Tiger:

(Kinash and Knight 2013, p.19)

A! PEDA INTRO (5 cr)

Contact session 3:

Curriculum work and

Interaction in teaching

**Aalto University Learning Services
University Pedagogical Training
Sara Rönkkönen
Marja Elonheimo
21.9.2021 at 12.00-15.30**

A! Peda Intro 49 (5 ECTS)

Course timeline 24.8.2021-26.10.2021

Pre-assignment DL 20.8..2021

Session 1:
Tue 24.8.2021
12.00-15.30
I as a university teacher

Session 2:
Tue 7.9.2021
12.00-15.30
Teaching and learning at the university

Session 3:
Tue 21.9.2021
12.00-15.30
Curriculum work, interaction in teaching

Session 4:
Tue 5.10.2021
12.00-15.30
Individual teaching practices

Session 5:
Tue 26.10.2021
12.00-15.30
Peer group presentations

Feedback 1

Learning Log 1 DL 15.9.2021

Feedback 2

Learning log 2 DL 13.10.2021

Final feedback

Readings

Readings

INDIVIDUAL TASK: Teaching practice preparation, session on 5.10.2021

GROUP TASK: Peer group meetings (at least 2) and final presentation on 26.10.2021

Individual reflecting & processing during the course

3

Schedule

12.00-12.05 Course practicalities

12.05-12.55 Interaction in teaching

12.55-13.10 Break

13.10-14.20 Curriculum work and course design - working in groups

14.20-14.30 Break

14.30-15.15 Group work continues

15.15 Assignment for next time, closing the day & collecting feedback

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Learning outcomes for A! Peda Intro course

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- ✓ will recognize the stages in teaching design. In addition: You have explored the role of interaction in teaching.

- ✓ will apprehend your role as a teacher in the learning process of the students. In addition: You are aware of the AllWell? - study wellbeing process at Aalto.

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Something from the logs...

Thoughts after the teaching session
- New perspectives of different aspects in teaching
- More critical feedback from course teachers on the theories
- Longer breaks needed

My learning was supported by
- Interaction among peers
- Reading materials before the session
- Gallery walk
- Presentation about study well-being

Thoughts and ideas about the themes
- AllWell? was an important topic
- Different levels of thinking about teaching was an interesting concept
- Fascinating discussion was on the surface and deep approaches to learning.

I'm going to apply these ideas to my own teaching?
- Gallery walk
- Interactive tools like Flinga, Jamboard and Presemo
- Reconsider the best use of time spent with students to support their learning

