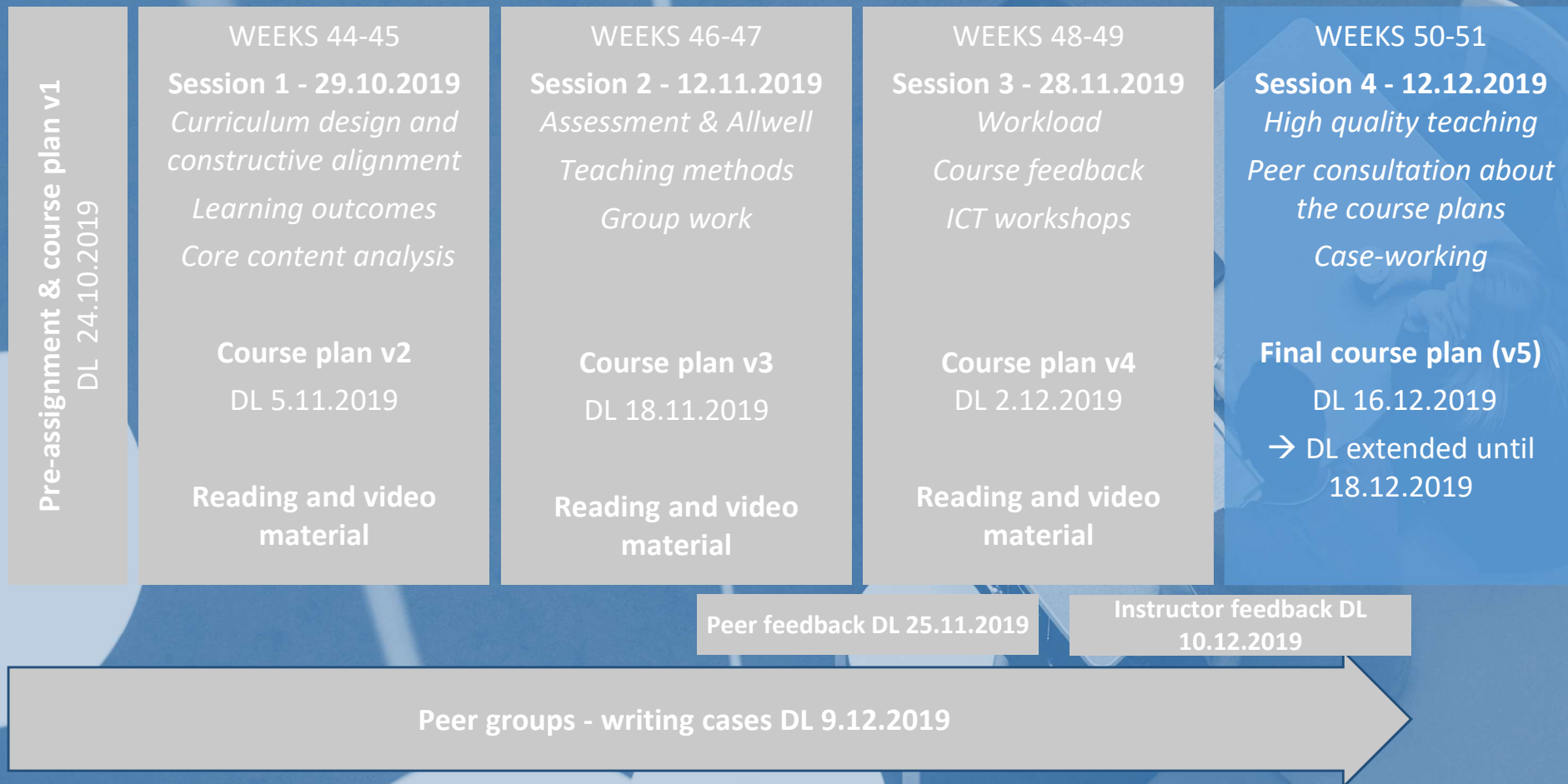**A"**
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Course Design
PED-131.2210

Teaching session IV, 12.12.2019
Marja Elonheimo & Tiina Pylkkönen

COURSE DESIGN - FALL 2019 TIMETABLE

Pre-assignment & course plan v1
DL 24.10.2019

WEEKS 44-45

Session 1 - 29.10.2019
Curriculum design and constructive alignment
Learning outcomes
Core content analysis

