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Course Design
PED-131.2210

Teaching session IV, 7.12.2020
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COURSE DESIGN - FALL 2020 TIMETABLE

Pre-assignment & course plan v1 DL 25.10.2020	WEEKS 44-45	WEEKS 46-48	WEEK 49	WEEK 50
	Contact Session 1 - 26.10.2020	**Contact Session 2 - 9.11.2020**	**Contact Session 3 - 30.11.2020**	**Contact Session 4 - 7.12.2020**
	Curriculum design and constructive alignment	*Teaching methods*	*Workload*	*Cases*
	Learning outcomes	*Assessment & Allwell*	*Educational technology in teaching*	*High quality teaching*
	Core content analysis			*Course feedback*
	Education for sustainable development and key competencies	**Individual work**		
		Course plan v3	**Individual work**	**Individual work**
		DL 23.11.2020	**Course plan v4**	**Final course plan (v5)**
	Individual work	**Reading and video material**	DL 2.12.2020	DL 14.12.2020
	Course plan v2		**Reading and video material**	
	DL 6.11.2020			
	Reading and video material	**Group work**		**Group work**
		Group discussion and work in MC	**Group work**	**Group discussion and work in MC**
	Group work		**Group discussion and work in MC**	
	Group discussion and work in MC			

Peer feedback DL 24.-27.11.2020   Instructor feedback DL 8.12.2020

Peer groups – preparing cases DL 25.11.2020. Solving cases DL 5.12.2020
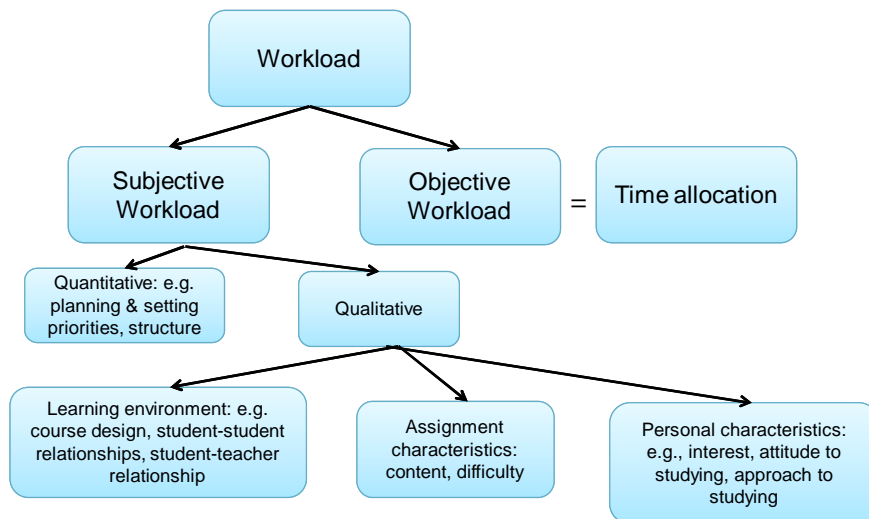
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Schedule for today

- Course Feedback
- High quality teaching
  - Teaching competencies – self-evaluations

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Last time we talked about …

Eva Kyndt, Inneke Berghmans, Filip Dochy & Lydwin Bulckens (2014)
'Time is not enough.' Workload in higher education: a student perspective, Higher Education
Research & Development, 33:4, 684-698, DOI: 10.1080/07294360.2013.863839, Figure from page 688.

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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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Learning outcomes for the session

After this session you

… are able to select methods for collecting feedback.

… 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 made self-reflection of your teaching competency.

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Feedback from teaching

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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?

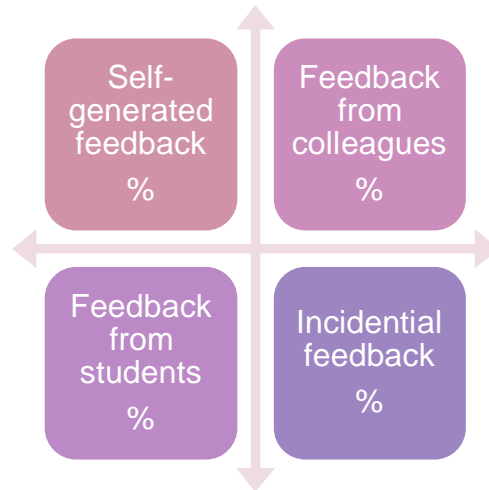- How we could develop this course in the future?