In the future I'd like to focus on
- How to create more interaction in my own course?
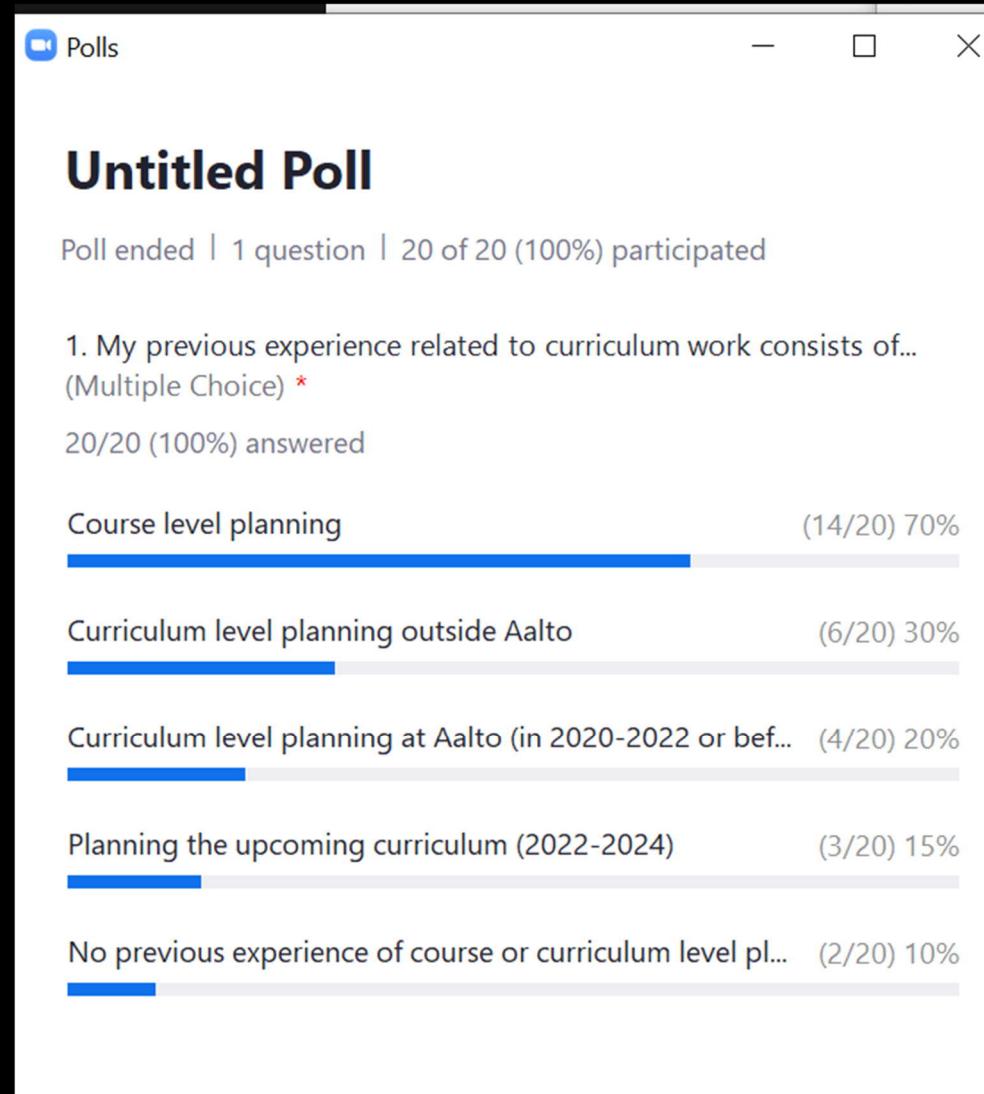- Online teaching tools
- How to support and motivate my own students?

Interaction in teaching
- Rinna Toikka

Curriculum work
– what is it all about?

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Poll

Curriculum work on the different levels

European Higher Education Area

Academic degree standards (EQF = European Qualification Framework),
Bologna process (Bologna declaration)

National level

Government Degree Regulation, Ministry of Education and Culture in Finland

[https://minedu.fi/en/higher-education-and-degrees] [https://minedu.fi/en/education-system]

Aalto/ School/ Programme 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 level

Course unit

Teaching session, plan for the contact or distance teaching

Student level

Personal study plan

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

Constructive alignment

- The concept of "**constructive alignment**" is related to constructivist approach on learning (Biggs 1996, 2003).

- Constructive alignment means that **the components in the teaching system**, especially the teaching methods used and the assessment tasks, **are aligned** with the learning activities assumed in the intended learning outcomes.

- The teacher's job is to create a **learning environment** that supports the learning activities appropriate to achieve the intended learning outcomes.

Learning environment

Learning activities

Intended learning outcomes (ILO's)