Course plan v2
DL 5.11.2019

Reading and video material

WEEKS 46-47

Session 2 - 12.11.2019
Assessment & Allwell
Teaching methods
Group work

Course plan v3
DL 18.11.2019

Reading and video material

WEEKS 48-49

Session 3 - 28.11.2019
Workload
Course feedback
ICT workshops

Course plan v4
DL 2.12.2019

Reading and video material

WEEKS 50-51

Session 4 - 12.12.2019
High quality teaching
Peer consultation about the course plans
Case-working

Final course plan (v5)
DL 16.12.2019
→ DL extended until 18.12.2019

Peer feedback DL 25.11.2019

Instructor feedback DL 10.12.2019

Peer groups - writing cases DL 9.12.2019

Schedule for today
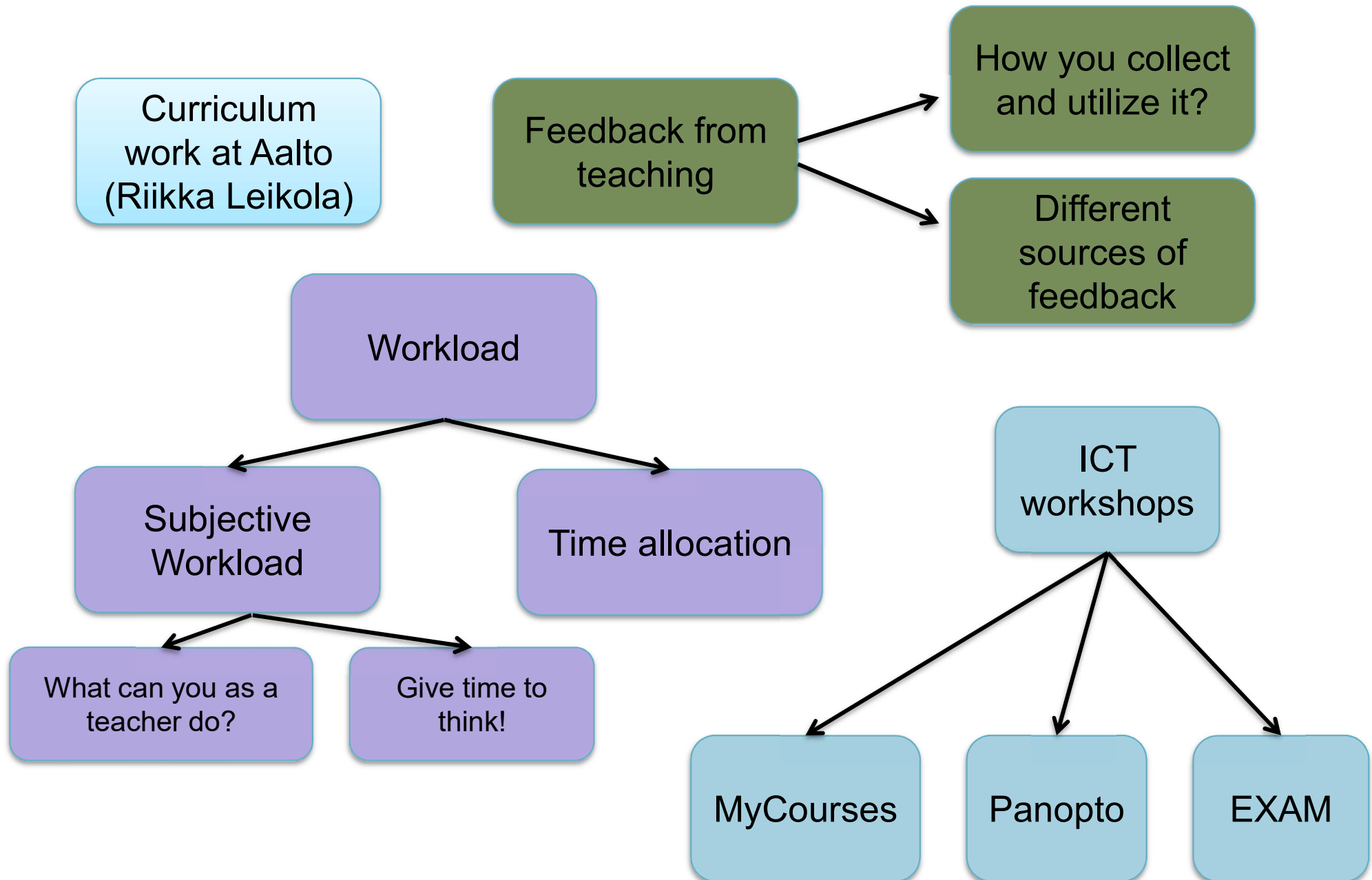
9.00-11.30 Morning session

