Aalto University

Course Design

PED-131.2210

Teaching session II, 12.11.2019

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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

Learning outcomes for the session

After the session you are able to..

- recognize different types of assessment methods.
- select appropriate assessment method for your course and justify your choices.
- *discuss how group size effects on selection of teaching methods.*
- *choose and apply teaching methods supporting your learning outcomes.*

Schedule for today

9.00-11.30 Morning session

- From the previous session
- Assessment and AllWell - Viivi Virtanen

11.30-12.30 LUNCH

12.30-15.30 Afternoon session

- Teaching methods
- Peer groups & case working
- For the next time

From the previous session:

I learned…	I need to study…	Word is free…
• **Constructive alignment** ➢ Concept and how to check ➢ Also in programme level • **Curricum work** ➢ Course as part of a programme → Not always joined up • **Curriculum map as a tool** • **Core content analysis** • **Intended learning outcomes** ➢ How to formulate ➢ from students prespective	• **Constructive alignment** • **Intended learning outcomes** ➢ How to formulate ➢ Renewing course plan with reasonable number of ILO's • **Assessment methods** other than testing • **Relevant content - Core content analysis** • **Target group of my course**	• I'm inspired • How to parse student feedback into usable and unusable • Knowledge can't be transferred like a file on a USB stick • Thanks • Lack of interaction compared to A!Peda • More time to work individually • Fun, intense and interesting discussions • Good planning is the first step

AllWell & Assessment - Viivi Virtanen

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Assessment

- How to assess learning?

Additional: Alternative assessment methods

In addition to an exam or instead of the traditional examination teacher can use, for example, the following evaluation methods:

- *Modeling exams, posters, problem based exam, portfolio*
- *Simulations*
- *Learning diary*
- *Home examination*

The teacher does not have to assess everything by him/herself, the assessment can be supported/done e.g., by:

- *Peer (peer evaluation)*
- *Student (Self evaluation)*
- *External entity, such as representatives of working life doing "audit"*

References: Karjalainen & Kemppainen 1994, 41, 46 - 47.

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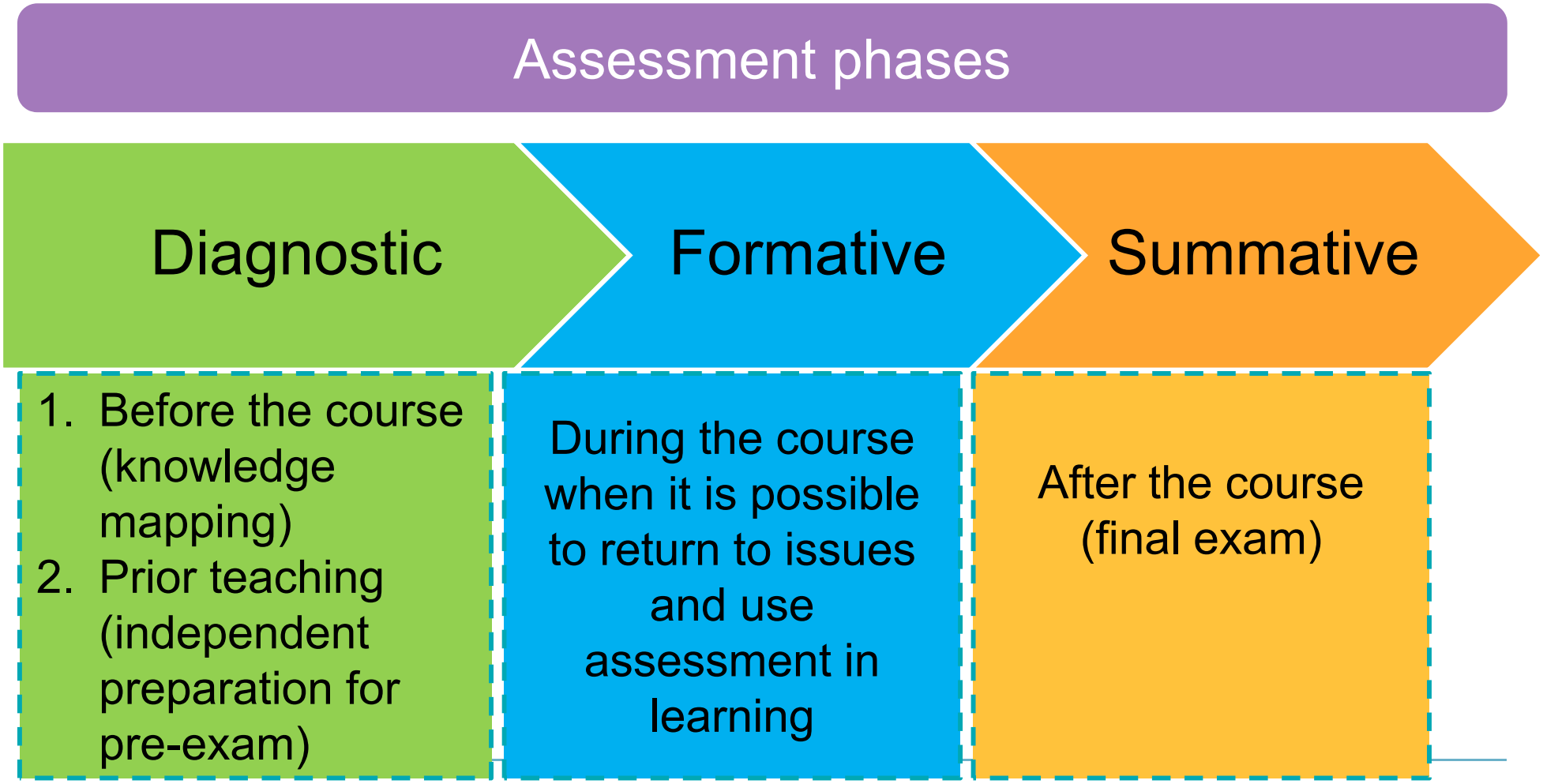
Share best practices:

- Peer assessment
- Assessment in large courses
- Assessing core professional skills
- Self assessment
- Alternative assessment methods in my course

Share most challenging experiences / issues related to assessment.

Lunch

When do you assess your students' learning?



Working on with assessment methods in your course

- Formulate the assessment methods for your course.

- Add the argumentation:
  … 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) if it helps to see whether the ILOs and assessment methods are in line with each others.

You can also start filling in the “Alignment check” table (at the end of 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					

Photo by Vlad Hilitanu on Unsplash

Teaching methods

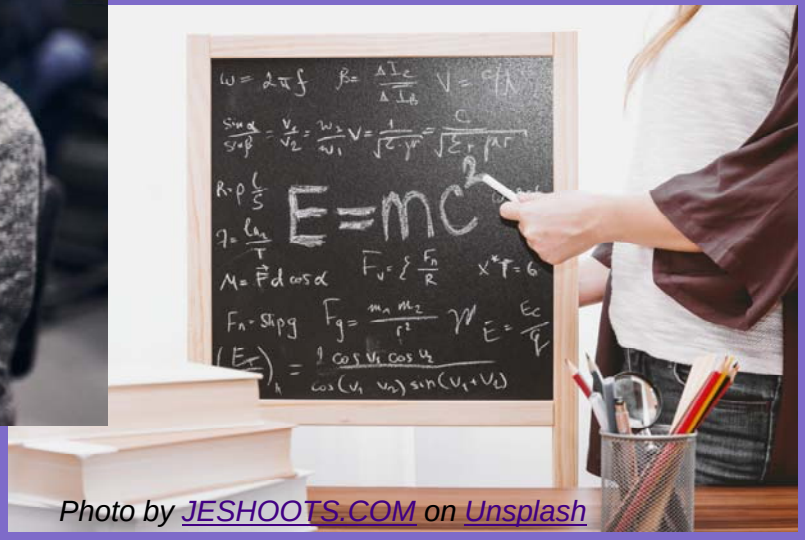


Photo by JESHOOTS.COM on Unsplash

Discuss with your peer …

Which teaching methods have you used in your courses?

Write the methods to presemo.

Which new teaching methods would you like to try in the future?

Write the methods to presemo.

https://presemo.aalto.fi/1211

BREAK

Photo by Kalen Emsley on Unsplash

Group work

Each group has one topic and task.
You have ~20 min to work on your topic.