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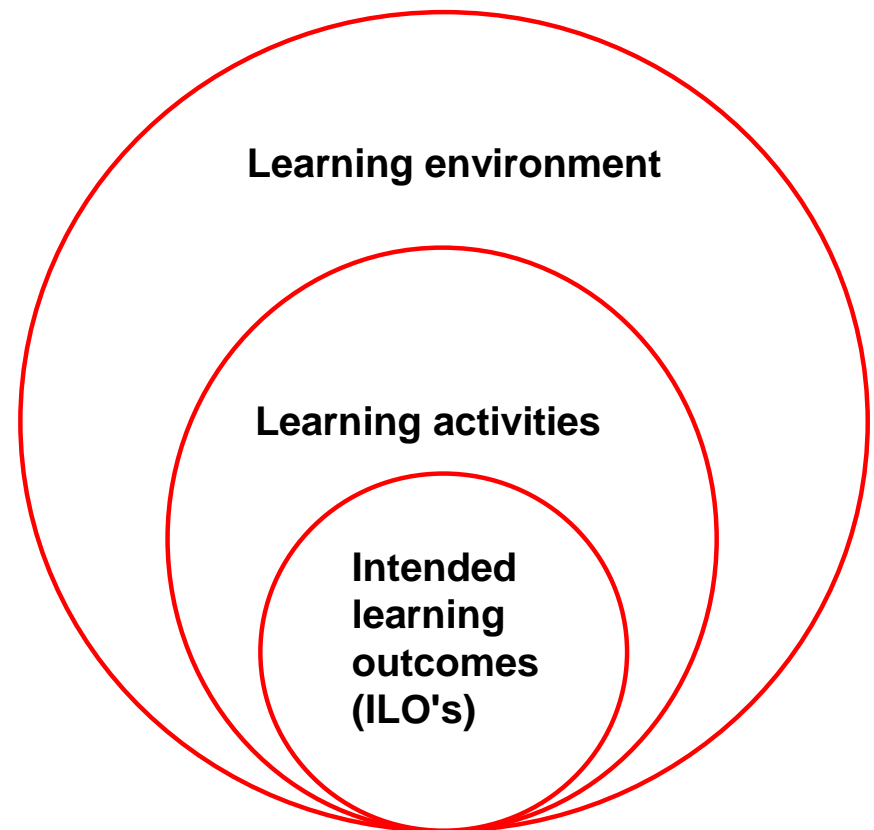
Aalto guidelines for curricula 2022–2024

1   **The planning of teaching is competence-based.** The learning outcomes and contents of the programme as well as its methods for evaluating teaching and learning should form a cohesive, foreseeable whole from the student's point of view, thereby helping students to graduate within the normative timeframe.

2   **Adjusting degree programmes to respond to the challenges of the future.** Degree programmes should identify how their field relates to sustainability challenges and solutions, adjust the learning outcomes accordingly, and renew the contents of the programme in stages for curricula 2022–2024 and 2024–2026.

3   **Assessing and balancing study-related workload.** Degree programmes assess and develop the workload of the courses and the programme based on available feedback. In addition, programmes ensure that the content of the courses, the teaching methods, and the methods for evaluating teaching and learning support the completion of the learning outcomes within the target time.

4   **Identifying potential LWL teaching to offer.** As part of curriculum work, the schools and units are asked to identify potential LWL (life-wide learning) teaching that they can offer.

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Group work: Curriculum work Puzzle (jigsaw) method

Phases:

1. Working in expert-groups divided by topic 30 mins
2. Working in mixed groups 60 mins
3. Back to the expert-group 10 mins
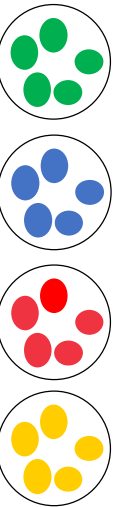**4. Short wrap-up 10 mins**
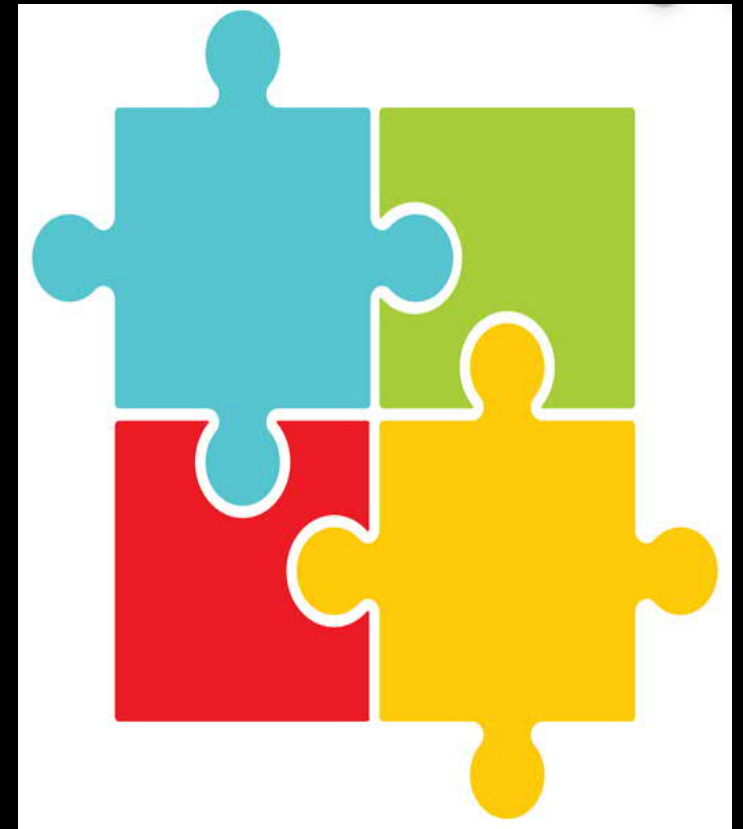
Phase 1: Working in expert-groups divided by topic

Groups are working on the topic given in the previous session.

- Learning outcomes **(<u>Laura</u>, Raed, ~~Paulo~~, Shreyasi, ~~Yusein~~)**
- Students' workload **(<u>Fares</u>, Ted, Girish, Henrikki, Roby, Fevzihan)**
- Teaching methods **(<u>Sergei</u>, ~~Gökhan~~, Alexandru, Tuulia, Muhammad, Francesco)**
- Learning assessment **(<u>Thad</u>, Nikhilendu, Kristjana, Petteri, Mashrura, Vanni)**

The group:

- Discusses the topic (reading material) 10min
- **Defines the main points** and **summarises them** on a Zoom Whiteboard 20min (screen share: Laura, Fares, Sergei, Thad)
- NOTE: Everyone in the group **downloads the Zoom whiteboard as pdf**

