

Course Design 5 ECTS

—
PED-131.2200

1.12.2022, 13.00–16.00
on Zoom



Aalto-yliopisto
Aalto-universitetet
Aalto University

Facilitators:

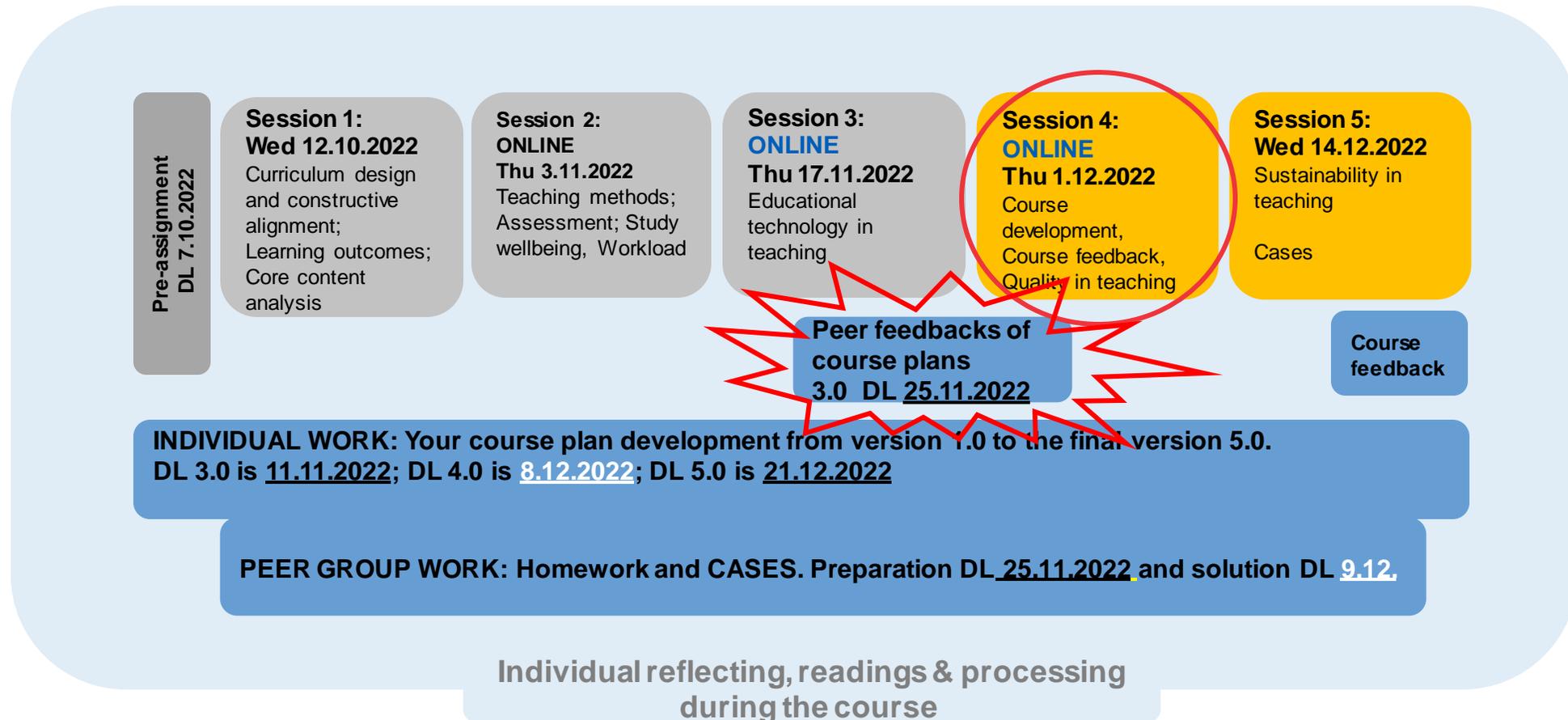
Maura Ratia (&Jukka Välimäki)

Visiting specialists:

Mari Nuottajärvi & Timo Ovaska,
Aalto Teacher services



Course Design (5 ECTS) Autumn 2022: Timeline*



* Session contents may be subject to minor changes



Good job preparing your cases! Some of you are still waiting for peer feedback for your 3.0 course plans, so please, send them asap.

Schedule for today, 13.00–16.00

Opening, group work on Flinga, your feedback

13.15–14.15

Mari Nuottajärvi & Timo Ovaska:

Course feedback development at Aalto

BREAK 14.15–14.30

14.30–15.15

Development as a teacher & the role of feedback in the development

BREAK 15.15–15.25

15.25–15.45

Peer groups & case working

Feedback for today & what to do for next time

Group work on Flinga & feedback

- **Workload & Educational technology: Again, good work on Flinga!**

How have the assignments outside contact sessions supported your learning? Any other feedback?

