



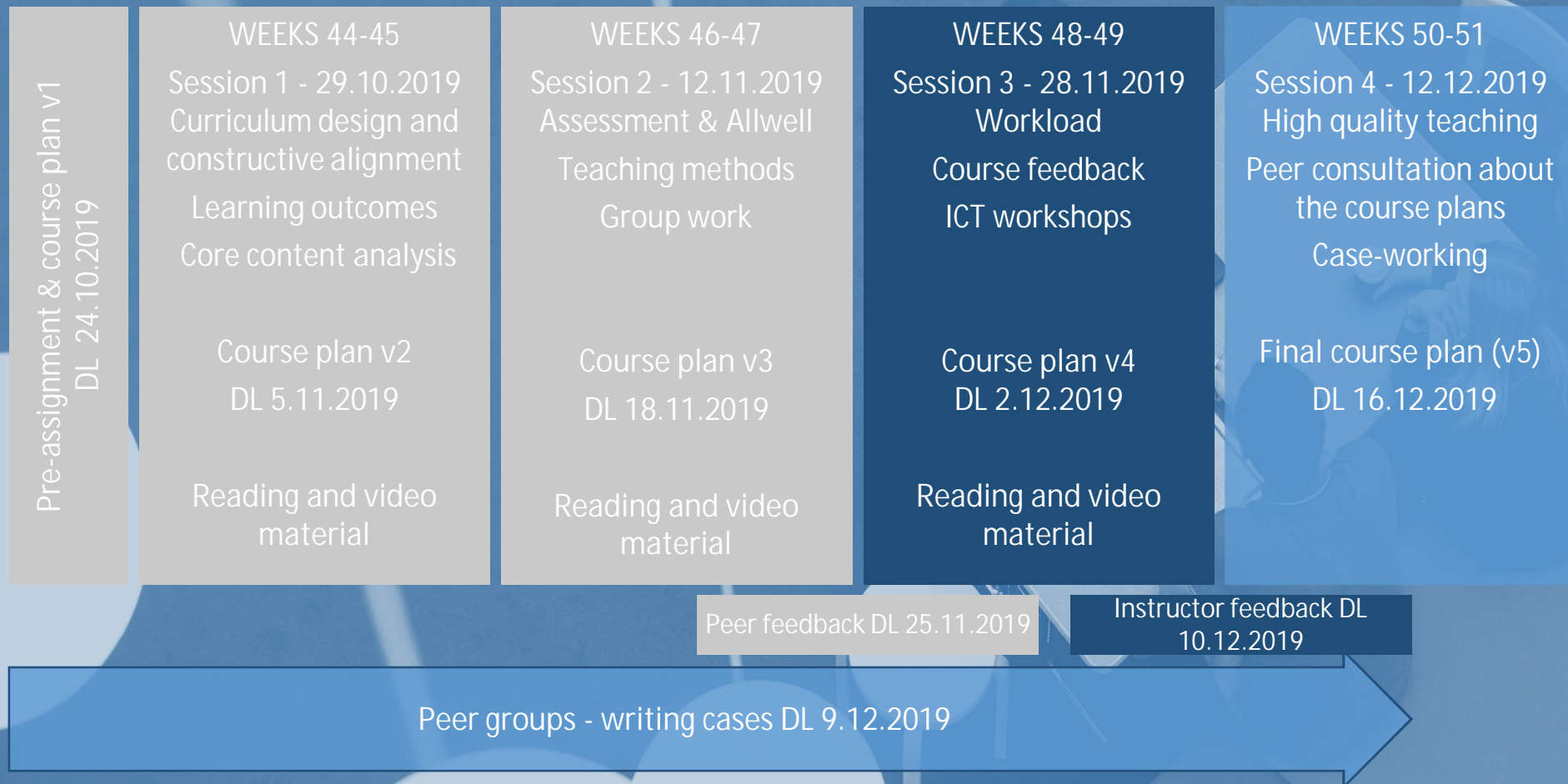
Aalto University

# Course Design

PED-131.2210

Teaching session III, 28.11.2019  
Marja Elonheimo & Tiina Pylkkönen

# COURSE DESIGN - FALL 2019 TIMETABLE



# Schedule for today

9.00-11.30 Morning session

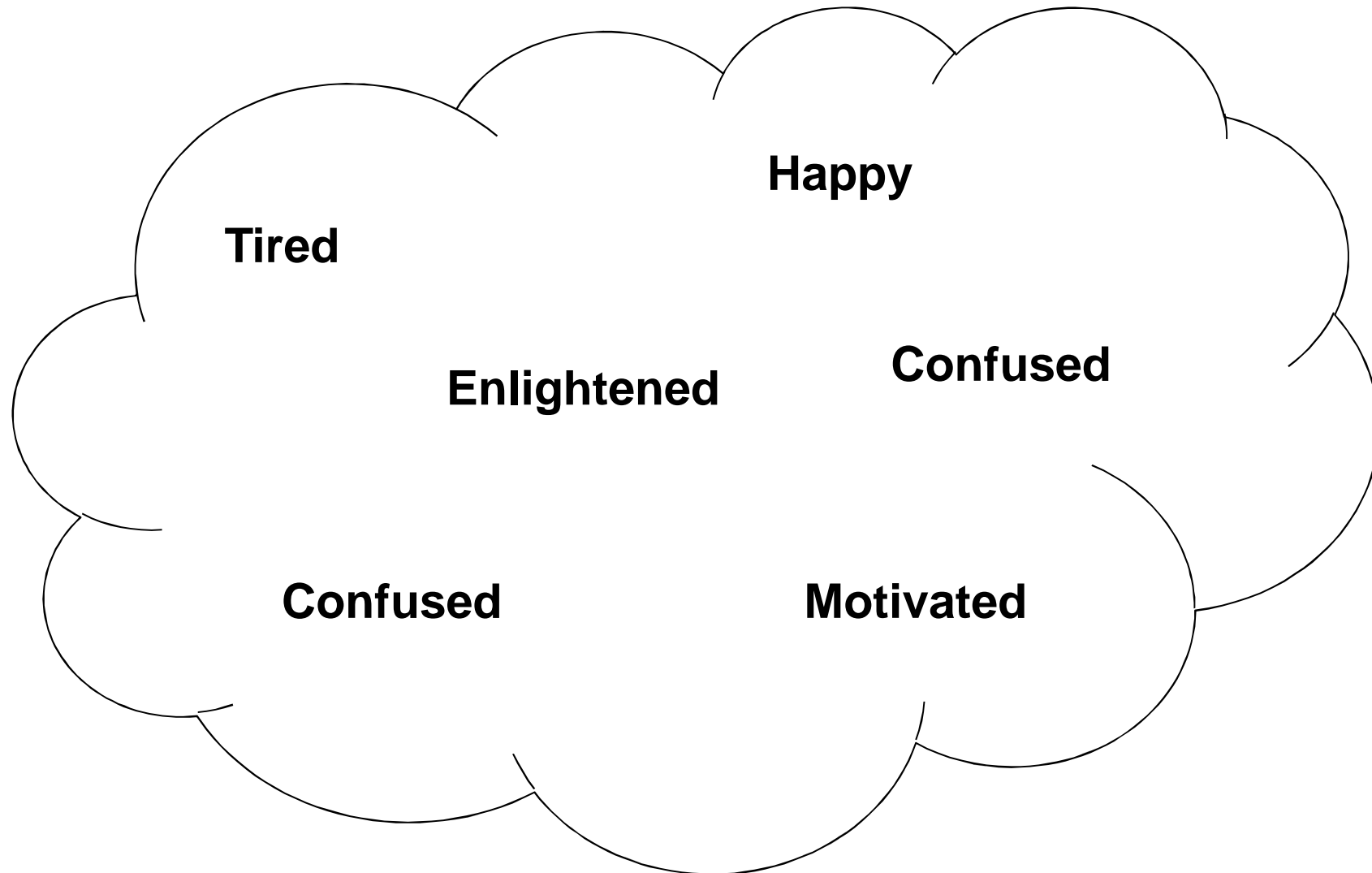
- Curriculum work at Aalto by Riikka Leikola
- Workload
- Course feedback

11.30-12.30 LUNCH

12.30-15.30 Afternoon session

- ICT workshops

# From the last session



# Learning outcomes for the session

**After the session you are able to**

*... recognize the curriculum work in the university level.*

*... consider course feedback and the meaning of it in your teaching.*

*.... calculate workload for your course.*

*... select methods for collecting feedback.*

In addition, you have got to know some ICT tools Aalto has to support teaching and learning.

