

Curriculum development

PROCESS AND PRACTICES



Aalto-yliopisto
Aalto-universitetet
Aalto University

Curriculum development course 2022-2023

Curriculum Development –course timeline

Session 1:

Wed 16.11.22
13.00-16.00

Otakaari 1, U261

Introduction to
curriculum
development

Session 2:

Wed 30.11.22
13.00-16.00

Otakaari 1, U261

Curriculum
development
process and
practices

Session 3:

Wed 14.12.22
13.00-16.00

Otakaari 1, U261

Future-oriented
development and
practicing
alignment

Session 4:

Wed 18.1.23
13.00-16.00

Väre, R107
Ryhmäopetus

Co-develop the
curriculum

Session 5:

Wed 8.2.23
13.00-16.00

Väre, R107
Ryhmäopetus

Reflection of the
course and long-
term development

Pre-
assignment



Reading
assignment



Choose
the
development
project



Share your work
and prepare to
mentor
peer group



Prepare
presentation



Submit your
report,
DL 28.2.23

Working with your team during the course

Intended learning outcomes and the main content of the course

After the course, you will be able to:

1. to discuss the different approaches of the curriculum in higher education
2. **to identify the curriculum development process and practices and reflect on them in relation to their degree programme/major/minor**
3. reflect the principles of constructive alignment in curriculum development
4. identify and apply tools in curriculum development
5. **co-develop the curriculum together with the teaching team involved in the development**
6. make a plan for continuous development

Our main topics in the course:

- Curriculum in higher education
- Constructive alignment in curriculum development
- **Assessment and development of the curriculum**
- **Co-development of the curriculum**
- Tools for curriculum development
- Continuous development

Agenda and themes of the day

Themes:

- **Collaboration in the curriculum development**
- **Curriculum process and practices in Aalto**



13:00–13:10

Agenda and schedule for today



13:10–14:25

Collaborative learning based on the articles



BREAK 15 min.



14:40–15:30

Curriculum process and practices in Aalto



15:30–15.40

Instructions for next time and conclusion of the day



15:40→

Voluntary group working time

Feedback from the 1st session

You liked:

The discussions and able to directly work

Got my mind thinking with a good framework. Exactly what I was looking for.

The open room whole class discussions that rise up

You wished:

We will hear about some best practices of curriculum development that have taken place across Aalto.

I wish now to get more focused to our group topic, but not to forget about all aspects we can get to help us develop.

More open room conversations and more clear terms with assignments and the guide for them.

Warm-up:

- *What was the key learning from last time for you?*

Discuss with a pair
3 minutes



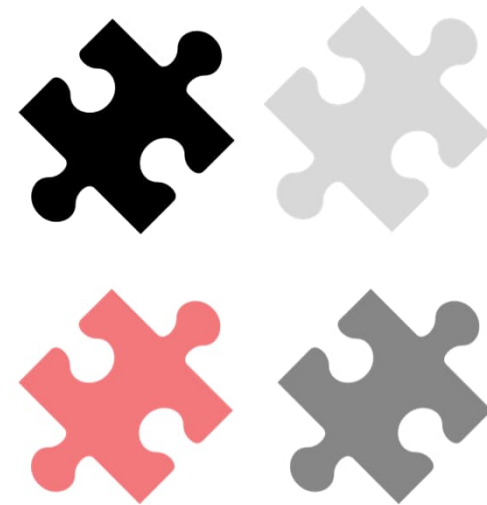
Working in groups with the pre-assignment articles

Method: Jigsaw

Jigsaw is a cooperative learning strategy that gives students the opportunity to specialize in one aspect of a topic, master the topic, and teach the material to group members.