Topics:

1. Teaching and learning in big groups - SWOT
2. Teaching and learning in small groups - SWOT
3. Research & teaching
4. Adopting a new teaching method

1. Teaching and learning in big groups – SWOT analysis

- Take a look at the methods in presemo and choose couple of them that you would like to use in a big class.
- Make a SWOT analysis of the methods (strengths, weaknesses, opportunities, threats)
- *You can also use the reading material for SWOT*

Strengths	Weaknesses
Opportunities	Threats

2. Teaching and learning in small groups – SWOT analysis

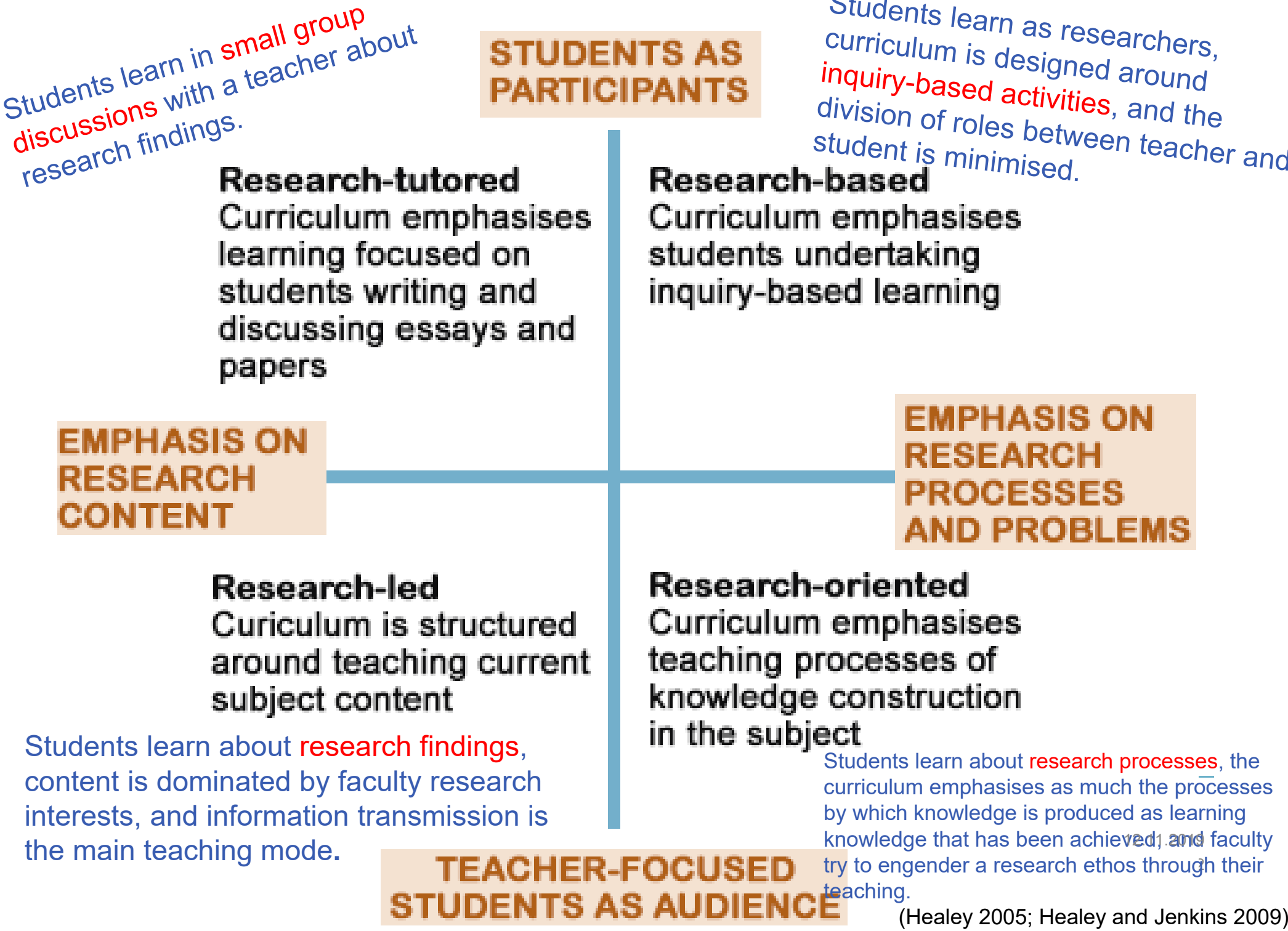
- Take a look at the methods in presemo and choose couple of them that you would like to use in a small class.
- Make a SWOT analysis of the methods (strengths, weaknesses, opportunities, threats)
- *You can also use the reading material for SWOT*

