Course Design
5 ECTS

—

PED-131.2200

on Zoom

3.11.2022

13.00-16.00

Facilitators:

Sara Rönkkönen,
Jukka Välimäki &
Maura Ratia

Pedagogical specialists

A"
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Aalto-universitetet
Aalto University**

Welcome to the course!

Your course facilitators:

Jukka Välimäki (he/him/his)
Pedagogical specialist,
Learning services, Aalto School
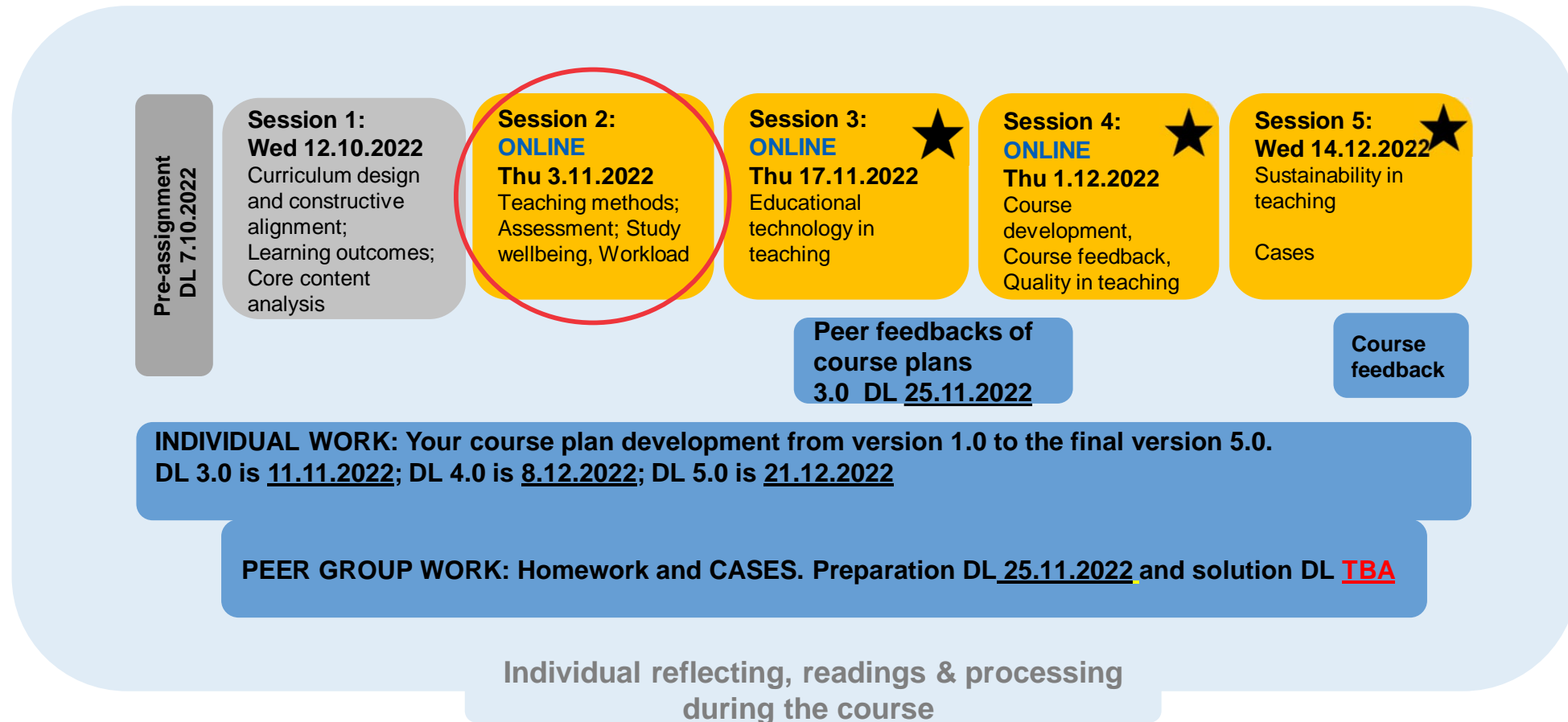of Chemical Engineering

Maura Ratia (she/her/hers)
Pedagogical specialist,
Aalto School of Business
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**Sara Rönkkönen
(she/her/hers)**
Pedagogical specialist,
Learning services, Aalto
School of Engineering

Course Design (5 ECTS) Autumn 2022: Timeline*

Pre-assignment DL 7.10.2022

Session 1:
Wed 12.10.2022
Curriculum design and constructive alignment;
Learning outcomes;
Core content analysis

Session 2:
ONLINE
Thu 3.11.2022
Teaching methods;
Assessment; Study wellbeing, Workload

Session 3:
ONLINE
Thu 17.11.2022
Educational technology in teaching
★

Session 4:
ONLINE
Thu 1.12.2022
Course development,
Course feedback,
Quality in teaching
★

Session 5:
Wed 14.12.2022
Sustainability in teaching

Cases
★

Peer feedbacks of course plans
3.0 DL 25.11.2022

Course feedback

INDIVIDUAL WORK: Your course plan development from version 1.0 to the final version 5.0.
DL 3.0 is 11.11.2022; DL 4.0 is 8.12.2022; DL 5.0 is 21.12.2022

