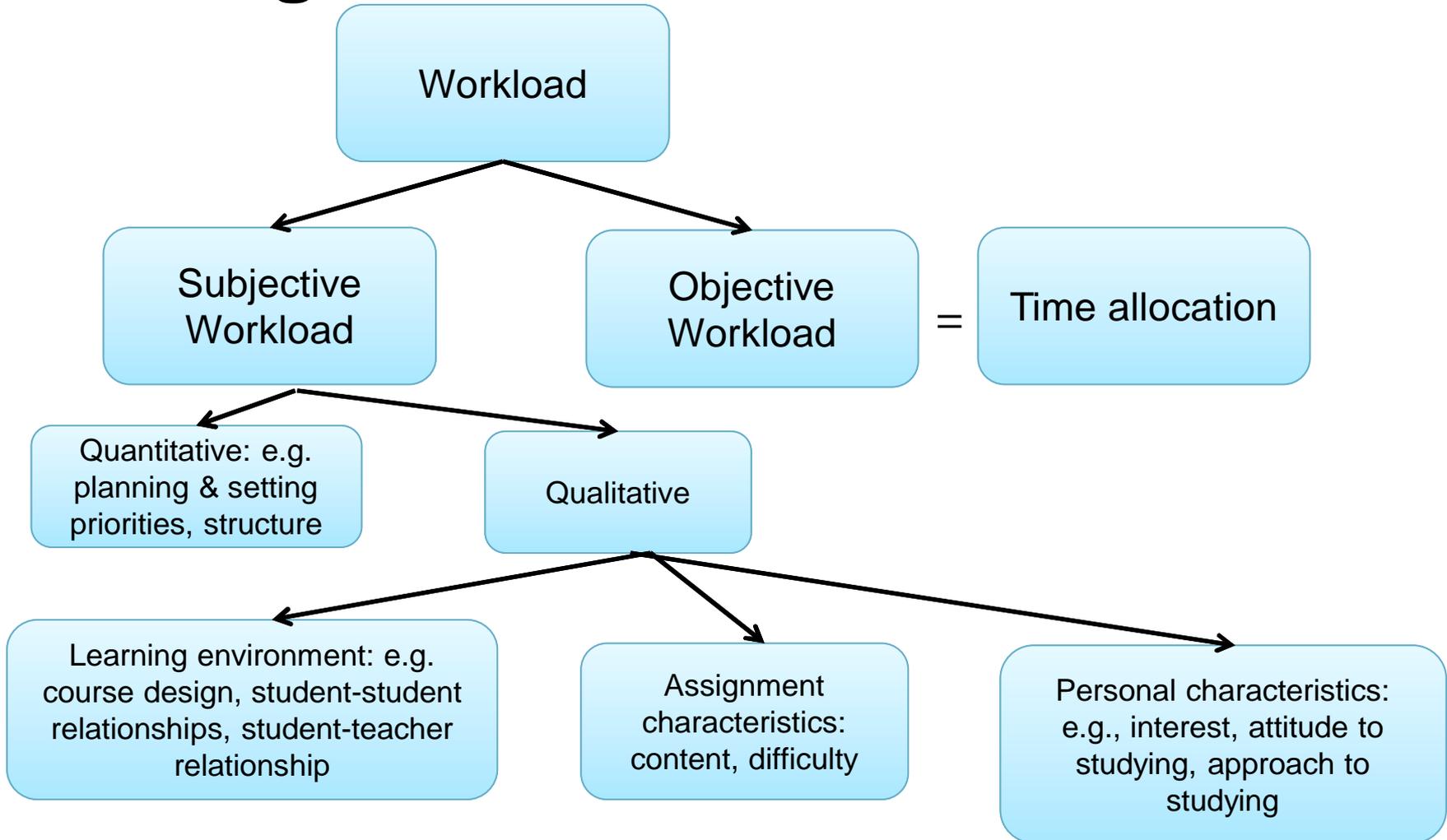
Last time we talked about

- **Workload (student and teacher perspectives)**
- **Educational Technology**

+ Let's take a look at the Flinga!