Strengths	Weaknesses
Opportunities	Threats

3. Research & teaching

- Take a look at the following table and come up with concrete examples of teaching and learning methods.
- How could you integrate teaching and research in your field or in your course?
- What would be the challenges or benefits from learning and teaching point of views?

Use of research in learning and teaching



(Healey 2005; Healey and Jenkins 2009)

4. Adopting a new teaching method

Take a look at the list of teaching methods you would like to try out in the future. Pick the method(s) that you haven't tried out in your class before.

In your group discuss about:

- What hinders you from adopting this method?
- What are the benefits in adopting the method (e.g. from the learning and teaching point of view)?
- What does the method require from your students?

Why do you use teaching methods?

Teaching methods are way to…

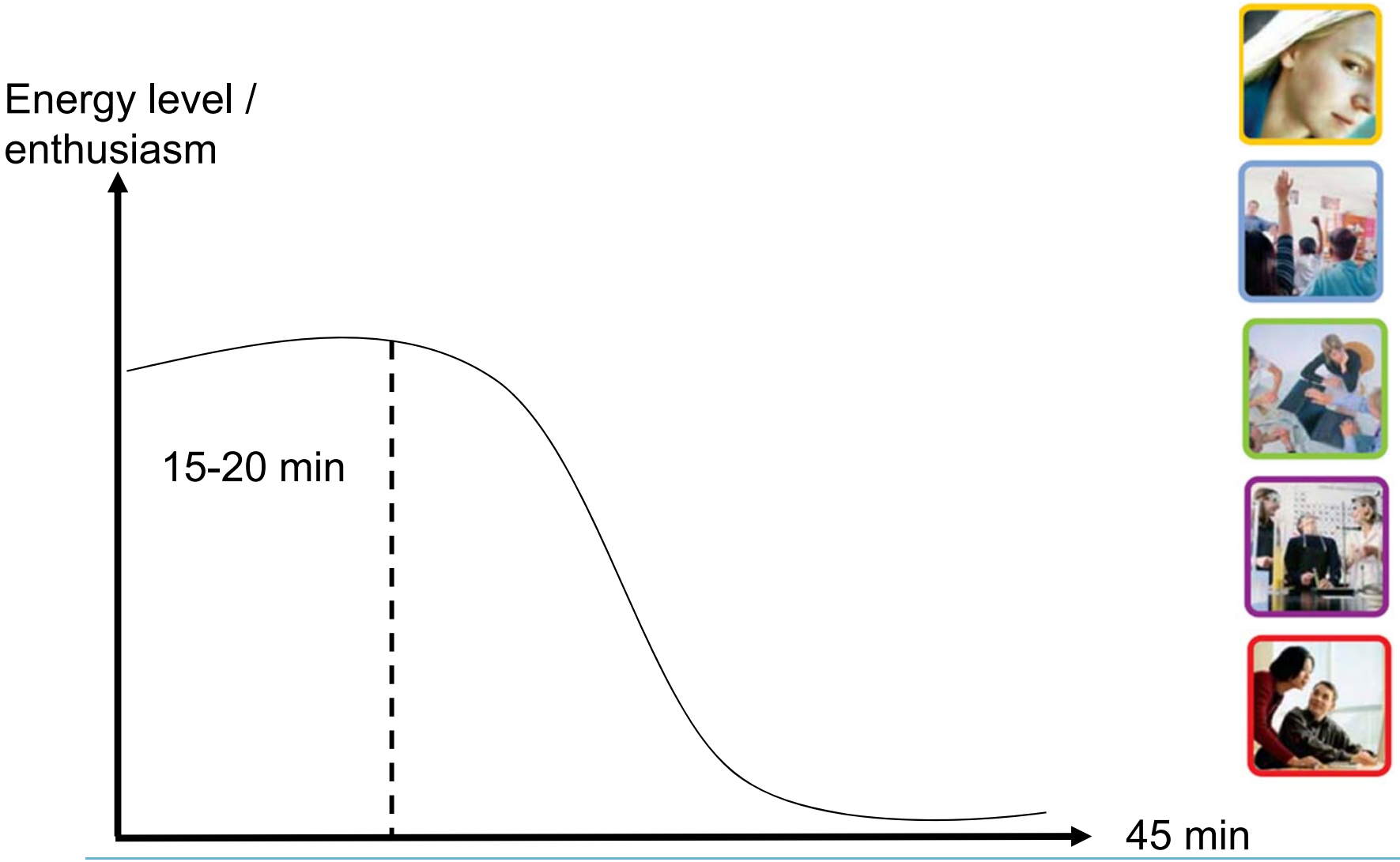