Phases:

- 1. Working in expert-groups divided by topic, 25 mins**
- 2. Working in mixed groups, 30 mins**
- 3. Short wrap-up, 10 mins**
- 4. Short wrap-up, 10 mins**



AIM of the phase 1 (expert-groups):

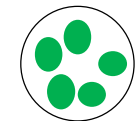
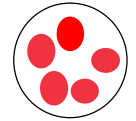
- to create a shared understanding of the text with the group and summarize it
- Prepare to explain the text for others

The group:

- Discusses the topic (pre-assignment reading material) – 15 min
- **Defines the main points and summarises them on the template provided in MC (Session 2) 10 min**

Phase 1: Working in expert-groups divided by topic

- **GROUP 1 (U261 OP):** Curriculum as intentional and dynamic process in higher education
 - David Derichs, Ewald Kibler, Sakari Tervo, Meri Kuikka, Sonja Hilavuo, Denise Ziegler, Hossam Hewidy
- **GROUP 2 (U261 OP):** Engaging the academics
 - Bianca Beyer, Myrto Chliova, Christine Mady, Marja Nurminen, Johannes Kaira, Risto Sarvas
- **GROUP 3 (U264 K-RYHMÄ):** Curriculum collaboration: A key to continuous program renewal
 - Nina Sormunen, Tamara Galkina, Sini Vihma, Paul Savage, Simo Lahdenne, Janne Lindqvist



Curriculum as intentional and dynamic process in higher education

Summarize here the main content of the text and other aspects that you found interesting especially regarding collaboration in curriculum development:

- What was the text about?
- What were the main concepts?
- What was especially interesting for you?
- Did you learn something new?

Key takeaways that you wish to share for others

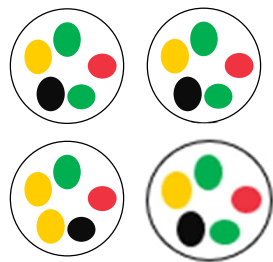
1.

2.

3.

Phase 2: Working in mixed groups

- **AIM is to explain and summarize the text** for others so that everyone will have an overall understanding of the main points of the three articles
- **The “experts” in each group will teach their topic** for others according to the summary made in phase 1:
 - A) **Curriculum as intentional...: 10 min, including discussion**
 - B) **Engaging the academics: 10 min, including discussion**
 - C) **Curriculum collaboration: 10 min, including discussion**
- **The expert(s)** in each group takes notes of the discussion and adds them to the summary of the topic. If there are unclear issues, please write also them down.



New, mixed groups (3x10mins)

- **Group 1 (U261 OP):** David Derichs, Sakari Tervo, Christine Mady, Myrto Chliova, Paul Savage
- **Group 2 (U261 OP):** Ewald Kibler, Denise Ziegler, Marja Nurminen, Nina Sormunen
- **Group 3 (U264 K-RYHMÄ):** Meri Kuikka, Johannes Kaira, Janne Lindqvist, Sini Vihma
- **Group 4 (U264 K-RYHMÄ):** Sonja Hilavuo, Hossam Hewidy, Bianca Beyer, Risto Sarvas, Simo Lahdenne, Tamara Galkina

Wrap-up: two aspects to consider

How can we create a **culture of curriculum development** where everyone feels welcome to participate?

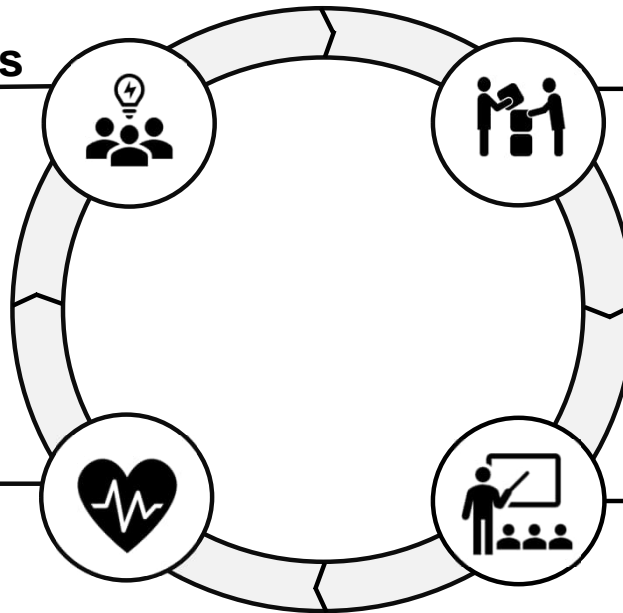
What kind of **practices of curriculum development** will support us having this discussion regularly and with an open atmosphere?

