Course Design

PED-131.2210

Teaching session I, 29.10.2019
Marja Elonheimo & Tiina Pylkkönen

Welcome on board!
Your course facilitators are:

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Themes for today

- Introducing the participants and the course

- Curriculum work: constructive alignment
    and defining learning outcomes

- Defining core content

- For the next time
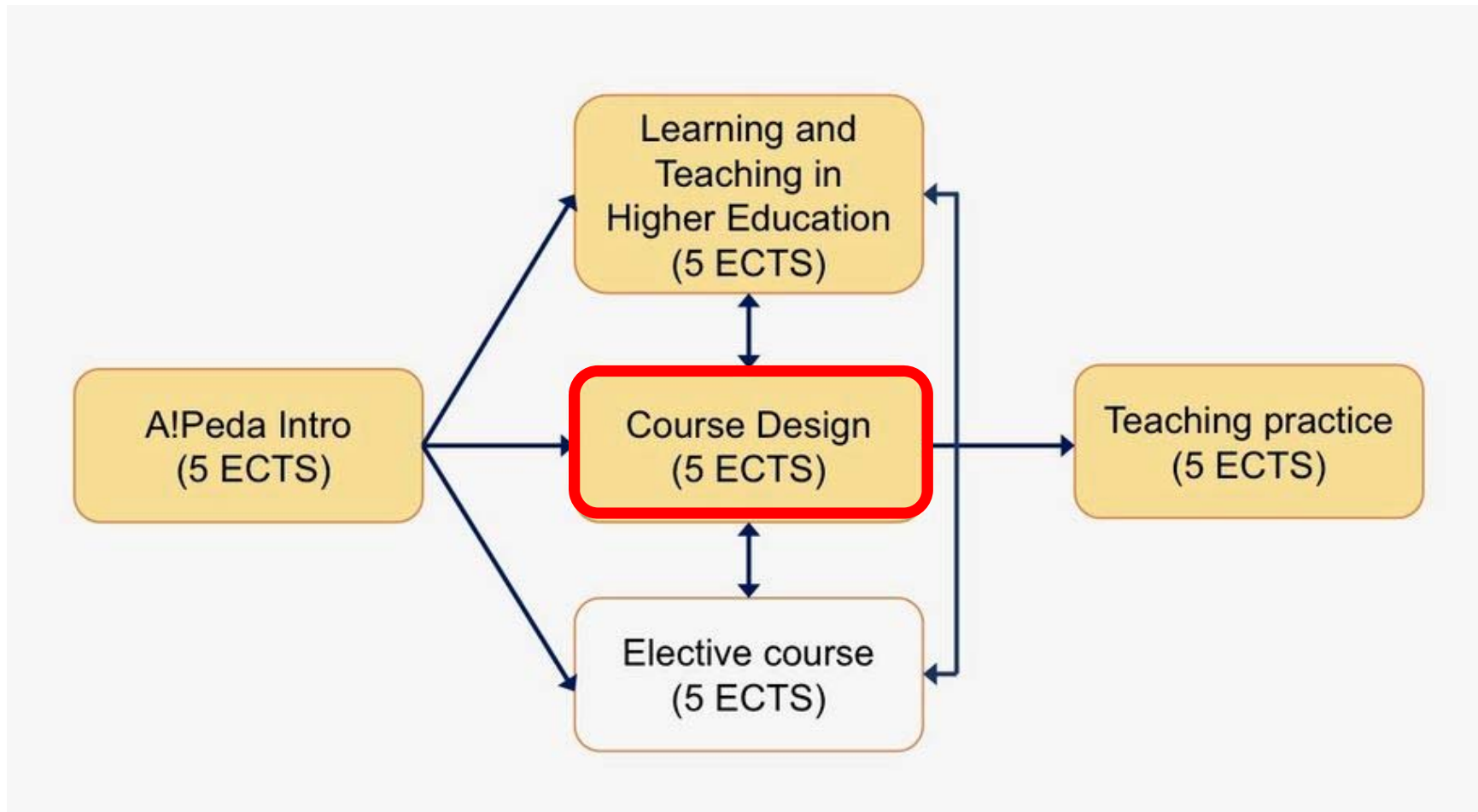
There will be breaks during the day!

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Who are we and where do we come from?