Achieve learning goals

Set the pace for a course or teaching session

Guide students' learning processes

Create and sustain interaction in teaching and learning

The rhythm of teaching vs. energy level



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

Examples of structuring teaching session with different activities

1. example

Independent reading
- Before a teaching session
- During a teaching session

Group work

Information retrieval

Group work

Teaching

2. example

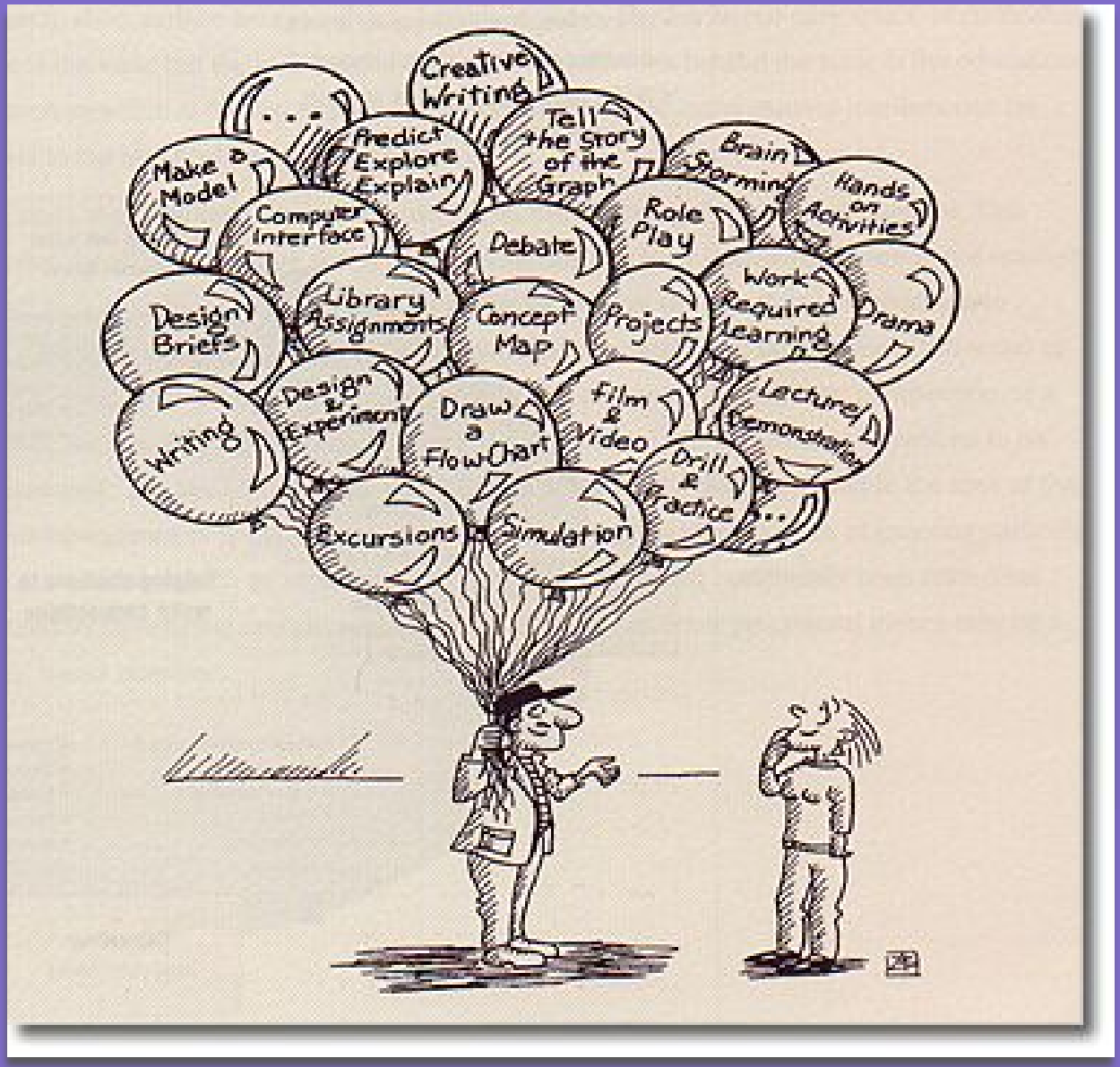
Teaching

Independent reading

Group work

Teaching

How do you choose your teaching methods?



Picture:
https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcR14s7nOETBWUSn_VjLs0v%202ld4udWaemEGhjzT92cfEbW6OTQwu

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 or human being influence our choices of methods.

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!

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					