Curriculum development process

Curriculum development process

Setting the development goals

- Analysing the evaluation data
- Synchronising the university and school level goals
- Prioritizing the development actions



Designing aligned teaching

- Building understanding about the purpose
- Identification of relevant knowing, doing and being
- Designing intended learning outcomes
- Building alignment between purpose and teaching
- Developing the courses to meet the purpose and the ILOs

Evaluation of the programme

- Evaluation of the purpose of the programme and the curriculum objectives, implementation of the curriculum and learning of the students
- Gathering views from the teachers, students and stakeholders

Teaching and learning

- Continuous evaluation throughout the course
- Collecting student feedback

The development of teaching at the programme level is a cycle, where the developing of the new curriculum can begin straight after the previous curriculum has been accepted.

Reflect your process with your own group 25min.

1. Identify your own process:

- What phases of the development process can you identify in your context?
- What practices or procedures can you identify in the different phases?
- Who is involved in the different phases and how? How could you improve the collaboration?

2. Evaluate your practices:

- What aspects are functioning well in the different phases and what would need development?



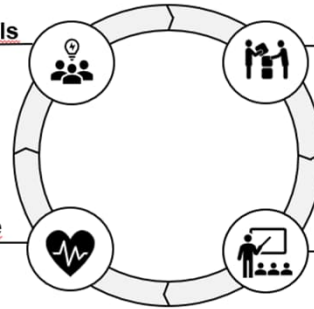
Setting the development goals

Designing aligned teaching

Curriculum development process

Setting the development goals

- Analysing the evaluation data
- Synchronising the university and school level goals
- Prioritizing the development actions



Designing aligned teaching

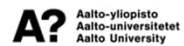
- Building understanding about the purpose
- Identification of relevant knowing, doing and being
- Designing intended learning outcomes
- Building alignment between purpose and teaching
- Developing the courses to meet the purpose and the ILOs

Evaluation of the programme

- Evaluation of the purpose of the programme and the curriculum objectives, implementation of the curriculum and learning of the students
- gathering views from the teachers, students and stakeholders

Teaching and learning

- Continuous evaluation throughout the course
- Collecting student feedback



The development of teaching at the programme level is a cycle, where the developing of the new curriculum can begin straight after the previous curriculum has been accepted.

Evaluation of the programme

Teaching and learning

Process development in Aalto

Goal and implementation

Goal: To develop an operating model for curriculum design that serves the needs of the academic community

Implementation: Interviews and workshops. Participants included programme directors, vice deans of education, LES personnel



Some identified challenges

- The development of curriculum is collaborative but not always systematic
- The relation between agile curriculum development and structural renewal is not clear
- The implementation of strategic objectives and cross-cutting themes in curriculum development is challenging
- The dependences between programmes and the coordination of changes is a big challenge
- The resource planning of teaching across departments is undeveloped

What are the things that should be done every two years? [...] What is interpreted as programme renewal and what is a development action?

If we were only designing our own curriculum [...] it would be fairly easy. It gets difficult when we start to think about those that use the same courses as part of their major or through minors.

We examined the possibility that we would have a course for the whole programme. But there are no resources, because it is not the responsibility of the departments.