1. Name:

2. The best in my home country is…

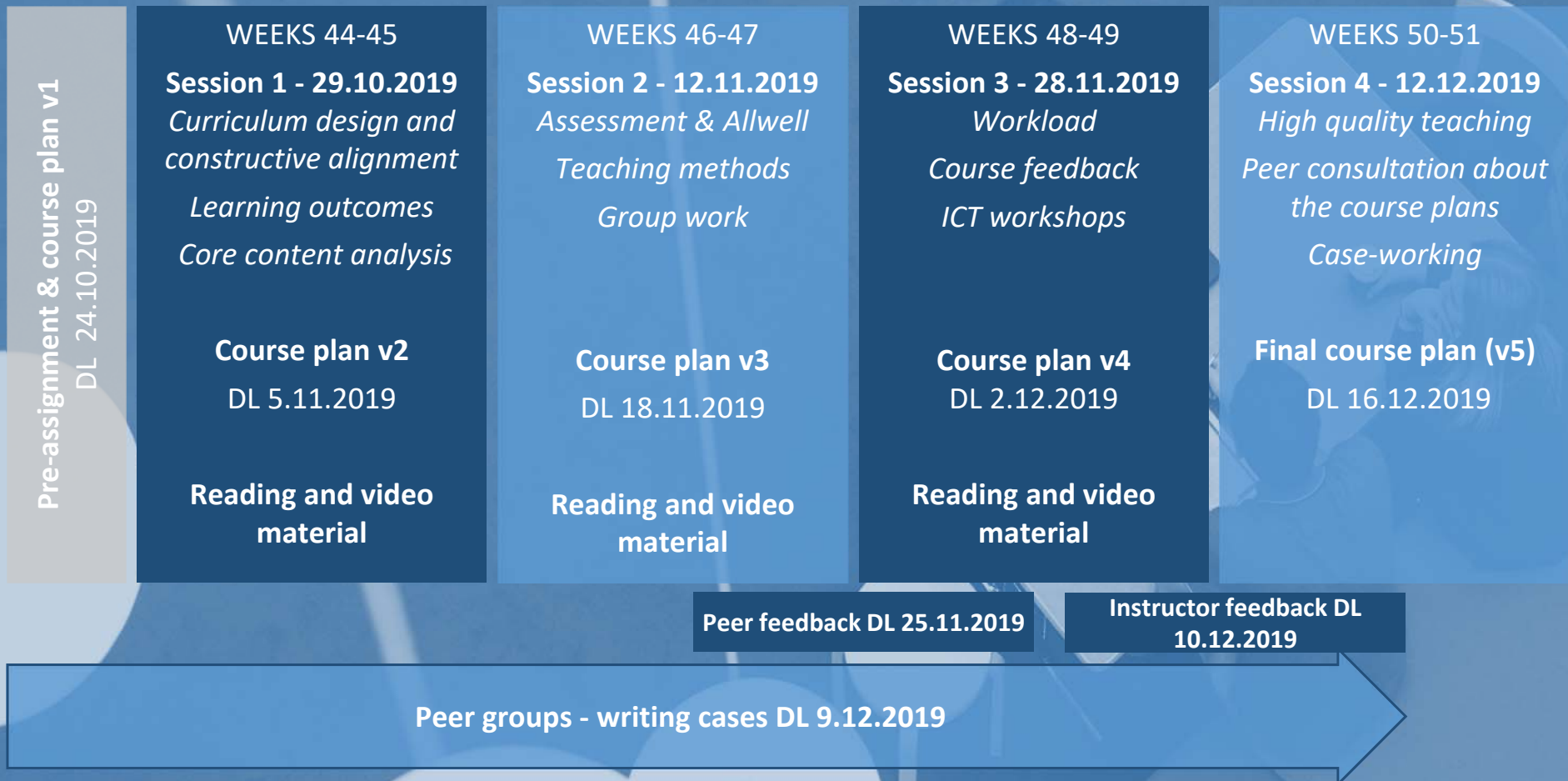3. In my course, I want to develop…

4. As a teacher, I wish to learn how to…

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Photo: Maija Lampinen

Aalto 25 ECTS pedagogical training

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

Peer feedback DL 25.11.2019

Instructor feedback DL 10.12.2019

Peer groups - writing cases DL 9.12.2019

Homeworks

Course plan (versions 1-4 and final)

- Basic information
- Course connections
- Content
- Learning outcomes
- Teaching methods
- Assessment: methods, criteria, scale Materials used during the course
- Course workload (both from students and the teachers side)
- How & when & on what you give feedback to students
- How & when & on what students give feedback to course teacher(s) and how is it utilized?
- Expertise and being an expert in certain field

Reading and video material relating to the course plan

Peer group work

- You will write a case as a peer group

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Course plan

1. Basic information:

   - *name of the course*
   - *Amount of ECTS*
   - *teaching period(s) when the course is taught*
   - *language of the course*
   - *Target group (Bachelor's / Master's course / Doctoral course)*
   - *Is the course elective or mandatory*

2. Course connections on:

   - *Other courses: which module course belongs to, connections with other courses, previous knowledge required and what knowledge does this course offer to other courses (e.g., is this course a pre-requisite for some other course(s)*

   Pre-assignment: CP version 1

   - *Course connections on program level learning outcomes (you can use Table 1, for example)*

3. Content (for example core content analysis)

4. Intended learning outcomes (including also skills such as group working, presentation skills etc.)

   Homework 1: CP version 2

5. Teaching methods

   - *Give examples of teaching sessions, assignments ....*
   - *How do you use digital tools/platforms in your course (e.g. Wiki, MyCourses, Adobe Connect, A+, Rubric, Presemo...)*

   Homework 2: CP version 3

6. Assessment: methods, criteria, scale

7. Course workload (both from students and the teachers side)

8. Materials used during the course

9. How & when & on what you give feedback to students

   Homework 3: CP version 4

10. How & when & on what students give feedback to course teacher(s) and how is it utilized?

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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.

… apply different pedagogical solutions to your teaching.

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

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

… assess the effects of different pedagogical choices and decisions.

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

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

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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Content

Must know **Should know** **Nice to know**

Constructive alignment

Course planning as a part of curriculum work

Core content analysis

Expertise in teaching and learning

Working life skills and collaboration

Writing learning outcomes

Course workload

Digital tools in teaching and learning

Teaching and assessment methods

Assessment and feedback as a part of development of own courses

Quiz: your expectations concerning the course themes / contents?