# Curriculum work at Aalto - Riikka Leikola



# Break

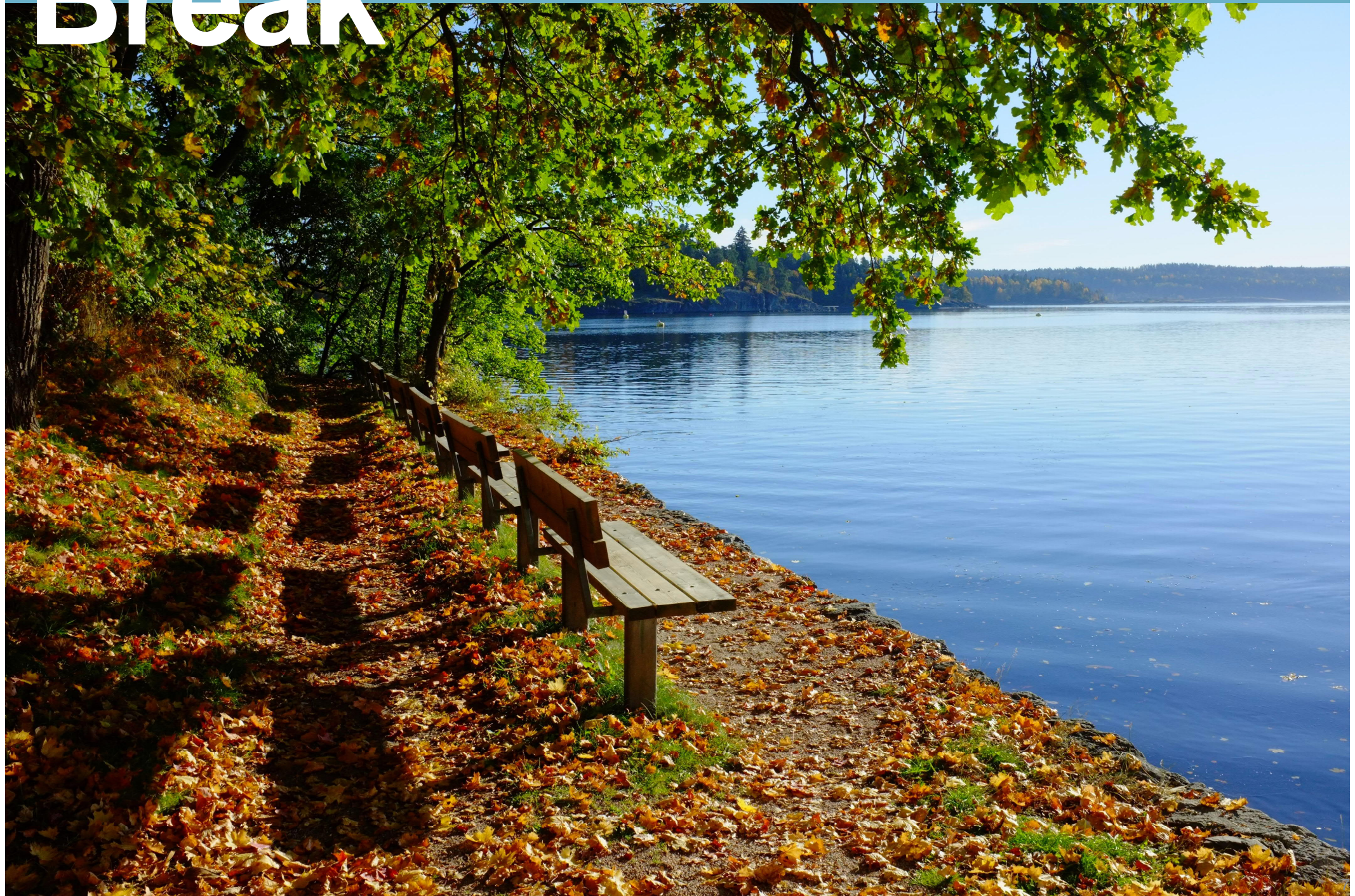


Photo by [Baard Hansen](#) on [Unsplash](#)