PEER GROUP WORK: Homework and CASES. Preparation DL 25.11.2022 and solution DL TBA

Individual reflecting, readings & processing
during the course

* Session contents may be subject to minor changes

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Schedule / outline for today

13.00 About the previous topic and your verbal feedback, today's goals

13.30-14.00 **Teaching methods + discussion**

14.00-14.15 BREAK 15min

14.15-14.45 **Assessment methods + discussion**

14.45-15.15 **Assessment, study wellbeing and workload**

15.15-15.25 BREAK 10min

15.25-15.45 **Peer groups & start of the case working**

15.45-16.00 What next, closing, feedback

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Reflective feedback

A few weeks ago (session 1), we discussed curriculum design
and constructive alignment, learning outcomes and core content analysis.
Home assignments were related to these topics as well.

Please reflect for 1-2 minutes on your learning since our first session. Think about the assignments (group and individual) between sessions, e.g. The Flinga work.

What has worked well? Has there been something that should be done in another way?

https://presemo.aalto.fi/cd2022autumn

Learning outcomes for the session

After the session you will be able to..

recognize different types of assessment methods.

select appropriate assessment method for your course and justify your choices.

discuss how group size affects selection of teaching methods.

choose and apply teaching methods that support your learning outcomes.

identify the connection between study wellbeing, assessment and workload.

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Teaching methods

Photo by Vlad Hilitanu on Unsplash
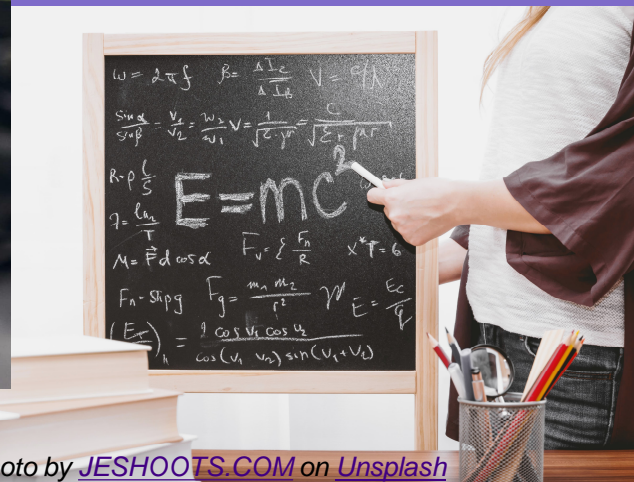
Photo by JESHOOTS.COM on Unsplash

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Constructive alignment table from the course plan template

	Teaching method	Learning activity	Assessment (scale, who assesses, formative/summative assessment, emphasis on the final grade ...)	Feedback to students (who provides feedback, feedback on the process or the end product ...	Feedback to the teacher
ILO1					
ILO2					
ILO3					

Why do we use teaching methods?

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Teaching methods are teacher's tools

- **The goal** of the teaching & intended learning outcomes helps to choose the right methods (tools)*

- Like with any tool, you must know **how to use it and to what purpose** – there's no one magic tool to fix everything

- Classifications of methods vary, depending on the criteria: e.g., synchronous vs. asynchronous teaching; interaction vs. no interaction; large groups vs. small groups; active vs. passive student role; studying alone vs. collaboratively**, learning-focused vs. content-focused***, etc...

Opettajana yliopistolla : Korkeakoulupedagogiikan perusteet. Murtonen, M. et al. Tampere: Vastapaino, 2017.

**Lonka , K & Ketonen , E 2012 , "How to make a lecture course an engaging learning experience?", Studies for the learning society , vol. 2 , no. 2-3 , pp. 63-74.

***Postareff, L., & Lindblom-Ylänne, S. (2008). Variation in teachers' descriptions of teaching: broadening the understanding of teaching in higher education. *Learning and Instruction*, *18*(2), 109-120.

VJ0   [@Rönkkönen Sara], muistatko, mikä tässä on ollut pointtina? En ihan suoraa näe yhteyttä lähteeseen, joka tähän on alla annettu.
Välimäki Jukka; 2022-11-01T17:13:54.392

RS0 0   Se liittyi jotenkin asiantuntijuuden kehittymiseen -- voit ottaa poiskin, jos haluat, sori, etten muista nyt paremmin!
Rönkkönen Sara; 2022-11-02T10:05:03.481