- High quality teaching
- Peer consultation about course plan

11.30-12.30 LUNCH

12.30-15.30 Afternoon session

- Case working
- Teaching competencies – self-evaluations
- Closing the course
  - o Course Feedback
  - o Pedagogical course offering in spring 2020

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Last time we talked about ...

Curriculum work at Aalto (Riikka Leikola)

Feedback from teaching

How you collect and utilize it?

Different sources of feedback

Workload

Subjective Workload

Time allocation

What can you as a teacher do?

Give time to think!

ICT workshops

MyCourses

Panopto

EXAM

Our reflections & feedback on your course plans

Things that were well written

- Alignment check tables (when they existed)

- Teaching methdos – especially when argued using the results from the SWOT assignment

- Assessment methods

- Workload

- ILO's in general

Things that need improvement

- Justifications for your choices

- How do you utilize feedback?

- Future competencies and skills in your own field?

- Core content analysis was missing

- Some ILO's were a bit vague (e.g. understand) or were very close to the list of content.

Teacher workload example

Material preparation:

Lectures	9 x 4-6 h = 36-54 h	
Exercises	5 x 4 h = 20 h	
Laboratory	2 x 10 h = 20 h	
Simulation	20 x 0.5 h = 10 h	
Seminar	1 x 4 h = 4 h	
Exam	3 x 2 = 6 h	total 96-114 h

Evaluation: (30 students)

Exercises	5 x 30 x 0.5 h = 75 h	
Laboratory	2 x 30 x 0.5 h = 30 h	
Simulation	1 x 30 x 0.5 h = 15 h	
Seminar	1 x 30 x 0.25 h = 7.5 h	
Exam	3 x 30 x 0.5 h = 45 h	total 172.5 h

Feedback: (30 students)

Exercises	5 x 1 h = 5 h	
Laboratory	2 x 1 h = 2 h	
Simulation	30 x 1 h = 30 h	
Seminar	2 x 1 h = 2 h	total 39 h

Total teacher workload = 307.5 – 325.5 h

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ICT-workshops?

https://presemo.aalto.fi/1212

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Learning outcomes for the session

After this session you

… are more aware of high quality in teaching and the quality process at Aalto.

.. have given and received constructive peer feedback (related to course plan or some other teaching related theme).

… have discussed, analysed and solved a teaching related case in collaboration with your peers.

… have made self-reflection of your teaching competency.

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High quality teaching?

Different perspectives on quality teaching and learning in university

Institutional level

- *University*
- *School*
- *Department / Degree Programme*

Individual level

- *Teacher*
- *Student*
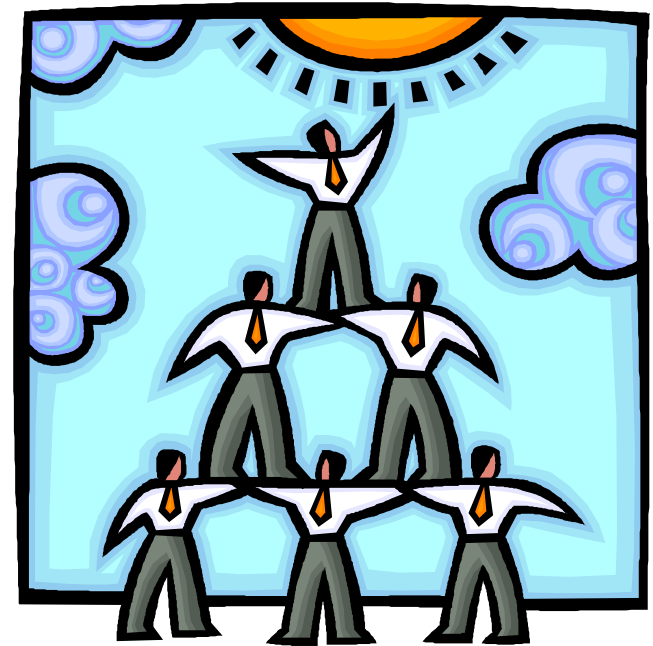
How do you define high quality teaching and learning?