Chart showing "interest" (red) and "familiar" (blue) ratings on a scale from 0,0 to 5,0 for:
- Constructive alignment
- Course planning as a part of curriculum work
- Core content analysis
- Writing learning outcomes
- Teaching and assessment methods
- Assessment and feedback as a part of development of own…
- Course workload
- Working life skills and collaboration
- Digital tools in teaching and learning
- Expertise in teaching and learning
- Learning-centred approach to course planning

Legend: ■ interest ■ familiar

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Course workload (5 cr)

Function	Workload	135 hrs = 5 ECTS
Teaching and learning sessions	3 x 7h + 1 x 4h	25 h
Reflection on teaching and learning, studying the material, additional material, and preparing for teaching and learning sessions etc. = time to think!	3 x 7h + 1 x 4h	25 h
Pre-assignment (study right form, introduction, course plan v1, 2 videos)	10 h	10 h
Reading and video materials	3 x 3,3 h	10 h
Course plan (different versions of course plan)	1) Learning outcomes 4 – 8 h 2) Time allocation, workload 4 – 8 h 3) Assessment methods 4 – 8 h 4) Teaching methods (incl. ICT) 5 – 10 h 5) Using feedback in developing course plan and finalizing the plan 5– 10 h	22 – 44 h counted by average 33 h (in addition we work with the course plan also in teaching sessions)
Peer feedback (Familiarizing with others work and providing feedback to approx. 3 peers)	10 h	10 h
Peer group working: cases		20 h

Learning outcomes for today's session

After this session you will be able to …

…**recognize** the importance of curriculum work in course design,

…**identify** the importance of the constructive alignment,

…**practice** how to set learning outcomes,

…**select** the content based on the idea of core curriculum.

In addition, you have got to know each other.

Break

Curriculum work

Curriculum work on the different levels

European Higher Education Area
Academic degree standards (EQF = European Qualification Framework)
[https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en]

National level
Government Degree Regulation, Ministry of Culture and Education, NQF = National Qualification Framework
[https://minedu.fi/en/higher-education-and-degrees]
[https://minedu.fi/en/education-system]

Aalto/School level
Degree regulations in the Schools of Aalto University
Learning outcomes for Bachelor's and Master's Degree
The curriculum of the degree programme
(usually in the form of study guide, WebOodi etc.)
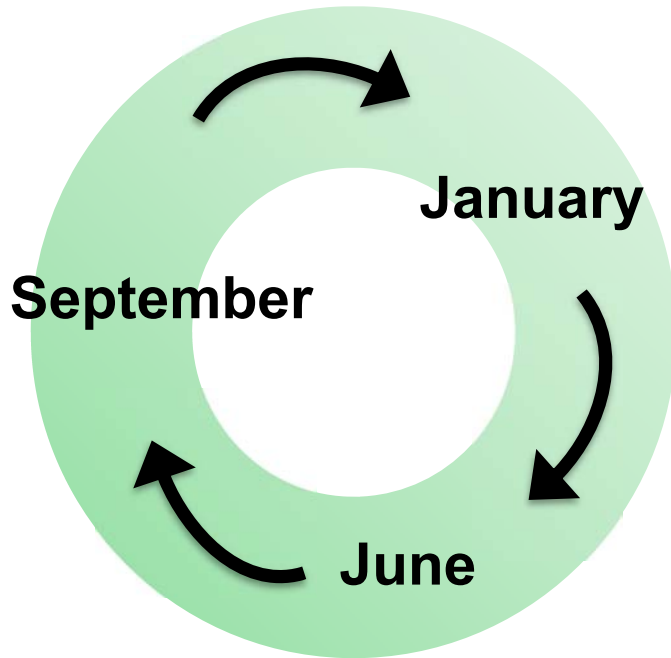
Teacher's level
Course Unit
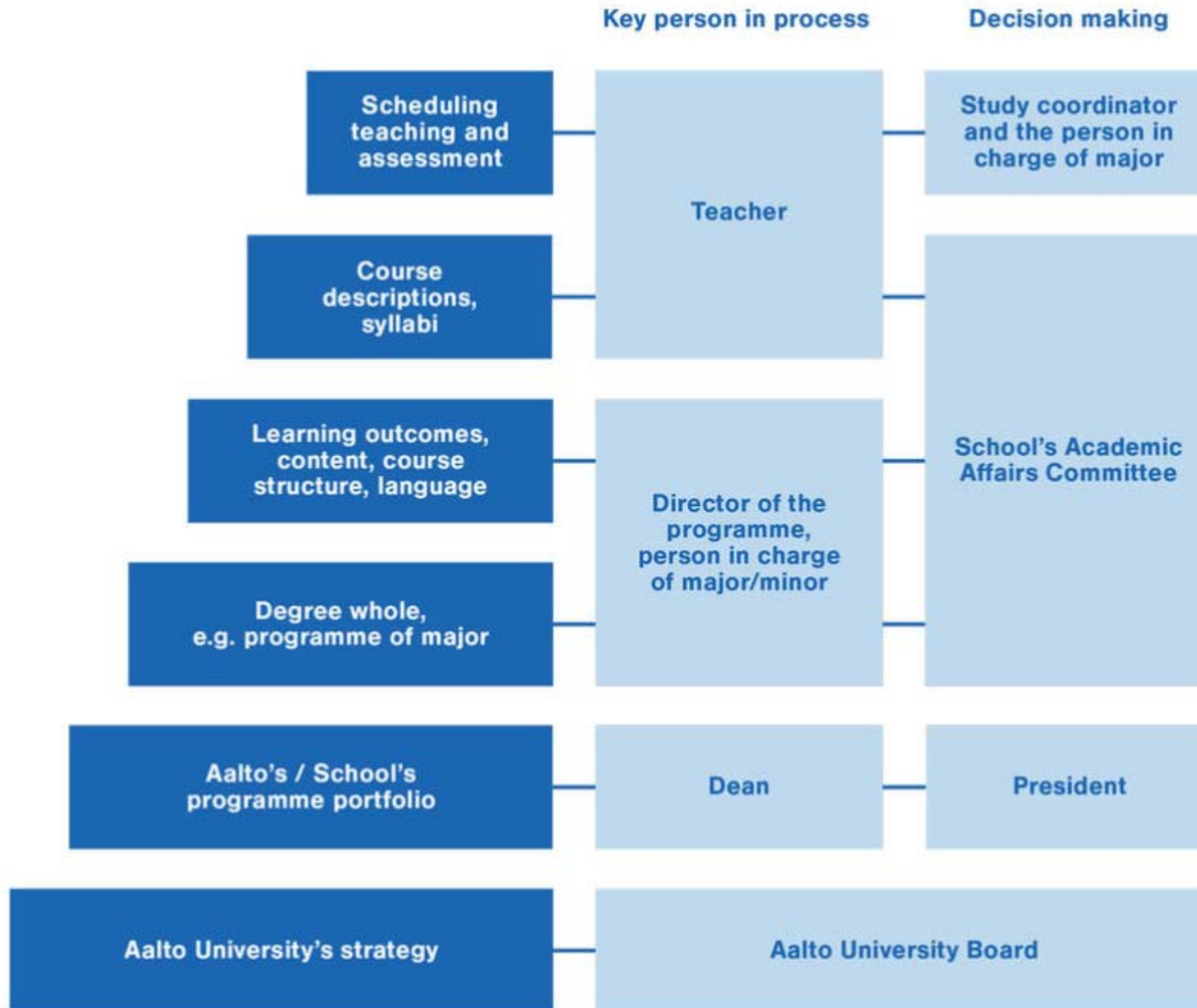Teaching session, plan for the contact or distance teaching