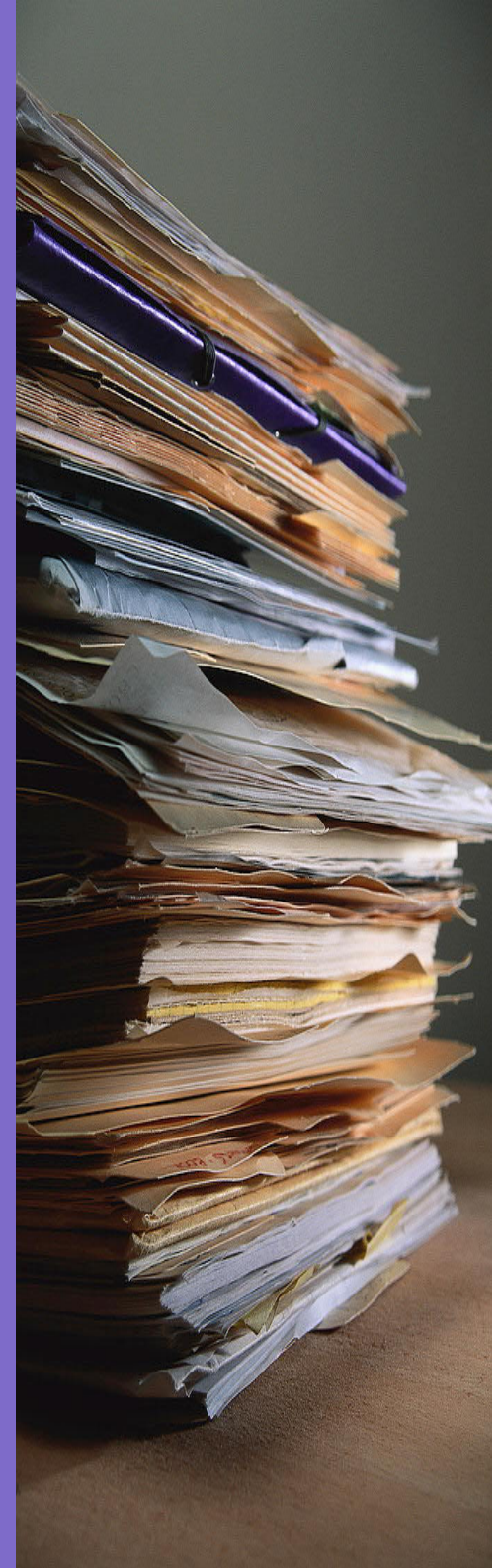


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# Student Workload

1) Study time allocation = teacher's point of view

2) Workload = perception from the student's point of view





# Workload and study time allocation?

1. Create 1-3 questions related workload and study time allocation based on the reading and video pre-material for today's session.
2. Formulate one question per post-it and place the questions in the middle of the table
3. Discuss the questions in your group.





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Which factors have an influence on students' perceptions of workload?

**Based on your experience, how can you as a teacher decrease the students' perception of workload in your course?**

## Additional material: Factors affecting the students' perception on workload

Evenly distributed	The course workload is...	Unevenly distributed
Intrinsic interest	Student's motivation is ...	Extrinsic interest, obligation
Unities	Teaching and teaching materials focus on ...	Details
He/she gets peer support, guidance	Student thinks ...	Nobody is interested in his study efforts
Has permissive culture	Department/ student group ...	Stresses the importance of success
Concrete and clear	Learning outcomes are ...	Unclear
He/she is capable of doing the assignments	Student thinks...	He/she is not able to do the assignments
Possibility to affect the course (teaching & learning methods, timetables)	Student has...	No/very little possibilities to affect the course



## Additional material: Teacher can reduce students' perceived workload

Aim	Method
Provide students opportunities to affect how they study	Provide options for completing the course: e.g., teaching sessions + exam OR a small project and presentation
Justify why it is important to learn the course content	Provide examples from the work life, how the learned knowledge & skills can be applied.
Support motivation with realistic goals/learning outcomes	Find out what students already know about the topic and adjust the learning outcomes accordingly.
Reduce the emphasis on rote learning	Reduce/avoid assessment that emphasizes remembering (small details). E.g., traditional exams that students do individually without any aids.
Provide help with the time management	Mid/quarter-term deadlines/exams. Visualize how much time is needed when and for what kinds of tasks.