a) University's viewpoint
b) Teacher's viewpoint
c) Student's viewpoint

Aalto Quality system approach

Quality management, development and way of working are based on the principle of continuous development, the PDCA cycle (*Plan, Do, Check, Act*).

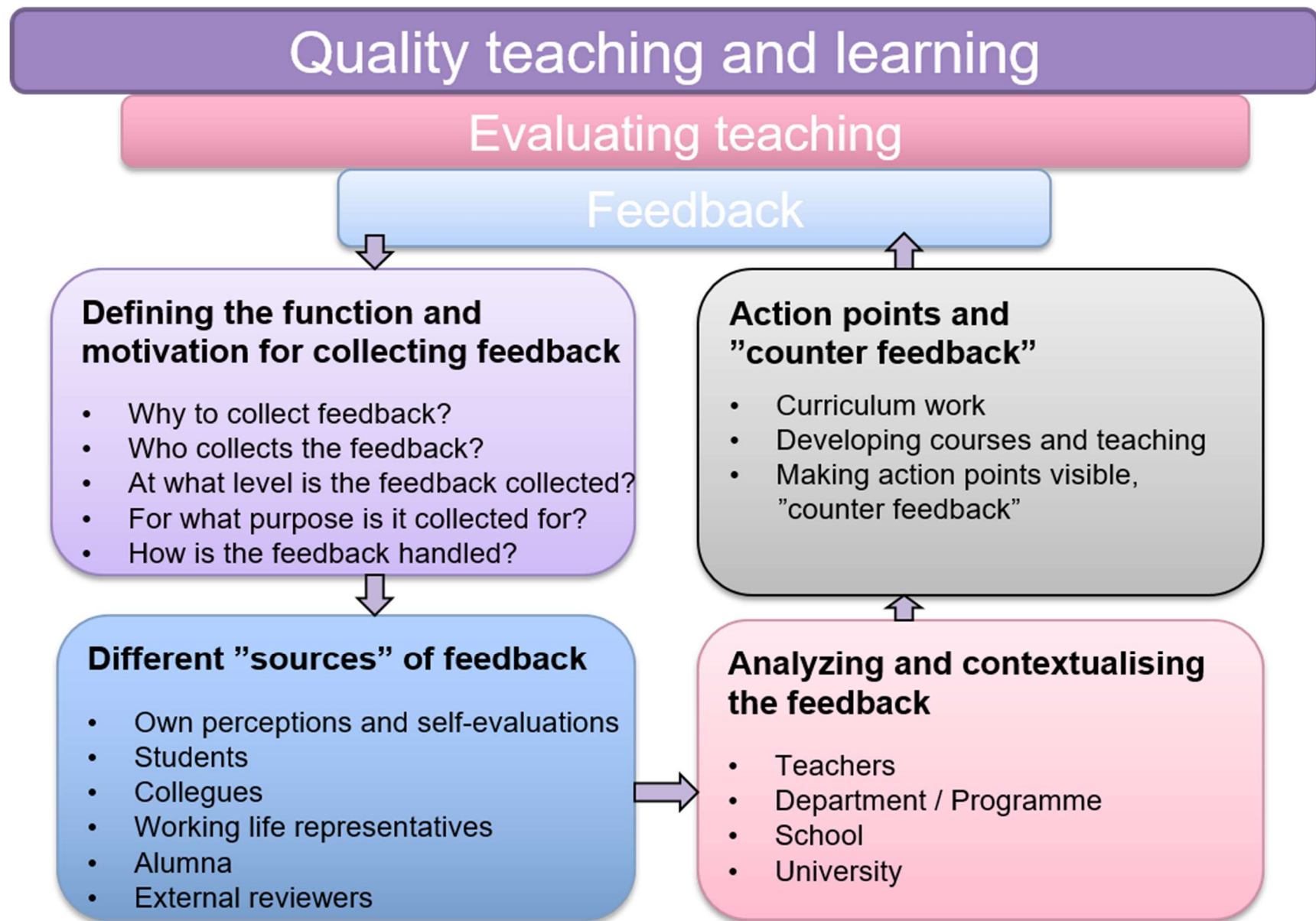Source: https://www.aalto.fi/en/governance/quality, see also https://karvi.fi/en/