Steps taken to solve the challenges

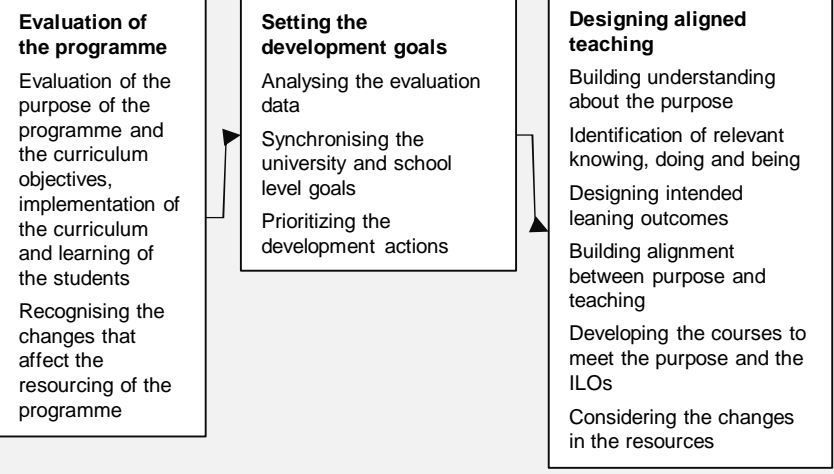
- The development and planning of the curriculum instructions to support the process
- Workshop with the LESG to clarify the curriculum development model of Aalto
- Development of the curriculum guidelines and related support to ensure that programmes are well-supported
- Clarification of roles and operating model to ensure smooth collaboration

Strategic management of the degree programme

Pedagogical vision, engaging teaching community for the curriculum development, practices of the programme,

Curriculum development

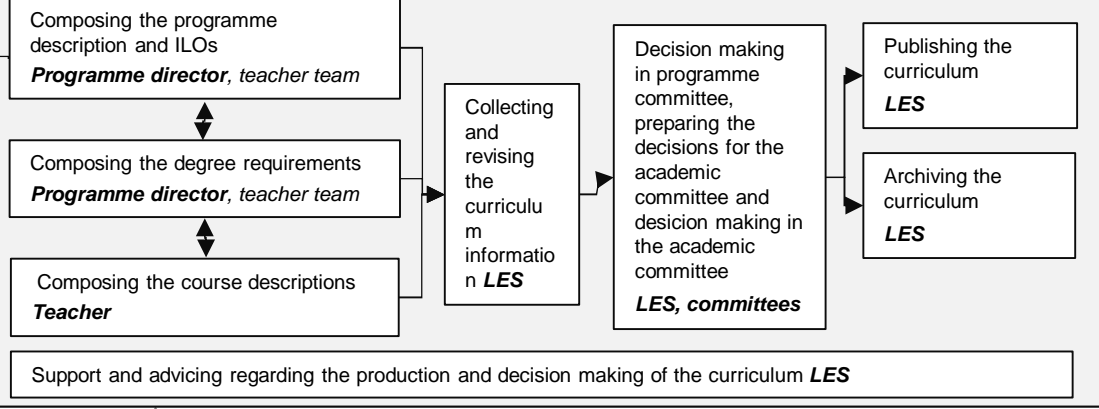
Programme director, teaching team



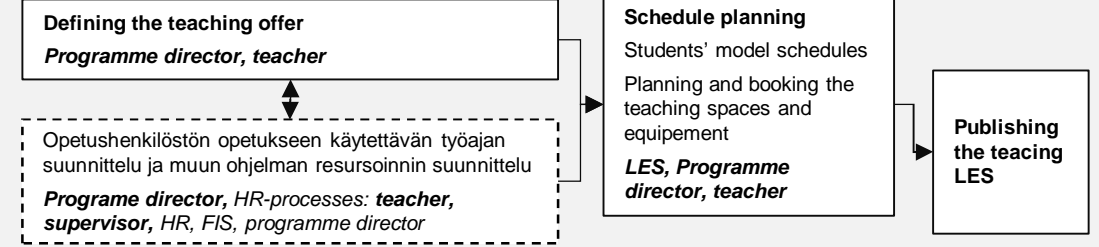
Targeted support for the development of the curriculum depending on the needs
LES specialists