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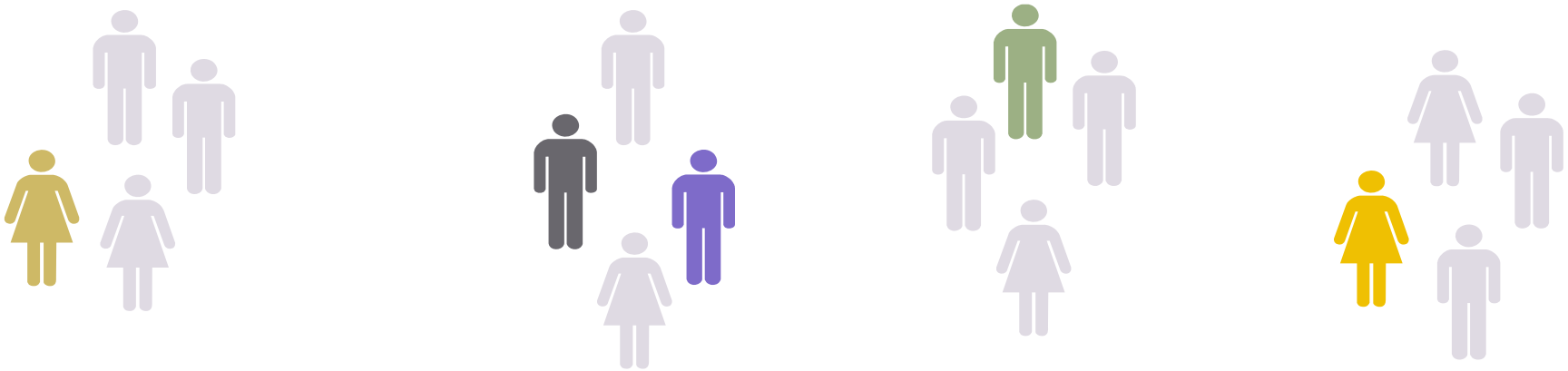
Peer groups for the course – case working

What will you do in a peer group during the course?

1. As a group, you will prepare a teaching case, **DL 9.12.2019**
2. The cases will be solved in the last teaching and learning session **12.12.2019** (your group will solve a case created by other group, not your own!)



Peer group work: Write a teaching case 1/2

Your goal as a peer group is to write a teaching case that describes teaching and learning related challenge or problem.

- Discuss in a group what kind of challenges and problems you have faced in your own teaching and/or in your study program.
- Choose a realistic challenge that will form the base of your teaching case. You can choose one of the challenges that came up in your discussion. You also can combine features of several real-life challenges you've seen.