Quality teaching and learning

Evaluating teaching

Feedback

Defining the function and motivation for collecting feedback

- Why to collect feedback?
- Who collects the feedback?
- At what level is the feedback collected?
- For what purpose is it collected for?
- How is the feedback handled?

Action points and "counter feedback"

- Curriculum work
- Developing courses and teaching
- Making action points visible, "counter feedback"

Different "sources" of feedback

- Own perceptions and self-evaluations
- Students
- Collegues
- Working life representatives
- Alumna
- External reviewers

Analyzing and contextualising the feedback

- Teachers
- Department / Programme
- School
- University

Figure: Virve Pekkarinen 2018. References: Hyppönen & Lindén, 2009; Yliopisto-opettajan käsikirja, 2009: 394 – 411, Harvey, 2003.

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Break

Peer consultation about course plan themes

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Phase 1 (2 min)

- ## Speaker explicates to the consults one question / problem related to one's teaching

 - preferably this questions rises from the course plan and / or the feedback received of the plan.
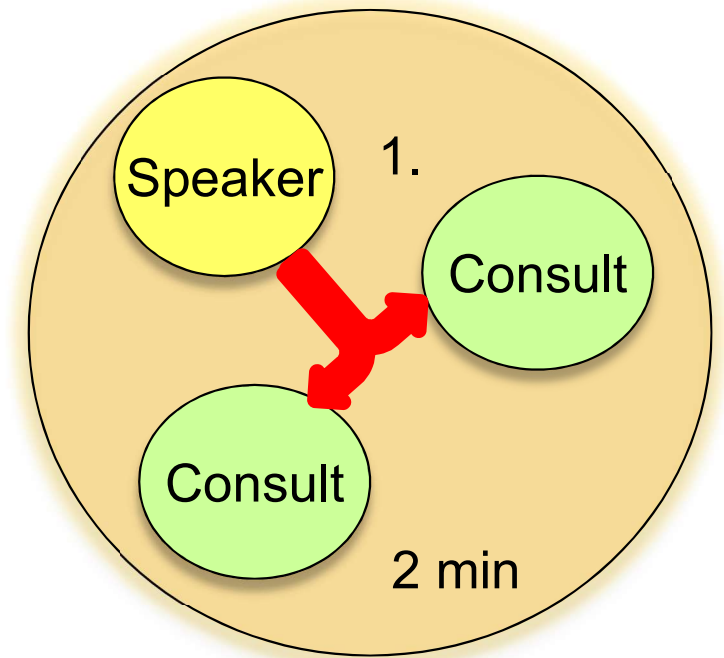
Phase 2 (2 min)

- Peer consults help the speaker to elaborate the question / problem by asking questions and concrete examples.

- Please note! **Do not offer ready-made answers at this point!**
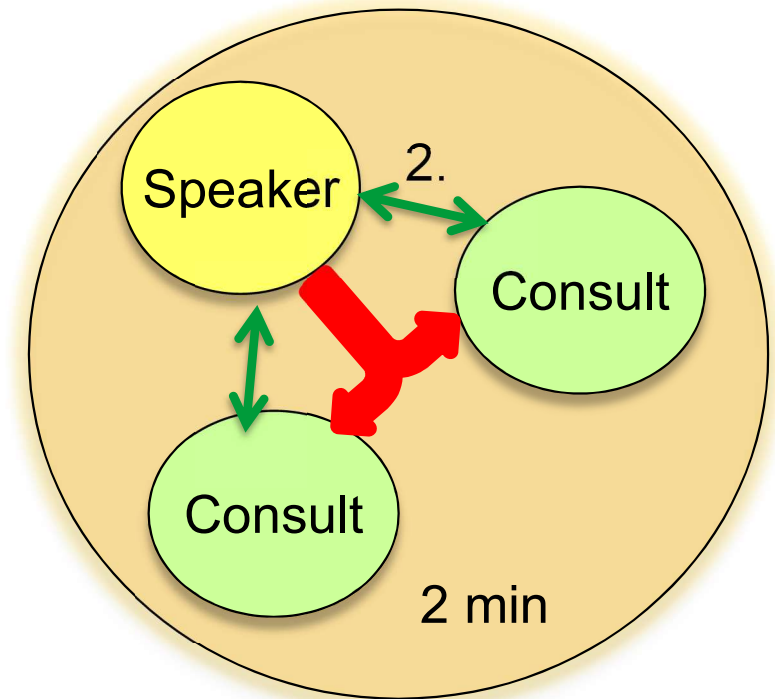
Phase 3 (3 min)