[Flinga - Course Design Fall 2021, session 3 Flinga board](#)

From the readings & last session's learnings



Eva Kyndt, Inneke Berghmans, Filip Dochy & Lydwin Bulckens (2014)
'Time is not enough.' Workload in higher education: a student perspective, Higher Education
Research & Development, 33:4, 684-698, DOI: 10.1080/07294360.2013.863839, Figure from page 688.

Teacher workload example

Material preparation:

Lectures	$9 \times 4-6 \text{ h} = 36-54 \text{ h}$	
Exercises	$5 \times 4 \text{ h} = 20 \text{ h}$	
Laboratory	$2 \times 10 \text{ h} = 20 \text{ h}$	
Simulation	$20 \times 0.5 \text{ h} = 10 \text{ h}$	
Seminar	$1 \times 4 \text{ h} = 4 \text{ h}$	
Exam	$3 \times 2 = 6 \text{ h}$	total 96-114 h

Evaluation: (30 students)

Exercises	$5 \times 30 \times 0.5 \text{ h} = 75 \text{ h}$	
Laboratory	$2 \times 30 \times 0.5 \text{ h} = 30 \text{ h}$	
Simulation	$1 \times 30 \times 0.5 \text{ h} = 15 \text{ h}$	
Seminar	$1 \times 30 \times 0.25 \text{ h} = 7.5 \text{ h}$	
Exam	$3 \times 30 \times 0.5 \text{ h} = 45 \text{ h}$	total 172.5 h

Feedback: (30 students)

Exercises	$5 \times 1 \text{ h} = 5 \text{ h}$	
Laboratory	$2 \times 1 \text{ h} = 2 \text{ h}$	
Simulation	$30 \times 1 \text{ h} = 30 \text{ h}$	
Seminar	$2 \times 1 \text{ h} = 2 \text{ h}$	total 39 h

Total teacher workload = 307.5 – 325.5 h

Feedback from teaching & course development

Feedback from students

Ask about how students have experienced the course, what they think they have learned, and what students think has helped them to learn/hindered from learning.