# When working on your own course plan

- Draw up/ update workload calculation to your own course and write arguments for your calculation (e.g. time allocation models, your own experience based on the feedback etc.)
- How is the workload divided in your course over time and/or over different activities (contact teaching, assignments, group work, exam, independent studying etc.)?
- Look at your learning outcomes from the perspective of *time allocation* and *workload*. Pay attention to the following points:
  - What level your learning goals are, i.e. how profoundly things must be learned?
  - Think about how workload could be assessed/verified. How could you take into account the workload of the course while planning?

# Feedback from teaching



# How do you collect and utilize feedback in your school?

1. Form small groups of 3-5 people.
2. Discuss about what kind of ways you collect feedback in your school/department. How do you utilize the collected feedback?
3. Highlight 1-2 aspects/processes relating to the collecting and utilizing feedback that works well and 1-2 aspects/processes that could be done differently.

## Feedback from students

Ask about how students have experienced the course, what they think they have learned, and what students think has helped them to learn/hindered from learning.

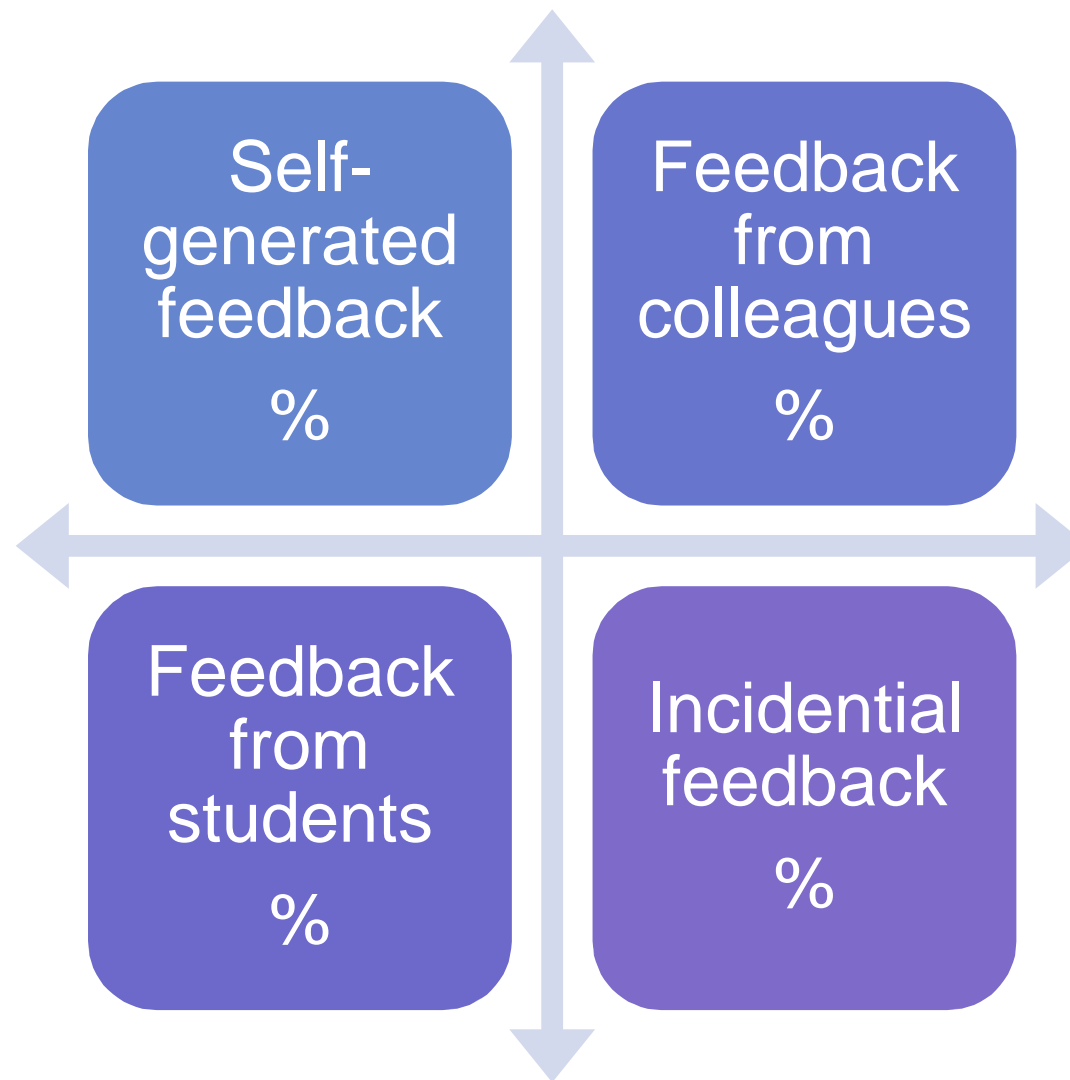


Asking about how good/bad teaching was or how did they like the teaching is not going to provide you with the kind of information that helps you to develop your course further.

### Examples of good questions:

- What helped you to learn in this course?
- What hindered you from learning in this course?
- What would you keep as it is in this course?
- What would you change in this course?
- What was the most important thing you learned in this course?
- Summarize three most essential things you learned in this course.
- What remained unclear to you? Why?
- Reflect on the way you worked in this course?
- How we could develop this course in the future?

# Sources of feedback





# Analyzing forms and sources of feedback in your own course

<b>Self-generated feedback</b>	<b>Feedback from colleagues</b>
<b>Feedback from students</b>	<b>Incidental feedback</b>

# Continue working on your course plan v. 4

Concentrate especially on:

- How & when & on what you give feedback to students.
- How & when & on what students give feedback to course teacher(s). How is it utilized?