RM0 1   Mä ottaisin pois, kun tässä on jo paljon asiaa, ja jos ei oo ihan selvää ajatusta, et mihin liittyi…
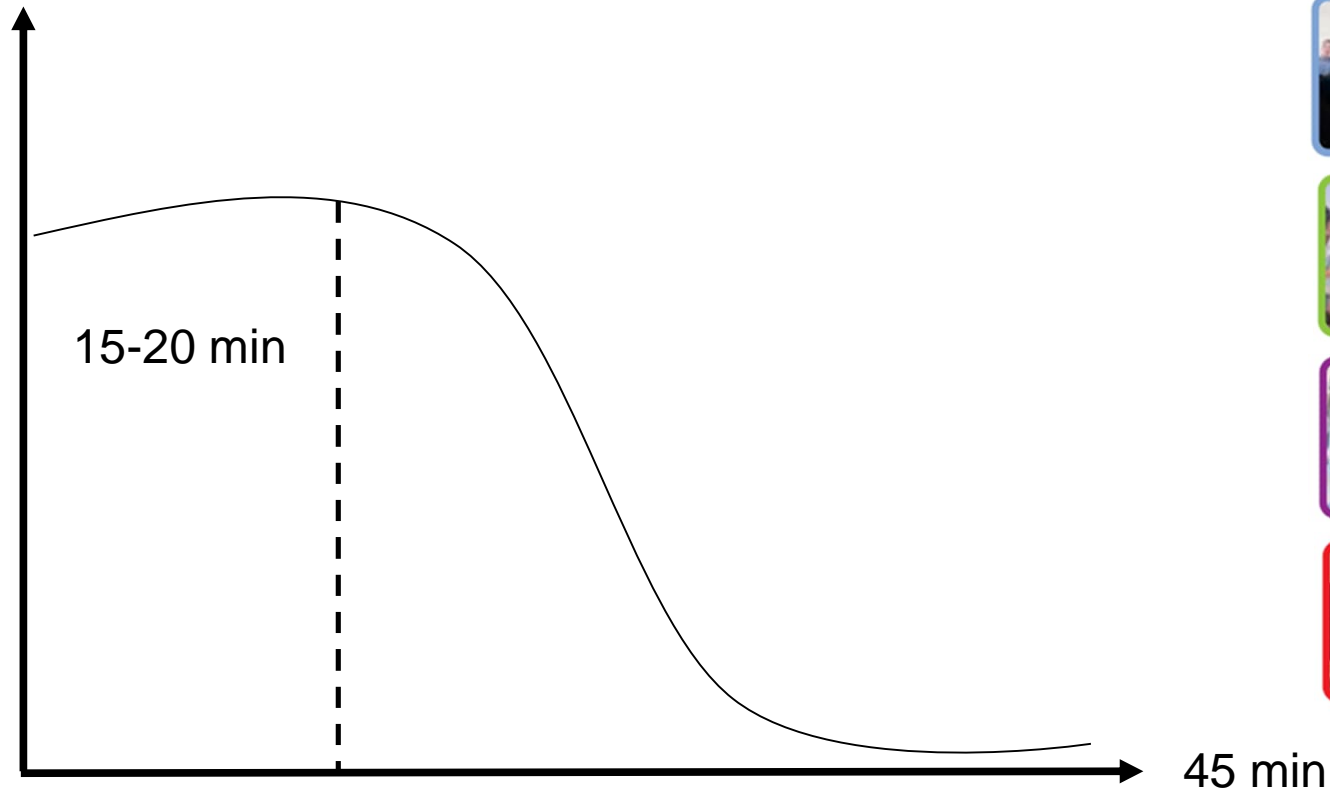Ratia Maura; 2022-11-02T15:17:23.833

VJ0 2   Jeps, otin pois. Ehkä siinä on ollut pointtina jotain osaamisen siirtymisestä käytäntöön?

Laitoin talteen muistiinpanoihin, jos sitä jossain kohdassa vielä huomaakin kaipaavansa.
Välimäki Jukka; 2022-11-02T15:27:26.842

The rhythm of teaching vs. energy level

E.g., Johnson, A. & Proctor, R. W. 2004. Attention, theory and practise

VJ0   [@Rönkkönen Sara], tämä dia on tuttu ja sisältö muuten, mutta näitä kuvia en muista nähneeni tai käyttäneeni. Onko niillä jokin tietty merkitys tässä?
Välimäki Jukka; 2022-11-01T17:29:58.559

RS0 0   Jotain Intron vanhoja kuvia? en tiedä taustaa
Rönkkönen Sara; 2022-11-02T10:05:25.497

RM0 1   Sinänsä ihan hyvä visuaalinen muistutus siitä, että opetusmetodeja on hyvä vaihdella, mutta näyttäisin tän vaan ihan nopeasti
Ratia Maura; 2022-11-02T15:18:28.537

VJ0 2   Slide on muuten tuttu, mutta en kuvia muistanut niin ajattelin, että ne on ehkä jollain tietyllä pointilla Saran ja Kirstin viime keväänä lisäämiä. Ilmeisesti ei, käytetään siis siten kuin sattuu sopimaan 😣
Välimäki Jukka; 2022-11-02T15:30:02.263

What is your experience of the rhythm of teaching vs. energy levels in remote teaching and learning?

Recent studies related to the topic:

Balan, Anna & Montemayor, Thomas & Dalisay, Jill. (2021). The Influence of Online Learning towards the Attention Span and Motivation of College Students.

Holzer, J., Lüftenegger, M., Korlat, S, Pelikan, E., Salmela-Aro, K., Spiel, C., & Schober, B. (2021). Higher Education in Times of COVID-19: University Students' Basic Need Satisfaction, Self-Regulated Learning, and Well-Being.