Student's level
Personal Study Plan

(Source: Karjalainen, A. (toim.) (2003) Akateeminen opetussuunnitelmatyö)

Process, timetable and decision-making of curriculum design

September — **January** — **June**

- Designing the curricula of the degree programmes commences in June and continues through September in odd-numbered years at the strategic planning seminars of the programmes.

- The programmes and departments continue the work until spring:

  - Planning the content of study modules and the learning outcomes of both the modules and the degree programmes.

  - Course planning (learning outcomes, content, teaching methods, etc.) is tied to the planning of the degree requirements and the selection of minors.

https://www.aalto.fi/services/process-timetable-and-decision-making-of-curriculum-design

Key people of curriculum design

	Key person in process	Decision making
Scheduling teaching and assessment	**Teacher**	**Study coordinator and the person in charge of major**
Course descriptions, syllabi		**School's Academic Affairs Committee**
Learning outcomes, content, course structure, language	**Director of the programme, person in charge of major/minor**	
Degree whole, e.g. programme of major		
Aalto's / School's programme portfolio	**Dean**	**President**
Aalto University's strategy	**Aalto University Board**	

https://www.aalto.fi/services/process-timetable-and-decision-making-of-curriculum-design

Changes during the approved curriculum

By decision of teacher	By decision of head of department (or similar)	Through academic decision-making	Not allowed
Changes to course brochure: implementation plan, detailed assessment criteria and contents etc. **No later than 3 weeks before the course starts**	**Changes in persons in charge of programmes, study modules and courses** *As necessary* **By decision of director of degree programme** In collaboration with timetable planning: changes to the **weekly timetable of courses** **By the start of the term in which the course is implemented**	**Course basic information** (e.g. language, scope, teaching period) Changes to **course description details** (e.g. learning outcomes, assessment methods) Additions to **course selection** **By the start of the term in which the course is implemented**	**Adding study modules to the programme** and **establishing** a minor **Changing the learning outcomes, basic information and contents of the programme and study modules** **Discontinuing study modules*** **Discontinuing courses** included in the degree requirements*

* While decisions can be made in advance, they will not take effect until the start of the next 2-year curriculum period.

https://www.aalto.fi/services/changes-to-a-currently-valid-curriculum

Steps of the curriculum work in a course level

Essential question	What needs to be taken into account
What is being studied / taught?	Learning outcomes, content planning
Why precisely this?	Justifications for the course outcomes and contents, core content analysis
How?	Methods of studying and teaching
In what time?	Duration, student workload
In what order?	Pacing, timing, structure
By what means?	Learning and teaching materials
Assessment of learning	Feedback on student work
Evaluation of teaching	In proportion with the outcomes