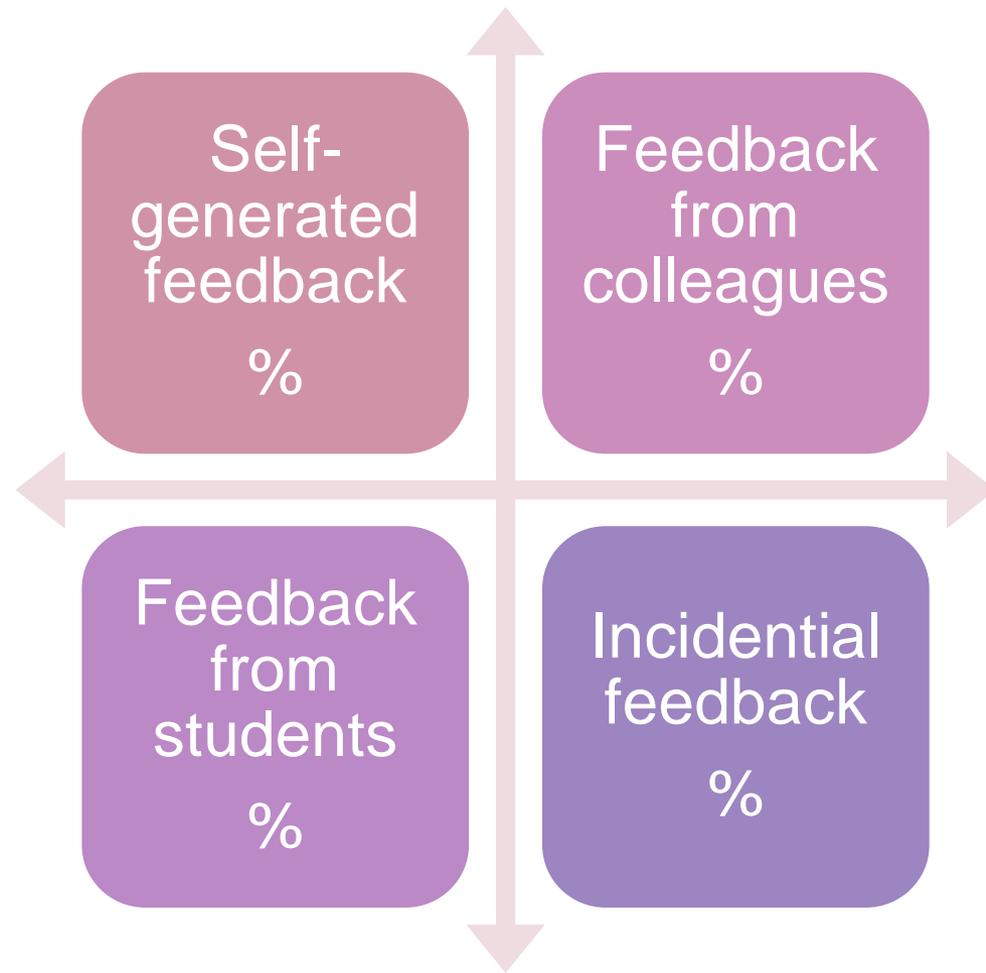


Asking about how good/bad teaching was or how did they like the teaching is not going to provide you with the kind of information that helps you to develop your course further.

Examples of good questions:

- What helped you to learn in this course?
- What hindered you from learning in this course?
- What would you keep as it is in this course?
- What would you change in this course?
- What was the most important thing you learned in this course?
- Summarize three most essential things you learned in this course.
- What remained unclear to you? Why?
- Reflect on the way you worked in this course?
- How we could develop this course in the future?

Sources of feedback



Break



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Feedback – collecting and utilizing

Analyze/reflect (*see next slide*) the forms and sources of feedback in your own course(s)

(20 minutes)

- individually 5 minutes
- in the group 15 minutes

Analyzing forms and sources of feedback in your own course(s)

Self-generated feedback	Feedback from colleagues
Feedback from students	Incidental feedback

Reflection

Group discussion reflection, all together (10 minutes)

Sources and use of feedback in your own course(s)
/ school/department?



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Development as a teacher & the role of feedback

Teaching as a skill

- Teaching, just like learning, is a skill, which means that one can get better in it
- Developing as a teacher is a continuous process, that requires time* (and never ends) - *more about this on the final session*
- Being mindful of one's (approaches to) teaching is a must and a starting point for making any changes through reflection and finding new ways of working

- What's the role of feedback in developing as a teacher?

*see e.g. Postareff, L., Lindblom-Ylänne, S., & Nevgi, A. (2008). A follow-up study of the effect of pedagogical training on teaching in higher education. *Higher Education*, 56(1), 29-43.

See also

Continuous data-driven development of teaching at Aalto

Learning centrality is in the core of Aalto's education-related strategic plans*. It is built on evidence-based pedagogical development and the appreciation of teaching.

Important for our own development as teachers:

- Systematically collecting and documenting the feedback received
- Adopting the use of feedback as a tool for systematic, continuous development of teaching & development as a teacher
- Being involved in / aligning what we do with programme level development and quality work (*what we discussed during the first session + more about this on the final session*)

*[Our plan: Future-led learning | Aalto University](#)

Group work

1. How have you documented the feedback from your courses and how have you utilized the feedback for your development as a teacher over time?
 - individually 5 minutes
 - in the group 15 minutes
2. Let's share the good practices for continuous, evidence-based development <https://edu.flinga.fi/s/EV6KKLW>