Parpala A, Niinistö-Sivuranta S. Leading Teaching during a Pandemic in Higher Education—A Case Study in a Finnish University. *Education Sciences*. 2022; 12(3):147. https://doi.org/10.3390/educsci12030147

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There is evidence* that three factors are associated with an optimal learning moment:

Student is **interested** in the topic

Student has the **skills** needed to accomplish the topic

Tasks are **challenging** enough

There is also evidence that meeting psychological needs may be challenging in remote learning

RM0

* see e.g., professor Katariina Salmela-Aro's research, autumn 2021, University of Helsinki

RM0   Kiinnostava ja aika voimakas väite: tästä vois ehkä kysellä ajatuksia yleisöltä? (jos siis aikataulu sallii)
Ratia Maura; 2022-11-02T15:20:19.602

VJ0 0   En tiedä, mihin tutkimukseen tuolla oli tarkalleen viitattu (oletettavasti johonkin Salmela-Aron juttuun), mutta muutin kohtaa vähän. Suoraa viitettä en ehdi tähänkään katsoa, mutta tutkimusta kyllä on.
Välimäki Jukka; 2022-11-02T15:42:21.402

How do you choose your teaching methods?

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VJ0   [@Rönkkönen Sara] oon nyt tylsä ja kysyn, että onkohan tähän kuvaan lupa? Osoite on alla, mutta jättää luvan epävarmaksi 😀
Välimäki Jukka; 2022-11-01T17:41:02.788

RS0 0   Et oo yhtään tylsä! Ja mä en tiedä - olen vain olettanut, sillä tää on jostain tosi vanhoista materiaaleista. Kuvan voi mun puolesta poistaa, niin ei tarvii epäröidä
Rönkkönen Sara; 2022-11-02T08:29:06.440

RM0 1   Harmi, hauska kuva nimittäin (mulla on valitett. huonolla tolalla mun copyright-osaaminen. Olisin nimittäin heti aatellut, että kun osoite löytyy, niin käyttö opetustarkoituksessa on ok)
Ratia Maura; 2022-11-02T15:22:28.480

VJ0 2   En hirveän liekeissä ole tästä kuvasta, mutta vaihdoin tähän. Onpa ainakin oikeudet kunnossa.

Kuvan käytössä on yliopistossa muistaakseni enemmän oikeuksia, jos ko. kuva on opetuksen kannalta keskeinen - mutta jos kyse on kuvituskuvasta, siihen täytyy olla lupa. Muilla asteilla lupa täytyy olla lähtökohtaisesti aina.
Välimäki Jukka; 2022-11-02T15:51:01.315

Questions to help you with selecting the appropriate method*

- Why do I use the method I use?

- What is my goal in my teaching?

- How does the method fit me as a teacher?

- How does the method support my students' learning?

- Which transferable skills are supported by the method?

- How does it connect with methods used on other (compulsory) courses of the programme?

*Opettajana yliopistolla : Korkeakoulupedagogiikan perusteet.
Murtonen, M. et al. Tampere: Vastapaino, 2017.

While you select teaching methods for your course, take into account… (1/2)

What do you want to achieve?

- Expanding knowledge?
- Developing expertise?
- Enabling personal growth?
- Transferring information?
- Scaffolding learning etc.?

Our conceptions of learning, knowledge and of people influence our choices of methods.

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While you select teaching methods for your course, take into account… (2/2)

… the learning outcomes (constructive alignment),

… the content,

… your discipline (traditions and conventions),

… your target group (their previous skills and knowledge),

… students' experience of the method,

… your own experience and knowledge of the method,

… resources (classroom, material, tools, time),

… your willingness to try a method!

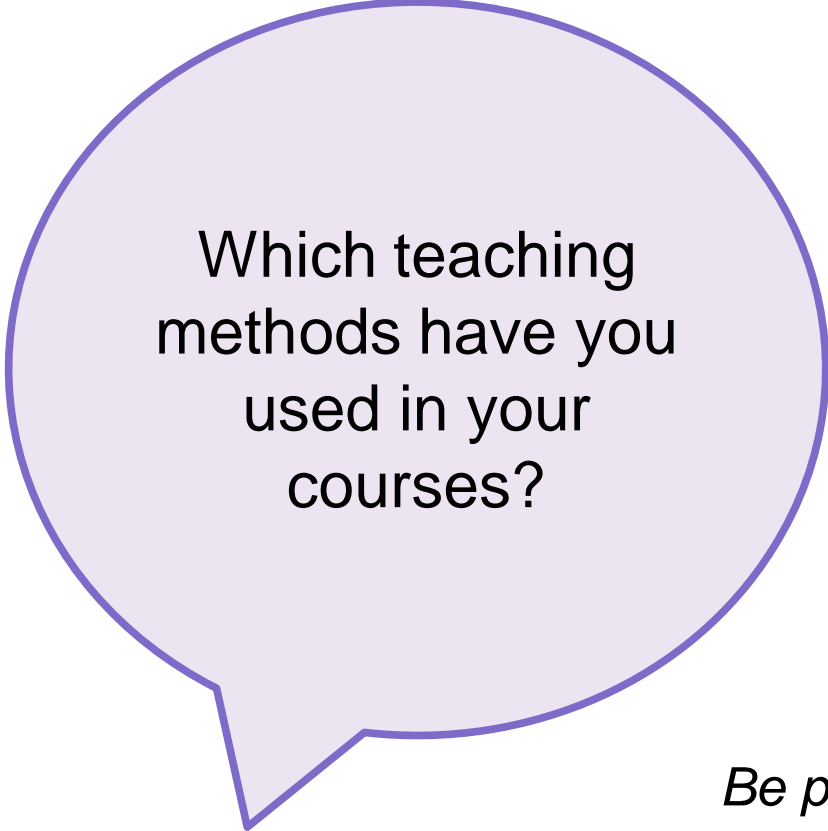**Aalto University**

BREAK

A!