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Different aspects of curriculum work
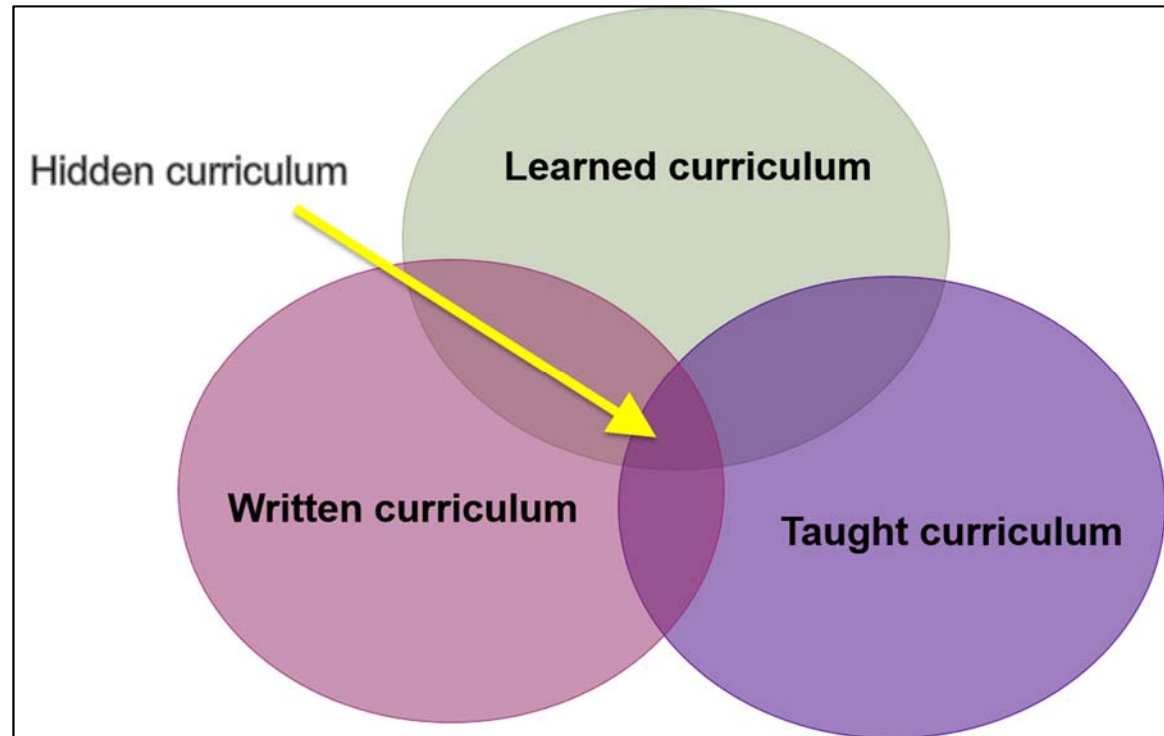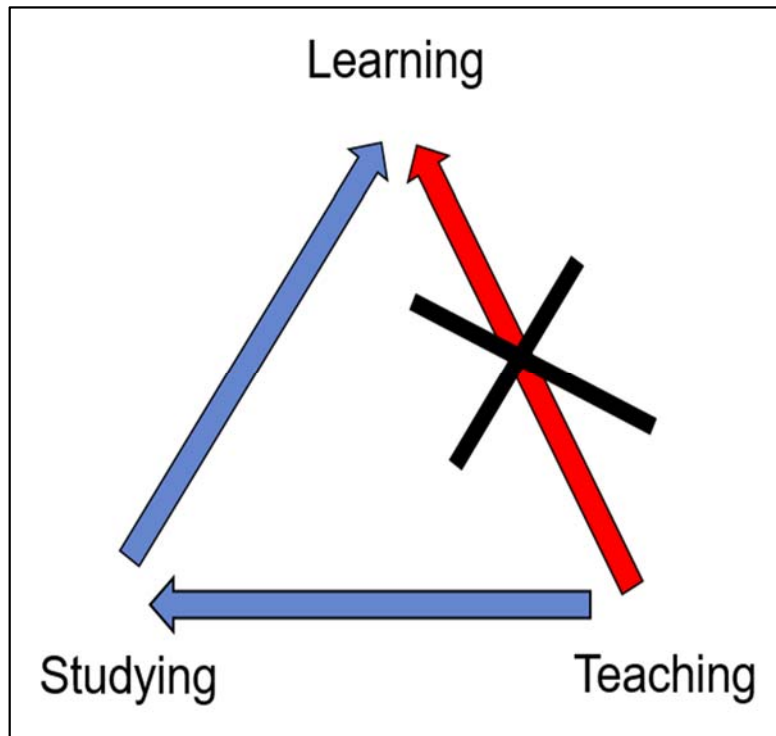
Group discussion

- How do you do curriculum work in your programme?

- Who leads the curriculum work in paper/ in practice in your programme/ school?

- How do you participate?

- What good practices your programme has relating to the curriculum work?

- Is there anything you think could be done in a different way in your programme / school?

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Constructive alignment

Curriculum map

Program level learning outcomes	Courses				
	C1	**C2**	**C3**	**C4**	C5
Written communication	introduced		emphasized	reinforced	
Oral communication	Covered incidentally	introduced		emphasized	
Critical thinking	introduced	introduced	introduced	emphasized	
Problem solving skills	Covered incidentally	Covered incidentally		Covered incidentally	
…					

Alignment in curriculum and cumulative competencies

Degree ≠ collection of different courses!
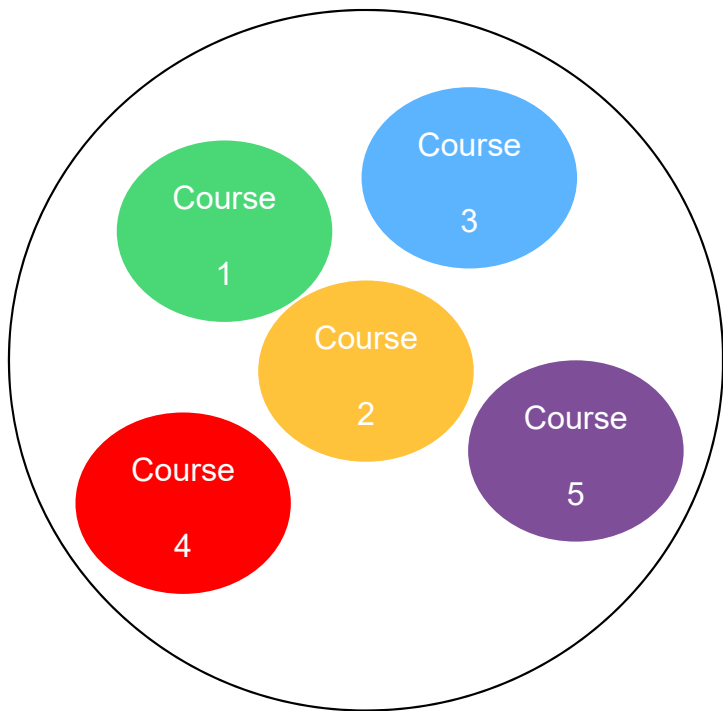
Degree = well-designed and aligned body of courses, where cumulation of knowledge and competencies have been considered.

	Year 1	Year 2	Year3
Content 1	Course 1 →	Course 2→	Course 3
Content 2	Course 1 →	Course 2→	Course 3
Content 3	Course 1 →	Course 2→	Course 3
Content 4	Course 1 →	Course 2→	Course 3
Competencies	**Group work**	**Project management**	**Communication**

Sharing best practices

How is the co-operation between courses organized in your department? Do you negotiate with other teachers about the contents and learning outcomes (possible overlap and the suitable amount of overlap)?