- Peer consults discuss the presented question / problem together and the speaker listens. The peer consults can present hypotheses, analyze the question / problem and make interpretations.

- Peer consults can also put into words the emotional content related to the question / problem that was, perhaps, not expressed verbally.

- **"I felt that Robin was really angry about the current situation"**
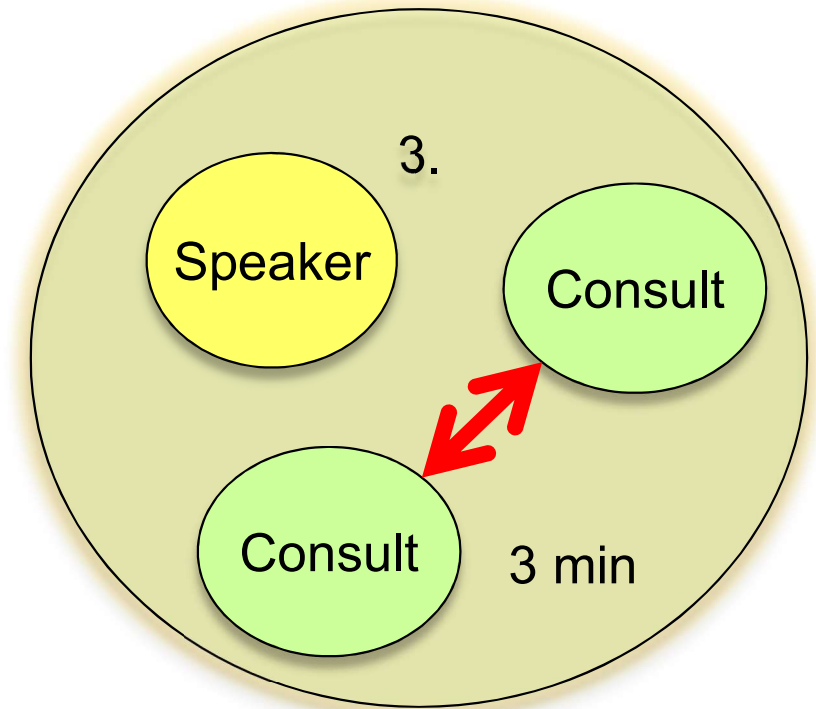
Phase 4 (3 min)

- Speaker tells to the consults about the observations, perceptions, and insights they made during this rehearsal.