Peer discussion (in groups of 3):

Which teaching methods have you used in your courses?

Be prepared to write the methods on the chat as we return to the main room!

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Assessment
- How to assess learning?

Learning goals and assessment methods guide how students use their time. Assessment must focus on the intended learning outcomes.

"*Academics like to use spatial-geographic metaphors when they talk about assessments. We often talk about assessments as milestones or gateways, for instance. The message that comes through very strongly when we use such tropes is that assessments are something to be gotten past – something external to the student that the student must overcome.*

I want to suggest a different way of conceiving assessments – assessments as windows. To think about assessments as windows is to treat them as opportunities to see what the student is doing and how the student is doing."

Philosophy professor
Shannon Dea

VJ0   [@Rönkkönen Sara] erinomainen quote. Onko sinun löytämäsi, haluaisitko käsitellä ainakin tämän sliden sessiossa?

                Välimäki Jukka; 2022-11-01T17:59:24.118

RS0 0   joo mun etsimä - voin esitellä!
   Rönkkönen Sara; 2022-11-02T10:07:18.967

The paradigmatic change of assessment culture in higher education

1. From assessment of learning to
assessment for learning

2. From control and teacher-led assessment practices to
assessment of processes and student activities

3. From final exams to continuous assessment practices
with ***timely feedback*** (feedback before grading)

1. Birenbaum, 1996; Black, Harrison, Lee, Marshall & William, 2004; Brown, Bull & Pendlebury, 1997
2. Boud, 2000; Black ym., 2004; Bryan & Clegg, 2006; Kearney, 2013; Sluijsmans, Dochy & Moerkerke, 1999
3. Boud, 2000; Black et al., 2004; Bryan & Clegg, 2006; Sluijsmans, Dochy & Moerkerke, 1999,
See Virtanen et al 2014

"What and how students learn depends to a major extent on how they think they will be assessed."

John Biggs, 1999, p. 141

Assessment and intended learning outcomes: Teacher perspective vs. Student perspective

Teacher: **Learning outcomes** → (Teaching / Studying) → **Assessment**

Student: **Assessment** → (Teaching / Studying) → **Learning outcomes**
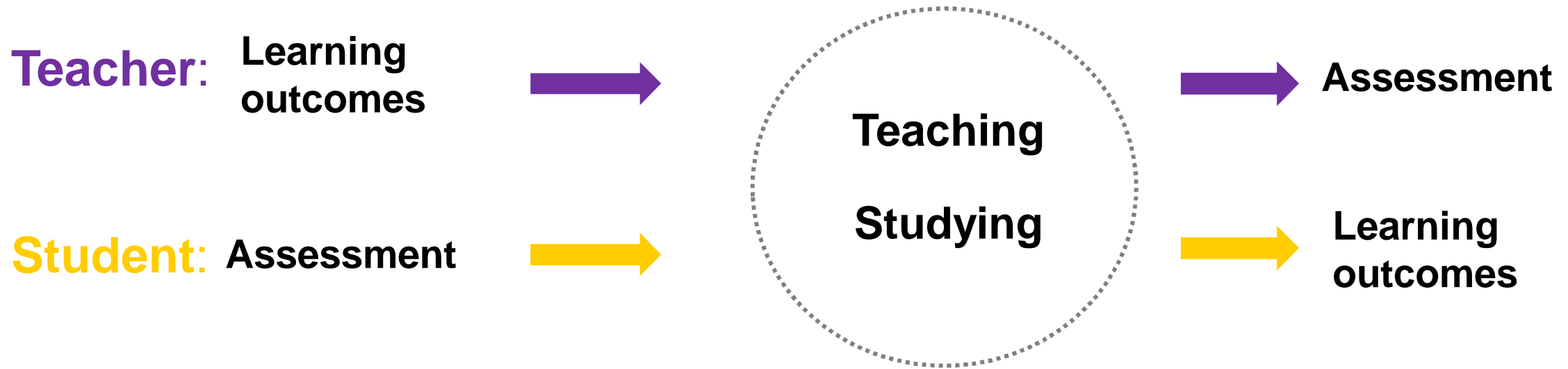
Assessment must focus on the set intended learning outcomes. The set intended learning outcomes and particularly **assessment methods** guide how students use their time.

Ramsden, 1992; Biggs, 2003.

When, How and Who?

WHEN is learning assessed & types of assessment

Diagnostic

Before or at the beginning of a course
- To make prior assessments of an individual student's or group's skills, talents, interests, experiences, levels of achievement, or difficulties in any area of study

Formative

During a course
- To make it possible to return to issues and use assessment in learning
- To provide feedback on the learning process

Summative

After the learning has been completed
- To provide information and feedback that sums up the whole teaching and learning process.

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HOW is learning assessed in a way that it supports the learning process?

Selecting the ways to assess student learning should always be aligned with the intended learning outcomes.

