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Course Design

PED-131.2210

Teaching session III, 30.11.2020
Tiina Pylkkönen&Miia Forsten

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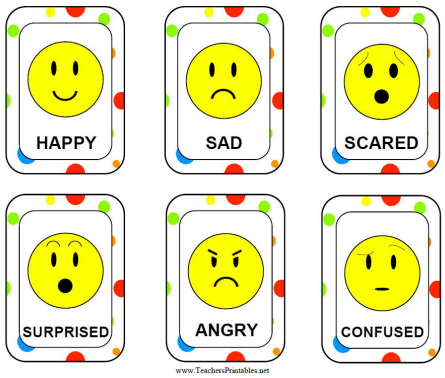
How do you feel today?



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Schedule for today

9.00 Educational technology in teaching
11.30 Workload

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From the last session and Padlet

Teaching methods - SWOT

- Pre-recorded lectures
- Group work
- Small group exercises in class
- Flipped classroom
- Guest lectures
- Regular lecture
- Gamification

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Assessment methods

- Formative assessment, feedback during the course
- Pre-assignments help students to get on the same page
- The idea that students would be asked to suggest exam problems

Student wellbeing

- How to take it into consideration in course design and in program level
- How we could train the students to set realistic goals for themselves
- Students should value themselves intrinsically and not with respect to their peers' achievements

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Learning outcomes for the session

After the session you are able to

…. recognize different tools of educational technology

…select appropriate educational technology tools /methods for your course

…justify your choices and explain the added value of educational technology in your course

…calculate workload for your course.

…understand the importance of student and teacher workload

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Educational technology in teaching

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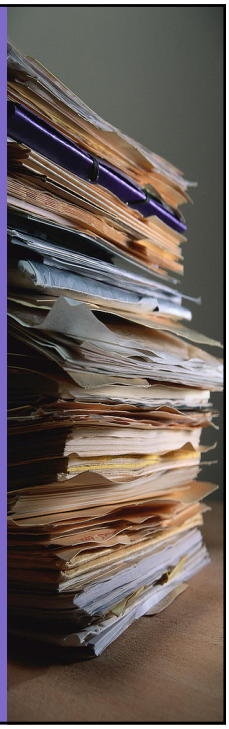
Student Workload

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

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



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Objective workload / time allocation
(mitoitus)

*An estimation of the **time learners typically need to complete all learning activities** such as lectures, seminars, projects, practical work, work placements, individual study **required to achieve the defined learning outcomes** in formal learning environments.*

Teaching activities + Learning activities + Assessment methods = WORKLOAD (hours)

- An academic year is defined 1,600 hours, even though the teaching periods do not fully cover that calculated amount.
- **1600 h = 60 credits → 1 credit = 26,7 h**
- Three years to complete a bachelor's degree (180 ECTS* credits) and two years to complete a master's degree (120 ECTS credits).
- For individual learners the actual time to achieve the learning outcomes will vary -> subjective workload

(*ECTS = European Credit Transfer and Accumulation System ECTS Users' Guide)

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An example course1

Hours	Type of learning activity
22 h (5 x 4 h + 1 x 2h)	Lectures + exam
4 h (2 x 2 h)	Poster Sessions
10 h (5 x 2 h)	Exercises
39 h	Poster project
40 h	Independent study (includes time to think)
20 h	Exam preparation
Total: 135 h	

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Workload and study time allocation?

1. Create 1-3 questions related study time allocation
2. Formulate one question per post-it and place the questions
3. Write the question in the chat
4. Joint discussion

Picture: Nancy N Wilson: http://nancynwilson.com/enjoy-the-process-2/

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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?

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Additonal 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

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Reference: Opetuki 2009, Opintojen sujuvuus sivusto

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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 leaned 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.

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References: Opetuki 2009, Opintojen sujuvuus -sivusto

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Teacher workload

Study time allocation / student's view			Work time allocation / teacher's view		
Function (e.g. lectures, exercices, assignments, exam, project work, group work, "time to think")	**Time allocation, h** (e.g. 7 x 2h (1:1), meaning 7 weeks of teaching with 2 h lectures/week. Using 1:1 time allocation ratio, total is 28 h.)	**Total h**	**Function** ("counterpart" for functions in student's view, e.g. preparing and implementing lectures and exercices, grading exams, reading and commenting assignments. NB! Each function can be examined **before, during** and **after** the course)	**Time allocation, h** (time used for different functions e.g. creating / renewing an assignment 5h before the course, 25 (students) x 1 h reading and grading the assignments during the course)	**Total h**
	TOTAL			TOTAL	

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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?

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For the next teaching session

1. Course plan, version 4 - DL 2.12.20
2. Teaching case (group work) - DL 5.12.20
3. Discussion in MC DL 7.12.20

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2. Course plan 4, DL 2.12.

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

- Course workload (both from the viewpoint of students and the teacher(s))

Please, also modify the previous topics, if needed.

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4. 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)*
   - *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

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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.

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2. Peer group work: Solve a case, DL 5.12.

1. Cases you wrote are now visible in MC. Each group is directed to a new case.
2. Solve the case and make a short video of your solution using panopto or any other tool you prefer.
3. Return your solution by December 5th in the same Submission box where you returned your written case.
4. Watch at least the solution of the case where you participated in writing.

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