- The group can discuss together the question / problem and the observations and insights.
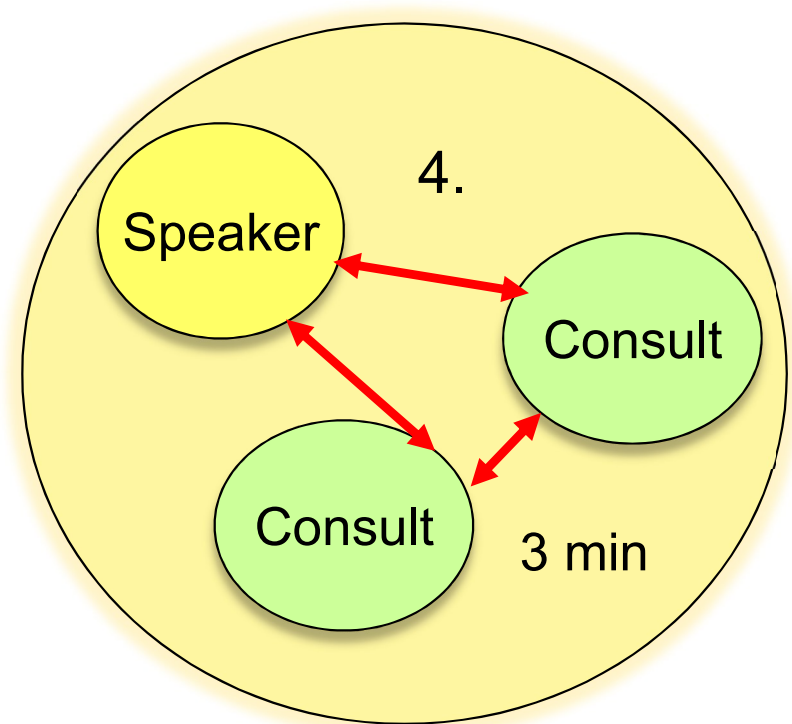
Lunch

Case working

Steps

1. Sit down with your peer groups for case working.

2. Read the case through carefully. (5 min)

3. Discuss in the group _what is the problem_ (10min): form a collective understanding what is happening in the described case.

4. Analyze what is/are the root causes for the challenging situation that is described in the case.

5. Try to analyze the situation from different points of view:

   - What individual level issues might have caused the situation?

   - What department/school/university/society level issues may have affected the situation?

6. Make a concrete plan how to solve the case:

- <u>Short term plan:</u> what are the first concrete steps that a teacher/program director/department head could do and what would be desirable outcome of the first actions.

- <u>Longer term plan:</u> what are the further steps that a teacher/program director/department head could take to prevent similar issues arising in the future?

7. Summarize your problem definition & root causes and the solution/suggestions for next steps in <u>a poster or 1-2 slides</u>.

8. Be prepared to present your solution to the rest of the group:

- What was the problem/challenge?

- What were the root causes?

- What are your short and long term plans to solve the case?

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Final excercise: Teaching competencies

- What competencies are needed in teaching?

- What teaching competencies do you have?

- Is there competencies you would like to develop?

- Use the given "spider net" to evaluate your competencies.

- How could you develop the competency?

Evaluate your own teaching competency: Where are you now? Where do you want to be? How will you achieve your goal?

Choose from different competencies:
Course planning (constructive alignment)
Setting learning outcomes
Adjusting time allocation & workload
Using teaching methods
Assessment (methods)
Providing feedback
Using online learning (methods)
Supporting continuous learning
Supervising
Something else, what?