Constructive alignment (CA) (J. Biggs)
Major steps:

1. Defining the intended learning outcomes (ILOs)

2. Choosing teaching/learning activities likely to lead to the ILOs

3. Assessing students' actual learning outcomes to see how well they match with the intended learning outcomes

Course level: CA check

ILO's	Teaching method	Learning activity	Assessment	Feedback to students	Feedback to teacher
ILO1					
ILO2					
ILO3					
ILO4					
ILO5					

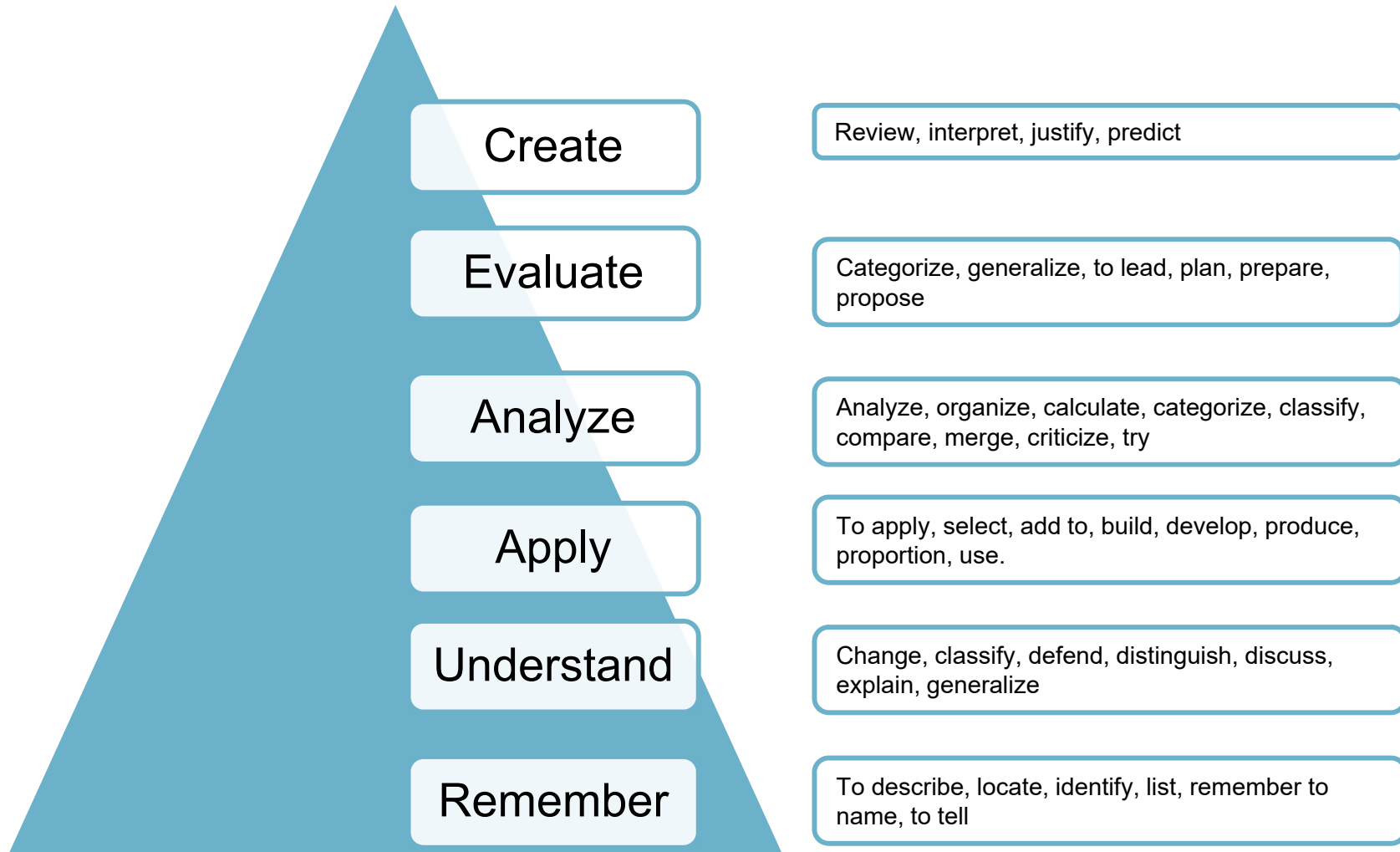**CA = constructive alignment**

ILO = intended learning outcomes

Break

Learning Outcomes

Levels of knowledge

Bloom's revised taxonomy (Krathwohl, 2002; Bloom, original 1956; 1990)

Level	Descriptors
Create	Review, interpret, justify, predict
Evaluate	Categorize, generalize, to lead, plan, prepare, propose
Analyze	Analyze, organize, calculate, categorize, classify, compare, merge, criticize, try
Apply	To apply, select, add to, build, develop, produce, proportion, use.
Understand	Change, classify, defend, distinguish, discuss, explain, generalize
Remember	To describe, locate, identify, list, remember to name, to tell