Updating the application target descriptions for student marketing and recruitment

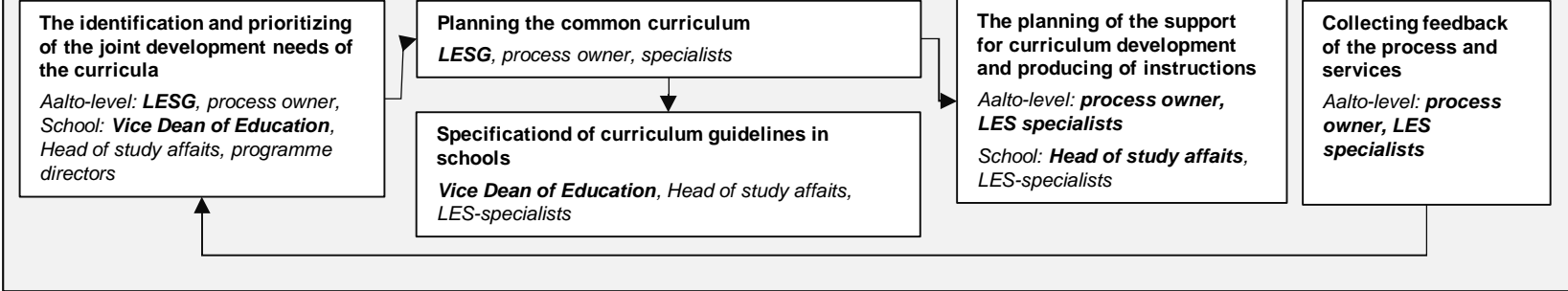
The producing and decision-making of the curriculum



The planning of the teaching offer



Management of curriculum design at the university and school levels



Strategic management of the university

Budget and HR - planning of the university, schools, departments

Group development project

Pre-assignment for next time

Choose and define your **topic**



Now it is time to choose your development project **topic** – what is the challenge you wish to solve and how?



Write this text in your project report (section 3)



Provide a link for your report for the course teachers **by 11th of December** (for getting feedback)

Development project report

The report consists of the **following sections**:

1. **Analysis of the current state of the curriculum:**
 - evaluation of the educational goals, alignment and the use of ILO's and the current curriculum development practices
 - reflection considering the different approaches to curriculum presented during the first session
2. **Description of the identified main development areas of the curriculum**
3. **Development project topic and description, background and justification for why you chose the topic**
4. **Your reflection of the project: what happened and how did it go?**
5. **Long-term plan for other identified development areas:**
 - description of the planned development practices, process and partners: who, how and when is involved in the development
6. **Key findings from the literature**
7. **Brief conclusions and key learnings from the course**

One of the group members will **submit the final report to MC by the end of February** (28.2.2023) (template in MyCourses)

The development project

Team chooses a **small development task** to be **planned and completed during the course**

The task can be for example:

- ✓ **Trying a concrete tool** to develop curriculum, like developing intended learning outcomes, using curriculum mapping with the team or community
- ✓ **Developing practices:** designing an annual clock for development
- ✓ **Compiling theoretical framework** for the support of your development work

Timetable for the project

- By 11.12.** **decide the development project topic**, write description and justification to the report and provide a link to the report for the teachers
- 14.12.** third session of the course, mentoring teams announced
- By 11.1.** **send the link to your report for your mentoring team** (the report as it at this stage) and start preparing for mentoring (read the other groups report and make notes)
- 18.1.** fourth session of the course, team mentoring session (aim is to get support and ideas for others for the project)
- 18.1.-8.2.** **prepare presentation** of your project (report does not have to be ready yet)
- 8.2.** final session of the course, project presentations (report does not have to be ready yet)
- 28.2.** **submit your final report**

Thank you for this session!

What did you think about this session? Give us feedback:

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