- If you like you can use Table 2 “Alignment check” at the end of the of the course plan template

# For the next teaching session

1. Course plan, version 3 - DL 2.12.19
2. Teaching case (group work) - DL 9.12.19
3. Reading - DL 11.12.19

## 2. Course plan 4, DL 2.12.

Please note that Marja and Tiina will provide feedback on your course plans.

- Course workload (both from the viewpoint of students and the teacher(s))
- 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?
- Materials used during the course

Please, also modify the previous topics, if needed.

## 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

## 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 3:  
CP version 4

# 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 be 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 it 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 itself.



## 2. Peer group work: Write a teaching case, DL 9.12.

### **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.](#)

# 3. Reading assignment, DL 11.12.

**Read two chapters:** *A handbook for teaching and learning in higher education : enhancing academic practice*. Edited by Heather Fry, Steve Ketteridge, Stephanie Marshall. New York ; Routledge, 2009.

**a) Chapter 13 “Assuring quality and standards in teaching” pp. 161-175**

**b) Chapter 14 “The evaluation of teaching” 176-187**

<https://ebookcentral.proquest.com/lib/aalto-ebooks/detail.action?docID=3060518>

# ICT workshops 28.11. at 12.30-15.30

	<b>MyCourses (Q202)</b> Outi Rautakoura, Specialist, Digital Learning Environments	<b>Panopto (Q104),</b> Antti Huittinen, Specialist for pedagogical production of educational videos	<b>Exam (Q105),</b> Venla Virtakoivu, Specialist, Electronic examinations in Aalto
1. set 12.30-13.50	Namkyu Chun	Juuso Korhonen	Jussi Nikander
	Michael Hummel	Samuel Marchal	Silvan Scheller
	Pantelis Lioumis	Saara Saarela	Linh Truong
	Sebastian Schlecht	Tarik Taleb	Aqdas Malik
	Saara Saarela	Jari Ylitalo	Djebar Baroudi
	Maaria Nordman		Nicklas Anttu
	Edris Pouresmaeil		
	Caterina Soldano		
2. set 14.05-15.30	Ivan Vujaklija		
	Nicklas Anttu	Namkyu Chun	Anahita Rashidfarokhi
	Djebar Baroudi	Pantelis Lioumis	Caterina Soldano
	Jari Ylitalo	Ivan Vujaklija	Juuso Korhonen
	Silvan Scheller	Jussi Nikander	Samuel Marchal
	Aqdas Malik	Sebastian Schlecht	Edris Pouresmaeil
	Tarik Taleb	Maaria Nordman	
	Anahita Rashidfarokhi	Michael Hummel	
	Linh Truong		