Preconditions for the case:

- Challenge/problem is realistic.
- Challenge/problem can be solved (or can be understood) by using the knowledge you gained in pedagogical courses.
- Contains all/most of the information that is needed to come up with a solution/work plan to solve the case.
- Can be solved by a multidisciplinary group of teachers in an hour. I.e. the group that is solving your case may not have a deep content knowledge of some specific field.
- Max. length is 2 pages

Peer group work: Write a teaching case 2/2

Write a case description that contains:

- Description of the relevant context: e.g., school, degree program, course, number of students, elective/compulsory course …..
- What is the challenge/problem you have identified? How does this challenge manifests itself? What are the consequences of the challenge/problem.
- Delimit the problem that you describe in the case so that it can be solved in an hour.
- Any other information that is relevant for solving the case. E.g. information on students study history, student feedback, teacher's teaching experience, available resources …

Submit your case to MyCourses - Peer groups for case working - Submit your teaching case. **DL 9.12.2019.**

Choose 1-3 topics that interests you most

workload

inheriting a course

interaction

heterogeneous student groups

large course

no-show in the contact sessions

assessment

role as a teaching assistant

commitment to studies

motivation

curriculum misalignment

thesis

feedback

high dropout rate

approaches to learning

guest lecturers

Something else: _____

Groups

1.

Michael
Niina
Caterina
Djebar
Silvan

2.

Juuso
Maaria
Pantelis
Namkyu
Zachary

3.

Samuel
Anahita
Nicklas
Agdas
Ivan

4.

Sebastian
Hanna
Tarik
Jussi

5.

John
Saara
Linh
Edris
Jari

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For the next session

1. Course plan, version 3
2. Peer feedback on course plans
3. One reading task + one video

1. Home assignment:

Course plan v. 3.0 DL 18.11.2019

Write the next version of your Course plan:

- Assessment: methods, criteria, scale
- Teaching methods

Submit the course plan in MyCourses **at the latest 18th November.**

Your peers will give you feedback during 19.-25.11.2019!

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, for example)*
3. Content (for example core content analysis)
4. Intended learning outcomes (including also skills such as group working, presentation skills etc.)
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 (you can use Table 2, see the template)
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?

Homework 2:
CP version 3

2. Home assignment: Peer Feedback DL 25.11.2019

- Read two of your peers' course plans and give written constructive feedback on them. **See the feedback chain to whom you give feedback:**

WHO	TO WHOM
Namkyu	Saara, Edris
Saara	Sebastian, Djebar
Sebastian	Namkyu, Jussi
Nicklas	Edris, Maaria
Edris	Caterina, Anahita
Caterina	Tarik, Samuel
Tarik	Zachary, Hanna
Zachary	Ivan, Linh
Ivan	Nicklas, Jari
Djebar	Jussi, Caterina
Jussi	Maaria, Tarik
Maaria	Anahita, Zachary

WHO	TO WHOM
Anahita	Djebar, Ivan
Juuso	Pantelis, Namkyu
Pantelis	Aqdas, Saara
Aqdas	Samuel, Sebastian
Samuel	Hanna, John
Hanna	Linh, Silvan
Linh	Jari, Michael
Jari	Juuso, Niina
John	Niina, Aqdas
Michael	Silvan, Pantelis
Silvan	Michael, Juuso
Niina	John, Nicklas

When you give feedback:

- **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 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.

This might be helpful:

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.

3. Home assignment: DL 28.11.2019

Available in MyCourses >> 2. Teaching session

TO READ:

Chapters ”Time is an essential prerequisite for learning” (pp.9-13) and ”What is the real workload?” (pp. 13-18) in Give me time to think (Karjalainen, Alha & Jutila).

TO WATCH:

UNIPS-video: Workload

Poll about ICT workshops

Which of the ICT workshop sessions interest you most? Please choose max. 2 options

Response	Average	Total
MyCourses - learning environment	84%	16
Panopto - making videos	37%	7
Exam studio - more flexible exams	47%	9
Total responses to question	100%	19/19

- **We divide you to groups based on your answers (or randomly).**
- **We forward your wishes to the facilitators of the workshops.**
- **Workshops are held on 28.11.2019 in the afternoon session.**

Feedback

Write 3 feelings (one word/ feeling) you have at the moment about today.

Thank you!