Zoom Meeting

Select a window or an application that you want to share

Basic   Advanced   Files

Screen

Whiteboard

Mee

Hos

Invit

Part

Jo

Computer

☐ Share computer sound   ☐ Optimize Screen Sharing for Video Clip

Share

yes   no   go slower   go fast

Mute   Start Video   Security   Participants 2   Polls   Chat   Share (Alt+S)   More   End   Invite   Mute All
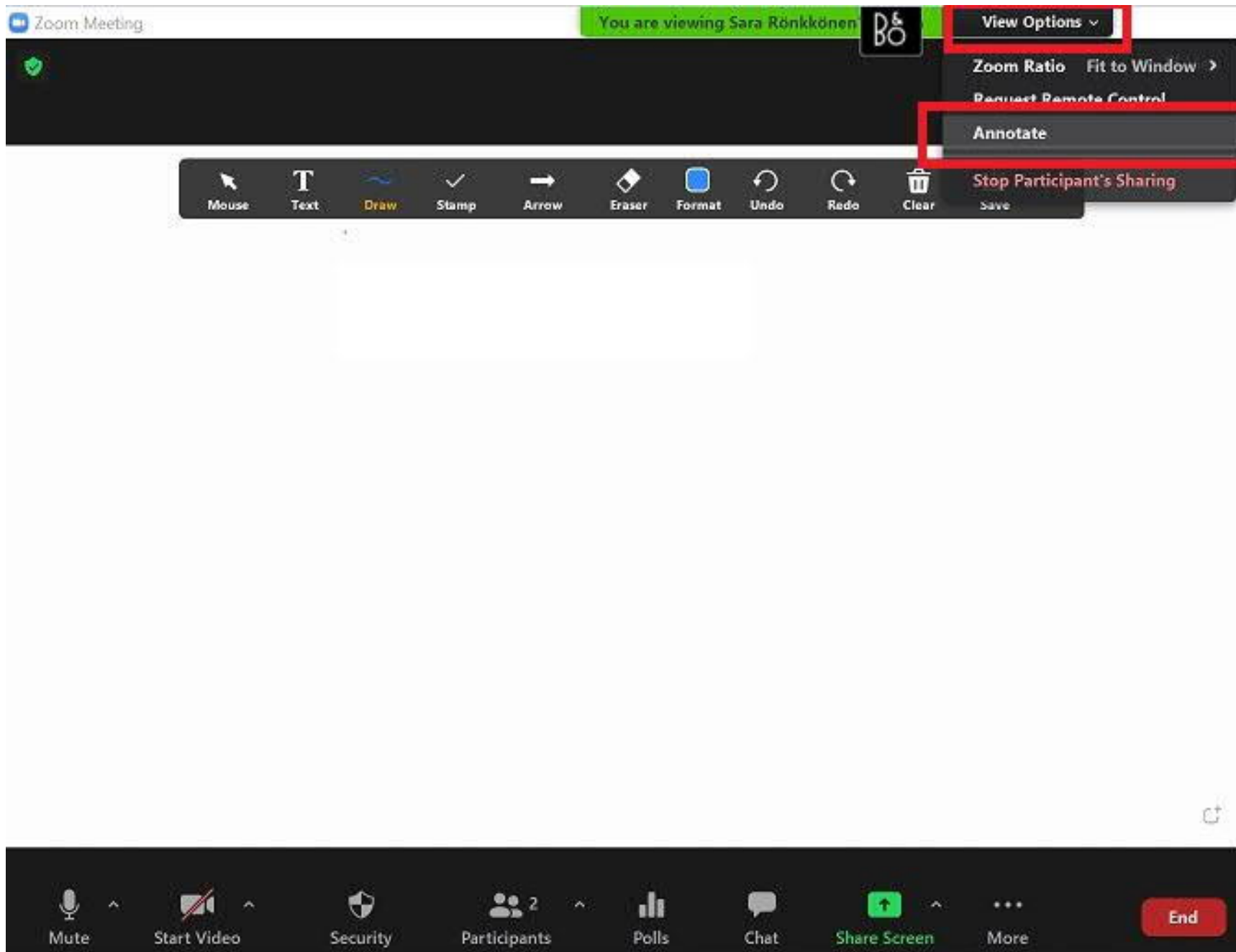
Share Screen

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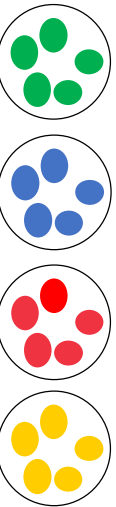
Phase 2: Mixed groups

The experts in each group will teach their topic **in this order**:

A) **Learning outcomes** 10 min, including discussion

B) **Students' workload** 10 min, including discussion

C) **Teaching methods** 10 min, including discussion

D) **Assessment** 10 min, including discussion
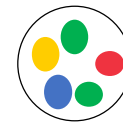
The Expert in each group takes individual (pen&paper/notepad) notes of the discussion. If there are unclear issues, please write also them down.

New, mixed groups (4x10mins)

Group 1: **Laura**, **Fares**, **Ted**, **Alexandru**, **Muhammad**, **Vanni**, **Nikhilendu**

Group 2: **Shreyasi**, **Henrikki**, **Fevzihan**, **Sergei**, **Mashrura**, **Kristjana**

Group 3: **Raed**, **Girish**, **Roby**, **Francesco**, **Tuulia**, **Petteri**, **Thad**

Phase 3: Back to the expert-groups divided by topic
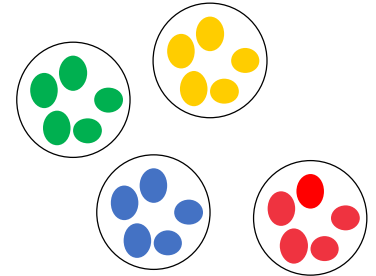
Go back to your "topic group", discuss and share the ideas from the previous phase.