(Nevgi & Lindblom-Ylänne 2003, 249)

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Sources of feedback

Self-generated feedback %	Feedback from colleagues %
Feedback from students %	Incidential feedback %

Hounsell, D. Evaluating courses and teaching (p.202) in A Handbook for Teaching and Learning in Higher Education: Enhancing academic and Practice" (Fry, H., Ketteridge, S., Marshall, S. 2009. third edition

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Feedback – collecting and utilizing

1. Analyze forms and sources of feedback in your own course 20 minutes

   - individually 5 minutes

   - in the group 15 minutes

2. Discuss about what kind of ways you collect feedback in your school/department. How do you utilize the collected feedback? 10 minutes

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Analyzing forms and sources of feedback in your own course

Self-generated feedback	Feedback from colleagues
Feedback from students	Incidential feedback

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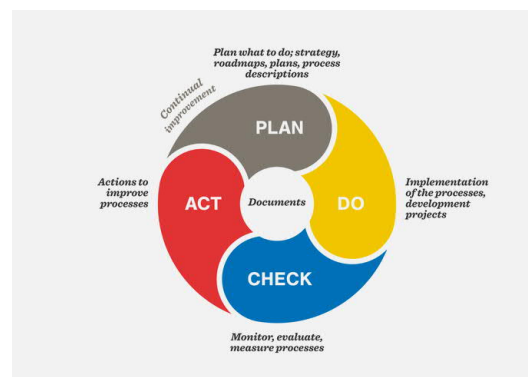11

Break

Photo by Roman Trofimiuk on Unsplash

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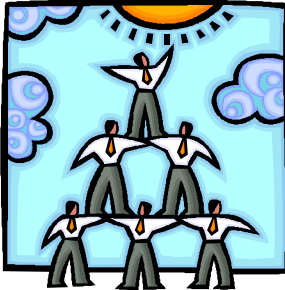
How do you define high quality teaching and learning?