Break



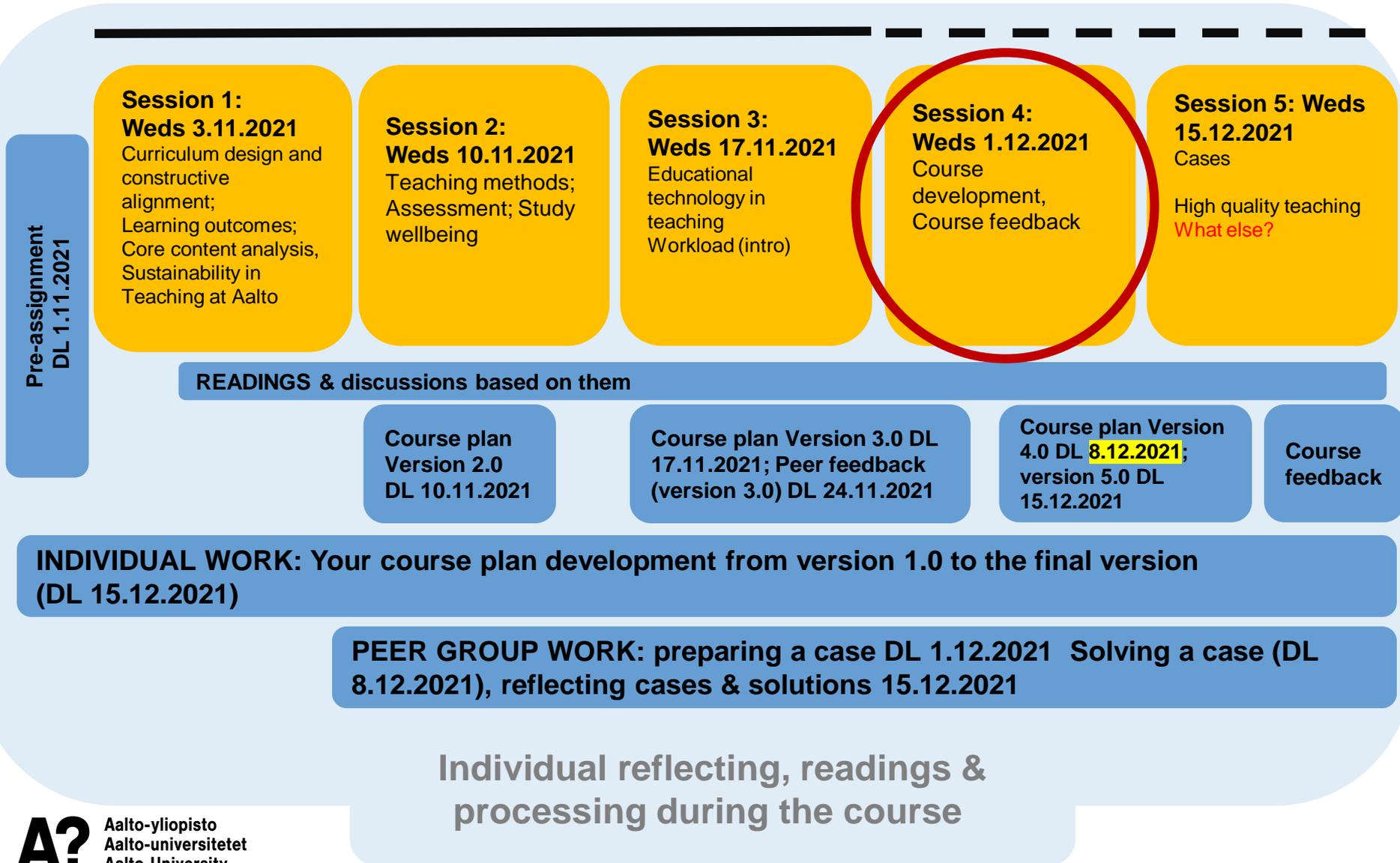
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**Time for you as a
group**

Course Design (5 ECTS): Timeline*



For the next & final session

We will have the **cases & high-quality teaching** as a topic on the 15th of December. What else would you need for the last session?

Time for 1-2 mins reflection + Please post on the chat

To do after today

MyCourses: assignments.

NOTE: there are deadlines already for 8.12.