- You have 10 minutes to wrap up and decide your key takeaway from this exercise: **What will you take with you to course design?**

- Be prepared to share your group findings to everyone in the **chat**.

Phase 4: Wrap-up

A) Learning outcomes (Laura, Raed, ~~Paulo~~, Shreyasi, ~~Yusein~~)

B) Students' workload (Fares, Ted, Girish, Henrikki, Roby, Fevzihan)

C) Teaching methods (Sergei, ~~Gökhan~~, Alexandru, Tuulia, Muhammad, Francesco)

D) Learning assessment (Thad, Nikhilendu, Kristjana, Petteri, Mashrura, Vanni)

What will you take with you to course design? Please share your findings in the chat.

Key take-aways

Learning outcomes That designing Learning Outcomes could start with planning of Assessment. The assessment should take high share when it comes to writing learning outcomes. Use the research done before as a starting point for learning outcomes. Thinking of learning outcomes in a way that allows flexibility within the course. The reading was an excellent starting point also for vocabulary. The learning outcomes, work load, and assessment are all related to each other.	**Students' workload** Designing Curriculum: Such that - to motivate the students for deep learning rather than surface learning. Teaching content and allocated learning time should be structured parallel to deep learning assessment. Reducing Contact session time and give more time for individual and peer group work—keep it at max 50 % of total workload which is 40 Hrs a week. Sufficient time to think is essential for deep learning. No formulas are absolute for workload etc. Deciding for workload, I find it is a continuous process to assess the workload during the course after that also....so that we can optimize it to maximize the learning outcomes. Thinking time brings things forward.
Teaching methods Do not stick with a single working method, adjust the choice of teaching method to match the goals and the nature of the class. The significance of learning outcome with regard to everything else: especially selecting teaching methods, but also in the assessment and defining of proper and not too heavy workload	**Learning assessment** Assessment of deep learning. There a variety of assessment tools we have not yet considered. 1. How to conduct better live recorded lectures, 2. Careful planning of the assessment methods so that it is aligned well with learning outcomes. Communicate as much as possible about the "how" and "why" of assessment. Assessment should not be considered as something separate from learning, but instead different assessment methods should be used to support learning. Build grading scheme that relies more on continuous assessment than on summative assessment.