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Affective domain

5. Characterisation

4. Organisation

3. Valuing

2. Responding

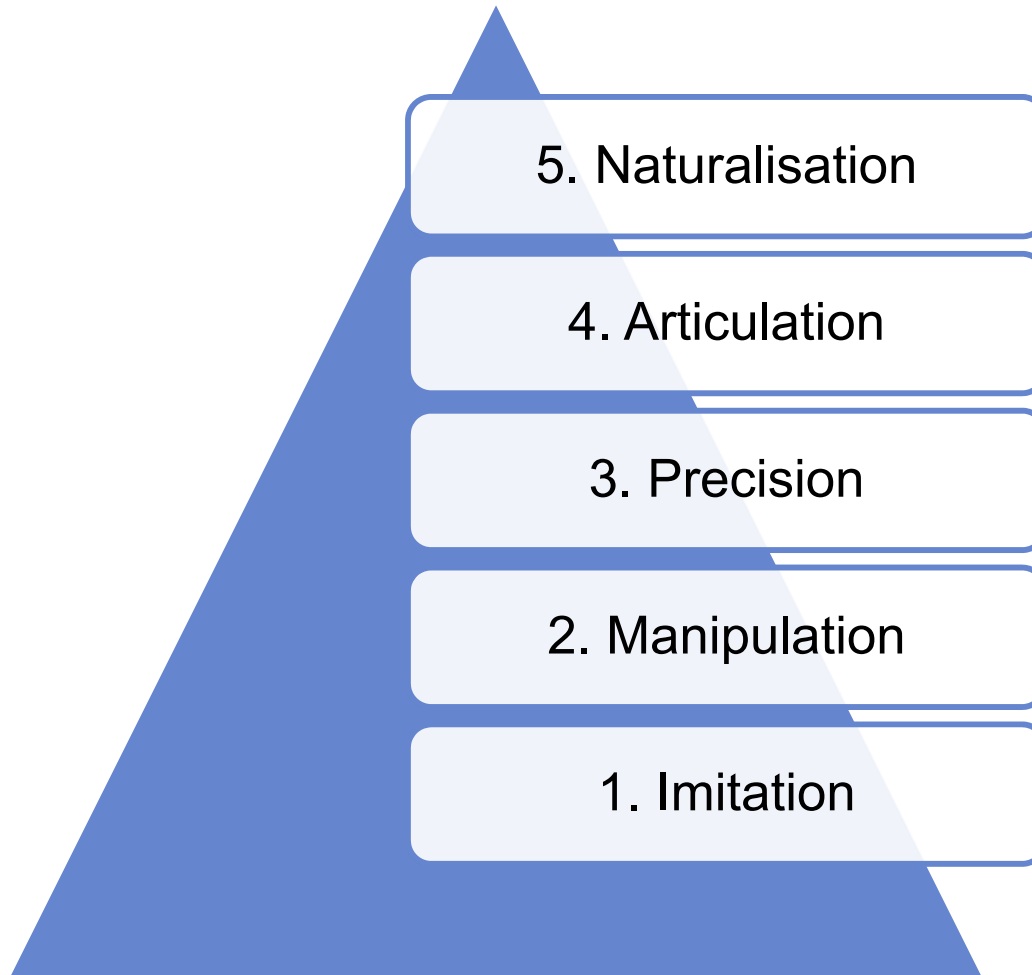1. Receiving

act, adhere, appreciate, ask, accept, answer, assist, attempt, challenge, combine, complete, conform, cooperate,
defend, demonstrate (a belief in), differentiate, discuss, display, dispute, embrace, follow, hold, initiate, integrate, justify, listen, order, organise, participate,
practice, join, share, judge, praise, question, relate, report, resolve, share, support, synthesise, value

Declan Kennedy, Áine Hyland, Norma Ryan. Writing and Using Learning Outcomes: a Practical Guide. http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/Kennedy_Writing_and_Using_Learning_Outcomes.pdf

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Psychomotor domain

5. Naturalisation

4. Articulation

3. Precision

2. Manipulation

1. Imitation

Adapt, adjust, administer, alter, arrange, assemble, balance, bend, build, calibrate, choreograph, combine, construct, copy, design, deliver, detect, demonstrate, differentiate (by touch), dismantle, display, dissect, drive, estimate, examine, execute, fix,
grasp, grind, handle, heat, manipulate, identify, measure, mend, mime, mimic, mix, operate, organise, perform (skilfully), present,
record, refine, sketch, react, use.

Declan Kennedy, Áine Hyland, Norma Ryan. Writing and Using Learning Outcomes: a Practical Guide. http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/Kennedy_Writing_and_Using_Learning_Outcomes.pdf