Examples of assessment methods that support active learning

Posters, problem-based exam, learning portfolios, simulations, learning diaries, learning logs, home examinations, open-book exams, …

In <u>MyCourses</u>:

<u>Assignment</u>: online writing or file submission. Flexible in space, time restriction available, possible to use group assignments

<u>Quiz</u>: online or on campus, open-book exam as a simulation of worklife situation

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WHO does the assessment

The teacher does not have to assess everything by themself.

The assessment can be supported/done e.g., by

- peers (peer evaluation)
- the student (self-evaluation)
- external entity, such as representatives of working life doing an "audit"

Tools in MyCourses

Peergrade: students submit an assignment either individually or as a group and give feedback on other student's/group's assignments

Groups share videos and give peer feedback

Workshop: students add submissions which are then distributed amongst their peers for assessment. The assessment is based on a grading scale set up by a teacher

Questionnaire on MyCourses for self-reflection

When working on the assessment methods in your course plan

- Formulate the assessment methods for your course.

- Add your points of argument:
  - … How do the methods support your learning outcomes?
  - … How do you use the assessment?
  - … How do you inform your students about the assessment?
  - … When do you assess?

- Use the table model (learning outcomes related to the assessment methods) to see whether the ILOs and assessment methods are aligned.

You can also start filling in the "Alignment check" table (at the end of the course plan template)

	Teaching method	Learning activity	Assessment (scale, who assesses, formative/summative assessment, emphasis on the final grade ...)	Feedback to students (who provides feedback, feedback on the process or the end product ...	Feedback to the teacher
ILO1					
ILO2					
ILO3					

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Reflection (10 min.)

In groups of 3 persons

- Please reflect

- **What is assessment for you?**

- **What is your approach to assessment?**

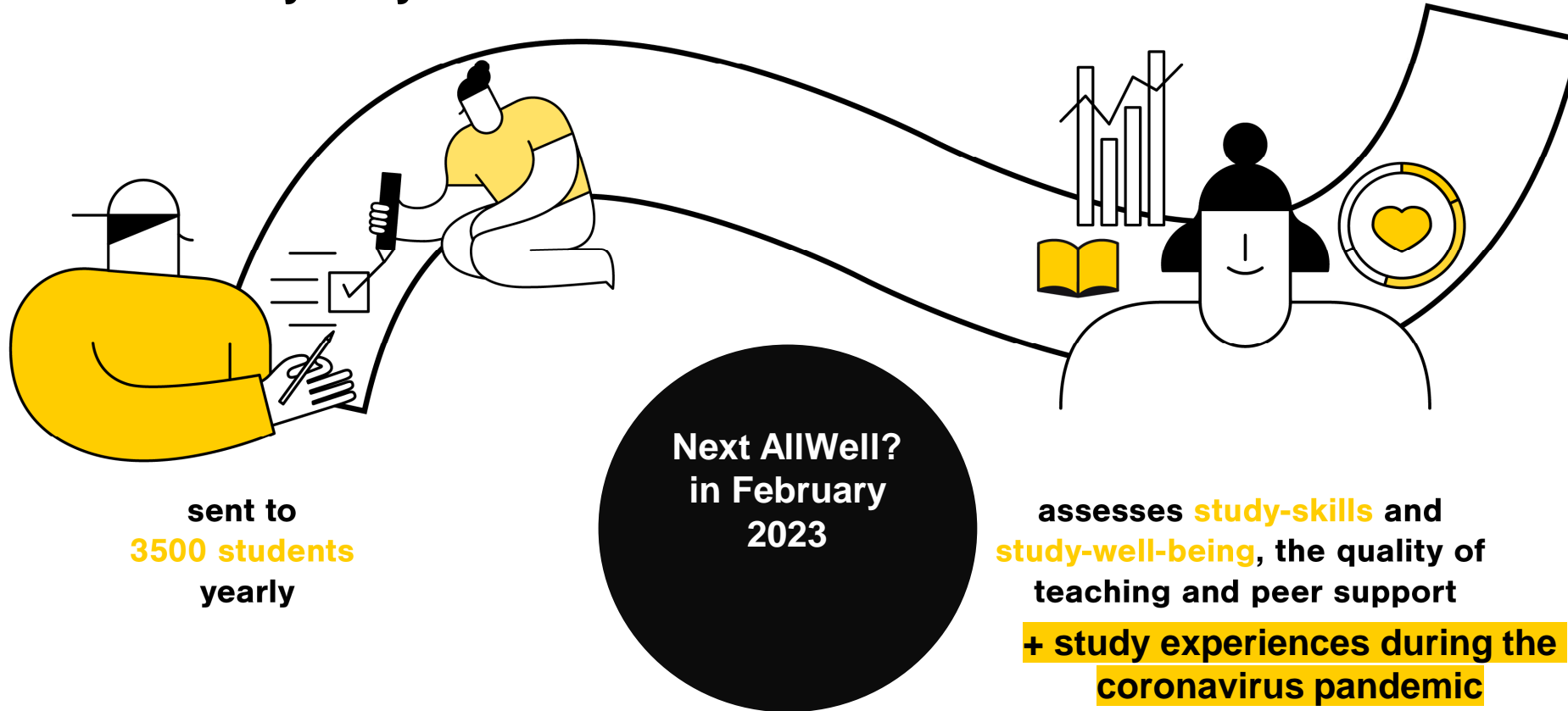- **How is it related to students' learning and wellbeing?**

Assessment
Study wellbeing
Workload

First, briefly about what we know about the nexus of assessment and study wellbeing; then a little on workload allocation.