Teacher's and student's perspectives on assessment & learning outcomes

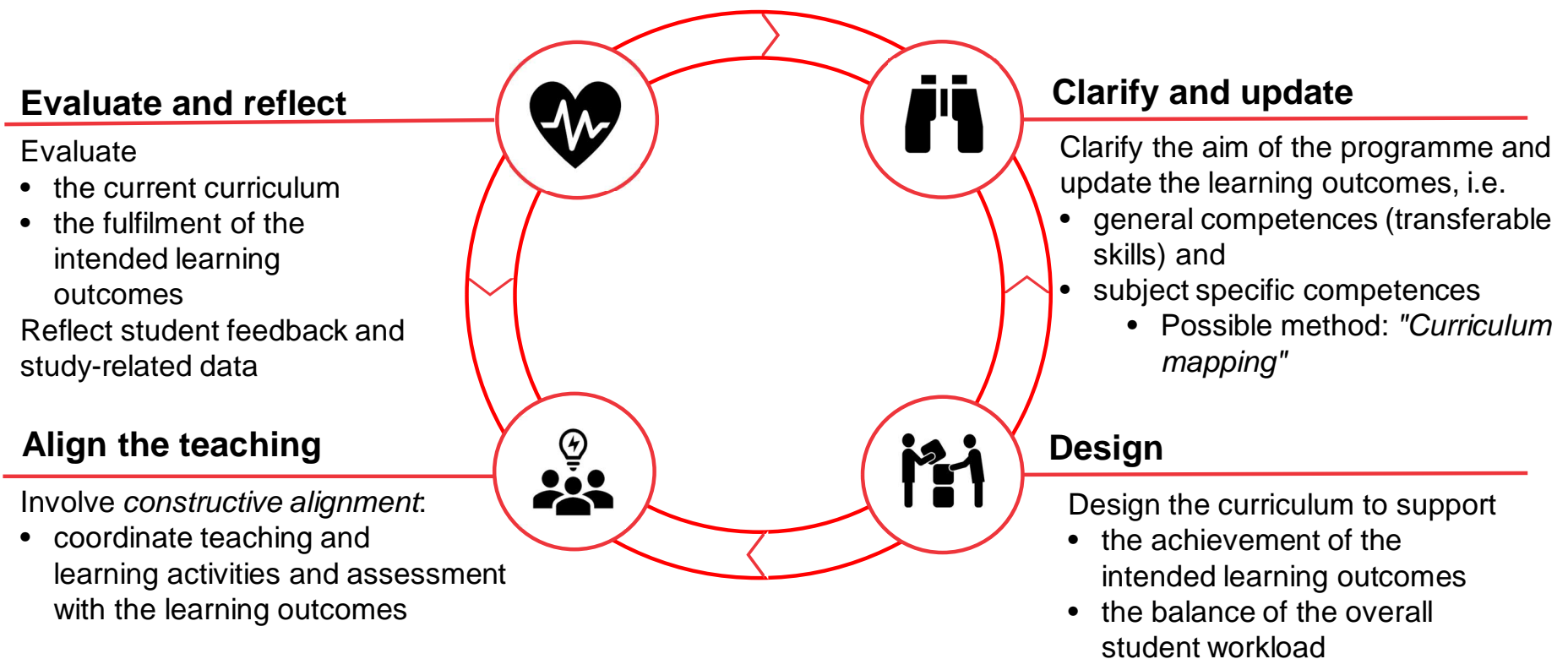|			
Teacher's	Intended learning outcomes	→ Teaching activities →	Assessment
Student's	Assessment	→ Learning activities →	Outcomes
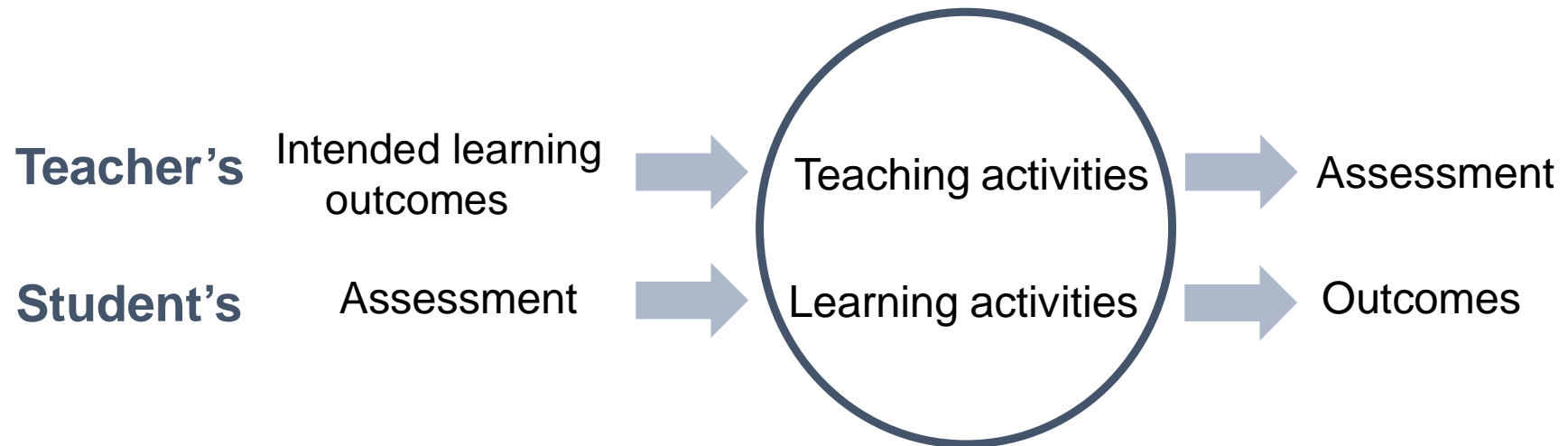
Students learn what they think they will be tested on.