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Creating learning outcomes
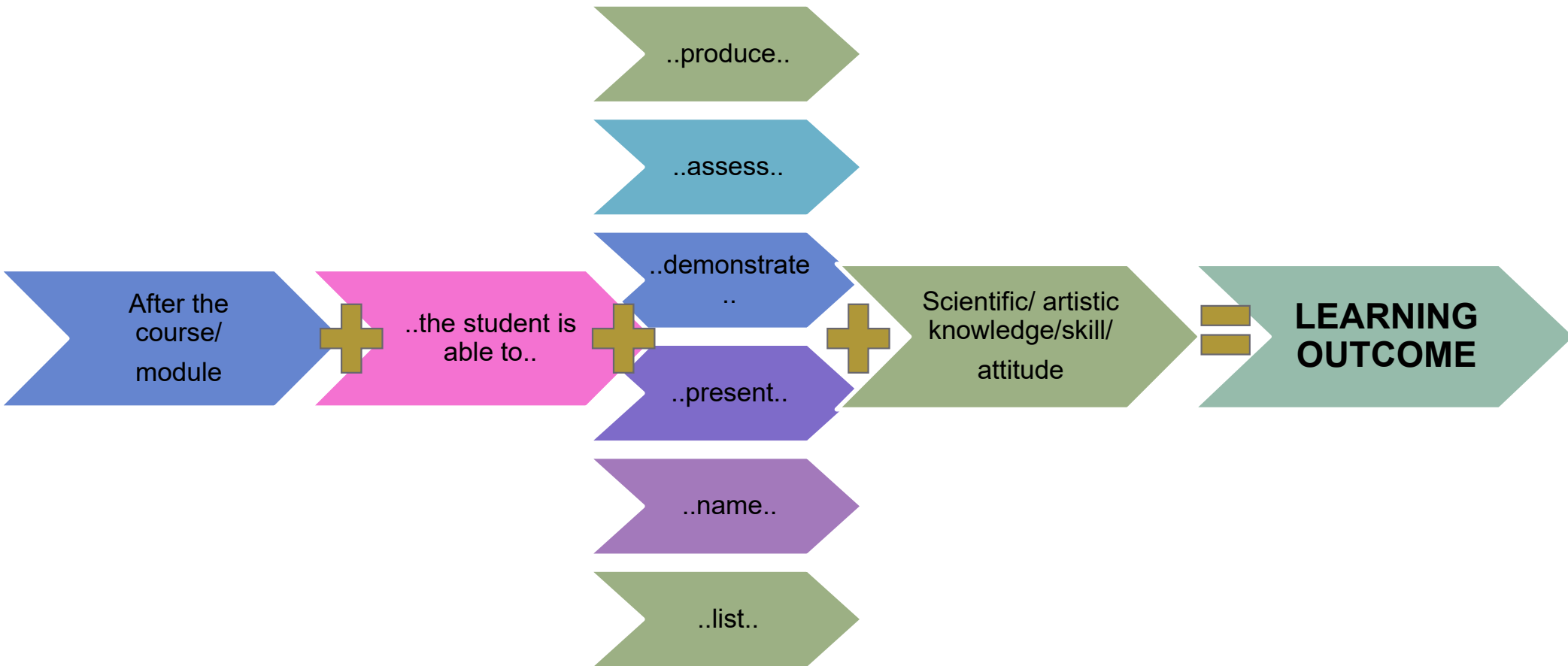
Core content analysis

Must know (80 %) → Core content: necessary to manage in order to be successful in the future studies. Understanding must know content allows deep and broad knowledge acquisition

Should know (15%) → Complementary knowledge: adds theoretical details and clarifies the more unusual applications

Nice to know (5%) → Special knowledge: deepens the management of content

Your turn: Learning outcome analysis

Intended Learning Outcomes (ILO) describes the <u>knowledge, skills and attitudes, that are expected students to know/master at the end of the course</u> in order to get an approved grade.

Outcomes are set from <u>the *student's perspective*→ *student centeredness*</u>

Outcomes are <u>*clear* and simply expressed</u>, and they must be <u>achievable</u> and can be <u>estimated</u>.

Review and analyze the learning outcome descriptions in your own course. Analyze the learning outcomes of your course by the above-mentioned aspects.

1. Are the outcomes formed like they are supposed to according to the definition of learning outcomes? Why are they / are not?

2. Whose point of view have they been drawn?

3. How are they related to the content?

Your turn: Core content analysis

Module, block or a single course of a study	MUST KNOW	SHOULD KNOW	NICE TO KNOW
Knowledge			
Skills			
Attitudes			

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For the next teaching session

1. Prepare the version 2.0 of your course plan
2. Reading tasks
3. Questionnaire for ICT workshops

1. Course plan, version 2.0, DL 5.11.2019

- As a pre-assignment, you have already written about the basic information and course connections on other courses. Continue the work by adding text to the following themes (see the course plan template):

  ✓ Course connections on programme level learning outcomes (you can use for example Table 1, see the course plan template)
  ✓ Content (for example core content analysis)
  ✓ Intended learning outcomes (including also skills such as group work, presentation skills etc.)

1. Basic information:
   - *name of the course*
   - *Amount of ECTS*
   - *teaching period(s) when the course is taught*
   - *language of the course*
   - *Target group (Bachelor's / Master's course / Doctoral course)*
   - *Is the course elective or mandatory*

2. Course connections on:
   - *Other courses: which module course belongs to, connections with other courses, previous knowledge required and what knowledge does this course offer to other courses (e.g., is this course a pre-requisite for some other course(s)*
   - ***Course connections on program level learning outcomes (you can use Table 1, see the template)***

Homework 1: CP version 2

3. Content (for example core content analysis)

4. Intended learning outcomes (including also skills such as group working, presentation skills etc.) (you can use Table 2, see the template)

5. Teaching methods
   - *Give examples of teaching sessions, assignments ....*
   - *How do you use digital tools/platforms in your course (e.g. Wiki, MyCourses, Adobe Connect, A+, Rubyric, Presemo...)*

6. Assessment: methods, criteria, scale

7. Course workload (both from students and the teachers side)

8. Materials used during the course

9. How & when & on what you give feedback to students

10. How & when & on what students give feedback to course teacher(s) and how is it utilized?

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2. Reading and videos, DL 12.11.2019

Instructions and materials can be found on MyCourses under Teaching session 1:
Learning assignments for the next session

Read the following articles found on MyCourses:

Marshall, Stephanie, Ketteridge, Steve, Fry, Heather. 2009. A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice.

1) *Chapter 10: Assessing student learning*

2) *Chapter 6: Lecturing to large groups (pages 58 - 71)*
   OR
   Chapter 7: Teaching and learning in small groups (pages 72 - 84)

3) *AND One of the chapters (the most suitable for you) from Part 2 Teaching in the disciplines (pages 213 - 466)*

Watch the two videos found on MyCourses:

Assessment and **Teaching methods**

3. Poll about ICT workshop themes on MyCourses

1. Teaching session → Pre-workshop questionnaire for ICT workshops

Short link: https://bit.ly/2q2IX8c

Feedback

http://presemo.aalto.fi/2910

Things I learned today...

[   ] Send

Something that I still need to think / study...

[   ] Send

Word is free...

[   ] Send

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Thank you!