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

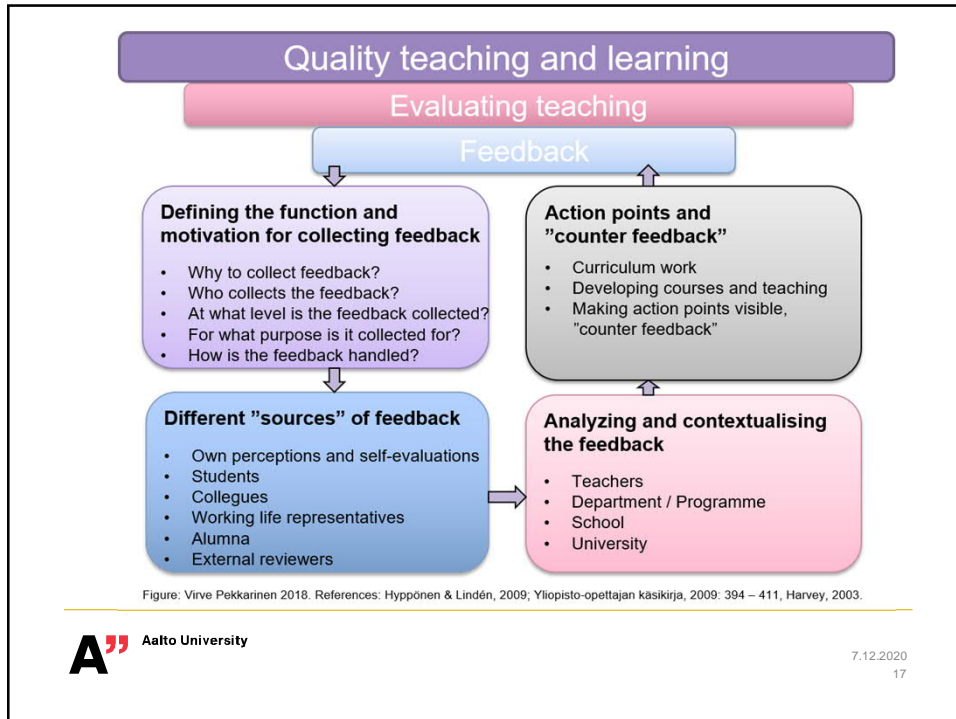**A"** Aalto University

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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/ and https://www.aalto.fi/en/for-aalto-community/evaluation-and-feedback-processes-in-teaching-and-learning

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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?

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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:
Setting learning outcomes
Adjusting time allocation & workload
Using teaching methods
Setting assessment (methods)
Providing feedback
Using online learning (methods)
Supporting continuous learning
Course planning & constructive alignment
Supervising & guiding thesis process
Something else, what?

1. Setting learning outcomes
Advanced
Good
Developing
Emerging
Competency is absent

2. Using teaching methods

3. Adjusting time allocation

4. Providing feedback

5. Supervising & guiding thesis process

6. Online learning

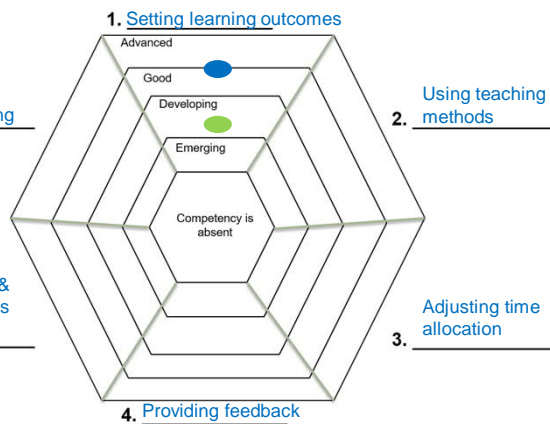Where are you now?
Where do you want to be?

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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

6. _____
2. _____
5. _____
3. _____
4. _____

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Remember to return the final version of your course plan by 14.12.2020.

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Continue working on your course plan v. 5

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

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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.

…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 reflections

Go to presemo:
http://presemo.aalto.fi/cdts4

Reflect your learnings from this course and your next developmental steps

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The pedagogical courses in the spring 2021

Core courses in spring 2021:
- A! Peda Intro, 5 cr, 2.2.-8.4.2021 (enrollment 10.11.-14.12.2020)
- Course Design (in Finnish), 5 cr, 1.3.-23.4.2021 (enrollment 11.11.2020-1.2.2021)
- A! Peda Intro, 5 cr, 13.4.-8.6.2021 (enrollment 25.1.-23.3.2021)
- Teaching practice, 5 cr, 8.1.-17.5.2021 (enrollment period: 9.11.-14.12.2020)
- Learning and Teaching in Higher Education, 5 cr, 20.1.-23.3.2021 (enrollment period: 9.11.-14.12.2020)

Elective courses in spring 2021:
- UNIPS: Pedagogics in Digital Learning, 1 cr, 18.1.-19.2.2021, enrollment period: 9.11.-14.12.2020
- Supervision of Master's thesis in English, (3 or 5 cr), enrollment period: 10.11. - 14.12.2020
- Open Networked Learning 5cr, 22.2.-16.5.2021, enrollment period 9.11.2020-17.1.2021
- Sustainability in Teaching, 2-3 cr, 4.-5. period 2021, more information coming soon
- Teaching assistant as a learning instructor (2 cr), 14.1.-5.3.2021, enrollment open 10.11.-14.12.2020
- Coaching group for teachers (in Finnish), 1 cr, starts 15.1.2021, enrollment until 31.12.2020
- Pedagogical training: Pedagogical Possibilities of New Learning Environments (2 cr), enrollment starts 11.11.2020

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Thank you for your active participation!

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