1. _____

Advanced

Good

Developing

Emerging

Competency is absent

2. _____

3. _____

4. _____

5. _____

6. _____
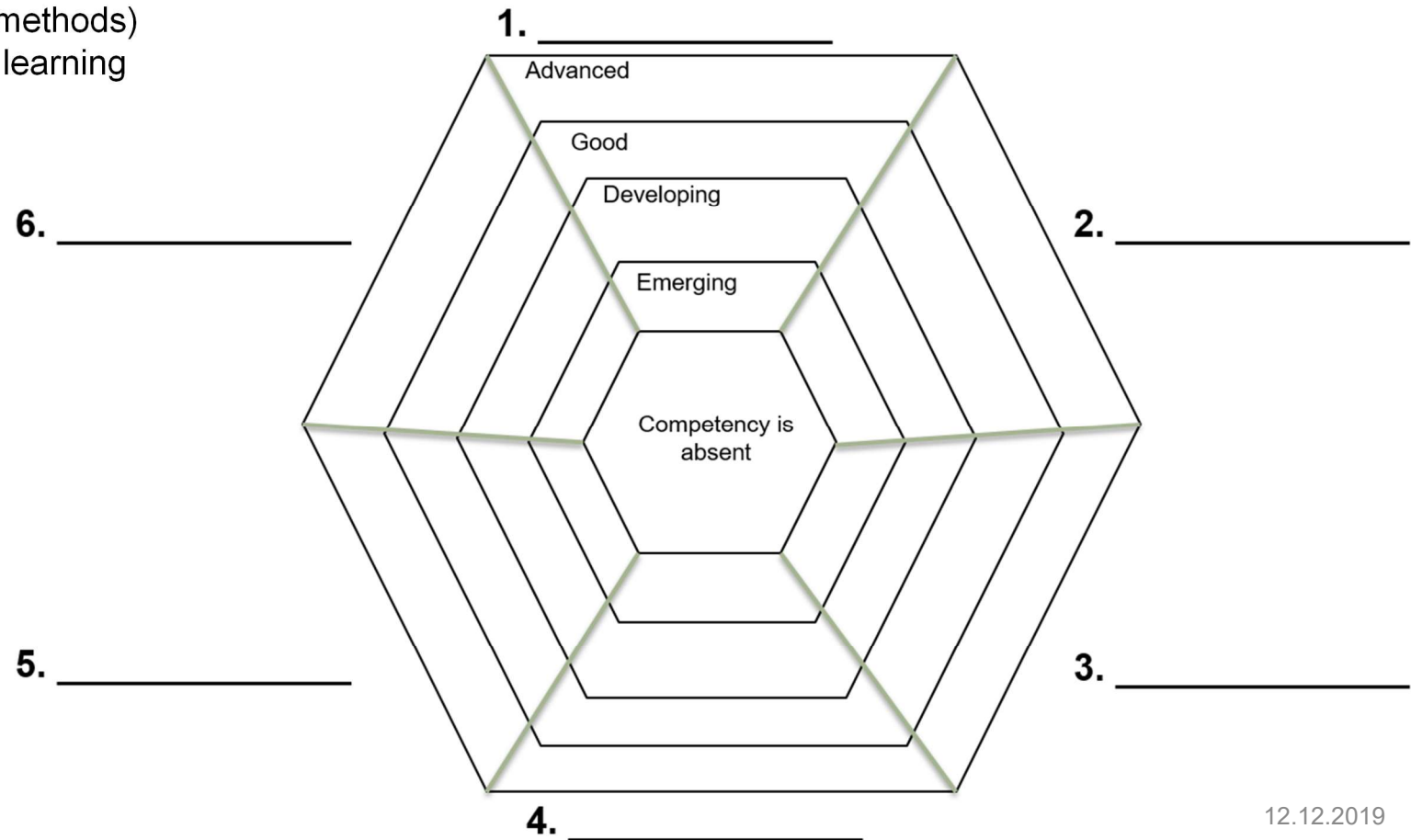
Remember to return the final version of your course plan by 18.12.2019.

Learning outcomes for the course

After the course, you will be able to:

…plan and design your teaching as a part of the program curriculum.

…analyze your own teaching based on the principles of constructive alignment.

…give constructive feedback on peers' course plans and receive feedback from your peers' course plans.

…apply different pedagogical solutions to your teaching.

…assess the effects of different pedagogical choices and decisions.

…recognize the student-centered and learning-oriented approaches.

…take into account the principles of constructive alignment and the special characteristics of your own field.

Additionally, you have familiarized yourself with some digital tools in teaching and learning, and you are able to choose and argue the pedagogically meaningful way of using them in your own teaching. Furthermore, you have practiced integrating digital tools in your teaching.

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Course feedback

Webropol:

https://link.webropolsurveys.com/Participation/Public/9db700bf-2a3a-43e6-b755-69bbf966d4ed?displayId=Fin1898826

Short link: https://bit.ly/341mCFu

Link also in MyCourses, see home page.

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The pedagogical courses in the spring 2020

Aalto.fi: https://www.aalto.fi/en/news/pedagogical-training-in-spring-2020 (remember to login!)

Core courses:

- Learning and teaching in higher education (5 cr), enrollment closes **13.12.2019!**

- Teaching practice (5 cr), enrollment closes **13.12.2019!**

Elective courses, e.g.:

- Open Networked Learning (5 cr), enrollment closes **13.12.2019!**

- Supervision of Master's thesis in English (3 or 5 cr), enrollment DL 9.1.2020.

- Filosofia ja systeemiajattelu, 3 cr (in Finnish), enrollment closes 9.1.2020.

- Supporting Teacher's Multicultural Competence (5 cr), enrollment period 2.1.-31.3.2020.

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Thank you for your active participation!