Biggs &Tang (2011). Teaching for quality Learning at University : What the Student Does

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Curriculum development cycle*

in progress for 2022-2024 curriculum design

Evaluate and reflect

Evaluate
- the current curriculum
- the fulfilment of the intended learning outcomes

Reflect student feedback and study-related data

Align the teaching

Involve *constructive alignment*:
- coordinate teaching and learning activities and assessment with the learning outcomes

Clarify and update

Clarify the aim of the programme and update the learning outcomes, i.e.
- general competences (transferable skills) and
- subject specific competences
  - Possible method: *"Curriculum mapping"*

Design

Design the curriculum to support
- the achievement of the intended learning outcomes
- the balance of the overall student workload

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Aligning and planning teaching on a <u>course level</u>

Cooperating with other teachers within the programme, identifying connections between different courses; utilizing student (and other, if available) feedback

Timing and planning the course schedule

<u>Counting the workload of students*</u>

Planning the assessment methods

Setting the course-level learning outcomes (keeping target group in mind)

Selecting the contents

Selecting the learning materials

<u>Planning the teaching methods</u>

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For the next session

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Readings

Readings

INDIVIDUAL TASK: Teaching practice preparation session on 5.10.2021

GROUP TASK: Peer group meeting final presentation on 26.10.2021

If you have not subnmitted the Learning log 1, please do it now and include your learnings from sessions 1-3

Individual reflecting & processing during the course

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Information for next session

Individual teaching practice will take place on Tuesday **5.10.2021**

- You will teach a small group (3-4 persons, including a pedagogical specialist as the facilitator) online for 20 minutes and get peer feedback (10mins)
- We suggest you to try some method/way/approach of teaching that is new to you.
- Also think: is there a particular theme on which you would like to receive feedback?
- Help for planning: Get Inspired. A guide for successful teaching. Chapters 4 and 5, pp. 27-49. https://aaltodoc.aalto.fi/handle/123456789/11990
- Submit your **teaching practice plan** on MyCourses by **28.9.2021**. Instructions can be found on MyCourses on the left navigation. Focus on the following: aims of the teaching practice, content, methods, interaction.

Some references

(for further reading, optional if you have time)

Hailkari, T., Virtanen, V., Vesalainen, M., & Postareff, L. (2021). Student perspectives on how different elements of constructive alignment support active learning. *Active Learning in Higher Education*, [1469787421989160]. https://doi.org/10.1177/1469787421989160 Student perspectives on how different elements of constructive alignment support active learning — Helsingin yliopisto (helsinki.fi)

Entwisle, N. & Ramsden, R. (1983) *Understanding Student Learning.* Routledge, London. E-book version published in 2015.

Felder, R.M. & Brent, R. (2005) Understanding Student Differences. Journal of Engineering Education, (94)1, 57-72.

Marton, F., Hounsell, D., & Entwistle, N. (Eds.). (1997). *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Pang, M.F. & Marton, F. (2005) Learning theory as teaching resource. Instructional Science, 33, 159–191.

Feedback in Padlet
(anonymous if not logged in)

🟡 **I am excited and inspired by...**

🔴 **I am concerned about…**

🟢 **I expect, I need. I'd like to…**

https://bit.ly/2XmiT85

Thank you!