AllWell? is a study well-being questionnaire for all Aalto's 2nd year bachelor's students and 1st year master's students.

See a link on today's MyCourses for more information on AllWell?

sent to
3500 students
yearly

Next AllWell?
in February
2023

assesses **study-skills** and
study-well-being, the quality of
teaching and peer support

**+ study experiences during the
coronavirus pandemic**

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Some findings based on AllWell? Questionnaire findings since 2017 at Aalto:

- Students are interested and engaged in learning for future

- Students are frustrated if they feel that teaching, assessment methods, too tight schedules, curriculum or other practices do not help (or let) them learn

- Current assessment methods don't always support learning; focus is often on performance. Students feel they don't get enough feedback to be able to learn and develop.

- Assessment criteria and learning goals are not always communicated well enough: students don't know what they are being assessed of

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Assessment and wellbeing: What can we do in teaching? Examples:

Focusing on assessment methods, practices and culture to change them so that **student involvement and student agency is increased** (impact on self-efficacy beliefs):

- **Using assessments tasks that are designed to facilitate,** giving *timely feedback*: e.g., *diagnostic tasks* so that both students and teachers know the level of students' prior knowledge; *peer feedback* before grading an assignment, *transparency in criteria*

- **Using assessment tasks designed to enhance future learning**: e.g., *self-assessment, peer-assessment*, based on criteria (also transferrable skills such as creativity, risk-taking, competence and willingness to ask questions, etc., included):

These are assessment practices that, according to resent research on assessment in higher education, **enhance student involvement in assessment.**

Individual task (3 mins)

Think about your teaching, assessment and student workload. Which new insights or ideas did you get from what you have learned today?

Please, draw a mind map or write down your thoughts the way that suits you best.

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Student Workload

1) Study time allocation = teacher's point of view

2) Workload = perception from the student's point of view

History of ECTS

- **European Credit Transfer System** (ECTS) launched originally as the European Community Course Credit Transfer System in 1989, simplified to European Credit Transfer System in 1995 and reformed from 2002, step-by-step, into the European Credit Transfer and Accumulation System (2004/5)

- A key unique feature of ECTS is that it is based on the concept of **student workload.**

Wagenaar, Robert. (2020). A History of ECTS, 1989-2019. Developing a World Standard for Credit Transfer and Accumulation in Higher Education.

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1 ECTS = 27 hours of work

- In terms of hours, it was calculated that **1 ECTS credit point equals 25-30 working hours**
- The actual time spent would differ per student because of many factors influencing the effectiveness of the learning process, e.g.
  - *diversity of traditions, curriculum design and context, coherence of the curriculum, teaching and learning methods, methods of assessment and performance, organization of teaching, ability and diligence of the student, etc. - note also the learning skills of the students, and the variation depending on the phase of studies!*

Wagenaar, Robert. (2020). A History of ECTS, 1989-2019. Developing a World Standard for Credit Transfer and Accumulation in Higher Education.

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 as 1,600 hours, although the teaching periods do not fully cover the calculated number. **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**

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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 (*includes time to reflect*)
20 h	Preparing for an exam
	Total: 135 h

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

(Some) factors affecting students' perceptions on WORKLOAD

Evenly distributed	The course **workload** is…	Unevenly distributed
Intrinsic interest	Student's **motivation** is …	Extrinsic interest, obligation
Unities, larger 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, non-competitive 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

Reference: Opetuki 2009, Opintojen sujuvuus sivusto

Teacher can reduce students' perceived workload

What?	How?
Provide students opportunities to affect how they study (student agency)	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 worklife, 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 (as an opposite to active, meaningful learning)	Reduce/avoid assessment that emphasises 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. Visualise how much time is needed, when and for what kinds of tasks.

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References: Opetuki 2009, Opintojen sujuvuus -sivusto

When working on your own course plan: Workload and study time allocation?

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

- Draw up/ update workload calculation to your own course and **write <u>arguments</u> 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 is the level of your learning goals, i.e. how profoundly does the content need to be learned?

  - How can the workload be assessed or verified? How should it be considered when planning the course?

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Picture: Nancy N Wilson: http://nancynwilson.com/enjoy-the-process-2/

BREAK

A!

Case work in groups

As a group, you will prepare a **CASE** that describes a teaching and learning related challenge or problem. Max. length is 2 pages.

The cases will be solved by a peer group and the solutions will be posted on MyCourses (NB. your group will solve a case created by another group, not your own).