<https://presemo.aalto.fi/cd2022autumn/>



Learning outcomes for the session

After this session you are able to..

- Understand the latest Aalto level development related to student feedback
- Justify and select methods for collecting student feedback
- Discuss and evaluate how feedback can be used in development as a teacher over time



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Development as a teacher & the role of feedback

14.30-15.15 (info + working in groups)

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 during our 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.

Continuous data-driven development of teaching at Aalto

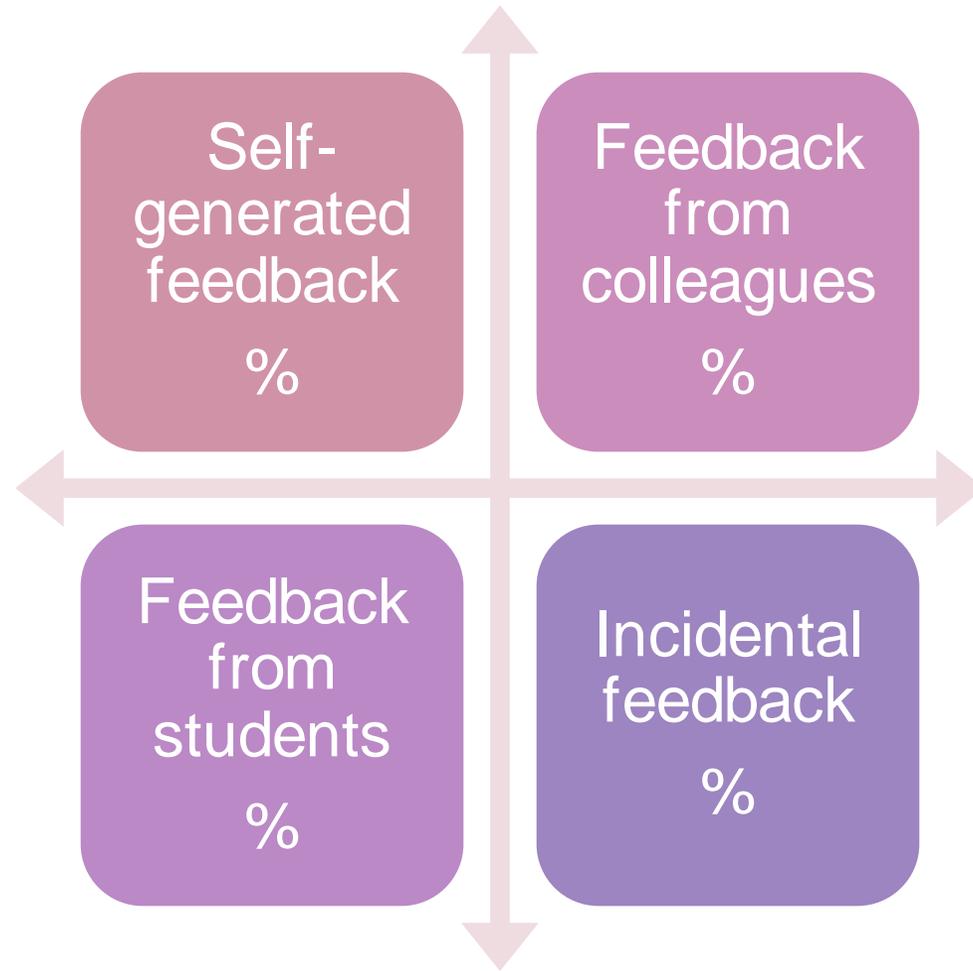
Learning centrality is in the core of Aalto's education-related strategic plans*. It is built on evidence-based pedagogical development and the appreciation of teaching.

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 first session + more about this during final session*)

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

Sources of feedback



Reflection

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

Break



Photo by [Roman Trofimiuk](#) on [Unsplash](#)

Time for you as a group

You have about 20 minutes

- Agree on any practicalities you need
- Read the case that you will solve and start working on the solution (DL 9.12.2022)

Feedback on today's session



<https://preemo.aalto.fi/cd2022autumn/>

About our next, final session

To do after today

- Individually: course plans:
 - 4.0 DL **8.12.2022** (you will get facilitator feedback from this)
 - 5.0 DL **21.12.2022**
- With your group: Solve the case! Peer Groups' Case-solutions **DL 9.12.2022**. Be prepared to reflect on the experience during the last session

We will have the **cases & high-quality teaching** and **sustainability in teaching** as topics during the last session.