SEE THE DETAILED INSTRUCTIONS ON MYCOURSES

DEADLINES:

1. Case preparation **DL 25.11.2022 (after our 3rd session)**
2. **Case solution DL TBA, before our final session**
3. **Common discussion about cases and solutions will take place during the final session (14.12.2022)**

Peer groups Course Design, Autumn 2022

"SPRING"

Tatu Marttila

Kaisa Savolainen

Oscar Ahlberg

Nikhilendu Tiwary

Andrea Ferrantelli

"SUMMER"

Julia Valle Noronha

Petra Paasonen

Sam Cross

Shreyasi Kar

Lu Cheng

Salla Sorri

"AUTUMN"

Tatsiana Padhaiskaya

Shervin Karimkashi Arani

Ksenia Eskola

Jaakko Timonen

Aino Hirvola

"WINTER"

Laura Zubillaga

Matteo Rossi

Moritz Scherleitner

Eduardo Anaya Plaza

Paul Savage

SPRING solves the case of **SUMMER**

SUMMER solves the case of **AUTUMN**

AUTUMN solves the case of **WINTER**

WINTER solves the case of **SPRING**

Possible topics for the case

workload

inheriting
a course

interaction

heterogeneous
student groups

mass course

absences
in
contact
sessions

assessment

commitment
to studies

role as a teaching
assistant

motivation

curriculum
misalignment

thesis

feedback

high dropout rate

approaches to
learning

guest
lecturers

Something else: _____

Now you will have time to get organised with your group

- Read the case work instructions on MyCourses
- If something remains unclear, call for help from the Zoom hosts
- Schedule your next meeting (if not done already)
- Agree on next steps related to the case work (DL for case submission is 25.11.2022)
- Agree on the next steps related to readings & group Flinga (DL 16.11.2022)

In addition to starting to prepare the case // To do after session 2:

A) Individual assignment:

Course plan version 3.0 DL **11.11.2022. RESPECT THE DEADLINE.**

- NOTE: 3.0 is the version for which you will get (and provide) peer feedback.
- *DL for the peer feedback is already 25.11.2022. RESPECT THE DEADLINE.*
- *DL for version 4.0 is 8.12.2022 (for this version you will get feedback from the facilitators).*
- *You will get the facilitator feedback by 14.12.2022*
- *DL for final version 5.0 is 21.12.2022*

B) Group assignments: Readings, (optional videos), discussion and Flinga work, **DL 16.11.2022.** Case submission DL is 25.11.2022.

You will provide peer feedback to 2 persons. You will get peer feedback from 2 persons:

WHO GIVES THE FEEDBACK?	TO WHOM (2 persons)?	
Tatsiana	Shervin	Ksenia
Shervin	Ksenia	Jaakko
Ksenia	Jaakko	Aino
Jaakko	Aino	Tatsiana
Aino	Tatsiana	Shervin
Tatu	Kaisa	Oscar
Kaisa	Oscar	Nikhilendu
Oscar	Nikhilendu	Andrea
Nikhilendu	Andrea	Tatu
Andrea	Tatu	Kaisa
Julia	Petra	Sam
Petra	Sam	Shreyasi
Sam	Shreyasi	Lu
Shreyasi	Lu	Salla
Lu	Salla	Julia
Salla	Julia	Petra
Laura	Matteo	Moritz
Matteo	Moritz	Eduardo
Moritz	Eduardo	Paul
Eduardo	Paul	Laura
Paul	Laura	Matteo

E.g. Tatsiana will give feedback to Shervin and Ksenia and receive feedback from Jaakko and Aino.

3.11.2022

When you give peer feedback (3.0)

- **Pay attention to constructive alignment:** Can you see the connection between ILOs (intended learning outcomes), assessment methods, content, used materials?

- **Read the ILOs (intended learning outcomes)**: Are they written from the students' perspective? Do they state the level of knowledge / skill (e.g. Bloom taxonomy) student should achieve?

- **Assessment methods alignment with the learning outcomes:** Do they measure the achieved learning outcomes or something else?

- **Teaching methods:** Are they planned to support achieving the learning outcomes? Is there something that should be considered when using such methods?

Give feedback in a written form.

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This might be helpful when giving peer feedback (3.0):

Assessment matrix for the course plan

	Not passed	To be completed	Accepted
Curriculum work	No connection to curriculum level planning (course connection, description of programme).	The level of the course is mentioned and also the programme but a more detailed description of course connections is missing.	Course connections are described (on which module course belongs to, connections with other courses, previous knowledge required and what knowledge does this course offer to other courses)
Learning outcomes	No description of learning objectives/outcomes or the outcomes are described so that they are not understandable.	Learning outcomes are written but are not at the right level or are not described (listing is not enough)	Learning objectives are well thought to support students learning.
Assessment	There is no description of assessment or the assessment is not aligned with the learning objectives set for the course. Assessment is not transparable.	Assessment is described partly but there are assignments that are excluded. The assessment methods cover the set learning objectives only partly.	Assessment methods are well thought and they support learning objectives. Assessment is continuous and aims to develop students' skills.
Teaching methods	There is no description of teaching methods or the connection between the methods and assessment with learning objectives is missing.	Teaching methods are varied but the connection to learning objectives and assessment is missing. Variation of teaching methods may also bee too much.	The selection of teaching methods is described and adjusted with the assessment and learning objectives. There is variation of teaching methods.
Workload and time allocation	Workload (for students and teacher) is not calculated.	Workload is calculated but there are some important parts missing or the workload is not calculated realistically.	Workload is realistic and well calculated so that is enables the students to pass the course in given time frame.
Feedback	No evidence of student feedback.	Feedback is collected but there is no evidence of how it is used in developing teaching.	Using several channels to collect feedback. Feedback is used during the course and it aims to develop both students learning as well as the course it self.

Session feedback

https://presemo.aalto.fi/cd2022autumn

Thank you!

A! **Aalto University**